

**Counselling services rendered in the Office of the Dean
of
students at the University of Namibia**

by

Magriet Mainga

**A mini-dissertation submitted in partial fulfilment of the
requirements for the degree**

M.A. (S.W.) MANAGEMENT

in the Department of Social Work and Criminology at the

UNIVERSITY OF PRETORIA

FACULTY OF HUMANITIES

SUPERVISOR: PROF L S TERBLANCHE

October 2006

TABLE OF CONTENTS

ACKNOWLEDGEMENT	xiv
ABSTRACT	xv

CHAPTER 1

GENERAL ORIENTATION TO THE STUDY

1.1	INTRODUCTION.....	1 - 1
1.2	MOTIVATION FOR THE STUDY	1 - 3
1.3	PROBLEM FORMULATION	3 - 4
1.4	AIMS OF THE STUDY	5 - 5
1.5	OBJECTIVES	5 - 5
1.6	RESEARCH QUESTIONS FOR THE STUDY	5 - 6
1.7	RESEARCH APPROACH	6 - 7
1.8	RESEARCH DESIGN	7 - 8
1.9	RESEARCH PROCEDURES	8 - 10
1.9.1	Limitations	8 – 10
1.9.2	Advantages.....	10-10
1.10	PILOT STUDY.....	10-11
1.11	RELIABILITY AND VALIDITY	11 - 11
1.12	FEASIBILITY OF THE STUDY	11 - 11
1.13	LITERATURE REVIEW	11 - 11
1.14	CONSULTATION WITH EXPERTS	11 - 12
1.15	SAMPLING, DESCRIPTION OF RESEARCH POPULATION, DELIMITATION BOUNDARIES OF SAMPLE	12 - 13

1.15 Probability Sampling	13- 13
1.16 ETHICAL ISSUES	13 - 17
1.16.1 Harm To Respondents	14 - 14
1.16.2 Informed Consent	14 - 15
1.16.3 Anonymity And Confidentiality	15 - 15
1.16.4 Deception Of Subjects Or Respondents	15 - 15
1.16.5 Cooperation With Contributors	16- 16
1.16.6 Analysing And Reporting	16 - 16
1.16.7 Action And Competence Of Researchers	16 - 16
1.16.8 Application Of Ethical Issues To The Research Study	17 - 17
1.17 DEFINITION OF KEY TERMS AND CONCEPTS	18 - 19
1.18 OUTLINE OF THE STUDY	19 - 20

CHAPTER 2

LITERATURE REVIEW ON COUNSELLING AND CAREER GUIDANCE

2.1	INTRODUCTION	21 - 21
2.2	RELEVANCE OF THE STUDY.....	22 - 23
2.3	UNDERSTANDING THE TERM COUNSELLING	24 - 24
2.3.1	Definition Of The Term Counselling	24 - 24
2.3.2	The Need For A Pro-Active Approach To Counselling	25 - 25
2.4	THE COUNSELLING PROCESS	25 - 26
2.4.1	Appendix A: A Short Term Counselling Model	26 - 26
2.4.2	Appendix B: The Systematic Counselling Model	27 - 27
2.5	STUDENT COUNSELLING SERVICE: UNIVERSITY OF NAMIBIA (UNAM)	27 - 28
2.6	PROFESSIONAL APPROACHES IN COUNSELLING	28 - 30
2.6.1	Peer Counselling	30 - 34
2.6.2	One-On-One Counselling (Case work)	34 - 35
2.6.3	The Narrative Therapy As A Model In Counselling	35 - 36
2.6.3.1	<i>The Construction Of The Narrative Therapy</i>	<i>36 - 36</i>
2.6.3.2	<i>Characteristics Of The Narrative Therapy</i>	<i>36- 39</i>
2.7	GROUP WORK	39 - 39
2.7.1	Counselling In Groups	39-39
2.7.2	Description Of Group Work	40- 40
2.7.3	Group Work At UNAM	40 - 40
2.7.4	Advantages And Limitations Of Group Work	41 - 42
2.7.4.1	<i>Advantages</i>	<i>41- 42</i>
2.7.4.2	<i>Limitations</i>	<i>42 - 43</i>
2.7.5	Evaluation Of Group Work	42 - 43
2.8	COMMUNITY OUTREACH	44- 45
2.8.1	Defining Community Outreach	45 - 45

2.8.2	Outreach Programmes During 2003 Academic Year	46 - 46
2.9	CAREER GUIDANCE AND ACADEMIC COUNSELLING SERVICES	46 - 49
2.9.1	Purpose Of Career Guidance	46 - 46
2.9.2	Guidance Practitioners	46 - 47
2.9.3	Receivers Of Career Guidance	47 - 47
2.9.4	Comparisons Between Career Guidance And Counselling	47 - 48
2.9.5	Time Scale And Pace Of Interview	48 - 48
2.10	OBJECTIVES OF CAREER ADVICE	48 - 49
2.11	FACTORS THAT PLACE STUDENTS ACADEMICALLY AT RISK	48 - 53
2.11.1	Time Management	49 - 49
2.11.2	Students' Inability To Seek Help From Lecturers	49- 50
2.11.3	Students' Inability To Form Study Groups	50- 51
2.11.4	Students' Inability To Understand The Course Material	51 - 51
2.11.5	Students Not Completing Tests And Examinations On Time	51 - 52
2.11.6	Financial Difficulties	52 - 52
2.11.7	Accommodation	53 - 53
2.12	GUIDELINES FOR COUNSELLORS TO ASSIST STUDENTS IN COUNSELLING	53 - 55
2.13	ROLES OF COUNSELLORS	54 - 54
2.13.1	Helping People To Talk About Their Feelings	54 - 54
2.13.2	Helping People To Express Their Feelings	54 - 54
2.13.3	Comfort And Care	54 - 55
2.13.4	Helping People To Solve Their Own Problems	55 - 56
2.14	SUMMARY OF CAREER AND PSYCHOSOCIAL COUNSELLING	56 - 57
2.14.1	Career Counselling	56- 56
2.14.2	Psychosocial Counselling	56 - 57

CHAPTER 3

DATA ANALYSIS

3.1	INTRODUCTION	58 - 58
3.2	PRESENTATION OF DATA	59 - 59
3.3	DISCUSSION OF DATA	59 - 59
3.3.1	Section A: Demographic Information (Tables 1 - 7)	59- 63
3.3.2	Section B: Needs And Problems of Students (Tables 8 - 10)	67 - 72
3.3.3	Section C: Knowledge And Perceptions Of Students Regarding Services Rendered In The Office of The Dean Of Students (Tables 11 - 14).....	72- 98
3.3.4	Section D: Knowledge And Perceptions Regarding The Counselling Services (Tables 15 - 17)	90- 105

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1	INTRODUCTION	106- 106
4.2	SECTION B: NEEDS AND PROBLEMS OF STUDENTS	106 - 106
4.2.1	Conclusion	106 - 106
4.2.2	Recommendation	106 - 106
4.3	PROBLEMS EXPERIENCED BY STUDENTS	106 - 106
4.3.1	Conclusion	106 - 107
4.3.2	Recommendation	107– 107
4.4	SECTION C: KNOWLEDGE AND PERCEPTION OF STUDENTS REGARDING SERVICES RENDERED BY THE OFFICE OF THE DEAN OF STUDENTS	107 -107
4.4.1	Conclusion	107 - 107
4.4.2	Recommendation	107 - 107
4.5	CHARACTERISTICS OF COUNSELLORS	107 - 107
4.5.1	Conclusion	107 -108
4.5.2	Recommendation	108 - 108
4.6	SECTION D:	109 - 109
4.6.1	Conclusion	109 - 109
4.6.2	Recommendation	109- 109
4.7	CONCLUSIONS AND RECOMMENDATIONS REGARDING THE OBJECTIVES AND RESEARCH QUESTIONS	109 - 109
4.7.1	Objectives Of The Study	109 - 109
4.7.2	Research Question	110 - 110
4.7.3	Conclusion	110 - 110

4.7.4	Recommendation	110 - 110
5	BIBLIOGRAPHY	111 - 116

APPENDIXES

APPENDIX A:	A Short Term Counselling Model	116 - 116
APPENDIX B:	Systematic Counselling Model	117 - 117
APPENDIX C:	Cover Letter To Participants	118 - 118
APPENDIX D:	Questionnaire	119 - 128
APPENDIX E:	Informed Consent form	135 - 136
APPENDIX F:	Letter of Approval from the Relevant Authority.....	137 - 137

LIST OF GRAPHS AND FIGURES

TABLES	PAGE
SECTION A	
TABLE 1: Age group	63 – 63
TABLE 2: Type of accommodation.....	64 - 64
TABLE 3: The office of the Dean of students proves counselling services. Are you aware of this?	67 - 67
TABLE 4: Are you of the opinion that it is important to have a counselling centre on campus?.....	68 - 68
TABLE 5.1: Problems resulting from academic life	70 - 70
TABLE 5.2: Psychological problems	71 - 71
TABLE 5.3: Problems of a sexual nature	71 - 71
TABLE 5.4: Problems with parents	72 - 72
TABLE 5.5: Substance abuse	72 –72
TABLE 5.6: Have you experienced career related problems	73- 73
TABLE 5: Have you experienced financial problems	73- 73

TABLE 5.8	Have you experienced problems with regard to acquiring study permit?	74- 74
TABLE 6.1	Student counsellors should concentrate on helping people meet their material needs for money, accommodation, etc.	75- 75
TABLE 6.2	Student counsellors should concentrate on helping people gain an insight into and an understanding of their feelings	75- 75
TABLE 6.3	Student counsellors should provide psychologically orientated skills training to non-professionals to enable them to do lay counselling in crisis situations	76- 76
TABLE 6.4	Student counsellors should work more with individuals	76 - 76
TABLE 6.5:	Student counsellors should work more with group of people	77 - 77
TABLE 6.6:	Student counsellors should give direct advice on how a problem needs to be dealt with	78 - 78
TABLE 6.7:	Student counsellors should help you arrive at a solution of your own making	78- 78
TABLE 6.8:	Student counsellors should concentrate more on finding ways of preventing problems	79 - 79
TABLE 6.9:	Student counsellors should work in multi-disciplinary context, e.g., with doctors, psychologists, and social workers	79 - 79

TABLE 6.10: Student counsellors should work together with traditional healers to be more effective	80 - 80
TABLE 6.11: Student counsellors should be politically neutral as possible and not align themselves to any political grouping	81 - 81
TABLE 6.12: Student counsellors generally change individuals to fit the system and seldom change the system to fit individuals	81 - 81
TABLE 6.13: A client's problem should be socio-poetically conceptualized, i.e., student counsellors should make clients aware of how the environment in which they are living plays a role in the development and manifestation of their difficulties	82 - 82
TABLE 6.14: A student counsellor must possess a specific knowledge and information about the particular ethnic group he/she is working with	83 - 83
TABLE 6.15: Student counsellors should hold the worldviews of their clients to be effective, i.e., a counsellor should have the same perception of his/her relationship to the world (nature, institutions, other people, things, etc., as his/her clients does	83 - 83
TABLE 6.16: Student counsellors should be professionally trained to be more credible to you	84 - 84
TABLE 6.17: Student counsellors should be the same sex as you, to be more helpful to you	84 - 84

TABLE 6.18: Student counsellors should be older than you to be more helpful to you	85 - 85
TABLE 6.19: A skilled student counsellor is one who is comfortable with differences that exist between him/herself and his/her clients in terms of worldviews and values	85 - 85
TABLE 6.20: Most students are unaware of the services offered by the student-counselling center	86 - 86
TABLE 7: What do you believe are the most personal characteristics e.g. warmth, non-judgmental attitude etc. of a good student counsellor?	88 - 88
TABLE 8: What would a student counsellor have to do, or be, to gain your trust?	90 -90
TABLE 9: In your opinion, what is the purpose of counselling?	91 - 91
TABLE 10: Is there a need for a counselling center on campus?	92 - 92
TABLE 11.1: Information about careers	93 - 93
TABLE 11.2: Information about curriculum planning e.g. what subjects to do?	93 - 93
TABLE 11.3: Information on how to structure your degree	94 - 94
TABLE 11.4: Information about faculty rules and regulations	94 - 94

TABLE 11.5: Information about employment	95 - 95
TABLE 11.6: Counselling about career planning	95 - 95
TABLE 11.7: Counselling about relationship problems	96 - 96
TABLE 11.8: Counselling about family relationship	96 - 96
TABLE 11.9: Counselling about depression	97 - 97
TABLE 11.10: Counselling about anxiety/panic	97 - 97
TABLE 11.11: Counselling about sexual issues	98 - 98
TABLE 11.12: Counselling about drug use	98 - 98
TABLE 11.13: Counselling about alcohol abuse	99 - 99
TABLE 11.14: Counselling about STD/HIV/AIDS	99 - 997
TABLE 11.15: Counselling about study skills	100 - 100
TABLE 11.16: Counselling about adjusting to University life	100 -100
TABLE 11.17: Counselling about adjusting to University life and its demands	101 -101
TABLE 11.18: Counselling about gender problems	101 - 101
TABLE 11.19: Counselling about temperament problems	102 - 102

TABLE 11.20: Counselling about relationship problems 103 - 103

Table 11.21: Counselling about suicide 104 - 104

TABLE 11.22: Counselling about financial problems 104 - 104

TABLE 12: If you have desired counselling on one or more of the above,
but have not made use of the student-counselling center,
what has prevented you? 105 - 105

TABLE 13: Is there any other services the student-counselling center
could offer not mentioned in the questionnaire that you
would find useful. If so please specific 107- 107

FIGURES

FIGURE 1 Gender.....61 - 61

FIGURE 2 Citizen Status.....62 - 62

FIGURE 3: Study course 63 – 63

FIGURE 4 Student status.....64 - 64

FIGURE 5: Who are responsible for your financial expenditure as a student 65 - 65

FIGURE 6: Whom do you normally approach when you have a personal problem 66 - 66

FIGURE 7: How often did you experience problems during the 2004 academic year? 69 - 69

TABLE 8: Student counsellors should provide information to the University Community about stress reactions, emotional disturbances, possible coping strategies etc in the form of workshops, booklets and groups 87- 87

List of Key Concepts

UNAM University of Namibia

ODS Office of the Dean of students

AIDS Acquired immuno- deficiency syndrome

STD Sexually transmitted diseases.

Counselling

Career guidance

Accommodation

Professional approaches

Pro-active

Student counsellors

ACKNOWLEDGEMENTS

I would like to thank the following people for their assistance in preparing this thesis.

- Professor Lourie Terblanche my supervisor for his generous amounts of time and patience over the years and for offering advice when needed and support when necessary.
- Ntwala Mwilima for her invaluable assistance with the statistical analysis of the data.
- The students who participated in the study for their honesty and time, and without whom this study would not have been possible.
- Elize Manale who was always prepared to assist with typing, even after hours.
- My good friend Ester, who was there to motivate and encourage me over the years.
- The University of Namibia who generously supported me to do this study by giving me financial assistance.

ABSTRACT

COUNSELLING SERVICES RENDERED IN THE OFFICE OF THE DEAN OF STUDENTS AT THE UNIVERSITY OF NAMIBIA

This study sought to investigate the counselling needs of students and whether services rendered were effective. A survey of the relevant literature revealed that different students have different needs, and therefore their perceptions of problems differ.

A questionnaire was designed to investigate the students' counselling needs and was administered to 50 students who had previously utilised the services of the Counselling Centre of the University of Namibia. An examination of the results suggested that in order to meet the needs of students better, student counsellors need to be well trained.

Students generally placed the Student Counselling Center amongst the resources they had utilised, but friends, parents and other family members were more often consulted.

Students' knowledge about counselling was good, and they also indicated that it is very important to have a counselling centre on campus. The results of the study also indicated that student counsellors should deal with material problems as well as emotional and academic problems. With regard to HIV/AIDS the results indicated that counselling is highly needed. In general career advice and counselling was also rated as important, although psychosocial counselling was rated higher. Specific recommendations about the services and the marketing of student counselling have been made on the basis of this study such as:

- The services of the Counselling Centre be aggressively marketed so that the students are aware of it.
- Specific attention be given to the improvement of career guidance and counselling.
- The students' preference of friends and family for advice needs more in-depth investigation
- Co-operation and integration of counselling services with the accommodation and primary health care clinic need to be instituted.

CHAPTER 1

GENERAL ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The main purpose of counselling at the University of Namibia is to facilitate student functioning and student development. Students are supported to achieve educational goals through the provision of professional counselling and related services to individuals, groups, and the student community at large.

In fulfilling its task, the main purpose of the Office of the Dean of Students is to support the values, mission and goals of the University of Namibia and in particular, that of the Office of the Dean of Students. Counsellors in the Office of the Dean of Students respect human dignity, diversity and maintain a holistic view of their clients (students). They believe in networking, collaboration and interdependent relationships within and outside the institution.

The counselling services at UNAM are aimed at assisting students to

- Be in touch with their inner feelings
- Identify their inner motivations
- Acknowledge their own internal emotional conflict
- Be to some extent psychologically self-reliant
- Have some capacity for insight and productive self-consciousness

1.2 MOTIVATION FOR THE STUDY

Counselling services at the University of Namibia provide a support system for students. Students start to realise that they have to rely on themselves, rather than expecting it from the outside world. In this process their lives are sometimes characterised by chaos, and therefore they are constantly busy “getting it together”.

Traditionally, the co-curricular out-of school activity was design to complement the students' educational development, but today educationists agree that such activities must form part of the development of the student, so much so that some institutions of higher learning consider it fit to credit activities such as physical training, music and drama as degree subjects. To be responsive to the total needs of the curriculum, a modern university cannot do without the student counselling section as a vehicle to assist in institutionalizing the concept of total student development. (Office of the Dean of Students, Annual Report, 2001)

In order to serve the needs of students for development, the following divisions operate under the Office of the Dean of Students:

- Social Worker, who is responsible for psychosocial counselling
- Student counsellor, who attends to career guidance and counselling
- Placement Officer, who aims at reaching the employer organisations and also acts as a link between students and the job market
- Primary Health Care Services that strive towards keeping students healthy
- Chaplain, who takes care of the spiritual needs of students
- Sports and Culture Office who is responsible for sports and cultural activities
- Accommodation and catering division, responsible for the accommodation needs of students.

A study done on educational issues by the Faculty of Education at the University of Namibia and the National Institute of Educational development (1999) indicated that only 27% of the students received sufficient guidance and counselling, while 73% received little or no guidance at all. The study results show that only 18% of students made use of the counselling services available in the Office of the Dean of Students. Nevertheless, 81% said that they would like to make use of counselling services. When they were asked to indicate which counselling services they perceive as important, the students identified several as important:

- Career counselling (71%)

- Study skills (62%)
- Decision-making skills (54%)
- Personal counselling (45%)
- Family planning and sexuality (42%)

Nevertheless, reported cases in the Office of the Dean of Students indicate a different picture, namely that students approach the office more for personal and social problems such as accommodation and financial problems.

1.3 PROBLEM FORMULATION

Grinell (1981:40) states that the purpose of problem formulation is to prepare a problem for a study. Once the problem has been stated, it makes the study more substantial for the researcher and it gives the researcher purpose and direction in order to fulfill the aims and objectives of the study.

According to Baker (1999:85) “The best way to begin exploring a topic more systematically is to narrow it down to a researchable question”.

The major problem areas that prompted students to seek assistance during 2003 were the following:

1.	Fear of failure	10
2.	Concerns about relationships with academic staff	20
3.	Adjustment to campus life	30
4.	Becoming more assertive	5
5.	Overcoming procrastination	6
6.	Overcoming shyness	2
7.	Problem in controlling temper	5
8.	Male dominance	10
9.	Anxiety about AIDS	5
10.	Conflicts over values and norms	30
11.	Coping with loneliness	50
12.	Coping with broken relationships	5
13.	Problems with parents	5
14.	Coping with prejudice	3
15.	Suicide and suicidal attempts	6
16.	Controlling drinking	20
17.	Concerns about sexual functioning	2
18.	Understanding career interests	25
19.	Test anxiety	15
20.	Financial problems	60
21.	Abortions	5
22.	Study permits concerns	All international students

All these problems were addressed through individual counselling sessions, group work, and community outreach programmes. With the increase of student numbers at the University, there is a need for the office to determine whether the present services meet the needs of students, how these students perceive counselling, what their expectations are, and how the office of the Dean of Students can improve its services to meet the counselling needs of students.

In order to serve the needs of students for development, the following divisions operate under the Office of the Dean of Students:

- Social Worker who is responsible for psychosocial counselling
- Student counsellor who attends to career guidance and counselling
- Placement Officer who aims at reaching the employer organisations and also acts as a link between students and the job market
- Primary Health Care Services that strive towards keeping students healthy
- Chaplain who takes care of the Spiritual needs of students
- Sports and Culture Office who responsible for sport and cultural activities
- Accommodation and catering

In order to provide a service that will have a developmental effect on students, as well as address their real needs, the counselling office finds it necessary to do a proper investigation into the needs of student at UNAM.

A study done on educational issues by the Faculty of Education at the University of Namibia and the National Institute of Educational development (1999) indicated that only 27% of the students received sufficient guidance and counselling, while 73% received little or no guidance at all. The study results show that only 18% of students made use of the counselling services available in the Office of the Dean of Students. Nevertheless, 81% said that they would like to make use of counselling services. When they were asked to indicate which counselling services they perceive as important, the students identified several as important:

- Career counselling (71%)
- Study skills (62%)
- Decision-making skills (54%)
- Personal counselling (45%)
- Family planning and sexuality (42%)

Nevertheless, reported cases in the Office of the Dean of Students indicate a different picture, namely that students approached the office more for personal and social problems such as accommodation and financial problems.

The statistical records of the problems reported mentioned under point 1.3 of this chapter and that of the last mentioned study prompt for this study.

The problem under investigation can be formulated as: insufficient information on the counselling needs of students and the impact of services rendered, may result in services - as rendered by the Office of the Dean of Students - being rated as inappropriate.

1.4 GOAL OF THE STUDY

The aim of this study is to explore whether the counselling services rendered in the Office of the Dean of Students at the University of Namibia meet the needs of students, in order for this Office to plan and adjust its counselling services accordingly.

1.5 OBJECTIVES

- To describe the current counselling services rendered in the Office of the Dean of Students at the University of Namibia
- To evaluate the level of satisfaction among those students who have utilised the services
- To explore and describe through means of a survey the nature of problems experienced by UNAM students
- To determine shortcomings of present services rendered to students
- To determine the counselling needs of students

1.6 RESEARCH QUESTIONS FOR THE STUDY

Questions are important in exploratory studies and make it possible for the researcher to formulate an hypothesis. Such questions should be formulated in a way that direct the study towards answering on the hypothesis.

The research questions must identify major elements of the investigation in a clear and specific manner. Research questions must meet the following test for clarity:

- They must be free of ambiguity
- They must imply an empirical test

In this study the following research questions will be asked:

- Why do some students at UNAM not use counselling services offered in the Office of the Dean of Students?
- Do the present counselling services offered in the Office of the Dean of Students meet the counselling needs of students at UNAM?
- If not, how can these services be adjusted to meet the expectations of students?

1.7 RESEARCH APPROACH

There are two types of approaches that can be applied, namely the quantitative and qualitative approaches. However this study will only employ the quantitative approach.

A questionnaire was organized in a manner that enabled it to cover four main categories: Firstly, the students gave some information about themselves, and secondly, they provided information about their needs and problems. Thirdly, they gave information regarding their knowledge and perceptions regarding the services rendered by the Office of the Dean of Students and lastly, they gave information regarding counselling services at UNAM.

Each section contained a number of questions that were mainly quantitative in nature.

In quantitative research the emphasis is on the quantification of constructs.

Quantitative research is the systematic scientific investigation of quantitative properties and phenomena and their relationships. It is widely used in the natural and social sciences, including physics, biology, psychology, sociology, geography, education and journalism.

The objective of quantitative research is to develop and employ mathematical model theories and hypotheses pertaining to natural phenomena. The process of measurement is central to most forms of quantitative research, because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships based on models and theory. (http://en.wikipedia.org/wiki/quantitative_research)

In quantitative research the aim is to determine the relationship between the independent variable and the dependent variable.

A variable has been defined as a measure in which differences in responses can be established. Baker (1999:505) and DeVos (2002: 33) see it as “a property that takes on different values”. Within the variables, there are two main types, the dependent and the independent variables.

The dependent variable is the variable that brings about the effect of the response (Baker 1999: 49). Baker further states that the general mode of the experiment is to test whether the independent variable leads to the dependent variable. In this study the different needs of students, such as career guidance and counselling and psychosocial need can be identified as the dependent variables.

According to Baker (1999: 188) “The independent variable must be defined, isolated, and operationalised so that it can be measured”. Counselling can be identified as the independent variable in this study.

Quantitative research designs are normally either descriptive or experimental. A descriptive design normally establishes only associations between variables. Variables are measured on a sample of subjects and the relationships of these variables are expressed by using statistical processes such as correlations, relative frequencies, or differences between means.

1.8 RESEARCH DESIGN

Mouton (2001: 55) as cited in De Vos (2002: 137) “defines a research design as a plan or a blueprint of how one intends conducting the research”.

The design can thus be seen as the planning of scientific inquiry into certain phenomena. The various designs differ in the quality of evidence they provide for a cause-and effect relationship. (<http://www.sportvi.org/jout/0001/wgh design .html>)

A research design refers to the overall plan for obtaining answers to the research questions. Polit & Hungler (1997: 153) Burns & Grove (117 : 153) described it as the blueprint of the study, which guides the planning and the execution of the study. According to Meriam (1991: 6) a research design is a plan for assembling, organizing, and integrating data or information in a specific way.

De Vos et al. (2005) identified and described the various quantitative descriptive designs that can be applied in quantitative research.

The **randomised cross-sectional survey** has been chosen as the most suitable approach, since the goal of this study was to get more basic information about counselling services rendered in the Office of the Dean of Students. The researcher also wanted to explore and describe counselling services in order to gain new insights in the area.

1.9 RESEARCH PROCEDURES

1.9 Methods Of Data Collection

The main instrument for data collection in this study was the administration of a questionnaire. The questionnaires consisted of both closed and open-ended questions. Construct validity was ensured by designing the questionnaire according to the objectives

of the study, and content validity by including all the information in the objectives of the research topic in the questionnaire. (Bless and Higson – Smith, 2000: 124)

Methods of data collections are the tools used by the researcher in the study to gather the required information in the form of facts or data. A questionnaire is a set of questions on a form, which are completed by the respondent in respect of a research project.

Bless and Higson - Smith (1995:104) describe the questionnaire as a set of questions with fixed wording and sequences of presentation as well as more or less precise indications of how to answer each question. A questionnaire has been described as a set of questions on a form that is completed by a respondent in respect of a research project. The basic objective of the questionnaire is to obtain facts and opinions about the phenomenon (De Vos 2002: 172)

Bless and Higson-Smith (1995:108) distinguishes between self-administered questionnaires, which are filled in by the respondents themselves, and mailed questionnaires, which is a non-personal method of data collection. When using questionnaires it is not necessary for the interviewer to have direct contact with the respondents.

The questionnaire consisted of the following types questions: multiple- choice, open-ended and structured questions. Multiple –choice questions suggested answers that were ranked, using an ordinal scale, while the open-ended questions left the respondents completely free to express their answers as they wished; detailed, complex, long or short. Structural questions provided a range possible answers that might result in an open-ended answer.

A combination of the above-mentioned types of questions provided the researcher with data that could have been missed if, for example, only structured questions were used. These questions enabled the researcher to collect the needed data.

Bell (1993:63) states that, in data collection, the most important question a researcher needs to ask him/or herself is “what do I need to know and why”? Then only can a researcher decide which is the best way to collect the information and, what the researcher will you do with it when it is collected.

Bell (1993:63) warns that the time factor influences data collection, in other words, the researcher might be limited by the time factor, especially if one considers the fact that this study will cover students who are not available throughout the year.

Questionnaires were delivered to students by hand and were completed and delivered at a time agreed on by the researcher and the respondent. De Vos (2002: 174) identified the following limitations and advantages of the questionnaires delivered by hand.

1.9.1 Limitations

- A small geographical area can be covered per occasion; in the case of this study this did not play a significant role because all respondents were at UNAM
- There is always the danger that respondents might misplace the questionnaire, or simply just don't complete it, which will result in the researcher either completing it in the presence of the respondent, or reissuing another questionnaire.
- It is also difficult to use this method in cases where the respondents are illiterate.

1.9.2 Advantages

- An advantage of delivering the questionnaires by hand is that much time is saved.
- The response rate is normally higher and the respondents can ask questions when they don't understand.

For purposes of this study a cover letter accompanied the questionnaires, explaining the nature and purpose of the research study. Respondents were instructed to bring back the questionnaires after forty-eight hours (48).

1.10 PILOT STUDY

De Vos (2000: 177) states that newly constructed questionnaires should be pilot-tested before they are used in the main investigation. A pilot study is a small-scale version or trial run in preparation for the major study. It uses a small sample of the population, but not the same as the one, which will eventually be part of the sample group of the main study. (Polit and Hungler, 1987: 534; Uys Basson, 1985:95). A pilot test of questionnaires were conducted with five UNAM students to determine the clarity of questions, after which the necessary changes were incorporated to the questionnaire.

1.11 RELIABILITY AND VALIDITY

Bell (1993:64) provides an explanation of reliability as follows “It is the extent to which a test or procedure produces similar results under constant conditions on all occasions”. Validity measures or describes what is supposed to be measured.

1.12 FEASIBILITY OF THE STUDY

The feasibility of the study refers to the practical possibility to carry out the study. It was feasible to carry out this study because records were available in the Office of the Dean of Students of students, who previously utilised the counselling services. Furthermore, it is believed that the University will benefit from this study, as it will provide information to the Office of the Dean of Students with regard to the quality and the level of satisfaction of their services rendered.

1.13 LITERATURE REVIEW

In order to understand the dynamics surrounding students’ behavior and what needs they might have, a literature review on counselling needs of students was carried out and provided the background for this research. The researcher applied knowledge from books, journals and the Internet to lay a theoretical foundation for the research topic.

1.14 CONSULTATION WITH EXPERTS

The researcher conducted consultations with the following people:

- **Mr Bob Kandetu** was the Dean of Students and is also an expert in student counselling. He was also instrumental in assisting the Ministry of Education with the establishment of counsellors in Namibian schools.
- **Ms Elsabe Grotzinger** was a Career Counsellor in the Office of the Dean of Students. She was the first career counsellor who was appointed at the University, and she visited schools annually. During these visits she gathered valuable information and also made recommendations for counselling in the education sector.
- **Mrs Utjiua Muinjangu** is a Social Work Lecturer at the University. She was the first social worker appointed after the establishment of the University of Namibia.
- **Ms Emily Kambaru** was a Social Work student intern at the University of Namibia. (She was of the opinion that students normally experience University life differently but need at one or other stage someone to share their problems with).

1.15 SAMPLING, DESCRIPTION OF RESEARCH POPULATION, DELIMITATION BOUNDARIES OF SAMPLE

Bless and Higson-Smith (1995:84) describe sampling as, “a technical accounting device to rationalize the collection of information to choose in an appropriate way the restricted set of objects, persons, events and so forth from which the actual information will be drawn”.

Monette, Sullivan and Cornell. (1990:132) suggest that a sample is drawn from a population and it is representative when it accurately reflects the distribution of relevant variables in the targeted population.

In this study a sample was drawn from the 324 students who made use of the counselling services during the 2003 academic year. One hundred and seventy four (174) of these students were first year students, whilst 150 were senior students. These two groups were numbered separately, and 25 names were drawn from each group. The sample consisted of 50 students. In the selection of the subjects student numbers were used in order to protect their identity.

Bailey (1994:81) identifies two major sampling methods, namely probability and non-probability sampling. Random Sampling, also known as probability sampling, was used to select the population for this study.

1.15.1 Probability Sampling

This consists of random, systematic, and stratified random and cluster sampling. The probability that an element will be chosen from the universe is known. Probability sampling involves the selection of a random sample from a list containing the names of everyone in the population the researcher is interested in. Respondents were divided into two groups, one group of names consisted of that of the first years and the second group consisted of that of senior students who utilized the counselling services. Every seventh name on each list was drawn until 25 names on each side were selected. Student numbers were used to notify the respondents. Only 37 questionnaires were brought back out of the 50 questionnaires that were handed out.

The quantitative data collected was analyzed using the statistical package of social sciences (SPSS) and Microsoft Excel. The researcher with the help of the Research Center at UNAM entered the data utilizing numbers and valid percentages in the form of charts and tables.

1. 16 ETHICAL ISSUES

Client safety and achievable levels of confidentiality are seen as an essential component of counselling in the Office of the Dean of Students. Ethical issues in research were taken in consideration during the study. Different authors have different ways of looking at ethical issues.

Levy (1993:1) explains ethics as the application of values to human relationships and transactions.

All the authors included in the background study for this research focused on the following elements in describing ethics: moral principles should be accepted, and there are behavioural expectations.

Strydom (2005: 56 -70) identified the following ethical issues that the researcher should consider in research.

1.16.1 Harm To Respondents

Harm to experimental subjects can occur physically and emotionally if the research is not done appropriately. The ethical obligation rests with the researcher to protect the subjects against any form of discomfort that may emerge, within reasonable limits, from the research project. (Strydom, 2005: 58). It is usually difficult to foretell emotional harm to subjects, which has a big impact on the respondents. For example, during the interview, past unbearable issues in the life of the subject may be recalled to memory, which may bring negative personal feelings of betrayal and harassment. Social work research should never harm the people under study, regardless of whether they volunteer for this study or not.

The researcher should inform the respondents of any possible harm that may occur to them during the interviews. Detailed information should be given to them before hand in order to allow the respondents to pull out or go ahead with the interview.

1.16.2 INFORMED Consent

Social work research often, though not always, represents an intrusion into people's lives. The interviewers knock on the door, or the arrival of a questionnaire in the mail signals the beginning of an activity that the respondent has not requested and that may require a significant portion of his or her time and energy (Babbie. 2001). Getting informed consent implies the researcher has first provided all possible and adequate information on the goal of the investigation, the procedure that will be followed during the investigation, the possible advantages, disadvantages and dangers to which respondents may be exposed as well as the credibility of the researcher (Strydom, 2005:59).

Research in the social work profession requires that people give that extra information, often of a personal nature, that close relatives may not know about. But research requires that this information be revealed to strangers. It is important that subjects fully comprehend the investigation to avoid misunderstandings, which may even lead to serious consequences.

1.16.3 Anonymity And Confidentiality

An important concern in the protection of a subject's interests and well being is the protection of their identity, especially in research (Babbie 2001). A respondent is considered anonymous when the researcher cannot identify a given response with a given respondent. Anonymity is never the case when it comes to interviews even when no indication numbers are put on the questionnaires before their return to the research office (Babbie 2001).

In a confidential survey a researcher is able to identify a person's given response but promises not to make it public. In some research, the researcher is able to announce what

the interview will involve to the respondent, and then ask for their permission. It is important that the researcher does not use the term anonymous to mean confidential. Confidentiality requires a strong obligation from the social worker to guard jealously over the information that is confided to him or her (Strydom, 2005:61).

1.16.4 Deception Of Subjects Or Respondents

Strydom (2005:60) describes deception of subjects, as deliberately twisting of facts in order to make another person believe what is not true, violating the respect to which every person is entitled. Deception involves withholding information, or giving incorrect information, or wrongly enticing participation of subjects when they would otherwise possibly have refused it.

1.16.5 Cooperation With Contributors

Research projects are often so expensive and comprehensive that the researcher cannot handle it financially. Due to this factor a sponsor may be required. Much care must be taken regarding the extent to which acknowledgement is given of each participant's contribution. All participants must be involved in the planning of the project before their names are mentioned in the report, to ensure, for instance, correct spelling and furnishing of identifying details.

1.16.6 Analysing And Reporting

After the research, the researcher must report and present the findings to the respondents and to others. The researcher is the only one knowing the shortcomings of the study, and these must be shared with the readers.

Negative findings will be reported if they are at all related to the analysis. There is an unfortunate myth in scientific reporting that only positive findings are worth reporting, but it is to these ethical issues that the researcher will pay particular attention, so as not to expose the respondents to any harm or to give false information.

1.16.7 Action And Competence Of Researchers

Researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation. When sensitive information is involved, this requirement is even more important. Well-intended and well-planned research can fail if fieldworkers are not qualified or equipped for the job.

It is important that the researcher, before entering the community, should know the values, norms and climate in the community. These will guide the researcher in a manner that is respectful.

1.16.8 Application of ethical issues to the research study

The above-explained ethical issues have been considered in the collecting of data and the documentation of this research report. The researcher has taken special care to the ethical issues above.

In the case of this study the confidentiality aspect was taken care of through the following methods:

- Students were assured of confidentiality, especially those who have made use of the services already. First the researcher obtained written permission from the Dean of Students that deals with the counselling of students.
- Confidentiality was maintained because the respondents stayed anonymous. Students are normally very concerned about keeping their affaires confidential.

Furthermore, in this study, the following barriers were taken into account:

- One of the possible barriers identified in trying to collect data was getting the students to complete the questionnaire.
- Some of the students might not be willing to complete and return the questionnaire.
- A major limitation of the study was the current lack of information the counselling needs of students at UNAM.

1. 17 LIST OF DEFINITION OF KEY TERMS AND CONCEPTS

UNAM

University of Namibia

Counselling

There are many schools of thoughts and practices of counselling. The major models of counselling are behavioural, self-centred and Psychodynamic, with many hybrid variations between them. (Wheeler & Brittle, 1993:124).

In this study, the prevailing view of counselling is that it is a service sought by people (students) in distress or in some degree of confusion who wish to discuss and resolve their problems. Advice is given in a relationship, which is more disciplined and confidential than a normal friendship relationship. According to the traditional view counselling is advice given professionally; it is helping students to help themselves.

Personal counselling deals with problems that are of a personal nature such as problems in interpersonal relationships, conflict about aspects of the self, feelings of inadequacy, depression and loneliness. Personal counselling mainly serves as a resolution of personal issues in aid for self-understanding. According to Draguns in Barnsley (1991:11), counselling encompasses those professional techniques and activities that are undertaken to resolve human questions.

Academic difficulties

Students sometimes have difficulties in coping with their academic life. The counsellor assists them in curriculum planning, course choice and career development. In Namibia, students sometimes come from areas where they never received counselling on career choice, which contributes, to them having academic difficulties.

Students often have difficulties studying and are worried about their capacity to study effectively although they perform well in assignments.

Presenting problems

This refers to the problem, a student first mentions when he/she approaches the counsellor for help. Examples are unwanted pregnancy, accommodation, substance abuse and relationship problems.

Sometimes the problems that students present are not always their real problems. For instance, a student might approach the office complaining that he/she has an accommodation problem, but after assessment, the counsellor finds out that her uncle at home sexually abuse the student.

Respondents

Bless & Higson Smith (1995:149) also refers to respondents as participants or as the target population of the sample. For the purpose of this study respondents are students at the University of Namibia.

1.18 OUTLINE OF THE STUDY

The content of the study is as follows:

Chapter One

Introduction to the study and general orientation regarding the choice and method of research topic. This chapter contains a general introduction to the study, with aims and objectives, motivation for the study and the research methods and design.

Chapter Two

This chapter reviews the literature concerning the topic, and counselling services rendered in the Office of the Dean of Students of UNAM specifically.

Chapter Three

This chapter gives a theoretical perspective on counselling services and the needs of students.

Chapter Four

This is the summarising of findings, drawing of conclusions and making of recommendations, in order to contribute towards the improvement of professional services in the Office of the Dean of Students at UNAM.

CHAPTER 2

LITERATURE REVIEW ON COUNSELLING AND CAREER GUIDANCE

2.1 INTRODUCTION

Student counselling services in Namibia can at last come in from the academic cold to become part of the mainstream activities of institutions of higher learning. Due to the paradigm shift in higher education, allowing greater access for students from previously educationally deprived communities, counselling at the University became unavoidable.

The changes on the socio-political level in Namibia contributed to the increase in student numbers at the University of Namibia. More and more students started to register with UNAM and with the change of the political system from an elitist, apartheid system to a democracy emphasising democracy also a number of adult students (teachers and nurses) decided to upgrade their qualifications. (Office of the Dean of Students' Bulletin. Home Away from Home. 2000). The question that immediately arises is "How is it possible for counsellors to meet the needs of this wide range of students"?

When counsellors examine these developments, the different needs of all these students become a challenge. However, the way in which Government subsidizes the University, and in particular individual students, contributes to the fact that student counselling became a major concern at this institutions of higher learning, therefore the need arose for a study, to investigate the needs of students as well as the effectiveness of services at the Counselling Centre at UNAM.

This chapter will explore on the following aspects of students' counselling needs at UNAM:

- What is the nature of counselling needs experienced by students at the University of Namibia?
- Do the present counselling services offered in the Office of the Dean of Students meet the counselling needs of students at UNAM?
- How can these services be adjusted to meet the expectations of students?

2.2 RELEVANCE OF THE STUDY

This study focuses on the evaluation of the existing counselling services and the acknowledgement and defining of student problems through procedures, like the determining of student problems and ways students can be reached effectively. No previous study of this kind has been done at UNAM.

At UNAM, the counselling division has a number of functions, which may broadly be outlined as working with prospective students, (including talks to scholars, career exhibitions, providing degree and course information, vocational assistance, personal counselling and providing skills training. The counselling section also assists students with accommodation problems and study permit concerns, as well as financial problems. From time to time this section gets involved with activities, such as sports, culture and beauty contests, which is somewhat outside the scope of their professional line of function.

It is hoped that the outcome of this study will inform us of the type of help required by students and of the ways in which they conceptualise the role of student counselling. Draguns (1989:15) is of the opinion that it is the mandate of the counsellor to recognise and improve the skills and the resources of the client, rather than to change the social structure within which he/she operates. Moreover he argues, "Our knowledge as counsellors is far greater about changing people than societies. Prescriptions for social change abound but their justifications are grounded in ideologies not facts. Our legitimate role as agents of social change is thus limited by our level of knowledge on the one hand

and by the ethical imperative against imposing one's convictions and beliefs as the counsellor on the other".

The research done by Mostert et al. (2001: 34) indicated that only 18% of students interviewed made use of the counselling services in the Office of the Dean of Students. It is also not clear whether those interviewed were distance or full-time or whether they were first year or senior students.

According to Lewick & Thompson (1982: 477-479) outreach and consultation programmes influence the knowledge base of students. The knowledge and perception of students about counselling services determine the level at which students will make use of the services. At UNAM the orientation of first year students normally takes place whilst they are still awaiting their Grade 12 results. This results in many first year students not attending the first year orientation programmes. They then lack the knowledge, which first years have obtained during the first year orientation programmes. Not knowing all this information they then do not make use of the counselling services and are also not aware of existing services.

A study done by Puckhoff & Lewin (1987: 330-332) indicated that there is a link between perceptions of students and their usage of counselling services. They found that non-users have a negative perception about counselling services, but due to the fact that this variable is influential, it can also have a negative influence on the evaluation of counselling services by students. Counsellors at UNAM are involved in multiple functions outside the scope of counselling, which could definitely have an influence on the students' perceptions of counselling, and or what they think the roles of these counsellors are.

The last mentioned aspect might also be a threat to confidentiality, because these activities sometimes force counsellors to allow students to freely move in and out of their offices.

2.3 UNDERSTANDING THE TERM COUNSELLING

Counselling is a cooperative process whereby two people, counsellor and student, work together to develop and understand something that troubles the client (student). The client (student) brings his current experience, knowledge of himself and his willingness to work. The counsellor brings training, and a readiness to focus on needs or what this particular experience means for the client (student). Through this process, the difficult experiences can change, and situations can develop new possibilities for students. The client (student) may develop greater self-understanding, and discover new strengths within him. Through counselling people often come to feel more in control of their own lives. In addition, counselling offers a safe place to explore aspects of your life and the ways you interact in the world. It may support students to make changes in their lives. ([http://www.brig.X.liik/Depts/student counselling/](http://www.brig.X.liik/Depts/student%20counselling/))

2.3.1 Definition Of The Term Counselling

Aptekar (1955:105) defines and distinguishes between casework and counselling. He defines counselling as something that “can be carried out privately and without the need to call on agency resources ... all that is required is a person who has a problem and one who is willing to share that problem and bring to bear upon it whatever skills he may have, so that a solution to it may be reached”.

Draguns’ (1989) definition of counselling seems to be very useful in the context of this study. According to him “Counselling encompasses those professional techniques and activities that are undertaken to resolve human problems”.

In both definitions the following elements of counselling seem to be fundamental:

- In all counselling situations the clients bring questions and or conflicts to the counsellors.
- The clients are often accompanied by personal distress.
- The counsellors’ objective is usually to facilitate the resolution of these problems.

2.3.2 The Need For A Pro-Active Approach To Counselling

Most counsellors concern themselves with trying to help clients solve their problems after they have occurred. If counselling is to be effective and pro-active, it needs to move beyond merely helping clients to cope with the problems after the fact. Counselling should start to reach clients before they seek help. Student counsellors thus need to reach students with their problems such as substance abuse before the problems reach a stage where they negatively influence the students' academic lives.

The need to adopt a pro-active approach to counselling is emphasised by the fact that most students reach tertiary institutions in Namibia without having been exposed to conditions that are vital for academic success. This last mentioned phenomenon has serious implications for counsellors of students as they only get in contact with students after their registration.

2.4 THE COUNSELLING PROCESS

Counselling is a process. The counsellor normally listens, reflects back, and provides a framework in which the client (student) can achieve what he or she needs himself. (<http://www/uuw/.ac,NZ/st-services/counselling>)

Counselling is however a different process for each person. Sometimes we don't know what the outcome will be, but most people's experience of counselling is a positive one. On the other hand, as mentioned before, students came from different backgrounds and some of them never had a counselling session prior to their coming to UNAM. They might therefore have a totally wrong perception of what counselling really is. For some of the students who approach the center for assistance it is the first experience of counselling, and should they have a negative experience of counselling, they might decide not to use the services again.

According to Gilles (1992:82) the counselling process is a systematic method of assisting young people to help themselves. Due to the complexities in human nature, it is difficult

to use a formal standardised procedure as people and problems always differ. Gilles (1992:183) however divided the process into five (5) broadly based stages and put a lot of emphasis on the helping relationship within the counselling process. He identified the following five stages:

- The Preparatory Stage
- Meet and Greet Stage
- Explanatory Stage
- Action Stage
- Termination

Counsellors normally select a model of counselling based on the case they are dealing with. No matter which model one applies, it is important that counsellors follow a certain map, such as the one below:

2.4.1 Appendix A: A Short Term Counselling Model

Engelkes & Van der Groot (1982:46) developed the Systematic Counselling Model as a way to train students to become counsellors. This model was also developed with the aim to understand the “interdependent-ness” of the different parts of the counselling process. Systematic counselling focuses on the counselling processes itself and also incorporates a behavioural focus on how learning in the human being occurs.

Engelkes & Van der Groot (1982:45) are of the opinion that counselling starts and ends with the counsellor. The counsellor can however not control all the factors that determine the eventual outcome of counselling. The counsellor can also ensure his or her continued professional development by carefully reviewing the feedback that is obtained regarding the effectiveness of counselling with each individual counselee at each step of the process. For example, the counsellor might assist the student with an unexpected pregnancy, but the student herself will have to decide how to handle it.

2.4.2 Appendix B: The Systematic Counselling Model

(Engelkes & Van der Groot 1982:46) illustrates the Systematic Counselling model.

Following are the professional techniques that Draguns (1989) is referring to. In rendering counselling services to students, these approaches are vital to reach the objectives.

2.5 STUDENT COUNSELLING SERVICE: UNIVERSITY OF NAMIBIA (UNAM)

After giving this background, the researcher gives a brief overview of the counselling services in the Office of the Dean of Students, as well as professional techniques that counsellors apply to deal with student problems.

The Office of the Dean of Students is charged with providing academic, and social counselling and support programmes to students. This is done through a network of services and is provided by different units, such as social counselling, career guidance, job-placement, chaplaincy and the University of Namibia Health Centre (Clinic).

Social counselling such as at UNAM aims at developing programmes which are geared towards the wholesome development of students such as providing options for some of the challenges they are faced with. Students need to be empowered to make independent choices. They need to be provided with privacy, confidentiality and safety.

The main purpose of counselling is to facilitate student functioning and development towards achieving educational goals through the provision of professional counselling and related services to individuals, groups and communities at UNAM (University of Namibia).

In fulfilling the main purpose, student counselling supports the values, mission and goals of the University of Namibia and in particular that of the Office of the Dean of Students. Counsellors believe in respect for human dignity and diversity and maintain a holistic

view of their clients (students). They believe in networking, collaboration and interdependent relationships within and outside their institution, and base their work on theory and research. (Office of Dean of Students. Bulletin: Home away from home. 2000)

The Counselling Section's expectations of counselling are that students should be helped to:

- Be in touch with their inner feelings
- Identify inner motivations
- Acknowledge internal emotional conflicts
- Be to some extent psychologically self-reflective, and
- Have some capacity for insight and productive self-consciousness

The understanding is that once students have mastered the above, they will be able to understand and internalise the counselling that is being offered to them.

2.6 PROFESSIONAL APPROACHES IN COUNSELLING

Counselling can be delivered in a variety of forms to meet the definitions and explanations presented above, and the forms of counselling differ with respect to participants, delivery, location, communication medium, interaction process, and organization. The type of problem, as well as the person who experiences the problem, has an influence on the professional technique the counsellor will apply.

Receiving agents of counselling can be individuals, couples, groups, or communities. The location for counselling delivery can be face- to- face or at a distance, with the assistance of technology such as telephones.

The selection of specific forms of counselling by counsellors is based on the needs and preferences of the clients within the range of the services available. Distance counselling supplements face-to-face counselling by providing increased access to counselling on the basis of necessity and convenience. In the case of the Office of the Dean of Students at UNAM all the above forms of counselling are applied from time to time. The three main

forms of counselling are individual counselling, couple counselling and group counselling.

Following is an example of what the consequences can be, should counsellors not consider their clients in rendering a counselling service.

Patterson (1974, 1978) argues that it is not advisable to abandon the fundamentals of counselling and therapy, and that the task is rather to effectively adapt the skills of traditional counselling to the perspectives of the clients. It is important for counsellors never to abandon the fundamentals, as this can lead to negative consequences for the client.

Turton (1986) in discussing the failure of a community project in an African, largely working-class community, based on Rogerian- type counselling also argues that the skills of counselling cannot be negotiated. The problem seems to lie with the application of therapy in an unmodified form. In terms of this particular project described by Turton, its failure seemed to be related to the following:

- The service was physically located in the community but was not created by the community.
- The service was unrelated to community-based resources upon which it could draw and to which it could refer clients.
- The counsellors had been trained to deal with essentially emotional problems, whereas a large number of clients sought help with basic material problems.
- Counsellors were taught to avoid giving advice, as clients were supposed to find their own solutions to their problems. Many clients found this frustrating and alienating. In other words, an attempt was made to impose a therapeutic model on a community without “dialoguing the needs and context of those whom it was design to serve”.
- Counsellors should therefore carefully decide which strategy to apply for it to be effective.

Perkel, (1988: 63 in Turton 1986: 92) concludes “This situation arose mainly through the uncritical application of theories and practices of counselling”. Turton believes that there are those who are trying to adapt bourgeois theories and practices, bearing in mind critical social theory, the political implications of their work and the people they are hoping to serve.

A number of situations or events in a new environment may be responsible for troubling, bothering, upsetting or disturbing a person (Maclangling, Cormier & Cormier, 1988:187) and in turn make the individual stressful. Greenberg (1981: 12) observes that while there may be many different reasons for students in university to be stressed a range of factors including having to leave home for the first time, having to manage their own finances, making new friends and generally assuming greater responsibility for themselves have been found to be topmost among these.

2.6.1 Peer Counselling

Peer counselling refers to the aid that students offer to age mates or younger children in solving personal or social problems (Diver Stammes, 1991). Peer counselling is a way for students to care about others and put their caring into practice (Carr, 1992). It is an effective way to organize and use students’ abilities to help one another (Morey, Dean-Miller et al., 1993).

The counselling programme formalizes the natural helping tendencies and skills that are apparent in many students. It is a programme consisting of a structure of a structured set of activities that involves professional helpers, peer counsellors and a target environment.

Delworth, Hansen and Associates (1987) refer to para-professionals as “persons without extended professional training who are specifically selected, trained and given ongoing supervision to perform some designated tasks usually performed by professionals.” This definition fits in well with college, university, school and technikon peer counsellors, as these students are chosen, trained and supervised by professionals to perform certain tasks. Delworth further believes that these para-professionals should be part of an

indigenous population that is being served. It is important to note that peer counsellors are not professional counsellors or therapist, but are students who provide supervised assistance to other students to help think through and reflect on concerns they might be experiencing (Carr, 1992).

Peer counselling is a deliberate and systematic form of psychological education (Carr, 1992). It is a strategy to provide students with skills to help others and to empower those being helped. The effectiveness and growth of the peer counselling programme can be ascribed to various reasons, such as proper selection, training and supervision.

Peer counsellor training empowers the trainee to be able to deal with his own problems. It contributes to psychological maturity as it enables the trainee to acquire skills such as decision-making, assertiveness, problem solving and also to be self aware of one's own strengths and weakness, which lead to an improved self-esteem and self-confidence.

It is a known fact that students, when experiencing some kind of personal concern, rely primarily on their friends as sources of help (Carr, 1992; Morey et al., 1993; Diver-Stamnes, 1991). Students perceive peer counsellors as being more personal and easier to access physically and emotionally than professional counsellors (De Rosenroll & Day, 1990).

The nearness of the peer in terms of gender, age, social status, and probability of being exposed to the same conditions, makes it easier for peer counsellors to teach another student and for the other students to learn things that are unique and cannot be taught by parents. It is easier for students to learn from others or talk to others about AIDS, relationship problems, and even problems relating to sexual orientation. There is an expectation that as a peer the individual will be able to listen non-judgmentally.

Zimbardo and Lerpe (1991) state that when people are uncertain about their own opinions, people seek guidance from those who hold similar opinions who are similar in other dimensions, and the opinions of similar others are expected to hold more sway that

dissimilar others. Furthermore Bandura (1992) suggests that adolescents will be more likely to enact modelled behaviour when they perceive the models as similar to themselves in terms of gender, ethnicity and age.

In order for counselling to reach the maximum target of people, there is a need to engage in preventative counselling. It is then easier to engage in preventative programmes with the help of peer counsellors at a college or university. Prevention programmes have two levels; the first level is the need to strengthen students against harmful influences, for and example programme against alcohol and drug abuse, education on safe sex to prevent HIV/AIDS and on the second level, reduce the incidence of psychological destructive factors within the environment.

Peer helping is a success story as seen in the self-help groups such as Weight Watchers, Alcoholic Anonymous, gay and lesbian groups and many others. These groups enable members to adjust, to accept and to change if need be.

Students are also best suited to be peer helpers because they are at the stage where they need independence, whether it is helping school children who are undergoing a process of “who am I” or college and university students who are young adults, who are also seeking direction of “where am I going”.

There comes a time in the lives of all people when they find themselves in fearful and stressful situations and or circumstances. People generally tend to feel emotionally less secure in a new environment.

According to the Office of the Dean of Students’ Annual Report (2003: 15) students often face these challenging factors:

- The **physical environment** factor, that is the fact that a university environment may look more complex than the secondary school especially with a university presenting many buildings which appear to be everywhere such that it is difficult for a new student to find his/her way around;

- The **personal psychological** factor. This may revolve around issues of development tasks, identity and intimacy, or issues around social acceptance such as personal health, physique, moral and religious values, or the residential nature or the general living conditions of the new institution, as well as the new students' concerns about a number of decisions which have implications for the future;
- The **administrative factor** as relates to administrative process and flow of information in connection with proper individual student and institutional relationships. Also included in the administrative factor is the issue of the registration exercise. Many new students may not have adequate information about its demands or requirements and thus having crossed the hurdles of being selected for admission into the university many new students nurse the fear that they could still fail to meet registration requirements and may have to be sent away or have to change their courses.
- The **Academic Demands factor**, that is, with regard to issues such as the workload which may appear too advanced and or heavy and many assignments to complete and in short periods; the demand for independent study in the absence of study skills, time-management skills and skills to meet examination and test anxiety; the lecture method of instruction; the language of instruction which may not be the students' mother tongue; the often not- too- clear guidelines as to where and how to get information and materials (textbooks, library books or other information materials for learning necessary to meet academic demands) and the often impersonal lecturers.
- The **financial factor** as related to issues of financial support to take poor students through university education – issues such as not being able to pay tuition and other fees, no money to take up university residential accommodation, inability to eat properly, having none or too few clothes and shoes, and general indebtedness;
- The **Social Relationship** factor as relates to issues around development tasks, such as the demand for new social adjustment which may revolve around cultivating new

friends and new values, development of new social skills especially for relating with the opposite sex, including dating and learning to share with others; also related to these may be the demands for skills to deal with the isolation or withdrawal syndrome, sexual harassment, as well as the demand for preparation for adult roles (either as a worker, a citizen or a family person).

These aspects of university discussed above can cause intense psychological pressure especially for new students, which may destroy their health, confidence, integrity and mental faculties. If these stress-related problems are left untreated, this may lead to interruption of studies, academic drop out (with all its implications regarding future career) and to serious problems such as drug addiction or even suicide (Konstantinidou, Lambiri, Leventidou, Manou, Mavroidi, Pappas & Tzoumalakis, 1997)

Normally, students know very little about student counselling services, although it differs from one campus to the other, depending also on the location of the counselling centre, and the student's view about counselling.

2.6.2 One-On-One Counselling (Case Work)

Student counsellors always recognise the fact that student's goals and needs bring them into conflict with their own selves. They then assess the varied psychological, social, economic and other problems of students and assist them to solve these problems as individuals.

Approximately ten cases are reported daily in the Counselling section. A list follows of types of problems, which were reported during the 2002-2003 academic year. They are not necessarily by order of importance. (Office of the Dean of Students' Annual Report 2003:17.)

- Fear of failure
- Concerns about relationships with academic staff
- Adjustment to campus life
- Finding a greater purpose in life

- Becoming more assertive
- Overcoming procrastination
- Overcoming shyness
- Problems in controlling temper
- Male dominance
- Anxiety about AIDS
- Conflict over values and norms
- Coping with loneliness
- Coping with a broken relationship
- Problems with parents
- Coping with prejudice
- Suicidal feeling
- Controlling drinking
- Concerns about sexual functioning
- Peer pressure to drink to excess
- Understanding career interests
- Test anxiety
- Math anxiety
- Financial problems
- Accommodation problems
- Study permit concerns

2.6.3 The Narrative Therapy As A Model In Counselling

The narrative therapy is about options for the telling of, for the performance and re-performance of, the preferred scenarios of people's lives.

The narrative metaphor proposes that persons live their lives by stories and that these stories are shaping life. They have real, not imagined, effects, and these stories provide the structure of life. According to White (1991:8) the stories we tell or believe about ourselves and our experiences of the world determine how we view life and respond to adversities when they come along.

He continues by developing aspects of the narrative therapy such as externalizing, how people become dependent on their problems, the dynamic between the person and his/her problems, the influence of knowledge and power on the life story of people, and how people can create new life stories.

2.6.3.1 The Construction Of The Narrative Therapy

Michael White and David Epston, both therapists are from Australia and New Zealand, who developed the Narrative or Story-telling therapy. They have been working on this therapy since the 1980's, and published various articles and one book. The Narrative Therapy is known worldwide and is one of the most recent developments in individual and family therapy. It is taught worldwide to clinical psychology students, social workers and pastoral counsellors.

This therapy has unique characteristics, which form the construction of the therapy.

2.6.3.2 Characteristics Of The Narrative Therapy

People grow up with preconceived ideas and beliefs about themselves. Their cultural background, traditions, and worldviews contribute to these ideas, as well as their caregivers, authorities, family and friends. The person him/herself also contribute to a self-image and self-concept. All new ideas, news and knowledge are fit into the network or pre-suppositions. If a new idea does not fit in, it is forgotten or blurred.

In such cases, people can try out solutions to a problem, but this usually will not bring a relief to the problem. They then stick to their unsuccessful solutions because of their preconceived ideas and in that way keep the problem in place.

The therapist has to study the problems and their solutions to find out what the restraint is. She also has to find out what the family's ability is to undertake a trial-and-error search for new ideas in order to discover new solutions that will bring positive changes.

Because old ideas endure, new ideas get blurred. The therapist has to assist the new idea to ripple longer than the old idea, in order for the client to develop a new codebook.

This is done by mapping out the extent of the problem on the life of the family. Families will tell about their feelings of incompetence, despair, insufficiency and so on. She then also maps out the family's influence of the problem to keep it going. People tend to keep their problems intact, because the problem serves as a purpose in their lives.

The therapist has to help the family (client) to re-tell, re-construct, re-live, and re-create their life story.

Another structural characteristic of this therapy is that people depend on their problems. They get secondary gains from their problems and cannot function without their problems. The problem and its effects are linked in a relationship of dependency. The problem is dependent on the effects it has for its survival. The effects are the life-support of the problem. The client lives have become problem saturated. The problem then survives on these results and continues. If people are able to go against the psychological "pull" of their problem, the problem will cease to exist. The person's reaction to the problem keeps it alive and provides the requirements for the problem to survive, in spite of the negative outcomes it brings with it. If people refuse to cooperate with the requirements of the problem, the existence of the problem is undermined.

The therapist has to bring this recurring pattern to the clients' attention to help them understand that they are contributing to the existence of the problem in their lives. This knowledge will give the client (family) power over the problem, and they should be able to "over power" the problem.

There is an interaction and dynamic between a person and his problem. The counsellor finds out whether the person is gaining influence over his problem, or if the problem is governing his life. As indicated earlier, people become dependent on their problems.

Knowledge of the influence the problem has on a person can help the client to externalise the problem out of his identity. By externalising the problem, a person can get control over the problem and escape the influence of the problem on him.

Externalisation means to remove the problem from one's identity, for example, alcohol is the problem, not "I am an alcoholic". Or misunderstanding is the problem, not "My parents do not understand me". The problem is removed out of the personality of the client to an object outside of the person which can be dealt with and which can be changed by the person. In this way, the problem loses the control over the person.

Externalisation does not free one from the responsibility to work on the problem, but it frees one from a problem-saturated description of one's life; it encourages alternatives; the client is able to come into a new relationship to the problem and new capacities to intervene are discovered. If you externalise the problem, you become free from cultural and traditional boundaries, and you can act independently.

The written word can be used therapeutically. White and Epston write letters after interviews and link experiences and events to have healing power. These letters become the "lives" of the clients, and they are shared with the clients.

People's life stories are re-created to new liberating stories, and this gives meaning to their suffering. Clients are empowered to perform new stories through the new knowledge they now have of themselves. The new stories promote competence and wellness.

Life stories have outcomes. Historically unique outcomes recall events, where the problem started giving new meaning to their lives. Clients are asked to recall times when they were able to withstand the problem, and then their capabilities are built to withstand the results of the problem again in future. In this way they gain control over the problem.

Current unique outcomes, is about the control a client displays during an interview to gain control over himself or a destructive family member. This control is appraised, and the client is asked to practice it at home until he gains control over the situation. The effect of the problem subsides, and the power of the problem loses its effect and in the end vanishes.

Future unique outcomes are envisioned when the therapist asks futuristic questions to stimulate the client to think about his reaction to the problem in future situations.

Unique outcomes and imagination are used to help facilitate unique future outcomes and the client is asked to practice certain difficult situations where he has control over the effect of the problem on him. It is important to praise progress strongly.

2.7 GROUP WORK

2.7.1 Counselling In Groups

Group counselling is a process of using group interactions to facilitate deeper self-understanding and self-acceptance.

Within the group setting students get the opportunity to loosen their differences on certain issues such as substance abuse, HIV/AIDS and learning problems, and they also adapt new ways of behaving.

Group counselling at UNAM may be concerned with any particular problem that students encounter, with their life patterns, with identity seeking, or a combination of all these areas.

The aim with group work at UNAM is to conduct group therapy sessions with students. The groups are constituted according to common problems, (e.g. a group that has been exposed to a traumatic event such as rape, robbery, death in the family due to HIV/AIDS. groups involved in substance abuse, groups whose academic performance is exceptional.

2.7.2. Description Of Group Work

Toseland and Rivas (cited in Ross and Deverall 2004:271) define group work as “goal-directed activity with small treatment and task groups aimed at meeting socio-emotional needs and accomplishing tasks. This activity is directed at individual members of a group and to the group as a whole within a system of service delivery”. This definition implies the following:

- Group work is a planned, purposeful and professional activity.
- It uses the small group, in which members take part in face-to-face interaction, regard themselves as members of the group, share common goals and use the group experience to achieve these goals.
- It includes a variety of treatment and task groups.
- The focus for change may lie within the individual group member and/or the group as a whole.
- Group work usually, but not always, occurs under the auspices of an organisation.

2.7.3 Group Work At UNAM

The following groups were active and functioned on a weekly/monthly basis at UNAM during 2003:

- Adaptation of International students to University life
- Therapeutic groups with students experiencing substance abuse problems
- Support group for students with financial problems
- Support for students with accommodation problems

As is the case with all the other methods in social work, the group work method has some advantages and limitations, and it is of importance to know them. Attention will now be given to the advantages and limitations in-group work.

2.7.4 Advantages And Limitations Of Group Work

2.7.4.1 *Advantages*

The forming of these groups contributed to the solving of the common problems of the different individual members.

- International students have common problems and normally find it easy to address their problems within groups.
- Issues in the field of substance abuse, such as responsible drinking blackouts, and how to handle peer pressure can easily be dealt with in the group context, since students are more comfortable discussing these challenges within the group setting.
- The method is cost effective since the counsellors can see more clients at once rather than meeting them individually. At UNAM where the counsellor student ration is 1: 3000 students, group work provides better utilisation of personnel power.
- The individual members are provided with the opportunity to identify and try out new skills in interaction with others, and experiment with change. The group environment facilitates learning and generalisation to a natural environment. (Physically challenged students).
- Group work installs hope, and individuals are likely to feel less lonely and isolated when they realise that they have things in common with other group members. Groups can facilitate mutual care and support and provide a sense of group belonging.
- Group work can be very effective in transcending racial and cultural barriers and facilitating understanding of other groups.
- Better solutions to problems may be found as members share views, work on each other's problems and brainstorm ideas.
- Some persons prefer a group setting to individual therapy.
- Self-disclosure is a supportive setting and can promote self-awareness and self-acceptance. (Ross and Deverall 2004 : 272-273)

2.7.4.2 *Limitations*

According to Ross and Deverall (2004:273) limitations to group work are the following:

- Group work is not suitable for all individuals or all types of problems.

- Individuals cannot always move at their own pace or practice particular skills that they need to learn.
- Confidentiality is not always guaranteed.
- Some people find it easier to establish a relationship with the counsellor on a one-on-one basis than to be exposed in the group setting.
- Members may learn both adaptive and maladaptive behaviour through interaction with each other in a group.
- Group problems take longer than individual problem solving.
- The group leader needs to be constantly aware of both individual and group behaviour.
- Poor leadership can potentially harm groups.

2.7.5 Evaluation Of Group Work

Increasingly within the helping professions, there has been a push towards accountability, which can be best achieved with evaluation of programmes. It is of utmost importance that counsellors are knowledgeable enough to evaluate the effectiveness of group work programmes.

The concept 'evaluation' can be defined as "the collection of information to achieve a variety of results". (Makondo 2001:92)

Information is gathered as part of evaluation to:

- Bring about change in the group's situation
- Encourage group growth
- Bring about change in members, and
- Determine the effectiveness of the group work programme and the group worker

Evaluation is an ongoing activity throughout the group's existence. Toseland and Rivas (1984:304) list some of the benefits of evaluation for group workers:

- Evaluation can provide the group worker with feedback on the effect of specific interventions on the group members.
- It can be a way for the group facilitator to justify on a more professional level the work done.
- Effective evaluation indicates to what degree the aims of the group have been achieved.
- Evaluation can be used to convince a specific organisation or community of the value of a specific group.
- It can also be used during the group work process to keep a careful eye on the progress or process of change of individual members.
- Evaluation shows to what degree the group facilitator has succeeded in utilising community resources and knowledge of small groups.
- Evaluations allow group members and others who may be affected to express their satisfactions and dissatisfactions with the group.
- Information from evaluation can help group workers improve their leadership skills.

Having said that, evaluation increases the scientific weight of group work, enable the students to take responsibility for their work, and helps group members take greater responsibility for their future.

Group work in the Office of the Dean of Students at UNAM contributes to the fact counsellors can deal with a number of students and not neglect some of them. Students like the group of international students develop a feeling of “togetherness” over time.

People of different age groups learn from each other’s experiences and become support systems to each other. Most of them during the evaluation of the group sessions indicate that they found these groups valuable, and that they contributed to their self-growth. Through evaluation the Office of the Dean of Students can guide the University Management in planning e.g. for the physically challenged students.

2.8 COMMUNITY OUTREACH

This is another method that the office of the Dean of Students applies in trying to address the psychosocial needs of UNAM students.

Community work is a conscious process of social interaction and a method of social work concerned with:

- Meeting of community needs
- Helping communities deal more effectively with their problems, and
- Bringing about changes in communities

“Community work is a method of intervention whereby community members, groups and organizations engage in planned action to influence social problems”. (Bernstein & Gray, 1997:19)

Community work is a very basic action to put people in touch with one another, promoting their membership in groups and building networks of contacts and relationships both within and beyond the community. It develops people’s sense of power and success in acts where they are grouped with others, leading to improvement in people’s social and material well-being.

2.8.1 Defining Community Outreach

Community work is concerned with the personal, organisational and political development of human beings within their own community. It is an intervention that helps people to develop and expand their existing roles, and to learn new roles, to enable them to exercise their rights and take on responsibilities as community members. (Henderson and Thomas, 2002: 22)

Students at the University of Namibia have different needs and by taking services to them through outreach Programmes, this encourages them not only to become independent, but also assists them to take the responsibility for improving the quality of their own lives.

Having discussed all these functions and aims of community development, it is important to note that the input of the clients, in this case that of the students is very important for the effective implementation and sustainability of these programmes.

In rendering a proactive service to the student population it is sometimes necessary to involve the entire University population, since there is always interaction between the different people on campus and elsewhere. Outreach programmes at the University of Namibia are very effective because of the small size of the community.

2.8.2 Outreach Programmes During 2003 Academic Year

- Gender Awareness Programmes
- Substance abuse, the Gateway to HIV/AIDS
- Coping with Financial Problems
- Caring for each other (Guardian Angels)
- Student Emergency Hardship Fund

These programmes contributed towards empowering students and assisted them to deal with a number of challenges they were facing. The involvement of the Student Representative Council leads to students taking ownership of these programmes.

In doing counselling, one can apply different models at a time. Each client's problems are unique and different from each other. A counsellor can't really stick to one counselling/helping model. The problem of the client and the situation determine which model would be the most suitable. At the University of Namibia we have students coming from different backgrounds and experiencing different problems. The counsellors apply an integrated model approach, using different models to fit the situation.

2.9 CAREER GUIDANCE AND ACADEMIC COUNSELLING SERVICES

The making of an occupational choice is a difficult challenge to all young people as they are faced with rapid changes in their environments, including major changes in the world of work and the reality of unemployment. It is even more difficult for those in developing countries, such as Namibia, to face these challenges.

Family structures, the educational level of parents and traditional beliefs may also have influenced the vocational inspirations and career choices of young people, especially young female students. Changes in the social structure of society demand changes in the traditional approach to career education.

Ali & Graham (2000: 5) discuss career guidance and the role it plays in the life of individuals as follows:

2.9.1 Purpose Of Career Guidance

According to them career guidance serves different purposes for different individuals:

- It assists individuals to assess their career development needs at different points of their lives.
- It helps to understand the process of effective choice of a career.
- It helps to clarify their objectives for the future.
- It helps them to take appropriate action to implement these objectives

2.9.2 Guidance Practitioners

Ali & Graham (2000:3) see the guidance practitioner in a wide range of roles namely career officers, in different settings, career advisors, career counsellors in private practice, guidance teachers, educational guidance workers who help adults to select courses which will have a direct bearing on their future career planning. Guidance practitioners in the Namibian context are also covered in the above explanation.

In this section of the chapter the researcher will assess the current provision of careers counselling services at UNAM and describe what ideally should be provided. The researcher is of the opinion that the ideal clearly will be influenced by the reality of

services that can be provided in a university, in a small developing African country, of which Namibia is a very good example. Very understandably counselling and other ancillary facilities tend to be pushed down the priority list well below academic teaching and research. Ironically, whilst this might be acceptable in a developed country, it is in fact very misguided in a university like UNAM where almost all the students are “first generation” and the vast majority come from very deprived backgrounds.

To improve academically these students need full support in areas such as health, study skills and career counselling.

2.9.3 Receivers Of Career Guidance

The need for guidance can occur for anyone at any time, primarily with people who are busy setting up a career path after leaving education or people who have become unemployed. There are different groups of people who can be identified as guidance seekers. (Ali & Graham 2000:4)

- People leaving education at Tertiary or Secondary level
- Returnees from career breaks
- People wishing to return to education in order to improve their employment prospects, acquire new skills or update their knowledge and skills after a career break

At UNAM, receivers of career guidance are students, first year level as well as seniors. They often seek advice for assistance with CV writing, job-hunting skills, how to handle difficult interviews etc. It also happens that they are sometimes confused about the course they want to do. This can even occur in their final year of study.

2.9.4 Comparisons Between Career Guidance And Counselling

Ali & Graham (2000) put emphases on the following two aspects of careers interviews:

Aims of career interviews

Career interviews are viewed as developmental events, which occur at various turning points in a person’s life. This approach gives a very positive image to most career

interviews as it encourages the client not to see career guidance as a problem. Students so often have different views about career advice. They often do not seek help when they need it due to the fact that they think seeking career advice might give the impression that they have problems.

2.9.5 Time Scale And Pace Of Interview

Occupational choice is a process, which may unfold over a long period of time. Very often, the career choices of their parents or friends influence the occupational choices of students.

2.10 OBJECTIVES OF CAREER ADVICE

The career advisors responsibility is to advice clients in relation to occupational choice, further study, job search skills and alternative career options. However, what happens after a career counselling session is the responsibility of the client. If the client chooses to take no action, or not to act in a way that was agreed on at the end of the interview, that is totally the prerogative of the client.

2.11 FACTORS THAT PLACE STUDENTS ACADEMICALLY AT RISK

The Office of the Dean of Student' Annual Report (2003: 17) of professional services in the Office of the Dean of Students (Academic and Careers Counselling) identified a number of aspects, which have a negative influence on the academic performance of students at UNAM.

The following seven (7) problems were identified as the major contributing factors to negative academic outcomes of students:

- Time management
- Not seeking help from lecturers
- Not having a surface understanding of the course material
- Not completing tests and examinations
- Financial worries
- Accommodation

Very little is known about the factors which either prevent or encourage young people in Namibia to make appropriate career choices, and therefore it is also difficult to devise career counselling programmes for the country. (Otaala & Mostert, 1999:222) An explanation of the seven contributing factors follows.

2.11.1 Time Management

One of the central factors which places students at risk is that they do not do work thoroughly enough or they leave it until very late before they start to work or to study for examinations. According to the last mentioned report, time-management is one of the factors which contribute to students not performing well academically. They lack proper planning in study skills as well as in answering exam papers.

One of the issues, which we as staff members have repeatedly commented on, is that some students are unable to judge or discern when they are spending too much time on problems, i.e. when they should leave the problem and either seek help or go on to something else. It is not uncommon for some students to spend three hours on one Mathematics problem, which results in the student not completing the other work that he/she has been set. Part of the reason for this kind of behaviour is an attempt to master a difficult situation, and part of it is to cover over the shame of not knowing and the fear of failure.

2.11.2 Students' Inability To Seek Help from Lecturers

Lecturers complain that they often invite students to consult them should they experience difficulties, which in fact students do not do. Very often the report also mentioned the students unwillingness to seek help from their lecturers or from their peers.

Possible reasons for this are:

- Fear of the consequences of seeking help, e.g. embarrassment, appearing to be “stupid”, angering or disturbing the lecturer
- Denial of the problem
- Doubts about the competence of the help source
- Perceived practical barriers, e.g. having no time, not knowing where to find the lecturers
- Desire to maintain independence and
- Being unsure whether the problem is important enough
- Lecturers never available for consultations due to different reasons

2.11.3 Students’ Inability To Form Study Groups

Students who are at risk of failure are far less likely to be working in study groups with their peers than those who are not at risk. Part of the reason why study groups may enhance the performance of students may be related to Field’s (1989:924) perception that peer groups can function as a “container” of the anxiety generated in students by the learning process. According to her, peer groups are important because they foster trust, safety, and connectedness amongst the members, and thereby regulate the anxiety of the individual. Furthermore, she argues that this process helps individuals to contain feelings of not knowing, and to risk failure by trying out new ideas, which is what learning is all about. In her words “the experience of being respected, listened to, and understood builds intrinsic motivation, confidence and courage for learning’. One may ask the question that if study groups have so many benefits, why is it that students do not make use of them? According to the Annual Report students are not willing to form study groups because of the following reasons:

- They might not know how to go about setting up a study group, having not been exposed to such a way of working at secondary school;
- Some of them view education as competition and are thus reluctant to adopt a cooperative learning strategy;

- Most of them come from an authoritarian school system, which encourages them to view only the teacher as the expert, and does not encourage taking control of their own learning processes;
- Students sometimes only want to socialize with students of their own ethnical group.
- Some students still have difficulties in mastering English as a language and therefore prefer to work and study on their own. Although English is the only official language in Namibia, a number of students experience problems in writing and speaking it. (Otaala & Mostert. 1999:220)

2.11.4 Students' Inability To Understand The Course Material

According to the Office of the Dean of student' Annual Report (2003: 18) English was only introduced as the official language in 1990 in Namibia. As a result most students are still not ready to perform in English and come from schools where they were taught in English although the teachers of some of those schools were also not ready to teach in English. This aspect results in their not always having an understanding of the course material that is presented to them by lecturers.

Connected to this is the students' lack of ability to be self-regulated learners, which results in their not being aware of when they know a fact or possess a skill, and when they do not. Students are often perplexed when they fail tests and cannot do tutorial problems on their own, claiming that they understood what was said in lectures. It is clear that students only had a surface understanding of the work, and hence has been unable to manipulate this information when it is asked in a slightly different way, or when it requires the application of principles, for example. Part of the problem seems to be that students are sometimes unable to monitor their own level of understanding partly due to their ability to speak English, and as mentioned before it is hard for them to find lecturers for consultations.

2.11.5 Students Not Completing Tests And Examinations On Time

According to the students, they are unable to finish tests and examinations because they read, write and work too slowly. Furthermore, some students experience difficulties in

understanding what is required from them on tests and examinations, which results in spending a long time to understand questions. This is a common problem amongst all students who were counseled.

The report also mentioned that students, especially those in the Science faculty, often do not know what lecturers want from them, or sometimes are totally confused.

Students also experience slowness in executing tasks in practical tests and examinations. This appears to be partly the result of a lack of familiarity with the equipment used in practicals. Again there are English proficiencies among some students as well as some lecturers. Another possible cause of not completing examinations and tests may be that students do not budget their time properly during tests and examination, and therefore spend too much time on certain questions. Furthermore, anxiety about their competence often causes students to be very slow.

2.11.6 Financial Difficulties

Financial difficulties are an issue, which most people are aware of and familiar with. However, it is important to state that one cannot underestimate the impact of a lack of financial security on students' ability to concentrate effectively on their studies. Often students are unaware of financial aid procedures, and cannot find people to stand as sureties for a loan. Many of them are forced to register late due to a lack of funding. This sets them back a great deal since they have to catch up on lectures missed in addition to facing the usual kinds of adjustment issues that students encounter when coming to UNAM which is an English medium university. Many of their peers have already established a social circle, and students who register late are often faced with an even greater sense of loneliness, isolation and alienation.

Another aspect is the fact that students are sometimes blocked from writing examinations due to outstanding tuition fees. This results in their either repeating courses and or repeating an academic year. Consequently they lose their bursaries if they have them and are forced to cancel their studies or to apply for more time to finish their degrees.

2.11.7 Accommodation

Accommodation is also a matter of great concern. The present accommodation facilities on campus can only accommodate 1 080 students, whereas more than 4 000 students apply for accommodation yearly. As a result, a large percentage of these applicants decide to squat with friends or some rather dropout.

Windhoek is one of the most expensive cities in the Sub-Saharan Region. Due to the fact that the Ministry of Higher Education, Training and Employment Creation took a decision not to sponsor students' accommodation, students have difficulties getting accommodation on and off campus. Over crowdedness occurs in the hostels because of the last mentioned fact and leads to unhygienic situations.

2.12 GUIDELINES FOR COUNSELLORS TO ASSIST STUDENTS IN COUNSELLING

The following are the guidelines from the Student-Counselling Unit's Guidelines for Counselling (1996) at the University Namibia:

- Allowing the students to talk about their problems is a timeous process. They need to talk about all their feelings and how they impact their lives. They may also take time before they open up and tell you everything. Often these things are painful, so they need time to feel comfortable and to trust you.
- The counsellor must listen very carefully to everything the student says. If counsellors don't listen carefully, they may not hear some important part of the student's story.
- Counsellors must also listen for what the student does not say (non-verbal communication). It might be very painful for the student to talk about the problem troubling him.
- The counsellor must listen carefully to how the student expresses him- herself. Listen to the kinds of word students use and the way they speak.

- Counsellors must ask questions when they are not sure what the student means. The best questions are simple questions, for example: “What happened then?”, “What did you feel like when...?”, “How did your parents feel about you...?” and so on. This will help counsellors to clearly understand the student’s experience and problems, so that the students feels that you are really interested in their story.
- Be careful not to ask too many questions. The student might feel that you are policing them.

It is the task of the counsellors to establish a professional relationship with the client. It is within this relationship that the student will feel free to talk about his/her problem. Egan (2002:42) claims that “Clients deserve the kind of relationship with their helpers through which human meaning, purpose and values can be explored”.

2.13 ROLES OF COUNSELLORS

2.13.1 Helping People To Talk About Their Feelings

Badly stressed students have very strong and many different feelings at the same time. It is very important for people to let their feelings come out in the open. They can talk about their feelings or they can show their feelings. It is important to let out feelings, as explained in the following guidelines:

- Assist students to talk about their feelings. If they don’t talk about their feelings, it might lead to frustrations.
- Make ways for students to talk comfortably about their feelings. Sometimes they don’t know how to start expressing themselves.

2.13.2 Helping People To Express Their Feelings

The counsellor must try as much as possible to understand the feelings of the student, even if the student does not talk about it. Understanding body language is important since it will enable the counsellor to see things that which the student might not tell you.

2.13.3 Comfort And Care

Badly stressed students often need comfort and caring from people around them. To have difficult and painful feelings and problems can make a grown person feel small like a child. Often the person feels stupid, alone, helpless, and bad that they are showing you their feelings and problems.

The most important comfort to the person is that you are with them, listening, caring and understanding. The person will soon feel your care. They will see the look in your eyes, the way you nod your head, how you speak and ask questions, and what you say.

It is also a good idea to tell the clients that there is nothing wrong with them, and they are quite normal.

The counsellor will also know other good ways to comfort and care for the student, but there are some things that it is not good to do:

- Do not comfort a student when you can see that they do not want comfort or they don't want to be comforted in a particular way. For example: If a student is shaking with anger he/she will not like it if you try to comfort him/her at that moment. You will know what the person needs or wants, and then you will do the right thing.
- Do not tell the student anything that is not true or may not happen.

2.13.4 Helping People To Solve Their Own Problems

Different people will need different things from counselling. One student may want you to just listen, whilst others may want you to sit with them while they cry. Another person may want you to help them talk about the bad experience, and so on.

Mostly it is good to give the clients what they want in counselling, but sometimes people want things that you cannot give them, or things that are not helpful to give to them. For example, often students want the counsellor to work out the problems for them. They want you to decide what they should do next. And sometimes they want you to go and do it for them.

It is not a good idea to work out, or solve people's problems for them because:

- You may understand the person's problems very well, but you are not that person. Only the person can know what they really want to do.
- Students who approach the office are not feeling very strong. Should you tell the person what to do, they will never feel in charge of the problem.

For some people, talking about the problem makes them feel strong again, but other people may need more help. The following are steps that will help people to deal with their problems. (Counselling Guidelines)

- Understanding the problems
- Finding different ways to solve the problem
- Deciding on the best way to solve the problem
- Looking at different ways to act on the problem
- Deciding on the best way to act
- Taking action
- Talking about how good the action was

2.14 SUMMARY OF CAREER AND PSYCHOSOCIAL COUNSELLING

2.14.1 Career Counselling

Right from the beginning UNAM recognized career counselling as a valid and important requirement and made reasonably generous physical provision for it. Over the years a lot of theoretical advice has been given to UNAM by developed universities, and consequently UNAM has tried and failed to provide a service of this kind at the expense of simple practical help in the basic areas of career education, such as preparations for job applications and interviews. UNAM believed that psychologists should be the main providers, whereas what is really required at this stage of development are information officers

2.14.2 Psychosocial Counselling

Just like in the case of career counselling, psychosocial counselling is based in the Office of the Dean of Students and International Programmes. It is expected from counsellors to

do functions outside that of counselling roles, such as assisting with the organisation of annual cultural festival events, the allocation of hostel rooms etc. All these activities contribute to a huge confusion among students, especially with regard to the roles of counsellors. It also threatens the confidentiality aspect of counselling due to the vast differences of all these functions. A solution to this problem could be a total divorce of counselling from its present location.

In conclusion this document has described and defined the various sectors of higher education counselling, and in particular, counselling at UNAM. The main literature about counselling which is currently popular, especially in Europe and the USA, was also reviewed. Very understandably counselling and other ancillary facilities tend to be pushed down the priority list well below academic teaching and research. Ironically whilst this might be acceptable in a developed country, it is in fact very misguided in a university like UNAM where almost all the students are "first generation" and the vast majority come from very deprived backgrounds.

To benefit from the academic side, these students need full support in areas such as health, study skills and career counselling.

CHAPTER 3

DATA ANALYSIS

3.1 INTRODUCTION

Data presented in this chapter has been obtained through an empirical study, which was completed after a literature study had been carried out on counselling services rendered in the Office of the Dean of Students at the University of Namibia.

The empirical study had been carried out according to the details provided in **Chapter 1** of this report, and can be summarized as follows.

A quantitative study was carried out through a survey amongst senior and first year students at the University of Namibia who made use of counselling services during the 2002 – 2003 academic year.

A total of 324 students approached the counselling services for assistance during 2003. Of them 174 were first year students, whilst 150 were senior students. These two groups of students were numbered separately, and 25 members on each side were selected by giving numbers to the names of those listed. On each side 25 names were drawn which provided equal opportunity of selection for each element in that population. Respondents were individually contacted, and they were given forty-eight hours to complete the questionnaire. Some of them did not respond after the time expired, and UNAM radio was used to notify those to bring back the questionnaires. It has to be mentioned that at no stage were the identities of the respondents exposed.

Data was analysed by using SPSS for Windows, Version 10, and it will be presented in the remainder of this chapter.

3.2 PRESENTATION OF DATA

Data is presented according to the different sections/questions, which were included in the questionnaire.

The questionnaire consists of four sections: **Section A** consists of demographic information, **Section B** deals with needs and problems of students, **Section C** deals with knowledge and perceptions of students regarding counselling services rendered by the Office of the Dean of Students, and **Section D** deals with the knowledge and perceptions regarding the Counselling Services.

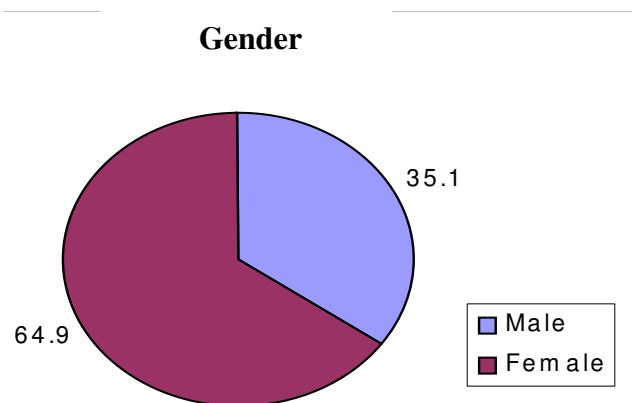
3.3 DISCUSSION OF DATA

3.3.1 Section A: Demographic Information

Tables 1 – 7 in Appendix D: Questionnaire

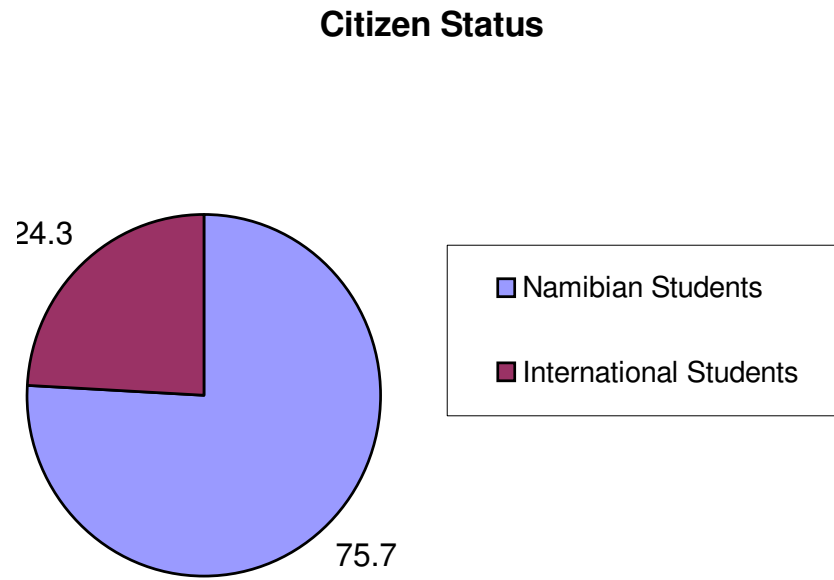
N=37 It will remain the same for the remainder of this chapter. Although 50 questionnaires had been distributed, 13 of them never returned a completed questionnaire.

Figure 1



According to data in Figure 1, 64.9% of the respondents are female whilst 35.1% are male

Figure 2

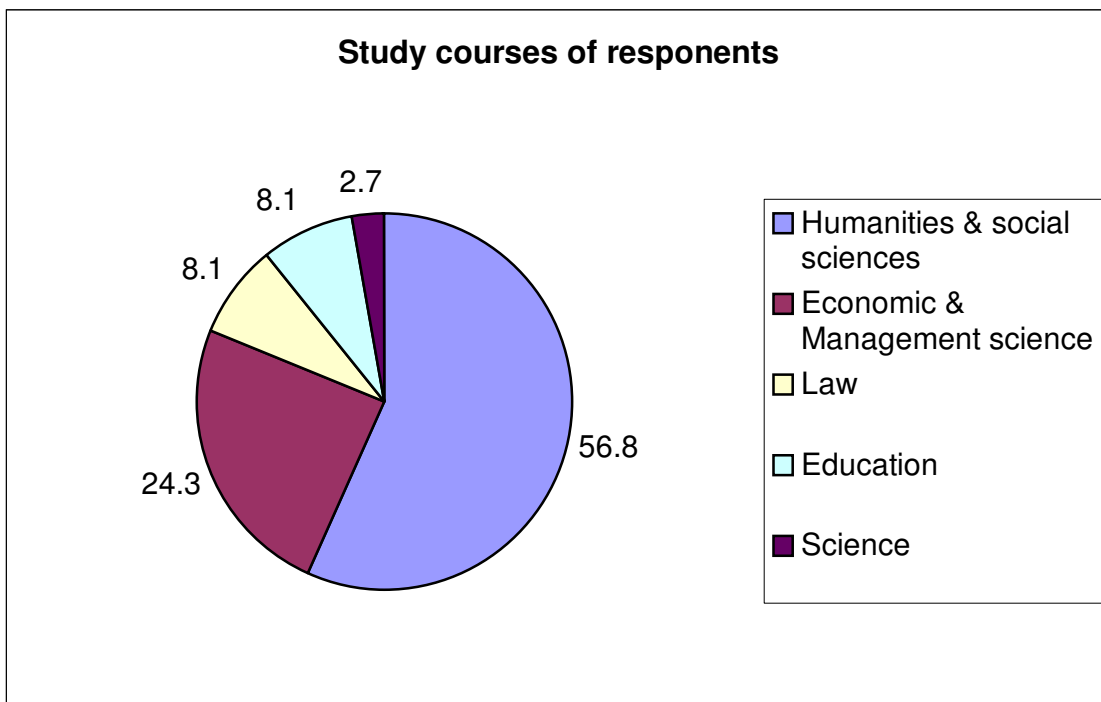


Data in figure 2 indicates that the majority of respondents are Namibian students.

Table1: Age Group	
	Valid Percent
Below 20 years	13.5
20-24 years	78.4
25-29 years	5.4
30 years and above	2.7
Total	100.0

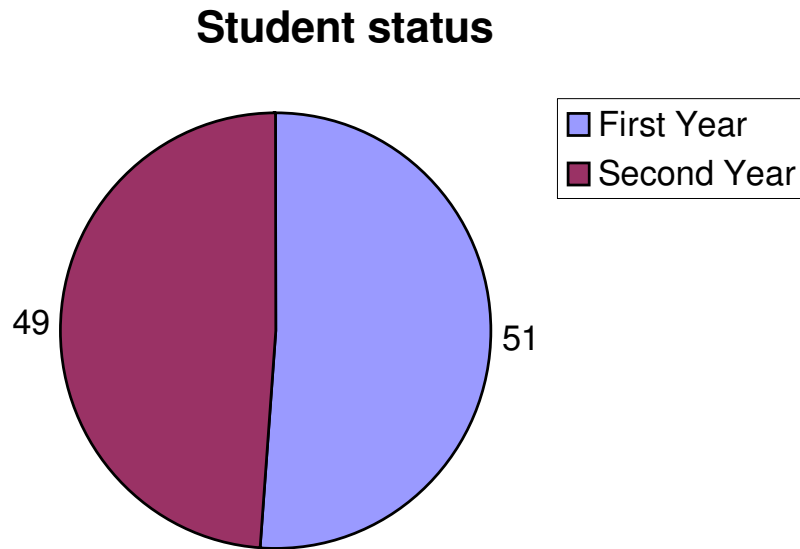
The information indicates that the majority of the respondents were between 20 and 24 years of age.

Figure 3



Data in Figure 3 indicates that 56.8% of the respondents are from the Faculty of Humanities and Social Sciences.

Figure 4



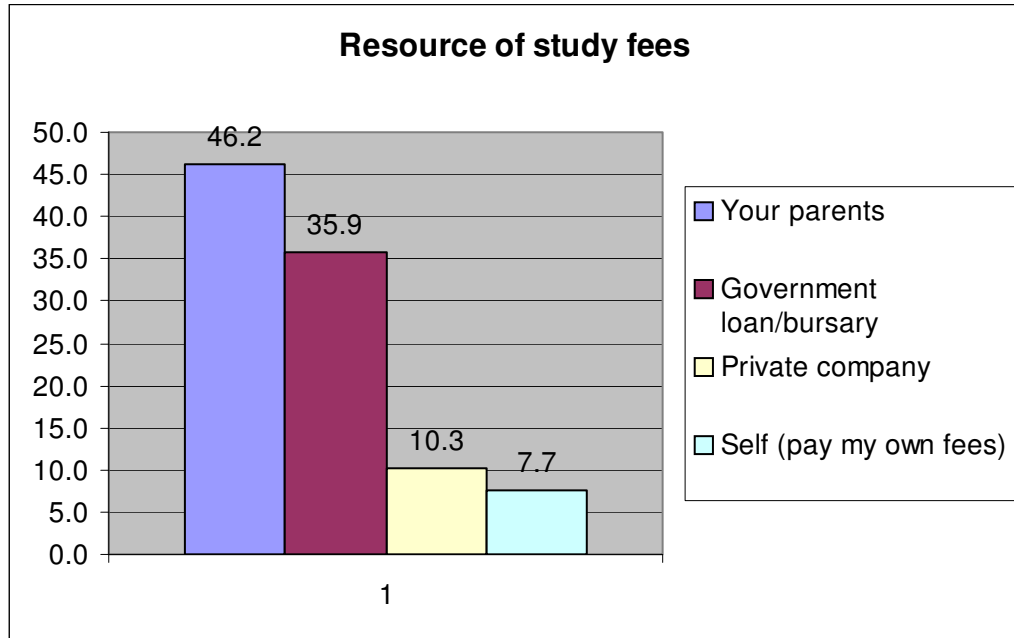
Representation of the first year and senior students is almost equal, with 51% first year students and 49% senior students (Figure 4.)

Table 2: Type of accommodation	
	Valid Percent
Hostel Students	51.4
Day Students	48.6
Total	100.0

With regard to their accommodation status, 51.4% of respondents are accommodated on campus, whilst 48.6% of the respondents stay off campus (Table2.)

Figure 5

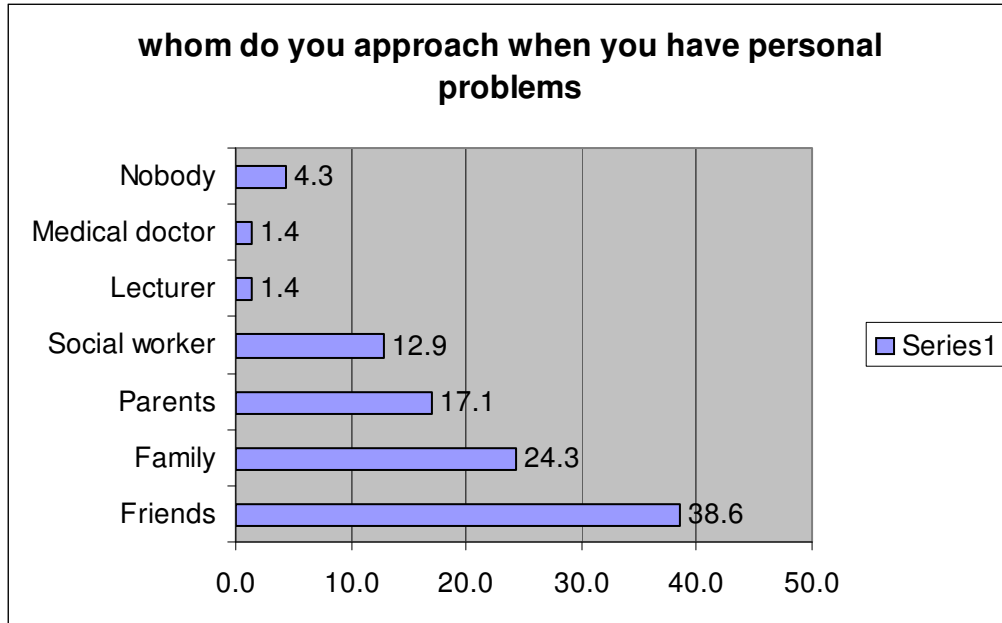
Who is responsible for your financial expenditures as a student?



Although the majority of respondents indicated that their parents are responsible for their expenditures, most of them have parents who are unemployed and cannot financially assist them. Those that have a Government loan or bursary need to add some money to finish paying off their fees since Government does not pay all fees, especially if they do not have science related courses.

3.3.2 Section B

Figure 6 : Whom do you normally approach when you have a personal problem?



These findings indicate that students rely more on their own resources or on those of friends and family rather than turning to professionals for help.

Respondents interviewed indicated that they would rather approach friends (38.6 %), family (24.3 %) and parents (17.1%). An explanation for this finding could be the fact that children in African cultures are brought up to rather consult their elders, family members, or friends when they are having problems. Going to a professional is somehow seen as a taboo, and therefore there is a need for research in this regard. The implication is that the empowerment of peers with training to become peer counsellors could contribute towards easing students' problems.

Possible reasons why those students interviewed would prefer to talk to friends and family rather than to professionals could be:

- Students mostly meet with friends since they are their closest link
- their peers are on the same level with them
- they are sometimes more open to their friends than to any other person, and
- they are more exposed to each other than to professionals like, medical doctors etc.

Table 3 : The Office of the Dean of Students at UNAM provides counselling services. Are you aware of this?	
	Valid Percent
Yes	83.8
No	16.2
Total	100.0

An overwhelmingly majority of participants is aware of the Counselling Centre on campus although most of them would approach friends and family when they have problems (see table 3.)

Data summarised in Table 3 indicate that 83.8 % of the respondents indicated that they are aware of the services in the counselling centre. Although the sample was drawn from students who previously utilised the services, 16.2% indicated that they are not aware of the services. This might have resulted from the multiple roles that counsellors fulfill in the office of the Dean of Students, or that those who approached the counselling Centre for help, did not know about the type of problems they could seek assistance for.

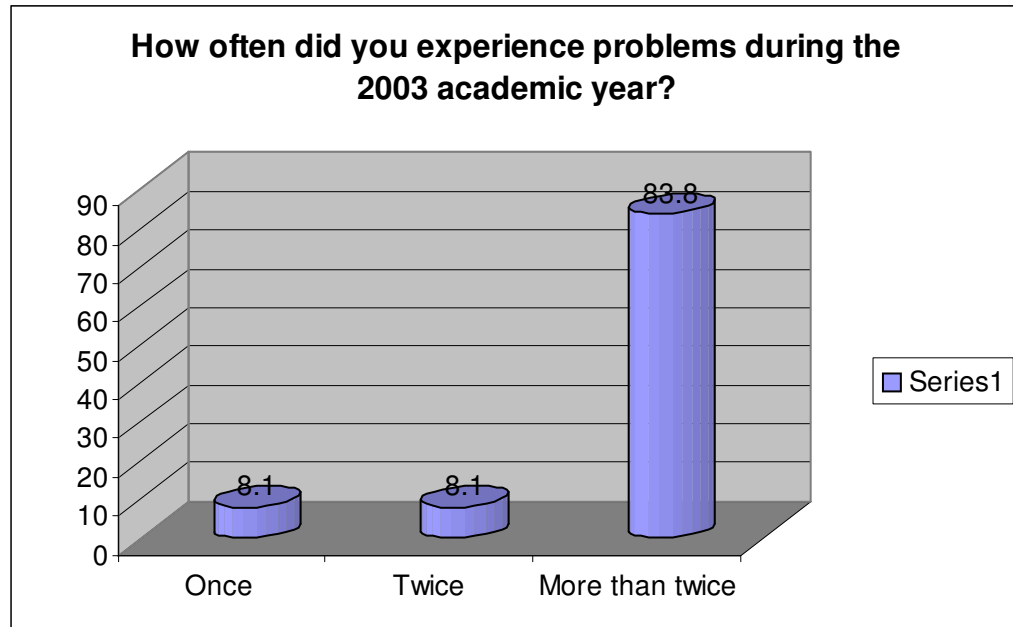
Table 4 : Are you of the opinion that it is important to have a counselling centre on the campus of the University of Namibia?

	Valid Percent
Yes	91.9
No	2.7
Uncertain	5.4
Total	100.0

Data in Table 4 indicate that 91.9 % of the respondents think that it is important to have a Counselling Centre on campus. When one compares this data with their responses in figure7, where the majority of them had problems more than twice that academic year, it is understandable that a high percentage would respond that it is important to have a Counselling Centre on campus at UNAM.

Section C: Knowledge and Perceptions Of Students Regarding the services rendered by the Office of the Dean Of Students at UNAM

Figure 7



Respondents' reactions on the question of how often they experienced problems during the 2003 academic year was significant (83.8%). Their responses correlate with their responses on the question of whether it is important to have a Counselling Centre on campus, where 91.9 % indicated that it is important to have a Counselling Centre on campus. These results also indicate that students consider the counselling services to be very important for them to be able to deal with their problems although they indicated in Figure 6 of this study that they go to their friends and family when experiencing problems. In the introduction of Chapter 2 of this study, the researcher mentioned that there are different challenges that University students face. When analysing the responses of those surveyed one may conclude that within a student's life, problems are always there and therefore students will always be faced with challenges that will form part of their lives.

Following Is A List Of Problems Reported During The 2003 Academic Year At The Office Of The Dean Of Students. Tick Which Of Those Problems Did You Experience

Table 5.1: Problems resulting from academic life	
	Valid Percent
Fear of failing academic year	67.6
Concerns about relationship with academic staff	5.9
Adjustment to campus life	5.9
Test/Examination anxiety	20.6
Total	100.0

Data in Table 5.1 indicate that a significant percentage (67.6%) of the participants fear that they might fail the academic year. In the literature review of Chapter 2 of this study, the UNAM Annual Report mentioned the factors that place students academically at risk of failure, such as, time management, students not seeking help from lecturers, students not having an understanding of the course material, students not completing tests and examinations in time, financial and accommodation problems.

Table 5.2: Psychological problems	
	Valid percent
Lack of assertiveness	37.1
Overcoming procrastination	37.1
Overcoming shyness	11.4
Problem in controlling temper	14.4
Total	100

Data in Table 5.2 indicate that 37.1% of the respondents experienced psychological problems like lack of assertiveness; the same percentage had difficulties overcoming procrastination.

Table 5.3: Problems of a sexual nature	
	Valid percent
Male dominance	17.1
Anxiety about AIDS	17.1
Conflicts over rules	8.6
Coping with loneliness	8.6
Coping with peer relationships	25.7
Concerns about sexual functioning	2.9
Coping with gender prejudice	2.9
Coping with relationships with the opposite sex	17.1
Total	100

Data in Table 5.3 indicate that 25.7% of the respondents had problems with peer relationships, 17.1% experienced problems with male dominance, 17.1% had anxiety about AIDS, and 17.1% of the respondents had problems with coping in relationships with the opposite sex. Data in Table 3 of this study indicated that 78.4% of the participants are aged between 20-24 years of age. Their peers normally pressure young

people in these age groups which could contribute to them having problems of a sexual nature.

Table 5.4: Problems with parents	
	Valid percent
Abandonment by parents	4.8
Inability of parents to accept student's independence	57.1
Pressure from parents to perform academically	38.1
Total	100

Data in Table 5.4 indicate that 57.1% experienced problems with their parents accepting their independence, and 38.1% experienced pressure from their parents for them to perform academically. The traditional way in which some parents bring up their children in Namibia sometimes does not allow for students to be totally independent. Therefore problems of this kind between parents and their children will always be experienced.

Table 5.5: Substance abuse	
	Valid Percent
Controlling of Drinking	88.9
Drug Abuse	11.1
Total	100.0

Data in Table 5.5 reveals that a significant percentage of participants experienced problems in controlling their drinking this is quite alarming considering the dangers that alcohol abuse can pose to the spread of HIV/AIDS.

Table 5.6: Have you ever experienced career related problems?

	Valid percent
Yes	54.1
No	45.9
Total	100.0

More than half (54.1%) of the respondents indicate that they experienced career related problems, whilst almost 45.9% indicated that they did not experienced problems of this kind.

Table 5.7: Have you ever experienced financial problems?

	Valid percent
Yes	59.5
No	40.5
Total	100.0

Data obtained in this Table 5.7 indicate that 59.5% of the participants experienced financial problems. This group of participants are possibly coming from those participants who indicated in Figure 5 of this study that their parents are responsible for their fees, as well as those who indicated that they themselves are responsible to pay their school fees.

Table 5.8: Have you ever experienced problems with regards to acquiring a study permit?

	Valid percent
Yes	27.0
No	73.0
Total	100.0

The majority of the international students interviewed indicated that they did not experience problems with regards to acquiring a study permit. This can be attributed to the fact that the Office of the Dean of Students deals directly with the Ministry of Home Affairs in the application of study permits on behalf of all international students.

Section D Knowledge and perceptions regarding Counselling Services at UNAM

Roles of Student Counsellors According to Students

Using the answer sheet, rate your responses to each of the following rating scales:

- A - Strongly Disagree
- B - Disagree
- C - Neutral
- D - Agree
- E - Strongly Agree

Table 6.1: Student counsellors should concentrate on helping people meet their material needs for money, accommodation, etc.	
	Valid Percent
Strongly disagree	5.6
Disagree	10.8
Neutral	18.9
Agree	29.7
Strongly agree	35.1
Total	100.0

Data in Table 6.1 indicate the importance that researched participants placed on the provision of help with material needs, 29% agreeing and 35.1% strongly agreeing. The importance of meeting students' materials needs as well as their personal and emotional needs cannot be neglected and possibly points to the unification of the presently separate student services, specifically in terms of being located in the same building at best, or at least in close proximity to each other.

Table 6.2: Student counsellors should concentrate on helping people gain an insight into and an understanding of their feelings	
	Valid Percent
Neutral	24.4
Agree	48.6
Strongly agree	27.0
Total	100.0

The results in Table 6.2 indicate that it is important not to underestimate the emphasis that students place on the need for counsellors to help students to gain an insight into and understanding of their feelings (48,6% agree and 27% strongly agree). This implies that

insight orientated counselling that places an emphasis on understanding emotional expressions should be promoted.

Table 6.3: Student counsellors should provide psychologically oriented skills to non-professionals to enable them to lay counselling in crisis situations	
	Valid Percent
Strongly disagree	2.8
Disagree	5.6
Neutral	19.4
Agree	33.3
Strongly agree	38.9
Total	100.0

The data in Table 6.3 indicate that student counsellors should not provide psychologically orientated skills training to non professionals to enable them to do lay counselling in crisis situations. The training of peer counsellors could serve as an answer to this need of the participants.

Table 6.4: Student counsellors should work more with individuals	
	Valid Percent
Strongly disagree	2.7
Disagree	5.4
Neutral	16.3
Agree	45.9
Strongly agree	29.7
Total	100.0

Data summarised in Table 6.4 indicate that those participants surveyed believed that individual counselling is more appropriate for their needs (45.9% agree and 29.7% strongly agree). Ross and Deverall (2004: 273) in the literature review of chapter 2 of this document, state that people find it easier to establish a relationship with the counsellor on a one-on-one basis rather than to be exposed in a group setting. The one-on-one nature of counselling is thus not a source for concern in this study.

Table 6.5: Student counsellors should work more with groups of people	
	Valid Percent
Strongly disagree	8.1
Disagree	13.6
Neutral	35.1
Agree	21.6
Strongly agree	21.6
Total	100.0

Data summarized in Table 6.5 suggest that group intervention is a good strategy (21.6% agree and 21.6% strongly agree). These results suggest that group intervention is not necessarily the treatment of choice for the participants surveyed. Ross and Deverall (2004:273) mentioned as one of the limitations of group work that it is not suitable for all individuals or all types of problems.

Table 6.6: Student counsellors should give direct advice on how a problem needs to be dealt with	
	Valid Percent
Strongly disagree	18.9
Disagree	13.6
Neutral	13.5
Agree	24.3
Strongly agree	29.7
Total	100.0

From these results one can conclude that participants are in favour of direct advice giving by counsellors to help them find their own solutions to their problems.

Table 6.7: Student counsellors should help you arrive at a solution of your making	
	Valid Percent
Strongly disagree	5.4
Neutral	18.9
Agree	35.1
Strongly agree	40.6
Total	100.0

Data obtained in this study in Table 6.7 indicate that the majority of the participants are of the opinion that student counsellors should help them to arrive at a solution of their own making when solving their problems.

Table 6.8: Student counsellors should concentrate more on finding ways of preventing problems	
	Valid Percent
Strongly disagree	2.7
Disagree	2.7
Neutral	29.9
Agree	24.4
Strongly agree	40.6
Total	100.0

The majority of the participants interviewed illustrated the need for student counsellors to concentrate on prevention in addition to “cure” in problem solving. 64.8% of the participants indicated that they are in agreement that counsellors should find ways to prevent the occurrence of problems. In Chapter 2, sub-heading 2.3.2, of this study, the importance of the pro-active approach to counselling was emphasised as very important.

Table 6.9

Student Counsellors should work in multi-disciplinary context e.g. with doctors, psychologists, social workers.

	Valid Percent
Strongly disagree	5.4
Neutral	13.5
Agree	10.8
Strongly agree	70.3
Total	100.0

An examination of Table 6.9 suggests that 70.3% of the students interviewed are of the opinion that student counsellors should work in a multi disciplinary context. These results also lend support to the notion which was previously mentioned in this chapter that the campus health clinic, accommodation and other related services be located in the same building as the Student-Counselling Centre. This will increase cooperation between the staff of the clinic, the accommodation section and the staff on the counselling centre, which will benefit the students in the end.

Table 6.10

Student Counsellors should work together with traditional healers to be more effective.

	Valid Percent
Strongly disagree	59.5
Disagree	16.2
Neutral	18.9
Agree	2.7
Strongly agree	2.7
Total	100.0

A interesting finding in Table 6.10 is that those surveyed opposed the idea that student counsellors should work closely with traditional healers, especially keeping in mind that the participants were of African origin where the practices of traditional healers are strongly supported. More research needs to be done to probe this finding.

Table 6.11

Student Counsellors should be politically as neutral as possible and not align themselves to any political grouping.

	Valid Percent
Strongly disagree	8.2
Disagree	10.8
Neutral	32.4
Agree	18.9
Strongly agree	29.7
Total	100.0

The strong resistance to political alignment of counsellors on the part of those surveyed (29.7% strongly agree, 18.9% agree) may be caused by the differences in political alignments between the different participants surveyed. It appears that most participants favour political neutrality as it is reflected in Table 6.11. Once again this finding may be reflective of the current political situation in Namibia where some students tend to be more conservative than others who are generally more politically active.

Table 6.12

Student counsellors generally change individuals to fit the system and seldom change the system to fit the individual

	Valid Percent
Strongly disagree	11.4
Disagree	14.3
Neutral	48.6
Agree	14.3
Strongly agree	11.4
Total	100.0

On the question of whether student counsellors change individuals to fit the system and seldom change the system to fit individuals, the majority (48.6%) were neutral. A reason for this response could be that they did not understand the question very well or it could be because of apathy amongst those surveyed.

Table 6.13

A client's problem should be socio-politically conceptualized i.e. student counsellors should make clients aware of how the environment in which they are living plays a role in the development and manifestation of their difficulties.

	Valid Percent
Strongly disagree	2.8
Disagree	5.6
Neutral	22.2
Agree	44.4
Strongly agree	25.0
Total	100.0

Data in the above Table 6.13 indicate that those surveyed are of the opinion that their problems should be socio-politically conceptualised. (44.4 agree, 25% strongly agree). To the contrary, in Table 6.11 of this document they strongly opposed political alignment of counsellors in dealing with their problems. The results thus suggest that counsellors should make clients aware of how the socio-political environment in which they are living plays a role in the development and the manifestation of their difficulties.

Table 6.14

A student counselor must possess the specific knowledge and information about the particular ethnic group he/she is working with.

	Valid Percent
Strongly disagree	5.6
Disagree	2.8
Neutral	19.4
Agree	33.3
Strongly agree	38.9
Total	100.0

Data in Table 6.14 indicate that the majority of those surveyed are of the opinion that counsellors should be knowledgeable about their different ethnic groups. A reason could be that they want counsellors to understand them better when dealing with them. The findings of the study reveal that race is a very important variable that can influence the perceptions of those surveyed.

Table 6.15

Student counsellors should hold the world views of their clients to be effective i.e. a counselor should have the same perception of his/hers relationship to the world (nature, institutions, other people, things etc. as his/her clients does.)

	Valid Percent
Strongly disagree	25.0
Disagree	30.6
Neutral	19.4
Agree	13.9
Strongly agree	11.1
Total	100.0

On the question of whether student counsellors should hold the worldviews of their clients to be effective, the findings in Table 6.15 suggest that the idea that a counsellor should share the worldview of a client is not an essential component for the majority of participants. Thus, the findings do not lend support to the notion of some theorists like Zimbardo and Lerpe (1991) that when people are uncertain about their own opinions, they seek guidance from those who are similar to theirs in other dimensions, and the opinions of dissimilar others are expected not to be of great value to them.

Table 6.16

Student counsellors should be professionally trained to be more credible to you.

	Valid Percent
Neutral	8.3
Agree	41.7
Strongly agree	50.0
Total	100.0

These findings lend support to the participants idea that the training and experience of the counsellor (and the general human qualities) are more important in counselling than other factors such as similarity of racial background of the counsellors and the students.

Table 6.17

Student counsellors should be the same sex as you, to be more helpful to you.

	Valid Percent
Strongly disagree	30.6
Disagree	25.0
Neutral	33.3
Agree	5.6
Strongly agree	5.5
Total	100.0

Those that participated in the study strongly opposed the notion that counsellors should be of the same sex to be of help to them.

Table 6.18

Student counsellors should be older than you to be more helpful to you.

	Valid Percent
Strongly disagree	29.3
Disagree	32.4
Neutral	20.6
Agree	5.9
Strongly agree	11.8
Total	100.0

Participants in this study do not support the notion that counsellors should be older than them to be helpful to them. There is thus no clear evidence that participants have a stronger preference for an older rather than a younger counsellor.

Table 6.19

A skilled student counselor is one who is comfortable with differences that exist between him/herself and his/her clients in terms of worldview and values.

	Valid Percent
Strongly disagree	2.8
Neutral	8.3
Agree	38.9
Strongly agree	50.0
Total	100.0

Data obtained in Table 6.19 indicate that those surveyed are in agreement that counsellors should be comfortable with the differences between him\herself and his\her clients in terms of their worldviews and values.

Table 6.20

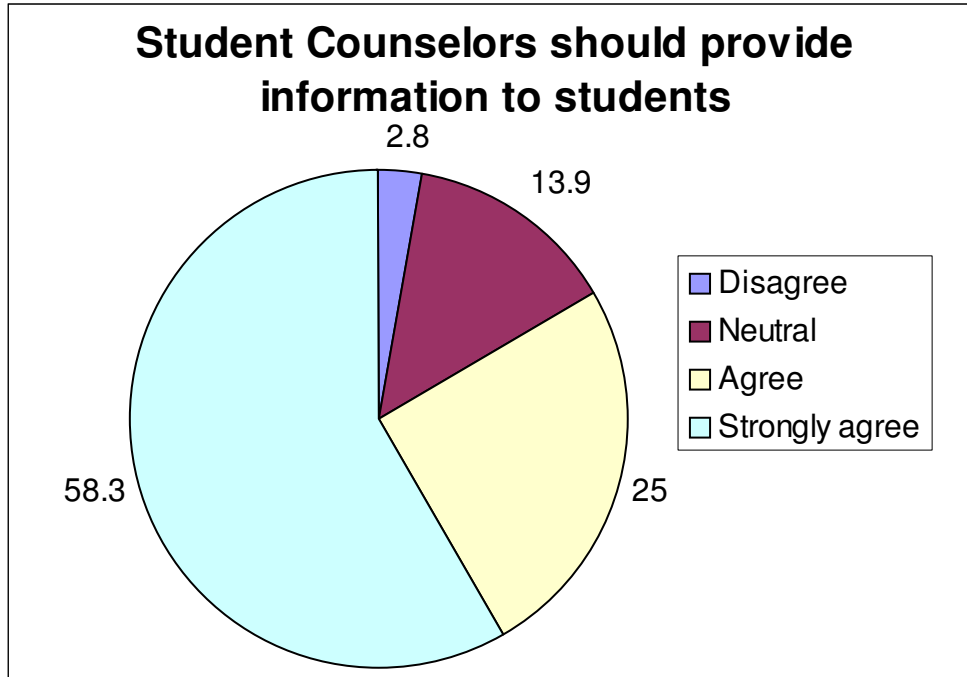
Most students are unaware of the services offered by the Student Counselling Centre

	Valid Percent
Strongly disagree	8.3
Disagree	16.7
Neutral	11.1
Agree	30.6
Strongly agree	33.3
Total	100.0

An issue of concern, and one that needs to be addressed is that most of the participants surveyed were of the opinion that most students are unaware of the services offered by the Students Counselling Centre Table 6.20. A reason for this response of the participants could be that some students who needed help in those areas dealt with at the Student Counselling Centre did not seek help there. This might be caused by the lack of awareness about the kinds of problems the Student Counselling Centre is dealing with due to the geographical location of Student Counselling Services.

Figure 8

Student counsellors should provide information to the university community about stress reactions, emotional disturbances, possible coping strategies etc. in the form of workshops, booklets and groups etc.



In terms of the type of services that the participants feel student counselling should supply the results show that the provision of information to the university community about stress reactions, emotional “disturbances” possible coping strategies, etc. in the form of workshops, booklets and groups is seen as very important by the majority of those participants surveyed. 83.3% of them are in total agreement that counsellors should give information to the university community about stress reactions etc.

ANSWER THE FOLLOWING QUESTIONS IN THE SPACE PROVIDED ON THE ANSWER SHEET.

Table 7

What do you believe are the most personal characteristics e.g. warmth, non-judgmental attitude etc. of a good student counsellor?

	Valid percent
Understanding	4.6
Patient	1.1
Comforting	2.3
Non-judgmental	19.5
Objective	4.6
Warm	9.2
Straight-forward	1.1
Honest	5.7
Polite	1.1
Good listener	4.6
Trustworthy	6.9
Friendly	3.4
Non-biased	1.1
Accepting	4.6
Openness/open-mindedness	4.6
Not prejudiced	1.1
Respectful	1.1
Committed	1.1
Discrete	1.1
Good communications skills	1.1
Empathetic	4.6
Humble	1.1
Approachable	1.1
Self-confident	3.4
Being Neutral	1.1
Sensitive	1.1
Genuinely Concerned	2.3
Well-skilled	1.1
Well-mannered	1.1
Willing to help	2.3
Total	100

Data summarised in Table 7 indicate that participants put a high premium on the following characteristics of a counsellor.

Non-judgmental	19.5%
Warm	9.2%
Honest	5.7%
Trustworthy	6.9%

Participants are of the viewpoint that counsellors should not be judgmental, and therefore this finding possibly supports the finding in Figure 6, that the participants often approach their friends and family when they experience problems.

With regard to the question of the most important personal characteristics of a good counsellor the results depicted in Table 7 suggest that non-judgmental, warm, honest, and trustworthy counsellors are perceived as being essential for the participants in this study.

Table 8

What would a student counsellor have to do, or be, to gain your trust?

	Valid percent
Should be experienced/well-trained	5.3
Don't know	3.5
Assure confidentiality	12.3
Be themselves	1.8
Be a good listener	7.0
Be understanding	10.5
Be friendly	1.8
Be trustworthy and honest	10.5
Be warm-hearted	1.8
Be open	5.3
Show seriousness about students problems	3.5
Be role models (exemplary)	1.8
Be calm	1.8
Be caring	3.5
Be genuine	1.8
Have leadership skills	1.8
Not be tribalist, racist or sexist	1.8
Be proactive	1.8
Be professional	1.8
Be able to keep secrets	7.0
Smile	1.8
Not socialize a lot	1.8
Be respectful	3.5
Be punctual	1.8
Be humble	1.8
Nothing	1.8
Be non-judgmental	1.8
Total	100

Data in Table 8 identify the characteristics that participants view as very important for student counsellors. The assurance of confidentiality, 12.3%, to have a good understanding and to be trustworthy and honest were rated the highest of all the characteristics.

Table 9

In your opinion, what is the purpose of counselling?

	Valid percent
Help out of dilemma	4.3
Help others see different perspectives	2.2
Help others when they are emotionally, psychologically stressed	15.2
Help people cope with problems and difficulties	50.0
Provide guidance	6.5
Help students cope with challenging situations	2.2
Help cope with real life in an effective way	4.3
Creating a conducive environment for students	6.5
To give insight in human processes	2.3
Provide advice	4.3
To integrate the person with his/her environment	2.2
Total	100

Data reported in Table 9 indicate that 50% of the respondents see the purpose of counselling as helping people to cope with problems and difficulties. 5.2% see it as helping others when they are emotionally and psychologically stressed.

The respondents' understanding of counselling corresponds with that of Aptekar (1995:105) and Draguns (1989) where they mention the key elements of counselling as

- "In all counselling situations the client brings questions and or conflicts to the counsellors.
- The clients are often accompanied by personal distress and
- The counsellor's objective is usually to facilitate the resolution of the problems."

While it was beyond the scope of this study to explore how they came to arrive at this understanding (although one might speculate that it has something to do with being in contact with other students who have been exposed to counselling, and / or with having more access to information about counselling in the university context), it maybe an interesting area for future research.

Table 10

Is there a need for a counselling centre on Campus?

Are you of the opinion that it is important to have a counselling centre in the office of the Dean of students at the University of Namibia?

	Valid Percent
Yes	91.9
No	2.7
Uncertain	5.4
Total	100.0

Data show that 91.9 % of the respondents indicated that it is important to have a Counselling Centre on campus. When evaluating their responses in Table 10 , it is understandable why a high percentage would of participants would be in favor of having a counselling centre on campus.

**3.3.4.1 Section D: Knowledge and Perceptions Regarding Counselling Services
at UNAM**

The following Counselling Services are available in the Office of the Dean of Students.
How helpful are they?

Information about careers

Table 11.1

	Valid Percent
Very unhelpful	25.0
Not helpful	7.1
Not sure	25.0
Helpful	32.1
Very helpful	10.7
Total	100.0

With regard to seeking help with career related issues the results illustrated that participants find the service rendering helpful. This finding is supported by Ali and Graham (2000) who differentiated between career interviews and career guidance.

Table 11.2

Information about curriculum planning e.g. what subjects to do

	Valid Percent
Very unhelpful	24.0
Not helpful	16.0
Not sure	32.0
Helpful	12.0
Very helpful	16.0
Total	100.0

Participants seem not to be sure about information regarding curriculum planning. This uncertainty may have been caused by the fact that the rendering of this service is shared by the Faculty Officers, the Office of the Registrar and the Career Counsellors in the Office of the Dean of Students.

Table 11.3

Information on how to structure your degree

	Valid Percent
Very unhelpful	27.3
Not helpful	18.2
Not sure	27.3
Helpful	13.6
Very helpful	13.6
Total	100.0

The results in Table 11.3 are similar to the participants' responses in Table 11.2. The availability of help for students with academic related issues in the Office of the Dean of Students seems to be a matter of concern, which needs attention.

Table 11.4

Information about faculty rules and regulations

	Valid Percent
Very unhelpful	12.5
Not helpful	20.8
Not sure	37.5
Helpful	12.5
Very helpful	16.7
Total	100.0

Findings in Table 11.4 indicated that students who participated in the study are not satisfied with faculty rules and regulations.

A possible explanation for students' dissatisfaction could be the lack of knowledge about the “only” University during their Grade VII year at secondary school. There seems to be a need for the counselling services to visit secondary schools and to make learners at that level already aware of the faculty rules and regulations of different faculties at UNAM.

Table 11.5

Information about employment

	Valid Percent
Very unhelpful	10.0
Not helpful	10.0
Not sure	23.3
Helpful	36.7
Very helpful	20.0
Total	100.0

Table 11.6

Counselling about career planning

	Valid Percent
Very unhelpful	12.5
Not helpful	12.5
Not sure	37.5
Helpful	20.8
Very helpful	16.7
Total	100.0

Many of the participants in this study probably came from schools where there were no guidance counsellors. They find information about employment helpful (Table 11.5.) but they are unsure about counselling about career planning (Table 11.6.)

The student assistant scheme on campus is based in the Counselling Centre in the Office of the Dean of Students, and information about different careers are often made available to students.

Table 11.7

Counselling about relationship problems

	Valid Percent
Very unhelpful	8.0
Not helpful	12.0
Not sure	44.0
Helpful	24.0
Very helpful	12.0
Total	100.0

Table 11.8

Counselling about family relationships

	Valid Percent
Very unhelpful	7.7
Not helpful	7.7
Not sure	50.0
Helpful	15.4
Very helpful	19.2
Total	100.0

The majority of participants surveyed were uncertain about the counselling about relationship problems. (See Table 11.7 and 11.8).

It would be helpful to do research to determine whether there are differences between the kind of assistance sought by first years as opposed to seniors and postgraduate students.

One might hypothesise that senior students seek help for more personal problems than do “first years”. Also, senior students are more likely to be familiar with the rules regarding degree structures and the various courses offered and therefore one would anticipate a drop in the seeking of this kind of counselling. However this is merely speculative and it would be important to verify such thoughts with further research.

Table 11.9

Counselling about depression

	Valid Percent
Very unhelpful	16.0
Not helpful	4.0
Not sure	40.0
Helpful	24.0
Very helpful	16.0
Total	100.0

Table 11.10

Counselling about anxiety/panic

	Valid Percent
Very unhelpful	20.0
Not helpful	4.0
Not sure	32.0
Helpful	16.0
Very helpful	28.0
Total	100.0

Data in Table 11.9 and 11.10 illustrated students' uncertainty about the effectiveness of career counselling effectiveness with regard to psychological problems. These results lend support to those of Puckhoff & Lewin (1987) who found that there is a link between students' perceptions of counselling and their usage of counselling services.

Table 11.11

Counselling about sexual issues

	Valid Percent
Very unhelpful	20.8
Not helpful	8.4
Not sure	20.8
Helpful	25.0
Very helpful	25.0
Total	100.0

Table 11.12

Counselling about drug abuse

	Valid Percent
Very unhelpful	8.7
Not helpful	4.4
Not sure	30.4
Helpful	17.4
Very helpful	39.1
Total	100.0

Table 11.13

Counselling about alcohol abuse

	Valid Percent
Very unhelpful	8.0
Not helpful	4.0
Not sure	28.0
Helpful	28.0
Very helpful	32.0
Total	100.0

Table 11.14

Counselling about STD/HIV/AIDS

	Valid Percent
Very unhelpful	7.4
Not helpful	3.8
Not sure	22.2
Helpful	22.2
Very helpful	44.4
Total	100.0

An examination of Tables 11.11, 11.12, 11.13 and 11.14 reveals that students seem to be satisfied with counselling issues that concern the broader student population, like sexual issues drug and alcohol abuse and HIV/AIDS.

An explanation for their reactions could be all the HIV/AIDS prevention campaigns on campus and the fact that all first year students are required to do a compulsory module on Social Contemporary Issues where these phenomena are discussed.

Community outreach programmes on campus also seem to have a positive effect on the participants' knowledge on counselling these issues.

Table 11.15

Counselling about study skills

	Valid Percent
Very unhelpful	4.3
Not helpful	13.0
Not sure	39.1
Helpful	30.4
Very helpful	13.2
Total	100.0

With regard to the participants' uncertainty about study skills, one may conclude that there is a need for the improvement of counselling about study methods. Also see Tables 11.2, 11.3, 11.14, 11.16 and 11.17

Table 11.16

Counselling about adjusting to university life

	Valid Percent
Very unhelpful	12.0
Not helpful	8.0
Not sure	24.0
Helpful	32.0
Very helpful	24.0
Total	100.0

Table 11.17

Counselling about adjusting to university life and its demands

	Valid Percent
Very unhelpful	17.4
Not helpful	30.4
Not sure	34.8
Helpful	17.4
Very helpful	100.0
Total	

Data in Table 11.16 indicate that participants surveyed find counselling about adjusting to university life helpful. It would have been interesting to see the difference in response between first and senior students. The data obtained in the study indicated that those interviewed are uncertain about the provision of counselling about gender problems. Students' perceptions play an interactive role with regard to how they understand and perceive certain issues in life.

Table 11.18

Counselling about gender problems

	Valid Percent
Very unhelpful	4.3
Not helpful	8.7
Not sure	65.2
Helpful	17.5
Very helpful	4.3
Total	100.0

When looking at the word “gender” some might attach the word “violence” to it, whilst others might attach “rights” to it. Community involvement probably coloured their views on how they perceive gender issues.

Table 11.19

Counselling about temperament problems

	Valid Percent
Not helpful	13.0
Not sure	65.2
Helpful	13.0
Very helpful	8.8
Total	100.0

Table 11.20

Counselling about relationship problems

	Valid Percent
Very unhelpful	4.3
Not helpful	4.3
Not sure	47.8
Helpful	34.8
Very helpful	8.8
Total	100.0

The results in Tables 11.19 reflect the sentiments that those interviewed displayed in 11.19 and 11.10. The provision of psychological services seems to be a need for students that needs definite attention. 83.8 of the participants indicated that they have encountered problems more than twice during the 2003 academic year. It would however be interesting to research what the possible reasons could be for these responses.

Table 11.21

Counselling about suicide

	Valid Percent
Very unhelpful	12.5
Not helpful	4.2
Not sure	37.5
Helpful	29.1
Very helpful	16.7
Total	100.0

An examination of the results on counselling about suicide in Table 11.21 shows that the majority of the participants were uncertain about counselling offered with regard to suicide.

This might be due to the fact that people in most black cultures do not speak openly about suicide although it is a general phenomenon amongst these cultures.

Table 11.22

Counselling about financial problems

	Valid Percent
Very unhelpful	7.1
Not helpful	10.7
Not sure	17.9
Helpful	25.0
Very helpful	39.3
Total	100.0

Those interviewed are of the opinion that counselling about financial problems are very helpful. The majority of participants in Figure 4 indicated that their parents are responsible for paying their study fees. One may conclude that the last mentioned group probably approached the Counselling Centre for assistance, as most of those parents that are responsible for paying their study fees are unemployed. The Office of the Dean of Students outreach programmes in 2003 specifically addressed the issue of financial problems and therefore might have addressed their problem of financial needs successfully.

Table 12

If you have desired counselling on one or more of the above, but have not made use of the Student Counselling Centre, what has prevented you?

Favouritism (only help certain kind of people)	7.1
Pride	3.6
Know the people working at the DOS office	3.6
Not aware of the services being offered by the DOS office	17.9
Feel more comfortable talking to friends (can cope without counselling)	14.3
No proper selection	3.6
Don't know who the counsellors are	7.1
No secrecy of students' problems	7.1
Poor quality of service offered	10.7
No time to go for counselling	7.1
Lack of information and knowledge about centre	7.1
Lack of availability of counsellors	3.6
Prefer to use social workers from the social work department	3.6
People at the DOS office have less time	3.6
Total	100

Data in Table 12 indicate that 17.9% of the respondents indicated that they did not approach the Counselling Centre for services mentioned in Tables 11.1 – 11.3 because of the following reasons:

17.9% of the participants were not aware of the services. This could have been caused by the fact that some of them approached the office with a certain problem, e.g. finances, but were not aware of the other types of services available. This finding is supported by participants' responses in Table 13, where they recommended that the Office of the Dean of Students should advertise the services that are available for students.

14.3% of those interviewed indicated that they were more comfortable talking to friends about their problems. This finding could be the result of how the participants were brought up. Traditionally Africans are brought up to talk to elders, or to uncles and aunts when having problems.

Going to psychologists or social workers is in some cultures not acceptable, and therefore they would rather talk to their peers in the absence of the first mentioned figures. The Office of the Dean of Students therefore needs a paradigm shift in terms of counselling to accommodate some of the concerns of students. Research needs to be done to investigate students' views on peer counselling.

A significant percentage of respondents indicated that they did not make use of the services due to poor quality of the services offered (10.7%). As stated in the literature review of this study counsellors fulfil multiple roles. This might have had a negative influence on the participants views about the counselling services. However further research needs to be done to determine the specifics of this finding.

Table 13

Are there any other service the Student Counselling Centre could offer not mentioned in this questionnaire that you would find useful? If so specify.

	Valid Percent
Provide computer facilities	10.0
Placement of students for internships	10.0
Help students find accommodation	10.0
Include people with disabilities	10.0
Contraceptive and pregnancy advice	10.0
Provide group counselling services	10.0
Fun and entertainment	10.0
Advertise the services they offer	20.0
Assisting orphans on campus	10.0
Total	100.0

An examination of Table 13 indicates that a large number of participants (20%) want the Office of the Dean of Students to advertise the services that are offering. They also identified a need for the following services that were not mentioned in the questionnaire: availability of computer services, placement of students for internships, assisting students to find accommodation, assisting students with disabilities, contraceptive and pregnancy advice, group counselling, fun and entertainment programmes, and services for orphans. Table 16 therefore clearly indicates which services are lacking and can serve as a guideline to determine shortcomings of the counselling services.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

The following conclusions and recommendations result from the data obtained from the literature and empirical study carried out in this study. All data have been covered in Chapter 3, and the focus in Chapter 4 is on the most important findings with regard to the questionnaire administered.

4.2 SECTION B: NEEDS AND PROBLEMS OF STUDENTS

4.2.1 Conclusion

The findings suggest that the majority of students prefer to approach friends and family when they need assistance with problems, and that they approach the social worker generally with other resources such as lecturers and other administrative staff.

4.2.2 Recommendation

It is recommended that the services rendered by the Office of the Dean of Students be aggressively marketed to inform the students about the existence of the counselling services and to ensure proper utilization of professionals rather than friends and family.

4.3 PROBLEMS EXPERIENCED BY STUDENTS

4.3.1 Conclusion

Students use the services mostly for personal problems. In the past efforts of the counsellors were more strongly on psychosocial problems, compared to career counselling which could result in students rating counselling services as more important.

The literature review in chapter 2 indicated that students normally seek assistance for career problems more often, compared to psychosocial problems. However in the case of this study, students seems to be more concerned with psychosocial problems than with career related issues.

4.3.2 Recommendation

Career planning as part of services rendered by the Office of the Dean of Students needs to be marketed aggressively.

Intensive programmes on career planning need to be established.

The student Representative Council and the Housing Committee members can be used to market this service amongst students.

4.4 SECTION C: KNOWLEDGE AND PERCEPTION OF STUDENTS REGARDING SERVICES RENDERED IN THE OFFICE OF THE DEAN OF STUDENTS

4.4.1 Conclusion

Students interviewed indicated that they are aware of the services, and that it is very important to have a counselling centre on campus.

4.4.2 Recommendation

Research needs to be done to determine why students who overwhelmingly agreed that it is important to have a counselling centre on campus, would rather approach family and friends first than approach the social worker.

4.5 CHARACTERISTICS OF COUNSELLORS

4.5.1 Conclusion

Students placed a high premium on the provision of help with material difficulties, and they believe strongly that counsellors should work in a multi-disciplinary team. They also believe that counsellors should be politically neutral, and that counsellors should

give direct and indirect advice on how students need to deal with their problems. The results also show support for the use of Para-professionals, but strong disagreement with the use of traditional healers.

Participants in this study did not seem to be of the opinion that student counsellors should be of the same sex, language or age to render an effective service. They were however clear on the general human qualities of the counsellor e.g. non-judgmental, warmth, openness, acceptance, empathetic, honesty, be objective and a good listener. For them the relationship between counsellor and the client is very important in terms of effective counselling.

There seems to be support for the notion that a skilled counsellor is one who is comfortable with differences between himself/herself and those who receive counselling

4.5.2 Recommendation

Based on the conclusions the following recommendations can be made.

Psychosocial counselling, accommodation and career services should work closely together. Counsellors at UNAM should be well-trained and experienced in order to deal with all the student problems. Present passive approaches of counselling must be balanced with directive approaches to counselling for it to be more effective for the sample.

- Staff members should be sensitised in order for them to refer students at an early stage to the counselling services
- Increased use should be made of housing committees to do informal advertising of the counselling services.

4.6 SECTION D: KNOWLEDGE AND PERCEPTIONS REGARDING COUNSELLING SERVICES

4.6.1 Conclusion

HIV/AIDS/STD counselling were highly prioritised by students. The participants also indicated that individual counselling (psychosocial) counselling is very important. Career services seem to be a field that needs definite attention, although it was not rated a top priority.

4.6.2 Recommendation

- It is recommended that specific programmes be implemented to address the HIV/AIDS/STD counselling needs of students.
- Counselling facilities need to be upgraded to ensure effective counselling services.
- Career planning services need to be improved to meet the needs of students.

4.7 CONCLUSIONS AND RECOMMENDATIONS REGARDING THE OBJECTIVES AND THE RESEARCH QUESTIONS

4.7.1 The objectives of the study as described in **Chapter 1** were

- To describe the current counselling services rendered in the Office of the Dean of Students
- To evaluate the level of satisfaction amongst those students who had utilised the services and their resulting expectations
- To explore and describe through means of an empirical survey the nature of problems experienced by UNAM students.
- To determine shortcomings of present services rendered to students
- To determine counselling needs of students.

4.7.2 Research questions

- Do the present counselling services offered in the Office of the Dean of Students meet the needs of students?
- How can the counselling services offered in the Dean of Students be adjusted to meet the needs of students?

4.8.3 Conclusion

The following conclusions can be drawn:

- An area, which clearly needs more attention, is the strengthening of the career service section.
- That services does meet the needs of students.
- A strong need exist for counselling regarding STDs/HIV/AIDS and specific improvement of psychosocial counselling and the implementation of prevention programmes with regard to substance abuse.

4.8.4 Recommendations

Counselling services need to be expanded and special attention needs to be given to career planning services and advice.

Continues counsellor training and development needs to get high priority.

The accommodation section and the health services need to work more closely with the counselling service so that the students can see all these services as one service that are related to each other in the process of them dealing with their problems.

At the registration of students, at the beginning of each academic year, students need to be given the name of their counsellors. It will prevent them from claiming that they were not aware of the existence of the services.

5. BIBLIOGRAPHY

- Ali, L. & Graham, B. 2000. *The counselling approach to careers guidance*. London: Routledge.
- Annual Report: *Office of the Dean of Students University of Namibia*. 2003. Windhoek.
- Aptekar, H.H. 1995. *The Dynamics of Casework and Counselling*. Houghton Mifflin: Cambridge Mass.
- Ary, D., Jacobs, L.C., & Razevieh, L.C. 1985. *Introduction to research in Education*. 3rd Ed. New York: Holt.Rinehart & Winston.
- Babbie, E. 2001, 1998. *The Practice of Social Work Research*. U.S.A: Wadsworth Publishing Company.
- Bailey, K.D. 1987, 1994. 3rd Ed. *Methods of Social Research*. New York: Free Press.
- Baker,T. 1999. *Doing Social Research*. Singapore: Mc Grawhill Companies.
- Barnsley, S.A. 1991. *A cross-cultural survey of student's attitudes to counselling*. Pietermaritzburg. University of Natal. (Dissertation)
- Bell, J. 1993. *Doing your research project, A guide for first-time Researchers in Education and Social Science*. Great Britain: St. Edmundsbury Press.
- Bernstein, A. Gray, M. 1997. *Social Work Beginners Text*. South Africa: Juta & Co.Ltd.
- Bless, C. & Higson-Smith, C. 1995. *Fundamentals of Social Research: An African Perspective*. R.S.A.: Juta & Co. Ltd.
- Bless,C.& Higson- Smith, C. 2000. *Fundamentals of social research methods. An African perspective*. South Africa . Creda Press.

- Burnard, P. 1992. *Counselling a guide to practice in nursing*: Butterworth: Heineman Ltd.
- Carr, R. 1992. *The theory and practice of peer counselling*. Canada: Peer Resources
- Chuenyane, Z..M. 1983. *Career guidance needs assessment of black secondary school students in the Transvaal Province of the Republic of South Africa*. International Journal for the Advancement of Counselling, 6: 271 -280.
- Cloete, N. J. 1978. *Guidance needs of black first-year students in a developing country*. International Journal for the Advancement of Counselling, 2: 59-66.
- Cristopoulos,A.L.,Konstantinidou,M.,Lambiri.,,V.Leventidou,M., Mandou, T.. Mavroidi,. Pappas, V. & Tzoumalakis, L. 1997. *University Students in Athens: Mental Health and Attitudes towards intervention*. Athens: Fedora Ellnika Gammata.
- De Jager, A. & Gous, H. 1991 *Student counselling in Southern Africa: quo vadis South African Journal of Higher Education*, 5: 182-184.
- Delworth, U. Hansen, G. R. & Associates. 1987. *Student Services: A handbook for the profession*. London. Jossey – Bass Publishers.
- De Rosenroll, D. A. & Day, C. 1990. A centralized approach to training peer counsellors. *The School counsellor*, 27: 304 – 312.
- De Vos, A.S. 1998. *Research at grassroots. A premier for coming professions*. Pretoria: J.L.Van Schaik Publishers.
- De Vos, A. S. (editor) Strydom, H., Fouche,C.B. & Delport, C.S.L. 2002. *Research at grass roots for the social sciences and the human science professions*. Pretoria: Van Schaik Publishers.

- De Vos, A. S. Strydom, H., Fouche, C.B. & Delpont C.S.L. 2005. *Research at grass roots: For the social sciences and human science professions*. Pretoria: J.L.Van Schaik.
- Diver- Stamnes, A. C. 1991. Assessing the effectiveness of an inner city high school peer-counselling program. *Urban Education*, 26 ,(3) : 269-284.
- Draguns, J.G. 1989. *Dilemmas and Choices in cross-cultural counselling: the universal versus the culturally distinctive*. In Pederson, P.B. et al (eds) (1) *Counselling across Cultures* 3rd Ed. Honolulu: University of Hawaii Press.
- Earwaker, J. 1992. *Helping and Supporting Students*. Bristol. USA: SKHE & Open University Press.
- Egan, G. 2002. *The Skilled Helper*. California: Pacific Grove.
- Engelkes, J.R. & Van der Groot, D. 1982. *Introduction to Counselling*. Boston: Houghton Mifflin Company.
- Epston, D. & White, .M. 1989-1991.*Experience, Contradiction, Narrative & Imagination*. South Austria: Selected Papers. Dulwich.
- Field, K. 1989. *The Teacher as learner, The Learner as Teacher*. In Field, K.; Kohler, B. J. and Wool, E. (Eds) 1989. *Learning and Education: Psychoanalytic Perceptions*. Madison: International University Press, Inc.
- Gilles, H. 1992. *Counselling young people: A practical guide for parents, teachers, and those in helping professions*. RSA: Lynn Publications.
- Greenberg, G. J. 1981. *A study of Stressors in the College Student Population*. *Health Education*, 12: 812.
- Grinell, R. 1981.*Social Work Research and evaluation*. United States of America: Peacock Publishers.

- Henderson, P. & Thomas, D. 2002. *Skills in neighborhood work*. New York: Routledge.
- Heppner, P. P. & Neal, E. W. 1983. *Holding up the Mirror: Research on the Roles and Functions of Counselling Centers in Higher Education*. The Counselling Psychologist, 11: 81 – 98.
- Huysamen, G.K. 1994. *Methodology for the social and behavioral sciences*. Southern Africa. Pty. Ltd. South Africa: International Thompson Publishing.
- Jacobs, E., E Masson., R.I. & Harvill, R. L. 2002. *Group Counselling: Strategies and Skills*. 4th ed Pacific Grove, California : Brooks Cole.
- Levi, C. S. 1993. *Social Work Ethics on the line*: New York: Haworth Press.
- Lewicki, E. J., & Thompson, D. L. 1982. *Awareness, Utilization, and satisfaction with student services among freshmen and sophomores: A consumer evaluation*. Journal of College student personnel. 28: 477 – 479.
- Maclanglin, L., Cornier, S. and Cornier, M. 1988. *Relationship between coping strategies and distress*. Counselling Psychology. 35 (21): 187. 193.
- Makondo, M. G. 2001. *Social Groupwork*. Pretoria: University of South Africa.
- Marlow, C. 1993. *Research Methods for Generalist Social Work*. USA: Wadsworth, Inc.
- Mathebe, N.R. 1998. *Racial Barriers in Counselling*. South Africa: Skotsville Publishers.
- Meriam, S.B. 1991. *Case study research in education. A qualitative approach*. Jossey-Buss. San Fransisco.
- Monnete, D.R. Sullivan, T. and Cornell, H.D. 1990. *Applied Social Research*. 2nd ed. Fort. Worth: Holt, Rinehart and Winston.

- Moss, K.E. 1988. *Writing research proposals*. In R.M. Grinnell, jr. Social Work research and evaluation, pp. 429-445. 3rd ed. Itasca: Peacock.
- Mouton, J. 2001. *How to succeed in your Masters & Doctoral Studies*. Hatfield Pretoria: Van Schaik Publishers.
- Mouton, J. & Marais, H.C. 1988. *Research Methodology: basic concepts in the methodology of the social sciences*. Guidelines for writing a research proposal. Pretoria: HSRC.
- Murgatroyd, S. 1985. *Counselling and helping*. British Psychological Society and Muthuen. London.
- Nachmais, D.E. & Nachmaii, C. 1967. *Research Methods in Social Sciences*. New York. USA: St. Martin's Press.
- Office of the Dean of Students: *Annual Report. 2001*. Windhoek.
- Office of the Dean of Students: *Bulletin, home away from home*. 2000. Windhoek.
- Office of the Dean of Students: *Guidelines on Counselling*. 1996. Windhoek.
- Otaala, B., Mostert, L. 1999. *Occasional Issues in Education: A Publication of the Faculty of Education*: University of Namibia and The National Institute for Educational Development. Windhoek: John Meinert Printers.
- Patterson, C.H. 1978, 1974. *Cross-cultural or intercultural psychotherapy*. International journal for the advancement of counselling, 1: 231-248
- Patton, M.Q. 1990. 2nd ed. *Qualitative Evaluation and Research methods*. London: Sage Publishers.
- Peil, M. 1982. *Social Sciences Research Methods: An African Handbook*. London: Hodder and Stoughton.

- Perkel, A.K. 1988. *Towards a model for South African Clinical Psychology* Psychology in Society, 10 : 53-75.
- Polit, D. F. & Hungler, B.P. 1991. *Nursing Research principles and methods*. 4th Ed.Philadelphia: Lippencott.
- Puckhoff, S. C. & Lewin, P. G. 1987. *Student responsiveness to specialized college services: Contribution of personality variables and perceptions of services*. Journal of counselling Psychology, 34: 330 – 42.
- Ross, E. & Deverall A.2004. *Psychosocial approaches to health, illness and disability. A reader for health professionals*. Pretoria: Van Schaik Publishers.
- Strydom, H. 2005. Ethical aspects of research in the social sciences and human service professions, in A.S. de Vos, H. Strydom, C.B. Fouché & C.S.L. Delport (eds), *Research at Grass Roots for the Social Sciences and human Services Professions*. Pretoria: Van Schaik Publishers.
- Turton, R. W. 1986. *Bourgeois counselling and working class clients: Some problems and political implications*. Psychology in Society, 6: 85-100
- Toseland, R.W. & Rivas, R .F. 1984. . *An introduction to groupwork practice*. London: Allyn Bacon.
- Vital, R. & Jansen, J. 1997. *Designing your first research proposal: A manual for Researchers in Education and the Social Sciences*. Cape Town: Juta & Co.
- Wheeler, S & Brittle, J. 1993. *A handbook for personal tutors. The society for research into higher education*. Britain: Open University Press.
- White,M. 1989. *Narrative theory,contradiction,narrative & imagination*. Australia. Dulwich Centre

Yus, H.H.N & Basson A.A. 1985. *Research Methodology in nursing*. Pretoria: Educational Publishers.

Zimbardo & Lerppe. 1991. *The psychology of attitude change and social influence*. New York: Mc. Grawhill.

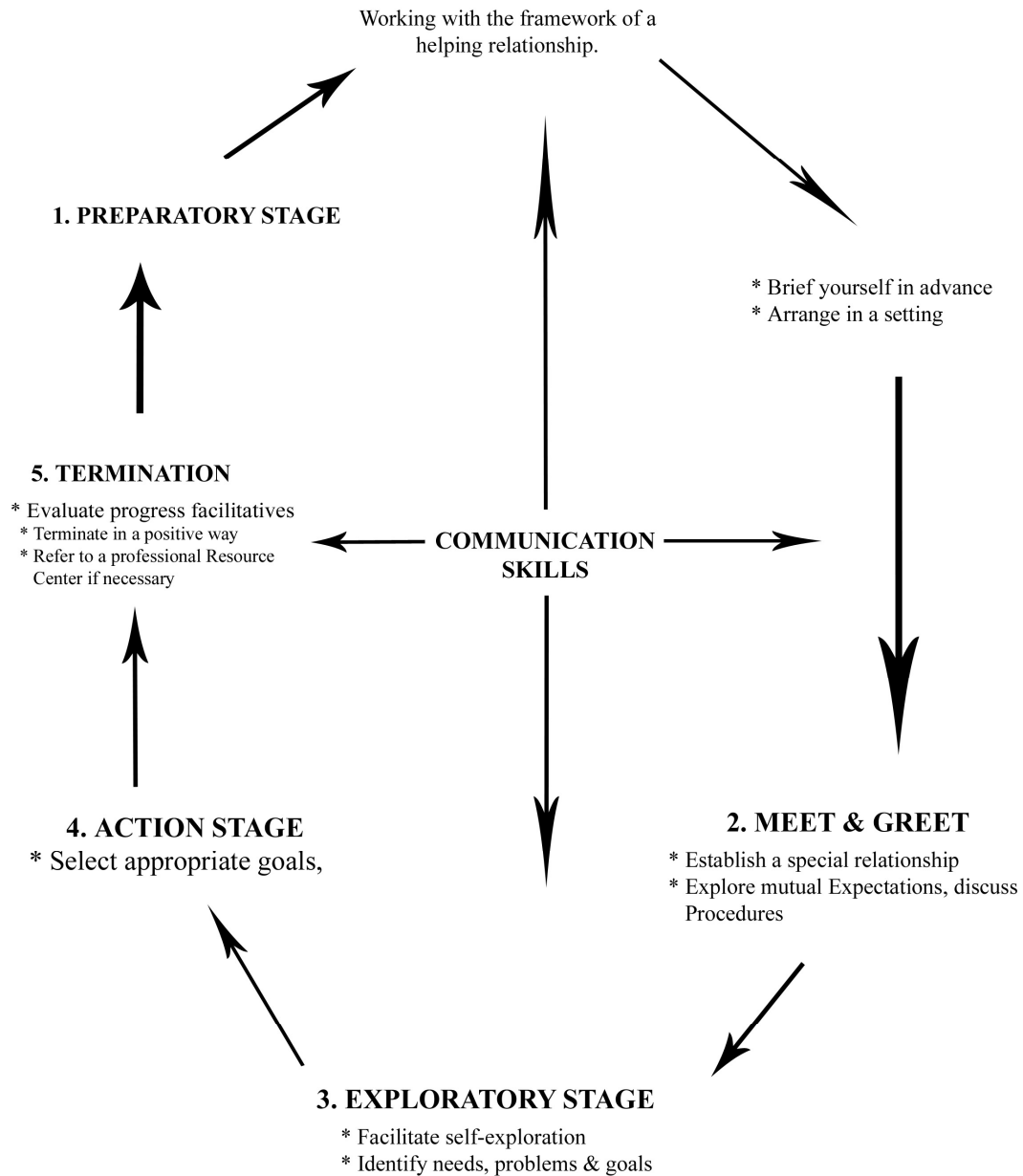
<http://www.bris.c.u.c/Depts/studentcounselling> accessed on 2006/3/15

<http://www.vuw.ac.hz/st-services/counselling> accessed on 28/2/2006

<http://www/brig.x.lik/Depts/studentcounselling> accessed on 28/2/2006

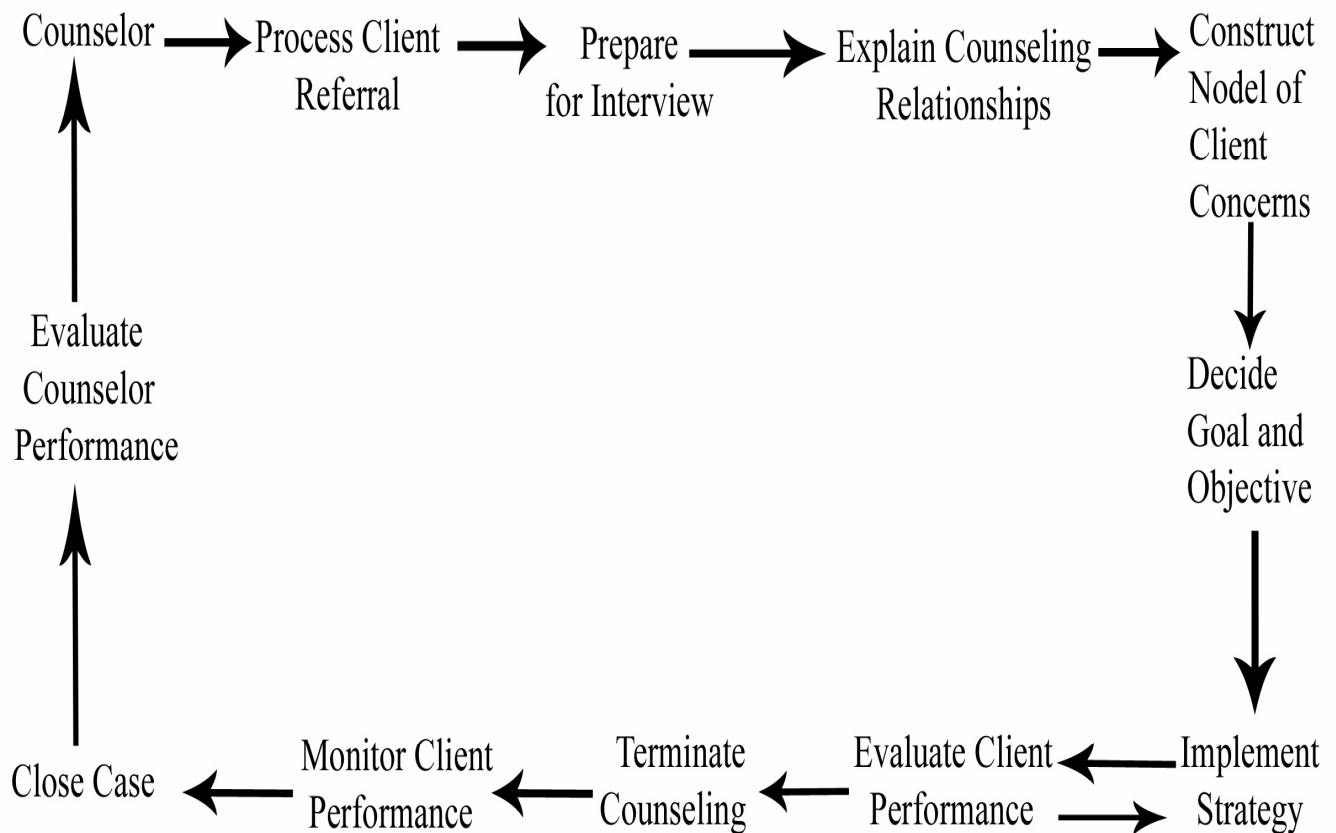
<http://www/uuw/.ac.NZ/st-services/counselling> accessed on 17/3/2006

A short-term Counseling Model - Appendix A



Gilles (1992:83)

The systematic counseling model - Appendix B



(Engelkes & Van Der Groot 1882:46)

APPENDIX C

COVER LETTER TO STUDENT PARTICIPANTS

Dear Participant

I envisage conducting a study on counselling services rendered in the Office of the Dean of Students at the University of Namibia, and how those services can be adjusted to meet students' expectations. The questionnaire will consist of four parts, the identifying particulars, the section that will focus on the needs of students, a section about the utilisation of services and the last section about the knowledge and perceptions of students.

Would you please answer the questions below as honestly and as truly as you can? All your responses will be treated confidentially; therefore you do not need to identify yourself by writing down your name. Please complete all the questions. Where there are open-ended questions that require you to give an answer in your own words, please, use the lines provided on the question sheet.

Once you have completed the questionnaire, please hand it in personally at the Office of the Dean of Students. Your contributions will be of great value in this study.

Thank you for participating in this study.

M. MAINGA

SOCIAL WORKER

OFFICE OF THE DEAN OF STUDENTS

APPENDIX D:

QUESTIONNAIRE

SECTION A

DEMOGRAPHIC INFORMATION

1. Sex

Male	
Female	

2. Citizen Status

Namibian Student	
International Student	

3. Age Group

Below 20 years	
20 – 24 years	
25 – 29 years	
30 years and above	

4. Study Course

Humanities and Social Sciences	
Economics and Management Sciences	
Agriculture and Natural Recourses	
Law	
Medical and Health Sciences	
Education	
Science	

5. Student Status

First year	
Senior student	

6. Housing Status

Hostel	
Day student	

7. Who is responsible for your financial expenditure as a student?

My parents	
Government loan / bursary	
Private company	
FINED	
Self (I pay my own fees)	

SECTION B

NEEDS AND PROBLEMS OF STUDENTS

8. Whom do you normally approach when having a problem?

Friends	
Family	
Parents	
Social Worker	
Lecturer	
Medical Doctor	
Nobody	

9. The Office of the Dean of Students at UNAM provides counselling services.
Are you aware of this?

Yes	
No	

10. Do you see the importance of having a Counselling Centre in the Office of the Dean of Students at the University of Namibia?

Yes	
No	
Uncertain	

SECTION C

**THE KNOWLEDGE AND PERCEPTIONS OF STUDENTS
REGARDING THE SERVICES RENDERED BY THE OFFICE OF
THE DEAN OF STUDENTS**

11. How often did you experience any problem during this academic year?

Once	
Twice	
More than twice	

- 12. Following is a list of problems reported during this academic year (2003) at the Office of the Dean of Students. Tick which of those problems you also experienced.**

1. Fear of failure	
2. Concerns about relationships with academic staff	
3. Adjustment to campus life	
4. Lack of assertiveness	
5. Overcoming procrastination	
6. Overcoming shyness	
7. Problem in controlling temper	
8. Male dominance	
9. Anxiety about AIDS	
10. Conflicts over values and norms	
11. Coping with loneliness	
12. Coping with relationships	
13. Problems with parents	
14. Coping with prejudice	
15. Suicide and suicidal attempts	
16. Controlling drinking	
17. Concerns about sexual functioning	
18. Understanding career interests	
19. Text anxiety	
20. Financial problems	
21. Abortion	
22. Study permit concerns	

SECTION D

KNOWLEDGE AND PERCEPTIONS REGARDING COUNSELLING SERVICES AT UNAM

Using the answer sheet, rate your responses to each of the following statements using the following rating scale where:

- A = Strongly disagree
B = Disagree
C = Neutral
D = Agree
E = Strongly agree

This rating scale has been repeated on the next page for your convenience.

1. Student counsellors should concentrate on helping people meet their material needs for money, accommodation etc.	
2. Student counsellors should concentrate on helping people gain an insight into and an understanding of their feelings.	
3. Student counsellors should provide psychologically-oriented skills training to non-professionals to enable them to do lay counselling in crisis situations.	
4. Student counsellors should work more with individuals.	
5. Student counsellors should work more with groups of people.	
6. Student counsellors should give direct advice on how a problem needs to be dealt with.	
7. Student counsellors should help you arrive at a solution of your own making.	
8. Student counsellors should concentrate more on finding ways of preventing problems.	
9. Student counsellors should work in a multi-disciplinary context e.g. with doctors, psychologists, social workers.	
10. Student counsellors should work together with traditional healers to be more effective.	

11. Student counsellors should be as politically neutral as possible and not align themselves to any political grouping.	
12. Student counsellors generally change individuals to fit the system and seldom change the system to fit individuals.	
13. A client's problem should be socio-politically conceptualised i.e. student counsellors should make clients aware of how the environment in which they are living plays a role in the development and manifestation of their difficulties.	
14. A skilled student counsellor must possess specific knowledge and information about the particular ethnic group he/she is working with.	
15. Student counsellors should hold the worldviews of their clients to be effective i.e. a counsellor should have the same perception of his/her relationship to the world (nature, institutions, other people, things etc) as his/her client does.	
16. A skilled student counsellor is one who is comfortable with differences that exist between him/herself and his/her clients in terms of worldview and values.	
17. Student counsellors should be professionally trained to be more credible to you.	
18. Student counsellors should be the same sex as you to be more helpful to you.	
19. Student counsellors should be older than you to be more helpful to you.	
20. Most students are unaware of the services offered by the Student Counselling Centre.	
21. Student counsellors should provide information to the University community about stress reactions, emotional "disturbances", possible coping strategies etc. in the form of workshops, booklets and groups etc.	

ANSWER THE FOLLOWING QUESTIONS IN THE SPACE PROVIDED ON THIS QUESTION SHEET.

- a) What do you believe are the most important personal characteristics e.g. warmth, non-judgmental attitude etc., of a good student counsellor?

- b) What would a Student Counsellor have to do, or be, to gain your trust?

KNOWLEDGE AND PERCEPTIONS OF STUDENTS REGARDING COUNSELLING SERVICES

- c) In your opinion, what is the purpose of counselling?

(d) Do you see a need for a Counselling Centre on campus? If yes, why? If no, why not?

THE FOLLOWING SERVICES ARE AVAILABLE IN THE OFFICE OF THE DEAN OF STUDENTS COUNSELLING CENTRE.

For each service below, use one of these letters to rate the effectiveness:

- A = very unhelpful,
- B = not helpful,
- C = not sure,
- D = helpful,
- E = very helpful.

Information about:	Tick if used	Rating
Careers		
Curriculum planning e.g. what subjects to do		
Information on how to structure your degree		
Faculty rules and information		
Employment		

Counselling about	Tick if used	Rating
Careers planning		
Relationship problems		
Family relationship		
Depression		
Anxiety / Panic		
Sexual issues		
Drug use		
Alcohol abuse		
STD's/ HIV/AIDS		
Study skills		
Adjusting to University life		
Adjusting to University life and its demands		
Gender problems		
Temperament problems		
Relationship problems		
Suicide		
Financial problems		

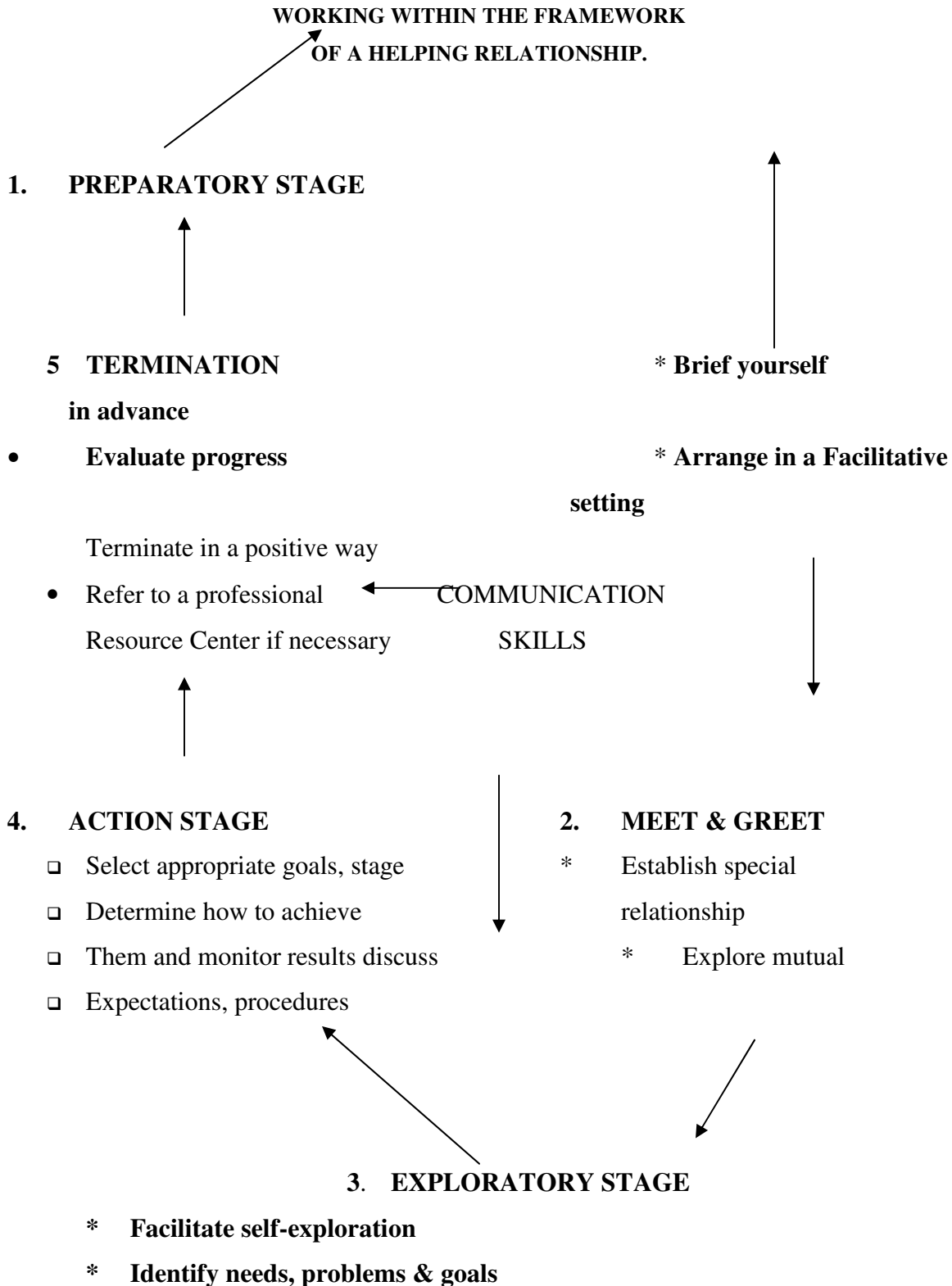
OTHER PROBLEMS NOT MENTIONED (PLEASE SPECIFY)

- (d) If you have desired counselling on one or more of the above, but have not made use of the Student Counselling Centre, what has prevented you?**

- f) Is there any other service the Student-Counselling Centre could offer which has not been mentioned in this questionnaire, but which you would find useful? If so, please specify.**

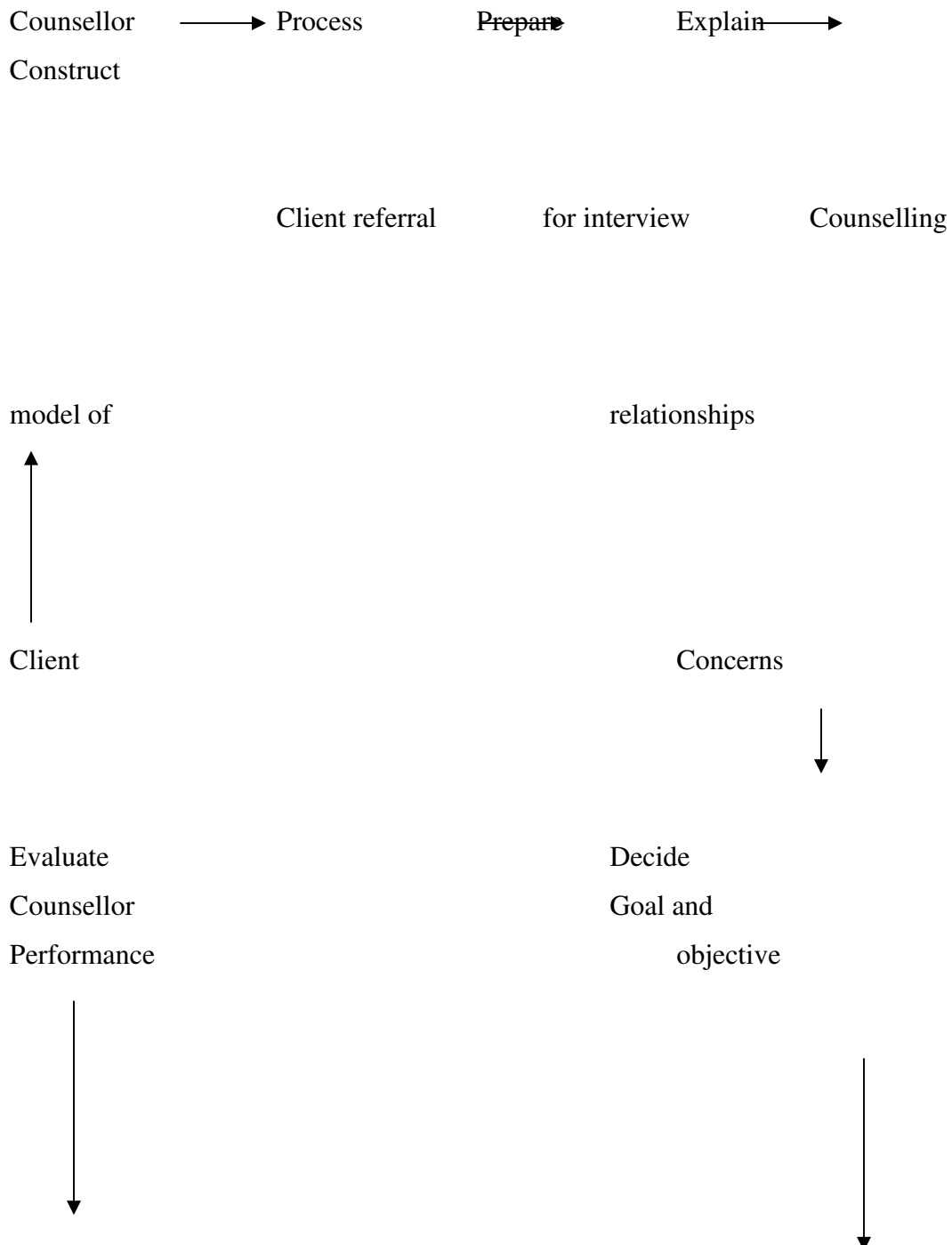
THANK YOU FOR PARTICIPATING IN THIS STUDY

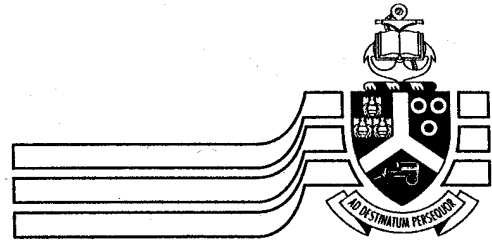
2.4.1 A SHORT-TERM COUNSELLING MODEL



Gilles (1992:83)

2.5.2 The systematic counselling model





University of Pretoria

Informed consent Form

Department of Social Work and Criminology
Tel. +27 12 420-2325
Fax. +27 12 420-2093

STUDENTS FROM THE UNIVERSITY OF NAMIBIA

Date.....

Participant name.....

DETAILS OF PRINCIPAL INVESTIGATOR:

NAME Mrs M Mainga
Office of the Dean of Students
UNIVERSITY OF NAMIBIA

TITLE OF STUDY:

COUNSELING SERVICES RENDERED IN THE OFFICE OF THE DEAN OF STUDENTS AT THE UNIVERSITY OF NAMIBIA

1. Purpose of the study

The primary goal of this study will be to determine whether the counselling services rendered in the Office of the Dean of Students meet the needs of students, in order for the mentioned Office to plan and adjust its counselling services accordingly.

2. Procedures

I will be asked to complete a brief Questionnaire on my experience regarding counselling services as rendered by the Office of the Dean of Students, University of Namibia.

3. Risk and Discomforts

There are no medical risk or discomforts associated with this project

4. Benefits

I understand there are no known direct medical benefits to me for participating in this study. However, the results of the study may help the researcher to recommend on the possible extension or improvement of services rendered by the Office of the Dean of Students.

5. Participant Rights

I may withdraw from participating in this study at any time

6. Financial Compensation

I will not be reimbursed for taken part in this study.

7. Confidentiality

I understand that the answer to the questions will be kept confidential and will only be used for analysis of all the findings, without names been mentioned. The result of the entire questionnaire may be published in the dissertation of the study, and will only be presented to the Dean of Students, UNAM.

If I have any questions of concerns I can call 2063156 during office hours or 0812787401 at any time during the day.

I understand my rights as research subject and I voluntary consent to participate in the study, I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

.....

.....

Subject Signature

Date

.....

Signature of Investigator

Student: University of Pretoria

UNIVERSITY OF NAMIBIA

OFFICE OF THE DEAN OF STUDENTS

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pionierspark, Windhoek, Namibia
09 264 61 206 3111 Ext. 3017/3956 • Fax: 09 264 61 206 3768 • E-mail: ljulies@unam.na



5 November 2003

**RE: PERMISSION TO DO RESEARCH ON COUNSELING SERVICES IN
THE OFFICE OF THE DEAN OF STUDENTS AT THE UNIVERSITY OF
NAMIBIA.**

Every higher education learning environment exerts some pressure on students. Some students seem to be well resourced to withstand such pressure while with others, such pressures academic, social, economical, psychological or personal disrupt their equilibrium.

Mrs. M. Mainga's research is timely in that it would assist the Office of the Dean of Students to ascertain the effectiveness of its counseling services and programs or lack of it. This research would also point to the actual areas of students' needs and whether or not they are properly addressed by the existing counseling services within Office of the Dean of Students.

With this letter I fully recommend that Mrs. Mainga's research work must commence as soon as possible. I am convinced that through her findings and recommendations Office of the Dean of Students Counseling Services would be well focused and meet students at their critical need points.

Yours sincerely

DR. I. KANDJI-MURANGI
ACTING DEAN OF STUDENTS