

Enhancing student resilience through access to psychological counselling services in selected Zimbabwean Polytechnics

by

Faith Kurete

A thesis submitted in partial fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR
(Learning Support, Guidance and Counselling)

Department of Educational Psychology
Faculty of Education
University of Pretoria

SUPERVISOR
Prof. MR Mampane

Declaration

I declare that this thesis which I hereby submit for the degree PhD in Learning Support Guidance and Counselling at the University of Pretoria is my own work not previously been submitted by me for a degree at this or any other tertiary institution.

Sign-----

Date -----

Dedication

I dedicate this thesis to my late mama and grandfather, “old man”. I would not be what I am if it was not for a strong foundation that you laid in my life.

Ethics certificate



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER:

EP 19/03/01

DEGREE AND PROJECT

PhD

Enhancing student resilience through access to
Psychological Counselling Services in selected

Zimbabwean Polytechnics

INVESTIGATOR

Ms Faith Kurete

DEPARTMENT

Educational Psychology

APPROVAL TO COMMENCE STUDY

16 August 2019

DATE OF CLEARANCE CERTIFICATE

06 October 2020

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire

CC

Ms Bronwynne Swarts

Prof MR Mampane

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Acknowledgements

I thank the God Almighty for making a way for me where there was no way.

To my supervisor Prof Ruth Mampane, you did a wonderful job with me. Thank you for your love, patience and tolerance for me. I learnt a lot from you, and you changed my life in a way that I cannot put in words. Once again thank you.

I would like to express my gratitude to the University of Pretoria for awarding a bursary for my study. I appreciate the Ministry of Higher and Tertiary Education, Science and Technological Development for allowing me to conduct my study in the Polytechnics. My gratitude to the Principals of the two Polytechnics where I carried out the study for welcoming me in their institutions. To all the participants of this study, I thank you.

To Prof P. Gwirayi and Mr Mkululi Sibanda for their encouragement. Mr ET Seka for IT assistance throughout the study.

Abstract

The purpose of this research study was to explore and investigate how student resilience can be enhanced through access to psychological counselling services. The research aimed to ultimately inform policymakers of the gaps in the policy on the provision of psychological counselling services. Understanding and promoting the significance of resilience in overcoming and dealing with consistent exposure to adversity is core to this study. It is further important for this study to note that access to psychological counselling services is a form of psychological, emotional and social support. Higher education students need to manage and overcome their adverse circumstances and enhance their ability to be resilient through psychological services in Polytechnics in Zimbabwe and possibly highlight the importance of such services in supporting the resilience of students. Therefore, the family, educational institutions and communities have a role to play in enhancing resilience among students. These social structures should put in place mechanisms of supporting students psychologically to enhance their resilience.

The study was guided by the socio-ecological theory and self-determination theory. These two theories helped the researcher to have an insight into how resilience is experienced by polytechnic students. This study used qualitative methodology to understand and answer the research question “How can resilience be facilitated through accessing psychological counselling services in Zimbabwean Polytechnics?” The study adopted the interpretivist research paradigm and a phenomenological research design. The target population were students from two polytechnics. Data was collected through interviews and focus group discussions and was analysed through thematic analysis. The research found out that students in polytechnics face adversities during their academic life. However, they have coping mechanisms to help them avert the effects of adversities. Polytechnic students felt that psychological counselling services would help them more to adjust to college life and to deal with adversities as they arise. The study found that there is no mental health policy for polytechnics; hence there is a need for the formal establishment of psychological counselling services.

Keywords: Resilience, Psychological counselling, Polytechnic, Zimbabwe, Counselling,

Language Editor



Member South African Translators' Institute
www.language-services.online

PO Box 3172
Lyttelton South
0176
6 February 2021

TO WHOM IT MAY CONCERN

The thesis titled “Enhancing student resilience through access to psychological counselling services in selected Zimbabwean Polytechnics” by Faith Kurete has been proofread and edited for language by me.

I verify that it is ready for publication or public viewing in respect of language and style and it has been formatted as per the prescribed style of the institution.

Please note that no view is expressed in respect of the subject-specific technical contents of the document or changes made after the date of this letter.

Kind regards



Anna M de Wet

BA (Afrikaans, English, Classical Languages) (Cum Laude), University of Pretoria.
BA Hons ((Latin) (Cum Laude), University of Pretoria.
BA Hons (Psychology), University of Pretoria.

List of Abbreviations

AHPCZ:	Allied Health Practitioners Council of Zimbabwe
BPNT:	Basic Psychological Needs Theory
PAFCA:	Psychotherapy & counselling Federation of Australia
PHAC:	Public Health Agency of Canada
SDT:	Self-determination Theory
UNESCO	United Nations Educational Scientific and Cultural Organisation

Table of Content

Declaration	i
Dedication	ii
Ethics certificate	iii
Acknowledgements	iv
Abstract	v
Language Editor	vi
List of Abbreviations	vii
Table of Content	viii
List of Figures	xiii
List of Tables	xiv
CHAPTER 1: INTRODUCTION	1
1.1 INTRODUCTION AND RATIONALE	1
1.2 PURPOSE OF THE STUDY	3
1.3 PROBLEM STATEMENT	4
1.4 PRIMARY RESEARCH QUESTION.....	5
1.5 SECONDARY RESEARCH QUESTIONS	5
1.6 Context of the Study.....	6
1.7 PRELIMINARY LITERATURE REVIEW	7
1.8 THEORETICAL FRAMEWORK.....	10
1.8.1 Ungar’s Social-Ecological Perspective on Resilience	10
1.8.2 Self-Determination Theory.....	10
1.9 CLARIFICATION OF MAIN TERMS	11
1.9.1 Counselling	11
1.9.2 Psychological Counselling	12
1.9.3 Student.....	12
1.9.4 Polytechnics	12
1.9.5 Resilience.....	12
1.10 METHODOLOGY	12
1.10.1 Methodological Paradigm	12
1.10.2 Meta-Theoretical Perspective	13
1.10.3 Research Design.....	14
1.10.4 Population	14
1.10.5 Sample Frame and Sample Size	15
1.10.6 Sampling Techniques	15
1.10.7 Data Collection Procedures	16
1.10.8 Data Gathering Instruments.....	16
1.10.8.1 Focus group discussions	16

1.10.8.2	Observations	18
1.10.8.3	Demographic Questionnaires	18
1.10.8.4	Interviews	18
1.10.9	Data Analysis Strategies	18
1.11	RIGOUR OF RESEARCH.....	19
1.11.1	Credibility	19
1.11.2	Dependability.....	19
1.11.3	Conformability	19
1.11.4	Transferability.....	19
1.11.5	Authenticity.....	20
1.12	PROCEDURES FOR PILOT STUDIES AND TESTING OF DATA GATHERING INSTRUMENTS	20
1.13	ETHICAL CONSIDERATIONS	20
1.13.1	Informed Consent.....	20
1.13.2	Confidentiality and Anonymity	21
1.13.3	Beneficence	21
1.13.4	Management of Information.....	21
1.13.5	Briefings of Participants.....	22
1.14	STRENGTHS AND CONTRIBUTIONS OF THE STUDY	22
1.15	OUTLINE OF CHAPTERS.....	22
	CHAPTER 2: LITERATURE REVIEW.....	24
2.1	INTRODUCTION	24
2.1.1	The State of Mental Health in Tertiary Institutions	24
2.1.2	Determinant of Mental Health Help-Seeking Behaviour	28
2.1.2.1	Poverty.....	28
2.1.2.2	Gender	28
2.1.2.3	Age.....	28
2.1.2.4	Attitudes towards mental illness.....	29
2.1.2.5	Stigma	29
2.1.3	Mental Health Policy.....	29
2.1.4	Implications for Policy and Practice	30
2.2	RESILIENCE	31
2.2.1	Resilience Research.....	35
2.2.1.1	Consensual elements of resilience	36
2.2.1.2	Individual assets.....	37
2.2.1.3	Relational resources.....	37
2.2.1.4	Contextual resources.....	37
2.3	RISK	38
2.3.1	General Background.....	38
2.3.2	Specific Risk Factors	39
2.4	Protective Factors.....	42
2.4.1	Family Support	43
2.4.2	Non-Familial Support.....	44

2.4.3	Community Support.....	45
2.4.4	Institutional Support.....	46
2.4.5	Self-esteem	49
2.5	INDIVIDUAL RESILIENCE PROCESS IN COLLEGE STUDENTS	50
2.6	STRATEGIES FOR BUILDING RESILIENCE	52
2.7	RESILIENCE BUILDING FRAMEWORKS.....	52
2.8	COPING.....	54
2.8.1	Resilience and Coping.....	54
2.9	SOCIAL ECOLOGY AND RESILIENCE	55
2.10	RESILIENCE AND THE AVAILABILITY OF RESOURCES.....	55
2.11	COLLEGE PSYCHOLOGICAL COUNSELLING SERVICES AND RESILIENCE	56
2.12	BENEFITS OF PSYCHOLOGICAL COUNSELLING SERVICES TO STUDENTS	57
2.13	CONCLUSION.....	62
2.14	SUMMARY OF THE CHAPTER	63
CHAPTER 3:	THEORETICAL FRAMEWORK	65
3.1	INTRODUCTION	65
3.2	UNGAR'S SOCIO-ECOLOGICAL RESILIENCE THEORY.....	65
3.2.1	Relationship between tensions and principles of the socio-ecological theory	68
3.2.2	Decentrality	68
3.2.3	Complexity	68
3.2.4	Atypicality	69
3.2.5	Cultural Relativity	70
3.3	SELF- DETERMINATION THEORY	71
3.3.1	Autonomy.....	72
3.3.2	Relatedness.....	73
3.3.3	Competence.....	74
3.3.4	Basic Psychological Needs Theory (BPNT).....	76
3.4	CONCEPTUAL FRAMEWORK.....	80
3.5	Conceptual Framework.....	82
3.6	CONCLUSION.....	83
CHAPTER 4:	RESEARCH METHODOLOGY	84
4.1	INTRODUCTION	84
4.2	RESEARCH PARADIGMS	84
4.2.1	Constructivist Paradigm.....	86
4.2.2	Shortcomings of the Constructivist Paradigm	87
4.3	RESEARCH METHODOLOGY.....	87

4.4	RESEARCH Design.....	90
4.4.1	Phenomenology	90
4.5	Population.....	92
4.5.1	Participant Selection.....	92
4.5.2	Sampling Method	92
4.5.3	Sample Size	93
4.6	DATA COLLECTION	93
4.6.1	Focus Group Discussions.....	94
4.6.2	Interviews	94
4.7	DATA ANALYSIS.....	95
4.8	CREDIBILITY.....	96
4.9	TRANSFERABILITY	96
4.10	DEPENDABILITY	97
4.11	CONFORMABILITY	97
4.12	AUTHENTICITY.....	97
4.13	ETHICS IN RESEARCH	98
4.14	SUMMARY OF THE CHAPTER	99
CHAPTER 5:	RESEARCH FINDINGS AND DISCUSSION.....	100
5.1	INTRODUCTION	100
5.2	THEMES OF THE STUDY.....	100
5.3	DEMOGRAPHIC DATA	101
5.3.1	Demographics of Institution 1	102
5.3.2	Demographics of Institution 2	103
5.3.3	Summary of all Demographic Information.....	106
5.4	INTERVIEWS AND FOCUS GROUP KEY GUIDE	107
5.5	THEME 1: THE EXPERIENCES OF ACCESSING PSYCHOLOGICAL COUNSELLING SERVICES.	107
5.5.1	Subtheme 1:1–Understanding of Psychological Counselling Services And Knowledge On Its Availability	108
5.5.1.1	Category 1.1: Expectations of psychological counselling services	111
5.5.2	Subtheme 1:2:–Experiences on Accessing Psychological Counselling Services.	115
5.5.3	Subtheme 1:3:–Dangers in Accessing Ad Hoc Psychological Counselling Services.	117
5.5.4	Discussion Theme 1: Participants’ Experiences and Knowledge of Accessing Psychological Counselling Services.	119
5.6	THEME 2: UNDERSTANDING THE NATURE OF PROBLEMS AND COPING MECHANISMS.....	120
5.6.1	Subtheme 2:1–Understanding the nature of problems and their coping mechanisms	121
5.6.2	Subtheme 2:2–Coping mechanisms	125
5.6.2.1	Coping mechanisms for physical wellbeing	125

5.6.2.2	Coping mechanism for emotional wellbeing.....	126
5.6.2.3	Coping mechanisms for spiritual wellbeing	126
5.6.3	Discussion of Theme 2: Understanding the Nature of Participants' Problems and their Stress Coping Mechanisms.	128
5.7	THEME 3: PERCEPTIONS ON THE ROLE OF PSYCHOLOGICAL COUNSELLING SERVICES.....	129
5.7.1	Discussion on Theme 3: Perceptions on the Role of Psychological Counselling Services.....	135
5.8	SUMMARY OF THE CHAPTER	136
	CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS	137
6.1	INTRODUCTION	137
6.2	ANSWERING THE RESEARCH QUESTIONS.....	137
6.2.1	Relationship Between the Main Research Question and Sub-questions	137
6.2.2	Research Question 1.....	137
6.2.3	Research Question 2.....	141
6.2.4	Research Question 3.....	143
6.2.5	Answering the Main Research Question.....	144
6.3	Answering Research Questions Using Theoretical Frameworks	146
6.3.1	Socio-ecological Theory	147
6.3.2	Self-determination Theory	149
6.4	LIMITATIONS OF THE STUDY	151
6.5	RECOMMENDATIONS.....	152
6.5.1	Recommendations for Heads of Institutions.....	152
6.5.2	Recommendations for Policymakers	152
6.5.3	Recommendations for Future Study	152
7.	LIST OF REFERENCES	153
8.	ANNEXURES	179
8.1	Annexure A: letter to the ministry request permission to carry out a study	179
8.2	Annexure B: Approval letter from the Ministry of Higher and Tertiary Education, science and Technology Development	180
8.3	Annexure C: Visit approval at Institution 1	181
8.4	Annexure D: Visit approval at Institution 2	182
8.5	Annexure E: Participant information sheet.....	183
8.6	Annexure F: Consent form.....	184
8.7	Annexure G: Interview questions	185

List of Figures

Figure 1.1: Map of Zimbabwe (Adopted from Sibanda, Moyana & Gumbo, 1992)	6
Figure 2.1: Relationship of Consensual elements of resilience.....	38
Figure 3.1: Socio-ecological theory.....	67
Figure 3.2: Self-determination diagram.	72
Figure 3.3: Conceptual framework	82
Figure 6.1: Relationship of main research question and sub-questions.....	137
Figure 6.2: Students' adversities and available resources.....	148
Figure 6.3: Student's internal and external forces to build resilience	150

List of Tables

Table 1.1: Interpretivism characteristics	13
Table 1.2: Sample size	15
Table 1.3: Data collection procedure	18
Table 4.1: Paradigms.	85
Table 4.2: Population and sample size.....	92
Table 5.1: Themes.....	101
Table 5.2: Institution 1: Interviews.....	102
Table 5.3: Institution 1: Focus group discussion	103
Table 5.4: Institution 2: Focus group 1	104
Table 5-5: Institution 2: Focus group 2.....	105
Table 5.6: Institution 2 Focus group 3	106
Table 5.7: Categories of participants N =57	106
Table 5.8: Interview and focus group key guide.....	107
Table 5.9: Inclusion and exclusion criteria for theme 1	108
Table 5.10: Inclusion and exclusion criteria for theme 2.....	121
Table 5.11: Inclusion and exclusion criteria for Theme 3	130

CHAPTER 1:INTRODUCTION

1.1 INTRODUCTION AND RATIONALE

The mental health of tertiary education students has received much attention in the western world, but there is less attention in developing countries, particularly in Sub Saharan Africa. There has been a steady increase over the years of reports of students in higher education institutions with severe psychological problems (ubtheme 1.1, 2009). Statistics show an increase of psychological problems among students in tertiary institutions from 12% in 2000 to 26% in 2010 in European countries (Blanco et al., 2008; Gallagher, 2015; Kitzrow, 2009). Brunner, Wallace, Reymann, Sellers, and McCabe (2014) note that higher education students are confronted with many adversities, including financial problems, fragile personal relationships and challenges on educational opportunities and employment prospects. Blanco et al. (2008) further allude that academic unreadiness, inadequate study habits, and cross-cultural issues are among the challenges students face in tertiary institutions. To compound the challenges faced by students at higher education institutions. Piumatti (2018) laments that family dysfunction, intolerance, drug and alcohol abuse and weak 'interpersonal attachments, academic overload, constant pressure to succeed, competition with peers and concerns about the future' are issues that affect students in tertiary education institutions. Therefore there is a need for resilience to enable overcoming the aforementioned adversities. Access to psychological counselling services is core to further understanding and supporting students with the challenges they are confronted with in their lives.

Institutions of higher education in Zimbabwe are classified as universities, teachers colleges, vocational training centres or polytechnics. Polytechnics are accessible to students who want to specialise in technical and vocational education courses. The curriculum has been tailored to meet the needs of students and the industrial sector. Technical and vocational courses offered in polytechnics range from engineering to commercial courses (Higher Education Examinations Council, 2017). The students in polytechnics undergo one year on the job training to enable them to cement what they would have been taught and apply knowledge, techniques and skills essential for the industry. Polytechnics also accommodate students who are on apprenticeship training, equipping them with relevant theory in line with their trade to buttress what they are taught in the industry (Zimbabwe Education Development Fund [EDF, 2016).

The Government of Zimbabwe “promotes national development through the production of resilient, disciplined, socially well-adjusted and productive individuals with sound physical and mental practices” (Government of Zimbabwe, 2005). The development is promoted through through the Schools Psychological Services and Special Needs institutionalised Guidance and Counselling in primary and secondary schools (Policy Number 23 of 2005). Although the institutionalisation of Guidance and Counselling Policy (Statutory Instrument 85 of 2000) was done, it is limited to the Ministry of Primary and Secondary Education and silent on higher education institutions' operations. Therefore, the governing of polytechnics in Zimbabwe is silent on the provision on counselling to higher education students. However, the universities in Zimbabwe continue to provide counselling services, although there is no policy or guidelines on the provision of counselling services to students. Many higher and tertiary education institutions in the western world and other parts of Africa have student support structures that are well established. Among the student support services, the most important or most desirable forms of support services include employment placement services, learning support, and counselling services which support students' emotional and self-development needs (Lane, 2016).

Zimbabwe has ten polytechnics which offer Technical, Vocational Education and Training (TVET). I assume that constant exposure and experiences of adversity impact the individual performance of higher education students' ability to function effectively in classrooms, at home, and during social activities. Hartley (2010) believed that studies of resilience can effectively inform better practices at institutions like a college of education. College counselling centres are said to have challenges in addressing the growing demand for psychological services due to a lack of resources. Thus, understanding and promoting the significance of resilience in overcoming and dealing with consistent exposure to adversity is core to this study. It is further essential for this study to note that access to psychological counselling services is a form of psychological, emotional and social support. Higher education students need to manage and overcome their adverse circumstances and enhance their ability to be resilient.

Accordingly, Renuka Devi, Devaki, Madhavan, and Saikumar (2013), proclaim that counselling of students helps eliminate adjustment issues, social and emotional problems so that these problems do not interfere with their academic performance.

The authors found that counselling services in colleges help in alleviating students' personal difficulties. Hence psychological counselling services are an important aspect in coming up with a well-adjusted and resilient individual who can engage meaningfully in the world of work.

This study focused on enhancing the resilience of students who are facing political, economic and social-emotional problems due to the economic climate of Zimbabwe, where students have to support themselves financially to acquire an education. This is more so in polytechnics where students are doing technical and vocational courses which require them to buy tools for their trade. Zimbabwe's socio-economic environment poses a challenge to students who are not sure of obtaining employment prospects and funding to start their own business.

Enhancing and motivating resilience in this study is critical because every individual can be resilient (Masten 2001). Resilience is not static and can be learned. Therefore the family, educational institutions and communities have a role to play in enhancing resilience among students. These social structures should put in place mechanisms of supporting students psychologically to enhance their resilience.

1.2 PURPOSE OF THE STUDY

Many different methods and techniques can be used to have insight into the thoughts, experiences and feelings of those experiencing psychological problems and mental distress (Prochaska & Norcross, 2010). The resilience of students who are experiencing mental health problems and are at risk of failing in their academic studies is increased through intensive counselling (Eisenberg, Lipson & Posselt, 2016). Norcross (2011) asserted that counselling aims to maintain, manage, modify, uncover and improve the sense of wellbeing and bounce back from some psychological issues and distress. This study aimed to explore ways of enhancing resilience among polytechnic students by accessing psychological counselling services. The study explored and investigated the importance of accessing guidance and counselling services by polytechnic students and the value of such services to their lives. The study aimed to understand how students perceive the adversities they face, why they seek counselling services and the contribution of those services to their strengths. The study findings will hopefully inform the policymakers through the recommendations on how guidance and counselling can be used to enhance and foster resilience among

polytechnic students. The research aimed to ultimately inform policymakers on the gaps in the policy on the provisioning of psychological counselling services in Zimbabwe's higher education institutions and possibly highlight the importance of such services in supporting students' resilience. I believe that this study will enable heads of institutions, lecturers, communities and students to benefit from understanding that resilience can be fostered by ensuring access to support provided through psychological counselling services during their education. Access to psychological services will also motivate regulation and support for counselling in higher education institutions to be prioritised. Possibly, this may reduce the numbers of students with psychological problems and the attrition rate of students. As resilience occurs in the context of adversity and with access to protective factors (Masten, 2014), I believe that providing access to counselling services offers protection to students to succeed and flourish.

1.3 PROBLEM STATEMENT

Students in higher learning institutions, who are mostly adults, are vulnerable to multiple and demanding personal and systemic stressors, which transverse across all areas of their development, for example academic, home, social, community, work and peer environment (Hill, Ohmstede & Minns, 2012). In Zimbabwe, many students will require lodging while studying in polytechnics, and this might present as a stressor. Students who search for lodging also have to contend with living or sharing with different roommates across various cultural backgrounds, learning to manage their time and money and developing new friendships (Coffman & Gilligan, 2002; Maree & Di Fabio, 2015). The majority of students in higher education institutions experience high levels of stress at one point or another in their academic career (Crocker, Canevello, Breines, & Flynn, 2010; Zozie & Kayira, 2012). I assume that the psychological experiences of multiple stressors that students experience in higher education, especially in Zimbabwe, negatively affect their ability to function effectively in their classrooms, family settings and social activities. Therefore students need resilience to thrive, flourish and enjoy the benefits of their higher education qualification.

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012), states that without counselling, students will not be able to cope with specific academic standards. Borders and Drury (1992) have shown that 'students who receive

counselling have a significant improvement in academic persistence, school attendance classroom behaviour, better self-concepts and improved attitudes towards work and peers'. Students who lose confidence in themselves and devalue themselves lack concentration, leading to constant academic failure (Rutondoki, 2000). The provision of counselling services in educational institutions may help curb these challenges. Again, the study of resilience has shown that resilient individuals do experience multiple adversities, but because of their resilience, they can overcome multiple stressors and flourish (Eisenberg et al. 2016). However, for resilience to occur there has to be access to protective factors and resources. Access to psychological services is a resource that is meant to assist every student in acquiring essential skills to manage and overcome stressors. This is a resource and protection from adversity that can promote resilience in students.

Despite counselling services being provided in polytechnics in Zimbabwe, the Ministry of Higher and Tertiary Education, Science and Technology Development does not have psychological counselling posts in its establishment. This poses a serious challenge on students' needs, access to support and the counselling profession itself. The fact that counselling services are offered informally on an ad hoc basis indicates the dire need for these services by students. During a conference hosted by the Bulawayo Polytechnic in 2015 in Hwange, the principal of one polytechnic stated that he offered counselling services to students whenever they visited his office. So far, students' voices on the provision and access to counselling services and the value of such services in their academic and social life has not been investigated. This study aimed to find out the views and perception of students on the value of counselling services in their lives.

1.4 PRIMARY RESEARCH QUESTION

How can resilience be facilitated through accessing psychological counselling services in Zimbabwean Polytechnics?

1.5 SECONDARY RESEARCH QUESTIONS

- What protection, if any, do students expect or experience when accessing ad hoc psychological counselling services in their college?
- What risk, if any, motivates students to access psychological counselling services provided in their college?

- How can psychological counselling enhance resilience among polytechnic students?

1.6 CONTEXT OF THE STUDY

Figure 1.1 below shows the map of Zimbabwe, which is part of the context of the study. Some of the polytechnics share the same name as the city or town they are located in. Zimbabwe has ten polytechnics, and these include Bulawayo Polytechnic, Gweru Polytechnic, Kwekwe Polytechnic, Harare Polytechnic, Masvingo Polytechnic, Mutare Polytechnic, Joshua Mqabuko Nkomo Polytechnic, Kushinga Phikelela Polytechnic, Msasa Industrial Training Centre and Westgate Industrial Training Centre. The study was confined to two polytechnics, namely Bulawayo Polytechnic and Gweru Polytechnic, firstly because of their proximity to the researcher and secondly both cover different political and ethnic provinces of the country. Thirdly, in the provinces where these polytechnics were located, there were diverse ethnic groups of Zimbabwe. Hence, their participation in this study provided a representation of Zimbabwean culture and context.



Figure 1.1: Map of Zimbabwe (Adopted from Sibanda, Moyana & Gumbo, 1992)

1.7 PRELIMINARY LITERATURE REVIEW

Counselling initially came from the discipline of psychiatry (Gladding, 2013). In recent times, counselling has been a sub-branch of the academic discipline of psychology (Gladding, 2013; Sinacore, 2011). Counselling is an area of specialisation “within professional psychology concerned with using psychological principles to enhance and promote positive growth, wellbeing and mental health of individuals, families, groups and the broader community” (Sinacore, 2011). The Psychotherapy and Counselling Federation of Australia ([PACFA], 2009, p. 9) states that, “counselling addresses particular issues and concerns for an individual, couple or family ... that is it helps individuals in adapting to their environment and also modify environments to make them more suitable to human needs.” This renders counselling important to tertiary institutions where there are students who are getting into adulthood and others who are adult learners with families and school work demands.

The major considerations of counselling services for students are, firstly, to support students who experience psychological difficulties, (Zozie & Kayira, 2012). Secondly, counselling services aim to assist students to improve their life skills (Amani & Sima, 2015), and thirdly to promote students’ wellness (Ghilardi, Buizza, Carobbio, & Lusenti, 2017). The literature has shown that different psychological theories and therapeutic techniques or approaches are used to guide counsellors’ training and practices such as humanistic, psychoanalytic, psychodynamic, cognitive and behavioural approaches. (Ghilardi et al., 2017; Zozie & Kayira, 2012).

Kitzrow (2009) notes that the need for counselling services may be due to the ever-growing complexity of society and people have to learn to adapt to the upcoming challenges. Counselling involves “giving the client an opportunity to explore, discover and clarify ways of living more satisfying and resourcefully” (Maree & Di Fabio, 2015). Therefore, the presence and accessibility of counselling services are important support considerations for the education and development of the whole person.

Counselling is a relationship of trust between a professionally trained therapist and a client which is based on confidentiality and the belief that the counsellor’s actions focus on serving the client’s interest to the best of their ability (UNESCO, 2012). Counselling has become focused on developing students’ competencies not only in the academic environment but also in their careers. Students must be helped to plan and build their

career by forming “an integrated picture of themselves and their role in the professional world” (Bolier et al., 2013). Furthermore, students must be helped to expect a change in society as well as limitations so that they set achievable goals and make their education meaningful (Crocker et al., 2010; Hartley, 2010).

In Zimbabwe, counselling is a profession which is regulated by The Allied Health Practitioners Council of Zimbabwe (AHPCZ), which is a body that was established by the Health Professions Act (Chapter 27). The members either hold a Diploma in counselling or Bachelor of Science or a Master’s degree in Science in Counselling. They are guided by ethical principles in the execution of their duties.

None of the academic research studies conducted in Zimbabwe on counselling focused on the significance of psychological counselling services in polytechnics and the role of counselling as a support service that is essential for students’ resilience. Most research studies were conducted on existing counselling services in schools as well as universities. The following are some of the studies that were done in Zimbabwe on Guidance and Counselling in Secondary schools:

- “Challenges in School Guidance and Counselling services provisions for children with disabilities” (Majoko, 2013, p.1);
- “Pupils’ and Teachers’ Perceptions of the effectiveness of guidance and counselling in Mwenezi East District” (Badza, 2005, p.1);
- “An Assessment of the effectiveness of school guidance and counselling services in Zimbabwean secondary schools” (Chireshe, 2006, p.1).

Ghilardi et al. (2017) note that counselling in college “can be seen as a front-line service in the detection and management of mental health issues in young adults at an early stage”. Malefo (2002) explored “the relationships between the family environments, experiences of life stress and coping behaviours, and the effects of these on academic performance among ‘black’ African female students at a predominantly ‘white’ university in South Africa”. The findings indicated a non-significant association between stress and academic performance. However a study by Charles, Dinwiddle and Massey (2004) found that “stress had a significant negative effect on academic performance among disadvantaged students”. In Malawi, a study by Paxton Andrew Zosie and Peter Bornwell Kayira (Zosie & Kayira, 2012), to explore the justification for incorporating guidance and counselling in schools and tertiary

institutions, indicated a need for counselling services in tertiary institutions to help students have a smooth transition from secondary education. In Zimbabwe, such a study can point to a link between academic performance and access to counselling services which can be beneficial in the education system and the welfare of the students.

Resilience is critical for students and human wellness. Therefore, denying students access to psychological counselling services will inhibit their resilience. I assume that providing and formalising student access to psychological counselling services will serve as protection to existing risks they experience and help promote resilience among students. Therefore psychological counselling services are important in helping students build their resilience. Kimhi, Eshel, Zysbey and Hantman (2010) define resilience as the ability to return to normal daily life after exposure to traumatic events. The American Psychological Association (APA), (APA, 2014, para. 4) defines resilience as, “the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress.” Pietrzak, Goldstein, Southwick, and Grant (2011) note that resilience manifests itself “at different degrees across multiple domains of life”. An individual that adapts well in academic life may fail to adapt well “in other areas of their life, such as school, work and relationships (Southwick, Bonanno, Masten, Panter-Brick, & Yehuda, 2014).

Similarly, Kim-Cohen and Turkewitz (2012) note that resilience is not static; “it changes over time as a result of development and interaction with one’s environment.” Our responses to stress and trauma are influenced by “the context of interactions with other human beings, available resources, specific cultures, religions, organisations and communities” (Sherrieb, Norris, & Galea, 2010). Resilience and building resilience require caring and supportive relationships (Mampane, 2014). Therefore, institutions of higher education need to avail resources such as psychological counselling services to support students in building resilience. Students who have resilience are self-motivated to learn and believe in their capabilities to learn through assistance. Such students view learning as a pursuit of knowledge. Therefore, resilience is also associated with positive health and academic outcomes (Jose, Lim & Bryant, 2012: Roffey, 2012).

1.8 THEORETICAL FRAMEWORK

1.8.1 Ungar's Social-Ecological Perspective on Resilience

Ungar's (2011) theory on the social-ecology perspective on resilience emphasises “the physical and social components of the environment. The focus is on the way an individual will interact with and adapt to the environment in the face of adversity” (van Vuuren, 2014). Ungar (2011) proposed four principles to understand the socio-ecological perspective to resilience; the principles are “decentrality, complexity, atypicality and cultural relativity” (Dama, 2018). These four principles combined help us to understand how resilience facilitates growth and contextual variability where adversity has been experienced. Ungar (2011) also proposed seven tensions of resilience. These are “access to material resources, relationships, identity, power and control, social justice, cultural adherence and cohesion” (Ungar, 2011). The theory was relevant to guide this study in that it acknowledges interplay between the students and their environment. The students react to what the environment has to offer them.

When it comes to my focus of research, this ecological angle was the most preferred. The term “ecology” refers back to the look at the way people or organisms co-exist and engage with their surroundings (Stokols, Lejano, and Hipp, 2013). “The tendency to focus more on personal factors and not on the impact of the environment when explaining people's behaviour is referred to as the fundamental attribution error” (van Vuuren, 2014, p. 47). Thus, it is essential to acknowledge the role of the environment on human behaviour. Making the connection between the various systems of human development helps to highlight the fact that relationships among risk and protective factors can sometimes be predictable. Additionally, such connections of human behaviour and environment acknowledge the significance of circular causality and transactional processes (Ungar, 2004). Human behaviour is influenced by what the environment has to offer. The environment may also be changed to meet human behaviour.

1.8.2 Self-Determination Theory

Self-Determination Theory (SDT), is a theory that was developed by Deci and Ryan in 1985. They state that all human beings thrive to grow, develop, improve their surroundings and enjoy life to the fullest. Human beings can do so if their needs are met. Deci and Ryan (1985) identified three human needs, namely competence,

autonomy and relatedness. The theory thrives on explaining how the three needs are important for ideal intrinsic motivation, psychological growth and wellbeing (Deci & Ryan, 1985). When the three main needs of a human being are met, this results in a person who is full of energy and is eager to face life with its possibilities.

Autonomy refers to when “people have a need to feel that they are the masters of their own destiny and that they have at least some control over their lives. Most importantly, people have a need to feel that they are in control of their own behaviour”. (Vansteenkiste & Ryan, 2013). Competence focuses on knowledge, and the skills individuals have. This is confirmed by Deci and Ryan who state that “people have a need to build their competence and develop mastery over tasks that are important to them.” (Deci & Ryan, 1985). Relatedness (also called a connection) refers to “people’s need to have a sense of belonging and connectedness with others, each of us needs other people to some degree” (Deci & Ryan, 1985)

The SDT from Ungar connects personality, human motivation, and foremost functioning. It posits that there are two types of motivation, namely intrinsic and extrinsic motivation. Both intrinsic and extrinsic motivations are effective forces in moulding individuals’ personality and the way they behave (Deci & Ryan, 1985; Vansteenkiste & Ryan, 2013). Extrinsic motivation is a compulsion to act using positive methods that come from outside forces, and the outcomes provide external rewards. In contrast, intrinsic motivation is an internal drive. There are innate forces, such as our core values, our hobbies, and our private sense of morality, that compel us to act in specific ways. (Deci & Ryan, 1985; Vansteenkiste & Ryan, 2013). This theory was relevant to this study in that if the three human needs were met, the students’ resilience would be enhanced.

1.9 CLARIFICATION OF MAIN TERMS

1.9.1 Counselling

McLeod (2009) posits that counselling enhances the self-understanding of one’s educational, psychosocial, physical and vocational needs. Counselling is aimed at “helping the counselee to adjust properly to family, school, peer association and society” (Modo, 2008). Counselling aims to yield an individual’s self-development for excellence in life endeavours. Lunenburg (2011) notes that counselling aims to “promote personal growth and to prepare students to be motivated workers and

responsible citizens”. Therefore counselling moulds an individual holistically, that is personally/socially, educationally, and career-wise. Counselling is a process whereby the person to be counselled is assisted in having a better understanding of themselves and be in a position to solve their own problems.

1.9.2 Psychological Counselling

“Counselling is a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, education and career goals” (California Association for Licensed Professional Clinical Counsellors [CALPCC] (CALPCC, n. d). The American Counselling Association defines counselling as “the application of mental health, psychological or human development principles through cognitive, affective, behavioural or systematic intervention strategies that address wellness, personal growth or career development as well as pathology” (American Counselling Association, 2017). Hence one must have professional qualifications that are relevant to the counselling profession.

1.9.3 Student

A student is a person between the ages of leaving compulsory education and finding their first job. This is a period of transition, moving the dependence of childhood to adulthood’s independence.

1.9.4 Polytechnics

These are institutions of higher learning where students are imparted with skills to be employable and also to create employment for themselves and employ others.

1.9.5 Resilience

Is the ability to “return to normal daily life after a traumatic event” (Kimhi et al 2010). The capability of students to live a normal life despite stressors they encounter during their academic years.

1.10 METHODOLOGY

1.10.1 Methodological Paradigm

This study adopted a qualitative methodology to understand students’ resilience through access to psychological counselling services from a social perspective. Maxwell (2013) alludes that qualitative methodology ensures that participants give

their experiences, thought patterns and voice in the form of data that can be collected. I will discuss the methodological paradigm in more detail in Chapter 4.

1.10.2 Meta-Theoretical Perspective

A paradigm is a shared worldview reflecting beliefs and values in a discipline that directs the solving of problems (Creswell, 2008; Schram, 2006). Mackenzie and Knipe (2006) claimed that a paradigm in educational research is used to describe a researcher’s worldview. The worldview is “the perspective, thinking, school of thought or set of shared beliefs that inform the meaning or interpretation of research data” (Kivunja & Kuyini, 2017). Identifying one’s paradigm is of paramount importance as it shows the researcher’s beliefs and how such beliefs can influence the study and how the results of the study will be interpreted. The study adopted the interpretivist research paradigm, with an ontological belief that reality is created by individuals in groups. Therefore, reality is interpreted to discover the underlying meaning of events and activities (Creswell, 2003, 2008).

Table 1.1: Interpretivism characteristics

Feature	Description
Purpose of research	Understanding and interpreting students’ perspectives on enhancing their resilience through access to psychological counselling services.
Ontology	Multiple realities exists as: <ul style="list-style-type: none"> • Human interactions including multiple actions are meant to explore and construct meaningful actions. • Daily routines, social activities and interactions as displayed by people make sense of their social worlds in the natural settings • to varying human experience, knowledge, views and interpretations
Epistemology	<ul style="list-style-type: none"> • Understood through mental processes of interpretation through interactions with social context. • Socially constructing knowledge by experiencing the real life or natural settings. • The researcher and participants’ interactive process of talking and listening.

Feature	Description
	<ul style="list-style-type: none"> • More personal interactive mode of data collection.
Methodology	Data collection by text messages, interviews and reflective sessions. Research is a product of the values of the researcher.
Axiology	Ethics of research. Research is value bound, the researcher is part of what is being researched, hence will be subjective.

Adopted from Cantrell (2001).

This study assumed an interpretivist research paradigm. “Interpretivists are anti-foundational who believe there is no single correct route or particular method to knowledge” (Willis, 1995). On the same note, Walshan (2005), argues that “in the interpretive tradition there are no correct or incorrect theories. Instead they should be judged according to how interesting they are to the researcher as well as those involved in the same areas.” Interpretivists attempt to derive their constructs from the field by an in-depth examination of the phenomena in context (Reeves & Hedberg 2003). The interpretative approach aims to explain subjective individuals’ reasons and meaning that lie behind social context, hence its applicability to this study.

1.10.3 Research Design

A research design explores issues in a critical way and utilises many sources of information in research areas (Maxwell, 2013; Yin, 2016). This study used a phenomenological research design which is an inquiry of what people experience regarding some phenomenon and how they interpret those experiences. Phenomenology is a study that “attempts to understand people’s perceptions, perspectives and understandings of a particular situation” (Creswell, 2013; Maxwell, 2013). This research design was ideal for this study as it focused on students’ experiences of the phenomenon of accessing counselling services and their perception of such services or lack of on their academic life.

1.10.4 Population

A study population can be defined as a set of objects that was studied. Schram (2006) notes that a study population is supposed to have certain unique characteristics. The target population of this study comprised of polytechnic students.

1.10.5 Sample Frame and Sample Size

A sample is a section of the total population that takes part in a study (Bless & Higson-Smith, 2000). This study used purposive sampling. The two polytechnics were chosen due to their proximity to the researcher and also because they were in different provinces, see Table 1.2. The provinces chosen were a good representation of the languages which makes up Zimbabwe, e.g. Ndebele and Shona. The population of the two polytechnics is shown in Table 1.2. The table shows the total populations of the respective institutions categorised in terms of each institution's student's population and the sample of the study, as provided by the institutions' student record offices)

Table 1.2: Sample size

	Variable	Population	Targeted Sample
Polytechnic 1	Students	4 404	30
Polytechnic 2	Students	2 149	30
	Total	6 553	60

1.10.6 Sampling Techniques

A purposive sampling approach was used to select the participants. A purposive sample was a good choice in the researcher's opinion based on the knowledge of the challenges facing the students (Yin, 2016). Purposive sampling is done in relevance to a particular study. Creswell (2014) maintained that in purposive sampling, participants and the study site are selected to get more insight into a specific phenomenon.

The use of a wide range of available sampling techniques such as homogeneous sampling and expert sampling is a major advantage of purposive sampling (Giorgi, 2009). Homogeneous sampling selects individuals with similar characteristics in terms of age, gender or occupation in coming up with a purposive sample (Creswell, 2008). The relevance of this idea for this study is that the sample was made up of participants with similarities in respect of age, gender occupation and nature of the institute where they studied. However, purposive sampling has a disadvantage which emanates from its subjectivity in the selection of participants. Purposive sampling for participants of

focus group discussions allowed the researcher to select the most appropriate sample to participate in the focus group discussions. The participants were selected at all levels of their academic studies. The researcher ensured equal representation of students paying attention that every division and department in the institutions under study had a representative, based on the willingness and availability of students to participate. The researcher did this in a bid to minimise bias.

1.10.7 Data Collection Procedures

The data collection procedures began with the identification of study participants after clearance was received from the Ministry of Higher and Tertiary Education and Science and Technology Development to conduct the study in the two respective areas and the ethical clearance from the University of Pretoria was received. The researcher used purposive sampling to select the participants in the two polytechnics. Ritchie and Lewis (2003) argued that the sample units should be selected because they have specific qualities that enabled comprehensive examination and understanding of the control themes that the researcher wishes to study.

1.10.8 Data Gathering Instruments

The researcher used qualitative methods. The following instruments were used for data collection: Focus group discussions, observations and demographic questionnaires. These primary data collection instruments were buttressed by document analysis for validation purposes.

1.10.8.1 Focus group discussions

A focus group discussion (FGD) plays a vital role in the collection of data, and it makes people elicit data on their experiences on a particular phenomenon (Creswell, 2014). In terms of defining a focus group, it is a useful tool for learning more about the needs, preferences or concerns of students in the two institutions pertaining to access to professional counselling within polytechnics. De Vos, Strydom, Fouche, and Delpont (2005) posit that an FGD is an interview of a group of people that consists of ten to twelve individuals who share similar characteristics or a common interest in the process that the research project is attempting to improve. Maxwell (2013) concurs that a focus group consists of ten to twelve people who are similar in one or more ways. In a FGD, the researcher will play an important role in creating a conducive environment where all the stakeholders are allowed to speak and contribute to the

discussions at hand. The researcher intended to pilot the focus group questions to students of a familiar group which was not part of the study sample. To conduct the focus group discussions, the participants were selected using a purposive or judgmental sampling technique. The researcher ensured that there was a gender balance of the participants. The focus group discussions were scheduled over a period of one month divided into six sessions (three sessions per polytechnic college). That allowed six focus group discussions to be conducted targeting students, and this was done in the two institutions. The number of students in a focus groups ranged from 10–15 people.

Table 1.3: Data collection procedure

Institution	Focus group discussion
Polytechnic 1	30 (2–3 groups)
Polytechnic 2	30 (2–3 groups)
Total	60 (4–6 groups)

1.10.8.2 Observations

The researcher observed the students' behaviours at the campus and also [saw](#) how psychological counselling services were being offered to students. The researcher paid particular attention to the environment where psychological counselling services were conducted.

1.10.8.3 Demographic Questionnaires

The study participants were given demographic questionnaires to complete and return to the researcher. The participants filled in details such as gender, age, year of study and program for which they were registered.

1.10.8.4 Interviews

The researcher did face to face interviews with students whom she considered to be key informants. These were students who were at the institutions for an extended period or held a post of responsibility in the students' body.

1.10.9 Data Analysis Strategies

Intentional analysis of data was done through the use of “through the use of an epoché and an empathic understanding of the participants' lived experiences” (Heppner, Wampold, & Kivlighan, 2008). Wertz (2005) held that “the phenomenological researcher continually focuses on relations between different parts of the situation and the psychological processes that subtend it while attempting to gain explicit knowledge of how each constituent contributes to the organization of the experience as a whole”. The researcher must give an exhaustive description of a phenomenon under study. This is done through a selection of significant statements, formulation of meanings as well as clustering themes of the original data (Creswell, 2008). This was done to ensure that a reader will have a full understanding of the lived experiences of participants on the access of professional counselling.

1.11 RIGOUR OF RESEARCH

1.11.1 Credibility

Creswell (2009) notes that “qualitative reliability specifies that the researcher’s approach is consistent across different researches and across different projects.” As indicated by Yin (2003), the term “credibility” alludes to the precise distinguishing proof and portrayal of the phenomena under investigation. It includes an assurance of whether the consequences of subjective research are acceptable from the perspective of the members in the examination procedure being completed (Trochim, 2006). I asked questions that were relevant to the subject matter only to ensure credibility.

1.11.2 Dependability

Dependability refers to the research study’s ability to measure what is intended to measure (Maxwell, 2013). Trochim (2006) held that dependability refers “to the ability of a research study to account for the ever-changing context within which the research occurs.” The core issue is “the way in which a study is conducted should be consistent across time, researchers, and analysis techniques” (Gasson, 2004, p. 94). The discussions were guided by research questions.

1.11.3 Conformability

Internal and external validity were implemented to enhance the quality of data collected from the research area (Silverman, 2013). “Conformability means that the data and the interpretation are not figments of the researcher’s imagination” (Mertens, 200, p. 257) and addresses the issue that “discoveries ought to speak to, similarly as is (humanly) conceivable, the circumstance being examined as opposed to the convictions, pet speculations, or predispositions of the specialist”(Gasson, 2004, p. 93). Keeping in mind the end goal to check conformity, one can undoubtedly track the subjective information back to its unique source from participants ‘recorded reactions, in this examination to inquiry questions, focus group discussions and perceptions recorded verbatim.

1.11.4 Transferability

Transferability defines the domain to which the study’s findings can be generalised, and reliability is concerned with the repeatability of case study findings (Maxwell, 2013). “It is achieved by providing thick descriptions to readers on research contexts, processes, participants and researcher participant relationships” (Dube, 2015, p. 85).

I ensured transferability through the descriptions and interpretive research processes of: delimitation, data collection methods and elaborative research results. In this way, I was confident that the research findings could be applied to other similar contexts and situations in Zimbabwe.

1.11.5 Authenticity

To pursue consistency in terms of the research findings, I avoided subject errors and bias by encouraging the participants to respond to questions truthfully. As various sources of data were used, this allowed the validation of the data through cross verification.

1.12 PROCEDURES FOR PILOT STUDIES AND TESTING OF DATA GATHERING INSTRUMENTS

The data collection tools were pre-tested to ensure that the language used would be understood by the participants. This exercise removed all questions which caused the participants difficulties or had inadequate responses, as the assumption was that the participants did not understand the demands of the questions. Ten participants from two institutions outside the sampled respondents were involved in the pretesting, and afterwards, some changes were made in the instruments. The same process was followed for the focus group discussions and the semi structured question guides, in consultation with experts (Creswell, 2008).

1.13 ETHICAL CONSIDERATIONS

“Ethical considerations (ethics) in research are norms for conduct that distinguish between acceptable and unacceptable behaviour” (Resnik, 2007). To manage the ethical considerations in the research, I observed the ethical guidelines as espoused in the literature and directed in the guidelines from the University of Pretoria. The participants were not be subjected to physical or emotional harm of any nature. The data collected from the respondents will be kept in confidence in a secure environment only accessible to the researcher and her supervisor.

1.13.1 Informed Consent

Informed consent is always applicable to any data collection in research. De Vos et al. (2005) note that informed consent is an important component which must be done before conducting any research. It involves sitting down with participants, informing the respondents or participants about the research aims and objectives, and how it will

help them change their situation for the better. The process also gives information to the participants about the risks and harm which can be associated with the process. Therefore, it is the mandate of the researcher to protect participants from any harm and create an atmosphere conducive to the research, which is safe, free and fair for participants to communicate or respond to questionnaires at ease.

1.13.2 Confidentiality and Anonymity

Confidentiality was maintained during the collection of data. The considerations for ensuring confidentiality included the safeguarding of the participants' identities and personal information. The data collection and reporting procedures were designed to ensure the anonymity of the participants at all times. The privacy of research participants was ensured through emphasising procedures that ensured that their names were not stored in any of the data collection tools. This was done to ensure that no information could be directly linked to any specific individual (Patton, 2015).

1.13.3 Beneficence

Individuals and/or group autonomy and privacy were respected, and the researcher avoided at all costs domineering individuals to usurp power in group discussions (Patton, 2015). Underlying this are the principles of beneficence and non-maleficence, where the researcher protects participants from any harm, abuse and political risks. The researcher will allow research participants to benefit from the findings gathered. Patton (2015, p. 14) maintained that "the invasion of privacy issue is important since the use of data gathering instruments that in fact invade respondent's privacy can result in either suspicion or withdrawal by participants from the study." This was supported by ensuring that the research was cleared by the Ministry of Higher and Tertiary Education, Science and Technology Development.

1.13.4 Management of Information

The names of the participants were not stored with the transcribed notes. The participants were assigned pseudonyms for use in the focus group discussions and interviews (Maxwell, 2013; Patton, 2015). The same principle was applied to questionnaires as the respondents' names were not written to protect them from any harm in their area of residence. All this was done to guarantee the anonymity of the research participants. All data collected from the research was safeguarded and kept

in a secure system only accessible to the researcher and the associated management from the university.

1.13.5 Briefing of Participants

The researcher briefed participants informing them on how and why they would participate in the study. This was essential to explain the purpose of the study to the participants and allow them to familiarise themselves with the subject matter (Patton, 2015). The researcher provided a briefing form that highlighted the aim of the research and the expected results from the study.

1.14 STRENGTHS AND CONTRIBUTIONS OF THE STUDY

The study looked at enhancing students' resilience through access to psychological counselling services in selected polytechnics in Zimbabwe. The study was carried out in two polytechnics which had different geographical locations; hence it allowed accommodation of the views of students from a more significant part of the country. The students in the polytechnics are young aspiring industrialists, policymakers, economists and leaders of various sectors, just to mention a few. These students need their resilience enhanced not only for their academic life but for their future. Their resilience that will be enhanced by the availability of suitable psychological services during the duration of their study at a polytechnic, will help them in the course of their life whenever they face adversities, whether at their work or in family life. The students will learn the importance of having an enabling environment as well as maintaining good relationships with others. The study helps to inform the policymakers and implementers of policy on the perceptions of the polytechnic students on psychological counselling services in polytechnics. It also highlights what students think is needed to enhance their resilience. The study pinpoints a gap in the resources that are available to students to enable them to have opportunities to enhance their resilience.

1.15 OUTLINE OF CHAPTERS

Chapter One: Introduction

This chapter has provided an overview of the study. The major highlights were the problem statement, the purpose of the study, research methodology, definition of terms, strength and contributions of the study and outline of the chapters of the thesis.

Chapter Two: Literature Review

This chapter focuses on a literature review on resilience, its definition and research on resilience by other scholars. The benefits of psychological counselling services in higher learning institutions are explored.

Chapter Three: Theoretical Framework

This chapter focuses on the outline of Ungar's socio-ecological resilience and Deci and Ryan's self-determination theories that were used in guiding the study. The relevance of the theories to the study are examined. A conceptual framework is also explained.

Chapter Four: Research Methodology

This chapter focuses on the research design, population and sample of the study, the data collection methods, data analysis procedures and ethical considerations.

Chapter Five: Data presentation, analysis and discussion

Data from the demographic questionnaire are presented in tables as frequencies and statistics. The thematic analyses of the data from focus group discussions are discussed.

Chapter Six: summary of findings, conclusions and recommendations

In this chapter, a summary of the study is given. The conclusions are drawn from the analysed collected data to answer the study research questions. The recommendations of the study are also be given.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on the literature on resilience and psychological counselling of students in higher education institutions and its relevance to this study. The research aimed to understand how students' resilience can be enhanced through access to psychological counselling services. The research will help understand how Zimbabwean Polytechnic environment supports or hinders the resilience of its students through access to counselling services. To better understand a resilience enhancing polytechnic environment, it is important to know what resilience is, as well as what a resilience enhancing polytechnic environment entails. The discussion will start by looking at the state of mental health in tertiary institutions and factors that affect the mental health of students in polytechnics. This is then followed by a discussion on the definition of resilience, the origins of resilience and an overview of resilience research. The history of resilience research and how it has evolved over the years to become what it is today are also discussed. The development of resilience research will be reviewed by looking at four waves of resilience research. The discussion on college psychological counselling services and their benefits to the students are looked at, as well as the strategies for building resilience in relation to the research questions of this study. The literature that focuses on key concepts of this study will be explored. The theoretical frameworks that direct the study will be discussed in the next chapter.

2.1.1 The State of Mental Health in Tertiary Institutions

This section is going to discuss the state of mental health in tertiary institutions. The discussion focuses on the definition of mental health, the state of mental health in tertiary institutions, determinants of mental health-seeking behaviours among students, mental health policy and implications for policy and practice.

The Public Health Agency of Canada (PHAC, 2016, p. 2), defines mental health as, "The capacity of each and all of us to think, feel and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual wellbeing that respects the importance of culture, equity, social justice, interconnections and personal dignity." This definition illustrates that mental

health is not just the absence of illness but it encompasses positive social engagement as well as positive community engagement.

Hunt and Heisenberg (2009) believed that “college students are often viewed as a privileged population, but they are not immune to the suffering and disability associated with mental illness. Mental health among college students represents not only a growing concern but also an opportunity, because of the large number of people who could be reached during an important period of life.” (Hunt & Eisenberg, 2009). Research shows that within the college population, certain subgroups have a significantly higher prevalence of mental health problems (Hunt & Eisenberg, 2010). Today, students face several challenges that include the negative consequences of personal and environmental stressors that potentially threaten their mental, spiritual and physical development (Hill, Ohmstede & Minns, 2012). This is also true of students in polytechnics. “A tertiary student’s quality of health and wellbeing is influenced by one’s perceived level of stress” (El Ansari, Khalil & Stock, 2014). Perceived stress, at its simplest, is defined as the extent to which life situations are considered stressful (ElAnsari et al., 2014).

The definition of mental health above highlights that mental health involves positive social and community engagement. It is evident from research that mental health disorders are prevalent among college students (Blanco et al., 2008). In essence, most college students are within the youth-developmental years, which are characterised by the transition to adulthood, include health-related challenges such as untreated mental illness which might impact negatively on the academic performance of students and their social relationships (Kessler, Foster, Saunders & Stang, 1995; Kessler, Walters, Forthofer, 1998; Wang et al., 2007; Weitzman, 2004). Many studies have documented widespread alcohol misuse on campuses (Grant et al., 2004; Slutske, 2005; Weitzman, 2004; Wu, Pilowsky, Schlenger & Hasin, 2007). Other studies indicating that alcohol use disorders are more prevalent among college students (Grant et al., 2004; Slutske, 2005; Wu et al., 2007).

Students in Zimbabwean Polytechnics are faced with numerous challenges such as lack of financial support for their studies, and the country is facing economic adversities, which are then also experienced by students. While the official unemployment rate is reported as 16%, the real effective unemployment rate is

estimated to be far higher (“Zimstat says Zimbabwe unemployment rate at 16%”, 2020). The following are newspaper articles on offences that were committed by students in Polytechnics in Zimbabwe:

- “A Bulawayo Polytechnic engineering student died after his friend reversed his car and knocked him down at the college campus on Tuesday” (Dube, 2017)
- “A student from Bulawayo Polytechnic allegedly committed suicide by throwing himself into Enkwalini, also known as the ‘pool of death’, following a misunderstanding with his mother” (Bakari & Tshuma, Chronicle, 18 October 2017).
- “A 21-year-old man from Bulawayo allegedly doused his maternal grandfather with petrol and set him alight leading to his death, after accusing him of bewitching him. Kudzai Munemo, a Bulawayo Polytechnic student from Cowdray Park suburb, is alleged to have committed the horrific offence on September 7 at around 7 pm and the old man succumbed to severe burns last Wednesday while admitted to the United Bulawayo Hospitals” (Tshuma, 2018).
- “Two Masvingo Polytechnic students have been jailed for stealing 10 kilograms of cooked meat from the institutional kitchen” (Two Masvingo Polytechnic students jailed for stealing meat, 2018).
- Tear smoke as anti-riot police quash Kwekwe student demo. Anti- riot police were Wednesday called to quash a demonstration by hordes of Kwekwe polytechnic college engineering students who were angered by a directive by authorities to rewrite an examination whose paper had leaked” (“Tear smoke as anti-riot police quash Kwekwe student demo”, 2019)

Hence I assume that students’ resilience should be enhanced through access to psychological counselling services within the polytechnics to enable the students to cope with challenges and pressures they encounter during their study years.

Some studies show gender-specific risks; for example, “male students are at a higher risk for suicide” (Nsereko, Musisi, Nakigudde & Hotzman, 2014; Silverman, Meyer, Sloane, Raffel & Prat, 1997) while “female students are more likely to screen positive for major depression and anxiety disorders” (Eisenberg, Golberstein & Gollust, 2007).

Other studies focus on mental health in relation to the socio-economic status of students, for example, students from lower socioeconomic backgrounds are at a higher risk for depressive and anxiety symptoms (Eisenberg et al., 2007; Weitzman, 2004). While some studies show that poor mental health is also more common among students with relationship stressors, low social support predisposes students to being a victim of sexual harassment and violence (Blanco et al., 2008; Kisch, Leino, Silverman, 2005; Nsereko et al., 2014). It is my assumption that students in Polytechnics also face the aforementioned adversities. On the other hand, “risk factors for mental disorders among students must also be understood in the context of genetic factors and how these pre-existing vulnerabilities interact with environmental factors” (Hunt & Eisenberg, 2010). Polytechnics in Zimbabwe are institutions of higher learning to young adults from all walks of life and the ideal place where students can be assessed, evaluated and developed in various aspects of life. A deeper understanding of the interaction between students and their environment enables higher education institutions to come up with innovations of how to intervene to alleviate challenges that emanate from the interaction of students and the institution. Thus, there is a need for appropriate programmes to minimise mental health problems among Polytechnic students.

The report by college mental health personnel of increasing numbers of severe mental health problems leaves little doubt that more of the students than ever are coming into contact with campus health services for help (Hunt & Eisenberg 2010). The reports by college mental health personnel may, however, represent an increase in help-seeking behaviour rather than an actual increase in mental health problems. This can also be said about the evidence of increasing severity or prevalence among campus health service and counselling clients (Benton, Robertson, Tseng, Newton & Benton, 2003; Erdur-Baker, Aberson, Barrow & Draper, 2006; Nsereko et al., 2014). In as much as the research shows an increase in numbers of students who come in contact with the mental health services in colleges, numerous studies have come up with factors that affect help-seeking behaviour in college student populations. The factors include lack of time, privacy concerns, lack of emotional openness, and financial constraints (Givens, Tjia, 2002; Mowbray et al., 2006). Eisenberg et al. (2007), found that common barriers include a lack of a perceived need for help, being unaware of services or insurance coverage, and scepticism about treatment effectiveness in their study.

Researchers are beginning to understand some of the “individual and social barriers and facilitators to help-seeking behaviour among college students, however, there is a surprising lack of evidence on how campus-level interventions, policies, and resources affect help-seeking” (Hunt & Eisenberg, 2010). “Given the reported shortage of mental health professionals on Polytechnics campuses, these informal providers fulfil an important role in the identification and management of mental illness” (Gallagher, 2015). The question that arises is whether these informal providers are doing justice to the profession and the students. This research aimed to find from the students how beneficial or not the counselling services provided to them were.

2.1.2 Determinant of Mental Health Help-Seeking Behaviour

2.1.2.1 Poverty

Maxwell (1999) saw poverty as not just limited to low-income or low consumption but including social exclusion, social vulnerability, and denial of opportunities and choice. Mental health issues are equally associated with relative poverty and inequality within communities. Poverty and its associated psychosocial stressors, such as violence, unemployment, and insecurity, are correlated with the onset of adult mental disorder (Boerema et al., 2016). Most of the students in polytechnics have their backgrounds rooted in poverty and its associated psychosocial stressors.

2.1.2.2 Gender

Boerema et al. (2016) claimed that gender could be associated with particular mental disorders, propensity to seek help, and identify available the services. The authors argue that “more male than female students are afraid of mental health stigma, resulting in more female students visiting mental health centres” (Boerema et al., 2016). The phenomenon of gender, discrimination and stigma are among those that this study seeks to investigate among the Polytechnic students in Zimbabwe.

2.1.2.3 Age

The phenomenon of youth and help-seeking is important to understand. It can be understood that help seeking should be associated with understanding mental health. Thus, not seeking health care by young people should be associated with their inability to correctly identify mental illness (Lunenburg, 2011). Researchers agree that, young people who seek and receive mental health care also face barriers to care (Boerema et al., 2016).

2.1.2.4 Attitudes towards mental illness

Boerema (2016) and his colleagues asserted that young people can promote discrimination and stigma against mental health issues which can be seen as, e.g. less favourable attitudes towards people with mental illness, embarrassment about mental illness and believe that it should be handled privately, (Boerema et al., 2016).

2.1.2.5 Stigma

Several studies have shown that stigma is a barrier to help-seeking behaviour by young people for mental problems. Weiss and Ramakrishna (2006) asserted that there are noticeable cultural differences in stigmatisation and help-seeking behaviour for mental health problems. Many mental health problems have a wider impact than just the affected individual's health but also touch family relations, their employment, their needs for income, accommodation and their behaviour, for example, illnesses that cause withdrawn or disruptive behaviour.

2.1.3 Mental Health Policy

Saxena, Thornicroft, Knapp and Whiteford (2007) maintained that “mental health policies and plans for their implementation are essential for coordination of services and activities to improve mental health and reduce the burden of mental disorders. The elements of such policies must be determined to some extent by local circumstances, but key components can be identified and recommended.” The World Health Organisation's (WHO's) comprehensive mental health action plan for 2013-2020 was adopted at the 66th World Health Assembly with four objectives (WHO, 2013). “Firstly to strengthen effective leadership and governance for mental health. Secondly to provide comprehensive, integrated and responsive mental health and social care services in community-based settings. Thirdly, to implement strategies for promotion and prevention in mental health and fourthly to strengthen information” (WHO, 2013). WHO has 177 member states and 139 countries have instituted mental health policies and plans. However, less than half these countries have aligned their policies and plans with human rights conventions which stress the importance of the transition from psychiatric institution to community-based services and the involvement of persons with mental disorders in decisions concerning them. Mental health plans must be supported by adequate human and financial resources. Uganda, Ghana, South Africa, Zambia and Zimbabwe are among the African countries which were profiled in Mental Health Atlas 2017, which is a project that gathered data on the

progress made towards the achieving of objectives of and target of the Comprehensive Mental Health Action Plan 2013-2020 (WHO, 2013).

The development of mental health policy in Africa should be guided by set goals. These goals must aim to change the negative perceptions of mental disorders by the public, reduce the incidence and prevalence of mental disorders, including those associated with inappropriate use of addictive substances and provide adequate care for the mentally ill. Policies must aim to maximize scarce public resources and support families in the provision of the best possible care for the mentally ill. The goals must recognize the need for clear strategies to reduce the disablement associated with mental illness and to promote research on mental illness and how to prevent or treat them, (Gureje & Alem, 2000, p. 475)

About a third of all countries in the world have no such policy or plan, and in the African region, for example, this proportion is nearly half of the countries (Stephens 2012). “Zimbabwe’s mental health policy was introduced in 1999 and has attempted to decentralise services” (Mangezi & Chibanda, 2010, p. 2). Hence there are implications for policy implementation.

2.1.4 Implications for Policy and Practice

Scarcity of resources for mental health, inequity in access to them, and inefficiencies in their use have serious consequences, the most direct of which is that people who need care fail to get it (Stephens, 2012). The treatment gap and the proportion of those who need but do not receive care is too high for some mental disorders. The challenge is greatest in developing regions of the world. WHO (2004) has reported that the treatment gap for serious disorders is 35–50% for developed countries and 76–85% for low-income and middle-income countries (WHO, 2004). Thus, a lot needs to be done to bridge the gap between those who have mental problems and access to care. By focusing this study on tertiary institutions, especially in Zimbabwean Polytechnics, I was provided with an opportunity to curb mental health problems by coming up with strategies as they emerged from data collected from the research that would enhance the students’ resilience. Having identified problematic health areas, it is ideal to look for factors amenable to change that may support students from the demands of their studies. Research suggests that resilience is one such factor. Lee, Cheung and

Kwong, (2012, p. 16), explained resilience as “the process of effectively mobilizing internal and external resources in adapting to or managing significant sources of stress or trauma.” Resilience sets itself apart from other related psychological traits, such as “hardiness” or “mental toughness” due to its dynamic nature (Howe, Smajdor, Stöckl, 2012).

2.2 RESILIENCE

Resilience is a word that is commonly used nowadays without much knowledge of its origin. Resilience originates from the Latin *resilia*, which means the “action of rebounding” (Masten, 2001). Atkinson, Martin, and Rankin (2009, p. 137) describe resilience as the “capacity to recover from adversities such as trauma, deprivation, threat, or stress”. Gillespie, Chaboyer, and Wallis (2007, p. 133) use similar terms in their description of the concept, but further, describe resilience as “an ongoing process of struggling with hardship and not giving up”. More authors are now in agreement that “resilience can be developed or taught at any time during a person’s life, which differs from past interpretations of resilience as a personality trait” (Stephens, 2012). This study focused on resilience as a process that could be enhanced and developed in students, especially in polytechnics of Zimbabwe.

Definitions of resilience include three orientations: trait, outcome and process (Hu et al., 2014). According to these authors, the **trait orientation** views an individual as having a personal trait that helps them to cope with adversity and achieve adjustment and develop well. An **outcome orientation** views resilience as a behavioural outcome that can help individuals to recover from adversity (Harvey & Delfabbro, 2004; Masten, 2001). The **process orientation focus** on resilience as a dynamic process in which persons actively adapt to and recover from adversities (Fergus & Zimmerman, 2005; Luthar, Cicchetti & Becker, 2000). Fletcher and Sarkar (2013) believed that it is important to highlight the debate concerning definition as it gives the researcher theoretical boundaries that help determine the nature and direction of research inquiry. Hence resilience in this study will focus on **process orientation**. Hu et al.’s (2014) study findings indicated that resilience plays a major role in helping individuals to achieve a state of positive mental health and reduce negative adaptation.

The literature has shown that resilience has several determinants, which include “genetic, biological, psychological, family, community, social and environmental effects” which may interact in times of adversities (Davey et al., 2010, p. 7). In other words, resilience is determined by the interaction of individuals and their surroundings, and this will result in how they manage to cope or bounce back when exposed to adversities. For this study, I assume that resilience factors help to mediate the adversities experienced in higher education contexts and may lead to greater academic success and adjustments. Davydov et al. (2010) asserted that the survival of a psychological challenge depends on built-in mechanisms within a system. This built-in mechanism should be responsible for recognising and neutralising adversities and related effects. Naturally, through individual adaptation or artificially through external influences such as psychological counselling services, an individual’s resilience maybe enhanced.

For this study, resilience is a process which presents on the interplay of risk and resources between the individual and environment. I am cognisant that resilience occurs in the context of multiple risks, and the individual will require resources (no matter how limited) to resile. This is more in line with the participants and context of my study. There is more reference to resilience in mental health studies. Resilience, and more particularly, psychological resilience, refers back to the capacity to evolve to pressure and adversity (APA, 2014). Several researchers concur that resilience can be constructed from protecting factors, including mastery, emotional reactivity/law, self-efficacy, interpersonal assist, and capabilities which can guard in opposition to, or counteract the potential risks and vulnerabilities (Fergus & Zimmerman, 2005; Prince Embury, Saklofske, & Keefer, 2017). Resilience requires the active participation of individuals with risk and protective resources. It is not about being passive but about actively engaging. In this study, seeking and accessing psychological counselling services equates actively engaging available resources to counteract impending risk. Resilience became initially identified as a part of positive psychology which became involved in character strengths through reading the resources of people who seemed to be coping properly within the face of adversity (Howard, Dryden & Johnson, 1999). Werner (1993) studied children who “were born and raised in risk environments experiencing poverty, material deprivation, neglect and maltreatment.” The intention was to look at the effects of surroundings on children’s development. The major

findings were that, as children reached eighteen years of age, the poor outcomes of the surroundings had been substantial, but some children were considered resilient (Werner, 1993; Werner, 1995).

Wright, Masten, and Narayan (2013) held that the study of resilience has come about in four fundamental waves. In an evaluation of resilience studies literature, Grafton, Gillespie, and Henderson (2010) summarise the four waves of studies well. The first wave of studies identifies resilience as a set of characteristics someone ought to own (which includes “hardiness, coping, and self-efficacy”). In studying this wave of resilience, researchers tested the results of trauma or adversity on the character’s capability to manage and recover (Baron, Eisman, Scuello, Veyzer, & Lieberman, 1996).

There were three major findings in the course of this wave. The findings were:

- a) *That specific characteristics facilitate children and adolescents’ likelihood of adapting to adverse circumstances;*
- b) *these common characteristics can serve as ‘protective factors’ that assist individuals to recover from and thrive despite adversity; and,*
- c) *that the characteristics that make up resilience stem from both biological and psychological factors.*(Grafton et al., 2010, p. 699).

During this level of research, little agreement was reached amongst researchers about which traits, in particular, had not been unusual for some individuals (Grafton et al., 2010). The first phase is thus referred to as focusing on individual traits. This phase has shown through research that mere individual characteristics do not equate to being resilient. Thus the second phase emerged.

Despite this, research inside the first wave of inquiry ultimately leads to a paradigm shift away from merely figuring out resilience traits to a **second wave** of inquiry, which **seeks to perceive how those traits or characteristics have been obtained in individuals** (Grafton et al. 2010, p. 27; Richardson, 2002).

Studies in this phase focused on resilience as dependent on individual strengths, mainly known as “protective factors”. The second wave of resilience studies is familiar

with resilience as a dynamic system wherein someone studies adversity observed through positive integration and learning to get enjoyment from adverse situations (Gillespie et al., 2007; Luther & Cicchetti, 2000; Rutter, 1999). This understanding of resilience as a dynamic method let us look at resilience as something that is not static but changes with circumstances (Gillespie et al., 2007).

Several researchers determined measurable results for this process, the use of cognitive transformation practices resulting in increases in self-efficacy, adaptability, and resilience (Jackson, Firtko & Edenborough, 2007; Waite & Richardson, 2004), "The second wave of research on resilience also began to include the impact of cultural influences on resilience. Researchers started to examine the cultural traditions, religious rituals and community services that were contributing to fostering resilience in youth" (Wright & Masten, 2005). This wave followed a developmental systems approach knowledge to resilience and focused on positive modelling within the face of adversity. "The second wave attempted to provide an understanding of the processes leading to resilience in development" (Wright & Masten, 2005).

This led to researchers looking at the cultural traditions, religious rituals and network services that have been contributing to fostering resilience in teenagers. It follows then, that the findings from the previous waves of research indicating that resilience may be achieved, had been over-optimistic. (Neihart, 2006), and was seen as an everyday magical achievement (Masten, 2001, p. 27). This might have resulted in the vital aspect of the third wave of studies, preventative interventions and coverage shifts, regarding resilience (Luthar & Cicchetti, 2000; Rutter, 2000).

The **third wave** thus **acknowledges the active interaction between the individual and the environment**. Therefore, the interaction and involvements with the environment were attributed to contributing to resilience. In this way, traits and interaction were acknowledged in this phase. In this third wave, which continued until the fourth wave emerged, the focal point on cultivating resilience by using preventive interventions has targeted some of the protective strategies and demographic issues well (Masten & Wright, 2010). Interventions that have targeted promoting resilience through mastering unique protective approaches through social engagement, government's functioning capabilities, and emotional regulation have been the main emphasis in this class (Leary & DeRosier, 2012; Park, 2010). These strategies are

accompanied by policy implications that have blanketed guidelines for teachers, parents, and specialists regarding the approaches wherein they could help to foster resilience in youngsters.

The **fourth wave** of resilience studies is also presently underway and is integrative in nature. In this wave, growing interest is being paid to “**epigenetic and neurobiological processes, brain development, and the methods that structures engage to form development**” (Wright et al., 2013, p. 16). Examples of this are researchers such as Cicchetti and Curtis (2006, 2007) who are researching the function of neuroplasticity in resilience. Psychological resilience on this conceptualisation could be a measurable, modifiable mental mechanism that permits correct management of adversity, and consciousness of one’s strengths or capacities that enables one to address destiny stressors and apply available sources better.

This aspect of resilience theory is beneficial while searching for growing interventions geared toward building and bolstering resilience and how a person sees their situations or existence. Problems encountered can affect their reviews and reactions significantly (Van Breda, 2001).

2.2.1 Resilience Research

The philosophical origins of resilience lie within psychological and physiological bodies of work. Historically, resilience has most often been studied in relation to adversity, trauma, and transitions of great stress (Hodges, Keeley, & Troyan, 2008). Luthar (Luthar & Cicchetti, 2000), Garmezy (1991), and Rutter (1999) were three of the pioneers leading the early work in resilience. As research continued, several authors developed models of resilience, including Rutter (2006), Masten (2001), Richardson (2002), and Ungar (2004). Development of resilience assists healthy, well-adjusted individuals to better cope with everyday hassles preparing them for future challenges and possible adversity (Stephens, 2012).

Several researchers have recommended resilience intervention programs such as group counselling (Craig, Austin, McInroy, 2014), play therapy (Craven & Lee, 2010) and psycho education (Gerson & Fernandez, 2013). The resilience interventions programs can be utilised to help students deal more effectively with the everyday frustrations, disappointments, and crises (Ahern, 2009; Burnham, 2009; Hodges et al.,

2008). It is my assumption and belief that all students would benefit from programs that enhance their resilience. Access to resources like psychological counselling services within polytechnics can be seen as a protective factor that can enhance students' resilience. Enhancing students' resilience does not only benefit the student, but it also benefits the institution, their community and the country at large. The student is equipped with essential skills such as being goal-oriented and the ability to face any form of challenge or adversity that may befall them in their lifetime.

However, the role of counselling services as resilience enhancing process to students in polytechnics in Zimbabwe has not been studied. Access and utilisation of counselling services, when needed by students, can enhance their capacity to manage stress, physical injuries, and general tertiary institution pressures. They can be enhanced by identifying and modifying adaptive and maladaptive coping styles. Furthermore, access to counselling services can enhance students' identification and modification of adaptive and maladaptive coping styles. To my knowledge, this study is the first to explore the role of counselling services in enhancing students' resilience levels.

A study by Grotberg (1999) notes that some of the characteristics of resilience that can be enhanced include persistence, motivation, adaptability, optimism, self-esteem, and appropriate social skills. Thus, enhancing the development of resilience for students in a learning setting may help students change their thought patterns and self-advocate to get their needs met. While students are developing resilience over time, they may benefit from gaining coping skills to face adverse events in the short-term. Coping is one's initial response to harmful stimuli, and by teaching coping mechanisms in addition to resilience, students may learn to respond to a situation in a more effective way to help them overcome difficult situations. Coping mechanisms involve strategies that include reasonable perception of a situation, observing alternative actions, demonstrating self-control and confidence, obtaining interpersonal comfort, and seeking help (Cohen, 2011).

2.2.1.1 Consensual elements of resilience

The following are consensual elements of resilience as postulated by Liebenberg, Joubert and Foucault, (2017): individual assets, relational assets and contextual resources. Students in polytechnics should have individual assets, relational assets

and contextual resources to enhance their resilience. These consensual elements of resilience relate to this study on enhancing students' resilience through access to psychological counselling services.

2.2.1.2 Individual assets

Individual assets are moulded by interactions with others as well as the environment, such as problem-solving skills and competence. A developmental point of view indicates that the individual assets grow and develop over time, increasing an individual's capacity to fully manage adversity. Thus students in polytechnics need to have individual assets for them to enhance their resilience.

2.2.1.3 Relational resources

This refers to relationships that are stable, trusting, supportive and nurturing. They are essential across the course of life regardless of developmental stage, culture or context. The relational resources give polytechnic students a sense of belonging and a feeling that they have a supporting structure.

2.2.1.4 Contextual resources

These are resources such as health resources, formal and informal educational resources, safe housing and cohesive communities. There is no exception for students in polytechnics. They must satisfy all the basic needs for them to be able to face life's challenges.

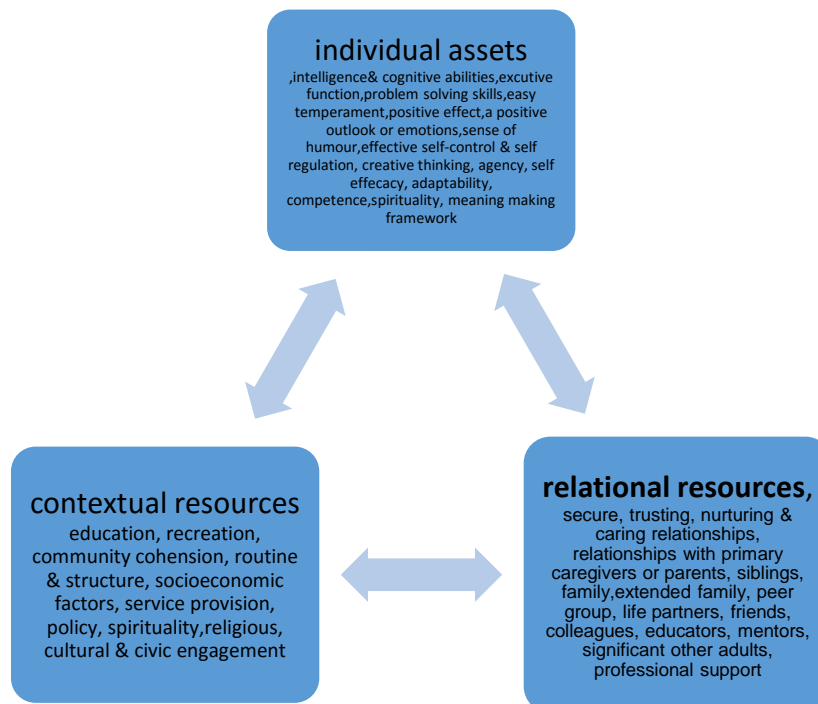


Figure 2.1: Relationship of Consensual elements of resilience

Adopted from Liebenberg et al. (2017, p. 29)

Interactions between the individual resources and the external resources shape individual capacity to manage challenges successfully. The interactions are protective and promotive or harmful; it is dependent on the blend of individual and contextual factors at a given time. Resources in an individual's environment facilitate the development of individual assets. An increase in individual assets paves the way for the individual's access to external resources (Sroufe, 2009).

2.3 RISK

2.3.1 General Background

A risk factor pertains to "a measurable characteristic in a group of individuals or their situation that predicts a negative outcome on specific outcome criteria." (Wright, Masten & Narayan, 2013, p. 17). While, according to Rew and Horner (2003, p. 379), risk factors are "internal or external hazards or threats that increase an individual's vulnerability or susceptibility to negative health outcomes." These authors note risk factors are present throughout a person's life and vary according to the situation, developmental stage, and individual traits. It can be noted that risk factors can be unique to an individual or groups of persons in the same situations. For this study, risk will be explored by assessing perceived stress and identifying selected personal

characteristics, such as health risk behaviours and self-esteem as perceived by the students in Zimbabwean Polytechnics.

Stephens saw risks as “associated with negative sociocultural support systems within the family (e.g. individual family members, environment, culture, and socioeconomic status) and community.” (Stephens, 2012). Risk factors which serve to threaten one’s persistence toward graduation from college might include, “being academically underprepared, delaying enrolment in college, being a single-parent while attending school, working more than 30 hours per week while enrolled in college, and being a first generation college student” (Kuh, et al., 2006). At the same time, over 75% of at-risk students are reported to leave college before completion of their studies (Wolfe, 2012). Social integration can help in enhancing resilience in college students. Their success can be attributed to the comprehensive attention given to at-risk students in not only examining their academic deficiencies but their life challenges as well. The whole student must be considered when creating and implementing programs to develop resilience in students. Thus the importance of a comprehensive innovation on a resilience education program is crucial to the success of college students.

2.3.2 Specific Risk Factors

Risk factors and protective factors are vital elements within the conceptualisation of resilience (Flippa, 2016). Risk factors may be described as events that boost the possibility of poor consequences, whilst protective processes are those that help people who have experienced danger to obtain positive outcomes (Masten, 2001; Rutter, 1999). These early theorists saw resilience as something out of the everyday events that only some were able to achieve.

The focus of later research shifted towards a view that resilience became a normal part of human adaptation (Masten, 2001) but that it required the availability of assets to overcome the harmful effects of risk (Ungar, 2001). This view prompted a shift from focusing on individual character traits to a broader look into gender, environmental context and support structures that include own family and community. For instance, Mandelco (2000) focused on internal and external attributes that promote resilience.

Ng, Ang and Ho (2012) pointed out that internal attributes included both biological and mental elements, consisting of temperament and cognitive ability. At the same time,

external elements consider both familial and organisational factors, along with colleges and different social services. Further studies recounted that risk and protecting factors do not appear to have an identical effect on everyone. Hence, the need to recognise the uniqueness of experience, how one often thinks about it and the type of danger and the context in which it occurs, in addition to one's gender and available resources (Lee et al. 2012; Ungar, 2004). It was similarly known that caution had to be exercised when labelling factors as either risk or protective as they are depending on different aspects and cannot be generalised (Masten, 2014). More lately, approaches to observe the risk and protective factors as underlying resilience have emphasised context and character perceptions (Ungar, 2001). This has ended in studies that have taken into consideration cultural differences to increase the spectrum of reports and similarly refine concepts along with risk and protective processes.

Protective factors promote high-quality variation and development and moderate the connection among risk and dreadful consequences; they help build precise self-esteem and assist people in navigating towards assets and support systems (Masten, 2001; Rutter, 1999). Some studies note that risks involve performing across diverse ranges in the individual, family and social networks (Ng et al.2012; Ungar, 2004) while protective factors are the key to enhancing resilience. However, it is not always simple for adults to outline factors as being either threats or protective factors unless the sex differences and the contexts are considered first.

Risk factors increase the probability that a young individual will become violent, take pills, or grow to become involved in teenage pregnancy (Lester, 2013). Researchers have described at-risk situations as consisting of living in excessive growth states, being a member of a low-income family or having low academic skills, In addition, having a mother and father who dropped out academically or are addicted to drugs or alcohol, or living in crime-ridden neighbourhoods, are also described as at-risk factors p(Li, 2013).

Educators have described at-risk students as having low educational ratings, low fulfilment motivation, or being amenable to dropping out of school (Nsereko,2014). Several researchers have characterised at-risk youth as alienated and disconnected from school (Guerin & Denti, 1999; Ungar, 2011) and underachievers and unmotivated (Masten, 2011). Nsereko et al. (2014) have recognised that learning institutions with

an excessive proportion of children from low socioeconomic backgrounds represent a risk factor in itself.

Regardless of the socioeconomic framework, family functioning dynamics contribute to at-risk behaviours among youth. A countrywide survey mentioned that 80% of the parents said they do not currently spend enough time with their children (National Commission on Children, 1991). Sometimes, excessive socioeconomic status may additionally buffer youth from the total effect of their negative social actions. In a few instances, young people coming from the middle-class or upper echelons of society are given more differential and preferential remedies than that afforded youth from decrease socioeconomic backgrounds (Pillay, 2011). Moreover, they won't be subjected to the same legal consequences as are those from less fortunate backgrounds. Most research conducted on risk elements identifies and measures the predictive power for complicated behaviour. Studies have observed that children's accumulation of risk elements is particularly important (Evans, 2004; Pillay, 2011). The more risk factors to which a youth is exposed to, the greater the risk that they will become violent, drug dependent, or have unwanted pregnancies. Risk elements may be internal or external. Internal risk elements involve how young people, interpret, and respond to their surroundings (Ungar, 2011; Werner, 1995). The researchers note that the internal risk elements are related to existence style, decisions, sexual activity at an early age, smoking, drinking, genetic make-up, cognitive ability, and internal inclinations toward life. Typically, young folks that showcase internal risk factors have established a mastering technique that results in poor self-gratifying outlooks for themselves and others.

External risk elements are those which include growing up in a poor community or a low-income circle of relatives (Ng et al. 2012). Prevention of problematic behaviour is based on understanding when and how risk factors emerge at various stages of youth development. Research has it that risk factors have varying effects on youth at some stage it can be harmful and at another point in time, there may be an improvement (Evans, 2004; Ungar, 2011). External risk factors exist in five domains: Character, the circle of relatives, the learning institution, friends and community (Cowan, Cowan, & Schultz, 1996; Ungar, 2008).

Protective peer factors consist of peers with conventional values, bonded to traditional social companies and involved in drug-free activities and a thorough evaluation of friends through the parents (Freeman, 1995; Nsereko et al., 2014; Sinacore, 2011). Community protection factors that are indigenous to the neighbourhood wherein the younger individual lives encompass prepared leisure possibilities for teens, superb relations with law enforcement and a network free of crime in the community. Such a community also provides opportunities for children to contribute through a community provider and offers robust cultural bonding within the network (Maton et al., 2004; Ungar, 2008). Societal protective factors involve the youth's status in society or society's treatment of the youth and adults' ethnic institutions (Slavin & Madden, 1989; Ungar, 2016).

Internal protective elements inside a young person are those that may have been prompted through heredity or environment (Ng et al., 2012). Key inner protecting elements are superb self-esteem, prosocial attitudes, desirable problem-fixing talents, accurate interpersonal verbal exchange skills, a wonderful feeling of self-efficacy, appropriate coping capabilities, at least an average intelligence, and a pleasant outlook (Ungar, 2016).

2.4 Protective Factors

The protective factors identified by Rew and Horner (2003, p. 382) were "individual responses to dangers which buffer the impact of risk factors." The characteristics of people found to be resilient are widely defined as including personal attributes such as age, gender, ethnicity, family, social support, and community resources. The risk factors could influence resilience and encourage protective factors (Dykes, 2016; Leary & DeRosier, 2012). Protective factors change reactions to adverse events to prevent possible adverse effects. Risk factors, however, are circumstances which increase the likelihood of poor results. Dynamic protective and risk factors change over time, leading to different outcomes depending on the circumstances (Lennie, 2012). Resilience is optimized when protective factors at all interactive stages of the individual, family and community social and ecological model are improved (Benzies & Mychasiuk, 2009; Fletcher & Sarkar, 2013).

Family resilience factors include the family structure, interpersonal partnerships, parental stability, parent-child care relationships, stimulating environments, social

support and a secure and sufficient income (Benzies & Mychasiuk, 2009). Outside families, students may have role models, who could include teachers, school counsellors, post-school administrators, coaches, community centre staff, clerks, therapists, and neighbours.

Significant elements of an effective society are the ecology and social structure (Masten et al., 2012). Early prevention and intervention initiatives, neighbourhood safety, related social resources, recreational facilities and initiatives, access to appropriate health services, financial opportunities for family and moral and religious groups are among the community security factors (Dyke, 2016; Benzies and Mychasiuk, 2009). It is very important that the community helps polytechnic students to develop their abilities.

2.4.1 Family Support

Social help is an individual's moral and economic capacity to achieve aims from and through people that surround an individual. It can provide students with a strong protective factor for positive psychological functioning and social support that is necessary (Walsh, 2016). Social support can be offered by relatives, friends, the media and, above all, the college media. Furthermore, this help influences pre-entry and enrolment (Woosley & Shepler, 2011). Family support is an important safety area that helps students to be academically successful and to face the difficulties of their lives. Family is one of the environmental factors in education and achievement. Family support helps to protect university students' tension, influences their psychological well-being and can also act as a resilience mechanism (Hurd & Zimmerman, 2010; Martin-Breen & Anderies, 2011). In addition, family support will inspire students to pursue their academic work, even though shouldering a job seems too difficult.

Family support will minimise the risk of negative effects in a person's life, for example, when living in poverty, strong family support provides many students with outstanding academic qualifications (Hurd & Zimmerman., 2010). In addition, support from the family can help students to talk about their educational experiences. To address their educational issues with someone will go a long way towards alleviating students' academic stress sources. Family support can also take the form of childcare, travel, and funding support. Therefore, family support does not only take the form of financial assistance. Parents play a vital role in students' success by being the greatest source

of support for the students, including adult students. A student can have a positive or negative effect on their family climate and family dynamics. Despite other variables, such as wages, and other socio-economic factors, the more structuring and supportive the family, the more resilient a student will be. On the other hand, unstable families with tense relationships can lessen students' ability to succeed in a school setting.

The family is the main student service provider. They can offer insight and motivation, even if parents don't have the same educational experiences as their students, as the majority of parents want their children to succeed even more than they want themselves to succeed. Parents, whose child is the first one to attend school in the family, are particularly affected.

2.4.2 Non-Familial Support

Supportive non-family mentors can also protect disadvantaged students. Friends and adults who don't know the parent can help students socially, particularly in the face of similar challenges (Hurd & Zimmerman 2010). Peer mentors can provide at-risk students with positive experiences and allow them to form ties with other students in their chosen institutions (Schultz & Schultz, 2004). There no reason to neglect the social component of resilience, so it also becomes possible to learn and apply resilience during daily life (Newman, 2005).

In addition, this mechanism is assisted by the principle of mutual efficiency. The motivational contribution of a group to the mission at hand refers to mutual effectiveness (Bandura, 2000). For this reason, the success of students in developmental education is vital for intrusive guidance, peer tutoring and exclusive development guidance. The efficacy of this group can be improved by the community, university faculty, staff and students alike, affecting personal effectiveness. Early links to peers will boost the university experience (Kuh et al., 2006). Academic social networks can provide safety nets for students at risk (Kuh et al., 2006). Peers affect each other disproportionately.

Peers are affected by the intellectual, psychological and behavioural aspects of almost every aspect of each other's lives (Kuh et al., 2006). The essence of the power of such

peers depends on the student and his foundation. The students who are enrolled in the same courses and who are grappling with the same academic problems can have a sense of kinship. This will build a support network for these students and give them a sense of acceptance into the academic world.

Positive mentors or role models may direct students toward resilience and performance. In addition, mentors or educators may give at-risk students non-family assistance. A mentor can be a key protective influence in the presence of an adult, so constructive interactions with others can be used to establish positive concepts of oneself (Boylan, Bonham & Tafari, 2005; Fergus & Zimmerman, 2005; Wang, Haertel & Walberg, 1997).

Henderson (2013) said that one of the most effective ways for educators to develop student resilience is by recognizing and enhancing the strengths of a student. Bandura (2000) notes that people will demonstrate their mutual effectiveness in collaborating with others to do something they could not do independently. They do this by cooperating on a mutual belief or purpose.

2.4.3 Community Support

Community services may provide the required tools for students to excel. Community engagement in student lives is vital for success, regardless of education level (Schafft & Jackson, 2010). Students face particular obstacles while attending university. Childcare, travel, finance, and so on also act as barriers to education achievement. Nevertheless, group building focuses on solidarity and self-help promotion (Buisca et al., 2010).

The community and the person, whether this is a college community or the community as a whole, have a connection. Research specific to this definition has been cited by Buchska et al. (2010); the mutual obligation is between the students and their societies. Enhancing student lives by default strengthens cultures and vice versa. Sherrieb et al. (2010) believed that the creation of resilience is achieved in societies that are considered stable or viable. Public services are made accessible to boost resilience. Adolescents may become active in community life, and community groups

that provide growth and development are accessible (Wang et al., 1993). Furthermore, neighbourhoods have to look at the bigger picture and align with schools and students to benefit the community as a whole (Schafft & Jackson, 2010). However, some communities are limited in their community capital because of their distressing economic and social condition.

2.4.4 Institutional Support

The relationships of students with members of the university community (Fike & Fike 2008; Heisserer & Parette 2002) are a crucial element in the retention of students. In creating an atmosphere conducive to success that allows student participation, the college community is extremely important (Kuh et al., 2006). The school and the classrooms are strong environments for development (Henderson, 2013; Wang et al., 1993). Schools can be a strong growth environment for students.

Institutions of learning can foster self-efficacy and related positive mechanisms through opportunities for development for students (Zimmerman & Arunkumar, 1994). However, being afraid to take up school can impede the students' progress (Kuh et al., 2006; Wood & Ross-Kerr, 2012). Some research showed that members of the faculty would work to ease this apprehension. Proactive strategies can be undertaken to support students and encourage attention to student concerns (Henderson, 2013; Kuh et al., 2006; Wood & Ross-Kerr, 2012). Furthermore, other studies have shown that improved contact between the faculty and students is conducive to students' retention (Henderson, 2013). Academic personnel must participate in multiple intervention techniques to ensure students remain committed to their learning institutions and boost their performance through improved resilience. Educational institutions should build environments that foster resilience. Attention to caring partnerships, role models, mentoring, boundaries, structure, and resources are critical in such circumstances (Henderson, 2013). Institutions with first-year programs for underprepared students tend to have good students (Kuh et al., 2006).

Educational institutions should have requirements for promoting relationships, role models and structure to foster resilience among students at all stages of their academic career (Henderson, 2013). Enhanced academic and social integration makes it possible to achieve more academic objectives. Tinto (2009) emphasises the

impact of academic and social support on an increased probability of success, especially if such support is aligned with teaching goals and general learning. Student achievement is motivated by academic and social integration as it enables a sense of belonging to the higher education community.

Given the variety of risk factors faced by students concerning the achievement of education, it is crucial to remember that educators teach the student audience in general. Students are not segregated in the school setting, and no inquiries are made into their home environments and backgrounds. This is particularly true for students who have been away from home for the first time because they often feel isolated or detached from their educational environment (Hendrickson, 2012). In retaining students at risk, student dedication is a key factor. This is in line with Winter (2013), who states that it is important for students to feel that they are a part of the university's community.

Linking to their peers helps students believe they belong with the others and are acquainted with them. Feeling part of the university culture is vital to academic achievement and stamina. The students' attitudes to psychological therapy services are directly influenced by the college personnel. Constructive polytechnic leaders will improve student resilience via psychological advisors. When complex health conditions have been established, it is good to identify factors that will allow college students to adapt to the needs of their college life. This study maintains that real resilience is one such aspect.

Howe, Smajdor and Stockl, (2012) note that resilience is specific to other associated psychological characteristics, such as "hardiness" or "mental longevity" due to its complex nature. Lee et al. (2012, p. 9) describe resilience as "a technique of successful mobilizing intra and outside sources in adjusting to or coping with vast assets of strain and trauma." Dyrbye et al. (2012), on the other hand, indicate that the use of resilience protects against despair and other distress and helps to make life more satisfactory. In their study, Dyrbye et al. (2012) note that college healthcare students with higher levels of resilience are far more likely to build a collaborative learning atmosphere and to be part of the right welfare networks, and are much more likely to be interested in jobs during their active life as a part of school participants.

Students can handle psychological distress more efficiently by sustaining or increasing resilience.

Another factor preserving the environment may be the coping mechanism of a student (Mahmoud, Staten, Hall & Lennie 2012). The modes of coping are structured to adjust and buffer adversity's consequences to match the precise upsetting circumstances, human experience, and special mechanisms (Madhyastha, Sahu & Rao, 2014). These can include trouble solving, emotional strategies, or designing prevention-oriented strategies, mainly focused on alleviating mishap situations (Stewart et al., 2010.). Hurt et al. (2011) reported on emotionally based and motivated techniques, while avoidance coping is another technique that seeks diversion or removal from the stress-generating situation. Driven by negative emotional accommodation, psychiatric illness, low infertility and higher levels of anxiety, despair and denial, the students depend more on the avoidance and emotional coping techniques than problem or job oriented coping. The assessment of the higher degree of problem-centred handling has been linked to better-connected health, satisfactory living conditions and psychosocial functioning (Aldwin & Park 2004; Artisticco, Cervone, & Pezzuti, 2003; McWilliams, Cox & Enns, 2009).

Past studies have shown that factors such as social support, adaptive coping styles and resilience are protective in adversities. However, the typical polytechnic coping styles, which result in increased resilience, have not been studied. (McGowan & Murray, 2016). By recognising and editing adaptive and maladaptive models of coping, students may improve their ability to manipulate pain, physical concerns and the common tertiary challenges. Therefore, I was motivated to discover the perceived intensity, resilience and coping strategies of college students.

The study aimed to find ways to boost student resilience in Zimbabwean polytechnics. Grotberg (1999) claims that resilience, enthusiasm, adaptability, optimism, self-esteem and sufficient social skills are some qualities that can be taught. The study encouraged students to speak to these ideas and to advocate their desire to meet their needs by increasing their resilience as students in learning institutions. Although students develop resilience over time, they benefit from improving coping skills to face adverse short-term activities.

Coping is a preponderance of mechanisms to manage hazardous stimuli, and students can often discover ways to respond more efficiently to a situation to resolve harsh circumstances with the help of the teaching of coping strategies related to resilience. Mechanisms for coping with circumstances include techniques that provide an affordable view of a situation, focus on possibilities, show strong will and trust, accept interpersonal consolation and seek help when required (Cohen, 2011).

2.4.5 Self-esteem

Self-esteem is a significant indicator of individual resilience. The self-assurance and self-worth of the students increase, which results in higher resilience (Karatas & Cakar, 2011). Self-esteem definitely leads to the need for an appraisal (Meyer, Moore & Viljoen, 2003, p. 340). Maslow (1971) highlights his view of self-esteem, dividing it into sub-classes, particularly needs based on an individual's estimation of his accomplishments and the respect he receives from others.

In the first group, there is a sense of achievement, self-confidence, performance, functionality, freedom and personal strength based principally on one's personal judgment, while the other consists of a sense of social status, honour, reputation and an appreciation of the popularity and self-confidence of others. Maslow claims that the pride of self-confidence results from self-assurance, ability and strength, while unfulfilled desire can lead to feelings of inferiority, weakness and impotence. The Rosenberg-Selbst-Esteem Scale (Rosenberg, 1965) is a ten object scale that measures an individual's average self-worth by approximately determining both the high and the low feelings of the individual. The scale was promoted by Harter (1986) for evaluating functional areas such as scholastic and athletic ability, social integration friendships, physical appearance, self-trust, and behaviour. The relationship between self-esteem and resilience is correlative, rather than causative, as it would raise many concerns if excessive self-esteem contributed to excellent performance and accelerated levels.

For instance, it is not always convincing that excessive self-esteem results in lower levels of stress or that less stressful stadiums trigger a better response in the Dumont and Provost (1999) analysis associated with the tests. Likewise, the relationship between coping and collegial success found by Baumeister, Campbell, Krüger and Vohs (2003) was moderate, and the growth in coping always leads to the required

overall performance. It is thus difficult to see whether resilience is connected directly to high self-esteem or whether processes which contribute to high self-esteem are also causal in the process of resilience.

Harter (1986) suggests that many approaches rely on the way an individual viewed achievement and growth toward high self-esteem. Multiple interventions at the individual, family and community levels influence the self-esteem of students and these mechanisms are meant to be diagnosed to understand the concept. As both men and women use such strategies once diagnosed, they can be strengthened and made more robust to increase self-esteem and boost resilience.

2.5 INDIVIDUAL RESILIENCE PROCESS IN COLLEGE STUDENTS

Studies of resilience have shown that young people, including those from particularly unstable or resource-deprived backgrounds, survive adversities, and also forge respective lives for themselves (Werner, 1993; 1995). The literature reports that 70% to 75% of students coming from foster care became members of gangs. They were usually also born to adolescents who had been sexually neglected, psychologically exploited or adversely impacted by poverty. However, they often managed to obtain outstanding developmental outcomes over their lifetime (Rutter, 1999).

The appreciation by individuals of their personal resilience provides the road to true coping. This recognition is focused on people knowing their true abilities and achievements and identifying how they used their strengths and how they should use them. Resilience research suggests that people have an inherent ability to recover. Resilience is a mechanism that builds the ability to recover. In addition, resilience ensures that the resilience strengths are matched to their efficiency. The interaction between people and their environments is the product of resiliency, a complex contextual process. Personal resilience has high-quality health and mental well-being effects (Obradovic, 2012).

The level of individual resilience is characterised by both risk and safeguard strategies. These interactions also reciprocate the student's climate, which would impact the student's climate and vice versa (Mandleco & Peery, 2000). Masten and Coatsworth (1998) suggest that this relationship may also have strategies attributed to being a man or woman, but they are primarily due to family approaches or networks. For

example, they point out that competence typically occurs as a single system, but is reinforced by a nutritious home environment.

Therefore, politics and social institutions, which consist of structural resilience factors, can be a protective factor for students in stress and who can bounce back in certain cases. (Davydov et al., 2010). Each society can also build its personal balance between groups to create a highly satisfactory lifestyle for many people. This will create, or adjust, the ratios across the context for political, economic, cultural or psychological growth, and phenotypical growth regulation, indicators of phenotype-customized psychotherapy, schooling, migration, food and drug intervention programs (Davydov et al., 2010).

The literature noted faith or spirituality as an element of resilience that can contribute to the meaning of life. Participation in religious activities such as daily attendance at churches or spiritual offering is a huge form of social support. However, some people may belong to social support groups, such as the food plan, practice, alcohol and consumption of tobacco (Fredrickson & Losade, 2005). Davydov et al. (2010) state that improved resilience may also have tremendous repercussions on other components.

Numerous research projects have demonstrated the importance of the individual and group levels of resilience as barriers to particular adversities (Davydov et al., 2010). Mechanisms and components of resilience are often unique to a variety of situations, such as job pressure experienced by most people to resilience against occasional high-stress events such as rape which some individuals are forced to cope with, as compared to daily routine problems. Several cognitive, somatic, and affective domains of intellectual distress can be assessed in absent or impaired psychopathology in an extreme risk as a feature of resilience. It can thus minimize the duration of any precise resilience impact (Amani et al., 2015). A range of concerns has to be addressed to enhance student resilience.

A theoretical model that can distinguish between factors and pathways supporting well-being in a short, medium and long term is a relevant challenge for resilience research. Various resilience components and multiple signs of resilience can also be tested on a variety of occasions, to make its effects known (Davydov et al., 2010).

2.6 STRATEGIES FOR BUILDING RESILIENCE

Development of resilience is a personal journey, which ensures that people respond differently to adversities. A strategy that can strengthen one person's resilience cannot, therefore necessarily function for the other. Students, therefore, use different techniques to strengthen their resilience. There can be cultural differences in some versions. A student's culture could affect how a student communicates emotions, for example, whether and how an individual interacts with peers, the inclusion of extended family members and network sources when faced with adversity.

People generally have more access to a variety of special techniques for building resilience through the creation of cultural diversity (APA, 2014). However, the special techniques of building resilience have not been mentioned because there are many different variations that rely on the students' culture and environment.

2.7 RESILIENCE BUILDING FRAMEWORKS

The power of resilience as a concept is its ability to provide a holistic view of the perceptions and strengths of the students in the study. With the concept of resilience, it is important to keep an eye on how polytechnics communicate and do what students do. The systemic factors that can allow students to increase their resilience should be taken into account. Supporting students with requisite support will help all students access the possibilities of transformational learning (Cotton, Nash & Kneale, 2017). The APA proposed ten ways to build resilience as follows:

1. Healthy relationships are important with close relatives, buddies or others. The acceptance of support and assistance from people who care about you and care for you reinforces resilience. Some people find that the social encouragement and assistance in the recovery of their desires are vibrant in civil organisations, religion-based companies or various local organizations. The helper will also benefit from supporting others in the event of need.
2. Stop viewing crises as daunting problems. You cannot change the truth about worrying times, but you can change how you view these occurrences and react to them. Try to reach for the past, how the present might get a little better in the future. Note any subtle way you might feel better when coping with challenging conditions.

3. Accept that transition is part of the household. In addition, such dreams may not be possible due to adverse circumstances any more. Acceptance of unmodified instances lets you fix circumstances you can change.
4. Shift your dreams closer. Establish realistic objectives. Do something sometimes, even though it seems like a tiny success that helps you approach your dreams. Instead, ask yourself, What is the aspect I know that I can perform nowadays that helps me to travel within where I must go, rather than in those tasks that seem to be unattainable?
5. Take critical measure. Act as much as you can on destructive circumstances. Take decisive action rather than totally removing themselves from problems and tension and deciding to leave.
6. Search for self-discovery opportunities. People constantly examine themselves and may discover that they grew up due to their war on loss. Many people with tragedy and complexity have proposed higher relationships, an extra sense of control at once as a sensitivity, self-esteem, an additional engagement in spirituality have enhanced their love of life.
7. Make yourself conscious of a high standard. Developing trust in your problem-solving ability to build resilience and trust in your instincts.
8. Hold stuff in a corner. Often, strive not to forget, in a wider sense, the traumatic state of affairs and to keep them in view of the painful events. Stop out of proportion wasting the chance.
9. Keep a hopeful view. A person can depend on the positive things happening in his lifestyle through an optimistic outlook. Try, rather than stressful what you fear, to imagine what you need.
10. Take care of yourself, take care of yourself. Look out for your own thoughts and desires. Practice sports that you love and enjoy. Regularly workout. Taking care of yourself helps you think and frame yourself to respond to resilient situations that promote self-esteem. The literature indicates strong support for multiple factors leading to resiliency and for enhancing resiliency.

Other scientists believed that a sense of cohesion, hardness and social context all affected identifying and improving resilience (Chopko & Schwartz, 2009; Hobfoll et al., 2007; Kaminsky, McCabe, Langlieb, & Everly, 2007; Lazarus & Folkman, 1984; Lester, 2013; Paton, Smith & Stephens, 1998). Among the researchers, Fredrickson and

Losada (2005) were optimistic that emotions could improve resilience. Masten (1991) pointed to the need to encourage personal ability, as well as distress prevention, to enhance and to build resilience. Researchers, including Noblet and La Montagne (2006) suggested that cultural factors may increase resilience, whereas Warelow and Edward (2007) suggested that treatment may also increase resilience as a philosophic underpinning in occupations. Flexibility leads to durability, according to Bonanno et al. (2004), who argue that adaptive flexibility can be learned.

2.8 COPING

The willingness of a student to tackle challenges is central to the concept of resilience. The act of people managing or escaping the stresses of life can be described as coping (Masten, 2011). Ng et al. (2012) define the management of individual external and/or internal demands as a continuous transfer of cognitive and behavioural effort to taxes. In other words, how a person handles the problems of the world is how they cope.

Different variables influence the students' handling of stress. For example, the way a student handles pressure and environmental influences can have a positive or negative effect on their personal features, value systems and personal resources, as well as their ability to use these assets. Environmental issues include a home and learning environment for students depending on whether they are welcoming or restrictive (Ng, 2012). Culture may also be commonly used as an example and can be copied by students. For example, businesses that have a broad circle of relatives can mediate a student with encouragement and socially ideal mechanisms to benefit from parental absence (Shakespear-Finch, 2011).

2.8.1 Resilience and Coping.

Resilience and coping have been shown to help individuals overcome adversity effectively (Ng et al., 2012). These criteria vary, but there are natural overlaps between them. They are critical at different times. Coping is an immediate, short-term aid, while resilience is a long-term aid that can be tapped into by students in the future (Ng, 2012). The principles complement each other in the sense that resilience is a collection of strategies that control how adversity is dealt with over a prolonged period. Mental fitness issues may also adversely affect the well-being and educational success of a college student. It will allow students to resolve unfavourable occasions and prosper by improving resilience and coping.

2.9 SOCIAL ECOLOGY AND RESILIENCE

In his social work as co-founder of the Resilience Research Centre in Canada, Michael Ungar's research focused mainly on children and crossed many contexts and cultures. Ungar described resilience as the mechanism used to cope with, adjust and benefit from, or combine the two processes to "compress, adjust and take advantage of the properties in the face of severe acute or chronic stresses" (Ungar 2012, p. 387).

Ungar's wide-ranging research on the social ecology of resilience advocates resilience as the mechanism used by people, families and societies in a range of contexts and cultures to combat and resolve adversity. The role of "systems" to support resilience will be discussed in Chapter 3 of this study, illustrating social aspects of resilience and cultural factors in resilience. Ungar (2008) suggested, however, that the description and measuring of the attributes of physical and social ecology had to be clearly understood in terms of the positive effects after adversity.

Ungar stated in its definition of resilience that the word "navigation" agrees with other meanings of resilience which are focused on personal motivation and organisation. But navigation expands to include the push towards meaningful resources and building an environment that offers resources that are available, open and usable. Ungar's expanded definition of resiliency offers a broader and more concrete lens through which the idea of resilience examines the ecological resources and processes needed to sustain resilience while taking the debate beyond individual resources. This is important for this research, as the research focuses on increasing the resilience of students by getting access to polytechnic resources in psychological therapy. Chapter three will address the social-ecological theory in more depth.

2.10 RESILIENCE AND THE AVAILABILITY OF RESOURCES

Ungar notes that resilience does not inherently result from individual features but more from the existence, availability and accessibility of culturally suitable resources that promote physical and social ecology aspects of an individual (Ungar, 2011). The analysis of how ecological factors such as the student's community interact to foster resilience is important to understand how students experience adverse events. While Ungar's research on resilience focused on children in chronic hardship, the advice definitely extends to the population of high school students, including polytechnics.

2.11 COLLEGE PSYCHOLOGICAL COUNSELLING SERVICES AND RESILIENCE

Psychology researchers focusing on strength in educational institutions check on risk elements, elements of security and strengths. They consider the student's condition and determine what the student wants from the guidance. The risk assessment is based on a minimum of five domains: (a) sex, (b) the family, (c) institutions of learning, (d) the group and (e) acquaintances or social friends.

Increased analysis and resilience policy will provide the university counselling services with a lot of knowledge (Hartley, 2010). Benton estimates that the number of college student entering college with mental disorders is growing the demand for trained mental health professionals in university counselling centres (Hartley, 2010). Mowbray et al. (2006) observe that the rise in the number of students with intellectual disabilities has often resulted in the absence of funding for their therapy.

The lack of funding has posed concerns about the emotional needs of university students in the shadow of activities like the Virginia Tech shooting (Urbinia, 2007) and campus suicidal occurrences in the campuses of the university. Some university campus psychologists have partnered with other campus services "to instruct the campus network on intellectual and psychiatric infection" (Nolan, Ford, Kress, Anderson, & Novak, 2005, p. 173).

What is left, according to literature, is whether university students are now organised to meet the increasing demands and challenging circumstances of the college climate, what happens when they are not, and how university advisory centres, including through preventive measures are able to assist (Park, 2010). Finally, the authors indicate that more focus is required for students who grow and expand closer to a mature self-regulatory style and those who don't know what kind of features and tests are correlated with these. This suggests the need for more study in the field of polytechnic students' resilience. The key principles of force-based advice form the basis for the advice intervention in polytechnics.

2.12 BENEFITS OF PSYCHOLOGICAL COUNSELLING SERVICES TO STUDENTS

The resilience literature commands the centre of the consulting stage focused on power. In the past, resilience literature was not integrated into the therapy or therapy model. The resilience literature was only combined with strength-based guidance.

Some studies have shown that counsellors treat students who risk moving beyond the signs and symptoms of complicated behaviour. Students may have joined gangs or become drug clients or prescription vendors, or are supplied with alcohol, crack cocaine, heroin, or methamphetamines by their families. Thus therapists, even though they may also be qualified to recognize patterns of abnormality and disease, psychologists can track types of normal development (Gladding, 2013). While psychological counselling primarily focuses on individuals with psychological issues, it aims to encourage human growth.

Psychological therapy is focused on preventive, educational and developmental functions, and corrective functions, according to Gelso and Fretz (1992). In addition, Gelso and Fretz acknowledge five unifying topics which are the key focus of the profession: a) the intact identity and strength of the individual, (b) the extremely brief involvement, (d) the relationship between individual environments and (e) the growth of education and the career. There is a threefold contribution to clinical therapy to the power viewpoint. Second, it focused on the assets and abilities of individuals. Second, it highlights the value for the expression of individual strengths of the cultural differences and the impact on the way of life. Psychological advice has been aimed at individuals and ethnic cultural powers.

Thirdly, the pursuit of social change contributed to psychological therapy (Gladding, 2013). Researchers recently focused on topics such as general human health guidance, the most reliable functioning of citizens and the promotion of human power in diversity (Glading, 2013). Fortified therapy has evolved partly through the efforts of many psychologists who have been questioning the validity of certain fundamental assumptions of traditional therapy models for many a long time.

Early theorists started to find that various assumptions of dominant cultural strategies had implicit prejudices against the ethnic minority agencies that included the African Americans, the Latinos and Asian American (Padilla, Cervantes, Maldonado, &

Garcia, 1988). This forced psychologists to realise that every ethnic group or way of life has its own personal strengths that at some point in crises could serve as defensive or protective factors.

In addition, counsellor therapy diverted the interests of psychologists to the recovery elements of society. All psychotherapy procedures are designed to change people, make them feel, perceive and act differently (Corsini & Wedding, 2005). The purpose of psychotherapies is to make them feel, and feel like one another. Communities are diverse and it shape the perception of students and their future challenges. Recognising who the student is, helps to find effective ways to boost their strengths in the form of therapeutic guidance.

During the process of recovery, supportive counsellors are individuals who listen to the events without interrupting until a student completes his version. The counsellor may also promptly promote therapy by complimenting or presenting comments that add to the client's self-confidence and sense of belonging experience (Evans, 1996).

Psychological counselling is focused primarily on resilience as opposed to intellectual disease (Seligman, 1991; Seligman et al., 1999). Those with excessive aspirations and wishes have a way of fulfilling their dreams (Sinacore, 2011). By comparison, those with difficulties at assuming responsibilities lose hope of being able to fulfil dreams on a regular basis (Seligman et al., 2011). In encouraging students to inspire optimism, the psychological counsellor asks students to focus upon life's times of optimism and what life conditions have made them feel optimistic.

External assets are excellent lifestyles that students earn from their surroundings. The mental consultant creates applications and advice practice that involves the following external benefits: (a) directing, caring and loving the children's homes, communities and teachers; (b) encouraging students to perceive their community as important, to have the opportunity to make their contribution, and to sense safe and comfortable at home; (c) challenges and standards to make students feel safe and comfortable (Gladding, 2013).

The literature defines internal assets that promote a sense of knowledge, reason and concentration. The psychological counsellor helps students construct the inner elements following: (a) the commitment to gaining knowledge of; (b) effective principles that direct their alternatives; (c) social skills that assist them in making

fantastic decisions, developing relationships and achievement in life (Gladding, 2013). The counsellors help students refine the significance that psychologists have provided to particular life styles events or opportunities, as well as dreams

Psychological counsellors work closely with pupils to adjust the sense of scenarios, anguish, trauma or ache they have been given (Thompson, Connelly, Thomas-Jones, & Eggert, 2013). They help students understand how they can understand their difficulties. It was not what happens to us that decides how happy we are, but how we view what happens to us, as two philosophers of antiquity, Democritus and Epictetus, argued. People are social builders, they behave following what they agree with to be true instead of objective truths.

The survivors of traumatic events were studied by Janoff-Bulman and McPherson Frantz (1997) to see how people could improve their living environment. She found that those who could resolve traumatic incidents talked frequently about the lessons they gained from adversity. Survivors of worrying incidents said they now take life into account that lifestyles have taken on new meaning, they are more self-evaluated and now see that they have an inner strength to confront life problems (Piumatti, 2018).

Similarly, during his time in a Nazi concentration camp, Frankl learned that he could select how to see his condition, and that Frankl (1963) offered valuable insights into the way things alter (Frankl, 1963). The strength of his emotions, the resources of his circumstances, allowed him to survive horrors, he discovered. Frankl argued that people had a choice as to how they felt, confront and view their bad situation. They will face dignity, no doubt by shifting their outlook, in the most humiliating troubling events of their life.

Learning institutions specialising in mental health programs include students with universal social and emotional skills, making possible the coordination of interventions (Ghilardi et al., 2017). These programs offered by teaching professionals in a school setting help students deal better with their unique mental health issues and have a wonderful effect on their overall educational success. There is clear evidence that programs that improve students' psychological, emotional and decision-making skills also impact their educational performance (Fleming & Ledogar, 2008). In addition to education capacities, such programmes help students to achieve their educational achievement. Their effective fulfilment of life's obligations depends heavily on their

psychological wellbeing. Specialists and stakeholders recognise the clear correlation between mental health and academic achievement.

In addition to the awareness of those at risk, faculty advisors can ensure educational, private, social and career success by using well-known school-based resilience innovation. By improving their resilience, they can help them embrace the idea of their control over their way of feeling and thinking more together. In addition, this knowledge can help them cope with their daily stressors and stresses while at school and beyond. It is also possible for university counsellors to accommodate a broader range of college school students to help them persevere in this stage of growth if they introduce students to the idea and way of resilience and function in the direction of guiding education for resilience features consisting of determination, motivation, self-esteem, drive and adaptability (Burnham, 2009).

Students today need to be resilient in adversity and address daily stressors to achieve university achievement. Psychological advisers deliberately strive to help students develop their resilience to avoid recurrence of the same trouble or to detach themselves from similar troubles. Some resilience strategies might include improving social skills, breaking the family problem cycle, expanding troublemaking skills, broadening cognitive skills, and demonstrating the required skills (Garmezy, 1993; Wang et al., 1997).

In various circumstances, students may have strengths, but few persons can have strength in all situations because each student has limitations and weaknesses. Theoreticians suggest that many factors can also enable people to shift from one level of strength to any other, including gender, growth, lifestyle analysis, hardship exposure and survival, and the capacity to focus on life-long experiences. I assume that students live in conditions of strength or strength reduction.

Building strong environments creates individuals with a sense of excessive freedom and self-esteem and usually risk the potential to eventually produce people with reduced self-productivity and self-esteem. Risk factors interfere with protective lifestyles, and the student may also enhance resilience through effectively manoeuvring or navigating the threat components. Resilience is therefore a process of improving power.

Resilience studies indicate that people have an inherent capacity to bounce again. The production of strength is resilience. In addition, there is an adaptation to resilience attributes from a resilience perspective. Resilience is not a fixed function but a complex and contextual mechanism that is formed due to the interactions between people and their environments. Chapter three of this report will further explore the experiences of the students and their environments.

Psychological therapy also builds on ideas of requirements in its stronger form. An example is Maslow's (1954) need hierarchy, which portrays human lives as a combination of biological and social needs, and provides a theoretical explanation for the building of unique strengths behind human motivation. A hierarchy of needs based on two classes was defined by Maslow (1954, 1971), needs for deficiency and needs for development. To satisfy the wishes for a deficiency, any decline must be satisfied or fulfilled earlier than the next degree. He indicated that people would be better able to meet their development needs if the lacking needs had been fulfilled. Individuals who are self-actualised discover their skill or talents and accept them. Maslow recommended that people cultivate understanding, a culturally and generally identified power as they are more self-actualising and transcendent.

Maslow's (1954, 1971) theorising was updated by Deci and Ryan (2000), who warned of the desire for autonomy and the desire for competence. By way of contrast, the principle of strength consulting implies that individuals must comprehend their abilities innately. However, it is not inherently focused on the full range of their decrease in ordered defines needs that they must understand to find their strengths. Students who have the ability to expand their talents successfully have life studies different from people who do not. In the skill level of strength-based advice, the need for skill and relation described by the Deci and Ryan method is partly discussed. The theory of Deci and Ryan will be explored in-depth as to how the analysis is shaped.

People develop abilities to meet their mental needs in accordance with their association and membership, ability, sense of protection, autonomy and/ or identification of the meaning of life, and intention (Bandura, 1997; Baumeister & Leary, 1995; Maslow, 1954; Ryan & Deci, 2000). Our mind needs an informed understanding to enable us to expand our cognitive abilities for problem-solving. Individual requirements to find meaning in life motivate us to search for others, places and

transformative stories which motivate us. Maslow (1971) notes that the psychological requirements for membership and the need to connect and communicate with others derive individual nutrition and relationship strengths. Frankl's logotherapy (1963) also forms a pillar of good counselling and stresses the idea that the essence of life is to be learned from hardship.

Frankl's conviction was that having a sense of reason, purpose and sense can also help mitigate the suffering caused by these stressful life events, such as a terminal disease and the loss of the dear. In the same way, Brady, Peterman, Fitchett, Mo, Cella (1999) note that patients with logotherapy have found much more satisfaction than those with a lesser degree of sense of life without the possibility of intense pain or tiredness. Many researchers have highlighted the capacity of people to identify lack of importance (In the same way, the strength-based psychological guidance perspective helps students find ways from their destructive lives.

In the multicultural literature of therapy, the strength-based therapy model is often based on specific principles. All cultures have strengths and weaknesses, and there is divergence in cultures. Autonomy exceeds the importance of personal strength in cultures that are characterised as individualistic, including those of the United States mainstream. In contrast, the social competence and connectivism components of Asian and African cultures are valued in collectivistic cultures. The safety of individuals from the harmful effects of race discriminatory conditions can also be possible through cultural socialisation (Miller, 1999). In addition, such socialisation will help people cope with individual resilience and strengthen it. For example, students from a difficult community may find themselves motivated to overcome obstacles and thus provide evidence of their own resilience and encourage self-esteem for that purpose.

2.13 CONCLUSION

The argument of why some students will excel in the absence of other students is continuous and will continue for some time to haunt the academic world. While several factors that lead to student success have been established, many others are presented as barriers to success for students. Some students are not going to excel regardless of their encouragement (Fowler & Boylan, 2010). Despite adverse conditions, such as social status, minority status or developmental placement, other students will find the means within themselves to excel. However, students' resilience

will lead to achieving their educational goals by providing interim programming to connect students from a lack of readiness to prosperous college students (Kozeracki & Brooks, 2006).

2.14 SUMMARY OF THE CHAPTER

This chapter presented an overview and summary of the literature vital for the study. In particular, resilience concepts were discussed, and the working concept of resilience for this study was established. Tugade and Fredrickson (2004) describe resilience after poor, stressful or challenging studies, as “the ability to move beautifully” Due to standard know-how about what resilience is and the kind of circumstances under which resiliency will result, this simplistic concept fits this research. Resilience studies were reviewed with a focus on the four waves of studies identified by Wright et al. (2013), namely the stress, assessment, and coping studies championed by Lazarus and Folkman (1984), and high-quality motion in psychology, including studies in the fields of emotions (Csikszentmihajli & Seligman, 2000).

There does not appear to be a clear link between definitions and theories of resilience and methods of enhancing resilience in the literature. When describing how to enhance resilience, much of the literature on enhancement seems to assume a definition that may or may not be explicated; hence, there does not appear to be a strong theoretical foundation upon which to build resilience. However, Yehuda et al. (2013) suggest it is time to move beyond the definitional debate and to focus on actions that enhance resilience.

The literature on improving resiliency states the efficacy of tools such as humour, exercise and many others that can be learnt and triggered in an effort to improve the individual resilience (Bonanno, Pat Horenczyk & Noll 2011). The literature on improving individual resilience states the effectiveness of tools such as humour and exercise. Maunder (2008) identify a combined approach that addresses individual resilience through first-aid training in education and mental health, as well as organisational leadership and the development of a culture of resilience (Fleming & Ledogar, 2008).

The relation between the concept of resilience and the development of the theory of resilience for the polytechnics' students is one of this study's contributions. This offers

a framework for implementing best practices and policies. Criticism was also expressed on resilience training programs. First of all, because the building and context of resilience are not specified. Secondly, the performance or performance tests are not standardised. The available evidence (Gilbert & Bilsker, 2012) provide for only a few models. However, it was put upon universities to provide facilities for psychological advice for their students by the Ministry of Higher and Tertiary Education, Scientific and Technical Development in Zimbabwe. Yet polytechnics and teacher education institutions remain silent in the same ministry. The gist of this study deals with polytechnics. The following chapter will discuss the theory of self-determination and the theory of socio-ecology, which will guide this review.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The previous chapter looked at the literature's view on resilience and psychological counselling. This chapter focuses on the theoretical framework that guided this study. The two theories discussed are the socio-ecological resilience theory (Ungar, 2008) and the self-determination theory (Deci & Ryan, 2002). These two theoretical frameworks of the research effectively elaborate and interpret the importance of the interactive relationship between the students and their environment. Accordingly, Labonte (1989, p. 24) notes that "health exists in the dynamic movement of our social relationships" and "the power of defining health must belong to those who experience it". This shows the dynamic, interactive and contextual constituents of health. The relevance of the two theories to this study of enhancing student resilience through accessing psychological counselling services in Zimbabwean Polytechnics is discussed. The discussion starts with Ungar's socio-ecological resilience theory, followed by Deci and Ryan's self-determination theory and a conceptual framework of the two theories.

3.2 UNGAR'S SOCIO-ECOLOGICAL RESILIENCE THEORY

Micheal Ungar, a co-founder of the Resilience Research Centre in Canada, did studies that mainly looked at children. He defines resilience as the process used "to cope, adapt and take advantages of assets when facing significant acute or chronic stress, or the compounding effect of both. The observable, often measurable, processes that are identified as helpful to overcome adversity." (Ungar, 2012, p. 387). In another definition, Ungar highlights the capacities of people "to negotiate and navigate culturally relevant physical psychological and social resources in the face of adversity" (Ungar 2008, p. 225). The last definition indicates that our understanding of resilience should go beyond the acceptance that students engage in resilience processes but that students must have access to and have the ability to use resilience resources. This gave birth to the socio-ecology resilience theory.

Ungar (2013) viewed resilience as the capacity of individuals to find their way to health-sustaining resources, including opportunities to experience feelings of wellbeing, and the contributions of external resources such as the individual's family, community and culture to provide these resources and establish the experience in culturally

meaningful ways. These contributions must be seen in the context of exposure to significant adversity, psychological, environmental, or both. The point Ungar is emphasising is that the contributing supportive features in the individual and the environment lead to resilience. Therefore, in this study, it can be assumed that, based on Ungar's definition of resilience as navigating towards health-sustaining resources, the college students interact with their environment at the polytechnic. That interaction promotes or hinders students' resilience. Ungar views the collective outcome of interactions between individuals and their environments for the resources to be defined as healthy amidst adverse conditions, as the outcomes of the seven tensions of resilience. He defined these seven tensions of resilience as follows:

1. Access to material resources, [refers to] the availability of financial, educational, medical and employment assistance and/or opportunities, as well as access to food, clothing, and shelter;
2. Relationships, [referring to] relationships with significant others, peers and adults within one's family and community;
3. Identity—the personal and collective sense of purpose, self-appraisal of strengths and weaknesses, aspirations, beliefs and values, including spiritual and religious identification;
4. Power and control—experiences of caring for one's self and others; the ability to affect change in one's social and physical environment in order to access health resources
5. Social justice—experience related to finding a meaningful role in community and social equality
6. Cultural adherence—adherences to one's local and/or global cultural practices, values and beliefs
7. Cohesion—balancing one's personal interests with a sense of responsibility to the greater good; feeling a part of something larger than oneself, socially and spiritually. (Victorian Health Promotion Foundation 2015 [VicHealth2015], 2015, p. 20)

Ungar questions the environment’s capacity to facilitate growth. Individual qualities are triggered or suppressed by the environment (Ungar, 2004). Ungar et al. (2007) hold that the seven tensions are universally present in all cultures, but the young people affected will resolve them in different cultural specific ways, relevant to their culture. The research contributors suggest that each tension may be treated independently, but researchers and practitioners must take into account that the tensions interact, and there is an interplay between context, culture and an individual’s strengths to navigate the tensions (Ungar et al., 2007, as cited in VicHealth2015, 2015, p. 20).

There are four principles that require consideration to understand resilience from Ungar’s socio-ecological point of view. These are “decentrality, complexity, atypicality and cultural relativity” (Ungar, 2011). The principles and how they relate to students in polytechnics’ resilience are explained in Figure 3.1 below.

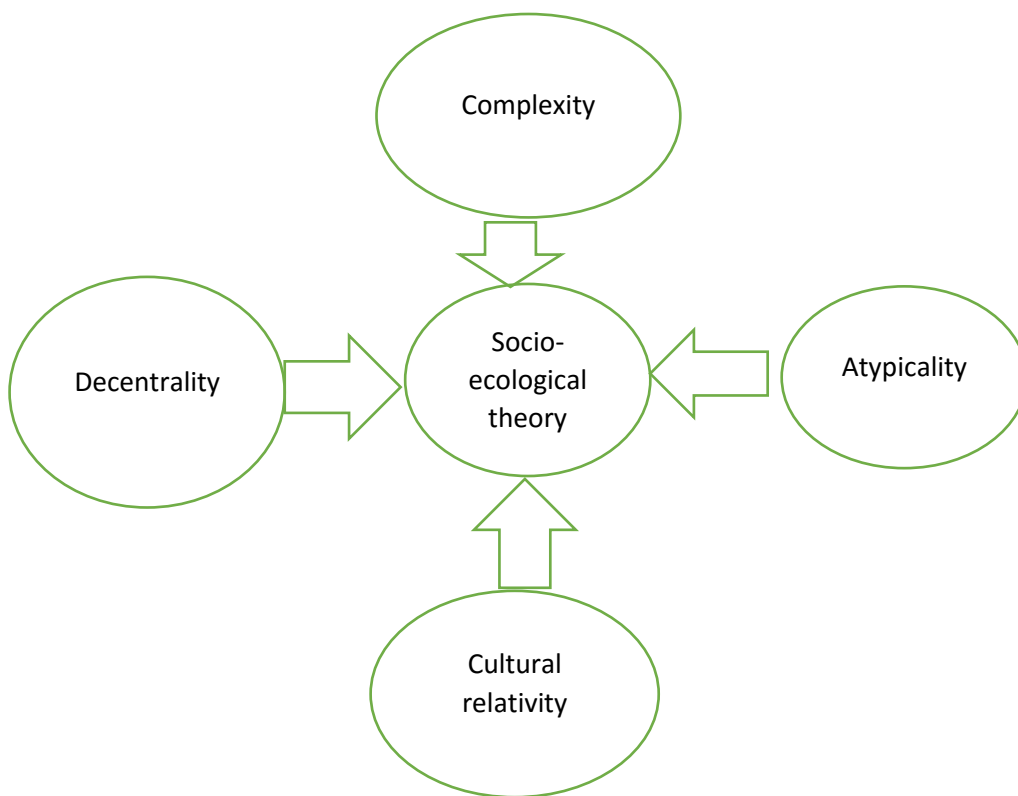


Figure 3.1: Socio-ecological theory

Adopted from Ungar et al. (2011)

3.2.1 Relationship between tensions and principles of the socio-ecological theory

Ungar, in his socio-ecological theory, came up with seven tensions and four principles as mentioned earlier on. This section is going to show the relationship between the tensions and the principles. An explanation of these fit in the study will be given.

3.2.2 Decentrality

“Decentrality” is an effort to move the focus from the student to the environment. This is regarding the tension that focuses on access to material resources. Ungar (2011) indicated that by decentering the [student] ... it becomes much clearer that, when growing up in adversity the locus of change does not reside in either the ... [student] or the environment alone, but in the processes by which environments provide resources for use by the [student]” (VicHealth 2015, 2015, p. 21). Ungar is not proposing that the student has no role in resilience, but that the emphasis should first be on the nature of social and physical ecology, then on the interaction between the environment and the student, and the student. In this study, the polytechnic students should not be looked at in isolation. It is, therefore, assumed that the polytechnic environment and access to resources enhance students’ resilience.

3.2.3 Complexity

Complexity was called into play by Ungar to counter previous efforts from researchers to identify simple relationships that lead to resilience. Two tensions are related to this principle. These are first, the relationship with others and second, power and control. Ungar (2011), stated that “this attempt to simplify has undermined resilience research and does not take into account a ... [student’s] capacity to use opportunities, the capacity of the environment to provide for growth, interactional patterns between the environment and the student, and changes across physical and social worlds, to gain a complete picture of resilience” (VicHealth2015, 2015, p. 20). This complexity will allow for contextually and temporally specific models to explain resilience, which provides a useful framework for intervention. Ungar (2011, p. 6) maintained that “Protective growth under adversity and protective processes that cause it to occur are too complex to contribute to the prediction of singular developmental trajectories”. He continued that “There is a need to assess the environment’s capacity for growth, the interactional patterns that fluctuate as student and environment adapt to one another

and the changes that occur across contexts and time to students' social and physical worlds, makes attestations of causality highly complex" (VicHealth2015, 2015, p. 22). Ungar further argues that this complex understanding of resilience aspects of the environment are likely to exert more influence on the resilience process than on individual traits. The nature of an individual's social ecologies, the meaning of the resources they are offered and the availability of viable alternatives, complicate predictions of the process. Ungar (2011) further held that a better-supported student would not necessarily perform better in all contexts when the contextual elements are considered. A student can perform well in one circumstance and fail in the other, depending on the time and context of the situation.

Complexity suggests the need to develop contextually and temporally specific models to explain the resilience-related process. Many different starting points can lead to many different processes relevant to different ecologies. In this study, there is complexity concerning polytechnic students' interaction with their learning environment, in a bid to enhance their resilience. Polytechnic students have relationships, and they also exercise power and control at some point. The relationships, power and control are contextual.

3.2.4 Atypicality

The third principle is atypicality; it shifts focus from individual characteristics to processes. I have identified two tensions that could relate to the principle of atypicality. These tensions are social justice and cohesion. They also act as protective factors for the students. "Protective processes associated with resilience need not result in a set of dichotomous outcomes as context will help decide the usefulness of a particular set of resilience-related qualities." (Ungar, 2011, p. 7). Wyman (2003) saw atypical affective management strategies as "productive means by which individuals reduce the distress they experience that results from problematic family interactions." Atypicality also characterises the way the ... [students'] environment protect them when resources are sparse" (Ungar 2011). Using the principle of atypicality, "resilience will manifest itself in ways that we may not want to promote but that are necessary because of the social ecologies in which students survive. Long-term, one would hope that changes to the environment would help students choose other, more socially acceptable, ways of coping. However, such choices will likely depend more on the condition of the environment than individual traits" (Ungar, 2011, p. 8). "Atypicality is

the openness to processes that work for ... [students] but are not usually identified as resilience. This also includes avoiding the focus on bipolar variables, as context can change the utility of different protective processes” (VicHealth2015, 2015, p. 7). Ungar states that it is necessary to focus less on predetermined outcomes to decide whether the individual was becoming more resilient but rather attempt to understand the individual’s behaviour. (Ungar, 2011). Atypicality may include affective strategies and environmental characteristics that protect students but may be positive or negative in other contexts. For instance, understanding of the context and functionality of what appear to be atypical behaviour is key to better understanding how various processes contribute to resilience in students in polytechnics.

3.2.5 Cultural Relativity

This is Ungar’s fourth principle that suggests that processes of positive growth under stress are culturally and temporally embedded. Identity and cultural adherence are the tensions that go hand in glove with the principle of cultural relativity. Culture is a “productive force for psychosocial health” and is worth noting “for its contribution to resilience-related processes” (Ungar, 2011). The study of resilience is more likely to contribute to an understanding of good growth if it accepts that student development benchmarks are negotiated across cultures. At an individual level, specific cultural groups may resist dominant cultural norms favouring their own indigenous coping strategies. According to Ungar (2011, p. 10), “culturally distinct strategies to promote resilience will only be seen as successful when a cultural minority is able to negotiate with cultural elites for recognition of their solutions to problems.” He suggests that “positive growth is embedded culturally and temporally [historically]” (Ungar, 2011, p. 10). He defines culture as “everyday practices through which individuals and groups manifest shared values, beliefs, language, and customs. As resilience reflects the culture, practitioners need to negotiate programs to ensure they fit with the needs of each culture. Furthermore, as culture and contextual features change over time, interventions should account for these changes and be aware of how each environment facilitates growth” (VicHealth2015, 2015, p. 22). Ungar emphasises the importance of the environment and proposes a social-ecological understanding of resilience (Ungar, 2013).

Ungar’s work on the social ecology of resilience postulates that resilience is a process that students, families and communities use to cope with and overcome adversity in

various contexts and across and cultures. Cultural relativity does not focus on resilience as a student process but considers what the environment, in this case the polytechnic, has to offer to enhance students' resilience process. Cultural relativity considers the culture of a polytechnic and students' identity, which are beliefs and values that enhance students' resilience positively or negatively.

3.3 SELF- DETERMINATION THEORY

Deci and Ryan's self-determination theory (SDT) investigates "people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as the conditions that foster those positive processes" (Ryan & Deci, 2000, p. 68). Self-determination theory affirms that humans have psychological needs pertaining to individual autonomy, competency, and relatedness to develop personal motivation that will lead to an attempt to complete tasks (Deci & Ryan, 2000). Autonomy refers to an individual's sense of control or agency. At the same time, relatedness means a person's desire to be connected to a group, and competency refers to being able to master tasks (Deci & Ryan, 2000). SDT suggests that people will value individual capacities of learning through encouragement and thus find their personal interest in becoming educated. Deci and Ryan state that "the most volitional and high-quality forms of motivation and engagement for activities, including enhanced performance, persistence and creativity" are cultivated under conditions where an individual's autonomy, competence and relatedness are supported (Deci & Ryan, 1980).

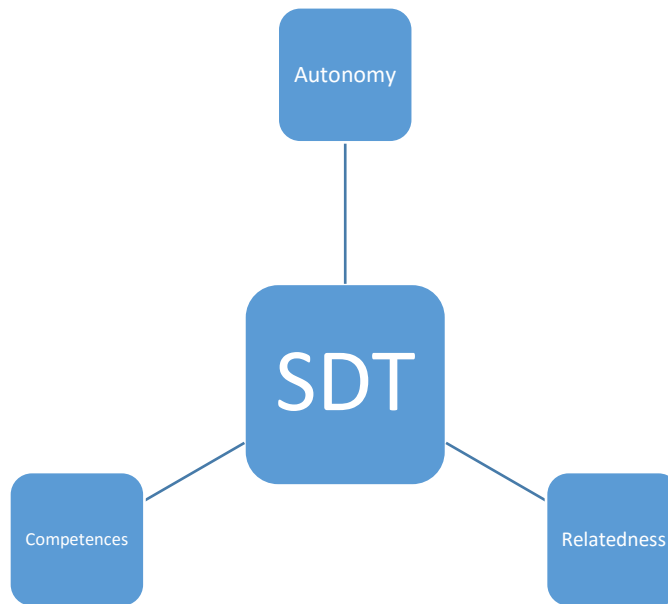


Figure 3.2: Self-determination diagram.

3.3.1 Autonomy.

Ryan and Deci (2002) state that when students are autonomous, they have the opportunity to self-generate the behaviours necessary to achieve cohesion within their sense of self and the engaged activity. Dependence or independence on another person is not a factor in autonomy. One can follow the directions of another and still be autonomous if he or she endorses the action. This is not the same as complying with an act, where one is merely going forward with an action while not approving it. In a state of autonomy, a student is experiencing their behaviour as self-expression, “even when [those] actions are influenced by outside sources, the actors concur with those influences, feeling both initiative and value with regard to the actions” (Ryan & Deci, 2002, p. 8). Self-determination theory maintains that if the environment supports the autonomy of the individual, more autonomous motivation will occur (Ryan & Deci, 2000).

When the theory is applied to education, the instructor establishes a supportive environment that is conducive to motivating students by creating the space for student autonomy during the course. Chen and Jang (2010) believed that one can apply the subsequent SDT teaching strategies to educational environments. Reeve and Jang (2006) validated eight types of teacher autonomy-supportive behaviours in 2006, such

as “allowing choice, providing rationale and offering informational feedback that enhanced students’ perceived autonomy, engagement and performance” (Chen & Jang, 2010). Studies have shown that educational environments that allow students to involve themselves in the decision processes “encourage the self-determined regulation of those activities, which in turn is likely to produce beneficial learning and adjustment outcomes” (Deci et al., 1999, p. 336). Self-efficacy and motivation are the most important traits for students to acquire as learning increases student isolation, which can be a deterring factor in student participation. It is my assumption that polytechnic students are autonomous in the actions that they take. This gives them the responsibility for their actions, either good or bad.

3.3.2 Relatedness.

For personal well-being, relatedness is necessary to maintain a sense of belonging through meaningful connection with others (Kowal & Fortier, 1999, p. 358). Research on human presence in online learning environments reveals that a significant predictor of student retention and success in community colleges is the social presence (Liu, Gomez, & Yen, 2009). The term “social presence” refers to the personal connection a learner feels within their community of peers (Sung & Mayer, 2012). Siever and Troja (2014) state that during online class time, affiliation or a relationship with another classmate is the most significant a student needs during online learning, more than the psychological needs for autonomy and competency alone. Similarly, Cobb (2009) states that successful online learning must be “an inherently social endeavour, and social interaction with the teacher and other learners is instrumental in motivating learners’ efforts to learn as well as promoting their satisfaction with online courses” (Cobb, 2009, as cited by Sung & Mayer, 2012, p. 1738). It can be said of students in polytechnics that they need productive interaction with lecturers and fellow learners.

Teaching strategies examined by the SDT research indicate that involvement strategies, where the teacher shows interest and emotional support for the learner, can increase feelings of relatedness. One study suggests that online instructors should make genuine attempts to inquire about students’ intentions for the class. This will allow them to “provide customized facilitation that help individual students reduce uncertainty and anxiety, become more assured and self-determined and begin to enjoy their learning” (Chen & Jang, 2010).

According to the literature, relatedness of the learner to others through computer-mediated communication and social interaction is evident through the technological processes (Chen & Jang, 2010). Students can participate in knowledge construction with peers through chat rooms, wikis, blogs and other social media facilitated by instructors (Moore & Kearsley, 2011). In social media spaces, the instructor is allowing the students to create a space to communicate information about their ideas and themselves, independent of the course interface itself. In Bruner's contribution to constructivism, he affirms that lecturers should actively and socially engage students in selecting the learning content based on their experience and knowledge (Pritchard & Woollard, 2013). It can be said about students in polytechnics, that relatedness to the environment, peers, lecturers as well as the course that they are pursuing is desired. I assume that this kind of relatedness positively enhances polytechnic students' resilience.

3.3.3 Competence.

In self-determined learning, students will gain both competencies and capabilities (Hase & Kenyon, 2000). Students will indicate acquired competency when they demonstrate skills and repeat the activity through knowledge retrieval. Students may validate that they are capable when their knowledge retrieval can be authenticated in unfamiliar settings. For example, instructors who participate in professional development may only be able to identify their capability after they confidently perform tasks in real-life situations, such as in the courses they teach. "Capability is then the extension of one's own competence, and without competency there cannot be capability" (Blaschke, 2012, p. 5). When feelings of competency are high, it directly influences the person's motivation to learn more because they perceive themselves as capable of learning, and having the capacity to learn more. This influential belief in one's capabilities is considered self-efficacy. In this mind-set, the individual will view a challenging assignment as something to master instead of fearing failing the assignment (Bandura, 1994). A student with self-efficacy begins to become intrinsically motivated and confident when they can conquer the assignment. Salomon (1983, 1984) states when a student perceives their self-efficacy as having enabled them to complete a task, it is found to affect effort and achievement (Bandura, 1986, as cited in Bachman & Stewart, 2011, p. 182). Ideally, a student typically has enough pre-existing self-efficacy to enrol in tertiary education courses. Still, the support

systems in the environment must be conducive to sustaining that motivation and increasing the feelings of competence, so that they are retained and complete the coursework successfully. Concerning this study, a student in a polytechnic has some degree of self-efficacy, to start off with, but the psychological supports of autonomy, competency, and relatedness, according to the theory, must be present for the duration to maintain their self-efficacy so they can achieve their goals.

As summarised by Weibell (2011, p. 202), “SDT is a meta-theory that attempts to account for two views of causality regarding human behaviour: (a) the view that humans act with agency and intrinsic motivation and (b) the view that their actions can be determined or influenced by external factors. SDT provides a framework to integrate observed cases of both phenomena.”

The primary agenda of self-determination theory (SDT) has been to provide an account of the seemingly discrepant viewpoints characterized, on the one hand, by the humanistic, psychoanalytic, and developmental theories that employ an organismic meta-theory and, on the other hand, by the behavioural, cognitive, and post-modern theories that do not. In other words, recognizing that there is compelling evidence in favour of human tendencies toward active engagement and development and that there is, as well, manifold indication of fragmentation and conditioned responses, SDT provides a framework that integrates the phenomena illuminated by these discrepant viewpoints. (Ryan & Deci, 2002, p. 5)

The fundamental postulate of SDT is the “organismic dialect”. A dialectic in which the human organism both acts on internal and external forces and is vulnerable to those forces. Deci and Ryan (1985) explained it this way:

An organismic theory begins with the assumption of an active organism. It assumes that human beings act on their internal and external environments to be effective and to satisfy the full range of their needs. In the process, behaviour is influenced by internal structures that are being continually elaborated and refined to reflect ongoing experiences. The life force or energy for the activity and for

the development of the internal structure is what we refer to as intrinsic motivation. (Deci & Ryan, 1985).

Deci (1980) pointed out that “although the human organism is innately active and is inclined toward the development of an internal, unified structure of the self, it is also vulnerable to being passive and to developing fractionated structures. These vulnerabilities are the means through which the organism becomes conditioned and through which its psychological functioning becomes rigid” (Deci, 1980).

Although people are usually curious, self-motivated, and have the capacity to exert power to achieve their objectives, although they desire to learn and extend themselves, to master new skills, and to apply their talents. "the human spirit can be diminished or crushed and that individuals sometimes reject growth and responsibility" (Ryan & Deci, 2000, p. 68).SDT considers the natural tendencies toward growth as "requiring nutriments or supports from the social environment to function effectively" (Deci & Ryan, 2000, p. 262). SDT explains this requirement to be stemming from the natural desire to satisfy three innate psychological needs: “(a) autonomy, (b) competence, and (c) relatedness” (Weibell, 2011, p. 204). .

3.3.4 Basic Psychological Needs Theory (BPNT)

The basic psychological needs theory (BPNT) is one of six sub-theories of the SDT. The details of the SDT framework are set in five mini theories, with the first three described in Deci and Ryan (1985, pp. 43, 87, 113, 149), with the others added later. These are:

1. *Cognitive evaluation theory (CET) "addresses the effects of social contexts on intrinsic motivation, or how factors such as rewards, interpersonal controls, and ego involvements impact intrinsic motivation and interest." (Cognitive Evaluation Theory, 2008).*
2. *Organismic integration theory (OIT) "addresses the topic of extrinsic motivation in its various forms....[including] external regulation, introjection, identification, and integration." (Organismic Integration Theory, 2008).*
3. *Causality orientations theory (COT) describes three types of causality orientations: The autonomy orientation, the control*

orientation, and the motivated orientation. (Causal Orientations Theory, 2008).

4. *Basic psychological needs theory (BPNT) "argues that psychological well-being and optimal functioning is predicated on autonomy, competence, and relatedness [therefore], contexts that support versus thwart these needs should invariantly impact wellness." (Basic Psychological Needs Theory, 2008).*
5. *Goal contents theory (GCT) "grows out of the distinctions between intrinsic and extrinsic goals and their impact on motivation and wellness." (Cognitive Evaluation Theory, 2008).*

The Basic Psychological Needs Theory (BPNT) has been chosen and will be expounded on as it argues that "psychological well-being and optimal functioning is predicated on autonomy, competence, and relatedness [therefore], contexts that support versus thwart these needs should invariantly impact wellness"(Basic Psychological Needs Theory, 2008). These other theories are just being mentioned for completeness.

The BPNT theory extends the SDT concept of the relationship between "evolved psychological needs" and "psychological health and well-being" (Deci & Ryan, 1980). The sub-theory emphasises that the essential human needs concepts of autonomy, competency, and relatedness affirm psychological well-being and optimal functioning (Deci & Ryan, 2015). According to the theory, three innate human psychological needs must be supported for a person to perform in the highest functioning possible (autonomy, competency, and relatedness). Wellness is impacted to the degree to which all three essential needs are supported. There will be distinct functional costs if they are thwarted (Deci & Ryan, 2015). If any of the three psychological needs are unsupported, a student will not function to their highest potential. Each person will need different support levels for each of these constructs at different times. Integral to Deci and Ryan's self-determination theory is the concept that for healthy development, the essential psychological needs of autonomy, competency, and relatedness must be met. "Many of the propositions of SDT derive from the postulate of fundamental psychological needs and the concept has proven essential for making meaningful

interpretations of a wide range of empirically isolated phenomena” (Deci & Ryan, 1980). Self-determination theory (SDT) and the motivating factors it details are associated with teaching students of various ages in multiple subjects and ability levels. SDT asserts that students’ motivation and self-determination are mediated by their satisfactions of the basic human needs of autonomy, competency, and relatedness, which are outlined below. The theory describes how once the innate needs for autonomy, competency, and relatedness are satisfied, “motivation, performance, and development will be maximized” (Deci, 1991, p. 327). The satisfaction of the three basic needs, “in turn, positively affected online students’ self-determination” (Chen & Jang, 2010, p. 750). This can be said more of students in a conventional institution like a polytechnic.

Research on self-determination theory (SDT) is beginning to surface with a focus on increasing student motivation in education (Bachman & Stewart, 2011). Recent research by Chen and Jang (2010) has applied self-determination theory while exploring “the complexity of motivation in online contexts” (Hartnett, St George & Dron, 2011). Self-determination theory was chosen by the researcher as the ideal framework to reference for this study as its components, that is human psychological needs for autonomy, competency, and relatedness are most relevant to the psychological needs of students in a tertiary institution such a Polytechnic.

The SDT seemed to acknowledge the unique psychological, motivational needs of students in higher education institutions the best. Students’ sense of isolation is commonplace in the higher education environment, and student self-determination is an important attribute toward success. Recognising that individuals can be motivated in different ways, depending on the context, would require progressing from the view that motivation is only an effect of the learning environment or as a learner attribute (Hartnett et al., 2011). Depending on the situation, a person who is characterised as motivated can be turned off, or a typically unmotivated person can become highly motivated if the factors presented in the setting appeal to the person.

Wehmeyer, Kelchner, and Richards (1996) identified four underlying characteristics of self-determination. “Autonomous function” or behavioural autonomy is present when a person acts according to their preferences, interests and or abilities. “Self-realisation” occurs when people make decisions on skills to use in a situation that they

experience. They examine the task at hand, formulate, enact and evaluate a plan of action, with review and adjustment of the actions when necessary. “Psychological empowerment” comes from people act based on their beliefs that they can perform the behaviours needed to influence outcomes in their environment, and if they perform such behaviours, the anticipated outcomes will result. “Self-realisation” occurs when people use a comprehensive, and reasonably accumulate knowledge of themselves and their strengths and limitations to act in such a manner as to capitalize on this knowledge beneficially. (Michali, 2014, p. 4)

Howland and Moore (2002) state that when students describe an environment as high in autonomy and responsibility of the learner, they tend to have a higher perception of learning. “Self-determined students are more motivated to engage in and complete tasks; thus, student motivation is a key component to better predicting student success” (Bachman & Stewart, 2011, p. 181). According to the theory, when individuals receive higher levels of innate psychological needs supports, the more self-determined and motivated the individual become. When students’ needs are ignored or neglected, the psychological well-being of the individual will be harmed. Deci and Ryan consider these needs as innate. “Organismic necessities rather than acquired motives...we define needs at the psychological rather than physiological level” (Deci & Ryan, 2000, p. 229). Positive feedback from instructors supports both competence and relatedness to encourage student motivation, but is only effective in enhancing intrinsic motivation if it is applied in a way that supports student autonomy (Ryan 1982; Ryan & Grolnick, 1989; as cited in Deci et al., 1991, p. 333). “The innate SDT needs do not function in isolation but rather are interrelated to one another and in combination affect self-determination and motivation” (Bachman & Stewart, 2011, p. 183). Professional development programs need to set examples for instructors by illustrating how to incorporate these concepts.

SDT is not concerned with what causes intrinsic motivation, but rather what elicits and sustains it (Ryan & Deci, 2000, p. 70). Cognitive evaluation theory explains social contextual effects on intrinsic motivation in terms of the three basic psychological needs. The feelings of competence will not enhance intrinsic motivation unless accompanied by a sense of autonomy. Deci and Ryan, 2000 cited conditions of threat, evaluation, and deadlines as leading to the undermining of intrinsic motivation, presumably because they also prompted a shift toward a more external perceived

locus of causality. In contrast, they cited conditions of choice and acknowledging a person's inner experience as prompting a perception of an internal locus of causality and, in turn, enhanced intrinsic motivation and augmentation of a person's confidence in his performance.

Deci and Ryan also cited studies demonstrating the importance of the second basic psychological need, competence. Specifically, they cited experiments in which it was shown that positive feedback enhanced intrinsic motivation, and that negative feedback decreased intrinsic motivation. Events such as positive feedback that signify effect can provide satisfaction of the need for competence, thus enhancing intrinsic motivation, whereas events such as negative feedback that convey in effect a tendency to thwart the need for competence and thus undermine intrinsic motivation (Deci & Ryan, 2000),

The third basic psychological need, relatedness, is defined by Ryan and Deci (2000) as the need to feel belongingness and connectedness with others. Although relatedness plays a more distal role than the first two needs (autonomy and competence), it is still a factor in maintaining intrinsic motivation (Deci & Ryan, 2000, p. 235). In support of this claim, Deci and Ryan cite a study in which it was found that "when children worked on an interesting activity in the presence of an adult experimenter who ignored their attempts to interact, the children displayed a very low level of intrinsic motivation" (Anderson, Manoogian, & Reznick, 1976, as cited in Deci & Ryan, 2000). They also noted, however, that people often engage in intrinsically motivating behaviours in isolation. They interpreted this to mean that relatedness may not be an important proximal factor, but instead provides a backdrop sense of security to intrinsically motivated activity.

3.4 CONCEPTUAL FRAMEWORK

Decentrality in socio-ecological theory refers to what the environment has to offer to an individual and then how the individual interacts with his environment. Focus needs to shift from changing individuals to making social and physical ecologies facilitative for resilience to add value to psychological sciences and inform intervention (Ungar, 2011). With SDT, according to Deci and Ryan, students have three needs that the environment should provide to an individual for them to function fully. Ungar (2011) notes that there is evidence to show that resilience is less an individual trait and is

more of a quality of students' social and physical ecology. He also states that the understanding of resilience has the potential to resolve both definitional and quantitative measurement of individual challenges. On this note, Hudzvak and Bartels (2008) state that they are still searching for the active qualities of the environment that contribute to students' wellbeing. Hence a combination of the students' needs and the environmental resources enhances students' resilience.

The conceptual framework below explains the interlinkage of students' characteristics, their needs and their physical world in facilitating resilience among students in polytechnics

3.5 Conceptual Framework

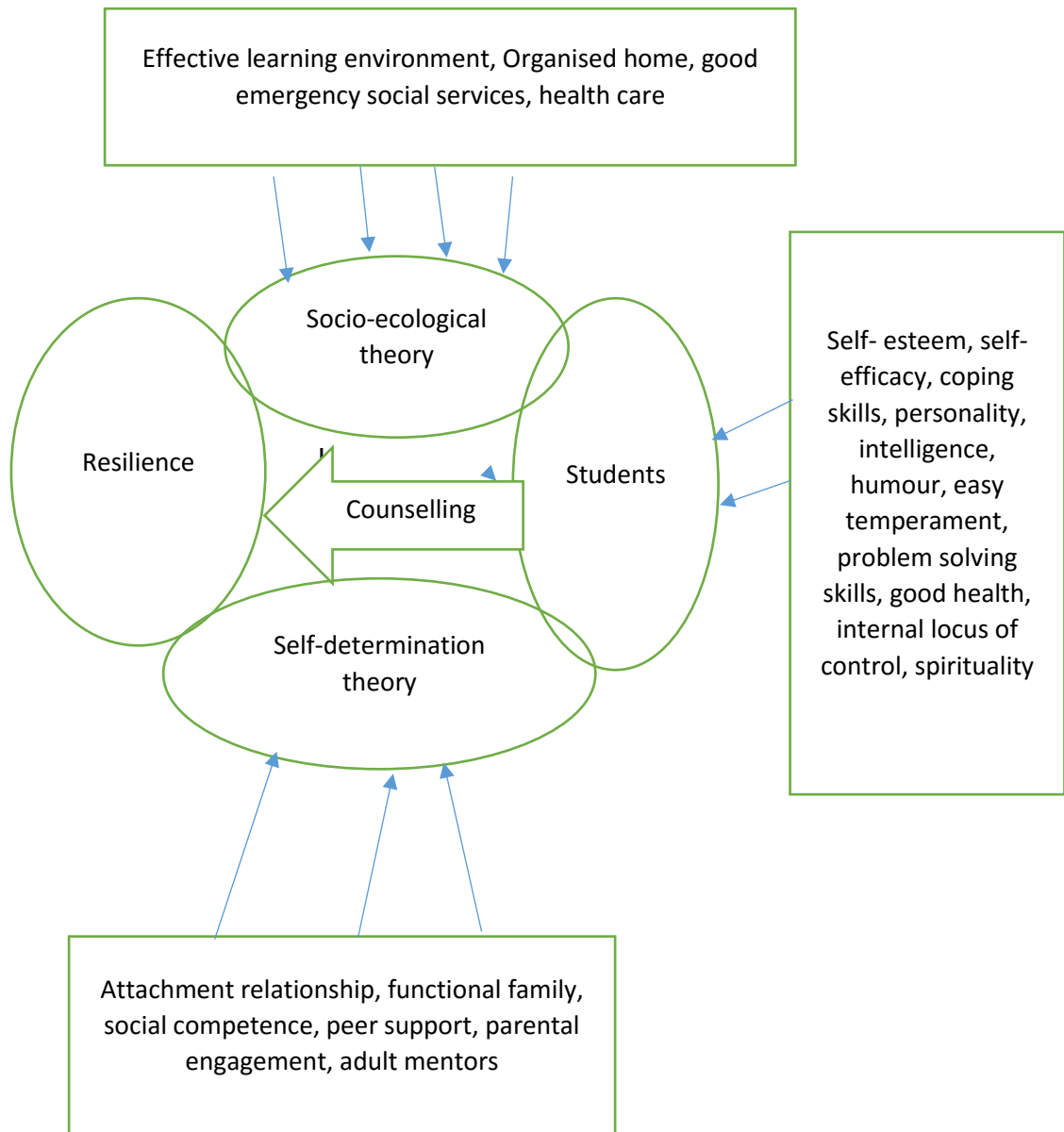


Figure 3.3: Conceptual framework

Figure 3.3 above shows the linkage among resilience, students and the theories used in this study. Resilience can also be enhanced by an ethnic family's cultural values and provision of mutual psychological support (Lee, Kwong, Cheung, Ungar, Cheung ,2010). To have a good understanding of students in polytechnics' resilience, the researcher should have an appreciation of the cultural differences of the students.

There should be a correlation between the social and physical worlds of students. It helps in understanding their resilience and also in designing strategies for enhancing students' resilience. Polytechnics can play a pivotal role in improving its students' resilience from a social-ecological point of view. Programs to enhance resilience can

be designed and implemented within the polytechnics to complement the ecology of the students. Students tap both from their needs from a self-determination theory point of view and also from the environment, which is the ecology or the physical world of the students. Students' characteristics, blended with external resources, facilitate the promotion of resilience. Resilience in students is also facilitated by their interactions with the environment and significant others.

3.6 CONCLUSION

The chapter explained Ungar's socio-ecological resilience theory and Deci and Ryan's self-determination theory. The relationship of the two theories was highlighted. Students' needs can be fulfilled by their environment hence students cannot be studied in isolation. The student's environment, access to resources, student's identity, relationship with others, and the interactions of all these will enhance polytechnic students' resilience. The research came up with a conceptual framework for the study.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 INTRODUCTION

Chapter 3 looked at the theoretical frameworks, the self-determination theory and social-ecological theory which are most applicable to this study and how they were used in the study. This chapter focuses on the methodology of the study. It looks at the paradigm that shaped the study, the study population, the sample, and the procedure for collecting and analysing data.

4.2 RESEARCH PARADIGMS

A research study is focused on the assumptions about what constitutes knowledge and truth, and the best ways to construct it. Such conclusions come under the term paradigm when described (Punch 2013, p. 14). A paradigm can be defined as “a way of thinking about and making sense of the complexities of the real world. As such, paradigms are deeply embedded in the socialization of adherence and practitioners” (Patton 2015, p. 89). This implies that researchers should have a clear understanding of the needs and demands of the chosen paradigm. Guba (1990, p. 17) defined a paradigm as “a basic set of beliefs that guide action, whether of everyday variety or action taken in connection with a disciplined enquiry. It is one's abstract framework, model of reality or worldview.” While Jonker and Penning (2010) in Wahyuni (2012, p. 69) define a paradigm as “a set of fundamental assumptions and beliefs as to how the world is perceived which then serves as a thinking framework that guides the behaviour of the researcher.” Therefore, “a research paradigm would serve to define what should be studied, the type of questions to be asked and what rules to be followed in interpreting the answers obtained” (Collins et al., 2000, p. 19).

A specific paradigm defines the extent of any given study's essential philosophical context because it subsumes a particular research effort's ontological, epistemological and methodological aspects (Denzin & Lincoln 2003, p. 33). This helps to describe the hypothesis of the researcher about the nature of existence and knowledge. Ontology is concerned with the quest for the meaning of existence or being and epistemology with the origins, nature, probability and limits of knowledge (Lemmer & Badenhorst, 1997, p. 99). The ontological and epistemological fields of research are concerned with the fact being studied and the nature of the claims being made. The methodological aspect concerns how the study should be organised, structured and

conducted to obtain information (Mouton & Marais, 1990, pp.14-15). Of the various ways in which research paradigms are classified, four specific paradigm categories are commonly defined in contemporary literature namely, namely the “positivist, post-positivist, constructivist and the critical research” (Dison, 1998, p. 169), as elaborated upon by Hatch (2002) in Table 4.1.

Table 4.1: Paradigms.

Paradigm	Ontology (Nature of reality)	Epistemology (What can be known; relationship of knower and known)	Methodology (How knowledge is acquired)	Products (Forms of knowledge produced)
Positivist	Reality is out there to be studied, captured and understood.	How the world is really ordered; knower is distinct from the known.	Experiments, quasi-experiments, surveys, correlations studies	Facts, theories, laws and predictions
Post-positivist	Reality exists but is never fully apprehended, only approximated	Approximation of reality, researcher is data collection instrument	Rigorously defined qualitative methods, frequency counts, low-level statistics”	Generalisations, descriptions, patterns, grounded theory
Constructivist	Multiple realities are constructed	Knowledge as a human construction, researcher and participant construct understanding	Naturalistic qualitative methods	Case studies, narratives, interpretations, reconstructions
Critical/feminist	The apprehended world makes a material difference in terms of race, gender and class	Knowledge as subjective and political. Researchers’ values frame inquiry	Transformative inquiry	Value mediated critiques that challenge existing power structures and promote resistance

Adopted from Hatch (2002, p.13)

4.2.1 Constructivist Paradigm

The study was guided by a constructivist paradigm because of its suitability and the researcher's connection to the topic (Creswell, 2003). "Constructivism suggests that each individual, through their subjective experiences, creates their own realities through interactions with different people and unique interactions with the world around them. This aligns well with most qualitative research as it assumes the subjective nature of lived realities is important and valid. Constructivist ideas also assume that the people have multiple realities of the world they live in (Perrot, 2015, p. 27). Guba and Lincoln maintained that "individuals live and learn by constructing meaning to what is happening around them and, though specific in nature, others can share similar elements of those social realities across both culture and time" (Guba & Lincoln, as cited in Perrot, 2015, p. 27). By hearing the participants' stories and sharing the researcher's own personal experience with them, while understanding the ambiguous complexity of their socially formed narratives, the researcher and participants can generate new insights (Perrot, 2015, p.28). The researcher and participants can generate new theory or patterns of meaning by interpreting their shared experiences (Creswell 2003). Hence it is appropriate for this study to understand participants through the co-construction process of sharing personal experiences and exploring the meaning within these narratives.

The paradigm of constructivism is also called the interpretive, symbolic, hermeneutic paradigm (Creswell 2013, Dison, 1998). Its proponents assume that knowledge is a human intervention, a mental representation and numerous constructions exist in any circumstance. Golafshani defined constructivism as "the view that all knowledge, and therefore all meaningful reality, is contingent on human practices being constructed in and out of an interaction between human beings and their world, and developed and transmitted within an essentially social context" (Golafshani, 2003, p. 603). The basic assumptions that drive the constructivist paradigm are that knowledge is socially constructed by people involved in the research process. And researchers will seek to understand the world of lived experiences from the point of view of those who live in it (Mertens, 2007). In this study, the researcher focused on the knowledge constructed by the polytechnic students as to how access to psychological counselling can enhance their resilience.

4.2.2 Shortcomings of the Constructivist Paradigm

Although the constructivist paradigm has been helpful in shaping this study's scope and direction, it also has a few shortcomings. Carr and Kemmis (1986) criticised it for failing to consider the external factors that could impair the participants' perceptions of social reality. Once more, the participants could have only limited awareness of the facets of social reality being studied. Therefore, false findings can be obtained. These may be an objective viewpoint that may vary from those of the individual participants chosen for the study (Cohen & Manion 2014).

4.3 RESEARCH METHODOLOGY

For this study, qualitative research was chosen because the research question is about exploring the participants' human experience and perceptions of how students' resilience can be enhanced through access to psychological counselling services. The study is shaped by the constructivist paradigm, which is the theoretical framework for most qualitative research (Creswell, 1994). Utilising this paradigm, the researcher used a qualitative approach that studied the participants in their natural settings. In this way, the researcher conducted a systemic inquiry into the meanings that people attribute to events affecting them in their environment (Creswell, 1994). Creswell (1994) defines qualitative research as "an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem." This research study sought to explore how polytechnic students could enhance their resilience through access to psychological counselling services. The qualitative approach utilised to obtain the views of the polytechnic students in their learning environment was based on the characteristics of qualitative research adapted from Creswell (2013, p. 40), as set out below:

- *Qualitative research] is conducted in a natural setting, a source of data for close interaction;*
- *relies on the researcher as key instrument in data collection;*
- *involves using multiple methods;*
- *involves complex reasoning going between inductive and deductive;*
- *focuses on participants' perspectives, their meanings, their multiple subjective views*

- *is situated within the context or setting of participants/sites;*
- *involves an emergent and evolving design rather than tightly prefigured design;*
- *is reflective and interpretive (i.e., sensitive to researcher's biographies and social identities); and*
- *presents a holistic, complex picture. (Creswell, 2013, p. 40)*

Creswell (2007, p. 40) stated that “qualitative research is carried out because we want to understand the context or settings in which participants in a study address a problem or issue.” Qualitative methods involve the manifestations of the assumptions of an interpretative paradigm based on the need to understand the “meaning of social action in the context of the life world and from the participants’ perspectives” (Gialdino, 2009). Therefore, the researcher had to use a data collection method that captured the perspectives of the participants.

Qualitative research attempts to make a difference through the understanding and knowledge gained from the research. Strauss and Corbin (2015) state that the researcher’s dreams come true through qualitative studies. “Through actively going out, seeking answers, collecting, and interpreting the data, the qualitative researcher is connected to the research as much as the participants are to the research” (Perrot, 2015, p. 30). Compared to the rigour of quantitative methodology, qualitative research's process and engagement style is often at the other end of the spectrum. However, qualitative methodology is natural and authentic and is driven by a desire to explore the phenomenon’s subjective experiences. Furthermore, qualitative research methodology is interested in how concepts are formed and to explore new types of phenomena which have not been thoroughly investigated. “Qualitative designs give a holistic, wide-ranging perspective of phenomena (Strauss & Corbin, 2015).

Farrelly and Nabobo-Baba comment that “when the researcher is trying to be devoid of empathy and opts for the common sterile, impersonal approach they actually miss out on the true reality because it is the connection, the emotion, that carries the social cultural realities” (Farrelly & Nabobo-Baba, as cited in Perrot, 2015, p. 30). Johnson and Christensen (2008) point to “pragmatism, the view that research should be planned with the purpose of what will best answer the research questions”. The

researcher understands that being emotionally connected may lead to non-reflexivity or the introduction of research bias. Nevertheless, interpretive validity requires that the researcher really understands the participants' personal consciousness, "see the world through the participants' eyes, to see and feel what they do. Doing so allows an understanding of the participants' worlds and this can produce a more valid perspective" (Johnson & Christensen, 2008). In this case, as the researcher shares with the participants both ethnic background and learning environment, the bias serves to bring deeper knowledge from living a similar reality to the research. Thus, it introduces empathy and connectedness to the relationship.

"The qualitative approach makes use of flexible analysis and explanation methods, sensitive to both the studied people's special features and social context in which data is produced" (Mason, 1996). Based on this theoretical assertion, the researcher used qualitative data collection techniques that included focus group discussions and interviews with polytechnic students. These techniques allowed the researcher to enter into an active interaction process with the participants on an equal footing, and so create a rapport that enabled the participants and researcher to work collaboratively.

Bryman (2004) described qualitative research as "an exploratory approach that emphasises words in the collection and analysis of data instead of just quantification." It is a matter of exploratory approach using inductive, constructivist and interpretive principles with a number of main focuses. Firstly, to look at the world with the examiner's eyes. Secondly, to explain the meaning and take it into consideration. Thirdly, to illustrate the mechanism and not just the end product. Finally, allow flexibility and the development of the concepts and theories as outcomes of the research process. In line with this, the researcher relied on the polytechnic students' views, with the certainty that what they conveyed during the interviews and focus group discussion reflected the truth as perceived by the participants and this added credibility to the research findings. Meeting the participants in their learning environment eased communications and made interactions easier as they were on familiar ground. Accordingly, all the participants in this study were viewed as human beings who could think and air out their opinions. Consequently, the knowledge generated in this shared capacity was credible, authentic and had a high degree of generalisability. The various features of the qualitative research approach discussed in this section have gone a

long way in helping the researcher to select a suitable research design that could be used in this study.

4.4 RESEARCH Design

Burns and Grove (2003, p. 195) described a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Punch (2014, p. 206), notes that a research design is “the overall plan for a piece of research, including four main ideas, the strategy, the conceptual framework, the question of who or what will be studied, and the tools to be used for collecting and analysing data.” Based on these definitions, the researcher considers the research design as a plan describing the sources and types of information related to the research problem and methods used for data collection and analysis.

Mahlo (2011) states that, “in qualitative studies, there are several designs that can be used. The most commonly used ones are the phenomenological, ethnographical, and ethnological and ethno-scientific designs.” However, “in real practice, these different perspectives and sets of designs can complement each other.” In addition, each research design flows directly from the type of the research questions stated and the purpose of the study. Again, it is the chosen research design option that determines the data collection and analysis methods to be employed (Roberts & Burke, 1989). Because the main purpose of the present study was to examine the enhancing of students’ resilience through access to psychological counselling services in Zimbabwe, I opted for the phenomenological design. Phenomenological studies analyse human experiences through the descriptions provided by the persons involved. Typically, these experiences are called lived experiences. Field and Morse (1985), in their study, described phenomenology as both a school of thought and a research design. In the following section, what can be said to be the key assumptions of phenomenology as a research design are clarified.

4.4.1 Phenomenology

“The term ‘phenomenology’ is derived from the Greek words *phainomai* and *logos*, meaning, respectively, ‘I appear’ or ‘I show myself’ and ‘word, method, methodological, ordered, arranged, unveiling or disclosure. The idea is actually of letting the phenomenon speak for itself” (Dube, 2015, p. 71). Van Manen (1990) defines

phenomenology as “the study of the lived experience of the life world, providing insightful descriptions of the way the world is experienced pre-reflectively in an attempt to uncover meaning.” Creswell defines phenomenology as “a research design used when searching for in-depth descriptions of lived experiential meanings” (Creswell, 2013). Phenomenology “is the study of lived, human phenomena within everyday social contexts in which the phenomena occur from the perspective of those who experience them. Phenomena comprise anything that human beings live or experience.” (Titchen & Hobson, 2005). Phenomenological research design’s nature enables truth to appear as it actually or basically is and effectively define itself. Phenomenology is a means of revealing and verbalising the significance of a particular event or occurrence as it is.

“The purpose of phenomenology is to describe and understand the essence of real-life experiences of individuals who have experienced a particular phenomenon” (Lichtman, 2010, as cited in Dube, 2015, p74). “It is a method of study that aims to bring forth a general description of what is being studied and as seen through the eyes of the people who have experienced it at first-hand” (De Vos, 2002, as cited in Dube, 2015, p74). Phenomenology as the chosen research design allowed the researcher to understand and interpret the meaning of the experiences of the students in the polytechnic on access to psychological counselling services in a bid to enhance their resilience.

The researcher had to assign a central meaning to the participants’ perceptions about enhancing resilience through access to psychological counselling services. To accomplish this, the researcher could share in the research participants' life world and place, and, figuratively, standing in the shoes of these participants. The researcher did this by an analysis of the conversations and interactions with participants. Based on the previous arguments, focus group discussions and interviews with the participants were considered to be the most productive methods of gathering the required data. Several study participants who had specific experience of the phenomenon of interest were allowed to demonstrate and explain their real-life experiences. For this study, the phenomenological concepts were used in three ways. Firstly, it formed the basis for all aspects of versatility that could be mooted as a fundamental paradigm. Secondly, as the basis for the thematic strategy, it made it possible to break down data in the form of themes into analytical units. It became easier to compile, analyse and explain the data collected. Lastly, as a basis for thematic sub-titles, it was possible to have

several sub-themes around the different aspects of interest that helped to point out a holistic understanding of the polytechnic students' resilience through access to psychological counselling services.

4.5 Population

“A research study utilises a group of subjects selected from a particular target population, that is, a group of elements or cases, whether individuals, objects or events, that conform to specific criteria or to which one intends to generalise the results of the research” (Silverman, 2013). This group is also referred to as the “target population” or “universe”, or the people about whom one wishes to learn something. The target population for this study were the students at two selected polytechnics in different provinces. The sample size of a qualitative study can be as few as two participants, who can understand and respond to questions (Creswell, 2014). Table 4.2 below shows the student population for each polytechnic and the sample size used for each institution.

Table 4.2: Population and sample size

	Variable	Population	Sample size
Polytechnic 1	Students	4404	18
Polytechnic 2	Students	2149	39
Total	Students	6553	57

4.5.1 Participant Selection

The researcher selected participants with the help of the dean of students at institutions. The deans of students were assigned to the researcher to ensure that the researcher was welcomed in the institution and provided with a venue for focus group discussions. The participants were randomly selected, targeting those who were not busy at the time of data collection. The data collection time coincided with the time when polytechnic students were preparing for their final exams for those in the January intake.

4.5.2 Sampling Method

Creswell viewed a sample as “a group of elements or a single element from which data are obtained” (Creswell, 2009). Creswell also maintains that “qualitative research is based on non-probability sampling as it does not aim to produce a statistically

representative sample or draw a statistical inference” (Creswell, 2014). I chose to use purposive sampling strategies for the study. In this case, they can also be described as “purposeful sampling”, because I chose particular elements from the population that would be representative or informative about the topic. This sampling technique requires the researcher to have an intimate knowledge of the population so a judgement can be made about which cases should be selected to provide the best information to address the purpose of the research. “The technique is widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources” (Dube, 2015, p. 76). “The subjects sampled must be able to inform important facets and perspectives related to the phenomenon being studied” (Sargeant, 2012, p. 2)

4.5.3 Sample Size

The number of participants chosen for this research agreed with the proposed phenomenology sample size guidelines recommended by Creswell (1998), who asserted that “5 to 25 participants were efficient for qualitative design”, and with Morse (1994) who believed that “the qualitative researcher should have at least six participants”. However, the number of participants in qualitative research is actually of secondary importance to the depth and quality of information that is collected. For sample size, I refer you to Table 4.2 above; under the heading population it shows the student population and sample size for this study.

4.6 DATA COLLECTION

Data collection refers to the techniques by which the researcher collects data from participants. Best and Khan (1993, p. 25) define data collection as “the process of disciplined inquiry through gathering and analysis of empirical data”. Dube (2015) explained that “the most widely used data collection methods in qualitative research are interviews, observations, and focus group discussions and document analysis” (Dube, 2015, p. 78). In this research study, demographic questionnaires, focus group discussions, and interviews with four students who were considered to be key informants whose schedule did not allow them to be in a focus group discussion, were used for data collection purposes (The researcher felt it was worthwhile creating time for them individually as they had been polytechnic students for several years and have even held posts of responsibility in the student representative council). Demographic data of participants was essential in the study. The researcher ensured that the

participants chosen were of different profiles, to be representative of all the students in a polytechnic.

4.6.1 Focus Group Discussions

Kitzinger (2005) described focus group discussions as follows:

Focus groups are group discussions organised to explore a particular set of issues. The group is focused in the sense that it involves some kind of collective activity, such as debating a particular set of questions, reflecting on common experiences or examining a single health education campaign.
(Kitzinger, 2005, p.1)

De Vos et al. (2005) posit that an FGD is an interview of a group of people that consists of ten to twelve individuals who share similar characteristics or a common interest in the process that the research project is attempting to improve. Cargan (2007, p. 110), maintained that focus group discussions, “are an efficient and economical way to collect data from several people at the same time”. Group dynamics versatility promotes involvement, and comments from one person may trigger ideas in others. Based on these opinions, the researcher used two focus group discussion sessions per institution with selected polytechnics students in the research study. The focus group discussions allowed the researcher to listen and capture the participants’ experiences and perspectives on the issue of enhancing student resilience through access to psychological counselling services. The proceedings were moderated by the researcher and were tape recorded for transcription later. “Working in a group situation requires considerable management in order to control power struggles and to encourage participation so that the biased, extreme views of a few will not dominate the proceedings” (Cargan, 2007).

4.6.2 Interviews

I also opted to use semi-structured face to face interviews with students who had been at the polytechnic for at least three years. These students were considered to have more experience in polytechnic life. The interviews allowed the subject to be discussed differently and in greater detail than a focus group, and it offered additional data that would otherwise not have been accessible by any other means. A constructivist approach recognises that the participants are not just a source of data waiting to be collected and that communication between the interviewer and the participants is essential in the meaning-building process. It is important to note that the interview is

construction or reconstruction of fact and not a mere retelling of the prior truth (Charmaz, 2006).

Mason (2006) suggests that a qualitative interview's typical characteristics include an interactional dialogue exchange; a fairly informal style; a thematic, narrative or biographical approach with a fluid and versatile framework that allows for the creation of unexpected themes. Qualitative interviews also acknowledge that information is structured and contextual meaning and interpretation is generated in an interaction between the interviewer and the interviewee (Creswell, 2014). The aim is to gain an insight and understanding of the experience of the participant.

4.7 DATA ANALYSIS

Creswell (1994) believed that the data analysis in qualitative research design is eclectic, and there is no one procedure that will fit all the different research scenarios. Good interpretation makes it possible for the researchers to establish codes, categories and themes from the given knowledge (Creswell, 1994). Therefore, the investigator must consider their role with respect to the data and keep an open mind about new or alternative results from the outset. The analysis explores how the researcher views the data, and the broad range of human experiences will never be amenable to one good way to interpret the details. The volume of data collected can be high and intimidating in quality designs (Creswell, 1994). In terms of discourse, consistency cannot be measured in numbers. One skill that the scientist requires is the ability to break information into essential and important items.

However, strong qualitative research accepts that frequency does not always indicate anything more or less important; something that was once defined may be as important in quality research as something that happens regularly (Strauss & Corbin, 2015). The importance of the data should be decided by the problem of analysis, research design and the investigator. If the researchers collect the data, they are part of their research, and this intimate relationship is invaluable (Strauss & Corbin, 2015). However, qualitative researchers should decide on the actions or measures

Data analysis is the mechanism by which researchers can make sense of the data by consolidating, minimising, and analysing what the researchers may have found and reported (Merriam, 2009). A detailed review of research data would provide a better

understanding of the problems that emerge from such data. Data is reviewed to create the relationship between concepts or variables during this phase (Creswell (2013)).

Therefore, the main objective is to recognise specific trends, tendencies, and themes within data obtained by the study of qualitative research data. The data collected for the analysis was analysed from the point of view of steps and procedures suggested by the phenomenological evaluation of the data (Van Manen, 1990). In conducting the research project, a clear theoretical framework will allow data generation and analysis that can deal with the defined research questions, as noted by Creswell (2013).

The coding or organisation of similar data parts into subject categories is the most critical operation in the analysis of research data (Creswell, 2013). Creswell (2013), points out that there are many different processes involved in the process of translating the original or raw qualitative research data into subjects, not a single step. These steps can include:

- Horizontalisation of the list and tentative classification
- Reduction and disposal
- Invariant constituency clustering and addressing •
- Invariant constituency and themes final description.
- Personal overview of the document
- Structural overview of the person.

4.8 CREDIBILITY

The word “credibility” refers to the exact identification and explanation of the studied phenomenon (Yin, 2003). The outcomes of qualitative research are tested to determine whether they are relevant from the perspective of the participants in the research process (Trochim, 2006). The credibility of this research was addressed by using the various data collection methods, including discussion and interviews by focus group.

4.9 TRANSFERABILITY

The concept of transferability refers to the extent to which results can be applied or transported to other contexts (Creswell, 2013). This can be accomplished by detailed explanations of the situations, procedures and participants in the current research scenario so that other researchers can evaluate the applicability of the results for their situations. This study provides detailed explanations of the research delimitation,

participants, the methods of data collection and research outcomes to assist with transferability. Therefore, the researchers were assured that other researchers could evaluate the applicability of the results for scenarios in other Zimbabwean Polytechnics and beyond to other related contexts and circumstances.

4.10 DEPENDABILITY

According to Tochim (2006), “dependability refers to the ability of a research study to account for the ever-changing context within which the research occurs.” The core issue is “the way in which a study is conducted should be consistent across time, researchers, and analysis techniques” (Gasson, 2004, p. 94). To accomplish dependability, the researcher used overlapping methods to collect data, namely, focus group discussion and interviews.

4.11 CONFORMABILITY

Conformability means that data and its analysis are not reflective of the researcher's imagination "(Mertens, 2005, p. 257), similarly (Gasson,2004) note, that findings should reflect, to the degree possible (humanly), the condition being examined rather than the researcher 's opinions, pet hypotheses, or prejudices"(Gasson, 2004, p. 93). To check conformability, qualitative data can be traced easily from the responses of participants back to its original source, in this study, to interview questions, focus group conversations, and recorded verbatim.

4.12 AUTHENTICITY

“For a research to be authentic it should involve appropriate strategies that truly report the participants’ ideas” (Daymon & Holloway, 2010). “Authenticity refers to real descriptions of people, events and locations” (Mahlo, 2011). The data collection strategies used in the study were carefully chosen so as to reveal the participants' actual perceptions and experiences. To ensure accuracy, the researcher presented the answers of participants to interview questions and focus group conversations in a verbatim fashion. The quality and amount of data gathered clearly showed that the techniques employed yielded the expected outcomes. The data collection strategies used created a context in which participants were able to freely express their views and opinions on the issues under consideration.

4.13 ETHICS IN RESEARCH

According to the Economic and Social Research Council (2005, p. 7), “research ethics are the moral principles guiding research, from its inception through to completion and publication of results and beyond.” This refers to the norms of conduct of the researcher with the participants. The following ethical considerations were abided by throughout the research process. The appropriate permissions for the research project were obtained:

- Ethics clearance was granted by the University of Pretoria, where the researcher is a student.
- The researcher was granted permission by the Ministry of Higher and Tertiary Education in Zimbabwe to work with students in the selected Polytechnics.
- Permission was also sought from the principals of the selected Polytechnics.

The guidelines from the Ethics Committee of the University of Pretoria and the best practices in the literature were followed:

- “Participants in the research study voluntarily took part and had freedom of withdrawal at any time without recrimination.
- The researcher obtained consent of the participants to take part in the research through a written agreement
- Throughout the research data collection process, care was taken to ensure that confidentiality and privacy of participants were upheld. The participants were reassured that the data collected was going to be used for research purposes only.
- In order to protect the participants’ privacy, the researcher avoided identifying them by names” (Dube, 2015, p. 86). Instead, pseudonyms of their choice were utilised.

McMillan & Schumacher (2010) emphasise that the final analysis will have to reflect the participants’ real perceptions and must lead to a meaningful descriptive synthesis of themes or a theory.

4.14 SUMMARY OF THE CHAPTER

The chapter focused on the research methodology, research design, population, sample strategy, research rigour and ethical considerations in depth. The qualitative research methodology was used for the study and it was shaped by a constructivist paradigm. I adopted a phenomenological research design. The study was carried out in two polytechnics which are in different political and geographical regions. Four focus group discussions and three interviews were conducted to collect data from participants. The next chapter will present the findings of the study.

CHAPTER 5: RESEARCH FINDINGS AND DISCUSSION

5.1 INTRODUCTION

Chapter four focused on methodology. The chapter described the population of the study, the sample and data collection procedure and data analysis in detail. The data was analysed through thematic analysis. In this chapter, I present the findings of the thematic analysis. Data was collected through focus group discussions and interviews. The participants were given demographic questionnaires to fill in. Consent to participate in the study was sought from participants before the commencement of the discussion, and it was granted through the signing of the consent forms. The participants' demographic data has been presented, and it is followed in this chapter by findings from the focus group discussions and interviews. This study aimed to explore ways of enhancing resilience among polytechnic students by accessing psychological counselling services. The study explored and investigated the importance of accessing guidance and counselling services by polytechnic students and the value of such services in their lives.

5.2 THEMES OF THE STUDY

I present the findings of my study under themes which emerged through analysis and interpretation of data collected from interviews and focus group discussions. The three themes which emerged were: 1. the experiences of accessing psychological counselling services, 2. Understanding the nature of problems and coping mechanisms. 3. Perceptions of psychological counselling services. Table 5.1 presents the themes and subthemes.

Table 5.1: Themes

Theme 1: The experiences of accessing psychological counselling services. Subtheme 1:1 Understanding psychological counselling and knowledge of its availability Category 1:1 Expectations on availability of psychological counselling services. Subtheme 1:2 Experiences of accessing psychological counselling services. Subtheme 1:3 Dangers in accessing ad hoc psychological counselling services.
Theme 2: Understanding the nature of problems and coping mechanisms Subtheme 2:1 Understanding the nature of the students' problems Subtheme 2:2 Coping mechanisms Subtheme 2:3 Relational support system
Theme 3: Perceptions on the role of psychological counselling services Subtheme 3:1 Perceived counselling outcomes Subtheme 3:2 Success stories

5.3 DEMOGRAPHIC DATA

Two polytechnics participated in this study. Interviews and focus groups were conducted with identified participants in Polytechnic 1. I had to do interviews with those I considered key informants as the numbers of students who turned up to participate was low. In Polytechnic 2, students turned out in numbers that accommodated the three focus groups that I had planned to do; hence there was no need for interviews. All participants were requested to complete a demographic questionnaire individually and hand it to the researcher. All participants (57) completed the demographic questionnaire. The tables below show the demographic data of participants per institution. The data shows that the students are mature enough to be able to understand and respond meaningfully to questions asked. The demographic table shows participants' date of birth, course of study, level of study, and years at the Polytechnic, gender, marital status and home language. The majority of participants were females and single. The majority of participants' home language is Shona.

5.3.1 Demographics of Institution 1

Table 5.2 shows participants who were interviewed for this study. Four interviews were conducted with participants from the Electrical, Quantity Surveying (QS) and Information Technology (IT) departments. The national certificate (NC) in Electrical engineering is offered for a duration of three years, and the diploma is offered for two years. For IT and QS, the National certificate is offered for the duration of one year, and their diploma is offered for three years. All course study starts at the National Certificate level. The interviewees have been at the Polytechnic since their National Certificate level. Therefore, all the participants had stayed long enough at the institution to understand and respond to how psychological counselling services function at their institution. Furthermore, their institutional memory was influential in identifying them for interviews.

Table 5.2: Institution 1: Interviews

Year of Birth	Course study	Level of study	Years at Polytechnic	Gender	Marital status	Home language
1990	Electrical	Diploma	6	F	S	Shona/Ndebele
1993	QS	Diploma	4	F	S	Ndebele
1997	QS	Diploma	4	F	S	Shona
1995	IT	Diploma	4	M	S	Shona

A focus group was held with 14 participants spread across three departments, namely, Information and Technology (IT), Diesel Plant Fitting (DPF), Accountancy and Electrical departments (see Table 5.3). The National Certificate for IT is offered for one year, and its diploma has a duration of three years. The NC in Diesel Plant Fitting has a duration of three years, and its diploma is offered for two and half years. For accountancy, the NC is offered for 1 year, and its diploma has a duration of three years. The course duration for Electrical engineering has been mentioned above. Two years of study were the maximum across all the participants in this group. The focus group was conducted during the month of October 2019.

Table 5.3: Institution 1: Focus group discussion

Year of Birth	Course study	Level of study	Years at Polytechnic	Gender	Marital status	Home language
1998	IT	Diploma	2	F	S	Ndebele
1997	DPF	NC	1	M	S	Shona
1991	DPF	NC	1	M	S	Nyanja
1990	Electrical	NC	1	M	S	Shona/Ndebele
1998	IT	NC	1	F	S	Ndebele/Shona
1997	IT	NC	1	F	S	Ndebele
1998	IT	NC	1	M	S	Ndebele
2000	IT	NC	1	M	S	Ndebele
1996	IT	Diploma	2	M	S	Ndebele
2000	IT	Diploma	2	F	S	Ndebele
2000	IT	Diploma	2	M	S	Ndebele
1995	Accountancy	Diploma	2	F	S	Shona
2000	Accountancy	Diploma	2	F	S	Shona
1993	Accountancy	Diploma	2	F	S	Shona

For Institution 1, eighteen students participated (four individual interviews and fourteen in focus group discussions) in the study. As indicated in Tables 5.2 and 5.3, all participants were single. Further analysis of all participants in the two institutions is presented in Table 5.7.

5.3.2 Demographics of Institution 2

Three focus groups were conducted with participants from Institution 2. This is because many participants indicated an interest in the study compared to Institution 1. Overall, 39 students from Institution 2 participated in the study. No individual interviews were conducted at Institution 2 because the students had turned up in large enough numbers that enabled me to have focus group discussions. As a result, three focus groups were held, and as far as possible, students were grouped according to their areas of study. Tables 5.4–5.6 present focus groups 1-3 from Institution 2. Focus groups were conducted during the month of October 2019. All focus groups were conducted during October.

Table 5.4 presents Focus group 1, which was made up of 14 participants from the IT and Accountancy departments. A focus group with the participants in Table 5.4 was conducted in October. Twelve participants studied for two years and two for four years at the institution. One female participant did not feel comfortable to disclose the year she was born in, even after a follow-up.

Table 5.4: Institution 2: Focus group 1

Year of Birth	Course study	Level of study	Years at Polytechnic	Gender	Marital status	Home language
1997	Accountancy	Diploma	2	M	S	Shona/Ndebele
-	Accountancy	Diploma.	2	F	S	Shona
1995	IT	Diploma	4	M	S	Vhenda
1993	IT	Diploma	4	F	S	Ndebele
1996	Accountancy	Diploma	2	F	S	Shona
1996	Accountancy	Diploma	2	M	S	Shona
1999	Accountancy	Diploma	2	M	S	Shona
1997	Accountancy	Diploma	2	M	S	Shona
1998	Accountancy	Diploma	2	F	S	Ndebele/Shona
1996	Accountancy	Diploma	2	F	S	Shona
1998	Accountancy	Diploma	2	F	S	Shona
1998	Accountancy	Diploma	2	F	M	Shona
1998	Accountancy	Diploma	2	F	S	Shona
1998	Accountancy	Diploma	2	F	S	Ndebele/Shona

Table 5-5: Institution 2: Focus group 2

Year of Birth	Course study	Level of study	Years at Polytechnic	Gender	Marital status	Home language
1993	Accountancy	Diploma	1	F	M	Shona
1998	Accountancy	Diploma	2	F	S	Shona
1998	Accountancy	Diploma	2	F	S	Shona
2000	Accountancy	Diploma	2	F	S	Shona
1983	Industrial Clothing	Diploma	2	F	M	Shona
1987	Industrial Clothing	Diploma	2	F	M	Shona/Ndebele
1998	Accountancy	Diploma	2	F	S	Shona
1997	Accountancy	Diploma	2	F	S	Ndebele
1999	Accountancy	Diploma	2	F	S	Shona
1999	Accountancy	Diploma	2	F	S	Shona
1990	Accountancy	Diploma	2	F	S	Shona/Ndebele
1999	Accountancy	Diploma	2	F	S	Shona
1996	Accountancy	Diploma	2	M	S	Shona
1999	Accountancy	Diploma	2	M	S	Shona
1997	Accountancy	Diploma	2	M	S	Shona

The second focus group was also conducted during the month of October and comprised of 15 participants doing a course in accountancy and industrial clothing. Fourteen students were in their second year of study and 1 in his first year of study. Table 5.5 presents the demographic information of the fifteen participants.

The third and final focus group was conducted with ten participants, also in October. Table 5.6 shows the demographic data of focus group participants who were doing a Technical/vocational education diploma (Tech/voc), which is offered for a duration of one year. The course is done by students who have a qualification in technical or vocational diploma subjects and are now learning the pedagogies of teaching those subjects. One of the participants had the longest stay at Institution 2(6 years). There was a female participant who did not feel comfortable to indicate in which year she was born.

Table 5.6: Institution 2 Focus group 3

Year of Birth	Course study	Level of study	Years at Polytechnic	Gender	Marital status	Home language
1986	Tech/voc	Diploma	1	F	S	Shona
1994	Tech/voc	Diploma	1	F	S	Shona
1996	Tech/voc	Diploma	1	F	M	Shona
1993	Tech/voc	Diploma	1	F	M	Shona
-	Tech/voc	Diploma	1	F	M	Shona/Ndebele
1984	Tech/voc	Diploma	1	F	M	Shona
1971	Tech/voc	Diploma	1	M	S	Shona
1989	Tech/voc	Diploma	1	M	S	Shona
1978	Tech/voc	Diploma	6	M	M	Shona/Ndebele
1966	Tech/voc	Diploma	1	M	M	Shona

5.3.3 Summary of all Demographic Information

Table 5.7 below presents a summary of all the demographic data. The summary is presented in categories.

Table 5.7: Categories of participants N =57

Category		Total	%
Gender	Male	20	35
	Female	37	65
Marital status	Single	47	82
	Married	10	18
Year of study	Year 1	17	30
	Year 2	33	58
	Year 3+	7	12
Home Language	Shona	42	74
	Ndebele	13	23
	Other	2	3
Age	20-25	37	65
	26-30	10	18
	31-35	3	5
	36+	5	9

5.4 INTERVIEWS AND FOCUS GROUP KEY GUIDE

The following guide was used to capture quotations from interviews and focus groups. Data from interviews and focus groups is triangulated for thematic analysis. Table 5.8 presents a key guide which will be used when presenting quotes during thematic analysis discussions.

Table 5.8: Interview and focus group key guide

	Code
Interview	I1; I2; I3
Participant 1, 2, (etc.)	P1; P2; P3
Focus Group 1, 2, (etc.)	FG1; FG2; FG3
Polytechnic 1, 2	PT1; PT2
Polytechnic 1 Focus Group	PT1-FG1
Lines (all data is numbered from 1 to 1933)	Line 1(etc.)

5.5 THEME 1: THE EXPERIENCES OF ACCESSING PSYCHOLOGICAL COUNSELLING SERVICES.

In this theme, I explore participants' experiences of accessing psychological counselling services in Polytechnics. Three themes and a category emerged in understanding participants' experiences. These are; understanding of psychological counselling services and knowledge on its availability, experiences on accessing psychological counselling services and dangers in accessing psychological counselling services. Table 5.9 below shows the inclusion and exclusion criteria for each subtheme.

Table 5.9: Inclusion and exclusion criteria for theme 1

Theme	Inclusion Criteria	Exclusion Criteria
Subtheme 1:1 Understanding of psychological counselling services and knowledge on its availability	Any reference to the availability of psychological counselling services at the Polytechnic	Reference to availability of psychological counselling outside the Polytechnic
Subtheme 1:2 Experiences of accessing psychological counselling services.	Any experience students go through when accessing psychological counselling services at Polytechnic	Reference to any experience students go through at any psychological counselling service outside the Polytechnic
Subtheme 1:3 Dangers in accessing ad hoc psychological counselling services.	Any reference to the dangers students encounter when accessing psychological counselling services within their institutions	Reference to dangers students encounter when accessing psychological counselling services outside their institutions.

5.5.1 Subtheme 1:1–Understanding of psychological counselling services and knowledge on its availability

Under this theme, my intention was to gain knowledge of students' understanding of psychological counselling. In order to understand this, I explored participants' views on psychological counselling services and their availability in their institutions. "Counselling addresses particular issues and concerns for an individual, couple, family...that is it helps individuals in adapting to their environment and also modify environments to make them more suitable to human needs." (PACFA, 2009:9). The concept of psychological counselling services was understood in a mostly similar way by the researcher. There were different views on the availability of psychological counselling services.

The participants understood what counselling is by describing it as a profession that can only be taken up by a person who qualified in counselling or psychology: *"There is need for a professional to do the counselling. Someone who had studied psychology or related"* (PT1; FG; line1174-1176). Another participant described counselling in this

way: *“I believe that counselling is something that need to be taught and s/he has to learn ... to be able to understand human mind and emotions”* (PT1; FG; line 1132-34).

It emerged that there are ad hoc psychological counselling services being offered in both institutions under the study. The ad hoc psychological counselling services are offered by lecturers who volunteer to offer the services or by whoever students feel comfortable to approach and share their problems. *“From what I heard at orientation first term, counselling services are available from the dean’s office. Which is quite a big office and a bit intimidating”* (PT2; FG3; P1; line 1745-7). Another participant from the same institution also seconded that ad hoc psychological counselling services are available at the institution: *“The services are open in the dean’s office and if you do not feel like going to the dean for counselling, you don’t go there, you go to your friend”* (PT2; FG3; P2; line 1763-6). Another participant was of the view that heads of department are the providers of psychological counselling services: *“[I] am thinking of the heads of departments are the ones that are helping out students with counselling”* (PT1; FG; line 1116-8). This participant had stayed at the institution for six years and confidently mentioned that ad hoc psychological counselling takes place. The psychological counselling services are offered by lecturers who volunteer to offer the services:

As of yet we do not have any psychological counselling services being offered to students, but I know 1 or 2 individuals that do offer psychological counselling services as per need. So, office space does not accommodate psychological path, they are just volunteers and I don’t think they are even qualified.

The participant described those offering psychological counselling services at the institution as: *“They are just good Samaritans”* (PT1; I2; line 142-48). Another participant said they turn to lecturers for psychological counselling but expressed a feeling of distrusting the lecturers. Issues of confidentiality are mentioned in the quote below: *“We have nowhere to go for help except to the lecturers, and the next moment you will be the talk of the college”* (PT2; FG2; line 1644-7). Ad hoc psychological counselling services are not easily available to everyone. Those who can access it from a lecturer they have a certain relationship with the person offering the services:

Sometimes it depends like when you can have access is like when you can have a certain relationship with a lecturer; and you feel that this one if I go and say everything to her is going to help me that's how it works (PT1; I3; line 641-4).

The participants are of the view that they should be given information on any services that are available to them at the institution. *"We have not heard about that and I believe we should have been told about the existence of counsellors and where we could find them" (PT1; FG; line 1118-21).* Similarly, with this participant, availing of information is very important, *"we were not even informed about such services here at Polytechnic. So, we don't know if they even offer such counselling services. We have no idea at all" (PT2; FG1; line 1445-47).*

Apart from being informed orally or through written documents, they have to come across a building that is labelled as psychological counselling service: *"[I] have not seen it anywhere, if it is there am not aware of it."* The participant further went to say: *"there are no services so far" (PT1; I1; line 6-9).* Another participant shared the same sentiments: *"Am just wondering if we have anything of that sort. We have not come across with that sort of a thing."* The participant added on to say: *"We are not aware that the institution offers counselling services" (PT1; FG line 1113-16).*

The perspective of this participant shows that there is some form of counselling services at the institution but is worried by the fact there are no offices for counselling: *"We cannot say we have them. We do not have counsellors that we can say if I have a problem I need to go direct to that office there is a counsellor" (PT1; I3; line 595-6).* The participant ended by stating that: *"It's quite unfortunate that we don't have those offices at this institution" (PT1; I3; line 636-9).* While another participant is of the view that the availability of counselling services at the institution is not known to them: *"I don't think we have such services here and I don't think they are being offered here. If they are such services we do not know about them. There are no such services being provided here" (PT2; FG1; line 1438-42).* Another participant had this to say: *"I am not aware of such here at polytechnic" (PT2; FG 3 line 1743).*

This participant sounded not so convincing and led me to probe further: *"[We] don't have those services at this polytechnic. We don't have an office" (PT2; FG2 line 1525-27).* On further probing the participants agreed that counselling services are available

ad hoc within the institution but there are no designated places or professionals for he services: *“Yes but there are no offices for that. That’s true” (PT2; FG2; line 1528-9)*. That was another participant supporting a colleague.

An overview of this subtheme is that the two institutions under study have not formalised the psychological counselling services that are available at the institutions. There is no conclusive evidence that institutions offer formalised psychological counselling services. Students have no knowledge of such services. However, there is need for such services since students approach other staff members for counselling. The personnel who offer these services are not employed as counsellors; they have other duties that they do which are not in line with counselling. Based on the definition of a counsellor, it is evident that in both institutions, there is no access to a counsellor.

5.5.1.1 Category 1.1: Expectations of psychological counselling services

In this category, I explored participants’ expectations of psychological counselling services. There was an indication of expectations of psychological counselling services from participants. Having a psychological counselling office and a qualified counsellor were paramount expectations of participants: *“I think the first thing is to get an office and personnel who is qualified to attend to students. Someone who can accommodate students” (PT1; I2; line 164-6)*. The psychological counsellor must offer counselling at the centres within the institutions: *“If we can have a centre with someone psychologically trained to help people it might benefit students a lot” (PT1; I1; line 75-77)*. Free psychological counselling services in institutions would be beneficial to all: *“So if we could have a centre here at school for us to access for free so that everyone can access it. If could have such a centre it would be beneficial” (PT1; I1; line 20-2)*. Lecturers and students can benefit from psychological counselling services in the institutions: *“If they were there they would help students, even lecturers how to deal with situations head-on” (PT1; I1; line 89-90)*.

Signing of consent forms before a psychological counselling session gives participants confidence in the counsellor. It also makes the participants feel free to open up without reservations:

For example, when I came here, I signed a consent form which says that what I share with you is going to be kept a secret. If I came here and talked to you without signing anything and the next word goes

out. You would have no obligation to keep it a secret. (PT1; I1; line 51-4)

The participants expect to have a qualified psychological counsellor and the office spaces for offering such services. They indicated reservations and challenges that are associated with seeking psychological counselling from someone who is not qualified and employed by the institution to offer such services. This results in pressure mounting on the person and end up focusing on their designation: *“There should be an office specified for counselling, not someone who teaches technical subjects” (PT1; FG; line 1170-3)*. Participants believe that lecturers have too much on their table to take up the roles of psychological counsellors:

I think I don't need someone who doubles up, having a lecturer who is working on a thick volume of research paper. Lecturer busy scheming and planning, a lecturer who is a dean of students, moving around looking at students' affairs, so time is not there. (PT2; FG3; line 1907-11)

Another participant also had the same line of thought and noted that a person who had multiple job titles would not have time to attend to counselling issues:

I also think that someone who does not have pressure, for example, we have been told that counselling is available in the dean's office but you find that most of the time the dean will be in meetings as a member of management team.

The participant went on to describe what they sometimes encounter as they go to seek psychological counselling services:

So, if I have a problem and I go to the dean's office, most of the time will find it locked, not saying that the dean should not be a counsellor but that lets find someone who has the time to attend those problems. (PT2; FG3; line 1900-1907)

A psychological counsellor who does not interact with students daily is preferable and should have knowledge on health and life skills:

I would prefer someone I don't know, who does not know me so that when I say my problems they don't have anything underlining, you see like maybe am actually a problem but am telling them my problem. (PT2; FG3; line 1915-19)

Similar sentiments of a qualified professional for the position of a psychological counsellor were echoed by another participant: *“And we also need someone who have some knowledge on health and life skills.”* The participant further explained his/her sentiments:

I might go to that person presenting a case of having STI and the person does not know anything about STIs and now the pressure falls on me to explain to him/her how, I developed that and that doubles the pressure now. (PT2; FG3; line 1919-21)

Providing information on the availability and access to psychological counselling services is vital to participants: *“For starters they start by informing students about such services that the institution offer” (PT1; FG; line 1168).* The number of counsellors should be high enough as psychological issues are increasing within students in higher learning institutions: *“And after informing the students, they may increase the number of counsellors like nowadays psychological issues are increasing” (PT1; FG; line 1169-70).* There is a need for office space being allocated to psychological counselling to help students deal with problems they face at home:

I would say we need an office, not 1 but 2 or more where we will be knowing that if you have anything that is bothering you or a problem even problems or some issues from home we can have somewhere you can go and get some help from there. (PT1; I3; line 687-91)

Psychological counselling services are of paramount importance as participants advocate for an increase in the number of psychological counselling services: *“I think it will be easier if each department can have psychological counselling services, it will be easier for us to access them”.* The participant elaborated on his/her point: *“I think our institution is big and has many departments so I think if we can locate an office for psychological counselling service office in each department” (PT; I3; line 699-704).*

Participants are of the view that there is a need for psychological counsellors for each department:

I think in addition to increasing the number of counsellors. I think the number should be increase in such a way that every division has a counsellor so that it will be easy to access them. (PT1; FG; line 1177-80)

Participants need a psychological counselling room in which they can feel at home: *“I want a counsellor with own office where I can go in and place my legs on the other chair and tell the counsellor that I am stressed.”* The participant went further to say:

I want to go and sit on the table and say I don't know what to do my wife is pregnant and we have a 6months baby ...talking to a counsellor and you are not judged. (PT1; I2; line 517-22)

The participants believed that they need an office that is not in an open space, but in a location where no one would suspect that they are going to a psychological counselling room. This participant added comments about furniture and items that they expect to find in a psychological counselling room.

As students as much as we want a counsellor, we do not want to be seen going to the counsellor. So I came without anyone noticing me. There should be a box of tissue so that I can walk in cry and go without saying anything but feel relieved. Sofas so that if I feel like sleeping I can sleep. (PT1; I2; line 563-7)

There is an overwhelming need for a qualified counsellor with formalised psychological counselling services and designated office space in the Polytechnics. There is a further suggestion that such services have to be available in each department as echoed by participants. Thus, the participants are aware that counselling is key and needed by all students. Furthermore, they have resolved to accept that any staff member who is available to offer counselling to them is a suitable counsellor and the professional qualifications do not matter.

5.5.2 Subtheme 1:2:–Experiences on accessing psychological counselling services.

In this theme, I explored the experiences of participants when seeking psychological counselling services in their institutions. Lecturers are offering counselling services alongside with their daily duties. This has been alluded to by participants in category 1.1. There is a lack of consultation hours, distrust of lecturers, lack of confidentiality among lecturers and lack of privacy of counselling sessions, as set out below with comments by participants:

- Lack of consultation hours: *“If you want to see them you sneak in their office at lunch hour. If they are not there that’s it”* (PT1; I2; line 210-11).
- Distrust of lecturers: *“We have nowhere to go for help expect to the lecturers and the next moment you will be the talk of the college”* (PT2; FG2; line 1646-48).
- Lack of confidentiality among lecturers:

At times you can go for a one on one counselling if a lecturer. When his/her officemates are in office s/he then ask them, do you know student Mavis, she was here and said abcd. Amongst these lecturers will be a lecturer who feels pity for me, s/he meets me and asks me what happened or what is worrying me? Yet I know the person that I shared with my problems but it’s now coming from someone else. (PT2; FG2; line 1593-99)

- Lack of privacy during psychological counselling sessions:

If you go to lecturers they share offices in numbers so you can’t ask the other lecturer to leave the office because you want to have a discussion with one of them. The other lecturers can be listening as you are discussing your problem.

- Lecturer breach confidentiality clause of counselling:

The other thing is if they were not listening as soon as you leave the office, the lecturer you have been discussing with will share your problem with others, and that’s how you’re exposed. (PT2; FG2; line 1584-91)

A participant narrated what they encountered when reporting a sexual harassment case that involved a lecturer:

Yes there is somewhere somehow for example in department I go to this lecturer I tell him/her my problem and the problem is that of the lecturer in the department who is proposing to me and am refusing and he is threatening that I will fail then if I approach that lecturer there is a possibility that I might not get help because she might not have power to help me so that this comes to an end or they are friends with that one that is proposing to me so it will be difficult for that lecturer to stand for me. PT1; I3; line 754-64)

Another participant supported the former speaker and added on to say:

I think she has said it well that it might be difficult for the friend to just turn away from the friend. Am just a student after all and am going and the lecturer will remain so obvious they will just support or cultivate their friendship. She will then ask you do you have a choice. Is there anything that you can do besides that? Do you have any way out? Then imagine how you are going to take it as a student? (PT1; I3; line 763-70)

Participants are harmed by seeking counselling from lecturers who are not qualified to offer counselling to students. Issues are not handled to their satisfaction and they are hurting inside.

As a result, accessing psychological counselling services is not easy for participants. They are at the mercy of lecturers. When they have a relationship with a lecturer, it helps since that will lead to students' experience some form of protection:

Sometimes it depends like when you can have access is like when you can have a certain relationship with a lecturer; and you feel that this one if I go and say everything to her is going to help me that's how it works. (PT1; I3; line 641-44)

Participants get advice from a lecturer who can accommodate them:

Sometimes we do not have time to spare to have time with a lecturer but some we have like we have Ms X at your department. We can go to her and say hi mam and she says ooh girls come in then we have time with her. She counsels us and tell us like girls don't do this. That's how we get counselled. For me it's very hard sometimes. (PT1; I3; line 596-601)

The lecturer might not be available for advice and support at the time it is needed: *"Sometimes the lecturer will be busy, and it's hard for me to get the attention that I need at the right time like at the exact time" (PT1; I3; line 586-88).*

The participant believes that the institution is not doing anything in terms of providing students with psychological counselling services:

So, they are not doing anything. Why do I say that they not doing anything, students are cramped in an office saying that they are seeing a counsellor in an office which does not say psychological counsellor? (PT1; I3; line 525-28)

A student who is experiencing psychological trauma is sent home, showing a lack of concern by authorities:

We encountered a student who would be aggressive. And everyone thought he had a psychological problem. The student would throw tantrums even in the middle of the lesson. The only thing they would ask is where his bag is, does he have money for transport, they would tell him to go home.is that help honestly? (PT1; I2 line 149-53)

This implies that students in polytechnics need psychological counselling services. However, what they go through in the quest to get psychological counselling may be a deterrent to their help-seeking behaviour.

5.5.3 Subtheme 1:3–Dangers in accessing ad hoc psychological counselling services.

In this theme, I sought to find out dangers associated with ad hoc psychological counselling services. Several issues were raised regarding ad hoc psychological counselling services, namely lack of knowledge on the availability of psychological

counselling services, some students failing to approach lecturers for psychological counselling, and distrust of some of the lecturers.

The participants indicated that a lack of knowledge on the availability of psychological counselling services is a danger to the wellbeing of students.

The fact that it's not clear if the services are there or not poses danger because we do not know where to go when faced with a problem and need services. (PT1; FG3; line 1784-6)

Another participant shared the same sentiments on lack of psychological counselling services as a danger to students' wellbeing: "*It's a danger not having psychological counselling services*" (PT1; I2; line 183-4). Students succumb to stress due to lack of information on the availability of psychological counselling services:

The lack of information on these counselling services is a danger because students who might need counselling, since we do not know where to go for counselling, we end up succumbing to stress. Withholding information on counselling services is a danger to students. (PT1; FG; line 1221-28)

A participant feels that not all students can approach lecturers for help on psychological issues: "*And the other thing is that not all the students are able to approach these lecturers so some of them will fail to do that*" (PT1; I3; line 674-6).

Another participant noted that lecturers are busy attending to students' psychological issues: "*Most lecturers are busy with marking and other stuff at their departments*" (PT1; I3; 678-9). One participant feels that some lecturers are unapproachable, while for others their ability to keep information confidential is questionable: "*Some of the lecturer are unapproachable and some you cannot trust them with your secrets*" (PT2; FG2; line 1542-5). A participant indicates distrust of some lecturers:

The danger is there, because at times you are approach the wrong person for counselling and you end up having more problems. You can approach lecturer thinking that s/he is the right person to help you and yet you will be wrong. (PT2; FG2; line 1573-77)

Another participant confirmed that lecturers divulge confidential information of the student: "*What happens is you go and share your problems with a certain lecturer and*

you feel relieved but the moment you hear your problems coming out from another angle, the stress will increase” (PT2; FG2; 1579-82). The enthusiasm to learn is lost when confidentiality is broken, and one’s secrets are revealed: “It makes me feel bad and I will even lose the zeal to attend lessons (PT2; FG2; line1599-1600). The participant explained why it is difficult to sue a lecturer: “A lecturer, I cannot sue him/her for sharing my problems with others. S/he will say it’s not his/her job to counsel anyone” (PT2; FG2; line1604-6).

One participant had something positive to say about ad hoc psychological counselling services though with reservations. The issue of keeping confidentiality is key to participants: *“If the counselling is effective there is no danger, but the danger comes when these untrained counsellors share information in that way it can be harmful” (PT1; FG; line 1221-3).* Another participant had this to say:

The danger might be ... if person you shared your problem with decide to go around telling other people. That might be the only danger. Your reputation is soiled and your secrets everyone knows, in that case it mostly dangerous. (PT1; I1; line 45-9)

The participant is of the view that talking to someone; mostly friends are important as they show empathy:

I cannot say it’s the most reliable source of counselling because largely you get it from friends who know nothing about what you are going through but just trying to fit into your shoes at that moment. (PT1; I1; line 103-6)

5.5.4 Discussion Theme 1: Participants’ Experiences and Knowledge of Accessing Psychological Counselling Services.

The participants showed that they understand what psychological counselling services are and what a counsellor does. They described the psychological counselling as a professional area which requires one to have certification in psychology or related fields. This description falls in line with the description by the American Psychological Counselling Association (2017). Participants lack information on the availability of psychological counselling services and presented conflicting information as some participants were convinced that there are no psychological counselling services, while others indicated that psychological counselling services were available at their

institution. There were some participants who acknowledged that psychological counselling services were available at their institution. Ghilardi et al. (2017) considered psychological counselling in college as a front-line service to detect and curb mental health issues at an early stage. Participants were concerned with issues of privacy when accessing psychological counselling services. This is in line with a study by Mowbray et al. (2006), who also found that youths are concerned with issues of privacy when accessing mental health services.

Participants have had challenges in seeking psychological counselling services at their institutions. The lecturers, heads of departments and the dean of students are not always available to offer psychological counselling services. Participants stated that they would be busy with their core duties; hence they preferred to have someone who solely presents psychological counselling services. Psychological counselling services are not easily accessible to students in polytechnics. The participants narrated their experiences when accessing psychological counselling services at their institutions. There are no consultation hours, which mean that the participants cannot get the services when in need. The narrations show that participants are exposed to unfavourable situations, which affect their help-seeking behaviour. Participants do not trust the lecturers with their personal issues. This contradicts UNESCO (2012) which describes counselling as a relationship of trust between a professionally trained therapist and a client which is based on confidentiality. This is lacking in the institutions under study. The participants mistrust those that are offering psychological counselling services for failing to uphold the confidentiality clause. According to the socio-ecological theory, which was used to shape this study, students' resilience is nurtured in an effective learning environment, organised home, good emergency social services and health care (Ungar, 2011). In this study, the socio-ecological environment of the students is the polytechnic which is their learning environment. Thus, polytechnics should nurture their students' resilience.

5.6 THEME 2: UNDERSTANDING THE NATURE OF PROBLEMS AND COPING MECHANISMS.

In this theme, the nature of participants' problems and their coping mechanisms were explored. Three subthemes and two categories emerged. The subthemes are shown in Table 5.10 below.

Table 5.10: Inclusion and exclusion criteria for theme 2

Theme	Inclusion	Exclusion
Subtheme 2:1: Understanding participants' nature of problems	Any problem participants face that affect their learning	Any problem participants face that does not affect learning
Subtheme 2:2: Coping mechanisms	Any coping mechanisms that participants adopt	Any coping mechanism that participants do not adopt
Subtheme 2:3: Relational support system	Any reference to relational support system on which participants are dependent	Any reference to a relational support system on which participants do not depend

5.6.1 Subtheme 2:1–Understanding the nature of problems and their coping mechanisms

In this theme, I sought to understand the nature of students' problems from their perspective. Under this subtheme, a category on stress-coping mechanisms emerged. The participants mentioned money issues, relationship issues, heartbreaks, sexual harassment, examination pressure and unfair treatment from lecturers as the problems faced by students in polytechnics.

The participants explain what students went through in a quest to get an education to better their lives. Some of the trauma they encounter is due to financial hardships:

Some students do not stay with their parents, others walk as far as Cowdray park [a suburb which is about 25km from the institution], others come from home at 4am, sleep on benches in town until 7am so that they walk to school. Some come without food and they do not tell anyone. (PT1; I1; line 251-5)

Another participant thought that students might not have money for basic survival: *"The issue of money since the economy dwindled, transport money, lunch money can be an issue"* (PT1; FG; line1276-7). A participant mentioned other issues students face: *"Might be family problems, it can be money issues like you see the economy how it is, health issues, relationship issues, school related issues, and there is a lot (PT1; I1; line 63- 6)*. The participant explained how difficult it was for students to go home asking for money: *"The pressure then mounts on the student, in this economic*

situation you can't be going home now and again to ask for money because you already see what the economic situation is doing at home" (PT1; I2; line 326-9).

The participants believe that students are abusing drugs due to a lack of psychological counselling services: *"There is an outbreak of drug abuse and I think the major reason why this is an outbreak, it's because there is lack of counselling services" (PT1; I1; line23-5).* Another participant is of the view that students abuse drugs as an escape from stress:

Students smoke dagga like its normal, like its drinking Pepsi. Why they have found a gateway. Not everyone likes sports, band or debate so what do they do when pressure mounts and they can't deal with psychological issues, they can't manage. (PT1; I2; line348-52)

Sexual harassment and family issues are among the problems faced by students: *"The other thing is drug abuse, sexual harassment, family issues" (PT2; FG1; line 1474).*

There are people here who have illnesses that they cannot disclose:

Have students who suffer from STIs, students who have been infected due to peer pressure (PT1; I2; line 270-1). Students are contracting STIs, some will have tested HIV positive and see it as something that is unbearable, and they get frightened. (PT2; FG2; line 1624-5)

Participants mentioned students' problems as emanating from relationships with loved ones: *"I am a married someone, the demand is high on physiological needs and I don't have time to study" (PT2; FG3; line 1834-5).* A participant suggested heartbreaks as a major problem among students: *"Heartbreaks."* The participants explains: *"Heartbreak is heartbreak it does not matter whether it's a 7th or 8th" (PT2; FG2; line 1628-9).* Another participant mentioned students in early marriages: *"Students who have been married off at tender age and they are stuck in a marriage they do not even want" (PT1; I2; line 251-7).* The participant added that: *"There are women that are being abused" (PT1; I2; line 258-9).* Another participant is of the view that some students' problems are as a result of too many friends or lack of friends: *"An issue of belonging in social circles. Others are being affected by friends and others by lack of friends" (PT1; FG; line 1284-5).* A participant identified a need and called for an advisor

in relationship issues: *“Youth face challenges especially in relationship and we need advice” (PT1; I3; line791-2).*

The participants mentioned that examination periods increased their stress levels: *“This moment its examination pressure” (PT1; FG; line 1264).* A participant feels a psychological counsellor can help to handle the pressure associated with examinations: *“We are now in the examination period, we need counsellors to help us how to handle pressure” (PT2; FG3; line 1807-9).* Another participant narrated about a student with physical challenges: *“We have a physically challenged student here called R who has never attended any computer lessons because the labs are upstairs and she can’t go upstairs and she is writing this November” (PT1; I2; line 335-8).* Students are doing courses they do not want because of a lack of counselling: *“Do you know that here at polytechnic there are students who are doing the courses that they do not like. What? Who has spoken to them?” (PT1; I2; line 495-8).* There are signs that students are doing a course they do not like: *“So that is why when lecturers visit students on attachment they are get an attitude from students, then lecturer labels the student as lazy. No, it’s because they are doing what they don’t even like” (PT1; I2; line 502-4).* Students face bullying in class, and it makes them dread attending college: *“Classmates maybe bullying to thinking of coming to school and what you will meet in class is stressful” (PT1; FG; line 1294-6).* Emotional pain hinders students from attending lessons, a participant explains:

Sometimes I might fail to attend my lectures I will be having that pain inside be emotional and when your friend sees you they can’t even approach you and if do approach you just start crying because you are emotional and you can’t say it out because you will be thinking that if I say it out what are they going to think about me. (PT1; I3; line 862-7)

Students’ absenteeism is as a result of stress. It affects the performance of the student, however, psychological counselling services can help them improve their academic performance: *“At times it is stress that stops students from coming to school or that affect their performance so they need a psychological counsellor so that they can improve” (PT2; FG3; line 1854-7).*

The participants thought that some of the problems they encounter emanate from their relationships with lecturers. The participant feels that a lecturer hates him/her:

Students feel they are hated by lecturer and then it will appear like I do not like school but hey such issues need psychological counselling. It is not good to feel that you are hated by a lecturer because they are the ones that mark your coursework and examination and they can make you pass or fail. (PT1; FG; line 1278-84).

Participants feel they are pressured with work and that lecturers are treating them unfairly: *“At times we feel like we are being pressured in terms of work or you feel like some lecturers are not treating you fairly” (PT2; FG3; line 1809-11).* Another participant also echoed the same sentiments: *“Lecturer also contribute by hating students” (PT1; FG; line 1278).*

The participants disclosed the effects of sexual harassment they were facing at the hands of lecturers: *“There are students that are telling us that lecturer so and so is asking me out and I don’t want, but my coursework will suffer” (PT1; I2; line297-9).* A participant explained the nature of the problem that she faced in her department:

In my department I went through it personally. I went to the head of department to tell him that I was going to write a letter, explaining why I won’t be attending that lesson and why I will not meet a 85% attendance in that subject. This is a, b, c and I won’t have a male lecturer frustrating me ... If the worst comes to the worst, I will take the subject to other college ... It took me to take the first step...that thing went like 12 months.... When I greet him, he would tickle, me inside my hand ... He would ask me to come to his office and would not go ... When he noticed that I had started seeing someone in the same class as me, he would make funny comments in class. Even his assignments which we would have written together, he would get he would get something like a 30% and the lecturer would openly say in class you will write this subject until you get tired and for sure wrote it until he gave up. It happens and it’s there if you talk about stress, it’s there we bottle it up. (PT1; I2; line 302-22)

Another participant had this to say on sexual harassment:

There is this lecturer who is approaching me and am refusing him. He will find out whom I am dating. And he finds out that there is John out there. The lecturer will threaten John and I that if you do not break up the relationship, if she does not accept me both of you will fail the course. (PT1; I3; line 804-9)

The participant explained the shame and trauma students feel after succumbing to sexual harassment:

When it comes to sexual harassment you might feel uncomfortable especially with others, you might be afraid to tell a friend because you won't even know she will take it the other way round and or you might think that she might go and tell other girls what happened to me. Then you start to have low self-esteem which is wrong and at the end if you are not out pouring it, it will affect you it will affect your health, it will haunt you for the rest of your life. (PT1; I3; line 738-42)

The analysis of data shows that the problems encountered by participants are similar in both institutions. Sexual harassment, financial crisis, poor relations with peers and lecturers and pressure to do well in their academics are the major problems which then create other problems like drug abuse and inappropriate behaviour.

5.6.2 Subtheme 2:2–Coping mechanisms

In this category, I explored the coping mechanisms of participants when they face adversities. Participants mentioned strategies they employ to manage stressful times. These help them to maintain their mental, emotional, physical and spiritual wellbeing. These coping strategies are discussed below.

5.6.2.1 Coping mechanisms for physical wellbeing

Participants engage in a wide range of activities to help them in distress and maintain physical wellbeing. There is a variety of sporting facilities for those who are interested in sporting activities.

The participants indicated that: *“Physical I have sports, some take walks, jogging. (PT1; I2; line 410). “Physically I work out, I do exercises” (PT1; I1; line 80). Mingling with people on the sports field reduces stress: “When doing sports, we mingle with*

others making jokes and in that way, we distress” (PT1; FG; line 1183). The participant also dances to reduce stress: *“I think people manage stress differently, I think you can go to a party and dance” (PT1; FG; line 1184-6).* *“I take a walk” (PT2; FG1; line 1466).* Participants engage in activities that keep them fit: *“Sporting activities so we do sports like soccer, netball, basketball, that’s how we and other students keep fit” (PT1; FG; line 1340).* The participants engage in several activities to maintain their well-being: *“I do extra curricula activities I play soccer, go to church, joining scripture union” (PT2; FG1; line 1484-5).*

5.6.2.2 Coping mechanism for emotional wellbeing

Students face adversities in institutions of higher learning which affect them emotionally. However, they have coping mechanisms that help them to keep afloat emotionally. The participants indicate that they: *“Emotionally, I just bottle up things to myself and shelve them, hoping that they die a quiet death” (PT1; I1; line 83-4).* A participant keeps a diary for emotional wellbeing: *“I go to church, and I have human diary” (PT1; I2; line 392).* Another participant suggested that they share with friends: *share with friends* (PT2; FG1; line 1462). Socialising and clubbing relieve stress: *“socialise with friends, clubbing” (PT2; FG1; line 1463).*

5.6.2.3 Coping mechanisms for spiritual wellbeing

The participants acknowledge that they are spiritual human beings. Adversities lower their spiritual wellbeing. Students have coping mechanisms to uplift their spiritual wellbeing. The participants indicated that they go to church for spiritual wellbeing: *“Spiritually I go to church” (PT1; I1; line 80-1).* Another participant explains how they get relief from listening to gospel music:

Have a problem I just sing a gospel song or listen to one this really helps me and at the end of the day I will feel relieved because there are some songs that have those words that comfort you on their own and I just believe and tell myself I will not lose hope because I know who is on my side and my God will do it for me. (PT1; I3; line 939-41)

The participants showed that they engage in a variety of activities to help them cope with stressful moments. Physically, they engage in sporting activities, emotionally they rely on human diaries and some bottle up whatever is bothering them. Spiritually, they go to church or listen to gospel music to get relief from life storms.

5.6.3 Subtheme 2:3–Relational Support System

In this theme, I explored the support system that participants lean on when they are faced with adversities. A category on support available to students at institutions emerged. The participants were asked to mention the person they turn to in adversities and give reasons why they turn to that person.

Whom the participants turn to is situational:

If it's about school I normally talk to my father, I talk to him, I call him and he helps me with advice on what to do. If its other problems normal issues like day to day, its friend's people am with every day.
(PT1; I1; line 95-8)

Another participant had this to say: *“If it's educational, I would go to lecturers, if it's something that is personal I would go to my friends or family members. So, it's situational”* (PT2; FG1; line 1504-6). Participants rank problems as heavy or light:

I have learnt to rank problems like light and heavy. For lighter problem I turn to my friends, they might also be going through the same problem. For heavier problems, I usually turn to my brother. I just feel comfortable talking to him. (PT1; FG; line 1397-1401)

Whom participants turn to for support depends on the nature of the problem, said another participant:

Depending on the nature of the problem. For lighter problems I turn to my brother because he has passed through the stage I am now and might have faced what I am facing. For heavier, I turn to my mom, she is in support of everything that I do. (PT1; FG; line 1401-5).

Another participant turns to God when faced with adversities: *“I have a problem the person I talk to is my God and if I talk to my God I trust and feel free”* (PT; I3; line 962-3).

Participants turn to family members for support when faced with adversity: *“My mother. She is the best I have known, she understands me and does not judge me”* (PT2; FG1; line 1490-2). Parents want the best out of their children: *“I turn to my parents. Parents brought me up and they want the best out of me so they will give me good advice”*

(PT1; FG; line 1406-8). Parents are more experienced in life: *“I turn to my father because he is more experienced in life”* (PT2; FG1; line 1501). Siblings give good advice: *“I turn to my brother he has always advised me so well”* (PT2; FG1; line 1499-1500). Another participant had this to say:

A relative in this case my sister. She has known me for a long time. It's better to talk to someone who knows where you are coming from and where you are going. Unlike talking to a stranger. (PT1; FG line 1391-4)

A participant mentioned that her husband was always there for her: *“My husband is usually is the first because he is always there”* (PT1; I2; line 476). Another participant: *“My girlfriend because I love her too much”* (PT2; FG3; line 1877).

The participants turn to friends and music for support: *“My colleagues, because they are always around me”* (PT2; FG3; line 1864). Participants feel comfortable with friends: *“I turn to my friend, I feel comfortable with him”* (PT2; FG; line 1498). Students understand each other, hence turn to each other for support: *“We students we turn to each other. We understand each other”* (PT2; FG1; line 1493-4). Another participant turns to music: *“I turn to music. Music has a way of taking away stress through its bits”* (PT1; FG; line 1389-90).

The participants indicated that they turn to friends or family members when they are faced with adversities. According to the self-determination theory, individuals strive for relationships. As much as individuals need to be autonomous, they also need someone to lean on, to cope up with adversities.

The institutions that participated in this study, both offer sporting facilities, Wi-Fi, and venues for various academic clubs as well as church groups. These are freely provided by the institutions to their students.

5.6.3 Discussion of Theme 2: Understanding the nature of participants' problems and their stress coping mechanisms.

It emerged that participants face a lot of adversities. The adversities they encounter, include financial and relationship issues, drug abuse and sexual harassment. This finding is in line with Brunner et al. (2014), who state that higher education students are confronted with many adversities, including financial problems and fragile personal

relationships. The findings of this study were also in line with Piumatti (2018) on drug abuse, academic overload and constant to succeed as adversities students face.

The participants have coping mechanisms which help them manage stressful situations (Cohen, 2011). Students in the institutions under study turn to social platforms through Wi-Fi which is freely available in the institutions to manage stress. Participants mentioned scripture union, debating club and sporting facilities and clubbing as some of the coping mechanism they engage in to manage stress. For spiritual uplifting, participants play gospel music and attend church services.

In this study, participants interact with friends or colleagues and family members whenever they face adversities. These are relational assets that an individual must have to enhance resilience (Joubert & Foucault, 2017). Relational assets are one of the consensual elements of resilience. Relational assets play a significant role in assisting an individual in managing the adversities to a certain level. The study found that participants lean on someone they trust for support. According to the socio-ecological theory, the participants were able to comply with the principle of resilience, which is the ability to identify simple relationships that lead to resilience. The participants also are in line with the self-determination theory of Deci and Ryan (2002) which talks about the importance of attachment relationships, functional family, social competence, peer support, parental engagement and adult mentors in enhancing resilience.

With reference to the socio-ecological theory, students should have access to contextual resources. According to this study, these refer to psychological counselling services. The interaction between individual resources and external resources shapes individual capacity to manage challenges successfully.

5.7 THEME 3: PERCEPTIONS ON THE ROLE OF PSYCHOLOGICAL COUNSELLING SERVICES

In this theme, I explored the role of psychological counselling in enhancing resilience from the participants' perspective. Two subthemes emerged and are presented in Table 5.11 below.

Table 5.11: Inclusion and exclusion criteria for Theme 3

Theme	Inclusion	Exclusion
Subtheme 3:1 Participants' perceived psychological counselling outcomes	Any perceived counselling benefits within the institution	Any reference to perceived psychological counselling outcomes out off campus
Subtheme 3:2 Participants' success story	Any personal experience, they successfully overcame in family or community	Any reference to the other person's story

5.7.1 Subtheme 3.1: Perceived Psychological Counselling Outcomes

In this subtheme, I explored the outcomes of psychological counselling from the participant's point of view. The participants were of the view that psychological counselling benefits the individual and the community.

Psychological counselling increases the pass rate: *"It increases pass rate"* (PT1; I2; line 410). Another participant shared the same sentiments and added on to say: *"Counselling may improve academic pass rate, like during these times one can get counselling and write examinations freely"* (PT1; FG; line 1328-30; PT2; FG1; line 1508-11). Psychological counselling helps students to focus on their education: *"So if there are counsellors in the institution, they can advise these students that it is important for them to acquire and education to improve their lives"* (PT2; FG2; line 1708-11). The pressure is reduced through psychological counselling: *"Since us students we have pressure, they can help us to get relieved and can help us to draw up a schedule so that we do not overload ourselves"* (PT1; FG; line 1355-7). Another participant believed that: *"I think at college there is a lot of pressure so if you are counselled by a professional you can be taught how to handle such pressures."*

A participant explained the importance of accepting that one has a problem:

Going for counselling means you have accepted that you have a problem. You have stopped denying problems, which a weight lifted off your shoulders. If you go for counselling you have admitted that you have a problem regardless of whether you are going to get help

or not. Just admittance is enough to lift some weight off your shoulders. (PT1'FG; line 1370-6)

Another participant added: *“If you get counselling the problem becomes lighter” (PT1; FG; line 1361-2)*. Psychological counselling relieves pressure: *“Since us students we have pressure, they can help us to get relieved and can help us to draw up a schedule so that we do not overload ourselves” (PT1; FG; line 1355-7)*. Participants get emotional relief from psychological counselling: *“Emotionally, psychological counselling services help us to feel relieved” (PT1; FG; line 1342-3)*. Psychological counselling prevents emotional breakdown: *“I think counselling will also guard against emotional breakdown” (PT1; FG; line 1376-7)*.

The participant feels that psychological counselling helps them to be resilient throughout the course of life:

I think psychological counselling services can help us even when out of college I think it will make us to succeed because if just let it go there is a way for it to be out of that thing that has been haunting you for long you are now living a new life you are now relieved it keeps you going because you find that most counsellors they always advice on the negativity of those thing or challenges that you are facing and also the positives. (PT1; I3; line 891-8)

Another participant shared the same perspective:

I think if you have a problem and get counselling, if solved it makes you stronger even if you face it again you will know how to handle it. What does not kill you makes you stronger. (PT1; FG; line 1357-60)

Psychological counselling makes one succeed in life despite the challenges faced: *“I have gone through a lot, and I got the psychological help I needed that is why I am able to talk to you right now” (PT1; I2; line 366-8)*. Psychological counselling helps to understand one's self and other people's behaviour:

Psychological counselling services can help us in the way we live with other people. I think it can help me as a child for those people to understand or to me how I can take it or make me understand what I am doing because it's like child abuse. (PT1; I3; line 858-62)

Another participant echoed that: *Counselling helps you find yourself* (PT1; FG; line 1364). Another participant suggests that psychological counselling makes one feel enlightened: *“I feel its enlightening and you view things differently unlike before compared to what you have thought before you get counselling”* (PT1; I1; line 14-6). *“Psychological counselling reduces stress levels: It reduces stress”* (PT1; FG; line 1377). Another participant was of the view that: *“Counselling services can actually prevent suicide, most of those psychological problems often lead people to commit suicide”* (PT1; FG; line 1323-5).

The participant summed up the outcomes of psychological counselling. The benefits start within an individual, and it overflows until it reaches the community: *“If you fix my life through psychological counselling, my education goes through, my family can afford to stir up, the economy improves through skills that I have”* (PT1; I2; line 448-51).

5.7.2 Subtheme 3:2: Participants’ Success Stories

In this subtheme, I sought participants to give a narration of their success story that came out after having faced challenges. The majority of participants were not comfortable sharing their stories. They felt that their stories were too sensitive to be shared in public. The four interviewees and one participant from a focus group agreed to share their success stories.

This story came from a participant in a focus group discussion. The story reflects the self-determination of the participant. The participant was determined to self-actualise despite the stumbling blocks:

I work at P. I work night shift and during the day I come to school, but at work they want me to work during the day and night. So, my friends I work with understood me and they cover for me during the day so that I can be able to attend school. (Iline1428)

Constant parental guidance has seen the participant through difficult times. The parents would uplift the participant spiritually when they could not do so physically. The talk that the participant had with her father pushes her to work hard and make her parents proud of her:

Even I started my education here the other challenge I faced was financial problems. My 1st year I did not have money to pay for my last term. So, when I did my national certificate I delayed to collect my results at that time I felt that my dreams are shattered but there is always a God that will make a way and it was good that I was in [the] January intake and I had to join May intake. (PT1; I3; line1059-64)

My parents always tell me that you are not alone we are with you and we pray for you. God is with you, you will make it to the end. Those words only keep me going, and I feel have to work hard I should make it and one day they have to be proud of me. (PT1; I3; line 1071-5)

When asked what attributes to her success:

They are people who have all the support but they seem not to be making it. Maybe it's because of my background. When I was growing up I remember my father used to sit down with me and would tell me that life is good but only if you work for it. He could give examples whereby he would tell me that if you are a person who is lazy when your sisters and brothers are succeeding in life you will be jealousy of them because you will be having nothing. So, if you work hard you will find that you will get a reward one day and that makes me feel I have to keep on working hard and I know God started this and he will be with me to the finishing line. (PT1; I3; line 1087-98)

The participant was determined to fulfil her academic dreams despite circumstances forcing her to be a breadwinner at a school-going age. Getting financial support was her breakthrough to college. Self-determination and support from well-wishers have seen her through tough times:

As for me, I think I once had a challenge. I lost my father and my mother was sick. The family members no one cared to help so dropped from school ... So I was working for this lady and I was running a small business also. After about 3-4 years I had to go back to school. We were about 4 of us who were older in class you can imagine if you are the oldest in class. I did not look at that but focused

on my school work and I thank God I passed my O levels. After my O levels I worked as a maid so that I can raise money for me to proceed with my education. I used to go to work in the morning and in the afternoon, I would go for lesson and it's unfortunate that I only went to school for one term. The following year I proceeded ... My greatest worry was where I will get money to go to college. Then came this other lady, [saying] let me just help you to proceed with your education. So, I thank God for that even though I faced challenges but today here I am ... God who provided for my fees for me until up today. (Line 1000-25). Yes, I think it was the support from others and the hard work on my part. (line 1027-8)

This participant had an opportunity to talk to someone who opened her eyes to see that there was no profit in being bitter about anyone. That pushed her to decide to pursue her dreams. She has successfully completed her course in electrical engineering. She attributes her success to the opportunity of having someone to enlighten her through a talk:

When I got pregnant, I was 22, and was not married ... So imagine the rejection ... how they see you, the stigma as a single mother. ...I had to shut everyone out, worst thing was I had a child ... What I mean is you do not have money and you can't do anything about it but to adjust your lifestyle, so this is what I did. I had this lady in SA, she started doing her degree and she had a diploma in in financial management, she came to me and said people make mistakes.... For me that was my breakthrough. The only revenge that you can do to a person is to see you succeeding. I was privileged to get that. So, I called my daddy and told him am coming back home and I want to go to school. I did my national certificate; diploma now am doing higher national diploma. I succeeded it was not a bad choice after all. It takes a lot of courage and tears. It was not easy, I had my demons that I had to fight and people that were saying how she can do engineering including my own father, but now he is proudly says Angie is doing higher national diploma in electrical engineering. (Line 532-56)

The participant was helped to make an informed decision on the route to take in line with his career. He took the first step in seeking advice from experts in his trade and he received the help he needed most:

What I managed to deal with was I was caught in between a rock and a hard place, should I continue with the diploma or drop get certified. I went to National of university of science and technology and I was directed to the head of department of Information Technology (IT). He sat down with me and showed me the larger picture to IT which made me realize that the diploma is necessary and then a degree and do certifications later. And degree would be given more weighting than subject certificates standing alone. (Line128-37)

5.7.1 Discussion on Theme 3: Perceptions on the Role of Psychological Counselling Services

The participants came up with numerous benefits of psychological counselling. The institutions would have increased their pass rate as the students would have had their stress reduced through psychological counselling. This finding falls in line with Renuka et al. (2013), who note that counselling of students helps in eliminating adjustment issues, and social and emotional problems so that they do not interfere with their academic performance. The cases of absenteeism would be fewer as the students' learning environment would foster their resilience through psychological counselling services. The family, community and individual all benefit from psychological counselling offered to an individual to adjust to life situations

All these stories showed the self-determination of the participants that enabled them to do what might have seemed impossible to accomplish if they had only focused on the adversities. When students experience high levels of psychological need, they become self-determined and motivated individuals (Deci & Ryan 2002). The discussions they had with others helped them to explore their own lives and make informed decisions. The counselling they received enhanced their resilience, as they were able to bounce back after facing adversities.

5.8 SUMMARY OF THE CHAPTER

The chapter presented the study findings under three themes. The discussions of the findings are presented under each theme. The demographic data was presented and analysed. The next chapter will focus on a summary of the study, the conclusions and recommendations of the study.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter presented the findings of the study. The findings were presented under themes that emerged from the collected data. This chapter will provide a summary, conclusions and the recommendations of the study.

6.2 ANSWERING THE RESEARCH QUESTIONS

I embarked on this study to explore how resilience can be facilitated through accessing psychological counselling services in Zimbabwean Polytechnics. I will start by giving a response to the research sub-questions and lastly the main research question. The relationship between the main research question and research sub-questions is presented in Table 6.1 below.

6.2.1 Relationship between the main research question and sub-questions

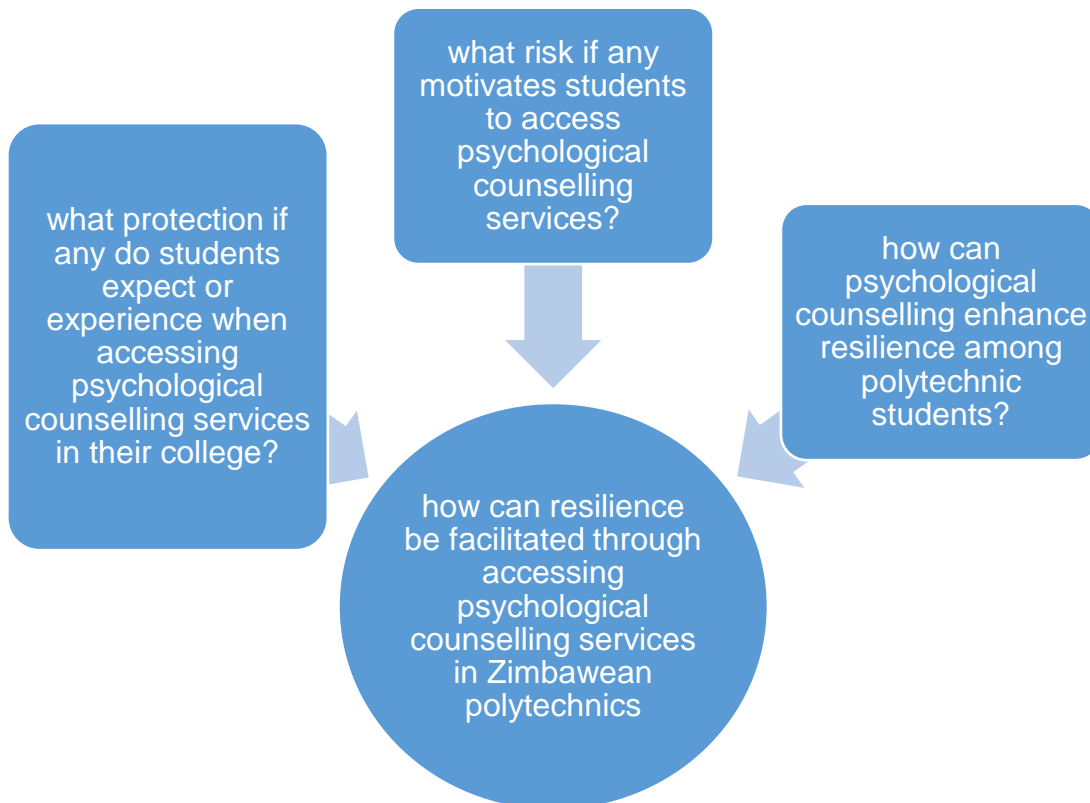


Figure 6.1: Relationship of main research question and sub-questions

6.2.2 Research Question 1

What protection, if any, do students expect or experience when accessing psychological counselling services in their college?

I used a focus group discussion and semi-structured interviews to find out what protection students expect or experience when accessing ad hoc psychological counselling services in their college. This research question was answered by Theme 1: The experiences of accessing psychological counselling services, in which three subthemes and a category emerged. The subthemes are: 1 Understanding psychological counselling and knowledge on its availability. 2 Experiences of accessing psychological counselling services. 3 Dangers in accessing ad hoc psychological counselling services.

Category 1: Expectations on availability of psychological counselling services.

Data indicates that ad hoc psychological counselling services are offered in both Polytechnics under study for the students' benefit. However, there is no clear indication of the existence of formal counselling services offered by the institutions to benefit students and staff.

Furthermore, having services if the availability of the services is not known by students defeats the whole purpose of the services. The students expect to be given information on the availability of psychological counselling services in the institution.

Students are concerned with upholding of counselling ethics by ad hoc psychological counsellors in their institutions. The ethical principles which emerged and seemed to be worrying students were: 1. Confidentiality 2. Human relations 3. Records keeping 4. Dual relationships 5. Conflict of interest 6. Counsellor qualifications. The major ethical issue students are worried about is confidentiality. The participants mentioned that in most cases, the ad hoc psychological counsellors breach confidentiality. Students distrust the lecturers who are the providers of ad hoc psychological counselling services due to breaching of psychological counselling ethics. That is a principle of human relations which states that a counsellor should avoid doing harm or exploiting people whom they work with (Erickson Cornish, Smith, Holmberg, Dunn, & Siderius, 2019). The participants of this study narrated that harm was done to them as they sought help after sexual harassment by lecturers. An example is that of a student who sought counselling from a female lecturer after being sexually harassed and was asked if she had any choice in the matter. The lecturer was harming a student who had thought she would find comfort from the lecturer. The literature states that counselling is a relationship based on trust and mutual understanding (UNESCO,

2012). The findings of this study indicate that students do not trust the ad hoc psychological counsellors in their institutions as they divulge information shared with them in confidence (Smith, Holmberg, & Cornish, 2019).

The students have experienced bitterness on the lack of confidentiality during and after the psychological counselling sessions (Conlin & Bones, 2019). The students are discussed by the ad hoc counsellor and office colleagues until it eventually reaches the ear of the student in question. This destroys the trust students had with the lecturer/counsellor. The issue of failure of upholding confidentiality by lecturer/counsellor disturbs the students. When the issues they brought for psychological counselling sessions are shared with everyone that poses a danger to their wellbeing. The students lose their self-esteem and the zeal to attend lessons. The students feel that there is nothing they can do about it except to desist from seeking psychological counselling from the lecturer/counsellor and depending on friends and colleagues who give them a listening ear only. They argued that they cannot sue the lecturer/counsellor for breaching confidentiality. There are no records kept of who had sought psychological counselling, and neither is there any document that they sign that would bind the counselling relationship. Record keeping is essential in counselling as it can be used for future sessions as a history base and also for a referral or take over purposes (Kabir, 2017).

Another psychological counselling ethic that is being breached is that of dual relationships (Kabir, 2017; McLeod, 2009). This study found that the providers of psychological counselling services accessible to students have a dual relationship with them. They are either the lecturers that teach them or the dean of students whom they interface with in other circumstances. Students felt that the lecturers and dean of students might have preconceived issues on the student seeking psychological counselling hence hindering their ability to assist the student to their satisfaction. Engaging in a counselling activity while aware that you have unfinished business or issues to deal with may impair competence in counselling (American Psychological Counselling Association, 2017). The study had this new finding that students shun seeking psychological counselling services because they assume that the lecturers and dean of student have preconceived ideas about them. The students, therefore, have challenges of not being able to access psychological counselling services at their institutions. The lecturers, dean of students and heads of departments who are

supposed to offer them these services are too busy to attend to them. The reason is that they have other duties that are designated by their job titles. Offering psychological counselling services becomes an extra load that one can only do when they are free.

The data collected has shown that students seek psychological counselling from lecturers with whom they have a specific relationship as well as from friends. This indicates that students can identify relational assets and make use of them to enhance their resilience. To be able to make use of relational assets, the student has to employ their individual assets such as imitateness and self-esteem. The ability to build relationships enhances resilience (Mampane, 2014).

The literature shows that psychological counselling services are a specialised domain offered by personnel qualified in psychology and related professional fields (APA, 2014). In this study, I found that psychological counselling services were offered by personnel who had no qualifications in psychology or related fields. The counselling has to be done within a counsellor's competence, failure to do that results in harming the counselee. Therefore, there is a breach of psychological counselling ethics in the polytechnics under study. The counselling services they are offering to students are ad hoc, as they are being rendered by lecturers in their capacity as caring teacher counsellors. They give a listening ear and sympathise with the students and in some cases, give advice. The students deemed that personnel with psychology and related qualifications are more equipped to handle mental and emotional problems.

Apart from the psychological counsellors not having stipulated time for counselling services, they share offices with three to four other lecturers. This invades the privacy which is much needed in a psychological counselling session as the counselling takes place in the presence of others. Students have experienced psychological counselling sessions being conducted in public. This resonates with the study of Mowbray et al. (2006) and Boerema et al. (2016) that youth are concerned with privacy issues when they think of accessing psychological counselling services.

The findings of this study indicate that students can harness contextual resources to help them cope with the adversities they face. A coping mechanism is protective (Mahmoud et al., 2012). This study found out that students have a coping mechanism they adopt from their learning ecology that helps them buffer the effects of adversity

(Madhyastha et al., 2014). Students engage in sporting activities, scripture union, debate clubs and clubbing as a means to cope with stressful times. These are protective factors that students navigate. However, the students noted that this just help them to forget about the problems that they are facing. It is not a permanent solution to the problems. The polytechnics offer free Wi-Fi. Some students cannot afford smart phones; hence they are left out on the benefits of Wi-Fi for both academic and social purposes.

The data has shown that students turn to family members for support when faced with adversity. The family becomes a protective factor for students (Walsh, 2016). The family serves as social support for students' psychological functioning (Wang et al., 2008). The students note that they get the motivation to succeed from family members which resonate with Fergus & Zimmerman (2005).

Literature note that spirituality is an aspect of resilience that gives hope in times of adversity and give life a meaning (Fredrickson, 2005). The findings of the study revealed that students seek spiritual solace by going to church, attending scripture union and listening to gospel music. Students find protection by engaging in these spiritual activities.

6.2.3 Research Question 2

What risk, if any motivates, students to access ad hoc psychological counselling services provided in their college?

A risk is a predictive negative outcome after a threat (Wright et al., 2013). This study found out that students face risks; this is in line with the findings of a study by Hill et al. (2012). The problems that students in a polytechnic face, as mentioned by participants, are: Financial hardships, family issues, examination pressure, relationship issues, sexual harassment from colleagues and lecturers, heartbreaks, and unfair treatment from lecturers. These problems motivate the students to access ad hoc psychological counselling services at their college.

Students face numerous problems during their academic life. The most devastating one is the financial constraints, generally due to the economy of the country, which is not at its best. Hence the majority of students have to cope with financial hardships their families are going through (Nsereko, 2014). Some students walk long distances to college and spend the day on an empty stomach. There is also a lack of resources

for photocopying handouts, typing and printing of assignments. These hardships, in turn, affect the performance of the students. These adversities render students to be vulnerable to all forms of abuse and stress.

The literature states that learning institutions with an excessive proportion of children from low socioeconomic background represent a risk factor in itself (Nsereko, 2014). This study found that many students do face financial risks, and they find it hard to go home and ask for financial assistance as they are aware of how bad the financial situation at home is. This implies that students are living in poor communities and their families and their social support structures are all resource constrained, hence pose an external risk to the students (Ng et al., 2012)

Family issues also impact on students. The majority of students who are day scholars lodge with relatives (Coffman et al., 2002; Zozie et al. 2012). The students are faced with problems of adjusting to the lifestyle of the family they are lodging with and the college lifestyle. Hence there is a risk associated with the socio-cultural support system (Stephens, 2012). The participants mentioned that they could not share their problems with friends because they might be part of the problem. This leaves the students overwhelmed with stress. This motivates them to find someone to talk to; they need help to explore themselves.

Students suffer from examination pressure. Some students may not be ready to write the examinations in the coming examination session. This resonates with Kuh et al. (2006). Students may have double pressure from pending coursework as well as preparation for examinations. These students are motivated by a lack of preparedness for examinations and the situations they find themselves in to seek psychological counselling.

This study found that students face a risk of sexual harassment and threats from lecturers. This is in line with what other researchers found in the past (Blanco et al., 2008; Kisch et al., 2005; Nsereko et al., 2014). The students are then forced to seek ad hoc psychological counselling services. The one that makes students most uncomfortable or haunts them is the sexual harassment by lecturers, particularly those that teach them. These situations motivate students to seek psychological counselling services at their institutions. However, the participants of this study had a bad experience when reporting cases of sexual harassment. The ad hoc counsellor

advised them to play along with the advances or blamed them for the sexual harassment.

Early marriages and abusive relationships emerged as risk factors in this study. This resonates with a study by Research Clue (2019), which found that early marriage affected female students' academic performance. Those who married early were now failing to cope with married life as well as academic life. They feel they were forced to be in marriage before they were ready for it. Some students are in abusive relationships which they do not want but seem not to have a way out of those relationships. The students in abusive relationships, whether it was in marriage or out of marriage, failed to cope with the demands of college life. This motivated them to seek psychological counselling services at college.

There are students that feel they are not getting a fair treatment from their lecturers. They mentioned that they felt that the lecturers hated them. Once an individual has that feeling of being hated, they dread to attend lessons of the lecturer concerned. The students would need psychological counselling to help them get over the feeling.

The support students get from mingling with friends and colleagues lowers their stress levels for that particular moment. Non-familiar support is protective (Hurd & Zimmerman 2010). The students maybe going through some challenges, so the best they can do for each other is to comfort each other. When they feel they are overwhelmed by the problems, they are then motivated to seek ad hoc psychological counselling services. The students spend most of their time at college hence the need for them to access psychological counselling services.

Students have family members and elders in the community as their support system. This is in line with the study by Martin-Breen et al. (2011) that family support serves as a protective function. The participants noted that whom they share their problems with is dependent on the nature of the problem. Students shun being judged by friends and relatives. Shunning judgemental friends and relatives motivate students to access ad hoc psychological counselling services at their college.

6.2.4 Research Question 3

How can psychological counselling enhance resilience among polytechnic students?

The participants thought that psychological counselling services are of great importance to them as students in polytechnics. This resonates with findings of the study by Ghilardi et al. (2017) that psychological counselling services are a major support service for students. Furthermore, students are allowed to explore, discover and clarify ways of living a resourceful and satisfying life in a psychological counselling session (Maree et al., 015). In this study, I found out that students get advice, sympathy and a listening ear from lecturers and fellow students. The autonomy of the student is taken away from them. The self-determination theory emphasises that an individual maintains their autonomy, which means an individual is given an opportunity to be in charge of their lives. With psychological counselling, the individual is empowered to explore ways and make informed decisions in any situation they find themselves in.

As mentioned earlier, when students face adversities, psychological counselling supports the students with difficulties (Zozie et al., 2012). Psychological counselling services help students to adjust to college life, choose careers wisely, reduce stress, develop themselves and to fully prepare for examinations. Psychological counselling services mould the students holistically. Its benefits to the students filtrate to the family, community and nation at large.

Many participants agreed to having gone through a rough patch in their lives. Only a few were comfortable with sharing their success stories. From the success stories shared, the participants attributed their success to working hard and having someone assisting them in making informed decisions. They were grateful for the opportunity to have a talk with someone that changed their way of thinking and subsequently their lives. Psychological counselling services is a protective factor that students need to help them to enhance their resilience. However, it requires the individual with risks to access or seek psychological counselling services. The students would need awareness of the benefits of accessing psychological counselling services when faced with adversities.

6.2.5 Answering the Main Research Question

How can resilience be facilitated through accessing psychological counselling services in Zimbabwean polytechnics

The study found that students face challenges at the polytechnics where they are studying. This was also noted by Hill et al. (2012). Resilience is constructed from

protective factors, emotional reactivity and interpersonal assistance (Prince-Embury et al., 2017). The students are endeavouring to use the protective factors that are available to them to enhance their resilience. They seek counselling from lecturers, friends and relatives. They get ad hoc counselling, as the ad hoc counsellors merely give them advice, sympathy and a listening ear. The students end up being dependent on the service providers and consult them now and again for advice. Enabling access to psychological counselling services in polytechnics would empower students to be autonomous through assisting them in exploring themselves. Hence, in so doing, their resilience is enhanced. Educational institutions have key conditions that promote resilience (Henderson, 2013)

Literature shows that the realisation that one has a risk motivates the individual to seek help (Boerema et al. 2016). The participants were aware of the imposing risks in their lives; they took the responsibility of identifying a lecturer who could assist them in managing their risk and thus maintaining a sense of resilience and strengths. Students were also aware of the risk of lack of support by some lecturers who were abusive and using their power as lecturers to take advantage of students who were experiencing more risk. The students who identified the risk they were exposed to and accessed the lecturers for support did so to build the resilience in their lives. Students who identified risk and tried hard to deal with the risk did so to build resilience. Thus, students in this study indicated that accessing counselling support was important to them because it might bring them a sense of resilience and strength they need to manage their academic, social and home challenges. The lack of qualified counsellors, unethical practices by lecturers and lack of access to essential counselling services they required, did not stop them from accessing ad hoc counselling services. The students in this study indicated that in spite of all the odds against them (denial of counselling services), they made do with what they had. They were happy with lecturers who made time for them, and offered them the support they needed. They were saddened by lecturers who abused their power by taking advantage of them and thus increased their exposure to risk.

The students have used the consensual elements of resilience to enhance their resilience. These elements are individual assets, relational and contextual resources. The relational assets are proving an advisory service that the students and the relational assets are describing as counselling (Liebenberg et al., 2017). The need to

have psychological counselling services at the polytechnic was strongly emphasised by participants in this study. They mentioned that the psychological counselling services would help them to adjust to college life, improve their pass rate, improve interpersonal relationships and grow as a person. The participants indicated that group counselling sessions would help them as students to adjust to college life. Issues addressed in group counselling would help students who might find it difficult to accept that they have a challenge, and those who are shy to approach anyone with their challenges. Hence; making psychological counselling available to polytechnic students in various ways would enhance their resilience to forge ahead with life.

Counselling involves allowing the client to explore, discover and clarify ways of living a resourceful and satisfying life (Maree & DiFabio, 2015). The participants in this study mentioned that they get advice, sympathy and a listening ear from lecturers and friends. This implies that the psychological counselling services being available to participants are ad hoc services. Ad hoc counselling is taking away the autonomy of students by giving them advice instead of letting them explore themselves and take control over their lives (Deci & Ryan, 1985). It also shows that there are no records of students who sought psychological counselling services; hence no follow up is done. I conclude that psychological counselling is not available to students in the polytechnics. The institutions under study do not consider counselling services as an important support service for students. Lane (2016) states that counselling services are one of the most important support services for students which cater for their emotional and self-development needs.

Participants had a number of expectations for psychological counselling services. Among the expectations was the need to have psychological counselling services to be visible. This implies that it is a service that is much sought after. The demand for psychological counselling services is high as participants advocate that each department have a counsellor.

6.3 Answering Research Questions Using Theoretical Frameworks

In this study, I was guided by two theoretical frameworks, namely Ungar's socio-ecological theory and the self-determination theory. These theories were fully discussed in Chapter 3. I am going to discuss how the theories were applied to this study.

6.3.1 Socio-ecological Theory

Ungar's social-ecological theory has four principles and seven tensions. The relationship between the principles and tensions were discussed in Chapter 3. In this section, I am going to illustrate how the relationship of principles and tensions were applied to this study.

The first principle is the principle of decentrality, which implies focusing on the environment and not the individual (Ungar, 2011). Resilience occurs in the context of adversity. It is a process of circumventing the negative effects of adversity (Ungar, 2008). Students in this study experience multiple adversities. In this study, I found that polytechnics offer free WIFI, sporting facilities and venues for various clubs that help students manage stressful times. The students are also shown compassion by lecturers who care for students. The students equate the compassion they receive from the caring lecturers to psychological counselling. The study found that psychological counselling services would help students to enhance their resilience more than resources availed by the institutions.

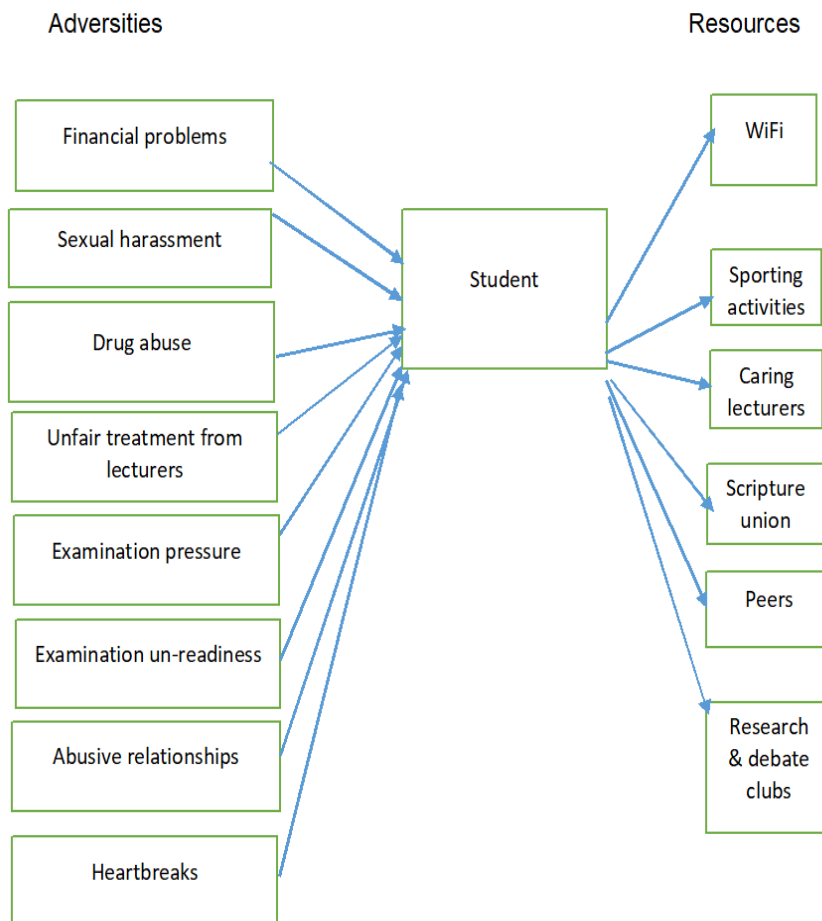


Figure 6.2: Students' adversities and available resources

In Figure 6.2, I have illustrated the students' adversities and the resources they can access to alleviate stress. Students build their resilience through access and utilisation of the availed resources within the polytechnic.

Another principle is that of atypical patterns of positive development which refers to shifting focus from individual characteristics to the resilience process (Ungar, 2011). It is in the relationship with two tensions. Firstly, the students strive for social justice and social equality. This study found that students access ad hoc psychological counselling services in their polytechnics. These counselling services they access from lecturers and peers who sympathise with them, advise and listen to them. This study found that the ad hoc psychological counselling services are not accessible to all students. The reasons are that the students might not have relationships with lecturers that will motivate them to approach a lecturer for ad hoc psychological counselling. Some students find it difficult to approach lecturers for psychological counselling because they feel that the lecturers hate them. Secondly, the tension of

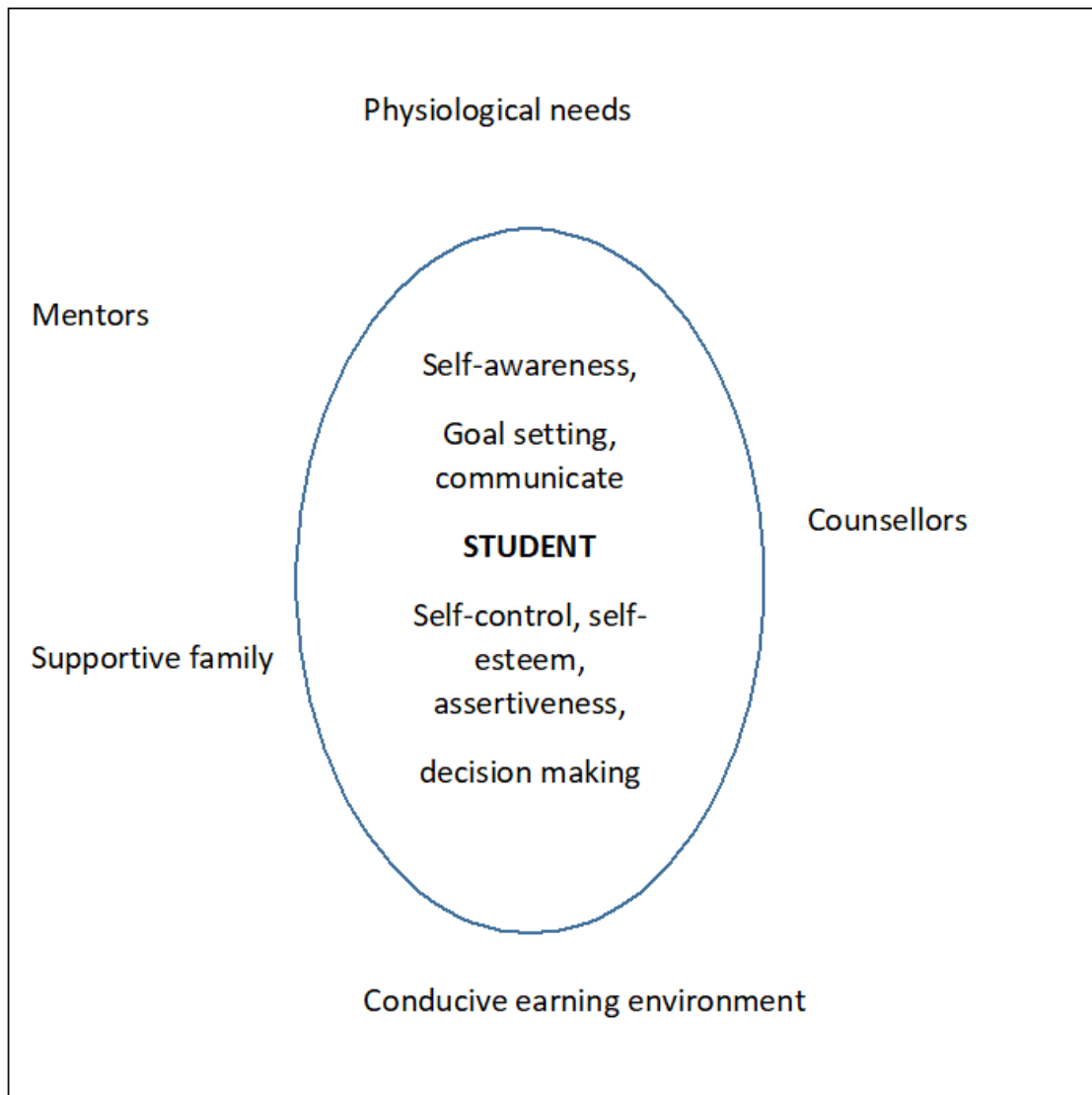
cohesion refers to balancing one's personal interest with a sense of responsibility to the greater good, feeling a part of something larger than oneself socially and spiritually (Ungar, 2011). In this study, I found that students engaged in sporting activities and various clubs to boost their social wellbeing within the polytechnic.

Processes of positive growth under stress are “embedded culturally and temporally” (Ungar, 2011, p. 10). This applies to cultural relativity, which has two tensions that are related to it. These tensions are identity and cultural adherence. The students acknowledge that they come from different backgrounds. However, they find common ground which brings them together as a family. This ground is their learning institution, the polytechnic. They share the polytechnic values, the language regardless of their home language, and adopt a language that everyone will be comfortable with even in their social circles. The students support each other physically, emotionally and spiritually. This enhances the student's resilience within the cultural context of the polytechnic.

According to Ungar's socio-ecological theory, students strive to create relationships that lead to resilience (Mampane, 2014; Ungar, 2011). Students in this study create friendships which either permanently or temporarily enhance their resilience. Their relationships are created with lecturers and colleagues. These relationships enable them to be free to open up to that person and get support to help them be resilient. On this same principle of complexity, students need to feel that they control themselves and have access to health resources (Ungar, 2011). In this study, psychological counselling services were found to be accessible only to a few privileged students. Students are in control of themselves and can decide either to share their challenges with lecturer and colleagues or not.

6.3.2 Self-determination Theory

Self-determination theory postulates that human beings act on both internal and external forces to be resilient. Hence its appropriateness to this study, with the internal forces being the individual characteristics while the external forces come from the environment. The internal and external forces both motivate an individual to be resilient. Deci and Ryan, (2000) noted that human beings have psychological needs pertaining to individual autonomy, competency and relatedness to enhance resilience



.Figure 6.3: Student's internal and external forces to build resilience

Figure 6.3 is an illustration of students' internal and external forces that enhance their resilience. The circle indicates student and the internal forces they require to build resilience and what surrounds the student are the external forces that motivate them to build resilience.

Autonomy is the student's sense of control of themselves as well as their environment (Deci & Ryan, 2002; Ryan et al., 2011). The findings of this study revealed that students exercise autonomy to some extent. They have a choice to choose a course they want to pursue. While at the polytechnic, the students are guided by the institution's rules and regulations, and hence have little or no control over what the polytechnic can offer them.

Students have competency, which enables them to enrol as a student at the polytechnic (Deci & Ryan, 2002). The participants of this study who were representing the student population were competent enough to participate in the focus group discussions and interviews. The students are competent to master the rules of the sporting and club activities in which they engage. They are also able to identify risks and protective factors in their environment to enhance their resilience.

Relatedness refers to the student's desire to connect to a group (Deci & Ryan, 2002). This study found that students strive to belong to a certain group. This is evident from the number of club activities and various sporting activities that students engage in while at the polytechnic.

The socio-ecological theory and self-determination theory complimented each other in guiding this study. Therefore, the students' characteristics and the polytechnic's environmental resources interacted and their interaction either positively or negatively enhanced the students; resilience.

6.4 LIMITATIONS OF THE STUDY

The focus group discussions were carried out as planned. However, one of the FGDs was done under a tree due to the non-availability of a free room at that particular time as students were preparing for examinations. The recordings were poor as it was windy and the researcher had to resort to scribbling notes as participants were responding to the questions and after the discussion trying to fill in what she had failed to capture but could remember. This might compromise the recording of the exact words which were used by the participants. Another FGD had participants who asked to have some questions translated into the vernacular language, and most of them were comfortable in responding in their native language. Translating some of the native words and idioms into English took a great deal of time on the researcher's part, and I might have missed the exact meaning of some of the points raised by participants in this focus group. The use of purposive sampling will make generalisability of the study findings applicable only to persons with similar characteristic and a similar learning environment.

6.5 RECOMMENDATIONS

6.5.1 Recommendations for heads of institutions

I recommend that the heads of institutions should give students information on psychological counselling services that are offered at their institutions. They should allocate an office specifically for psychological counselling services. They should also have persons who are known to students to be manning the office. Heads of institutions should push for the establishment of a post of a psychological counsellor in their institutions.

6.5.2 Recommendations for policymakers

I recommend that policymakers should take a closer look at how the psychological issues of students in polytechnics are handled.

I recommend the crafting of a mental health policy for the polytechnics in Zimbabwe

I recommend the establishment of psychological counselling services in the polytechnics in Zimbabwe.

6.5.3 Recommendations for future study

I recommend that future studies focus on

- Resilience intervention strategies appropriate to Zimbabwean polytechnics.
- A study to compare resilience between female and male students in polytechnics.
- To look at perceptions of psychological counselling services in polytechnics.

7. LIST OF REFERENCES

- Ahern, N. R. (2009). Risky behaviour of adolescent college students. *Journal of Psychosocial Nursing*, 4(4), 21-25
- Aldwin C. M. & Park C. L. (2004) Coping and physical health outcomes: *An overview. Psychology Health*, 19(3), 277–281.
- Amani, J., & Sima, R. (2015). The status of career counselling services in higher learning institutions in Tanzania. *International Journal of Education and Social Sciences*, 2(8), 18–28. Retrieved from <http://www.ijessnet.com/wp-content/uploads/2015/09/3.pdf>
- American Counseling Association (ACA) (2017). *Codes of Ethics and standards of practice*. Alexandria, VA: ACA.
- American Psychological Association (APA). (2014). *The road to resilience*. Washington, DC: American Psychological Association.
- Artistico D, Cervone D, Pezzuti L. (2003) Perceived self-efficacy and everyday problem solving among young and older adults. *Psychology of Aging* 18(1), 68–79
- Atkinson, P. A., Martin, C. R., & Rankin, J. (2009). Resilience revisited. *Journal of psychiatric and mental health nursing*, 16(2), 137-145.
- Bachman, C. M., & Stewart, C. (2011). Self-determination theory and web-enhanced course template development. *Teaching of Psychology*, 38(3), 180-188.
- Badza, M. (2005). *Pupils and teachers' perceptions of the effectiveness of guidance and counselling in Mwenezi East District secondary schools* (Unpublished BSc Psychology dissertation, Zimbabwe Open University, Harare, Zimbabwe).
- Bakari, N. & Thsuma, S. (2017, 18 October). Enkwalini, also known as the pool of death in Bulawayo. *The Chronicle*.
- Baron, L., Eisman, H., Scuello, M., Veyzer, A., & Lieberman, M. (1996). Stress resilience, locus of control, and religion in children of Holocaust victims. *The Journal of Psychology*, 130(5), 513-525.
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological science in the public interest*, 4(1), 1-44.
- Benzies, K., & Mychasiuk, R. (2009). Fostering family resiliency: A review of the key protective factors. *Child & Family Social Work*, 14(1), 103-114.

- Basic Psychological Needs Theory. (2008). In *Centre for Self Determination Theory (CSDT)* [online]. Retrieved from <http://www.psych.rochester.edu/SDT/theory.php>
- Benton, S. A., Robertson, J. M., Tseng, W. C., Newton, F. B., & Benton, S. L. (2003). Changes in counselling center client problems across 13 years. *Professional Psychology: Research and Practice, 34*(1), 66.
- Best, J. W., & Khan, J. (1993). *Research in education*, 7th edition. Chicago, IL: University of Illinois
- Bitsika, V., & Sharpley, C. F. (2012). Comorbidity of anxiety-depression among Australian university students: Implications for student counsellors. *British Journal of Guidance & Counselling, 40*(4), 385-394.
- Blanco, C., Okuda, M., Wright, C., Hasin, D. S., Grant, B. F., Liu, S. M., & Olfson, M. (2008). Mental health of college students and their non-college-attending peers: Results from the national epidemiologic study on alcohol and related conditions. *Archives of General Psychology, 65*, 1429–1437. <https://doi.org/10.1001/archpsyc.65.12.1429>
- Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of Research in Open and Distributed Learning, 13*(1), 56-71.
- Bless, C., & Higson-Smith, C. (2000). *Fundamentals of social research methods: An African perspective* (3rd ed.). Lansdowne, South Africa: Juta
- Boerema, A.M., Kleiboer, A., Beekman, A.T.F., Zoonen, K.V., Dijkshoorn, H. & Cuijpers, P. (2016) Determinants of help seeking behaviour in depression: A cross-sectional study. *BMC Psychiatry 16*(78). <https://doi.org/10.1186/s12888-016-0790-0>
- Bolier, L., Haverman, M., Westerhof, G. J., Riper, H., Smit, F., & Bohlmeijer, E. (2013). Positive psychology interventions: A meta-analysis of randomized controlled studies. *BMC Public Health, 13*, 119. <https://doi.org/10.1186/1471-2458-13-119>
- Bonanno, G. A., Pat-Horenczyk, R., & Noll, J. (2011). Coping flexibility and trauma: The Perceived Ability to Cope With Trauma (PACT) scale. *Psychological Trauma: Theory, Research, Practice, and Policy, 3*(2), 117.
- Borders, L.D. & Drury, S.M. (1992) Comprehensive school counselling programs: A review for policymakers and practitioners. *Journal of Counselling and*

- Development*, 70(4), 487-498. <https://doi.org/10.1002/j.1556-6676.1992460164.X>
- Brunner, J. L., Wallace, D. L., Reymann, L. S., Sellers J. J., & McCabe, A. G. (2014). College counselling today: Contemporary students and how counselling centers meet their needs. *Journal of College Student Psychotherapy*, 28, 257–324. <https://doi.org/10.1080/87568225.2014.948770>
- Brady, M. J., Peterman, A. H., Fitchett, G., Mo, M., & Cella, D. (1999). A case for including spirituality in quality of life measurement in oncology. *Psycho-Oncology: Journal of the Psychological, Social and Behavioral Dimensions of Cancer*, 8(5), 417-428.
- Bryman, A. (2004). *Triangulation and measurement*. Department of Social Sciences, Loughborough University, Loughborough. Retrieved from www.referenceworld.com/sage/socialscience/triangulation.pdf.
- Burnham, J.J. (2009). Contemporary fears of children and adolescents: Coping and resiliency in the 21st century. *Journal of Counseling & Development*, 87, 28-35.
- Burns, N., & Grove, S. (2003). *Understanding nursing research (ed.)*. St Louis: Wb Saunders Company.
- California Association for Licensed Professional Clinical Counselors. (CALPCC). (n. d.) *Professional Counseling*. Retrieved from <https://calpcc.org/professional-counseling/>
- Cantrell, D. C. (2001) *Alternative paradigms in environmental educational research The interpretive perspective*. Retrieved from <http://www.edu.eluth.ca/ciccte/naccr.pgs/alternate/pubfiles/08.cntrell.fin.htm>
- Cargan, L. (2007). *Doing Social Research*. Rowman & Littlefield.
- Carr, W., & Kemmis, S. (1986). *Becoming Critical: Education. Knowledge and Action Research*. London: Falmer.
- Causality Orientation Theory. (2008). In *Centre for Self Determination Theory (CSDT)* [online]. Retrieved from <http://www.psych.rochester.edu/SDT/theory.php>
- Charles, C., Dinwiddie, G. & Massey, D. S. (2004). *The continuing consequences of segregation: Family stress and college academic performance*. <https://doi.org/10.1111/j0038-4941.2004.00280>.

- Chen, K. C., & Jang, S. J. (2010). Motivation in online learning: Testing a model of self-determination theory. *Computers in Human Behavior, 26*(4), 741-752.
- Chen, B., Vansteenkiste, M., Beyers, W., Soenens, B., & Van Petegem, S. (2013). Autonomy in family decision making for Chinese adolescents: Disentangling the dual meaning of autonomy. *Journal of Cross-Cultural Psychology, 44*(7), 1184-1209.
- Chireshe, R. (2006). *An assessment of the effectiveness of school guidance and counselling services in Zimbabwean secondary schools* (Doctoral thesis. University of South Africa, Pretoria, South Africa) Retrieved from <http://uir.unisa.ac.za/bitstream/handle/10500/1645/thesis.pdf?sequence=1&isAllowed=y>
- Chopko, B. & Schwartz, R. (2009). The relation between mindfulness and posttraumatic growth: A study of first responders to trauma-inducing incidents. *Journal of Mental Health Counselling, (31)*4, 363-376.
- Chorpita, B. F., Daleiden, E. L., Ebesutani, C., Young, J., Becker, K. D., Nakamura, B. J., ... Starace, N. (2011), Evidence-Based Treatments for Children and Adolescents: An Updated Review of Indicators of Efficacy and Effectiveness. *Clinical Psychology: Science and Practice, 18*,154–172. <https://doi.org/10.1111/j.1468-2850.2011.01247.x>
- Cicchetti, D., & Curtis, W. J. (2007). Multilevel perspectives on pathways to resilient functioning. *Development and Psychopathology, 19*(3), 627-629.
- Cognitive Evaluation Theory. (2008). In *Centre for Self Determination Theory (CSDT)* [online]. Retrieved from <http://www.psych.rochester.edu/SDT/theory.php>
- Coffman, D. L., & Gilligan, T. D. (2002) Social support, stress, and self-efficacy: Effects on students' satisfaction. *Journal of College Student Retention: Research, Theory and Practice, 4*(1), 53–66. <https://doi.org/10.2190%2FBV7X-F87X-2MXL-2B3L>
- Collins, J. P., Kinzig, A., Grimm, N. B., Fagan, W. F., Hope, D., Wu, J., & Borer, E. T. (2000). A new urban ecology: modeling human communities as integral parts of ecosystems poses special problems for the development and testing of ecological theory. *American scientist, 88*(5), 416-425.

- Conlin, W. E. & Bones C. I. (2019) Ethical considerations for addressing distorted beliefs in psychotherapy. *Psychotherapy*, 56(4) 449-458. <https://doi.org/10.1037/pst0000252>
- Corrigan P. W., Lurie B. D., Goldman H. H., Slopen N., Medasani K., Phelan S. (2005) How adolescents perceive the stigma of mental illness and alcohol abuse. *Psychiatric Services*, 56, 544–50.
- Corsini, R. J. & Wedding, D. (2008) *Current psychotherapies* 8th Edition. Amazon
- Cotton, D. R., Nash, T., & Kneale, P. (2017). Supporting the retention of non-traditional students in Higher Education using a resilience framework. *European Educational Research Journal*, 16(1), 62-79.
- Cowan, P. A., Cowan, C. P., & Schultz, M. S. (1996). Thinking about risk and resilience in families. In Hetherington, M., & Blechman, E. A. (Eds.), *Stress, Coping, and resilience in children and families*.
- Craig, S. L., Austin, A., & McInroy, L. B. (2014). School-based groups to support multiethnic sexual minority youth resiliency: Preliminary effectiveness. *Child and adolescent social work Journal*, 31(1), 87-106.
- Craven, P. A., & Lee, R. E. (2010). Transitional group therapy to promote resiliency in first-time foster children: A pilot study. *Journal of Family Psychotherapy*, 21(3), 213-224.
- Creswell, J. W. (1994). *Research design: qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Harlow, England: Prentice-Hall.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approach* (3rd ed.). Thousand Oaks, CA: SAGE
- Creswell J. W. (2013). *Steps in conducting a scholarly mixed methods study*. Thousand Oaks, CA: Sage
- Creswell J. W. (2014). *Research Design, Qualitative, Quantitative and Mixed-methods Approaches*, 4th Ed. Washington, DC: Sage.
- Crocker, J., Canevello, A., Breines, J. G., & Flynn, H. (2010). Interpersonal goals and change in anxiety and dysphoria in first-semester college students. *Journal of Personality and Social Psychology*, 98, 1009–1024.

- Csikszentmihalyi, M., & Seligman, M. E. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14.
- Dama, N. G. (2018). *An Assessment Study of the Role of Life Orientation Teachers in Promoting Career Guidance and Counselling of Secondary School Learners in the Vhembe District of Limpopo Province, South Africa*. (Doctoral dissertation, University of Fort Hare).
- Davydov, D., Stewart, R., Ritchie, K., & Chaudieu, I. (2010). Resilience and mental health. *Clinical Psychology Review*, 30, 479-495.
- Daymon, C. & Holloway, I. (2010). *Qualitative Research Methods in Public Relations and Marketing Communications*. Bournemouth: Taylor & Francis.
- De Vos, A. S., Strydom, H., Fouche, C. B., & Delport, C. S. L. (2005). *Research at grass roots: For the social sciences and human service professions* (3rd ed.) Pretoria, South Africa: Van Schaik.
- Deci, E. L. (1980). *The psychology of self-determination*. Free Press.
- Deci, E. L., & Ryan, R. M. (1980). Self-determination theory: When mind mediates behaviour. *Journal of Mind and Behaviour*, 1, 33–43.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York, NY: Plenum Press.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological inquiry*, 11(4), 227-268.
- Deci, E. L., & Vansteenkiste, M. (2004). Self-determination theory and basic need satisfaction: Understanding human development in positive psychology. *Ricerche di Psicologia*, 27, 23–40.
- Denzin, N. .K. & Lincoln, Y. S. (2003). *Handbook of qualitative research*. 2nd Edition. London. Sage.
- de Gialdino, I. V. (2009, May). Los fundamentos ontológicos y epistemológicos de la investigación cualitativa. In *Forum: Qualitative Social Research*, 10, (2).
- Dube, C. (2017, February 10). Polytechnic student dies in campus accident. *Chronicle*.
- Dube, F. (2015). *Exploring teacher education initiatives in preparing trainee teachers for handling gifted learners as a way of ensuring education for all in Zimbabwean Primary Schools* (Doctoral dissertation, University of South Africa).
- Dumont, M., & Provost, M. A. (1999). Resilience in adolescents: Protective role of social support, coping strategies, self-esteem, and social activities on

- experience of stress and depression. *Journal of Youth and Adolescence*, 28(3), 343-363. https://doi.org/10.1207/S15327965PLI1104_01
- Dyrbye, L. N., Power, D. V., Massie, F. S., Eacker, A., Harper, W., Thomas, M. R., ... & Shanafelt, T. D. (2010). Factors associated with resilience to and recovery from burnout: a prospective, multi-institutional study of US medical students. *Medical education*, 44(10), 1016-1026.
- Ebershon, S. & Bouwer, A. C. (2015). A bio-ecological interpretation of the relationship challenges in the context of the reconstituted family. *South African Journal of Education*, 35(2), 1039-1039.
- Economic and Social Research Council (2005). *Research Ethics Framework*. UK: Economic and Social Research Council.
- Eisenberg D, Golberstein E, & Gollust S. E. (2007) Help-seeking and access to mental health care in a university student population. *Medical Care*, 45, 594–601
- Eisenberg, D, Lipson, S. K., & Posselt, J. (2016). Promoting resilience, retention and mental health, *New directions for students services*, 156. Hoboken, NJ: Wiley periodicals. <https://doi.org/1002/ss.20194>.
- El Ansari, W., Khalil, K., & Stock, C. (2014). Symptoms and health complaints and their association with perceived stressors among students at nine Libyan universities. *International journal of environmental research and public health*, 11(12), 12088-12107.
- Erdur-Baker, O., Aberson, C. L., Barrow, J. C., & Draper, M. R. (2006). Nature and severity of college students' psychological concerns: A comparison of clinical and nonclinical national samples. *Professional Psychology: Research and Practice*, 37(3), 317–323. <https://doi.org/10.1037/0735-7028.37.3.317>
- Erickson Cornish, J.A., Smith, R.D. Holmberg, J.R., Dunn, T.M. & Siderius, L.L. (2019) Psychotherapist in danger: the ethics of responding to clients threats, stalking and harassment. *Psychotherapy*, 56(4)441-448. <https://doi.org/10.1037/pst0000248>
- Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annual Review of Public Health*, 6, 399–419.
- Field, P. A., & Morse, J. M. (1985). *Nursing research: The application of qualitative approaches*. London: Chapman and Hall.

- Fike, D. S., & Fike, R. (2008). Predictors of first-year student retention in the community college. *Community college review*, 36(2), 68-88.
- Fleming, J. & Ledogar, R. (2008). Resilience, an evolving concept: A review of the literature relevant to Aboriginal research. *Pimatisiwin*, 6(2), 7-23. Retrieved from PubMed Central Canada: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2956753/pdf/nihms387.pdf>
- Fletcher, D., & Sarkar, M. (2013). Psychological resilience: A review and critique of definitions, concepts, and theory. *European Psychologist*, 18, 12–23.
- Fowler, P. R., & Boylan, H. R. (2010). Increasing Student Success and Retention: A Multidimensional Approach. *Journal of Developmental Education*, 34(2), 2.
- Fredrickson, B. & Losada, M. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist*, 60, 678-686, Retrieved from <http://www.apa.org/helpcenter/road-resilience.aspx>
- Gallagher, R. P. (2015). *National Survey of College Counseling Centers 2014*. Alexandria, VA: International Association of Counseling Services. Retrieved from http://d-scholarship.pitt.edu/28178/1/survey_2014.pdf
- Garmezy, N. (1991). Resiliency and vulnerability to adverse developmental outcomes associated with poverty. *American Behavioral Scientist*, 34(4), 416-430.
- Garmezy, N. (1993). Children in poverty: Resilience despite risk. *Psychiatry*, 56(1), 127-130.
- Gasson, S. (2004). Rigor in Grounded Theory Research: An Interpretive Perspective on Generating Theory from Qualitative Field Studies. In M.E Whitman & A.B. Woszczyński (eds.). *The Handbook of Information Systems Research* (pp. 79-102). Hershey, PA: Idea Group.
- Gelso, C. J., & Fretz, B. R. (1992). William James centennial series. *Counseling psychology*. San Diego, CA, US: Harcourt Brace Jovanovich.
- Ghilardi, A., Buizza, C., Carobbio, E. M., & Lusenti, R. (2017). Detecting and managing mental health issues within young adults: A systematic review on college counselling in Italy. *Clinical Practice and Epidemiology in Mental Health*, 13, 61–70. <https://doi.org/10.2174/1745017901713010061>
- Gilbert, M. & Bilsker, D. (2012). *Psychological Health & Safety: An Action Guide for Employers*. Ottawa, ON: Mental Health Commission of Canada.

- Gillespie, B. M., Chaboyer, W., Wallis, M., & Grimbeek, P. (2007). Resilience in the operating room: Developing and testing of a resilience model. *Journal of Advanced Nursing*, 59(4), 427-438.
- Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Pittsburgh, PA: Duquesne University Press.
- Givens J. L, Tjia J.(2002) Depressed medical students' use of mental health services and barriers to use. *Handbook of qualitative research*, 17(1), 273-285.
- Gladding, S. T. (2013). *Counselling: A comprehensive profession* (7th ed.). Boston, MA: Pearson.
- Goal Contents Theory. (2008). In *Centre for Self Determination Theory (CSDT)* [online]. Retrieved from <http://www.psych.rochester.edu/SDT/theory.php>
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-607.
- Government of Zimbabwe, (2005). *Policy circular 23 of 2005*: Harare: Government printers
- Grafton, E., Gillespie, B., & Henderson, S. (2010, November). Resilience: the power within. In *Oncology nursing forum*, 37, 6, 698.
- Grant, B. F., Stinson, F. S., Dawson, D. A., Chou, S. P., Dufour, M. C., Compton, W., ... & Kaplan, K. (2004). Prevalence and co-occurrence of substance use disorders and independent mood and anxiety disorders: Results from the national epidemiologic survey on alcohol and related conditions. *Archives of general psychiatry*, 61(8), 807-816.
- Grotberg E H. (1999). *Tapping Your Inner Strength: How to Find the Resilience to Deal with Anything*. Oakland, CA: New Harbinger
- Guerin, G., & Denti, L. (1999). Alternative education support for youth at-risk. *The Clearing House*, 73(2), 76-78.
- Gureje, O., & Alem, A. (2000). Mental health policy development in Africa. *Bulletin of the world health organization*, 78, 475-482.
- Hartly, D. (2010). *Understanding human need*. Bristol: Policy Press. Retrieved from <http://doi.org/10.1017/500472794/0000747>.
- Harter, S. (1986). *Manual for the self-perception profile for adolescents*. Denver, CO: University of Denver.

- Hartley, M. T. (2010). Examining the relationships between resilience, mental health, and academic persistence in undergraduate college students. *Journal of American College Health, 59*(7), 596–604
- Hartnett, M., St George, A., & Dron, J. (2011). Examining motivation in online distance learning environments: Complex, multifaceted, and situation-dependent. *International Review of Research in Open and Distributed Learning, 12*(6), 20-38.
- Harvey, J., & Delfabbro, P. H. (2004). Psychological resilience in disadvantaged youth: A critical overview. *Australian Psychologist, 39*, 3–13
- Hase, S., & Kenyon, C. (2000). From andragogy to heutagogy. *Ulti-BASE In-Site*.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: Suny Press.
- Heisserer, D. L., & Parette, P. (2002). Advising at-risk students in college and university settings. *College student journal, 36*(1), 69-84.
- Henderson, N. (2013). Havens of resilience. *Educational Leadership, 71*(1), 22-27.
- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M., Jr. (2008). *Research design in counseling* (3rd ed.). Belmont, CA: Thomson Higher Education.
- Higher Education Examination Council, Zimbabwe. (2017). *Circular 2017*. Harare: Government printers
- Hill, J., Ohmstede, T., & Mims, M. (2012). A look into mental health in the schools. *International Journal Of Psychology: A Bio-psychosocial approach, 11*, 119-131
- Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., ... & Ursano, N. J. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry, 70*(4), 283_315.
- Hodges, H.F., Keeley, A.C., & Troyan, P.J. (2008). Professional resilience baccalaureate-prepared acute care nurses: First steps. *Nursing Education Perspectives, 29*(2), 80-89.
- Howard, S., Dryden, J., & Johnson, B. (1999). Childhood resilience: Review and critique of literature. *Oxford review of education, 25*(3), 307-323.
- Howe A, Smajdor A, Stöckl A. (2012). Towards an understanding of resilience and its relevance to medical training. *Medical Education, 46*(4), 349–356.
- Howland, J. L., & Moore, J. L. (2002). Student perceptions as distance learners in Internet-based courses. *Distance education, 23*(2), 183-195.

- Hugo C. J., Boshoff D. E., Traut A., Zungu-Dirwayi N., Stein D. J. (2003). Community attitudes toward and knowledge of mental illness in South Africa. *Social psychiatry and psychiatric epidemiology*, 38(12), 715-719.
- Hunt, J., & Eisenberg, D. (2010). Mental health problems and help-seeking behavior among college students. *Journal of adolescent health*, 46(1), 3-10.
- Hurd, N., & Zimmerman, M. (2010). Natural mentors, mental health, and risk behaviors: A longitudinal analysis of African American adolescents transitioning into adulthood. *American journal of community psychology*, 46(1-2), 36-48.
- Hurt, C. S., Thomas, B. A., Burn, D. J., Hindle, J. V., Landau, S., Samuel, M., ...& Brown, R. G. (2011). Coping in Parkinson's disease: an examination of the coping inventory for stressful situations. *International Journal of Geriatric Psychiatry*, 26(10), 1030-1037.
- Jackson, D., Firtko, A., & Edenborough, M. (2007). Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: A literature review. *Journal of Advanced Nursing*, 60(1), 1–9.
- Janoff-Bulman, R., & McPherson Frantz, C. (1997). The impact of trauma on meaning: From meaningless world to meaningful life. In C. R. Brewin & M. J. Power (Eds.), *The transformation of meaning of psychological therapies: Integrating theory and practice*. (pp. 91-106). New York, NY: John Wiley & Sons, Inc
- Johnson, B. & Christensen, L. (2008). *Educational research: quantitative, qualitative, and mixed approaches* (3rd ed.). Los Angeles, CA: Sage Publications.
- Jose, P.E., Lim, B.T. & Bryant, F.B. (2012). Does savouring increase happiness? A daily diary study. Retrieved from <https://doi.org/10.1080/17439760.2012.671345>
- Kabir, S. M. S. (2017). Ethics in counselling. In *Essentials of counselling. 1st edition, chapter 2*. Banglabazar, Dhaka-1100: Abasar Prokashna Sangstha.
- Kaminsky, M., McCabe, O. L., Langlieb, A. M., & Everly Jr, G. S. (2007). An evidence-informed model of human resistance, resilience, and recovery: The Johns Hopkins' outcome-driven paradigm for disaster mental health services. *Brief Treatment and Crisis Intervention*, 7(1), 1.
- Karatas, Z., & Cakar, F. S. (2011). Self-esteem and hopelessness, and resiliency: An exploratory study of adolescents in Turkey. *International Education Studies*, 4(4), 84-91.

- Karatoreos, I. N., & McEwen, B. S. (2013). Annual research review: The neurobiology and physiology of resilience and adaptation across the life course. *The Journal of Child Psychology and Psychiatry*, 54, 337-347. <https://doi.org/10.1111/jcpp.12054>
- Kessler, R. C., Foster, C. L., Saunders, W. B., & Stang, P. E. (1995). Social consequences of psychiatric disorders, Educational attainment. *American journal of psychiatry*, 152(7), 1026-1032.
- Kessler R. C., Walters E. E., Forthofer M. S. (1998). The social consequences of psychiatric disorders, III: Probability of marital stability. *American Journal of Psychiatry* 1998;(155),1092-6.
- Kim-Cohen, J., & Turkewitz, R. (2012). Resilience and measured gene-environment interactions. *Development and Psychopathology*, 24, 1297-306. <https://doi.org/10.1017/S0954579412000715>
- Kimhi, S., Eshel, L., Zysbery, L. & Hantman, S. (2010). Postwar winners and losers in the long run: Determinants of war-related stress symptoms and posttraumatic recovery. *Community Mental Health Journal*, 46, 10-19.
- Kisch J, Leino E. V., Silverman M. M. (2005) Aspects of suicidal behaviour, depression, and treatment in colleges students: results from the Spring. 2000 National College Health Assessment Survey. *Suicide and Life-Threatening Behavior*, 35(1), 3-13.
- Kitzinger, J. (2005). Focus group research: using group dynamics. *Qualitative research in health care*, 56, 70.
- Kitzrow, M. A. (2009). The mental health needs of today's college students: Challenges and recommendations. *NASPA Journal*, 46(4), 646-660. doi:10.2202/1949-6605.5037
- Kivunja, C & Kiyini, A. B. (2017) *Understanding and applying research paradigms in educational context*. *International Journal of higher education*, 6(5), 26-41. Retrieved from <https://doi.org/10.5430/ijhe.v6n5p26>.
- Kozeracki, C. A., & Brooks, J. B. (2006). Emerging institutional support for developmental education. *New Directions for Community Colleges*, 2006,(136), 63-73.
- Kowal, J., & Fortier, M. S. (1999). Motivational determinants of flow: Contributions from self-determination theory. *The journal of social psychology*, 139(3), 355-368.

- Labonte, R. (1989). Community and professional empowerment. *The Canadian Nurse*, (March), 23-28
- Lane, J. A. (2016). Attachment, well-being and college senior concerns about the transition out of college. *Journal of College Counselling*, 19, 231–245. <https://doi.org/10.1002/jocc.12046>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York, NY: Springer publishing company.
- Leary, K. A., & DeRosier, M. E. (2012). Factors promoting positive adaptation and resilience during the transition to college. *Psychology*, 3(12), 1215–1222.
- Lee T. Y., Cheung C. K., Kwong W. M. (2012). Resilience as a positive youth development construct: A conceptual review. *Scientific World Journal*, 2012, 390450.
- Lee T. Y., Kwong W. M., Cheung C. K., Ungar M, Cheung M. Y. L. (2010). Children's resilience-related beliefs as a predictor of positive child development in the face of adversities: Implications for interventions to enhance children's quality of life. *Social Indicators Research*, 95(3):437–453.
- Lennie T. A. (2012). The relationship among young adult college students' depression, anxiety, stress, demographics, life satisfaction, and coping styles. *Issues of Mental Health Nursing*, 33(3):149–156.
- Lester, R. (2013). Back from the edge of existence: A critical anthropology of trauma. *Transcultural Psychiatry*, 50(5), 753-762.
- Lemmer, E. M., & Badenhorst, D. (1997). *Introduction to education for South African teachers: an orientation to teaching practice*. Pretoria, South Africa: Juta & Company.
- Liebenberg, L., Joubert, N., & Foucault, M. L. (2017). *Understanding core resilience elements and indicators: A comprehensive review of the literature*. Ottawa: Public Health Agency of Canada.
- Li, Y., & Lindsey, B. J. (2013). An Association between College Students' Health Promotion Practices and Perceived Stress. *College Student Journal*, 47(3), 437-446
- Liu, S. Y., Gomez, J., & Yen, C. J. (2009). Community college online course retention and final grade: Predictability of social presence. *Journal of Interactive Online Learning*, 8(2).

- Lunenburg, F. C. (2011). Organizational culture-performance relationships: Views of excellence and theory Z. *National Forum of Educational Administration and Supervision Journal*, 29(4), 1–10.
- Luthar, S. S., & Cicchetti, D. (2000). The construct of resilience: Implications for interventions and social policies. *Development and Psychopathology*, 12(4), 857.
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). Research on resilience: Response to commentaries. *Child Development*, 71, 573–575
- Mackenzie, N.& Knipe, S.(2006). Research dilemmas in paradigms, methods and methodology. *Issues in Educational Research*, 16,1-15.
- Madhyastha S, Sahu SS, Rao G.(2014) Resveratrol for prenatal-stress-induced oxidative damage in growing brain and its consequences on survival of neurons. *Journal of Basic Clinical Physiological Pharmacology*, 25(1):63–72.
- Mahlo, F.D. (2011). *Experiences of Learning Support Teachers in the Foundation Phase, with Reference to the Implementation of Inclusive Education in Gauteng*. (Doctoral thesis, University of South Africa).
- Mahmoud, J. S. R., Staten, R. T., Hall, L. A., Lennie, T. A.(2012) The relationship among young adult college students' depression, anxiety, stress, demographics, life satisfaction, and coping styles. *Issues of Mental Health Nursing*, 33,149–156.
- Majoko, T. (2013). *Challenges in school guidance and counselling services provisions for children with disabilities in Zimbabwean inclusive primary schools* (Doctoral thesis, University of South Africa, Pretoria, South Africa). Retrieved from http://uir.unisa.ac.za/bitstream/handle/10500/13515/thesis_majoko_t.pdf?sequence=1&isAllowed=y
- Malefo, V. (2002). Psycho-social factors and academic performance among African women students at a predominantly white university in South Africa. *South African Journal of Psychology*, 30(4), 40–45. <https://doi.org/10.1177%2F008124630003000406>
- Mampane, M. R. (2014). Factors contributing to the resilience of middle- in South African township: Insights from a resilience questionnaire. *South African Journal of Education*, 34(4), Art. # 1030, 1-11. <https://doi.org/10.15700/201412052114>

- Mandleco, B. L. (2000). An organizational framework for conceptualizing resilience in children. *Journal of Child and Adolescent Psychiatric Nursing*, 13(3), 99-112.
- Mangezi, W., & Chibanda, D. (2010). Mental health in Zimbabwe. *International Psychiatry*, 7(4), 93-94.
- Maree, K., & Di Fabio, A. (Eds.). (2015). *Exploring new horizons in career counselling: Turning challenges into opportunities*. Rotterdam, The Netherlands: Sense
- Martin-Breen, P., & Anderies, J. M. (2011). *Resilience: A literature review*. Available from www.opendocs.ids.ac.uk
- Maslow, A. H. (1971). *Motivation and personality*. New York, NY: Harper
- Mason, J. (1996). *Qualitative researching*. London: Sage.
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American psychologist*, 56(3), 227.
- Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6–20. <https://doi.org/10.1111/cdev>.
- Masten, A. S. (2014). *Ordinary magic: Resilience in development*. New York, NY: Guilford Press
- Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavourable environments. *American Psychologist*, 53(2), 205-220.
- Maunder, A. (2008). *Designing Appropriate Interactive Systems for the developing world* (Doctoral dissertation, University of Cape Town).
- Maxwell, J. A. (1999). *La modélisation de la recherche qualitative: une approche interactive* (Vol. 11). London, UK: St. Paul Publishers.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.) Thousand Oaks. CA: Sage.
- McGowan J. E., Murray K. (2016) Exploring resilience in nursing and midwifery students: a literature review [published online]. *Journal Of Advanced Nursing*. <https://doi.org/10.1111/jan.12960>
- McLeod, J. (2009). Counselling: A radical vision for the future. *Therapy Today*, 20, 10–15.
- McMillan, J. H., & Schumacher, S. (2010). Research in Education: Evidence-Based Inquiry. In *My Education Lab Series*. London: Pearson.
- McWilliams L. A., Cox B. J., Enns M. W. (2003) Use of the Coping Inventory for Stressful Situations in a clinically depressed sample: Factor structure,

- personality correlates, and prediction of distress. *Journal of Clinical Psychology*, 59(12):1371–1385.
- Mertens, D. (2005). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods*(2nd ed.). Thousand Oaks, CA: Sage.
- Mertens, D. M. (2007). Mixed methods and the politics of human research: The transformative-emancipatory perspective. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 135-164). Thousand Oaks, CA: SAGE.
- Meyer, W., Moore, C., & Viljoen, H. (2003). *Personology: From individual to ecosystem*. Sundown: Heinemann
- Miller-Karas, E. (2015). *Building resilience to trauma*. New York, NY: Routledge.
- Michali, Y., E. (2014). *Increasing teacher awareness of self-determination*. (Doctoral dissertation, Kent State University).
- Modo, F. N. (2008). Counselling services for excellent academic performance among adolescents in secondary schools in UYO, Akwa Ibom. In *Conference Proceedings of Counselling Association of Nigeria (CASSON), 2008..*
- Moore, M. G., & Kearsley, G. (2011). *Distance education: A systems view of online learning*. Boston, MA: Cengage Learning.
- Morse, J. M. (1994). Designing funded qualitative research. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp.220–35). Thousand Oaks, CA: Sage.
- Mouton, J., & Marais, H. C. (1990). *Basic concepts in the methodology of the social sciences*. Pretoria: HSRC.
- Mowbray, C. T., Mandiberg, J. M., Stein, C. H., Kopels, S., Curlin, C., Megivern, D., ... & Lett, R. (2006). Campus mental health services: Recommendations for change. *American Journal of Orthopsychiatry*, 76(2), 226-237.
- Newman, R. (2005). APA's resilience initiative. *Professional Psychology: Research and practice*, 36(3), 227.
- Ng, R., Ang, R., & Ho, M. (2012). Coping with Anxiety, Depression, Anger and Aggression: The Mediation Role of Resilience in Adolescents. *Child & Youth Care Forum*, 41(6), 529-546. <https://doi.org/10.1007/s10566-012-9182-x>.
- Noblet, A., & LaMontagne, A. (2006). The role of workplace health promotion in addressing job stress. *Health Promotion International*, 21(4), 346-353.

- Norris, F. H., Stevens, S. P., Pfefferbaum, B., Wyche, K. F., & Pfefferbaum, R. L. (2008). Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. *American Journal of Community Psychology*, 41, 127–150.
- Nsereko, D. N., Musisi S., Nakigudde J. & Hottzman, S., (2014). Prevalence types distribution and associations of psychosocial problems among university students in Uganda. *International Journal of Research Studies in Psychology*. 3(4), 3-16
- Obradovic, J. (2012). How can the study of physiological reactivity contribute to our understanding of adversity and resilience processes in development. *Development and Psychopathology*, 24(2), 371–387.
<http://dx.doi.org/10.1017/S0954579412000053>
- Organismic Theory. (2008). In *Centre for Self Determination Theory (CSDT)* [online]. Retrieved from <http://www.psych.rochester.edu/SDT/theory.php>
- Padilla, A. M., Cervantes, R. C., Maldonado, M., & Garcia, R. E. (1988). Coping responses to psychosocial stressors among Mexican and Central American immigrants. *Journal of Community Psychology*, 16(4), 418-427.
- Park, C. L. (2010). Making sense of the meaning of literature: An integrative review of meaning-making and its effects on adjustment to stressful life events. *Psychological Bulletin*, 136(2), 257-301
- Patel V., Flisher A. J., Hetrick S., McGorry P. (2007) Mental health of young people: a global public health challenge. *Lancet*, 369,1302–13.
- Paton, D., Smith, L., & Stephens, C. (1998). Work-related psychological trauma: A social psychological and organizational approach to understanding response and recovery. *Australasian journal of disaster and trauma studies*. 2(1).
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage.
- Perrot, A. R. D. (2015). *Overcoming challenges: Pacific students' experiences of being resilient through tertiary education*. Available from researcharchive.vuw.ac.nz
- Pietrzak, R. H., Goldstein, R. B., Southwick, S. M., & Grant, B. F. (2011). Personality disorders associated with full and partial posttraumatic stress disorder in the U.S. population: Results from Wave 2 of the National Epidemiologic Survey on Alcohol and Related Conditions. *Journal of Psychiatric Research*, 45, 678–686. <https://doi.org/10.1016/j.jpsychires.2010.09.013>

- Piumatti, G. (2018). Motivation, health-related lifestyles and depression among university students: A longitudinal analysis. *Psychiatry Research*, 260, 412417. [doi:10.1016/j.psychres.2017.12.009](https://doi.org/10.1016/j.psychres.2017.12.009).
- Prochaska, J. O., & Norcross, J. C. (2010). *Systems of psychotherapy: A trans-theoretical analysis* (7th Ed.). Pacific Grove, CA: Brooks/Cole.
- Prince-Embury, S., Saklofske, D. H., & Keefer, K. V. (2016). Three-factor model of personal resiliency. In *The Routledge international handbook of psychosocial resilience* (pp. 74-85). Oxfordshire, UK: Routledge.
- Pritchard, A., & Woollard, J. (2013). *Psychology for the classroom: The social context*. Oxfordshire, UK: Routledge
- Psychotherapy & Counselling Federation of Australia (PACFA). (2009). *PACFA training standards January 2009*. Victoria, Australia: Author. Retrieved from <http://www.pacfa.org.au/wp-content/uploads/2014/05/Training-Standards-2009.pdf>
- Public Health Agency of Canada (PHAC). (2016). *Mental Health and Wellness*. Retrieved from <https://cbpp-pcpe.ph1ac-aspc.gc.ca/public-health-topics/mental-health-and-wellness/>
- Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches*. Los Angeles, CA: Sage.
- Reeves, T. C., & Hedberg, J. G. (2003). *Interactive learning systems evaluation*. Chicago IL.: Educational Technology.
- Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of educational psychology*, 98(1), 209.
- Research Clue (2019). Effects of early marriage on female academic performance in Nigeria. A case of the South-western Universities. <https://nairaproject.com.projects/3674.html>
- Renuka Devi, M. R., Devaki, P. R., Madhavan, M., & Saikumar, P. (2013). The effect of counselling on the academic performance of college students. *Journal of Clinical and Diagnostic Research*, 7, 1086–1088. <https://doi.org/doi:10.7860/JCDR/2013/5247.3054>
- Resnik, D.B.(2007). Payments to research subjects: Ethical issues. *Research practioner*, 8(6), 204.
- Rew, L., & Horner, S.D. (2003). Youth resilience framework for reducing health-risk behaviours in adolescents. *Journal of Pediatric Nursing*, 18(6), 379-388.

- Richardson, G. E. (2002). The metatheory of resilience and resiliency. *Journal of clinical psychology, 58*(3), 307-321.
- Ritchie, J., & Lewis, J. (Eds.). (2003). *Qualitative research practice: A guide for social science students and researchers*. London, England: Sage.
- Roffey, S. (2012). Teacher well-being pupil well-being: Two sides of the same coin? *Educational and child psychology 29* (4) 8-17
- Roberts, C. A., & Burke, S. O. (1989). *Nursing research: A quantitative and qualitative approach*. Burlington, MA: Jones & Bartlett Pub.
- Rosenberg, M. (1965). Rosenberg self-esteem scale (RSE). *Acceptance and commitment therapy. Measures package, 61*(52), 18.
- Rutondoki, E. N. (2000). *Guidance and counselling*. Kampala, Uganda: Makerere University, Institute of Adult and Continuing Education.
- Rutter, M. (1985). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. *British Journal of Psychiatry, 147*, 598–611. doi: 10.1192/bjp. 147.6.598
- Rutter M. (1999) Resilience concepts and findings: implications for family therapy. *Journal of Family Therapy, 21*(2):119–144.
- Rutter, M. (2006). Implications of resilience concepts for scientific understanding. *Annals of the New York Academy of Sciences, 1094*(1), 1-12.
- Rutter, M. (2010). Psychosocial resilience and protective mechanisms. *American Journal of Orthopsychiatry, 57*(3), 316-331. <https://doi.org/10.1111/j.1939-0025.1987.tb03541>
- Ryan, R.M. (1995). Psychological needs and the facilitation of integrative processes. *Journal of personality, 63*(3), 397-427.
- Ryan, R. M., & Deci, E. L. (2000a). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68–78. <https://doi.org/10.1037/0003-066X.55.1.6809359313>
- Ryan, R. M., & Deci, E. L. (2000b). The darker and brighter sides of human existence: Basic psychological needs as a unifying concept. *Psychological Inquiry, 11*,319–338. https://doi.org/10.1207/s15327965pli1104_03
- Ryan, R. M., Deci, E. L.(2008). A self-determination theory approach to psychotherapy: the motivational basis for effective change. *Canadian. Psychiatry. 49*, 186–193

- Ryan, R. M., Lynch, M. L., Vansteenkiste, M., & Deci, E. L. (2011). Motivation and autonomy in counselling, psychotherapy and behaviour change: A look at theory and practice. *The Counselling Psychologist*, 39, 193–260. <https://doi.org/10.1177/00110000>.
- Sargeant, J. (2012). Qualitative Research Part II: Participants, Analysis, and Quality Assurance. *Journal of Graduate Medical Education*, 4(1), 1–3.
- Saxena D, Levav I, Saraceno B. (2000). The treatment gap in mental health care. *Bulletin of World Health Organisation*, 82, 858–864.
- Saxena, S., Thornicroft, G., Knapp, M., & Whiteford, H. (2007). Resources for mental health: scarcity, inequity, and inefficiency. *The Lancet*, 370(9590), 878–889.
- Schafft, K. A., & Jackson, A. Y. (2010). *Rural education for the twenty-first century: Identity, place, and community in a globalizing world*. University Park, PA: Penn State Press.
- Schram, T. H. (2006). *Conceptualizing and proposing qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Schultz, D. P., & Schultz, S. E. (2004). *A History of modern psychology*. Belmont, CA: Thomson/Wadsworth.
- Seligman, M. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York, NY: Free Press.
- Seligman, M. (2011). *Flourish*. New York, NY: Atria Paperback.
- Seligman, M. E., Steen, T., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical validation of interventions. *American Psychologist*, 60, 410– 425.
- Shakespeare-Finch, J. (2011). How emergency service workers cope with, and grow from, work-related stress and trauma. In K. Gow & M. Celinski (Eds). *Wayfinding through Life's Challenges*. Hauppauge, NY: Nova Science Publishers Inc
- Sherrieb, K., Norris, F. H., & Galea, S. (2010). Measuring capacities for community resilience. *Social Indicators Research*, 99, 227–247. <https://doi.org/doi:10.1007/s11205-010-9576-9>
- Sibanda M., Moyana H.& Gumbo S.(1992) *The African Heritages: History for junior secondary schools. Volume 1*. Gwerfu, Zimbabwe: Mambo Press.
- Silverman, D. (2013). *Doing qualitative research* (4th ed.). London, England: Sage.

- Silverman, M. M., Meyer, P. M., Sloane, F., Raffel, M., & Pratt, D. M. (1997). The Big Ten Student Suicide Study: A 10-year study of suicides on Midwestern university campuses. *Suicide and Life-Threatening Behavior*, 27(3), 285-303.
- Simeon, D., Yehuda, R., Cunill, R., Knutelska, M., Putnam, F. W., & Smith, L. M. (2007). Factors associated with resilience in healthy adults. *Psychoneuroendocrinology*, 32(8_10), 1149_1152
- Sinacore, A.L.(2011) Canadian counselling psychology coming of age; An overview of the special section. *Canadian Psychology* 52(40), 245-247. [https://doi.org/10:1037/a002531](https://doi.org/10.1037/a002531)
- Slavin, R. E., & Madden, N. A. (1989). What works for students at risk: A research synthesis. *Educational leadership*, 46(5), 4-13.
- Slutske W. S. (2005). Alcohol use disorders among US college students and their non-college-attending peers. *Archives of general psychiatry*, 62(3), 321-327
- Smajdor A, Stockl A. & Howe A. (2012). Towards an understanding of resilience and its relevance to medical training. *Medical Education*, 46(4):349–356.
- Smith R. D., Holmberg, J., & Cornish, J. C.(2019). Psychotherapy in the # me too era: ethical issues. *Psychotherapy* 56(4), 483-490. <https://doi.org/10.1037/pst0000262>
- Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: Interdisciplinary perspectives [Special issue]. *European Journal of Psychotraumatology*, 5(1). <https://doi.org/10.3402/ejpt.v5.25338>
- Sroufe, L. A. (2009). The concept of development in developmental psychopathology. *Child development perspectives*,3(3), 178-183.
- Stephens, T. M. (2012). *Increasing Resilience In Adolescent Nursing Students*. The University of Tennessee, Knoxville
- Stewart, S. M., Betson, C. L., Lee, P. W. H., Marshall, I. B., Wong, C. M., & Lam, T. H. (1994). Stress, optimism and coping in Hong Kong. In *Annual Conference of the Hong Kong Psychological Society, HKPS, 1994*.
- Stokols, D., Lejano, R. P., & Hipp, J. (2013). Enhancing the resilience of human-environment systems: A social-ecological perspective. *Ecology and Society*, 18(1).
- Strauss, A., & Corbin, J. (1998). Grounded theory methodology. *Handbook of qualitative research*, 17(1), 273-285.

- Sung, E., & Mayer, R. E. (2012). When graphics improve liking but not learning from online lessons. *Computers in human behavior*, 28(5), 1618-1625.
- Tear smoke as anti-riot police squash Kwekwe student demo. (2019, June 20). *New Zimbabwe*.
- Thompson, E. A., Connelly, C. D., Thomas-Jones, D., & Eggert, L. L. (2013). School difficulties and co-occurring health risk factors: Substance use, aggression, depression and suicidal behaviours. *Journal of Child and Adolescent Psychiatric Nursing*, 26, 74-84.
- Tinto, V. (2009, February). Taking student retention seriously: Rethinking the first year of university. In *ALTC FYE Curriculum Design Symposium* (Vol. 5).
- Titchen, A., & Hobson, D. (2005). Phenomenology. *Research methods in the social sciences*, 121-130.
- Tjia, J., Givens, J. L., & Shea, J. A. (2005). Factors associated with under treatment of medical student depression. *Journal of American College Health*, 53(5), 219-224.
- Trochim, W. M. K. (2006). Qualitative Validity. Retrieved from <http://www.socialresearchmethods.net/kb/qualval.php>
- Tshuma, A. (2018, 17 September). Poly student burns 'wizard' granddad.' *The Chronicle*.
- Tugade, M. & Fredrickson, B. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology*, 86(2), 320–333
- Two Masvingo Polytechnic students jailed for stealing meat. (2018, 20 October). *Herald*.
- UNESCO (2012) *Youth and skills: Putting education to work*. United Nations Educational Scientific and Cultural Organisation. Paris, France: Unesco.
- Ungar, M. (2004a). A constructionist discourse on resilience: Multiple contexts, multiple realities among at-risk children and youth. *Youth and Society*, 35(3), 341-365.
- Ungar, M. (2004b). The importance of parents and other caregivers to the resilience of high-risk adolescents. *Family Process*, 43(1), 23-41.
- Ungar, M. (2008). Resilience across cultures. *British Journal of Social Work*, 38, 218–235.

- Ungar, M. (Ed.). (2012). *The social ecology of resilience: A handbook of theory and practice*. New York, NY: Springer.
- Ungar, M., & Liebenberg, L. (2009). Cross-cultural consultation leading to the development of a valid measure of youth resilience: the international resilience project. *Studia-Psychologica*, 51(2-3), 259-269.
- Ungar, M., & Liebenberg, L. (2011). Assessing resilience across cultures using mixed methods: Construction of the Child and Youth Resilience Measure. *Journal of Mixed Methods Research* 5(2) 126-149
- Ungar, M., Brown, M., Liebenberg, L., Othman, R., Kwong, W. M., Armstrong, M., & Gilgun, J. (2007). Unique pathways to resilience across cultures. *Adolescence*, 42(166), 287-310.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2012). *Youth and skills: Putting education to work*. Paris, France: Author. Retrieved from <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>
- Van Manen, M. (1990). Beyond assumptions: Shifting the limits of action research. *Theory into practice*, 29(3), 152-157.
- Vansteenkiste, M. & Ryan, R.M. (2013). On psychological growth and vulnerability: basic psychological need satisfaction and need frustration as a unifying principle. *Journal of Psychotherapy Integration*, 23, (3), 263-280. <https://doi.org/10.1037/a0032359>.
- Van Vuuren, N. (2014). *Promoting student success by tapping into the resilience of the at-risk student: a South African higher education perspective*. (Doctoral dissertation, University of South Africa).
- Victorian Health Promotion Foundation 2015 (VicHealth 2015). (2015). *Current theories relating to resilience and young people: a literature review*. Melbourne, Australia: Victorian Health Promotion Foundation.
- Vivekananda, K., Telley, A., & Trethowan, S. (2011). A Five Year Study on Psychological Distress within a University Counselling Population. *Journal of the Australian & New Zealand Student support services Association*, (37), 39-57.
- Walsh, F. (2016). Family resilience: a developmental systems framework. *European Journal of Developmental Psychology*. 13(3),3 13324. <https://doi.org/10.1080/17405629.2016.1154035> <http://dx.doi.org/10.1080/17405629.2016.1154035>

- Walshan, G. (2005). Doing interpretive research. *European Journal of Information systems*, 15, 320-330.
- Wang, P. S., Simon, G. E., Avorn, J., Azocar, F., Ludman, E. J., McCulloch, J., ... & Kessler, R. C. (2007). Telephone screening, outreach, and care management for depressed workers and impact on clinical and work productivity outcomes: a randomized controlled trial. *Jama*, 298(12), 1401-1411.
- Warelow, P., & Edward, K. (2007). Caring as a resilient practice in mental health nursing. *International Journal of Mental Health Nursing*, 16(2), 132-135.
- Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and methodologies. *Journal of applied management accounting research*, 10(1), 69-80.
- Waite, P. J., & Richardson, G. E. (2004). Determining the efficacy of resiliency training. *Journal of Allied Health*, 33, 178–183.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1997). *Fostering Educational Resilience in Inner-City Schools*. Publication Series No. 4. Los Angeles, CA: Sage.
- Wehmeyer, M. L., Kelchner, K., & Richards, S. (1996). *Essential characteristics of self-determined behavior of individuals with mental retardation*. Available from kuscholarworks.ku.edu
- Weibell, C. J. (2011). *Principles of learning: A conceptual framework for domain-specific theories of learning*. (Doctoral Dissertation, Brigham Young University.)
- Weiss, M. G. & Ramakrishna J. (2006) Stigma interventions and research for international health. *The Lancet*, 367(9509), 536-538.
- Weitzman, E. R.(2004). Poor mental health, depression, and associations with alcohol consumption, harm, and abuse in a national sample of young adults in college. *The Journal of nervous and mental disease*, 192(4), 269-277
- Werner, E. E. (1993). Risk and resilience in individuals with learning disabilities: Lessons learned from the Kauai longitudinal study. *Learning Disabilities Research & Practice*, 8(1), 28–34
- Werner, E. E. (1995). Resilience in development. *Current directions in psychological science*, 4(3), 81-84.
- Wertz, F. J. (2005). Phenomenological research methods for counselling psychology, *Journal of Counselling Psychology*, 52, 167–177. <https://doi.org/10.1037/0022-0167.52.2.167>

- World Health Organization (WHO).(2004).Prevalence, severity, and unmet need for treatment of mental disorders in the World Health Organization World Mental Health Surveys. *JAMA*, 291(21), 2581-90. <https://doi.org/10.1001/jama.291.21.2581>. PMID: 15173149.
- World Health Organisation (WHO). (2013). *Mental health action plan 2013 – 2020*. Retrieved from <https://www.who.int/publications/i/item/9789241506021>
- Willis, J. (1995) A recursive, reflective instructional design model based on constructivist-interpretivist theory. *Educational Technology*, 35(6), 5-23.
- Wood, M. J., & Ross-Kerr, J. C. (2012). *Basic steps in planning nursing research: From question to proposal* (7th ed.). Sudbury, MA: Jones and Bartlett.
- Woosley, S. A., & Shepler, D. K. (2011). Understanding the early integration experiences of first-generation college students. *College Student Journal*, 45(4), 700-715.
- Wright, M. O., & Masten, A. S. (2005). Resilience processes in development: Fostering positive adaptation in the context of adversity. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of resilience in children*. (pp. 17–37). New York, NY: Kluwer Academic/Plenum Publishers
- Wright, M. O. D., Masten, A. S., & Narayan, A. J. (2013). Resilience processes in development: Four waves of research on positive adaptation in the context of adversity. In *Handbook of resilience in children* (pp. 15-37). Springer, Boston, MA.
- Wu, L. T., Pilowsky, D. J., Schlenger, W. E., & Hasin, D. (2007). Alcohol use disorders and the use of treatment services among college-age young adults. *Psychiatric Services*, 58(2), 192-200.
- Yehuda, R., Daskalakis, N. P., Desarnaud, F., Makotkine, I., Lehrner, A., Koch, E., ... & Bierer, L. M. (2013). Epigenetic biomarkers as predictors and correlates of symptom improvement following psychotherapy in combat veterans with PTSD. *Frontiers in psychiatry*, 4, 118.
- Yin, R. K. (2016). *Qualitative research from start to finish* (2nd ed.). New York, NY: The Guilford Press
- Zimbabwe Education Development Fund (EDF). (2016). Global partnership for education support programme. Retrieved from https://www.globalpartnership.org/sites/default/files/programme_document_gpe_submission_for_2nd_grant_august_2016_zimbabwe.pdf

- Zimmerman M. A., Arunkumar R. (1994). Resiliency research: implications for schools and policy. *Social policy report*, 8(4), 1-20.
- “Zimstat says Zimbabwe unemployment rate at 16%.” (2020). Retrieved from <http://businessdaily.co.zw/index-id-economy-zk-49457.html>. *Business Daily, Zimbabwe Edition*, 2020, 17 March;.
- Zozie, P. A., & Kayira, P. B. (2012). Transition and tertiary education: A case study of Mzuzu University, Malawi. *Research in Comparative and International Education*, 7, 434–445. <https://doi.org/10.2304%2Frcie.2012.7.4.434>

8. ANNEXURES

8.1 ANNEXURE A: LETTER TO THE MINISTRY REQUEST PERMISSION TO CARRY STUDY

Bulawayo Polytechnic

P.O. Box 1392, Bulawayo

2 May 2019

The Secretary for Higher & Tertiary Education

Ministry of Higher and Tertiary Education, Science and

Technological Development

P. Bag 7732, Causeway

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT BULAWAYO AND GWERU POLYTECHNICS.

I, Faith Kurete am doing research with M.R. Mampane, a Professor, at University of Pretoria towards a Doctor of Philosophy Learning Support Guidance and Counselling degree at the University of Pretoria. We are requesting for permission to conduct a study at Bulawayo and Gweru Polytechnics entitled, "Enhancing Student Resilience through Access to Psychological Counselling Services in Selected Zimbabwean Polytechnics"

The aim of the study is to explore students' resilience strategies through access to psychological counselling services in Zimbabwean Polytechnics.

The results of this study will contribute immensely to a body of knowledge to help the Ministry of Higher and Tertiary Education, Science and Technology Development, academic fraternity and policymakers to have an in-depth understanding of how resilience of students can be enhanced through psychological counselling services. There are no risks of taking part in this study.

The feedback procedure will entail the researcher giving the Ministry a copy of the final thesis.

I look forward to a favourable response.

Yours in Service

Faith Kurete (Lecturer at Bulawayo Polytechnic and a student at University of Pretoria)E.C No:
0856061 A

8.2 ANNEXURE B: APPROVAL LETTER FROM THE MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

All official communications should be addressed to:
"The Secretary for Higher & Tertiary Education
Telephones: 795891-5, 796441-9, 730055-9
Fax Numbers: 792109, 728730, 703957
E-mail: thesecretary@mhet.ac.zw
Telegraphic address: "EDUCATION"



Reference:

MINISTRY OF HIGHER AND TERTIARY
EDUCATION, SCIENCE AND
TECHNOLOGY DEVELOPMENT
P. BAG CY 7732
CAUSEWAY

13 September 2019

Ms F. Kurete
Bulawayo Polytechnic
P.O Box 1392
BULAWAYO

Ms Kurete

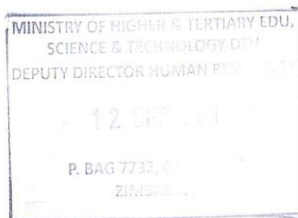
REQUEST FOR AUTHORITY TO CARRY OUT RESEARCH ON "ENHANCING STUDENT RESILIENCE THROUGH ACCESS TO PSYCHOLOGICAL COUNSELLING SERVICES IN SELECTED ZIMBABWEAN POLYTECHNICS": MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

Reference is made to your letter in which you requested for permission to carry out a research on **"ENHANCING STUDENT RESILIENCE THROUGH ACCESS TO PSYCHOLOGICAL COUNSELLING SERVICES IN SELECTED ZIMBABWEAN POLYTECHNICS": MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT.**

Accordingly, please be advised that the Head of Ministry has granted you permission to carry out the research.

It is hoped that your research will benefit the Ministry and it would be appreciated if you could supply the office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry's strategic planning process.


S. Nhenjana (Mr.)
Deputy Director - Human Resources
FOR: PERMANENT SECRETARY



8.3 ANNEXURE C: VISIT APPROVAL AT INSTITUTION 1

Bulawayo Polytechnic
Adult and Continuing Education Department
P.O. 1392
Bulawayo

25 September 2019

The Principal
Gweru Polytechnic
P.O. Box 137
Gweru



Dear Sir/ Madam

RE: APPLICATION FOR PERMISSION AND ACCESS TO CONDUCT A STUDY AT GWERU POLYTECHNIC

I, Faith Kurete am doing research with M.R. Mampane, a Professor, in the Faculty of Educational Psychology towards a Doctor of Philosophy in Learning Support, Guiding and Counselling degree at the University of Pretoria. We are inviting you to participate in a study entitled, **“Enhancing Student Resilience Through Access to Psychological Counselling Services in Selected Zimbabwean Polytechnics”**

The aim of the study is to explore student resilience through access to psychological counselling services in Zimbabwean Polytechnics. The Principal of Gweru Polytechnic has been selected because he is the entrance point to Gweru Polytechnic. The study will entail establishing how resilience can be facilitated through accessing psychological counselling services in Zimbabwean Polytechnics.

The results of this study will contribute immensely to a body of knowledge to help the academic fraternity, Principals, policy makers, the Ministry of Higher and Tertiary Education, Science and Technology Development. There are no risks of taking part in this study. The feedback procedure will entail the researcher giving the Principal's office the final thesis.

Yours in Service


Kurete Faith (Lecturer at Bulawayo Polytechnic and Student at University of Pretoria)

E.C No. 0856061 A

8.4 ANNEXURE D: VISIT APPROVAL AT INSTITUTION 2

Handwritten initials

All official communications should be addressed to:
"The Secretary for Higher & Tertiary Education
Telephones: 795891-5, 796441-9, 730055-9
Fax Numbers: 792109, 728730, 703957
E-mail: thesecretary@mhet.ac.zw
Telegraphic address: "EDUCATION"


ZIMBABWE

Reference:
MINISTRY OF HIGHER AND TERTIARY
EDUCATION, SCIENCE AND
TECHNOLOGY DEVELOPMENT
P. BAG CY 7732
CAUSEWAY


Handwritten 'F'

36

13 September 2019

Ms F. Kurete
Bulawayo Polytechnic
P.O Box 1392
BULAWAYO

Ms Kurete



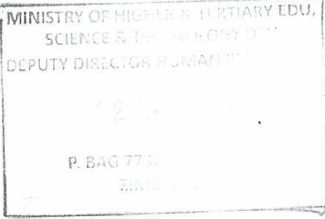
REQUEST FOR AUTHORITY TO CARRY OUT RESEARCH ON "ENHANCING STUDENT RESILIENCE THROUGH ACCESS TO PSYCHOLOGICAL COUNSELLING SERVICES IN SELECTED ZIMBABWEAN POLYTECHNICS": MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

Reference is made to your letter in which you requested for permission to carry out a research on "**ENHANCING STUDENT RESILIENCE THROUGH ACCESS TO PSYCHOLOGICAL COUNSELLING SERVICES IN SELECTED ZIMBABWEAN POLYTECHNICS**": MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT.


Accordingly, please be advised that the Head of Ministry has granted you permission to carry out the research.

It is hoped that your research will benefit the Ministry and it would be appreciated if you could supply the office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry's strategic planning process.

Handwritten signature
S. Nhenjana (Mr)
Deputy Director - Human Resources
FOR: PERMANENT SECRETARY



Handwritten signature



8.5 ANNEXURE E: PARTICIPANT INFORMATION SHEET

PARTICIPANT INFORMATION SHEET

Ethics clearance reference number: EP 19/03/01

2 May 2019

Dear Prospective Participant

Student Research Project - Enhancing Student Resilience Through Access To Psychological Counselling Services In Selected Zimbabwean Polytechnics.

My name is Faith Kurete and I am doing research with R.Mampane, a Professor, in the Faculty of Educational Psychology towards a Doctor of Philosophy in Learning Support Guidance and Counselling at the University of Pretoria. We are inviting you to participate in this study. The study aims to understand how students perceive adversities they face and what make them resilient. The study findings will hopefully inform the policymakers through recommendations on how resilience maybe fostered among polytechnic students.

WHY AM I BEING INVITED TO PARTICIPATE?

The study chose Bulawayo and Gweru Polytechnics in Zimbabwe because of their proximity to the researcher. You are being invited to participate in the study due to the fact that you are a student at either Bulawayo Polytechnic or Gweru Polytechnic in Zimbabwe.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The specific role of the participants will be to provide information on ways of enhancing student resilience and access to psychological counselling services in Zimbabwean Polytechnics. The researcher will use interviews and focus group discussions. The interviews and focus group discussions will be 30 minutes to 45 minutes long.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

You are free to withdraw at any time and you do so without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The study will not have any monetary material benefit to you. The study will use the information gathered for academic purposes and to influence policy by highlighting the plight of students in Zimbabwean Polytechnics.

8.6 ANNEXURE F: CONSENT FORM

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the <insert specific data collection method>.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)

Participant Signature.....Date.....

Researcher's Name & Surname.....(please print)

Researcher's signature.....Date.....

8.7 ANNEXURE G: INTERVIEW QUESTIONS

Focus Group Discussion Questions

Research question 1: What protection if any do students expect or experience when accessing ad hoc psychological counseling services at their college?

1. What are your expectations of psychological counselling services at your college?
2. How would you describe the experiences of accessing psychological counselling services at your college?
3. How would describe the psychological counselling venues at your college?
4. What would you want to see improved on psychological services at your college and why?
5. What systems help you to manage through stressful times?

Research question 2: What risks if any do students experience when accessing ad hoc psychological counselling services provided at their college?

1. What kind of difficulties do you face at your college?
2. What do you and other students do to keep healthy, mentally, physically, emotionally and spiritually?
3. What does it mean to you and peers, family and community when bad things happen?

Research question 3: How can psychological counselling enhance resilience among polytechnic students?

1. From your point of view, what are the benefits of psychological counselling services at your college?
2. When you faced with difficulties whom do you turn to for support?
3. How would you describe the nature of support that you get at your college?
4. How could students be assisted to adjust to college life?
5. Can you share a story about how you have managed to overcome difficulties you faced personally at college, in your family or in your community?

EXAMPLE OF GROUP DISCUSSIONS DATA EXTRACTS

1 Can you tell me about psychological counselling services at your polytechnic in terms of office
2 space, its location and the personnel in the office? As of yet we do not have any psychological
3 counselling services being offered to students, but I know 1 or 2 individuals that do offer
4 psychological counselling services as per need so office space does not accommodate
5 psychological path, they are just volunteers and I don't they are even qualified. They are just
6 good Samaritans. Describe the services they offer to students. Last year I was SRC president,
7 we encountered a student who would be aggressive. And everyone thought he had a
8 psychological problem. The student would throw tantrums even in the middle of the lesson. The
9 only thing they would ask is where his bag is, does he have money for transport, they would tell
10 him to go home.is that help honestly? Was he accompanied home? No, go home! I did not say
11 I will take you home but go home. How would you describe the experience of accessing
12 psychological counselling services at your polytechnic? If we are saying that there is not an
13 office or a personnel hired to offer the services for students to be able to approach. Then so
14 students do not have anyone to go to then it means that it is not accessible. You have no one
15 to go to its being terrible. What would you want to see improved on psychological counselling
16 service at your polytechnic? I think the first thing is to get an office and a personnel who is
17 qualified to attend to students. Someone who can accommodate students. From there then an
18 office where students would know where to go to. We still trying to find our feet so pressure is
19 mounting. If you do not have anyone to talk to or share personal problems it becomes a problem
20 we are all human. What is there at your polytechnic that help you and other students to manage
21 stressful times? We have sports my favourite, choir, band, a few do research, scripture union,
22 debate team. Yesterday at 10, we had students playing football for a goat which they braid the
23 whole night. So the goat was the prize? Yes the goat was the prize. Do you think the
24 psychological counselling services at your polytechnic pose danger to students' mental and
25 emotional wellbeing, explain your answer. You say if I think psychological counselling services
26 is a danger to students? Yes what is being offered? Yes it is, I would say it is a danger as nothing
27 is being offered. If something brews up in your mind it stops there. Who stops someone from
28 saying I give up? So it's a danger not having psychological counselling services. Not having a
29 service offered to us is a danger to me mentally, emotional health, my education suffers, my
30 family suffers at the end of the day because I have no one to sympathise with me. We all know
31 our cultural background when you tell them I can't manage school, transport is expensive, and
32 you can wait for ZUPCO (Gvt buses) until 10pm while in queue waiting for it. And tomorrow
33 morning you should be up by 5am because ZUPCO passes by 6 and they think you whining. If
34 you someone who is a psychological professional they can listen and they are not judgemental.
35 What you say they get it from you. The advice that they offer is genuine help not judgemental. If

36 *I may ask on that one, you talked about 1 or 2 people you know who are offering psychological*
37 *counselling services, can you elaborate on the services that they offer or how can you evaluate*
38 *the services they are offering? I think the challenge with that is, if you are a woman and a mother,*
39 *you tend to relate with students as your children and you advise them. Students then advice*
40 *each other to go and see so and so for advice. The ones that I know come from scripture union.*
41 *That's we have been told that they come from Scripture union group, from that godly background*
42 *they are said to be counsellors. The problem with that is, it is not their job, and they are not paid*
43 *for it. They don't not have appropriate office and they are available when they can. They do not*
44 *have proper times that you can see them, like from 10am to 3pm. If you want to see them you*
45 *snick in their office at lunch hour. If they are not there that's it. What happens if someone intends*
46 *to commit suicide and they do not find that person? I know of a student I talked to and she*
47 *needed help. I told her that I could not find help for you now. I gave her a number to call. When*
48 *I called her the call did not go through. When I got home heard that she had died. As long as I*
49 *could relate with her, I could not advise her because some of these things need someone who*
50 *is qualified enough to assist. If I had advised her she would ask me who am I. human being*
51 *would tell me am being judgemental but if it comes from someone with a title psychological*
52 *counsellor, they know whatever advice they are getting, it's to their advantage in whatever*
53 *position they find themselves in. if I hear you well, you said that the counsellors come from*
54 *scripture union, are you trying to say all students are Christians? No not all are Christians we do*
55 *have Christians, traditional and Hindu background. What am saying that this counselling thing*
56 *does not come with a job title or a package? These are just volunteers and I don't know what*
57 *drove them and to be popular with these psychological counselling thing. But my assumption is*
58 *that they are advisors at scripture union. Scripture union of all churches like, SDA, AFM,*
59 *Catholic, ZOAGA. About 75% of students are enclosed in Christianity. Whatever evaluations or*
60 *judgements have, they became the mothers, and eventually everyone think they can approach*
61 *them. I can't really say that they are counsellors. You say they are what? Good Samaritans.*
62 *Why? Counselling comes with a degree qualification in that area. In your opinion why do*
63 *students access psychological counselling services? For advice, it's like going to a confession*
64 *booth, that Father Booth, I have done A, B, C & D. why your mind and heart can't take it anymore*
65 *and it's weighing you down. You feel you need to tell someone. A fellow student will tend to be*
66 *judgemental. Let's not forget that people will always run away from being judged. The moment*
67 *you judge me I refrain. So what we do we talk to total strangers? We need that someone with a*
68 *different mind-set to help so that they advise me. What kind of problems do Polytechnic students*
69 *experience which need the support of a psychological counselling services? I think we need the*
70 *whole day on this one, considering the post that I had last year. Some students do not stay with*

71 *their parents, other walk as far as Cowdry park, others come from How mine at 4am, sleep on*
72 *benches in town until 7am so that they walk to school. Some come without food and they do not*
73 *tell anyone. Students who have been married off at tender age and they are stuck in a marriage*
74 *they do not even want. They still want to pursue a dream of their own for their future. There are*
75 *women that are being abused. There is a lady that am happy of each time I open her Facebook*
76 *page. She went home for holidays and she was thrown into a well by her husband. Why? She*
77 *had asked for money to buy school stuff. He dragged her from the house to the well and she*
78 *never told anyone. I noticed that she had changed but no one knew why. Until one day I had a*
79 *bath with her, that day I was late for the showers. That's when I noticed that she had bruises on*
80 *her body. And I asked her and she opened up. My first question to her was, is it the first time?*
81 *She kept quiet, then later said for years. And I told her that she has to do something and she did*
82 *something. We have students who suffer from STIs, students who have been infected due to*
83 *peer pressure. Peer pressure is real. When I was growing up I thought who goes under peer*
84 *pressure. Maybe it's the basic I had because my mother taught me to be so independent that*
85 *peer pressure is not an option , I do whatever I want at my own accord. A girl was asked by*
86 *other girls in the hostel if she wanted to go out and she agreed and dressed up and they left for*
87 *a lodge which is 45 km away. When they got there were 6 old man and they also 6. And she*
88 *was the only one who did not know what was going on. She threw a tantrums when one of the*
89 *old man start to touch her inappropriately and she fled. She had to walk 45km going asking for*
90 *directions from strangers. Was it in the afternoon? No she was at college at 4am, when I heard*
91 *the door being banged. And there she was with swollen feet and dirty. And she told me the whole*
92 *story and I waited for the girls return. And I told, you do not do that under my watch or I get you*
93 *suspended. If you have to take people take those who used to take who know your games and*
94 *do not people who innocent. And they said they wanted money. This is Polytechnic, there are*
95 *people who are going through a lot. There persons who have not collected their certificates due*
96 *to arrears even though they finished the course. There is a guy who got infected through a girl*
97 *whom he had gone for HIV testing together and were both negative. And hell broke loose at the*
98 *hostel when the guy found that he is now HIV positive. There are students that are coming telling*
99 *that lecturer so and so is asking me out and I don't want but my coursework will suffer. And she*
100 *really needs this career. For most of the students this is a breakthrough for them and their*
101 *families. You are caught in between to lose your course or to give in. in my department I went*
102 *through it personally. I went to the head of department to tell him that I was going to write a letter,*
103 *explaining why I won't be attending that lesson and why I will not meet a 85% attendance in that*
104 *subject. This is a, b, c and I won't have a male lecturer frustrating me in class for some leverage*
105 *that him marking my assignments. If the worst comes to the worst, I will take the subject to other*

106 college. And when did that, the issue was dealt with. It took me to take the first step. I won't lie
107 that thing went like 12 months and I kept quiet. When I greet him, he would tickle, me inside my
108 hand, you know that funny greeting. He would ask me to come to his office and would not go.
109 Hey I asked you to come to my office and you did not come, why? When he noticed that I had
110 started seeing someone in the same class as me, he would make funny comments in class.
111 Even his assignments which we would have written together, he would get he would get
112 something like a 30% and the lecturer would openly say in class you will write this subject until
113 you get tired and for sure wrote it until he gave up. It happens and it's there if you talk about
114 stress it's there we bottle it up. Some of the students have parents who genuinely can afford just
115 fees. You have to print hand-outs, in Electrical you buy consumables, in other departments a
116 laptop is a must and you have to buy software and its draining on you. The pressure then mounts
117 on the student, in this economic situation you can't be going home now and again to ask for
118 money because you already see what the economic situation is doing at home. If you notice
119 here most students are at late stage of learning. Like myself am 29, imagine me at 29 going to
120 my parents asking for help, well might not it as a burden but as an obligation that he has to fulfil.
121 But it's a burden to me and the society, pressure amount on me. There are people here who
122 have sicknesses that they cannot disclose. We have a physically challenged student here called
123 Rose who has never attended any computer lessons because the labs are upstairs and she
124 can't go upstairs and she is writing this November. I wonder what she is going to write. Imagine
125 what she is going through. Is it important for polytechnics to have psychological counselling
126 services and why? Very important, I remember very well in my 1st year we were slashing and
127 people gathered by the dumpsite and a baby was dumped there and almost burnt, when the
128 dumpsite was lit. The person just lit it, he did not expect anything, and you can't blame him. You
129 can't expect anything there. We had students in the ground. Take a walk to our grounds, it smells
130 marijuana. Students smoke dagga like its normal, like its drinking pessi. Why they have found a
131 gateway. Not everyone likes sports, band or debate so what do they do when pressure mounts
132 and they can't deal with psychological issues, they can't manage. It's an adult institution were
133 no one asks you why you are pregnant. Sometime last year boys were smoking weed on top of
134 a roof. So this is what happened when caught he threw away the stub and there was no more
135 evidence. After we talked on ourselves on the issue, I noticed that the other guy was a bit
136 younger and I asked him to come and see me. The other one smoke because a cousin at home
137 taught him. The other one was talking about a mother. The other one said that he smokes
138 because if goes home to ask for money, he is told stories so he smokes to reduce stress because
139 he hustles. You know why am saying psychological help is needed because you will realise that
140 it won't matter in next 10 years what you went through was nothing. To think you jeopardise your

141 *life for because of that. I have gone through a lot and I got the psychological help I needed that*
142 *is why I am able to talk to you right now. What of someone who has not got psychological help,*
143 *they see themselves as a punching bag of their husbands and economic crisis? I love American*
144 *colleges, I watch them in movies they have psychological counselling services with a sticker on*
145 *door that reads 'please just walk in' even if you are inside the sticker reads the same " just walk*
146 *in". Students are required to to visit the counsellor like 2 visits per term whether they have a*
147 *problem or not and that is helpful. In South Africa students are required to go and talk to a*
148 *counsellor on their performance in the course they are doing. And that is helpful. I can walk in*
149 *here fine and the moment you I enter and I discover what I go through I just breakdown. Peer*
150 *educators organised something, there were tents offering different services. There was this tent*
151 *that caught my eye, there was a psychological counsellor in there and there was along queue*
152 *of students waiting for their turn to get inside just to have someone to talk to. Black society do*
153 *not believe in psychological counselling. Okay they might not believe in that but what are you*
154 *saying in short. Do you need psychological counselling services or not. In short we do definitely*
155 *need that. It's a yes by a million times if have to quantify it. Let's move to another question*
156 *madam. What do you and other students do to keep healthy mentally physically, emotionally*
157 *and spiritually? I go to church and I have human diary, that's a friend. Can you expound on that*
158 *one human diary. This is what we do nowadays. You have that one person whom you tell*
159 *everything as it is like ABCD. For example my husband said this and I said this. I tell my human*
160 *diary everything without holding back. My best friend I may not be her best friend. When you talk*
161 *about a human diary am kind missing your point. Can you expound on that is it a physical thing*
162 *or a human being? It's a person like a girl have a male diary and a guy have a female dairy and*
163 *you do not hang out with them every day. I get advice from him and he gets advice from me. It's*
164 *not everyone that you can trust and if I do have one I can't tell everything but I am saying with*
165 *psychological counselling services I can come in and say I have an STI s/he can ask how it feels*
166 *whether it itching or not. I can walk in and say am HIV positive and s/he may ask how you found*
167 *out. Unlike going to tell my friends or relatives who will say we told you not go sleeping around*
168 *now you see. Church is for spiritual yes I get help I need. Physical I have sports, some take*
169 *walks, jogging. We have coats where people can play ball games like now most boys are playing*
170 *soccer 5 aside at the ground especially these days when towards examinations . For the girls*
171 *it's unfortunate they can't organise a friendly match. Movies and human dairies everyone has*
172 *one like me. The next question, what are the benefits of psychological counselling services at*
173 *your polytechnic? Or should I say what would be the benefits of psychological counselling*
174 *services if you had one? We would have a cleaner ground, those smoking zones you walk in*
175 *the grounds and not smell weed. Having a counsellor would help a lot. Can you elaborate what*

176 you mean by a lot? There will be someone to relate to the performance at school. Like I go to a
177 counsellor and say my stepmother wants me to baby sit during the day. I can't come to school
178 because I have to babysit, the counsellor would tell or advise me to go and find a friend or a
179 relative who could babysit while am at school and go back before my stepmother is home. That
180 advice am getting from a counsellor. Students come to school aiming higher we talking of people
181 getting skills. In electrical department, I learnt in a class at National certificate level we were 47
182 and only 2 passed and that was me and another guy. We were the only 2 out of 47. From 200
183 something students only 10 of us passed in one sitting. So imagine how a psychological
184 counsellor can assist. I can come to you and say, do you know that not everyone is ready to
185 write the exams right now. So if I come to you as counsellor and I tell you that am not ready to
186 write the exams now, you can tell me to hold to my coursework and write in March. It means that
187 whatever it is I do not have to stress and the pass rate won't be affected. It increases pass rate.
188 Some have work commitment and not allowed to take leave days. When you tell them you need
189 leave days you are denied and you have no one to talk to. But they want to change their lives.
190 One thing not done right has a chain of effects along the line. There is one thing that need to be
191 done right and everything else goes right. A lot of lives will go into right place. If I have a problem
192 you fix my life. If you fix my life through psychological counselling, my education goes through,
193 my family can afford to stir up, the economy improves through skills that I have. There is just
194 one thing that has to be done right look at the chain of the things that will improve by doing the
195 right thing, like I said it's a black society. I remember a girl in my neighbourhood came and
196 knocked at your door with questionnaires. I was the only one who took a questionnaire the other
197 resented giving excuses like my handwriting is bad as if it was witchcraft. We are revolving as a
198 society we slowly getting there. If you were to do counselling you be shocked with the number
199 of people attend? Everyone has to go through psychological counselling will have to think
200 because it's a new thing but if they know that the services are there they will come. I also envy
201 this MY Brother, it's an organisation in town, you just text them and they call you. Not everyone
202 has an aunt. Me I have an aunt but she refused to say a thing to me when I had my first period.
203 So imagine if am to go and say aunt my husband is doing this and that. She would say did you
204 Google. We are now a goggling generation, if I have a swelling leg I Google and when my
205 husband cheats on me I Google and get a respond leave him. How would I know if the person
206 is a psychological counsellor or not or s/he is also undergoing emotional stress. At the end of
207 the day I drop off school I got the wrong answer, I went to the wrong source. So am saying a
208 counsellor is right person. Next question is, when you are faced with difficulties whom do you
209 turn to and why? My