STUDENTS' PERCEPTIONS OF GUIDANCE AND COUNSELLING SERVICES IN MITIGATING PSYCHOSOCIAL DISTRESS IN SELECTED UNIVERSITIES IN TANZANIA

BY

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DECLARATION

Declaration by Candidate

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DEDICATION

Primarily, I dedicate this thesis to God Almighty, without whose origin of wisdom, knowledge and sustenance, my human pursuits would be in vain.

Secondly, to you my dearest friend and wife, Sophy Adhiambo, for keeping my feet on the ground and supporting me through my years as a student. For your fountain of patience and generosity, which sometimes defies human logic. Where could I get such a valuable friend as you? You so much dream and support my dreams…our dreams...I cannot ask for more.

Finally, to my late parents and cherished friends Philip Otieno and Margaret Atieno, who believed in me and are ever so perpetually present in spirit to light my academics life's path.

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ABSTRACT

Students in universities experience a wide variety of challenges that result in psychosocial distress, a situation that can be mitigated through guidance and counselling services. Universities in Tanzania have functional guidance and counselling departments which, unfortunately, are not fully utilised by students. Based on the above situation, the goal of the study was to determine the students' perception of guidance and counselling services. The specific objectives were; to establish the prevalence of psychosocial distress among university students, to determine the hindrances to effective use of guidance and counselling services, analyse ways of mitigating psychosocial distress, suggest measures to enhance consumption of guidance and counselling services by students in Tanzanian universities. Existential therapy formed the theoretical framework of the study. Based on a mixed method approach the study was anchored on pragmatic philosophical paradigm. The study adopted an Ex-post facto design. The study was undertaken in two universities, one public and one private. The target population was 13,562. The sample consisted of 377 students, 2 counsellors and 2 deans of students making a sample size of 381 respondents. Two counsellors, 2 Deans of Students were purposively selected while a multistage sampling design was applied to get 377 undergraduate students. Questionnaire, focus group discussions, document analysis, and structured interviews were used to collect data. Validity of the focus group discussion guides and interview schedule was ensured through expert judgement. A split half reliability index of 0.887 was obtained for GHQ-12 questionnaire while a Cronbach's coefficient alpha value of 0.815 was obtained for questionnaire on students' perception. Quantitative data was analysed using descriptive statistics, single regression analysis and Analysis of variance (ANOVA) while thematic analysis was applied to qualitative data. In the ANOVA output $P<\alpha$, where $P=0.048$ and $\alpha=0.05$ therefore, students' year of study has a relationship with psychosocial stressors prevalence. This study established that university students had negative perception towards guidance and counselling services because the mean rank for both public and private university students were 27.48 and 31.8 respectively hence falling between 12-32. Qualitative results indicated that students had negative perception because guidance and counselling services are offered under the Dean of Students office who is viewed by students as a disciplinarian rather than a counsellor. It also established that psychosocial distress was prevalent in universities in Tanzania evidenced by numerous cases of suicide and substance abuse among university students. The study also established the hindrances to effective delivery of guidance and counselling as inadequate personnel, inadequate training for counsellors, and unavailability of appropriate counselling offices in the universities. To enhance consumption of guidance and counselling services, it was suggested that the guidance and counselling services should be separated from the Deans of Students' office and peer counselling be professionalised. Based on these findings, the study recommends full institutionalisation of G&C and its separation from the Dean of Students office. There is need to recruit adequate and professionally trained counsellors as well as strengthen peer counselling programme in the universities of Tanzania to change students' perception of G&C services and enhance usage.

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ABBREVIATIONS

AAU	:	Addis Ababa University
ANOVA	:	Analysis of variance
DASS	:	Depression Anxiety and Stress Scale
FGD	:	Focus Group Discussion
G&C	:	Guidance and Counselling
GHQ	:	General Health Questionnaire
HIV	:	Human Immunodeficiency Virus
MOE	:	Ministry of Education
NGO	:	Non- Governmental Organization
SAUT	:	St. Augustine University of Tanzania
SSSU	:	Student Services and Support Unit
UDSM	:	University of Dar es Salaam
VCT	:	Voluntary Counselling and Testing
ZOU	:	Zimbabwe Open University

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter has the introduction of the study in which the background to the study and the statement of the problem are discussed. This is followed by purpose, objectives, and research questions. There is also justification and the significance of the study. Assumptions of the study, its scope, limitations, theoretical, and conceptual frameworks are also discussed. At the end of the chapter, operational definitions of terms as used in this study are given.

1.1 Background to the Study

According to Giliborn et al. (2006) the term psychosocial problems is described as the maladaptive, unhealthy, intrapersonal, emotional and behavioural states. If people experience psychosocial problems, it may lead to maladaptive, unhealthy interpersonal networks, human relationships, social connections, and social malfunctioning. Study conducted by Betancourt et al. (2009) on psychosocial problems of adolescence established that psychosocial problems were associated with development of mental health disorders especially depression, anxiety, substance abuse, and psychosis. According to Vijayaprakash et al. (2013), the term "Psychosocial" reflects both the externalising or behavioural problems such as conduct disorders, educational difficulties, substance abuse, and hyperactivity and internalising or emotional problems like anxiety, depression.

According to Mirowsky and Ross (2003), distress refers to an unpleasant subjective state. It takes two major forms, that is; depression and anxiety. Depression is characterised by feeling sad, demoralised, lonely, hopeless, or worthless, wishing you were dead, having trouble sleeping, crying, and being unable to get going. Anxiety

entails being tense, restless, worried, irritable, and afraid. Distress is also defined by Almedom and Summerfield (2004) as an expression of disruption to the social and moral order.

University years are unique time in life, and offer a lot of opportunities for exploration such as active social life and independent living. However, this time may also be difficult because of financial issues, academic pressure, and demands to be the best, meet parental expectations, deal with cultural, racial pressures and especially developmental issues which are identity development, relationships, sexuality, and interpersonal issues (Kadison & DiGeronimo, 2004).

Psychosocial distress has been a focus of scientific studies over decades. It is a global issue, for instance research in the United Kingdom indicated that mental health illness or psychological problems within student populations were high with most students suffering from depression or anxiety, or both (Sherina et al., 2004). This is consistent with Gallagher (2005, as cited in Nsereko et al., 2014) indicting that 86% of university students reported severe psychosocial problems including depression, anxiety and serious substance abuse at counselling centres. Similarly, in Nigeria, one in every three of the trainee teachers were psychosocially distressed (Ani et al., 2011). Onditi et al. (2014) established that in Tanzania, both males and females have had stressful experiences in their life time on campus and would need help. This suggests that psychosocial distress is prevalent in universities.

Student life is characterised as the intermediate stage from adolescence to adulthood. Students, while still possessing many of the adolescence features, are experiencing a process of moving away from the family environment. They usually live alone, away from the family home and begin to bond with their peers who often come from other

places. They, therefore, are leaving behind a safe and controlled environment of the family and their surroundings and come into contact with different habits and perceptions (Papazisis et al., 2008). Students in secondary and tertiary education settings face a wide range of ongoing normative stressors, which can be defined as normal day to day hassles such as ongoing academic demands (Pascoe et al., 2020). A study by Flatt (2013) in North America indicated that there is evidence to support the reality of the mental health crisis, and the serious challenge it poses for post-secondary educational institutions. Flatt further identified six factors that contribute to the mental health crisis: academic pressure, financial burden, increased accessibility of higher education, increased female to male student ratio, increased use of technology, and dramatic change in the lifestyle of university and college students. This is corroborated by Seif (2011, as cited in Onditi et al., 2014) who also identified common psychosocial stressors as; academic, financial hardships, relationship, infrastructural issues, health concerns, parental expectations, lifestyle issues, social problems, future career plans, and personal problems.

Evidently, academics is the major activity in higher learning institutions. As students navigate through academic tasks such as assignments, tests, and examinations they become overwhelmed, anxious and more stressed. A study by Furr et al. (2001, as cited in Flatt, 2013) revealed that in America, university students who present signs of depression, anxiety, and suicide ideation often cited academic stress as a leading cause. Regarding academic stress, Seyoum (2011) indicated that instructional methods employed by their academic instructors, no appropriate direction given by academic staff on academic matters, and limited academic support services for students cause distress among students. Besides, lack of reference books and teaching styles affects the students' performance hence causing anxiety because failure in exams would lead

to discontinuation or loss of sponsorship (Mudhovozi, 2012). According to Musiun et al. (2019) academic related stressors are generally related to the examination systems, assessment methods, grading methods, and academic schedules. Similarly, Pascoe et al. (2020) argued that students with higher perceived stress are likely to have lower academic achievement. This is in agreement with Morley et al. (2010) who posited that assessment elicited the most emotional responses from all students in Tanzania and Ghana. Moreover, Smith and Renk (2007) linked exam stress with the use of psychiatric drugs and teenage suicide.

Students cannot effectively concentrate on their studies if they lack money to buy essential items for their survival. Therefore, financial strain poses a threat to the well-being of university students and may predispose them to risky behaviours like looking for "sponsors/ Fataki" by female students and sugar mummies by male students who can give them money and which may equally predispose them to further psychosocial distress. In America, university students who demonstrate financial difficulties are more vulnerable to mental health problems. Thus, financial burden is a predictor of depression, anxiety, stress, and psychosis, in addition to academic failure (Flatt, 2013). Similarly, Onditi et al. (2014) confirmed the prevalence of financial constraints among University of Dar es salaam (UDSM) students leading to their lack of concentration on their studies. This might end in either drop-out or prolonged study time.

Besides, for learning to take place effectively, the universities must have enough and quality infrastructure such as lecture halls, laboratories, and hostels conducive for students. Studies in most universities have revealed inadequacy of such facilities (Mudhovozi, 2012). Mpiza (2007) established that physical facilities in the University of Dar es Salaam were in a pathetic state where students participate in lectures while standing outside the lecture rooms because of inadequate space. Similarly, Ishengoma

(2002, as cited in Mpiza, 2007) noted the inadequacy of theatres, the classrooms, laboratories, and libraries at UDSM leading to congestion of students in these buildings. Moreover, Onditi et al. (2014) found that there was shortage of accommodation facilities in many campuses including UDSM's College of Education forcing many students to make arrangement for private accommodation off campus. This tends to be more stressful to most of the students, especially those coming from upcountry, and from families with low social economic status.

Another important element that may shape the mental health of university students is the student lifestyle. For many students, university differs dramatically from secondary school or their home environment. This can be an important time to develop independence, explore, and experiment as they live for the first time under their own rules. However, many of the choices made by undergraduate students, including drinking, and sexual behaviour, can have adverse negative mental health effects. Many students believe that drinking is an integral part of their university experience. Additionally, students under the influence of alcohol are also more likely to have unprotected sex, and may not remember if they consented to having sex (Paul et al., 2000; Watkins et al., 2011). Moreover, there is a strong correlation between drugs and alcohol dependence, and contemplation of suicide. Those who contemplate suicide are characterized by major depressive episodes, stressful events particularly interpersonal difficulties, poor social support, living alone, high aggression/ impulsivity, negative effect, hopelessness, and severe alcoholism (Sher, 2005 as cited in Wanyoike, 2015).

 Parents are a source of distress to the students since they send their children to the universities with very high expectations. Some choose courses for their children, and force them to do against their wishes. Flatt (2013) established that parental pressure for high grades causes student stress, anxiety, and depression because some parents have

elevated expectations for their children. Weisbord (2011) argued that achievement has become the chief goal of child-raising hence this pressure has elevated the expectation for students to obtain high grades. As a result, students enter universities with high levels of stress due to parental expectation.

A study on medical and science undergraduate students in Malaysia by Radeef and Faisal (2017) concluded that academic, psychological, and other important factors such as reduced holidays, lack of time for relaxation, and limitation of leisure and entertainment time can be considered as sources of stressors that may precipitate psychological distress in both medical and science students. Besides, A study by Mboya et al. (2020) on mental distress in undergraduate students in northern Tanzania, factors found to be significantly associated with mental distress in the crude analysis were year of study, family history of mental illness, availability of social support, increased class workload, decreased grade than anticipated, missing too many classes and lack of vacation.

Counselling services in universities are essential for the psychosocial wellbeing of the students. Globally, counselling is increasingly gaining recognition as an aspect that is crucial for the retention and academic performance of university students. Psychological wellbeing for example, is credited with ability to solve problems, development of self-awareness as well as environmental mastery that enables individuals to cope with challenges experienced in life (Yu et al., 2017).

The universities therefore have the responsibility of providing G&C services that help students to be psychosocially comfortable for effective learning. A plethora of studies within and without Tanzania point to availability of functional guidance and counselling departments in universities (Amani & Sima, 2015; Eliamani et al., 2014,

Hayes et al., 2011; Owino, 2015). In spite of this, majority of the students do not seek these services for support (Dimalaluan et al., 2017) and instead seek help from intimate friends, and relatives which may not be entirely helpful to enable them to cope with stress in the universities (Kalonge, 2007, as cited in Onditi et al., 2014).

The consumption of existing guidance and counselling services in universities will be determined by how students perceive those services. Agi (2015) argues that there is a significant relationship between perception and school counselling. Clients' perception of school counselling influences their attitudes and subsequent willingness or otherwise to utilise its services. Students who have received help from the G&C office when in distress will have a positive perception towards the services. This is confirmed by Cebi (2009) who opined that individuals who have received psychological help have positive perception since they have benefited from the services. The success of the G&C services therefore is hinged on the students' perception hence it is important to understand the students' perception towards the guidance and counselling services in a bid to enhance the consumption of the services so as to mitigate psychosocial distress among university students. This is emphasised by Bostwick (2014) who opined that during the design and evaluation processes of university support services exploration needs to concentrate on student perception towards counselling.

In the prevailing environment in Tanzanian universities from above discussion psychosocial distress are prevalent among students. The current study therefore established the feelings and thoughts of students towards the guidance and counselling services in universities with regard to mitigating psychosocial distress among university students.

1.2 Statement of the Problem

The transition to university brings a host of developmental challenges, and stressors. Academically, students encounter a rigorous curriculum and must manage their time effectively. Socially, many college students leave behind close friends and family members and must forge new relationships with peers, advisors, and faculty. Conley et al. (2013, as cited in Dusselier et al., 2005) showed that university students frequently report loneliness, homesickness, conflict, and distress in interpersonal relationships leaving students vulnerable to stress-related mental health problems.

A university-based study conducted in Tanzania by Onditi et al. (2014) on Psychosocial Stressors and Help-Seeking Behaviour among Undergraduate Student Teachers in Tanzania at Dar es Salaam University College of Education indicated that despite the existence of college formal help or support resources, their utilisation by students was low. This is also consistent with another university-based study by Kalonge (2007) which reported that students from the University of Dar es Salaam – Mwalimu Nyerere campus in Tanzania were overwhelmed by many stressors but seemed not willing to seek professional help from guidance and counselling department despite the availability of the services in the universities. Moreover, Mjema (2013) indicated that from 1990 to 1997, the University of Dar es Salaam and Sokoine University of Agriculture recorded seven occurrences of students' unrest, all attributed to academic and administrative issues.

Despite an increased interest in students' mental health and well-being in universities, a lot of research has been conducted on guidance and counselling services in managing distress from the students' perspective at secondary school level. Despite prevalence of distress in the universities the response of students to guidance and counselling services available is poor. Furthermore, little research has been done to get students' perceptions

on guidance and counselling services in a bid to strengthen and improve the quality of these services in Tanzanian Universities. Therefore, distress persists in universities and there is need for mitigation. This research established that students have a negative perception of guidance and counselling services leading to apathy in seeking help from guidance and counselling department yet distress is a reality among students.

1.3 Purpose of the Study

The purpose of this study was to understand the feelings and thoughts of undergraduate university students towards guidance and counselling services in a bid to establish the quality of the G&C services and enhance utilisation of guidance and counselling services by students so as to mitigate psychosocial distress prevalent in universities in Tanzania.

1.4 Objectives of the Study

This study was guided by the following specific objectives:

i. To determine types of existing guidance and counselling services in universities in Tanzania.

ii. To establish the prevalence of psychosocial distress in Tanzanian universities.

iii. To determine the students' perception of guidance and counselling services universities in Tanzania.

iv. To investigate the level of consumption of guidance and counselling services by university students in Tanzania

v. To establish the hindrances to effective use of guidance and counselling services in mitigating psychosocial distress among students in Tanzania universities.

vi. To suggest measures to enhance positive perception and consumption of guidance and counselling services by students in Tanzanian universities.

1.5 Research Questions

The research endeavoured to answer the following questions:

i. Which guidance and counselling services are available in universities in Tanzania?

ii. What is the prevalence of psychosocial distress in private and public universities in Tanzania?

iii. How are the thoughts and feelings of students towards guidance and counselling services offered by universities in Tanzania in an effort to mitigating psychosocial distress?

iv. How is the level of consumption of guidance and counselling services by students in mitigating psychosocial distress in universities in Tanzania?

v. What factors hinder the effective delivery of guidance and counselling in universities in Tanzania?

vi. Which measures can be put in place to enhance positive perception and consumption of guidance and counselling services by students in universities in Tanzania?

1.6 Hypotheses of the Study

For the purpose of this study, the following null hypotheses were tested.

H_{01}: There is no significant relationship between the students' year of study and the psychosocial stressors experienced by students in the universities.

H_{02}: There is no significant relationship between gender, faculty and consumption of guidance and counselling services in an effort to militate against psychosocial distress.

1.7 Justification of the Study

Psychosocial distress can have a profound negative impact on all aspects of students' campus life. It may have a negative impact on academic performance, retention and graduation rates. Brackney and Karabenick (1995, as cited in Kitzrow, 2009) found that high levels of psychosocial distress among college students were significantly related to academic performance. Students with high levels of psychosocial distress were characterised by higher test anxiety, lower academic self-efficacy and less effective time management and use of study resources.

Guidance and counselling and distress among university students have been investigated in Tanzania (Mjema, 2013; Mpiza, 2007; Onditi et al., 2014). All have confirmed both the existence of guidance and counselling services and high prevalence of psychosocial distress among university students. Further, the students' reluctance to seek help from the guidance and counselling office and their preference to turn to friends and relatives were highlighted. Thus, distress among students in universities in Tanzania remains a problem despite the establishments of the guidance and counselling units. The scarcity of studies manifests itself in the area of students' perception of guidance and counselling services in universities in Tanzania. It is imperative therefore for researchers, counsellors, and policy makers to understand the perception of university students on the existing guidance and counselling services as this may help unlock the puzzle about poor utilisation of these services. The enhancement of positive perception towards guidance and counselling services and consumption of the services is important in mitigating psychosocial distress among university students in Tanzania.

1.8 Significance of the Study

It is envisaged that this study would provide researchers with baseline information that could be useful in guidance and counselling researches. The findings of this study are

important, and would help counsellors understand the psychosocial problems that university students experience in order to give meaningful intervention. The research findings will also help university administrations understand the factors hindering the guidance and counselling departments in the universities and based on recommendations take necessary steps to strengthen the guidance and counselling services offered in the specific universities. Research findings would be useful to the Ministry of Education (MOE) in establishing a policy framework to be implemented for improvement of the effective guidance and counselling services in universities. Moreover, the findings of this study would help parents understand the stressors that students face hence provide enough financial and social support to the students thus mitigate distress among university students. Besides, the results of this research will create awareness to the students on the available G&C services hence boost utilisation of the services by students thus mitigating psychosocial distress.

1.9 Assumptions of the Study

Assumptions in a study are things that are somewhat out of researcher's control, but if they disappear the study would become irrelevant (Simon, 2011).

In the study, the following assumption was made:

i. That psychosocial distress exists among university students in Tanzania and can effectively be handled by existing guidance and counselling units.

ii. That G&C department exist in the universities studied

1.10 Scope of the Study

This study focused only on undergraduate students from all faculties, counsellors and Deans of Students from one private university, and one public university in Tanzania. It specifically investigated the perceptions of undergraduate students on the guidance

and counselling services in their universities in Tanzania. It was limited to undergraduate students because they are in the sociodemographic age span in which rates of psychosocial distress are elevated (Adlaf et al., 2010). Besides, it also collected the views of Deans of Students and university counsellors on the rate of consumption of guidance and counselling services in the selected universities, challenges faced by the guidance and counselling offices in the selected universities, measures to be taken to enhance positive perception and consumption of counselling services in universities in Tanzania.

1.11 Limitations of the Study

Limitations are possible shortcomings or influences that can affect the study and are not under control of the researcher. They limit the extent to which a study can go and may affect the end result of the study (Simon & Goes, 2013). Use of English language when collecting data was a challenge because of the poor spoken and written English background of students in Tanzania. This was mitigated by infusing Kiswahili when conducting focus group discussions and by using simple English in questionnaires. The major limitation concerns generalisation of findings. The data were provided by undergraduate students in one private and one public university. The extent to which participants reported experiences are representative of students in other private and public universities in Tanzania institutions can be established only by additional studies.

1.12 Theoretical Framework

According to Cohen et al. (2018), a theory is a statement, suggestion or proposition that brings together concepts and constructs into a coherent whole, framework or system which has clearly set limits and assumptions. Cohen et al. remark that theory helps us

to select, classify and organise ideas, processes and concepts. It helps us to explain, clarify and articulate the heart of the issue.

This study anchors on Frankl's existential theory/therapy (1905-1997) which states that human beings are responsible for their own existence and for finding purpose or meaning to their lives. It presents a world view, and corrective values that can assist students in being more mindful about their lives. Existential therapy is a mode of therapy that "attempts to help people face and gradually realign themselves with the groundlessness of their existence" (Schneider, 2016). This theoretical orientation is based on the fundamental assumption that individuals experience internal conflict due to their interactions with the givens of human existence: death, freedom, isolation, and meaninglessness (Yalom, 1980, as cited in Hwang, 2017). In existential therapy, an individual's ability to confront these givens of human existence and successfully come to terms with them will dictate the quality of his or her psychological well-being.

The backdrop of the existential perspective is life itself and as we are meaning-seeking creatures we cannot help but come to our own conclusions about how everything in life fits together. Harlow et al. (1986, as cited in LeSueur, 2019) studied how meaning in life affects the relationship between stress and alcohol or drug addiction in adolescents. Participants that reported low meaning in life were more likely to react to stress by using drugs or alcohol than those that reported a clear sense of purpose. The study also indicated that men were more likely to cope by using drugs and alcohol and women were more likely to display suicidal ideation. These findings imply that students with poorly defined meaning in life are at risk to both substance use and suicidal ideation.

According to LeSuer (2019), existential thoughts (Why are we here? Who am I? What is my purpose? What is the meaning of life?) may be especially beneficial for reducing

problematic substance use, a prevalent problem among college students. Sahker et al. (2015) reported that students' heavy substance use is associated with low grade point averages, dropping out of college, and unemployment after college. Previous research has demonstrated the utility of incorporating an existential philosophy into substance abuse treatment programs. An exploration of the existential concern of purpose and meaning in life may be beneficial for not only helping college students cope with substance use but also helping them potentially develop more adaptive ways of coping.

LeSueur (2019) opines that counsellors can be supportive by listening and providing students a space for contemplation. Many students may feel as if they are getting sucked into an existential vacuum (a subjective state of boredom, apathy, and emptiness) or have the sense that they are stuck in their quest for meaning. In many ways, college can be viewed as an existential crisis, yet most students do not have an outlet to process these concerns.

The task of the existential counsellor is to facilitate the process of discovery, and appreciation of different standpoints (Adams, 2013). Students need to know that they have the cognitive capacity to solve most of their own problems. Therefore, the counsellors and guiders can help a student develop his or her system of meaning. An exploration of meaning could be integrated into counselling so as to help students positively cope with stressors in the universities hence mitigating psychosocial distress among university students.

Existential therapy also focuses on how we balance isolation and connection which is a social dimension. Sometimes it seems easier not to have to deal with other people, but then we realise they are necessary for our survival and we feel diminished without them. For university students, living together in a group is the basis of all learning. In their

interaction with the individuals in the society and university environment, students require to be guided in social behaviour and relationships. This is due to the heterogeneous background of the students in the educational institutions (Mdidi, 2015). Romantic relationships often emerge in college, but many can be short-lived, confusing, and stressful. Green et al. (2003, as cited in LeSueur, 2019) reported that problems in romantic relationships are one of the most common presenting problems for why students seek counselling at university counselling centres. Interpersonal stress in college has been linked to higher levels of depression, anxiety, substance use, and increased suicidal ideation (Drum et al., 2009). Twenge (2007) found that many young adults are delaying the formation of intimate relationships in order to focus on their educational goals leading to loneliness. Hefner and Eisenberg (2009) demonstrated that loneliness and social isolation are associated with higher levels of anxiety among young adult college students. Therefore, the combination of increased anxiety, interpersonal stress, and reduced social support could potentially make the existential concern of isolation more prevalent among college students.

The higher the persons' sense of meaning of life, the less possible is for him/her to develop depressive symptomatology. The higher an individual's meaning of life, the better his/her psychological health, the lower his/her anxiety, sleep disturbance and depressive symptoms hence meaning of life is significantly associated with general psychological health (Kleftaras &Psarra, 2012). In meaning therapy, personal meaning is the central organising construct and the counsellor utilises psycho-education to provide students with the tools to navigate the world and create meaningful lives. (Wong, 2012).

Besides, existentialism deals with the dynamic or ever-changing transitions that individuals encounter as they emerge, evolve, and become. To be truly human,

individuals must be aware of their own being-in-the-world, asking, "Who will I be? Who am I? Where do I come from?" Human beings are responsible for their own plans and destinies (Mdidi, 2015; Sharf, 2012). Students become resilient and develop coping strategies when counsellors help them to realise that they are responsible for their own destinies. This in turn reduces the prevalence of psychosocial distress among them.

Another insight of existentialism is true positivity, which is the ability to see the light in the darkness. Cultivating the resilient mind set (Wong, 2020) and the attitude of tragic optimism (Leung, 2019) allows one to see the bright side of the worst situation and suffering as a blessing in disguise (Jans-Beken & Wong, 2019). This ability needs to be awakened and stretched by students. Such effort is worth it because it results in sustainable positive mental health even during the worst circumstances.

According to Frankl, people who do not realise the will to meaning may experience an existential vacuum. Warning signs of such a vacuum include a sense of purposelessness, feelings of world-weariness, lack of interest, and indifference (Bano, 2014). If a person perceives his or her life to be meaningful then he or she will feel more psychologically well off than those who do not perceive their life to be meaningful. One of the key qualities of meaning in life has been theorised to be its capability to act as buffer against stress, such that in highly stressful circumstances, a meaningful approach gives a person resiliency against the development of negative psychological effects (Bano, 2014).

Existentialism has the potential to give higher education a depth that it sorely needs. Higher education must find a way to speak with conviction and compassion to today's aimless, yet desperately searching students. The existential lesson for counsellors in universities is to encourage students to live courageously, purposely, and actively in the

face of all of life's perplexities (Nash & Murray, 2010). Existential therapists believe that individuals' mental health problems stem from their inability of finding the meanings in their lives and have presenting symptoms such as low self-esteem, emptiness, and meaninglessness in life. Worse, meaninglessness leads clients to experience anxiety or psychosocial distress (Chao, 2015). Today, there are just too many students in universities who suffer from psychosocial distress and who just do not know how to transcend those crushing feelings of helplessness and hopelessness. Therefore, the application of existential principles will help students know how to balance freedom and responsibility, how to balance isolation and connection, and how to balance meaning and meaninglessness thus reduced psychosocial distress.

The goal of university guidance and counselling is to promote development of the whole individual in order to ensure the student "flourishes'' (Corey et al., 2007). A flourishing student is the one who is most fully receiving the benefits of his/her educational experience and achieving personal potential without psychosocial challenges. Therefore, the application of the principles of existential therapy namely; how to balance isolation and connection, how to balance freedom and responsibility and how to balance meaning and meaningless will help students transcend psychosocial challenges they may face in the university hence adaptive behaviours, and positive well-being.

1.13 Conceptual Framework
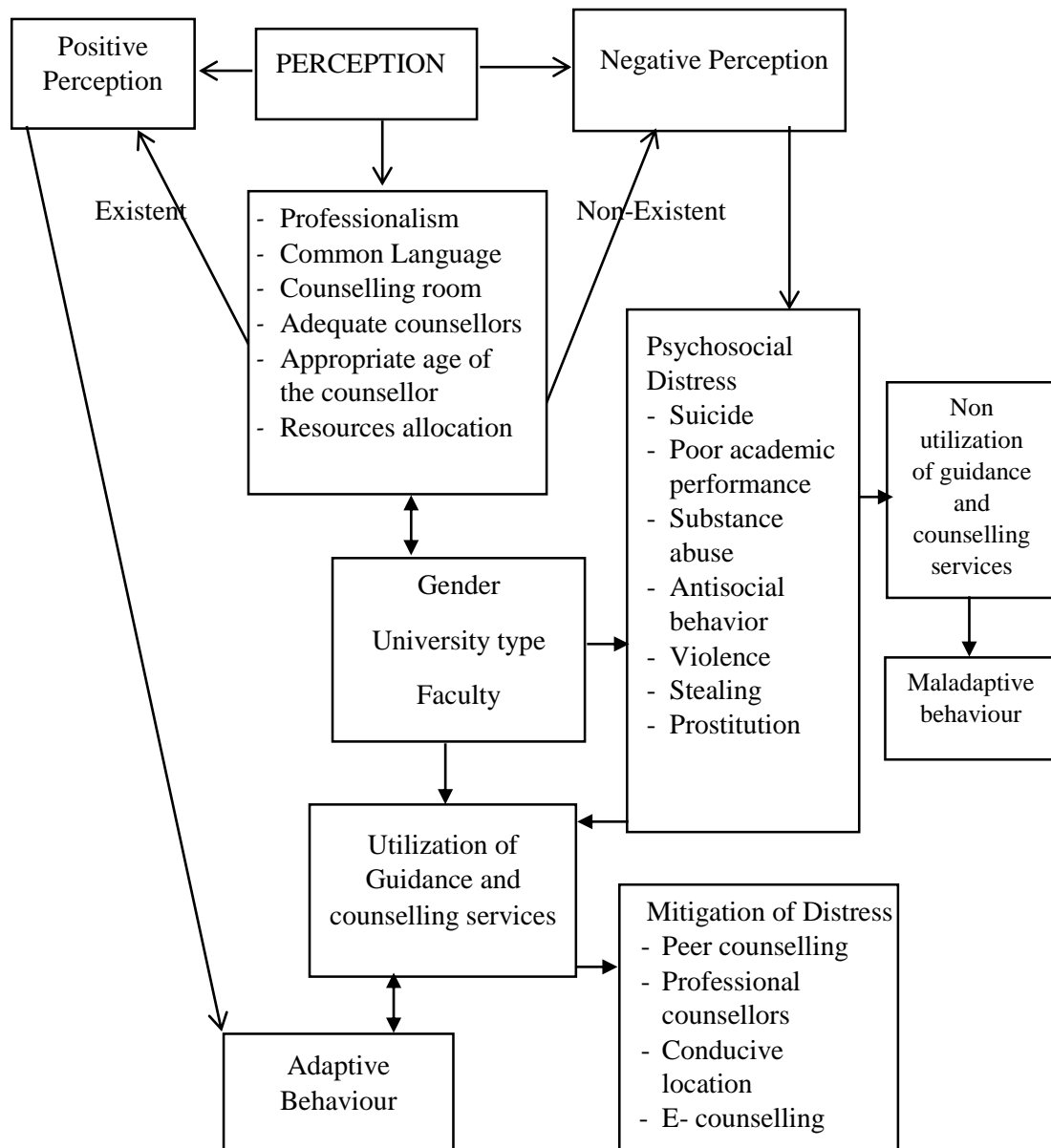
Figure 1.1: Interaction of variables
Source: The Researcher (2019).

The model in figure 1.1 above is an illustration of the relationship among the variables and their interconnections. It correlates the students' perception, quality and utilisation of guidance and counselling services and psychosocial distress.

The quality of help students receive at the guidance and counselling offices determines the perception formed, the quality of help depended on; professional approach of the

counsellors, the number of available counsellors, the availability of conducive counselling room, the friendliness of the counsellors to students, and the age of the counsellors. If these listed conditions exist, the students will have a positive perception towards G&C services and vice versa. Besides, faculty, gender and university type also determine utilisation of the G&C services. Female students consume the G&C services more than male students and comparatively, the consumption of the services is higher in private universities than public universities in Tanzania. It was established that students with negative perception of guidance and counselling services will be reluctant to seek help when they have problems. Instead, the students may become more defensive and closed to experiences leading to psychosocial distress which may be exhibited through students' suicide, sadness, substance abuse, poor academic performance, and violence. On the other hand, it was established that those with a positive perception of guidance and counselling will willingly seek help when faced with problems they cannot solve hence they will exhibit adaptive behaviours. Peer counselling, employing professional counsellors, conducive counselling and, using common language, and employing enough counsellors can mitigate psychosocial distress in universities. Therefore, understanding the university students' perceptions of guidance and counselling may provide valuable feedback that can be used to improve the quality of guidance and counselling services, and as a result mitigate psychosocial distress which would lead to adaptive behaviour among the distressed university students in Tanzania.

1.14 Operational Definition of Key Terms

This section gives definitions as used in this study

Consumption of guidance and counselling services: It means going for help by students when faced with problems and they lack effective coping strategies while in the university.

Counselling: Counselling refers to a helping process that assists students to cope with academic, social, financial and personal challenges in the university.

Guidance: Informing, directing and helping students in making choices, decisions and solving problems they experience in the universities.

Mitigate: To prevent and control tension and discomfort that arise when students experience stressors.

Perception: The thinking and feelings of students about guidance and counselling services in the universities. It is measured using a questionnaire.

Private university: An institution of higher learning granting certificates, diplomas and degrees and is not funded using public funds by the government though the government controls its quality through The Commission for Higher Education.

Psychosocial distress: Negative feelings of anger, anxiety, loneliness, isolation, frustrations and problematic interpersonal relationships that students experience in the universities due to internal factors (personality, and self-esteem) and external factors (relationships, and family) that affect the wellbeing of the students. It was measured using General Health Questionnaire.

Public university: An institution of higher learning granting certificates, diplomas, and degrees established and maintained by funding from the exchequer.

Stressor: A demand or unmet need by university students, that results in either eustress or distress

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The literature review provides the background for the research problem. The literature reviewer engaged with published work so that it could show how this study added something to the existing knowledge, provided a context and the need for this research. Besides, it showed how this investigation related to, and built on, previous research. Referring to, and discussing existing literature helped in making realistic, substantiated claims about this area of study, and to avoid sweeping generalisations, by rooting the claims made for this research in the context of other studies and previous research.

This chapter covers review of past studies on the university students' perception of the guidance and counselling services, the prevalence of psychosocial distress in the universities, and the guidance and counselling services available in universities. Besides, it covers the measures that have been put in place to mitigate distress.

2.1 University Students' Perceptions of Guidance and Counselling Services

Perception is a process in which an individual interprets information received. As the brain interprets the information, attitudes that tend to influence the actions towards the source of the information are formed. If information is interpreted positively the individual will react positively towards the source and vice versa (Eysenck & Keane, 2010). Pickens (2005) define perception as the process by which an individual interprets a given situation or stimuli into something meaningful, based on prior experiences. The implication is that perception can be affected by different factors within the environment (Frijns & Finkenauer, 2009).

Asamari and Namale (2018) opines that implications for students with positive perceptions towards guidance and counselling services are that they have higher chances of seeking, patronising and utilising the services more often than their counterparts with negative perception.

According to Eyo et al. (2012), it is believed that the success of any program in school lies on the students' attitude towards it. The way students respond and perceive counselling services will, to a great extent, determine whether or not counselling services will be effectively utilised in schools. Adu and Opuko (2020) posit that students may differ in their perception of the role of guidance and counselling services. This, in turn, influences their reaction and attitude towards an object and either facilitates positive attitude and behaviours like seeking out guidance and counselling services or negative attitudes and behaviours like staying away.

Accordingly, studies have shown that perception and behaviour can interact synergistically via the environment (Verschure et al., 2003). Perception forms associations with an action, organised by reinforcement. That is to argue that if individuals receive positive reinforcement the behaviour will be strengthened. This means that, when an individual perceives the service positively, they may utilise the services, on the contrary a negative reinforcement would weaken the behaviour. There are several reasons why university students may have positive or negative perception on peer counselling. Some of these reasons include: Location of the counselling room, availability of the services, behaviour of the counsellors, peer influence and competence of the counsellors. While some students would utilise the peer counselling services, some may not. The current study therefore sought to find out the perception of the university students on G&C services in mitigating psychosocial distress.

When counselling service is available to young people, they often tend to be reluctant to make use of it. This is influenced by the type of perceptions, attitudes and beliefs that they hold towards counselling services. Several studies have been done on the helping professions to explore the issue of client reticence in seeking help when in distress (Corrigan, 2009; Eisenburg et al., 2009). These studies highlight the possible reasons for social stigma and negative attitudinal perceptions faced by individuals seeking help.

According to Myrick (2003, as cited in Mandera, 2013), developmental guidance gives specific importance to self-concept formation. It assumes that students' perceptions of themselves and the world around them are learnt through their experiences at home and school through relationships. Hence students require guidance on how to handle some issues and make the right decisions.

How students perceive the guidance and counselling services will determine the rate of consumption of the services indicated that there is a significant relationship between perception and school counselling. Clients' perception of school counselling influences their attitudes and subsequent willingness or otherwise to utilize its services. In a study by Agy (2015) 71.8% of the respondents had low perception of counselling while 28.2% had high perception. The study was done in secondary schools but the current study was done in universities hence different results may be realized because of demographic differences of the participants and the environment.

A study by Asamari and Namale (2018) showed that there is no statistically significant difference between male and female on their perception towards guidance and counselling services in colleges of education in Northern Ghana. ASamari and Namale further argue that it is logical to expect that significant difference do not exist between the perception of male and female students towards guidance and counselling services

in the Colleges of Education in Northern Ghana. This is because guidance and counselling services are important to both sexes when it comes to assisting them make informed decisions about their education, career and personal-social matters. In addition, in terms of benefits, there have been numerous studies focusing on participants of peer counselling, Naylor et al., (2001) argued that if a person perceives something to be of benefit to them, they are likely to be influenced to perform that behaviour, while if they do not perceive it benefit them, they are likely to undertake less of it.

When students feel sad, lonely, and disheartened what they need most is warm human connection which is one of the main building blocks of a counselling relationship and not cold aloof counsellors. Rafeffebsperger (2010) reported that a positive counselling relationship was central to the success of the counselling process. Badu (2011) confirmed this by positing that counselees favourably perceived the input of counsellors in their decisions when there is a positive counselling relationship between the counsellor and the counselee. This relationship can include how trustworthy the counsellor is, his paralinguistic skills in making students comfortable, and the commitment shown in helping counselees. Alice et al. (2013) reported a UNESCO study in which 46% of responding students in rural Uganda perceived counsellors negatively primarily due to persistent sexual harassments they had received from counsellors. This means there is need for human centeredness and professionalism in the counselling process. The more honest, humane, and exemplary a counsellor is to students and their difficulties, the more influential he will be in impacting students' choices in life including career decisions. Moreover, the more attracted the students is to the guidance and counselling services in the university the more the services are sought when faced with a problem hence low prevalence of psychosocial distress.

Shrivastava (2003) posited that the school guidance program consists of the coordinated services of the school faculty, including administrators, teachers, professional guidance workers, and other school personnel in cooperation with appropriate community agencies. The relative effectiveness of a school guidance program depends, in part, on; understanding and acceptance by administrators of its functions and goals, well-trained, experienced and professionally qualified guidance workers, recognition of pupils' guidance needs, and parent and community co-operation. Shrivastava (2003) further observed that the attitude of pupils toward the guidance staff should be that of confidence, friendliness, and a desire to seek help from these adults who are kindly disposed toward them and interested in their welfare. The current research, however, looked at the university students' perception towards guidance and the counselling services in general unlike the above study which looked at quality of an effective guidance and counselling program.

Knowledge about the guidance and counselling services provided in the universities and the contact with the counsellors may influence students' perception. Hou et al. (2009) examined high school and university students' expectations of counselling in China and further supported the idea that students' previous counselling experiences relate closely to their expectations and perceptions of counsellors and counselling services in general. A study by Gaughf et al. (2013) indicated that although faculty and students at the centre perceived academic counselling services as potentially beneficial, both groups indicated a lack of knowledge with regard to accessing the services. Similarly, Shi et al. (2014) indicated that students who have had personal contact with the school counsellors might have a better understanding of the role of school counsellors and the services they provide, and therefore are more likely to give a higher rating of school counselling services hence positive perception.

Comprehensive guidance and counselling programs have provided school counsellors with organisational structure to focus efforts, organise work schedules and allocate time necessary for implementing practical school counselling activities and services (Gibson & Henderson, 2000). Mandera (2013) also asserts that a comprehensive guidance and counselling program requires personnel and financial resources. Further, Gysbers and Henderson (2000) asserted that political resources should be fully mobilised. This is achieved by the endorsement of the guidance program by school policy makers as an official program or framework of the school. As such, availability of resources in these developed countries may have contributed a lot to the positive perceptions held by teachers, and students towards guidance and counselling services. The above studies have looked at the implementation, and the structural requirements for effective guidance and counselling services while the current study focused on what the students think about the available services because they are the consumers of the services with an aim of helping to improve the quality of the guidance and counselling service.

The importance of understanding students' perceptions of guidance and counselling services has been emphasised by many researchers across the world. In Australia, Bostwick (2014) opined that during the design and evaluation processes of university support services exploration needs to concentrate on student perception towards counselling. This could increase a student's likelihood of seeking support from these groups. Another study by Vidal et al. (2003) in Spanish universities recommended that further research on guidance provision should be focused on the students' needs and satisfaction with the support they receive. The current study investigated students' perception on guidance and counselling services and its sample included students of different categories as recommended by Bostwick (2014).

A student satisfaction survey on peer counselling conducted at Singapore Management University's Centre for Counselling and Guidance (SMU) in 2006, revealed that just eight percent of respondents highlighted that they would readily approach a peer counsellor should they be in a position of need. Majority of the respondents indicated that they would prefer to rely on friends, religious groups and parents for assistance and comfort when they face emotional difficulties.

There is likelihood of students who seek help and successfully get assisted to solve their problems to positively perceive the guidance and counselling services. Cebi (2009) opined that individuals who received psychological help have positive perception since they might have benefited from it or they have reduced worries or fears related to psychological help after seeing the real therapeutic environment. A study by Cebi (2009) used convenience sampling constituted from undergraduate students of Middle East Technical University in Turkey hence cannot be generalised. The current study employed random sampling of undergraduate students in two universities hence it could give more accurate results and can be generalised to other universities in Tanzania.

The teachers' perceptions on counsellors have been put into perspective by researchers. In Ireland, a study by Aluede and Imonikhe (2002, as cited in Mandera, 2013) on teachers' perceptions of teacher counsellors revealed that teachers perceive counsellors as a positive contribution to school instructional programs. It further showed that teachers perceived guidance counsellors positively and that most respondents were of the opinion that guidance counsellors should work hand in hand with teachers. This shows that guidance and counselling services are viewed positively in developed countries by both teachers and students. The current study, however, put students' perception into perspective because they are the direct consumers of the counselling services as opposed to the teachers.

According to Joseph and Edward (2020) the guidance and counselling program assists students to develop their full personality and career potential in Ghana. However, the program faces the threat of territory problems utilisation of services which has been attributed to lack of awareness by the students; poor communication between the program and students; and student's negative perception and attitude towards the importance of the role of the program.

Researches in African Universities have also focused on the effectiveness of guidance and counselling services and some have focused on students' perspectives. Understanding the students' perspectives on guidance and counselling would help improve the effectiveness of the services. In Zimbabwe, a study by Kanagai et al. (2011) on students' perceptions of the quality, and effectiveness of guidance and counselling services at the Zimbabwe Open University revealed that guidance and counselling services at the ZOU are quite effective at the pre-entry stage. However, students indicated that they were not satisfied with guidance and counselling and general academic support. Kanagai et al. further recommended that counsellors should be consistently empathic, genuine, accepting and respectful generally for students to develop more open and trusting relationships with them which usually results in a climate of collaboration, and mutual exchange in the learning process. The study sampled students on distance education program and their counselling needs may be different from the counselling needs of full time students which form the sample in the current study hence they may differ on how they perceive guidance and counselling services. Besides, the current study considered two universities, public, and private hence the results can be generalised.

Research on the students' perceptions of guidance and counselling have not only been done in universities but also secondary schools and middle colleges in a bid to improve

the quality of guidance and counselling services. A study done in Ethiopia by Seyoum (2011) indicated that most students whose high school background is urban significantly favour the services more than those whose high school background was rural. This is because urban educational institutions, in most cases, have appointed trained counsellors. It can be expected that familiarity with the roles and tasks of the counsellor would have an impact in developing positive attitudes towards, and recognition of the services by the students. In addition to this, high achievers were found to have favourable attitudes toward the guidance counselling services. This is echoed by a study done in teacher training college in Kenya by Mwangi and Otanga (2015) which indicated that the majority of the students who had sought for counselling services before joining the institution had a positive experience. This current study however considered the perception of all students regardless of whether they have ever gone for counselling or not and their academic performance.

Students' negative perceptions of guidance and counselling would inhibit help seeking when they are faced with problems they can't resolve. Ashine (2014) research in the Addis Ababa University showed that students have negative perception of the guidance and counselling services because guidance and counselling units have been given little attention and no experts were assigned. It also revealed lack of office equipment and other materials in the guidance and counselling unit and no separate room for counselling. The current research was done in two universities hence gives a broader understanding of the students' perception on guidance and counselling unlike the above research that was done in a single university in Ethiopia. It further revealed more challenges faced by guidance and counselling services in universities.

In addition, through careful selection and training, peer counsellors increase the likelihood that appropriate help can be received by the requesting persons. The results

can be a positive and safer climate for both the students and staff, with lower stress levels, as well as better utilisation of school and community resources (Onis et al., 2007). This indicates that positive perception of peer counselling and the utilisation of peer counselling services may be of benefit to the students. Carty et al. (2000) carried out a four-year longitudinal study of peer counselling and the effects on students' development. Their findings indicated that students who received peer counselling services scored significantly higher on coping and social skills scale (Carty et al., 2000). This is an indication that the students may have had positive perception on peer counselling hence of benefit to them in solving their problems.

A study by Asamari and Namale (2018) in Ghana established that students in colleges of education in the Northern part of Ghana have positive perceptions towards guidance and counselling and therefore perceived their services as beneficial. Male and female students show similar perception towards guidance and counselling services in the colleges of education in Northern Ghana.

Kenya is not an exception on researchers' efforts to understand the effectiveness and quality of guidance and counselling. As much as guidance and counselling services are available in learning institutions, cases of substance abuse, suicide, strikes have been reported. However, researchers have majorly studied perception of secondary and college tutors as opposed to university students. A study by Mwangi and Otanga (2015) on students' perception, and attitude towards the role of guidance and counselling services in teachers' colleges in Kenya, indicated that help seeking attitudes are also influenced by awareness of the provision of guidance and counselling services. Mwangi and Otanga (2015) further showed that the respondents were not satisfied with the location of the guidance and counselling unit, and considered it to be lacking privacy, and comfort required for effective counselling. They further observed that perception

is derived from the client's prior experiences in or out of counselling, and the nature of the client's concerns. The current study advances Mwangi and Otanga's (2015) study in the university to understand what students think about the guidance and counselling services which also unearths challenges faced by the guidance and counselling units in the universities.

Another study in Kenya by Mandera (2013) on perceptions of teachers and students towards guidance and counselling services indicated there are no enough materials and resources for the implementation of the program. This inadequacy of materials contributes a lot to the way teachers and students perceive the guidance and counselling services in secondary schools in Kenya. Mandera (2013) further showed that the respondents had negative perceptions towards guidance and counselling services. The current study was done in universities in Tanzania representing regional and cultural differences in the sample.

A study done in Kenyan Universities on students' perceptions on peer counselling services by Kamina (2018) established that while just 11% of the university students had positive perception towards peer counselling, a greater percentage 75% had negative perception. This negative perception might be influenced by several factors for instance; some students may feel more comfortable when their issues are handled by adults who may be more experienced. Unlike this research, the current research however, looked at the university students' perceptions on all the guidance and counselling services hence a broader perspective was established.

Existence of the guidance and counselling services is as good as the consumption of the services without which it will be a waste of resources. A conducive environment that would make students perceive the services as helpful to them as mandatory. A study by

Onditi et al. (2014) in Tanzania showed that lack of confidentiality and conducive environment appeared to be the major barriers to help-seeking from the college sources. The study further indicated that, to be effective and to attract the users or clients, help services should be provided in an environment that respects clients' privacy and confidentiality of the shared information. This is corroborated by Mwangi, and Otanga (2015) who posited that perceived confidentiality could also influence student help seeking attitude. Lack of these ethical principles including mistrust and lack of caring language appeared to have made some students to shy away from using the existing formal college support resources such as counselling, academic advisors, and Dean of Students' office (Onditi, et al., 2014). According to Sima (2010, as cited in Boleslawa, 2012) counselling is perceived in Tanzania as a service for HIV positive people. Therefore, people assume that those who go for counselling are HIV positive. The sample of the proposed study was constituted from two universities as opposed to Onditi et al. (2014) study which had a sample constituted from one university, Dar es Salaam University College of Education, Tanzania hence the current study had a higher validity. It also established that students have negative perceptions of guidance and counselling services which affirms Sima's (2020, as cited in Boleswala, 2012) position. It is against this background that the study established that positive perception of the students on the effectiveness of guidance and counselling is crucial because unless the students perceive the program positively they will never seek help from counsellors and the program might not be effective even if the university has trained counsellors (Biswalo, 1986, as cited in Salina, 2009). Therefore, understanding students' perceptions of guidance and counselling services in universities may help in improving the quality of services provided probably leading to less prevalence of psychosocial distress.

2.2 The Development of Guidance and Counselling Services in African Learning Institutions

Guidance and counselling service is a professional service within a learning institution aimed at assisting students to understand themselves, others, school environment and attain abilities to adjust accordingly (Gudo et al., 2011). Students have differing needs that may affect their learning. In addition, once students get into the university, they are independent and in most cases, away from their parents. In some cases, students are not able to cope with this new environment and some may resort to drugs and other immoral behaviours. Guidance and counselling services therefore come in handy in such situations in order to help students facing these new challenges. It helps learners adjust to their environment and develop the attitude to set individual goals that will enhance improvement of their educational programs while in school and even in their post school life. The aspect of guidance and counselling focuses on preparing students for unanticipated life events and ongoing personal difficulties and challenges that they face in universities (Cooper, 2007).

Guidance and counselling are the assistances made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions, and carry his own burden. In addition, Bark (2003, as cited in Eliamani et al., 2014) stated that, the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropout.

The mission of university and college counselling centres is to assist students to define and accomplish personal, academic, and career goals by providing developmental, preventive, and remedial counselling (Kitzrow, 2009). Traditionally, the emphasis has

been on developmental and preventive counselling. However, the role and function of college counselling centres continues to evolve and change in response to a variety of social, political, and economic factors (Kitzrow, 2009) and to the momentous changes in the demographics of today's college student population, perhaps the greatest change in higher education in recent years (Kitzrow, 2009).

Mghweno et al. (2013) emphasised that the essence of incorporating guidance services into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children Hence, without sound guidance, many students loose direction and engage themselves in bad behaviours such as drug abuse and alcohol indulgence, missing classes, dropout and so on; as a result they lack both focus and direction resulting to total failure in life (Mghweno et al., 2013). Guidance services available in school in particular and community in general cover a number of specialist services which include the information service, testing service, placement service, appraisal service, orientation

Dimalaluan's et al. (2017) research in the university established that the most common problems encountered by the respondents were personal related hence the guidance and counselling unit of the school should focus on activities that will empower students to solve their own problems and build their self-confidence to overcome the trials that they may face in life. The research was conducted in only one university while the current research was conducted in a public and private universities in different regions of the country hence gives a broader understanding of the common problems encountered by university students.

The mental health crisis faced by North American institutions of higher education is relevant to institutional funding challenges, as the crisis is creating a growing need for financial and human resources to address this serious problem. Gallagher (2009, as cited in Flatt, 2013) submitted that the influx of students demanding high priority counselling has become a burden on mental health professionals leading to difficulty meeting staffing demands during peak times, staff burnout, decreased attention to students with less serious needs, and the need to end cases prematurely. Counselling centres in post-secondary educational institutions have difficulty meeting the growing needs of students as they are underfunded and understaffed. Resources are required to increase staffing, improve training, and increase physical space on campus for counselling centres (Kadison & DiGeronimo, 2006, as cited in Flatt, 2013).

Formal guidance and counselling had its origin from the United States of America (USA) in early 1990s. The programme was implemented to cater for the needs of the students. The programme focused on vocational information, consciousness of the world of work, reduction of examination phobia and location of employment. Nevertheless, perceptions of guidance and counselling have transformed rapidly and thus comprehending the functions of school guidance and counselling is significant (Bor, et al., 2002).

In Africa, the concept of guidance and counselling has been embraced by most governments despite the fact that it is relatively new in educational systems (UNESCO, 2001). Even though most sub-Saharan countries recognize the importance of planned guidance and counselling programmes, few studies have verified the roles and challenges of guidance and counselling programme in post- primary learning institutions (Folkman & Moskowitz, 2004).

In Ethiopian higher education, Guidance and Counselling course was first introduced in the curriculum of Addis Ababa University in 1967 (Alemu, 2013). Since then, the course has been given to university students at the department of Psychology and the graduates have been assigned to schools and other social settings to provide guidance and counselling services (Eliamani et al., 2014). Much of what was done was confined to non-academic institutions such as rehabilitation counselling centres, clinics, hospitals, prisons, industries, child and youth centres, and the Family Planning Association. Professional counselling was offered to the youth on such matters as unwanted pregnancy, adolescent problems and marriage. The educational institutions were the least privileged to get the little services of what Ethiopia offered as guidance and counselling services. These services were offered to very few schools and other educational institutions (Eliamani et al., 2014). Another study done in Ethiopia exploring students' views and attitudes at Haramaya University indicated that the available guidance counselling services did not alleviate their academic, vocational, social and personal problems (Seyoum, 2011).

Malawi on the other hand, had a long way to go to effect viable guidance and counselling services in its educational institutions. Career guidance and counselling programs in Malawi began gathering momentum in the early 1980s. The government embarked on the training of personnel to man the office of career guidance and counselling at the Ministry of Education and culture headquarters. The government also initiated the training of secondary school teachers on the basic principles of career guidance and counselling; the use of psychological tests in career guidance and counselling; the adapting of some foreign psychological tests for local use and sensitising the general public of the need for career guidance and counselling services

in learning institutions. However, efforts were made to make guidance and counselling an integral part of Malawi's education system (Biswalo, 1996).

Biswalo (1996) further observed that the situation in Liberia was no better either despite the country's long history in guidance and counselling. Thus, although the concept of guidance and counselling was introduced into the Liberian educational system more than three decades ago, it had not grown sufficient roots into a viable program. The capacity of qualified personnel and the limited resource base from which the personnel had to operate had affected the development and implementation of the otherwise efficiently conceived guidance and counselling program in Liberia's educational institutions.

According to Sisson (1981, as cited in K'okul, 2010), Zimbabwe's guidance and counselling program for schools and other educational institutions had been the best among the sampled African countries. Unlike the pre-independence period when guidance and counselling services were confined to European schools, the post-independence guidance and counselling program had expanded to embrace all schools in Zimbabwe. The main innovation in the program had been made possible through making guidance and counselling courses compulsory for teacher trainees in their four-year training program and for in-service teachers. The guidance counsellors so produced were posted to schools to provide guidance and psychological services in the schools on a nationally organised basis.

Biswalo (1996) noted that Ghana recognized the need to institute guidance and counselling services at all levels of its education system. However, more emphasis was given to secondary schools, technical schools and teacher training colleges. In 1973, a systematic guidance and counselling program was introduced in all these institutions.

At the university level, Ghana established a comprehensive counselling program for students. The service covers, occupational orientation, personal counselling and placement among other things. However, unavailability of information on manpower projections and labour market tends to give little direction to guidance and counselling. Shortage of qualified personnel, as well as shortage of funds and support services served as formidable impediments to effective guidance and counselling activities in Ghana's educational institutions.

Biswalo (1996) further observed that Togo underwent educational reforms in 1975 and the need for guidance and counselling services in schools was emphasised. The Department of Education was vested with the responsibility of developing guidance and counselling services in schools. Problems encountered were inadequacy of staff, the unavailability of appropriate guidance and counselling materials and lack of facilities for the training of personnel (K'okul, 2010).

Omoniyi (2016) states that it is generally accepted that in Nigeria the organised and formal guidance and counselling service started in 1959 at St. Theresa's College, Oke-Ado Ibadan, by a group of dedicated religious reverend sisters who had the perception of the need for proper guidance in job selection for their secondary school leavers. They invited some twenty outsiders to advise them about placing sixty of their final year female students in appropriate careers. The advisers though were not vocational guidance specialists, they later formed the core of what later became the Nigerian career council. Adoga (2020) posits that with the various activities by the Federal Government to encourage the development of guidance and counselling, Counselling Association of Nigeria was born on Nov. 11, 1976 with its first President as Professor Olu Makinde. Counselling Association of Nigeria was affiliated to the American Personnel and Guidance Association (APGA) in 1977. The Counselling Association of Nigeria also

launched its journal "The Counsellor" in December 1976. The recognition of the Counselling Associate of Nigeria as a professional body marked the beginning of guidance and counselling in all the states of the Federation. Members of the Counselling Association of Nigeria were drawn from all professionally trained counsellors, practitioners, counsellor educators, psychologists, a clinical psychologist and teacher-counsellors. Nowadays, organised guidance and counselling have gained prominence in the Nigerian Educational System. Many people are getting interested in the guidance of youths and in making wise educational and vocational decisions. This is because people are now aware that with adequate provision of guidance services maladjustment rates will be reduced among the youths. This interest in guidance and counselling is shown especially through the various conferences, workshops, symposia, news talk and seminars organised by the government, individuals and organisations (Adoga, 2020).

After Independence in 1964, the new government began to embark on several education reforms that changed the Zambian education system. Counselling were formally offered in the Ministry of Health to patients especially in mental disorder, psychiatric and psychological services. However, educationally, it was until the 1992 'Focus on Learning' educational policies that guidance and counselling began to be recognized in the Zambian education system (Chisenga, 2021). Guidance and counselling services were adopted in 1992 by the Ministry of Education with the view to improve academic performance of learners and curb juvenile delinquency in schools (Ministry of Education, 1992, as cited in Chisenga, 2021). Mulemwa (2015) points out that in 2002 a circular to help revitalise guidance and counselling in schools was written by Ministry of Education and later in 2003 an association called National Guidance and Counselling Association of Zambia (NAGCAZ) was formed. The mandate of NAGCAZ was to enhance professionalism among guidance and counselling teachers in the country.

Since the establishment of the NAGCAZ, guidance and counselling has been developed into a profession in Zambia in which vocational programmes have been introduced in tertiary institutions to train professional counsellors (Chisenga, 2021). The professional counsellors are deployed in community centres, health institutions and learning institutions. For instance, a study by Kasonde-Ngandu et al. (2009) regarding the status of guidance and counselling services in schools revealed that, out of 858 learners who participated in the study, 628 (73.2%) indicated that guidance and counselling services were available in their schools.

In Uganda, the government white paper of (1992) on education recognized the importance of guidance and counselling movement. This paper recognized the importance of guidance and counselling at all levels of education. It recommended that each school ranging from primary to tertiary should have at least one teacher responsible for guidance and counselling (Gumisiriza, 2012). In 2008, the department of guidance and counselling was created after the restructuring of the ministry of Uganda's education and sports. It was mandated to provide strategic and technical leadership, guidance, advice and strategies in all matters of guidance and counselling, including HIV/AIDS, and so on. The objectives of guidance and counselling programme in Uganda among others were as follows: To promote, support and ensure the provision of quality guidance and counselling including psycho-social services in the entire education sector. Sensitize all stakeholders and advocate for policies and strategies to effectively address issues of guidance and counselling. And develop as policies, strategies, plans and guidelines for the implementation and provision of guidance and counselling services, ensure training and retraining, refresher programmes for teachers, counsellors and other stakeholders in both government and private education institutions (Onyemachi, 2017). Despite the effort by the Ministry of

Education and Sports in Uganda, many universities and institutions in Uganda still lack effective guidance and counselling programmes. This is partly because the Ministry of Education and Sports has offered little direction on the changing trends and develops and as such most universities and institutions are ill-equipped to meet the needs of the students (Odyek, 2009).

Guidance and counselling is an integral part of the education system despite the challenges that it faces in its implementation. In Kenya, guidance and counselling was introduced in secondary schools following the Gachathi Report of 1976. The purpose was to help students understand themselves and to discover their abilities and limitation from their environment (Ndegwa, 2013, as cited in Eliamani et al., 2014). Besides, in universities in Kenya, counselling services have been established to help students adjust to life to accomplish their expected academic goals and to complete their courses in time (Wango, 2015). A survey conducted in Kenya after over three decades of inception of guidance and counselling services revealed that, most of the guidance teachers have a vague understanding of what really it entails or encompasses and the students also do not fully utilise the services and do not understand its role (Ndegwa, 2013). Wambu and Fisher (2015) argued that there was little regard to counsellors' training, which confused most Kenyans about the meaning and forms of counselling since it was done by many people who were not trained. K'okul (2010) established that guidance and counselling services in private universities were more effective than in public universities in Kenya. Student counsellors in private universities received more support in offering their services and had adequate counselling facilities and resources which was not the case in public universities. Moreover, inadequacy in the number of student counsellors in both types of universities was identified creating the need for more professional counsellors to ration the number of students.

Counselling centres in Kenya were started back in 1999 in various parts of the country (Kimemia & Okech, 2012). There was little regard to counsellors training, which confused most Kenyans about the meaning and forms of counselling since it was done by many people who were not trained (Wambu & Fisher, 2015). The challenges faced by students in various schools and colleges in Kenya were increasing. These included pressures to excel in academics, increased availability of drugs, student strikes and unrests, sexual assault, school fires, school dropouts, and poor grades. All of which prompted the need to train professional counsellors (Ajowi & Simatwa 2010).

The status of guidance and counselling in Tanzanian learning institutions is wanting. The institutionalisation of the services and professionalism aspect haven't been well done (Amani & Sima, 2015; Mdidi, 2015). Several studies have reported different achievements and challenges following the introduction of guidance and counselling in Tanzania. Professional guidance and counselling in Tanzania schools began in the year 1984 following the National (October, 1984) Arusha Conference, where guidance and counselling services were endorsed by the government as an integral part of the country's education system (Biswalo, 1996). However, Biswalo (1996, as cited in K'okul, 2010) commented that in Tanzania policies pertinent to guidance and counselling are still lacking.

Shayo (2014) opines that The Tanzania Ministry of Education, however, has tried to institutionalise the services within the education system by appointing untrained career masters and mistresses. This, according to Shayo (2014) "Is an impossible and unrealistic burden on these untrained personnel." Moreover, a study by Amani and Sima (2015) on status of career counselling in higher learning institutions in the Tanzanian universities revealed that most of the universities had not officially institutionalised career guidance and counselling as an integral part of their programs.

In most cases, students were guided more on the academic and social welfare than career-related matters. However, it was noted that in all universities, the services were in place but at very elementary stage. Amani and Sima (2015) further observe that, there is lack of professionalism; career counselling was done under the patronage of the Dean of Students who is not professionally trained for a counselling post. Also, where the services were officially provided the students were not very responsive Amani and Sima (2015). The current study investigated the students' perception of the guidance and counselling services. It is envisioned that it could be a major reason to unresponsiveness of the students to the available guidance and counselling services in the universities in Tanzania.

A lot of attention has been given to guidance and counselling in secondary schools as opposed to universities where students face more challenges comparatively because of the age and lack of parental control and this is the focus of the current study. The current study established that challenges faced by the guidance and counselling departments influence the students' perception on guidance and counselling services in the universities hence low levels of students' willingness to consume the services.

2.3 Guidance and Counselling Services in Universities

School based guidance and counselling is a professional activity delivered by qualified personnel in schools. Counsellors assist troubled and distressed students by offering them an opportunity to understand the difficulties they are going through (Hansons, 2018). Guidance and counselling services have been found to be effective in assisting student adjustment to college, in improving academic performance, retention, and graduation rates (Lee et al., 2009). This retention advantage is typically not due to better academic performance, but is more closely linked with counselled students being better able to adjust to college, handle their personal, relational, and mental health struggles,

and navigate through other critical periods during which they might be susceptible to dropping out. Improved social and emotional adjustment and student well-being results in a decrease in severe and often damaging behaviours associated with distress (DeStefano et al., 2001). In the university teaching learning milieu, guidance counselling is a multidimensional form which encompasses personal, academic and occupational perspectives. Hence the need to offer diverse guidance counselling service is foreseeable (Gatachew, 2020).

2.3.1 Academic Guidance and Counselling Services

In guidance and counselling there are many services, the major services are; academic, spiritual, career, peer and personal, and social guidance and counselling services (Modo et al., 2013; Yuksel-Sahin, 2009). Academic guidance and counselling services are the services that help learners to make decisions regarding the career aspirations as well as address the difficulties they may be facing in their academic life. The services are mainly carried out by academic advisors who are mandated to guide students in their academic journey. Academic guidance and counselling is an important support service to enhance students' success in their programs of study (Michubu et al., 2017; Olayinka, 1999; Oluremi, n.d).

Mohanty (2003) points out that for the academic guidance and counselling services to be effective, opportunities need to be provided to the students so that they discover their own abilities and interests. Therefore, students would develop the academic competence when the educational institutions have properly established structures that provide preventive, remedial and developmental academic guidance so that the students can make realistic educational plans for their future.

The importance of academic counselling is expressed by Nyutu (2020) who posited that counselling services aim to make students redirect focus to studies resulting in improved academic performance. In counselling, the realisation of students' attention to academics is through acquiring study skills, namely; reading skills, problem-solving, creative thinking, time management, stress management, motivation, and attitude change. The main finding is that counselling services influence students' academic performance. Students who underwent psycho-education counselling had positive academic improvement in semester two examinations compared to first semester examinations.

Studies have confirmed availability of academic guidance and counselling services in universities in other countries. Their effectiveness in mitigating academic distress among students needs to be established though. A study by Güner et al. (2003) on counselling needs of students and evaluation of counselling services at a University in Turkey showed that students request assistance from the Counselling Units for adjustment issues including study skills. Similarly, a study by Kangai et al. (2011) on guidance and counselling services at the Zimbabwe Open University established that the Student Services and Support Unit (SSSU) offers academic support services to students throughout their study at the university. These services ensure that students engage progressively in their academic work.

Academic guidance and counselling services are also available in universities in Tanzania. This is confirmed by results of a study by Mdidi (2015) on assessment of guidance and counselling services provision to students which established that university students are guided on how to adjust to the institution's academic life through planned orientation programs. Other academic guidance and counselling services that the student may be given included: Choice of courses, study habits, gaining confidence,

timetabling, examination techniques. Despite the availability of these services, academics was still the major stressor in Tanzanian universities as was established in the current study.

According to Chun Ng et al. (2016), Students strive to seek higher grades for graduation with a higher-class honour, which may lead to a better future career. However, it is better to balance academic and leisure time because too much time on academic work will result in high academic stress, while leisure time can help to relax.

Therefore, given that academics is the major activity in universities, quality academic guidance and counselling services in the universities is very necessary because academic related stress adversely affects the well-being of students and their academic performance (Flat, 2013; Seyoum, 2011). Despite the availability of the academic guidance and counselling services in universities, psychosocial distress is still prevalent in the universities thus the current study aimed at establishing students' perception of these services so as to establish what can be done to make students seek for help thus ensuring students seek help when faced with academically related challenges.

2.3.2 Spiritual / Pastoral Guidance and Counselling Services

The importance of spiritual guidance is underscored by many researchers. Meier (1995, as cited in Komenda, 2013) asserted that spiritual guidance enables students to develop physically, psychologically, and spiritually. Furthermore, Waruta (1995) also pointed out that spiritual support has become more important in modern societies considering the emerging problems such as stress, depression and competition in academics.

Some researchers have shown modest relationships between positive spiritual religious expressions, and mental and physical health. Spiritual beliefs, including religious beliefs, were a vital category of coping (Kliewer, 2004; Koenig, 2004). Hall et al.

(2004) adds that spirituality, and faith expressions are increasingly recognized in the health-related, psychological, and psychotherapeutic research literature as major factors associated with adult, and student mental, psychosocial, and physical wellbeing. Koenig further posits that Religious/spirituality-inclined individuals tend to demonstrate less symptoms related to anxiety, substance abuse, depression, as well as experience lower suicide rates, greater feelings of well-being, hope, optimism, purpose, and meaning in life, social support, and marital satisfaction and permanence.

Professional counsellors approach their work with clients from a developmental perspective (Corey, 2005). According to Komenda (2013), spiritual literacy is critical in a learner's life for it provides the motivation and guidance for one to overcome their disadvantaged circumstances. Komenda further established the availability of spiritual guidance in Kenyan universities. However, Komenda recommended that aspects of spiritual guidance such as honesty, patience, love, and prayers need to be revamped in order to raise the usefulness of the spiritual guidance services.

Learning institutions affiliated to different faiths in Kenya offer spiritual counselling services. Chaplains who guide students on pastoral issues are assigned the tasks. A study in Kenyan universities by K'okul (2010) established the existence of chaplains in universities. K'okul (2010) further established that pastoral counselling was given priority in some universities which implied that universities are not employing professional counsellors with relevant training background, and instead relied on the university chaplaincies not knowing that pastoral counselling is mainly for spiritual nourishment, and different from other types of counselling.

A study by Fradelos et al. (2019) identified a negative relation between anxiety and student spirituality. Similar negative relation was also observed between depression and

the presence of meaning, peace, and faith of the students. Increased levels of Spirituality tend to evoke positive emotions and suspend the expression of anxiety and depression (Fradelos et al., 2019). Coping with existential stress and stress arising from the demands of daily living through spirituality relieves feelings of hopelessness and empowers the individual as related research suggests (Alorani, et al., 2017; Maselko et al., 2008).

In a study of young Saudi women suffering from obsessive-compulsive disorder, it was found that they trusted professionals who showed they were religious, often choosing help firstly from religious healers rather than mental health consultants (Al-Solaim & Loewenthal, 2011). It has also been shown that prayer has a consoling effect and is a significant predictor of mental wellbeing (Maltby et al., 1999). On the contrary, a study by Sapranaviciute, et al. (2012) found that there was no association between depression and religion, although higher amounts of mental health problems are associated with the use of religious coping techniques.

Tanzanian universities are not an exception on spiritual guidance and counselling. Mdidi (2015) established that spiritual guidance and counselling services are available in Tanzanian universities. These services provided support and opportunity for students irrespective of their faith. These enhanced moral and ethical principles for instance the commandments of do not steal, do not kill and do not tell lies. The implication is that practice of such religious beliefs in a university setting creates a favourable environment to student's development. The current study also established the existence of spiritual guidance and counselling services in the selected universities in Tanzania hence confirmed Mdidi's (2015) position.

2.3.3 Career Guidance and Counselling Services

Career guidance and counselling is a vital service for students in universities because universities main role is to train and prepare students for various careers and employment. Career guidance activities in institutions of higher education must therefore provide assistance in helping each student understand that career development is a lifelong process.

Career guidance and counselling is the process of assisting the individuals to choose occupation, prepare to enter into it and make progress. It helps students to understand themselves in terms of their abilities, aptitudes, and interests, provides students with broader views about the world of work, enhances students awareness of the various options open to them, and give them the confidence that they can make a reasonable choice from the various options available and finally helps to develop the spirit of job satisfaction and motivation as well as self- actualization in the students after a choice of career has been made (Egbule, 2006: Yuksel-Sahin, 2009). Typical programs offered by career counselling centres in universities include career search strategies, interview skills training, and instructions on writing resume.

Career counselling addresses the career needs of students. Needs range from personal enquiry to dissatisfaction with a chosen field of study, requests for additional information on different careers, poor performance on chosen modules, and degree requirements versus academic exclusion. Therefore, career counselling is an essential component of counselling and aspect of the career guidance and counselling (Hlongwane, 2006). The current study added to the available literature on the availability of career guidance and counselling services in universities.

A study done by Wibrowski et al. (2016) revealed that students who enrolled in the skills learning support programme (career counselling programme) in the USA ended up achieving higher academic grades than students who did not enrol in the programme. This is because they are motivated to study during the skills learning programme. Motivated students are enthusiastic and curious towards their studies and end up performing better academically.

Despite universities providing career guidance and counselling services, some researchers noted some challenges that may affect the quality of career counselling services. Chireshe (2012) posited that the University of South Africa provides career counselling services to students. However, the university lacked career counselling centres, and other resources which compromised the quality of the career guidance and counselling services the students received. Besides, Litoiu and Oproiu (2012) also argued that despite having established the career counselling and guidance centres in some universities in Romania, only few of them are really implementing specific activities they are meant to do, supporting students, graduates, and interested employers.

A study done in China by Sun and Yuen (2012) on career guidance and counselling for university students in China, indicated that despite its very early start in Tsinghua University, career guidance and counselling within most universities in China is still at a fairly elementary stage. At the moment, there appears to be too little theory underpinning most of what universities and colleges attempt to do in the way of career guidance. Sun and Yuen further states that the institutions do not seem to establish career planning systems on any scientific or proactive basis, but instead respond to needs in an ad hoc manner, as and when they arise. The core duties of most career guidance centres are confined to providing information and processing employment

procedures, such as registering employment whereabouts, guidance on signing contracts, and employment statistics. The service mostly emphasises introduction to employment policy and analysis of the current employment situation. Professional career counselling is rarely provided automatically to all students; and even some counselling services that are offered are not individualised and focused enough to satisfy students' needs (Li, 2009). There is a lack of well-structured and purposeful guidance to assist students' career planning in a practical and personalised way. Sun and Yuen (2012) recommended that not only is it necessary to continue to develop strong and effective career guidance services in universities, more action is also required in schools to provide the first steps in preparing youngsters for later career choices and decisions.

In Cameroon, the implementation of career guidance and counselling has not been given much attention thus the majority of university students still find it difficult to make career decisions (Okolie, 2014). Okolie asserted that many college students in Cameroon lack ideas on which course to study in the higher education institution after leaving the schools. The reason is because; they lack services of professional guidance and counsellor who will assist them in career decision-making.

Kenya is equally facing challenges in implementation of career guidance and counselling services despite the effort made by the government. Lugulu and Kipkoech (2011) while examining the effectiveness of career guidance in Kenya established that career guidance was neither planned nor organised, and so it was inadequate in terms of enabling students to make informed decisions about their career paths therefore students' choice of career was more influenced by external factors than their own interests. A study done in Kenya by Nyutu (2020) demonstrated the relevance of career counselling in motivating students to perform better academically.

Despite Tanzania's Governments effort through the Ministry of Education and Vocational Training (MEVT) to institutionalise counselling services as an integral part of the country's education system, career counselling services still face challenges. Mdidi (2015) confirmed the existence of career counselling services in some universities in Dar es Salaam. However, most career counselling is done under the academic departments through academic advisors. Similarly, Amani and Sima (2015) established that career guidance and counselling in most universities in Tanzania is still at a fairly elementary stage. In particular, there is no well-planned and deliberate guidance to enable individual students to plan their careers. Amani and Sima (2015) further deduced that most universities have not yet officially institutionalised career guidance as an independent service. It was rather done under the patronage of the Dean of Students who is not professionally trained for such a post. Likewise, Bojuwoye and Manjwa (2006) found that unsatisfactory career counselling and the lack of proper career information are among the key factors affecting career choices of tertiary students. The current study sampled universities that were not studied in the reviewed studies thus it contributed to the dearth of information regarding career guidance and counselling in Tanzanian universities.

2.3.4 Peer Guidance and Counselling and Peer Educational Programs

According to Salovey and D'Andrea (2010), peer counselling refers to the use of active listening, and problem-solving skills together with knowledge about human growth, and mental health by students in order to help, advise, and counsel other students. Peer counsellors are paraprofessionals selected from the group to be trained, and given ongoing supervision to perform some key function generally performed by a professional (Ndichu, 2005). The basic premise underlying peer counselling is that students are often capable of solving many of their own problems of daily living if given

the chance. Salovey and D'Andrea (2010) further assert that peer counselling is widespread in colleges, and university campuses, and many students utilise peer counsellors.

Peer counsellors are non-professionals who are trained in active listening and in guiding their peers through emotions without offering specific advice. The goal of peer counselling programs is not to treat symptoms or crises, but to provide a necessary form of community support and intermediate care that could prevent further escalation of poor mental health. Although the practicality of non-professional mental health resources has prompted scepticism, studies suggest that preventative resources such as peer counselling may be an important aspect of campus mental health support systems (Haseltine, 2021).

According to the university administrators, peer counselling services among the university students is mainly to help the students improve on decision making skills, which probably could be the reason for the university administrators availing the services to the university students (Rowntree, 2016). Weaver et al. (2010) asserts that the purpose of peer counselling programme in a learning institution is to promote the health, well-being and safety of young people through peer education and referral. Weaver et al. adds that peer counselling programs train a selected 23 cross-sections of students to act as helpers and active listeners for their fellow students. The core of the programme is to improve on academic performance and address skills building capacity as well as communication, problem solving and decision making aspects. It also addresses a multitude of social, individual, school and family concerns. This makes the university students benefit from the peer counselling services offered to them, yet it is important to establish the perception of peer counselling services by the university students.

While advocating for utilisation of peer counselling, Keller et al. (2006) stipulated that peer counselling among the university students is the best alternative in identifying the needs among the university students. When seeking a sense of identification and support, university students join cliques and groups for various reasons such as provision of personal needs of affiliation and companionship as well as material or psychological reward. This is important in raising their self-esteem and gaining identity. This is an example of an informal peer counselling setting which is common among the university students.

By utilising students as a resource for preventative care, colleges can begin to lessen the burden of clients in their counselling centres. Peer counselling also provides a mental health support system to students that is free of cost and that contains a greater diversity of counsellors whose common experiences may help to reduce the perceived stigma of mental health care. Dr. Lipson supports a preventative approach to mental healthcare, "It's not as if every student who has a positive screen for depression or anxiety necessarily needs intensive one on one therapy… there is a need to have resources and services that meet students all the way across the continuum of mental health." (Haseltine, 2021).

Peer counselling is an essential guidance and counselling service. According Hlongwane (2006), it arose out of two main concerns; on the one hand a need to use peers to reach students when staff battled to achieve expected results, and on the other, the guidance and counselling staff shortage to deal with requests for help from students in distress. Hlongwane further indicated that it has helped in attracting more students to come for counselling, and has certainly enriched staff understanding, and knowledge of students despite the challenges of selection, confidentiality, and ethical behaviour that go with the use of peer counsellors.

The importance of peer counselling is also emphasised by Cebi (2009) who argued that friends were found to be so influential on students' help-seeking behaviour. This can be used as a tool in interventions or may be directly used as a strategy. McLennan (1991, as cited in Cebi, 2009) also proposed student peer-helping networks in which students provide assistance to their peers after being received brief training in communication skills.

Young people are more comfortable sharing with their age mates their problems than sharing with parents and other adults. This claim is supported by Prever (2006) arguing that young people often seek out their peers first in times of difficulty, rather than turning to parents and teachers. Peer-support schemes recognize these processes and seek to harness this natural humanity found in young people. Chang (2008) established also that students favour friends, peers over professional help services. This is corroborated by Onditi et al. (2014) who also established the importance of peer counselling and recommended that while strengthening the formal college support services such as counselling, more attention should be given to the informal services that directly or indirectly involve students, for example, students' union or organisations, student leaders, and religious groups.

According to Arudo (2006) students contact fellow students for help when they are experiencing problems and concerns such as rape and Sexually Transmitted Infections (STIs). Culturally, university students might not find it comfortable to share such issues with their parents or teachers. It is easy for the students to share with their peers because of their closeness to them. Cases of substance abuse and also psychosocial distress issues would be apprehended long before they get out of control when shared among peers who would also bring them to the attention of teachers and parents when necessary. Positive perception towards peer counselling becomes important for students

who have issues of concern, which may be easily identifiable by peer counsellors as they mingle with each other during co-curricular activities.

Peer counselling is not only beneficial to the counselee but also the peer counsellor. Tormey (2005) argued that young people participating as peer support gain self-confidence, improve their communication skills, and develop socially and personally themselves. Tormey further sets out whole school benefits of such schemes, which include reduced levels of bullying, the approval of parents, better behaviour and improvements in educational attainment.

Students offering peer counselling to other students is a concept widely used in colleges and universities across the United States and Canada. One study observed that up to 78% of these educational institutions employed University and College students as peer helpers, educators and para-professionals in support of various programs (Klein et al., 1994, as cited in Kamina, 2018.) Similarly, since 2003, the Singapore Management University's (SMU) Centre for Counselling and Guidance (CCG) have actively promoted, trained and developed undergraduates to serve alongside the professional university counsellors as peer counsellors.

According to Osodo et al. (2016), peer counselling reinforces the value of discussing problems and difficulties experienced by the students amicably without resulting into violence that is, talk it out rather than act it out. This creates ownership amongst the students of the need to maintain peace by recognizing the peers' role in problem-solving. On the same note, it is generally believed that benefits from the use of peer counsellors include: expanded services and reduced costs because professionals are freed for other duties; traditional counselling services enhanced by the unique abilities and skills of peers; the opportunity to gain special insight into the needs and problems

of the students; and a bridge for the gap between professionals and the diverse student body (Osodo et al., 2016).

Osodo et al. (2016) concluded that Peer counselling has a substantial role in helping to promote discipline among students in public secondary schools. Peer counselling helped students to improve their behaviour. It concluded that peer counselling helped students to understand themselves and their fellow students. Further, peer counselling helped students to improve on time management, classroom behaviour. The study further concluded that peer counselling helped to establish a secure school environment and also assisted students in developing self-image. Similarly, the study concluded that peer counselling helps students to improve academic achievements and also provided knowledge and information on job related matters.

The findings of the study conducted by Disiye et al. (2011) in Eldoret, Kenya, showed a significant relationship between peer counselling and social adjustment. Thus, peer counselling was found to be important in improving social adjustment of students. It can be deduced from this finding that when peer counsellors are offered guidance and counselling programmes they become more effective in helping students in social development.

2.3.5 Personal and Social Guidance and Counselling Services

According to Kochhar (2006, as cited in Maliwa, 2016), personal/social guidance services are directed to helping learners with problems of personal and social nature. Learners may have problems related to themselves, families, friends, teachers and the society at large. They might feel insecure and frustrated when they fail to meet their personal, parental and societal goals. They are sometimes affected by the jealousy of their siblings, domination of adults, lack of love and affection, failure to make

successful friendships, difficulties in changing schools and feelings of inadequacy and inferiority. Personal/social guidance services assist them to adjust and to be well equipped to meet these personal and social pressures (Nkhata 2010).

The main aim of personal guidance is to establish balance between the individual's mental, social and physical aspects, because it is often seen that a person sometimes is surrounded by abnormal behaviours and social demerits even though areas. Such persons lead neglected life among their families, neighbours and members of the community. Personal guidance is the help given to the individual to solve his personal problems. In every school are found quite a few students who are emotionally maladjusted and are unable to make satisfactory social adjustment. They, for that reason, fail to make full use of their potential. Some may have developed undesirable habits so as to become a problem to their parents and teachers. Personal guidance services make an effort to spot out these maladjusted and the problem-children in the school (Pal, n.d)

Sood (2016) emphasises the importance of personal guidance by positing that if personal guidance is not provided to the student at the right time, they may develop low self-esteem which will eventually make them feel insecure in whatever they do. Thus, personal guidance helps an individual to understand himself and deal with personal problems in a mature manner. It enables an individual to make the necessary decisions based on right judgements. Personal guidance also helps an individual to view the social world in the right perspective and make the necessary social and personal judgements to lead a happier life. Personal guidance is required in all stages of life and must be furthered by educational institutions as a mandatory part of education. Sood further opines that at the tertiary level, personal guidance enables an individual to address personal problems in the context of the family. It enables an individual to adjust

mentally, physically and emotionally with various people who form a part of the family and this in turn helps an individual to adjust with the kinds of people existing in the society.

According to the Ministry of General Education, Zambia (2016) personal counselling involves counselling on very personal problems that learners encounter. This deals with emotional distress and behavioural difficulties that may arise when an individual struggles to cope with developmental issues. It must be noted that some of the developmental facets can easily be turned into personal adjustment problems. In this case, individuals may encounter exceptional difficulties regarding various challenges that may include stress and anxiety, identity crisis, poor self-image or low esteem, anger, insecurity, depressive feelings when bored, excessive guilt about serious mistakes in life, lack of assertiveness and confidence and even failure in examinations. Personal guidance and counselling process can aid individual distance learners to cope with anxiety over exams, lingering over interpersonal conflict, depressive feelings when bored, lack of assertiveness and confidence and persistence in study (Tsikati, 2018). It also helps to manage stress, positive attitude towards study, interpersonal conflicts and decision making (Adrien, 2011). Personal competency equips students with suitable knowledge on how to deal with personality maladjustments such as unhappiness, low self-esteem, annoyance, anger, stress, anxiety and frustration (Gelabert, 2007). Personal counselling is vital for students in providing understanding of the internal issues and problems and managing them (Nyaga, 2015).

Social guidance on the other hand is the process of helping an individual to improve their behaviour patterns in relationship with other people, and helps an individual on how to get along with others with improved social skills, family and family relations. This also helps one to understand their masculine and feminine roles (Ministry of

General Education, Zambia, 2016). Provision of social guidance and counselling support services to the distance learners builds a sense of belonging in order to manage isolation and disconnectedness (Lai-yeung, 2014). It also stimulates interactive communication among distance learners and encourages team work that leads to development of concentration study habits (Simpson, 2012). According to Melgosa (2005) sociability is a basic instinct and every person impulsively searches for companionship with others like him/herself. Students therefore require to be guided in social behaviour and relationships as they interact with other individuals in the society.

In a study by Wango and Kamunyu (2016), students identified some educational and career aspirations which are inhibited due to social or personal difficulties that ought to be addressed by counsellors if students are to experience success in the universities. Examples of personal difficulties which students experience included low achievements, low self- esteem and poor attitude towards university education. Counsellors are expected to do personal counselling to help students on problems such as dropping out, substance abuse, suicide, irresponsible sexual behaviour, eating disorders, and pregnancy. It is a service that helps the students to take care of socio-personal problems relating to personality maladjustments (Egbule, 2006, as cited in Modo et al., 2013). Personal counselling and guidance services help the individual to know, and understand himself, accept his superior, and limited features, and develop himself, trust himself, develop effective interpersonal relationships, become a personally, and socially balanced, and harmonious individual (Yesilyaprak, 2001).

Studies have confirmed availability of personal and social guidance and counselling services in universities. Güner et al. (2003) confirmed that Turkish universities offer social counselling services and that students request assistance from the Counselling Units for adjustment issues including: romantic relationships, social skills. The same

phenomenon is reflected in universities in Australia, and New Zealand as established by Stallman (2011).

In another study in Ethiopia, Mersha et al. (2013) found that personal issues and previous academic backgrounds impact students' academic performance. The study noted that students improved their academic performance after counselling intervention that targeted their private issues. This study looked at the effectiveness of the active psychoeducation programme on academic achievement, unlike general counselling.

In Kenya, the utilisation of social guidance and counselling support services in public universities is not sufficient (Wambugu, 2012). A study done in Kenya by Obiero et al. (2019) confirmed that social guidance and counselling are critical in enhancing study habits of distance learners for quality education. Obiero et al. recommended that all universities providing distance education should provide effective social guidance and counselling in order to improve the study habits of distance learners. Online social guidance and counselling should be improved to enhance study habits of distance learners. The University of Nairobi officials should ensure the integration of social guidance and counselling as an integral part of the curriculum, in order to address the myriad challenges facing distance learners in connection with study habits (Obiero et al., 2020).

In Kenya, a study was conducted in Egerton University involving 357 students, 40 students peer counsellors, two student counsellors and one dean of students on selected factors influencing social and academic adjustment of undergraduate students at Egerton University (Kyalo & Chumba, 2011). Kyalo and Chumba found that counselling students on the management of interpersonal relationships and positive attitudes toward academic programmes promote academic adjustment. This study

therefore confirmed the existence of personal and social guidance and counselling services in university.

Some Tanzanian universities also offer personal and social counselling services. Mdidi's (2015) study on assessment of guidance and counselling services provision in universities in Dar es Salaam established the presence of social guidance and counselling services. The current study however considered two universities that were not studied by Mdidi (2015). Therefore, having considered different universities in the current research would enrich literature on personal and social guidance and counselling services available in Tanzanian universities.

2.3.6 Placement and Follow-up

According to Lunenberg (2010), the school assists the student in selecting and utilising opportunities within the school and in the outside labour market. Lunenberg posits that counsellors assist students in making appropriate choices of courses of study and in making transitions from one school level to another, one school to another, and from school to employment. Placement thereby involves pupil assessment, informational services, and counselling assistance appropriate to the pupil's choices of school subjects, co-curricular activities, and employment (Lunenberg, 2010). Follow-up is concerned with the development of a systematic plan for maintaining contact with former students. The data obtained from the follow-up studies aid the school in evaluating the school's curricular and guidance programs.

According to Odeleye (2017), aptitudes, attitudes and dispositions of the learners/individuals are examined with a view to placing them in the world of work (career) where their fullest potentialities would be tapped for their overall adjustment. Placement services facilitate putting the round peg in the round hole. In other words,

such services help the individuals to be placed in the appropriate programme of studies or world of work in the face of the global turbulence and conflict today. The Counsellor's role is to assist individuals to develop and attain realistic goals in relation to their vocational and educational goals. Odeleye (2017) adds that it is not enough for the counsellor to help the counselee plan the direction of life to adopt and placed in the right vocation. The counsellor needs to ensure that the client adjusts properly even in the world of work. Follow-up services are the sum of the activities carried out in order to know how well individuals are performing in their various places of assignments. There is opportunity for the client to see the counsellor long after the counselling encounter has been terminated. It is used to determine the effectiveness of planning and placement earlier done. Follow-up helps to know the strength and weakness of individual learners and the curriculum, thus helping in revision when and where necessary.

Placement service is another crucial aspect of guidance service that cannot be overemphasised in secondary school system. Placement service assists students to adjust to the next stage of development whether in school or on the job (Eremie & Jackson, 2019). Placement service involves placing students in an appropriate class or school, courses, training or vocations (Orewere, et al., 2020). Like other guidance services, placement service is necessary for the purpose of assisting the students find out their own place in the educational or vocational settings considering their abilities, skills, interest, aptitude and attitudes. In the school system, placement service attempts to reduce the mismatch condition on an individual so that the individual can develop himself optimally or get a suitable place for him to develop all his potentials as an individual for his career aspiration or chosen career (Dewi, 2016). Uzoeshi (2013)

opined that placement of students is needed for slow learners in remedial classes and career tracking.

Kochhar (2010) indicated that follow-up is the review or systematic evaluation carried out to ascertain whether guidance in general satisfies the needs of the students. This implies that clients (students/Student- teachers) are followed in order to determine the nature and extent of their needs after going through the guidance and counselling process for further assistance. The evaluation service completes the entire guidance and counselling process. It is essential to evaluate the use and application of guidance and counselling programme to determine its effectiveness, that is the degree to which it satisfies needs, its efficiency, how money, time and personnel are utilised (Kochhar, 2010).

2.3.7 Health Guidance and Counselling

Good health is a prerequisite for participation in the curricular and co-curricular activities by students. However, Learners need guidance to appreciate and appropriate good health practices and habits. Health guidance services aim at ensuring that preventive and restorative measures such as the supervision of sanitation in the school dormitories, protection through immunisation against diseases, early diagnosis and treatment of illnesses and health education through formal or informal sensitization are adhered to (Hamainza 2015; Nkhata, 2010).

According to Sood (2016), health guidance aims at preventive and curative health of individuals. Health guidance is essential for students as it enables them to develop healthy eating habits and for them to know about various diseases including HIV/AIDS. Health guidance must be provided at all stages of life to students and must form part of

education right from the elementary level. Health guidance given to students must be a cooperative effort on the part of principals, doctors and psychologists.

The study by Sinengela (2016) in Zambia established that the G & C departments in schools provide preventive education in HIV/AIDS, STIs as well as drug and alcohol abuse but not the effects of watching internet pornography. The preventive education is mostly done using information dissemination methods where adolescents are taught factual information about certain challenges and pressures that they face, such as sexual reproductive health, drug and alcohol abuse, HIV/AIDS, and STIs. This study has shown that normative education and life skills education are rarely provided in schools. The preventive information is mostly disseminated through the anti-AIDS clubs, talks with the G & C teacher, group discussions, role plays and drama. Most of the schools do not have the anti- drug club and peer educators.

Lloyd (2007) indicates that some school based adolescent and sexual health programmes make arrangements with local health practitioners to visit the school and encourage students to attend their facilities. Plummer cites one programme in rural Tanzania in which teachers took the students to a local health facility once or twice a year to familiarise them with the services available and to allow them to see condom demonstrations which are not allowed in the classroom.

2.4 Prevalence of Psychosocial Distress among University Students

Psychosocial means that which pertains to the interaction between social factors, and the psychological system (Newman & Newman, 2006). Therefore, psychosocial distress is a state of emotional suffering characterised by symptoms of depression (e.g., lost interest; sadness; hopelessness) and anxiety (e.g., restlessness; feeling tense) as a result of interaction between social factors and psychological system (Mirowsky &

Ross, 2003). These symptoms may be tied in with somatic symptoms for example, insomnia, headaches, and lack of energy) that are likely to vary across cultures (Kleinman, 2001 as cited in Drapeau et al., n.d). Ridner (2004) defined psychosocial distress as "the unique discomforting, emotional state experienced by an individual in response to a specific stressor or demand that results in harm, either temporary or permanent, to the person" (p. 539).

According to WHO (2015), half lifetime people experience psychosocial disorders such as stress related disorders for example anxiety, panic, adjustment and depression among others this may start before the age of 14 years, and 75% at the age of 24 years. Recent epidemiological reviews indicate that there is a high prevalence of emotional and behavioural problems across developed countries such as Canada, the United States, the United Kingdom, Germany and Australia, and developing countries like India, Uganda as well as Ghana and Nigeria (Waddell et al., 2002) in the form of depression, anxiety, withdrawal, suicidal thoughts, and relationship challenges between peers, teachers and parents (Uboh, 2014). Many researchers concur that these psychosocial challenges if not addressed promptly could militate against students' everyday functioning and worsen their mental health (Duinhof et al., 2015; Suyen, 2017).

Students face many situations in university life that may result in psychosocial problems. Meeting deadlines of assignments, performing well in presentations, and examination. In addition, university life needs a lot of collaboration, and group work which can also create stress for students who are socially uncomfortable, and cannot make friends easily. The pressure, and adjustments that come with university life can often be overwhelming for students. We all go through different challenges in our daily life but when challenges of life become overwhelming and slow down our ability to do

our work then it creates distress and makes individuals prone to psychological problems (Ali & Malik, 2014).

Adjustment to a new environment is a challenging task. Shift of students from school atmosphere to university can create a psychological, academic and social upset to students. Hussien and Hussien (2006) opined that students have to adjust in the universities to different methods of teaching, new academic necessities, formation of relationships with other students, and with teachers. Mikolajczyk et al., (2010) also asserted that students face a number of stressors, for instance academic overwork, pressure to do well, achieve better than peers, short of spare time, and less time to spend with their dear ones.

Several studies have reported prevalence of psychosocial distress in universities in different countries. A growing body of research suggested that psychosocial distress conditions were numerous and increasing among students in institutions of higher education. For instance, research in the United Kingdom indicated that mental health illness or psychosocial problems within student populations were high with most students suffering from depression or anxiety, or both (Sherina et al., 2004, as cited in Nsereko, 2014). Flatt (2013) citing Gallagher (2005) pointed out that majority of university students reported severe psychological problems; depression, anxiety and serious substance abuse at counselling centres. Further still, recent systematic reviews of universities worldwide concur with earlier findings which indicated an apparent trend of worsening mental health in recent years among the university population (Hunt & Eisenberg, 2010).

The number of students on university and college campuses that are struggling with depression, anxiety, suicidal thoughts, and psychosis across North America is rising

(Gallagher, 2008, as cited in Flatt, 2013). This intensification of students' psychological needs has become a mental health crisis (Kessler et al., 2003, as cited in Flatt, 2013).

In Pakistan, the magnitude of psychosocial problems that affect the university students is quite high. Hence it is important that the appropriate counselling services offered by professionally qualified, and trained personnel are made readily available to university students so that the effects of the psychosocial problems can be mitigated by timely intervention (Saleem & Mahmood, 2013). Moreover, in Greece, prevalence of psychological distress, depression, and anxiety was examined among nursing students. Majority scored relatively high on the General Health Questionnaire (GHQ) signifying increased psychiatric morbidity. No difference was however observed in stress and depression with reference to gender (Vlasiadis et al. 2008, as cited in Ali & Malik, 2014).

Australian universities are no exception on prevalence of distress. Stallman and Shochet (2009) established prevalence of distress in Australian Universities, and confirmed that a greater number of students reporting elevated levels of distress are in semester two compared with semester one, suggesting that distress does increase to some extent with increasing academic demands or a cumulative build-up of distress throughout the year. On the contrary, Bayram and Bilgel (2008) found that first, and second year students had higher scores for depression, anxiety and stress than those in the higher years. Besides, it showed that distress levels vary depending on the faculty a student belongs to. Bayram and Bilgel (2015) employed the Trait Anxiety Inventory to establish the distress levels among university students while the current study used the General Health Questionnaire (GHQ- 12) to establish the prevalence of distress among the university students. The current study however considered other variables like the type of the university (public and private) sex, faculty, and year of study which were

not considered in the study done in Australia hence it enriches the literature on prevalence of psychosocial distress in African universities and help in intervention strategies. Larcombe et al. (2016) examined the prevalence of distress among students by recruiting 5061 Australian university students (58% female) by using DASS-21 to measure psychological distress. According to the results, 25.8% of the students reported severe or extremely severe and 21.8% showed moderate symptoms of psychological distress. Of the participants, 52.4% students experience normal or mild symptoms of psychological distress.

According to a study done in New Delhi, India by Kumar et al. (2013) 39.7 of first year college students were distressed, it further showed a relatively higher prevalence of distress in both male and female students hence gender was not associated with stress and stress was not associated with students' age, socio-economic status, family type and number of siblings.

University students in China have also exhibited psychosocial distress. This is established by Eisenberg et al. (2007) where university students in China screened positive for major depression, current panic disorder, and suicidal thoughts. This study specifically focused on three aspects of distress (depression, anxiety and suicidality) while the current study considered all aspects of distress. Besides, both categories of public and private universities were considered unlike the above study which only considered the public universities. The current study would therefore contribute to the growing body of literature on prevalence of distress in universities.

Similarly, Adlaf et al. (2001) investigated the prevalence of psychological distress with 7,800 Canadian undergraduate students. The authors used GHQ to measure psychological distress and they found that 30% of the students in the sample reported

elevated psychological distress. In terms of gender, females stated higher psychological distress than males. The authors also indicated that student's levels of distress were significantly higher among students than the general population.

Psychosocial distress is also prevalent in African universities. The findings of a study by Ashine (2014) in Addis Ababa University revealed that many first-year students experience emotional stress as a result of poor academic performances, financial shortages, problems at dormitories, peer pressure, misleading information, fear of exams, poor sanitation, and lack of trust among students. Ashine (2014) focused on the first years alone but current study established the prevalence of psychosocial distress in all the undergraduate students regardless of the year of study thus enriching literature on prevalence of psychosocial distress in African Universities.

High school students are not exempted on matters of distress. Mumthas and Muhsina (2014) conducted a descriptive study to unravel the psychosocial problems of adolescents at higher secondary level and the findings testified that the students face more problems relating to educational and emotional aspects. However, the current study focused on universities.

Another study on distress levels and self-reported treatment rates for medicine, law, psychology, and mechanical engineering tertiary students by Leahy et al. (2010) revealed that the year of study has no effect on stress level; only slight differences between the sexes were found in relation to distress levels. Leahy et al. used (Kessler, Barker et al., 2003), Measure of Psychological Distress (K10) to measure levels of distress but the current study used General Health Questionnaire-12 to measure the distress levels. Besides, a sample was selected from all the faculties unlike in the above

study where only a few faculties were sampled. Moreover, the type of university was also a variable in the current study which was not considered in the study above.

A study done in Nigeria showed that one in every three of the trainee teachers was distressed. Trainees in their third year of study were most distressed and increased frequency of attendance of religious activities was associated with less distress (Ani et al., 2011). The current study did not single out trainee teachers alone but sampled students in all available faculties in the two universities hence the results are more generalizable.

A study carried out at Jimma Institute of Health Sciences, Ethiopia revealed that about 13.3% of the students were found to have serious problems in their academic, social and psychological spheres of life. Depression - the psychological problem emanating from inability to deal with stressful situation effectively whose symptoms include difficulty in making decisions, appearing miserable, showing poor or in some cases too much appetite, feeling of hopelessness, looking oneself as inferior or inadequate, loneliness, losing interest in activities which used to be pleasurable and so on- was the commonest psychological problem that was strongly related to lack of financial support, which in turn was associated to anxiety (Aboud et al., 1992, as cited in Ayele & Mengistu, 2004).

Significant psychosocial problems once they remain for a sustained period of time and/or if social supports are unavailable, negatively impact on mental health often leading to development of significant psychopathology (Holmes et al, 2011). This is supported by Brackney and Karabenick (1995, as cited in Cebi, 2009) reporting that students who have poor adjustment, were more likely to see themselves incompetent,

to have test anxiety, to fail in organising their study environment, and tolerating difficulty.

Severe psychosocial distress can negatively impact on the health of a student or even death. Van Niekerk et al. (2008, as cited in Nsereko et al., 2014) studied the experiences of depressed mood among students at a South African university and found that students had higher rates of depression, and suicidal ideation than the general population. This is consistent with a study done in Makerere University, Uganda among first year university students which indicated that distressed first year medical students reported lifetime experiences of death wishes and lifetime suicide ideation (Ovuga et al., 2006).

Though reports in South Africa indicate that more than one-third of the students are affected by mental distress at least once during their university life, the issue of mental health has been one of the most lacking health programmes in higher education institutions. For example, higher education institutions lack mental health facilities and trained human resources (Dessie, 2018).

Relatedly, Rajkumar et al. (2015) carried out a comparative study on psychosocial problems among students of Central University of Karnataka. The study reported that due to tight schedules, new atmosphere, examinations, interpersonal relations with teachers, fellow students coupled with adolescent age, most of the students are facing psychosocial problems such as stress, depression, anxiety and lack of interest.

A study done in Tanzania by Mboya et al. (2020) revealed that about 14% of under-graduate students in this population screened positive for mental distress. Area of residence, family history of mental illness, availability of social support and decreased grade than anticipated were the factors found to be significantly associated with mental distress.

Another study done by Pengpid and Peltzer (2020) in Tanzania on prevalence of distress among in-school adolescents confirmed that the prevalence of single psychological distress was 20.6% and multiple psychological distress 10.3%. In adjusted multinomial logistic regression analysis, the experience of hunger, current tobacco use, bullying victimisation and ever had sex was positively associated with single and/or multiple psychological distress. The current study however, focused specifically on the university students.

In general, life in university exposes students to transitional challenges in personal autonomy, social relationships, and compatibility among roommates, feeding habits, and adjustments to academic programmes, all of which could affect their performance and stay at university (Wangeri et al., 2012). All these challenges affect students' mental health and could lead to low academic achievement and low retention rate.

Although many studies reported high levels of stress among the students, some studies also found university students to experience a moderate level of stress, anxiety, and depression (Bataineh, 2013; Thawabieh & Qaisy, 2012). The differences in the documented findings might be associated with the nature of the stressors, the individual's cognitive appraisal, and coping resources, or methodological issues, and sample variations.

The studies above have established that distress levels are higher in students than the general population hence the interest in students. If universities are serious about developing well-rounded, successful men and women, it is important that they consider how they might attack the problem of stress among university students. The current study therefore aimed at establishing the prevalence of psychosocial distress in public

and private universities in Tanzania thus improving pragmatic efforts towards eradicating distress in universities for student's well-being.

2.5 Mitigating Psychosocial Distress in Universities

Due to the negative impact of psychosocial distress on student's life, such as ineffective studies, poor academic performance, suicide, and the general health status, putting effective measures in place by universities is pertinent to the students' academic success and general life. The counsellors are duty bound to ensure that university students acquire the psychological capital to help them cope positively with stressors in the universities.

Psychological capital is defined as the positive psychological state of development in a person and is characterised by having high hope, optimism, resilience and self-efficacy. This concept is operationalized through the combination of hope, optimism, resilience and self-efficacy (Peterson et al., 2009). Hope refers to the motivation state in an individual derived from the interaction between individual's goals, agency and pathways (Snyder, 2000). When faced with stressor, an individual with hope would be motivated to overcome the obstacle by their sense of agency (goal-directed energy). In that sense, hope may be a positive resource that protects individuals from negative perceptions of stress (Snyder, 2000). Optimism refers to the capabilities of an individual to look at the positive aspects of the event experienced. Individuals with high optimism would attribute the cause of positive events to be from their own abilities, and values which would help boost their morale and self-esteem (Seligman, 2002). This would allow them to safeguard themselves from the negative perceptions of stressors and subsequently perceive the obstacle experienced as something manageable thus mitigating psychosocial distress (Luthans et al., 2006). Similarly, resilient individuals

will be able to perceive a stressor to be positive in nature instead of distressful as they would be able to adapt to changing demands easily.

People who are highly confident are able to persevere and overcome obstacles as they would be able to extend their motivation to put in extra effort to overcome the challenges experienced, able to adapt to the demands and responsibilities needed by them. Riolli et al., (2012) opine that although hope, optimism, resilience and self-efficacy could all influence an individual's perception of stress separately, when these constructs are combined together, it would elicit a stronger relationship on performance and satisfaction than the individual components itself.

Previous studies have examined the roles of psychological capital in the education setting and it was found that university students who possess high psychological capital were able to work as an adaptive ability to mitigate the negative influences of academic stress where the academic stressor is perceived to be more manageable (Riolli et al., 2012). They believe that they have sufficient resources to manage the academic stressor experienced (Riolli et al., 2012).

A study done in Malaysian University provides an understanding of the roles of psychological capital in mitigating academic distress by university students in the Malaysian collectivistic culture. The findings imply that psychological capital is found to mitigate the relationship between academic distress, and academic performance (Chua et al, 2018).

The role of family in supporting students has been underscored by researchers. Family members may play an active role by providing adequate guidance and support (i.e., emotional support, and assistance in assignments) to the university student to ensure that they perform well academically (Rafiq et al., 2013). Ozen et al. (2010) also adds

that because anxiety of young people is directly related to their relationships with their parents, parents should be informed about anxiety and trained to deal with it. Mboya et al. (2020) opines that having support from family members and friends reduces the stress associated with the change in the university environment in terms of the nature of education and the sudden transfer from the traditional learning model to remote learning. The current study was however done in universities where the contact between the parents and the university administration is minimal as compared to primary and secondary schools.

University staff can also help mitigate distress among students by performing their duties professionally and ethically. According to Pitt et al. (2018), coordination of assessment tasks and the provision of support and information by university staff could assist in better student management of stressors at particular times in the semester.

 Fostering resilience, particularly among students in fields with high rates of competition, and depression or anxiety, could improve mental health, and academic performance; this is especially important given the relationship of mental health to academic success. Similarly, a mentorship program could match students with experienced peer mentors who are trained to promote resilience in the context of their specific disciplinary culture (Possit & Lipson, 2016). Possit and Lipson further stated that students who reported strong peer support had significantly lower odds of depression and anxiety. Possit and Lipson further suggests that encouraging peer support in academic settings, such as through peer mentoring, may serve as a protective factor for mental well-being.

Parents and guardians of students expect students to perform well academically, and students who don't meet the expectation are always castigated. Possit and Lipson

(2016) argued that colleges and universities can help to normalise "failure" as part of the college experience to mitigate academic stress. An example of this is Harvard University's "Success-Failure Project," which documents personal narratives from Harvard faculty, students, and alumni about experiencing, understanding, and bouncing back from failures. This implies that students should be made to understand that people fail to succeed therefore they have the ability to bounce back after failure and perform well academically.

In view of how stress can be managed, participation in extracurricular activities has been considered by counsellors as a strategy. Essel and Owusu (2017) supported this strategy, and further suggested that more of extracurricular activities such as indoor games like debate on some common or current issues, organising of some bands, singing show and more, should be adopted so as to help address the issue of stress. Essel and Owusu further posited that stress awareness should be taught or added in the curriculum. In the Finnish group, some agreed that it should be taught, however it should be done in the early stage of education, not the tertiary level. Management of the school should make room for stress management courses in the school curriculum and also organise stress management forums, and campaign to help address stress among students. This proposal is also supported by a study by (Ozen et al., 2010).

To move schools beyond overreliance on punishment, and social control strategies, there is ongoing advocacy for social skills training, and new agendas for emotional "intelligence" training and character education. Relatedly, there are calls for greater home involvement, with emphasis on enhanced parent responsibility for their children's behaviour, and learning. More comprehensively, some reformers want to transform schools through creation of an atmosphere of "caring," "cooperative learning," and a "sense of community." Such advocates usually argue for schools that are holistically-

oriented, and family-centred. They want curricula to enhance values and character, including responsibility (social and moral), integrity, self-regulation (self-discipline), and a work ethic and also want schools to foster self-esteem, diverse talents, and emotional well-being (Centre for MH in Schools & Student/Learning Supports, 2018). The current study however is about universities, a learning environment that is different from the secondary school environment.

Besides, strategic programs can reverse most of the sources of stress. According to Pereira et al. (2014), healthy relationships have been reported to protect against stress, thus programs aimed at the improvement of students' relationships may be effective in decreasing the stress associated with loneliness, social isolation, and interpersonal conflict. In other situations, identifying the source of stress, such as family problems or high parental expectations, allows students to develop strategies to cope with them, and decreases their negative impact.

Satisfactory interpersonal relationships and strong family bonds can be protective factors to the manifestation of both anxiety and depression in student life (Fradelos et al., 2019). Fredelos et al. further opines that emotional intelligence levels may explain the fact that the majority of students are reporting low levels of psychological distress. The influence of emotional intelligence on student mental health indicates the need to cultivate to a satisfactory level. During a student's life, a person is confronted with several stressful factors that can affect his mental health. Achieving satisfactory levels of emotional intelligence will enable the individual to cope with difficulties and maintain a satisfactory level of quality of life (Fradelos et al., 2019).

According to (Petrides & Furnham, 2001), emotional intelligence is an important part of a person's being with a strong influence on their daily lives. It determines the degree

to which a person can adapt to his or her environment, understand the feelings of others and perceive events from their point of view. Petrides and Furnham adds that by developing one's emotional intelligence, one is able to control their emotions and personal perceptions and work with those around them to achieve a goal. People with emotional intelligence are distinguished by their ability to inspire and motivate others while being characterised by strong self-confidence and self-esteem. They are optimistic and communicative people with ease in managing disputes and problems.

Spirituality is also an important factor in life, and people have spiritual needs regardless of whether they are religious or not. Meeting spiritual needs gives meaning and meaning to life and at the same time determines the existence of a purpose. Spirituality greatly influences quality of life and health, especially mental health (Fradelos et al., 2015). According to previous studies, spirituality contributes to coping with difficult situations in a person's life as well as his mental stability (Unterrainer et al., 2010). Spirituality enhances the levels of peace, optimism, and eases the stress that students often experience during their studies. The present study identified a negative relation between anxiety and student spirituality. Similarly, Allorani and Alvadaydeh (2017) posit that increased levels of Spirituality tend to evoke positive emotions and suspend the expression of anxiety and depression. Coping with existential stress and stress arising from the demands of daily living through spirituality relieves feelings of hopelessness and empowers the individual as related research suggests.

The universities should be at the forefront in mitigating distress among their students. Researchers have made some recommendations to be effected in universities to mitigate distress among students. Yikealo et al. (2018) recommended that concerned bodies in colleges should work to combat problems related to electricity, water supply, restrooms, and recreational centres. In the academic part, the college should apply measures to

improve the subject matter and pedagogical competence of instructors, inadequate educational facilities, and academic overloads. More importantly, the college should strengthen the provision of guidance and counselling services that deal with the mental health problems of their students, and subsequently promote their psychological, social and emotional wellbeing.

In a bid to mitigate distress, Musiun et al. (2019) advises that the academic administrator, academic staff and counsellor should come out with practicable modification, adjustment or control measures in order to reduce the negative consequence of stress. One of the recommended approaches is to conduct regular stress coping strategies courses and workshops for medical students at the beginning (first year) and during their academic years (third year). This approach is expected to help them to cope with the ongoing stressors during their pre-clinical and clinical academic years. Another approach is to provide and maintain professional mental care services such as counselling and psychological support services to help the medical students to cope with the ongoing stress.

Abuhamdah et al. (2021) established that mental distress is prevalent among university students in Jordan and recommended that further social support efforts are required by governments. Social support efforts should be directed towards high-risk populations (including females, students of non-medical colleges, students in their last years of study, those who have reported a history of chronic disease and those with a history of COVID-19 infection). Social support efforts could include self-help measures and professional mental health services as part of student health services that would be helpful to reduce the burden of mental distress of students and promote the mission of the integration of mental health in all university policies. Provided social support

programs should be multidimensional (emotional, instrumental and informational) (Abuhamdah et al., 2021).

A study by Waechter, et al. (2021) supported the recommendation that activities to promote well-being may be beneficial if incorporated into the medical curriculum. However, students should be offered a variety of wellness program options from which to select. Practically, this means medical schools must provide multiple programs for students with the knowledge that some will be more popular than others and preferences might change over time. The results indicated that the type of wellness activity is not as important as requiring engagement in some form of wellness activity.

A study on mental distress among undergraduate students in Tanzania, recommended awareness creation as well as counselling to help students with mental health issues such as mental distress (Mboya et al., 2020). Mboya et al. further recommended that universities and colleges should consider establishing student drop in centres that would provide counselling services to students experiencing different mental health issues. Social and recreational activities at the college can play a significant role in relieving students from stress and frustrations related to studies and their lives in general.

Poor mental health has run rampant through our college campuses for too long. As counselling centres remain under-resourced, peer counselling offers a beacon of hope for students and counselling professionals who have struggled with the overwhelming demand for greater mental health resources in the past decade. It is time for college administrations and counselling centres to hear their students and address the need for diversified support systems that are accessible, effective, and can help put an end to this epidemic (Haseltine, 2021).

The results of a study by Hamaideh (2011) suggest components required for a stress-managed programme specific to the needs of university students. University students' orientation activities should incorporate stress management training and specific coping strategies. Hamaideh further posits students should be informed of the resources available to help them regarding management of these stressors. Stress reduction programmes could foster coping behaviours that are useful on a daily basis as well as preventive measures to reduce chronic stress effects.

According to Gungor et al. (2021) counselling and educational practices that potentially increase optimism, hope, and gratitude would also help college students overcome stress and eventually increase academic and professional performance. In addition to counselling- related individual and group interventions, college administrations could include courses to enhance positive psychology variables into the curriculum. Also, techniques or interventions for optimism, hope, and gratitude can be included in counsellor education programs, as a course or as a part of a course.

Lowering students' expectations both for students themselves and their parents' expectations from them that mitigate distress. Students always have very high expectations of themselves as they have been in high school; in addition, the expectation of their parents may increase pressure. According to Alsaad (2017) many international students have very high expectations of themselves as they have been high achievers in their own country; in addition, the expectations of their families and governments may increase pressure, especially with reference to immigration rulings. When they are studying in English, they may not be able to achieve the same academic standards as they were able to achieve in their own language. Therefore, a more realistic level of achievement may reduce stress, and hence mitigate psychosocial distress among university students.

A plethora of studies have highlighted academic and financial issues as major stressors in the universities. The education loans given by governments to students are not sufficient because a majority of students come from poor families. Ozen et al. (2010) indicated that if the needs of students such as boarding, transportation, and meals are covered by the university, the financial, and social difficulties faced by the students may decrease.

2.6 Summary

From the studies, above, it is evident that as much as guidance and counselling services have been established in universities, there are myriad challenges which make them less effective hence not meeting their objectives. The lapses in terms of confidentiality, environment, professionalism, lack of enough staff, and lack of awareness among others are key challenges bedevilling the guidance and counselling services in universities. Stress has negative effects like suicide, alcoholism and substance abuse, inhibition of academic achievement, dropping out of school, difficulties in solving interpersonal conflict, and low self-esteem (Habeeb, 2010). Habeeb further indicated that prolonged stress can lead to serious health problems like hypertension, infertility, diabetes mellitus, impairment of immune system and digestive problems, the studies have also attributed negative perception of guidance and counselling to failure in seeking guidance and counselling services. However, no study has looked at the university students' perceptions of guidance and counselling in a bid to mitigate psychosocial distress among students in Tanzanian universities. As the study strives to fill this gap, it would inform practice on universities so that universities consider students' perceptions of guidance and counselling services in order to inform the strategies that the universities need to adopt to change the negative perception.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter outlines and describes the methodological procedures that were used in data collection, analysis and reporting. It also describes the research paradigm, research design, location and population of the study, sample and sampling procedures, data collection procedures, scoring of the data collection instruments and reliability and validity.

3.1 Location of the Study

The study was conducted in one private university and one public university, situated in the Morogoro and Mwanza regions of Tanzania respectively. Tanzania is in East Africa bordering the Indian Ocean between Kenya and Mozambique and with geographical coordinates of 600^0S, 3500^0E and with a total area of 364,900 sq miles. Mwanza falls in between 2.5164^0S, 32.917^0E while Morogoro fall in between 6.8278^0S, 37.6591^0E. (Appendix I). Each university has more than five faculties with not less than 600 undergraduate students within the main campuses and established guidance and counselling departments. Several cases related to psychosocial distress have been reported in these universities by the media in Tanzania. The public university is centrally located in Tanzania hence accessible to students from all parts of Tanzania thus the sample would be representative of the Tanzanian population. The researcher interacted with many students with distress when doing practicum in the selected private university where two students committed suicide in the hostels as a result of relationship issues. Besides, there were challenges in the counselling office. The experience prompted the researcher to conduct the study hoping to find lasting solutions

to the psychosocial distress. Moreover, the insider knowledge would make it easier for the researcher to collect data in the private university.

3.2 Research Paradigm

According to Johnson and Christensen (2014), a research paradigm is a worldview or perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices. More simply, it is an approach to thinking about and doing research.

This study was guided by pragmatist philosophy which believes that all human inquiry involves interpretation and imagination, intentions and values but must also necessarily be grounded in empirical experience. Thus, pragmatism allows for both scientific objective rigour of quantitative approach and the contextual, interrelation exploration offered by qualitative approaches (Hesse-Biber & Johnson, 2015). Moreover, Creswell (2014) opines that philosophy of pragmatism offers the researchers a flexibility in terms of choosing methods, techniques, and procedures of research that best suit their necessities and objectives.

This study was specifically based on the convergent parallel mixed method approach. The procedures of this approach are to collect both quantitative and qualitative data, analyse both sets separately, and then complement each other (Creswell, 2015).

Therefore, the study employed both qualitative and quantitative approaches. Qualitative data was collected through interviews and focused group discussions and document analyses while quantitative data was collected through questionnaires.
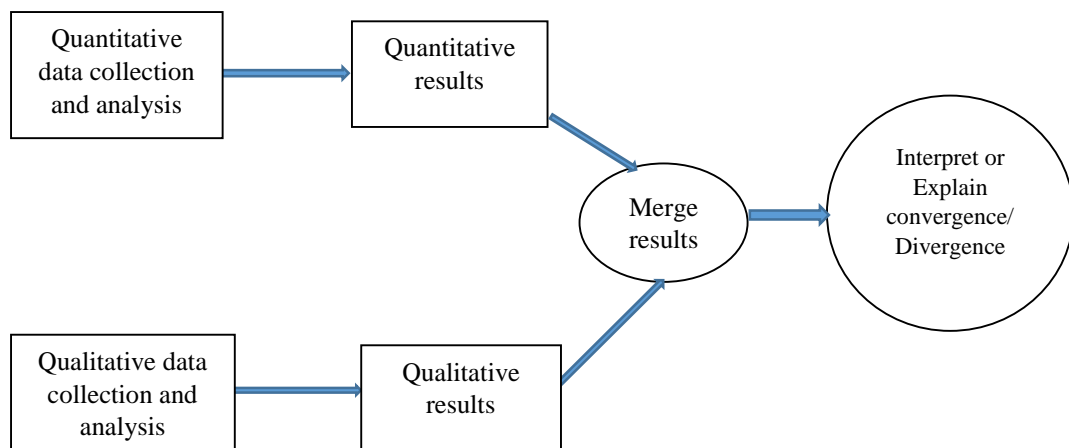
Figure 3.1: Convergent Parallel Design
Source: (Creswell, 2015)

3.3 Research Design

The current study adopted an ex-post facto design. According to Cohen et al. (2018) the phrase *ex post facto* means 'retrospectively' and refers to those studies which investigate possible cause-and-effect relationships by observing an existing condition or state of affairs and searching back in time for plausible causal factors. Ex-post facto research is ideal for conducting social research when it is not possible or acceptable to manipulate the characteristics of the human participants (Simon & Goes, 2013). This design was appropriate in this study because the researcher could not manipulate students' perception, the researcher sought to find out the respondents already established perception regarding the guidance and counselling services.

3.4 Population of the Study

Target population refers to the concretely specified large group of many cases from which a researcher draws a sample and to which results from the sample are generalised (Neuman, 2014). The target population for this study was all undergraduate students in first, second, and third years of study, all Deans of Students and all student counsellors in thirty-one universities in Tanzania. Undergraduate students are at a pivotal transitional point, leaving behind adolescence and childhood on the road to adulthood.

Their in-between status makes confusion, and missteps inevitable (Grayson & Meilman, 2006). The accessible population was all undergraduate students in first, second and third years, Deans of Students and students' counsellors in one private, and one public university in Tanzania. The undergraduate students were suitable because they are in the sociodemographic age span in which rates of psychosocial distress are elevated (Adlaf et al., 2010). The counsellors and Deans of Students frequently interact with students within guidance and counselling settings hence a good source of research data.

3.5 Sample Size and Sampling Procedures

According to Neuman (2014), a sample refers to a small set of cases a researcher selects from a large pool and generalises to the population while sampling is the process of obtaining information about the entire population by examining only a part of it. Qualitative research typically relies on purposeful sampling, which is based on the premise that seeking out the best cases for the study produces the best data (Patton, 2015).

Universities in Tanzania were stratified into two categories: Private and Public chartered and one was purposively sampled from each stratum. The two universities were purposively sampled because several cases related to psychosocial distress have been reported in them by the media in Tanzania. Moreover, my counselling practicum in one of the selected universities brought me face to face with students in distress. Two committed suicide due to relationship issues. Besides, there were challenges in the counselling office. These arouse my curiosity to conduct research there. Tanzania has twelve public and nineteen private universities. Both private and public universities were involved because students' distress cases have been reported in both types of universities in Tanzania. Only the main campuses were used in this study because they

have many faculties. Selection of students to join both public and private universities is done by Tanzania Commission of Universities (TCU) only thus, public and private universities have students with similar demographics. `

The student population in both universities was stratified based on the faculty/school, and year of study. Proportionate simple random sampling was done to each stratum in each university to obtain 201 and 176 students in the private and public universities respectively to form the student sample of 377 out of 13,533. One student counsellor from each university was purposively sampled based on seniority that is the most experienced counsellor. Two Deans of Students, one from private university, and another one from a public university were selected through purposive sampling. Hence a total of 381 participants took part in this study.

As indicated in Table 3.1, the total population of undergraduate students enrolled in the selected two universities (main campuses) was 13,553. To select the desired sample size from the total students' population, a table by David Van Amburg of market source Inc. (as cited in Mitchel & Jolley, 2012) was adopted. According to the table (Appendix M) the sample size is three hundred and seventy-seven (377). The number of students from each university was arrived at as follows: (Appendix M).

Table 3.1: Proportionate sample by faculty and year of study from two universities

FACULTIES & SCHOOLS		PRIVATE UNIVERSITY		PUBLIC UNIVERSITY	
		Population of students	Sampled students	Population of students	Sampled students
Education					
	1st year	812	23		
	2nd year	1,175	33		
	3rd year	1,078	30		
Social sciences					
	1st year	1,015	29	283	8
	2nd year	775	22	400	11
	3rd year	257	7	402	11
Business					
	1st year	385	11	390	11
	2nd year	259	7	873	24
	3rd year	233	6	469	15
Law					
	1st year	503	14	269	7
	2nd year	478	13	276	8
	3rd year	122	3	249	7
Public Administration & management					
	1st year				
	2nd year			563	15
	3rd year			525	14
				434	12
Science and technology/ engineering					
	1st year				
	2nd year	41	1	361	10
	3rd year	54	1	457	13
		47	1	365	10
Total		7,237	201	6,316	176

Sources: Public University and Private University Main Campuses Admissions Offices, 2018.

In the public university sampled, Education course falls under the faculty of social sciences and in the private university studied, public administration and management course fall under social sciences.

3.6 Data Collection Instruments

Several reasons for using multiple data gathering methods are provided by Saldana (2011) and Harris (2010) which comprise; guaranteeing a wider spectrum of diverse perspectives for analysis and representation. Harris further argues that limitation of one data collection method can be addressed by an additional method, and that multiple data collection methods enhance credibility, and trustworthiness. Multiple data gathering methods were purposefully chosen. This is in line with the fundamental principle of

mixed research which advises to thoughtfully, and strategically mix or combine qualitative, and quantitative research methods, approaches, procedures, concepts, and other paradigm characteristics in a way that produces an overall design with multiple and complementary strengths (Johnson & Christensen, 2014).

The research instruments consisted of students' questionnaires, focus group discussion, interviews, and document analysis. The researcher chose these methods of data collection because the current study looked at perceptions of student and they are applicable in research where opinions and perceptions of respondents are necessary (Khan, 2008).

3.6.1 The General Health Questionnaire (GHQ-12) for measuring students' level of psychosocial distress and scoring

The 12-item General Health Questionnaire (GHQ-12) by David Goldberg (1972) is one of the most widely used, and studied indicators of psychological distress (Puustinen, 2012). It was used because its validity is well-established internationally, and locally, its popular use in student sample, and young populations in the community. Furthermore, it is simple, easy to understand, short, and straightforward to complete and it is one of the most widely studied indicators of psychological distress (Puustinen, 2012; Yusoff et al., 2009).

The GHQ is a screening tool which was used to identify the severity of distress experienced by an individual within the past few weeks. This tool focuses on breaks in normal functioning rather than on life-long traits; therefore, it only covers disorders or patterns of adjustment associated with distress. Each item on the scale has four responses. For scoring, a simple 4-point Likert scale of 0-1-2-3 was chosen with sum score ranging from 0 to 36. The positive items were corrected from 0 to 3 and the

negative ones from 3 to 0. The Likert scale of each sub-component is scored so that higher values indicate decreased levels of psychosocial distress. Due to the various thresholds of the GHQ-12, the mean GHQ score for a population of respondents was suggested as a rough indicator for the best cut-off point. The general consensus from previous research findings regarding the ideal threshold score for the GHQ-12 when used in non-psychiatric settings, is that a cut-off score of 2/3 is optimal based on studies of sensitivity and specificity against a gold standard (Jacob et al., 1997; Goldberg et al., 1997 as cited in Martin & Newell, 2005). Therefore, the cut-off point was set at 2/3 in the current study. Lower scores reflect greater levels of psychosocial distress and vice versa. (Appendix C).

3.6.2 Undergraduate Students' Perception of Guidance and Counselling Services Questionnaire and the Scoring

A questionnaire was employed. According to Taylor et al., (2016), the group administered questionnaire is a useful instrument for collecting data from a sample of respondents who can naturally be brought together for the purpose. It allows each member of the group to complete his or her own questionnaire, and return it to the researcher upon completion. McLeod (2013) posited that questionnaire techniques provide a relatively cheap, quick, and efficient way of obtaining large amounts of information from large sample of people. Therefore, because a large number of students were involved in the study, this instrument was very appropriate for collecting data.

The students' questionnaire had close ended items to generate data on the following areas; demographic information of students such as age, sex, and year of study, information on the types of guidance and counselling services offered to students, information on the psychosocial stressors and distress, Information on the perceptions of students of guidance and counselling services, and information on how guidance and

counselling services could be improved to become more effective. Responses to closed ended items in the questionnaires were rated on a five-point Likert scale as follows; *5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree and 1= Strongly Disagree* (Appendix D).

To determine the perception of students on guidance and counselling services each item in the questionnaire was assigned as follows SA = 5, A=4 N=3 and D=2 and SD=1. The maximum score of a respondent taking SA in all items would be 60 (12 items ^{x} 5) while minimum score ticked against SD would be 12 (12 items ^{x}1). For the purpose of determining the perception, three levels of the impact were designed by subtracting the lowest score (12) from the highest (60) and dividing the range by 3. The three levels of perception were based on the range of the calculated mean ranks, the three levels of perception were as follows; i) Negative perception with a mean score range of between 12-32, ii) Neutral perception with a measure range of between 33-41, and iii) positive perception with a mean score range of between 42- 60 (Appendix D).

3.6.3 Interview for Deans of Students and Counsellors

Structured interviews were used because they reduce the risk of interviewer bias and increases reliability (Mitchell & Jolley, 2013). Face to face interviews were conducted with the Deans of Students in the two universities. This type of interview gives the researcher opportunities to probe for views, and opinions of the interviewee (Gray, 2004, as cited in Koskei & Simiyu, 2015).

The interviews were audio recorded, and transcribed verbatim to facilitate subsequent analysis. This is in line with Howitt and Cramer (2011) who posited that a high-quality audio or video-recording of the interview is the main record. The interview schedule for students' counsellors and Deans of Students contained open ended questions that

sought information on; the guidance and counselling services offered in universities in Tanzania, the prevalence of psychosocial distress among students, level of consumption of counselling services by students, challenges faced by guidance and counselling departments and finally, measures to be taken to enhance consumption of guidance and counselling services (Appendix E and F) respectively.

3.6.4 Focus Group Discussion

Focus group is a small group made up of perhaps six to ten individuals with certain common features or characteristics with whom a discussion can be focused onto a given issue or topic (Wellington, 2015). According to Tracy (2013), focus group discussion is ideal for producing the insights that are known to result from group interaction. Focus-group participants show less inhibition, especially when they interact with similar others. Besides, Brough (2019) posited that Focus groups are helpful in identifying the thinking, perceptions and impressions of a particular group. The group effect produces insightful self-disclosure that may remain hidden in one-on-one interviews. As such, focus groups can effectively explore emotional experiences. In addition, the focus group provides a setting that is less artificial than the one-to-one interview, which means that the data generated by it are likely to have high(er) ecological validity (Willig, 2008). Mishra (2016) opines that focus group discussions generate opportunities to collect data from the group interaction which concentrates on the topic of the researcher's interest. Mishra further argues that focus group discussion has high face validity.

There were two focus groups of nine students each, one in each university consisting of only undergraduate students three from year one, three from year two, and three from year three of study. The students who filled the questionnaires were selected to also form the focus groups based on the willingness to participate, and the focus groups had

both male, and female students. The focus group discussion helped put data provided in the questionnaire into perspective. Each focus group session lasted for 1 hour and 30 minutes as recommended by Brough, (2019); Hennink, (2014); Neuman, (2014) and Wellington, (2015). Focus group discussion guide sought information on; stressors for students in the universities, perception of students on guidance and counselling services, level of consumption of the counselling services and how to enhance consumption of counselling services by university students in Tanzania. After getting the participants' consent, all the focus group discussions were tape recorded in order to be able to capture all the details that were discussed. This enabled the researcher not to miss out on details which are important during analysis and reporting of the data collected (Appendix G).

3.6.5 Document Analysis

A document is any material that provides information on a given social phenomenon, and which exists independently of the researcher's actions (Corbetta, 2003). According to Gray (2004), the advantage of using documents is their non-reactive nature, it is not usually manipulated by the producer of the data in the knowledge that the material is going to be studied. The annual reports from private university was analysed to establish the level of consumption of counselling services by students, and to establish the common stressors among students in different years of study and the prevalence of suicide in the university.

3.7 Validity of the Instruments

Validity involves the degree to which the study instruments measures what it is supposed to, more precisely, the accuracy of the measurement (Creswell & Creswell, 2018). In developing the questionnaire, focus group discussion guide, and the interview guide, a sufficient number of items were generated to cover the research questions of

this study adequately. In essence all the domains that were to inform this study were covered to establish content validity. This was achieved through expert judgement in which the tools were reviewed by the researcher's supervisors who are experts in this field of study. For construct validity, the questions were operationalized to measure what they were intended to and construct validity was ensured through expert judgement. To increase validity the questions were framed simply and clearly under the guidance of the supervisors. Readability and comprehension of the questionnaire was improved and then verified by academic peers.

The researcher also compiled all the information gathered, and recorded from the Focus Group Discussions personally in order to ensure systematic validity. Moreover, the use of triangulation in data collection instruments allowed for collection of a wider breadth of information which reinforced, complemented, and compared against each other hence strengthened validity. Finally, member checking of interview scripts, and synthesised analysed data was done after writing the research report to ensure that the participants' own meanings, and perspectives as represented, and not curtailed by the researcher's own agenda, and knowledge as recommended by Birt et al. (2016). Credibility of the findings of this research was ensured through triangulation, that is FGD and interviews were used to collect qualitative data. Triangulating means using several sources of information or procedure from the field to repeatedly establish identifiable patterns (Stahl et al, 2020).

3.8 Reliability of the Instruments

The reliability of an instrument is a measure of how dependable the results of a test are (Creswell, 2014). There cannot be validity without reliability hence the researcher had to ensure that the instruments were clear, and consistent in their measurements. Split half or subdivided test reliability was established prior to conducting the study. Twenty

respondents completed both instruments at the same time period. The questionnaires were numerically numbered (one to twenty). Half of the questionnaires (even numbered) were correlated to the other half (odd numbered) to establish the consistency between them. Correlation coefficient of the two sets of scores was calculated using the Spearman-Brown Coefficient. A split half reliability index of 0.887 was obtained for the GHQ-12 questionnaire (Appendix I). The general rule in research is that a reliability coefficient of at least 0.70 or higher is considered sufficient for a research instrument (Johnson & Christensen, 2014; Orodho, 2009). For the questionnaire on students' perception of guidance and counselling services, the internal consistency was tested using the Psychosocial distress can have a toll on the academic performance of the students A Cronbach's coefficient alpha value of 0.815 was obtained showing a good internal consistency (Appendix J). Based on this criterion the research instruments were found suitable for this study.

Dependability of the qualitative data was ensured by recording the interviews and focus group discussions and playing back the recordings severally to make sure that no information was missed out. Thereafter the data was peer reviewed and the reviewers came up with exactly what I had noted.

3.9 Pilot Study

Piloting was done to establish the clarity, meaning, and comprehensibility of each item, and to estimate the length of time required to respond to the questionnaire. Orodho (2014) argues that a pilot study is undertaken for the following reasons; to identify possible flaws in the measurement process that may comprise among others, facets such as unclear instructions or insufficient time limits; to recognize uncertain or dubiously framed statements; to notice the non-verbal components on the part of the respondents. A pilot was conducted on thirty-eight students from a public university not sampled.

This was in line with Mugenda and Mugenda (1999) who recommended that 10% of the sample size be used in testing for reliability of research instruments. The purpose of the pilot study was to establish the suitability of the research instruments as data collection tools for the study. The students took fifteen minutes to complete the questionnaire. Pre-testing provided an opportunity to improve on the quality of the questionnaire items that is items' reliability and validity.

3.10 Data Collection Procedure

After obtaining a letter of introduction from Moi University, Kenya, research authorization was obtained from the two universities where data was to be collected. Tanzania does not have an authority that coordinates research hence the researcher obtained research authorization directly from the sampled universities. The selected universities were visited prior to the data collection day to explain the purpose of the study, and the modalities of interview, questionnaire administration, and focus group discussion with the students' class representatives, and Deans of Students. The researcher enlisted the help of class representatives who acted as research assistants in administering the questionnaires. Class representatives were used because they freely interacted with other students. They were initially trained, and guided by the researcher on how to collect the data. The data was collected between August and September of the year 2018. The students' response rate was 94%. Close supervision, and follow-up on the questionnaire administration by the students' representatives helped to enhance the response rate.

Structured interviews consisting of a list of specific questions were carried out by the researcher with the students' counsellors and the Deans of Students. Besides, the focus group discussion was also guided by the researcher. The interviews and focus group discussions provided in-depth information and insight on prevalence of psychosocial

distress, students' perception of guidance and counselling services, in relation to the challenges faced by guidance and counselling units in the universities and stressors in universities.

3.11 Data Analysis and Presentation

Qualitative data collected was processed and analysed by use of transcription and theming to organise and categorise qualitative data. Transcription facilitates the close examination of data, which is so imperative for interpretation (Tracy, 2013). This was followed by data cleaning which helped to sort, focus, and organise the data.

Descriptive statistics allowed the researcher to summarise the properties of an entire distribution of scores with just a few numbers (Bordens & Abbott, 2011). Data from returned questionnaires on students' perceptions of guidance and counselling services were cross tabulated to derive mean rank as follows: Each score on the questionnaire was recorded and then summed up for each category (SA = 5, A=4 N=3 and D=2 and SD=1). Each category's score was computed to get the total score for every category (basing on gender for each institution) then the total of all category was divided by 5 (total frequency of categories) to get the average. A mean rank was derived by dividing the obtained average by 15 (total value for all categories 5+4+3+2+1 = 15).

Inferential statistics involved use of regression analysis. It is a form of predictive modelling techniques that identify the relationships between dependent and independent variables(s). The technique is used to find causal effect relationships between variables (Hui, 2019). Single Regression was therefore suitable and was used to test the relationship between the student's year of study and psychosocial stressors faced.

Analysis of variance (ANOVA) was used to test gender, university type and faculty's influence on the consumption of guidance and counselling services. ANOVA was appropriate because it involves testing the difference between the means of more than two groups on one factor or dimension variable which was the case in this hypothesis (Salkind, 2017). Besides, the data analysed fell into natural dichotomous categories (gender, faculty, university types).

3.12 Ethical Consideration

Ethics concerns that which is good and bad, right and wrong. Ethical research concerns what researchers ought and ought not to do in their research and research behaviour. Educational researchers must take into account the effects of the research on participants; they have a responsibility to participants to act in such a way as to preserve their dignity as human beings (Cohen et al., 2018).

Upon approval of the research proposal by the Department of Educational Psychology, permission to carry out research in the universities was sought from the universities sampled. The researcher balanced the interest of gathering data, and the mandate to protect the rights and welfare of the study participants. Voluntary participation was encouraged, and individuals were not coerced either overtly or covertly to participate in the research (Appendix A). The prospective participants were fully informed about the procedures, the purpose of the study, and the manner in which they are to participate before they decide whether to participate or not. The participants were encouraged to read through and sign the consent form (Appendix B) that introduced the researcher and specified the ethics to be observed. Signing the form meant acceptance to participate in the study. Informed consent refers to the researcher's responsibility to provide clear, comprehensive, understandable and concise information regarding the

study to the respondents, whether in written, verbal and or taped form (Brink et al., 2014).

The confidentiality of the participants was assured, making certain that personal and private facts were not connected to a particular individual or university. Confidentiality refers to the undertaking by the researcher that respondents' information will not be reported in such a way that it is possible to identify them, including the fact that the information will not be accessible to other people without their authorisation (Polit & Beck, 2012). To ensure maximum confidentiality, and anonymity, pseudonyms for the names of students, counsellors, and Deans of Students were used throughout the research. Respondents' data was also treated with ultimate confidentiality during, and after collection. Research participants, and the institutions sampled for this study therefore remained anonymous. Polit and Beck describe anonymity as a secure means of maintaining confidentiality of the respondents, such that even the researcher is unable to link the respondents to the responses. This was to protect participants from any psychological and physical harm. Member checking of synthesised analysed data was done with the purpose of exploring whether results had resonance with the participants' experience.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Overview

This chapter highlights on data that was collected, its presentation, analysis, interpretation and discussions. The presentation and the analysis were done in line with objectives. The qualitative and quantitative data were analysed separately for interpretation then merged at discussion.

4.1 Demographic Information of participants

4.1.1 University type

Figure 4.1 shows that the majority of the respondents were drawn from private university making 54.1% and 45.9% drawn from the public university using proportionate random sampling.

Number of respondents for each institution
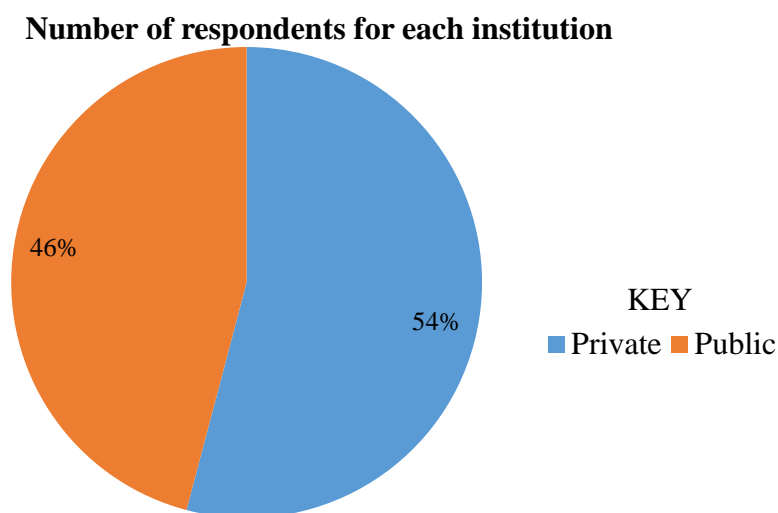
Figure 4.1: Distribution of respondents by university type

4.1.2 Distribution of the respondents by faculty

The representation of students by faculty is shown in Table 4.1. It shows that more respondents were from the Faculty of Social Sciences 23% and Education 23% than

other faculties; Law 14%, Business 20% Public Administration 11% and Engineering

10% of the respondents. Proportionate random sampling was used.

Table 4.1: Distribution of respondents by faculty

Faculty of respondents	Name of Institution					
	Private university		public university		Total	
	n	%	n	%	n	%
Law	30	15	22	13	52	14
Education	85	43	0	0	85	23
Social Sciences	58	30	30	17	88	23
Business	25	12	51	29	76	20
Public Administration and Management	0	0	40	23	40	11
Engineering	3	2	33	19	36	11
Total	**201**	**100**	**176**	**100**	**377**	**100**

Source: Researcher, 2019.

4.1.3 Distribution of respondents by year of study

Majority of respondents were second year students 39%, followed by first year students

34%, and third year students 27%. This means that second year students are the majority

in universities. Fourth year students were not considered because most undergraduate

courses in Tanzania run for three years except for law, engineering and medicine which

run for four years.

Table 4.2: Distribution of respondents by Faculty and year of study

Year of study of respondents	Faculty of respondents													
	Law		Education		Social science		Business		Public Admin & Management		Engineering		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1st	21	41	23	27	37	42	23	30	15	37	11	30	130	34
2nd	20	39	33	38	33	38	32	42	14	34	14	39	146	39
3rd	11	21	29	35	18	20	21	28	11	28	11	31	101	27
Total	**52**	**100**	**85**	**100**	**88**	**100**	**76**	**100**	**40**	**100**	**36**	**100**	**377**	**100**

Source: Researcher, 2019

4.1.4 Distribution of Respondents by gender

The representation of gender is shown in figure 4.2. It was noted that the largest proportion of the respondents were males who accounted for 55 (%) of the 377 respondents in the selected universities while 45(%) were females. However, in the public university, female respondents were more than the male respondents, 54% and 46% respectively. Proportionate random sampling was used to get both male and female respondents.

	Private	Public
Female	74	94
Male	127	80
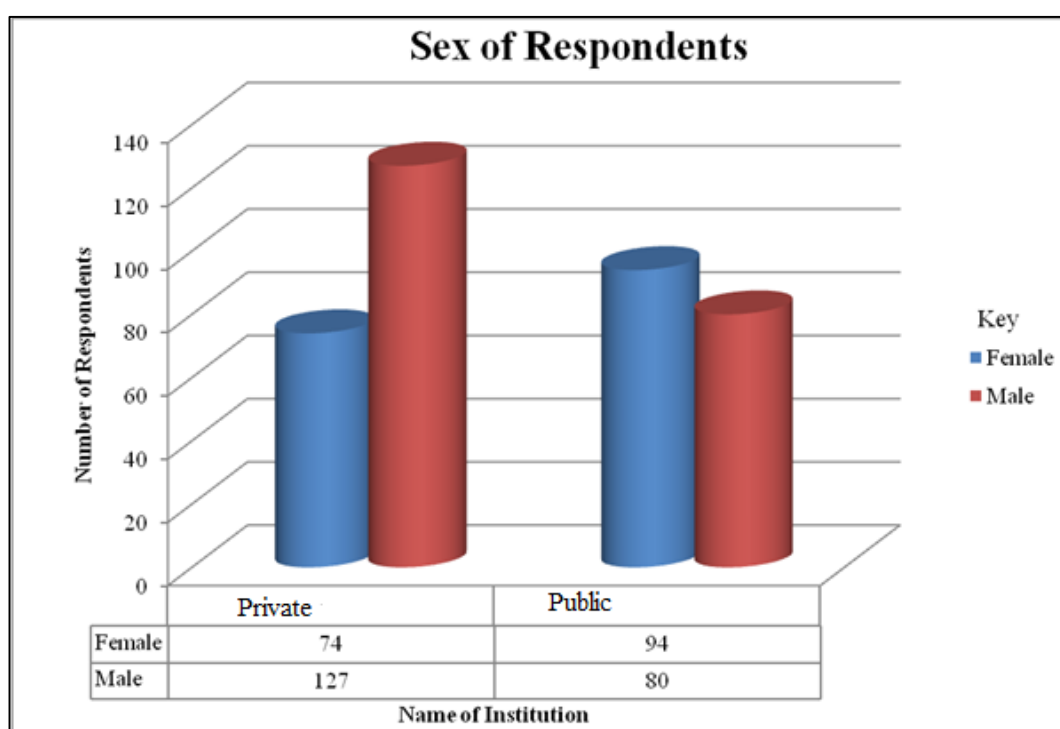
Figure 4.2: Distribution of respondents by sex

4.1.5 Demographic information of counsellors in public and private universities

The findings revealed that the counsellor in the private university has a diploma in nursing, and a certificate in drug and substance abuse counselling while the counsellor in the public university has a master degree in Education Science. The training has implication on skills which affects the quality of guidance and counselling services and may lead to students' negative perception towards G&C services.

4.2 Types of Guidance and Counselling Services in Universities in Tanzania

 This first objective was to determine the existing types of guidance and counselling services in Tanzanian universities. Data for this objective was both quantitative and qualitative

Quantitative results from the respondents in private and public universities are as indicated in the figures 4.3 and 4.4
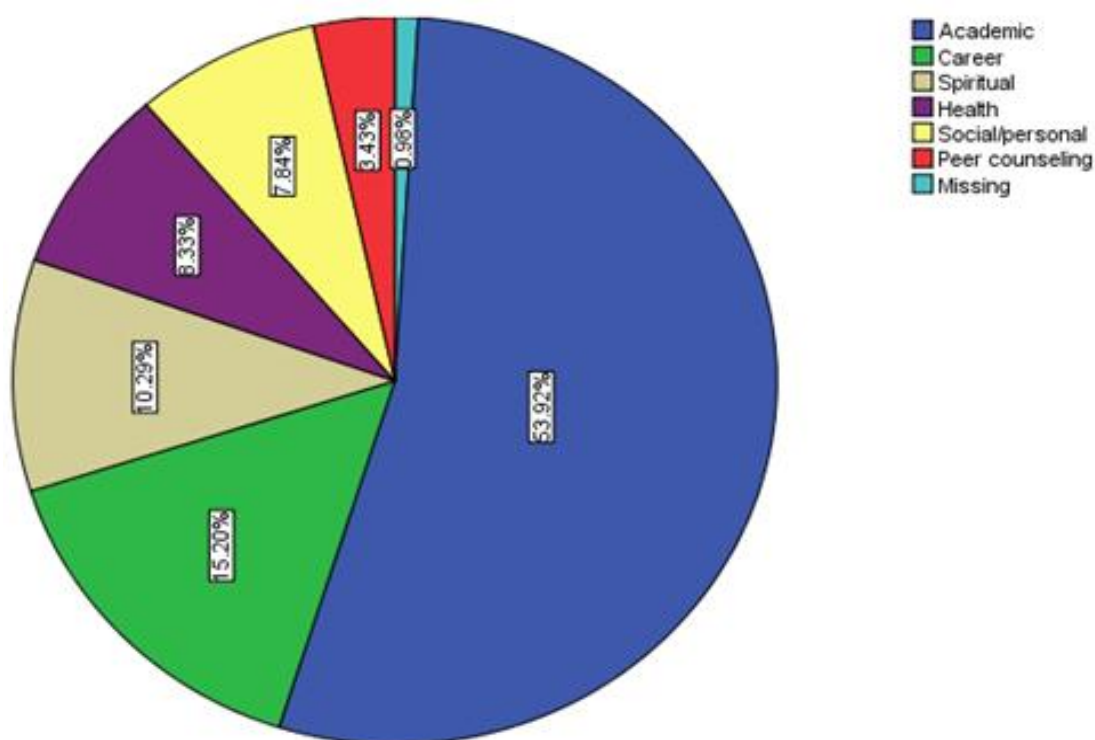
Figure 4.3: Guidance and counselling services available in private university

The results in figure 4.3 show guidance and counselling services provided in the private university as follows; academic guidance and counselling (53.92%), career guidance (15.2%), spiritual (10.29%), health guidance and counselling (8.33%), personal, and social guidance (7.84%), and peer counselling (3.4%).
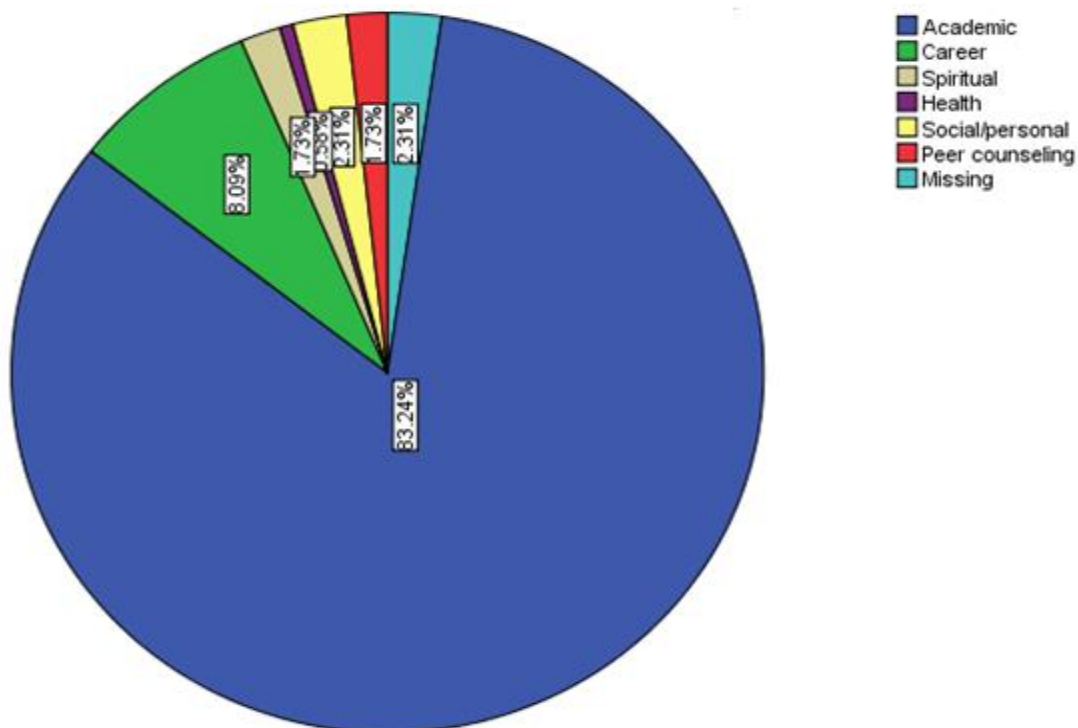
Figure 4.4: Guidance and counselling services available in public university

Results in figure 4.4 show the guidance and counselling services provided in the selected public university as follows; academic guidance 83.5%, career guidance 8.09% spiritual 1.7%, health 0.5% social and personal 2.31% and, peer counselling 1.7%.

Figures 4.3 and 4.4 show that there are several guidance and counselling services in private and public universities in Tanzania. However, academic and career guidance and counselling services are the most popular in both private and public universities. A significant difference is shown in the popularity of spiritual counselling where in private university it is 10% and in public university it is 2.31%. Information from the interviews with counsellors corroborated the same.

Interviews with counsellors on the types of guidance and counselling services offered in the universities confirmed the existence of several G&C services. This is what counsellors had to say; *"We offer a wide range of services from academic, career, peer, health, social and pastoral counselling, and in fact we have a chaplain on campus*

where I refer students who need spiritual help. (A female counsellor, private university) Another counsellor had this to say; *"We do academic, social, health, career, and pastoral counselling, for pastoral counselling we invite imams and pastors from the neighbourhood to attend to students who need help."* (Counsellor, public university).

Outcome of the student questionnaire and the interviews with counsellors and Deans of Students indicated that academic and career guidance and counselling service are the most popular service in Tanzanian universities. When the counsellors were asked about the G&C mainly services offered in the universities, this is what one counsellor had to say; *"We mostly do academic and career counselling. We hold career fairs annually on campus where we invite different companies and organisations and students get opportunity to interact with prospective employers.''* (Counsellor, private university). Another respondent said:

> ### Excerpt 1
>
> *"We mostly guide students on good study skills, how to prepare for exams and how to manage exam fear especially to first year students. We also guide students on how to write curriculum vitae, and application letters. We sometimes link students with companies for attachment. However, because we don't have money, we don't hold career fairs on campus"* (**Counsellor, public university**).

The finding that academic guidance and counselling existed in the universities and was the most popular in both universities was expected. This is because academics constitute the major activity in the universities and students' main objective when they join universities was to excel in their various fields. Poor academic performance leads to discontinuation from studies and may also have a toll on students' well- being leading to substance abuse and suicide. This finding is consistent with results of a study by Kangai et al. (2011) in Zimbabwe Open University which established that the Student Services, and Support Unit (SSSU) offers academic support services to students

throughout their study at the university. These services ensure that students engage progressively in their academic work. Similarly, a study in Tanzania by Mdidi (2015) established the availability of academic guidance and counselling services like good study habits, gaining confidence, timetabling, and examination techniques. Quality academic guidance and counselling services will enhance positive perception of students towards the G&C services thus mitigate distress among students.

Besides, data on types of guidance and counselling services indicated that career guidance and counselling was available in the universities studied. The students were helped on career choices and placements. Career guidance and counselling can be both indoors and outdoors. Outdoor includes activities like career fairs and exhibitions where students interact with resourceful experts in various fields and prospective employers. Similarly, Chireshe (2012) indicated availability of career counselling services in University of South Africa. However, the university lacked career counselling centres, and resources hence this compromised the quality of the career guidance and counselling services the students received.

When the Deans of Students were asked about the guidance and counselling services provided in the universities, one respondent said;

> ### Excerpt 2
> *"The university offers a wide range of services. For instance, we do counselling to students who have HIV/AIDS, and support them socially and psychologically. The university has a VCT Centre in the campus where students are tested and those who are positive are identified and helped".* (**Dean of Students, private university**).

This finding suggests that health guidance and counselling services also exist in universities sampled.

Moreover, FGD with students revealed that both universities had informal peer counselling programs, and students preferred sharing their problems with their fellow

students rather than going to the Dean of Students' office for help. Even though there were students who helped others through advice, there was no training and supervision. When students were asked about availability of peer counselling in the university, one of the students had this to say;

> ### Excerpt 3
>
> *"There is no formal peer counselling but I help my friends when they have problems, they come to me for help because I behave like a catholic sister, they fear going to the Dean of Students Office. I am not priding myself but I can say that I have helped many students though I am not a counsellor."* (**A female third year student, private university**).

Young people are more likely to share their problems with their age mates than with adults. Regarding peer counselling, the research established that it was available in the sampled private university and not in the public university. However, even in the private university where peer counselling is practised, the peer counsellors are not trained hence they use their own personal experiences to peer counsel others. On the contrary, a university based study in Tanzania by Mdidi (2015) confirmed availability of peer counselling in three public universities in Dar es salaam, Tanzania. The dissimilar results could be because students from public university sampled in the current research were not aware of the all available guidance and counselling services so they could not tell whether peer guidance and counselling service was available. The finding of the current study on lack of formal training for the peer counsellors in universities resonates with UNESCO, (2012), and also (Karanja & Bowen, 2012) which established most of peer counsellors had inadequate knowledge and skills in counselling and as such are not well equipped in handling issues like drug abuse, HIV/AIDS, hatred, isolation and open criticism from other students. Wango (2006, as cited in Kamini, 2018) asserts that, peer counsellors who receive peer counselling training are more confident and tend to be more skillful and persuasive as they relate with other students. It is therefore evident

that there is need to offer at least some basic professional training to the peer counsellors for them to offer effective services to the students.

The results from the student questionnaires and interviews with counsellors and Deans of Students and FGD showed that there are many types of guidance and counselling services offered in both public and private universities despite the prevalence of psychosocial distress. However, Academic and career guidance and counselling services were the most popular in both the universities. This indicates that most students seek help on issues related to academics and career. A significant difference was shown in the popularity of pastoral counselling where in private university it was 10% and in public university it was 2.31%. This significant difference could be attributed to the fact that the private university being a catholic sponsored university, had a resident chaplain while the public university did not. Another significant difference was seen in the popularity of career guidance and counselling services which was 10.29% in private university and 8.09% in public university. This could be attributed to the fact that private university holds career fairs annually as noted by the female counsellor making students aware of the service which is not the case in the public university where the counsellor indicates inadequate finances.

With regards to spiritual and pastoral guidance and counselling services, the research established that they were available in both universities but was better established in the private university. This implies that the private university was keen on spiritual guidance and counselling services. This could be attributed to the fact that the university is founded on strong Christian principles whose mission is the provision and advancement of holistic Christian quality education for the students. The establishment of the chaplaincy on campus in the private university made the pastoral guidance and counselling accessible to students in the private university unlike for the public

university where "shehe" and priests would be invited to campus when cases that needed pastoral counselling arose. The importance of spiritual guidance is supported by Meier (1995, as cited in Komenda, 2013) who asserts that spiritual guidance enables students to develop psychologically and spiritually. Furthermore, Waruta (1995) also emphasised that spiritual guidance has become more important in modern societies considering the emerging problems such as stress, depression, and competition in academics. Establishment of chaplaincies on all campuses makes the services easily accessible to students and could help mitigate psychosocial distress among university students.

This research also established the existence of health guidance and counselling. HIV/AIDs counselling was more emphasised than other aspects of health guidance and counselling. Therefore, this indicates that universities were in the forefront in the fight against HIV/AIDS by providing psychosocial support to the HIV positive students, and establishing Voluntary Counselling and Testing (VCT) centres. The psychosocial support given to the HIV infected students would help them live positively with the virus hence mitigate psychosocial distress. In both public and private universities selected, Voluntary Counselling and Testing (VCT) centres were available and the guidance and counselling department worked in liaison with VCT centres to support students. However, the presence of VCT facilities in universities did not necessarily imply that students used them. This may imply that HIV testing within universities was still a stigma.

Good health is a prerequisite for the learner's participation in the curricular and co-curricular activities (Barki & Mukhopadhyay, 1986, as cited in Maliwa, 2016). However, Learners need guidance to appreciate and appropriate good health practices and habits. Health guidance services aim at ensuring that preventive and restorative

measures such as the supervision of sanitation in the school dormitories, protection through immunisation against diseases, early diagnosis and treatment of illnesses and health education through formal or informal sensitization are adhered to (Nkhata, 2010)

Despite the availability of the above-mentioned guidance and counselling services, the guidance and counselling services in the studied universities were not systematic, well structured, and fully fledged departments. The finding of this study is in concord with the findings of Mensah (2007) who studied the place of guidance and counselling in Colleges of Education in the Eastern Region of Ghana and found that most college of education students did not benefit from the guidance and counselling programmes, whilst some Colleges of Education had no laid down systems and structures that promoted guidance and counselling.

4.3 The prevalence of psychosocial distress in Tanzanian universities

The second objective was to determine the prevalence of psychosocial distress among university students in Tanzania. Data for this objective was both quantitative and qualitative.

Results

The descriptive analysis of the student's GHQ showed that the mean GHQ-12 score for respondents from the private university was 2.982 (Sd.=0.913) while the mean GHQ score for the respondents from a public university was 2.075 (Sd.=1.032). Using the cut-off point of 2/3, the results revealed that respondents from both selected universities scored below 3 on the GHQ-12. The scores below 3 means high prevalence of psychosocial distress, score of 3 means moderate psychosocial distress and scores above 3 means low psychosocial distress. Therefore, lower mean indicated higher distress level and higher mean indicated lower distress level. Given that students scored

a mean of 2.982 and 2.075 for private and public universities respectively, it means that there is high prevalence of psychosocial distress in the studied universities (Appendix K). Comparatively, the public university students are more distressed than students from private university. In both universities, there were lower mean scores on items concerned with "been feeling unhappy (item no. 1) felt you could not overcome your difficulties (5) and been thinking of yourself as worthless person (2) felt constantly under strain (11) and lost much sleep over worry (12). They were deemed to represent various aspects of psychosocial distress.

The additional analysis was carried out to compare the level of psychosocial distress between gender and the findings were as follows; the male students (mean=2.64, Sd.=1.047) obtained a higher mean GHQ score than the females (mean=2.457, Sd.=1.092). (Appendix L). This shows that female students are more distressed than the male students in selected universities in Tanzania. Information from interviews with counsellors and Deans of Students corroborated the same.

Interviews with the counsellors and Deans of Students, in both public and private universities studied indicated that more females than males were distressed and that most distress related cases were reported by female students. The counsellors and Deans of Students further confirmed high prevalence of psychosocial distress among students in the university. Numerous suicide cases were pointed out on campus. One of the counsellors had this to say:

Excerpt 4

"There is one girl that if we had not intervened, would have committed suicide but we managed to counsel her and support her till she finished her studies. She did not have money, and then came a policeman who confused her and impregnated her. As she was visiting prenatal clinic she realized that the policeman had infected her with HIV virus and she was in her final year, she got stressed up, gave birth but unfortunately the child died. We counselled her and supported her

and buried the child in the university compound. She completed her studies successfully and has a good job now." (**Counsellor, public university**).

The same counsellor further said;

Excerpt 5

"Last month, a female student was found in the field on campus trying to commit suicide and the police were called. It was a case of depression caused by her sister because her sister had discovered that the husband wanted to marry the student as second wife, so her sister wanted to kill her. We talked to the girl and her parents and she is now ok." (**Counsellor, public university**).

Moreover, FGD with students in both public and private universities revealed prevalence of substance abuse and abortions which are indicators of psychosocial distress. Interaction with students during the FGD yielded the following:

"Both male and female students smoke bhang, there are many people selling bhang in hostels, there are some hostels that are known for selling quality bhang called "Cha Arusha" so people are much into smoking bhang, some overdrink till they blackout." (**Male student, private university**).

This confirmed the prevalence of psychosocial distress. Distressed students could be resorting to alcohol and drug abuse as a coping strategy. Female students resorted to abortions and prostitution when abandoned by their boyfriends.

Similarly, the annual reports for the period from 2011 to 2018 from the Dean of Students' office in the private university confirmed the prevalence of suicide cases which is an indicator of psychosocial distress as shown in the table 4.3

Table 4.3: Prevalence of suicide in a selected private university in Tanzania extracted from the documents from the Dean of Students office

Academic year	Gender of the victims	Number of the suicide victims	Reasons for committing suicide
2017/2018	Female	02	Depression and family pressure, early pregnancy
	Male	01	Substance abuse
2015/2016	Female	02	Unexpected pregnancy and financial problems
	Male	02	Depression due to drugs and poor academic performance
2014/2015	Female	02	Stress due to early pregnancy
2013/2014	Female	01	Depression due to family misunderstanding
2012/2013	Female	02	Mental illness, HIV/Aids infection
	Male	01	Stress
2011/2012	Female	02	Poor academic performance
	Male	02	Poor academic performance and depression due to sickness
	TOTAL	**17**	

Source; Dean of Students' Office (Private University)

Table 4.3 shows that eleven female and six male students committed suicide between 2011 and 2018 hence more females than male students in the selected private university committed suicide. For public university studied, there were no records to show suicide cases and other cases handled by the counsellor. It meant that no evaluation of the guidance and counselling services was done because there were no records to refer to. However, in the interview with the counsellor, they highlighted cases of suicide attempts by students. Suicide is the most severe form of behavioural expression of psychosocial distress and it is a serious mental health concern. Suicidal acts are always precipitated by a persistent stressful life event or events. Because students are exposed to several stressors on campus they are vulnerable to suicide if the G&C department does not intervene. Acute stressors have been identified as critical risk factors for

suicide above and beyond the risk imposed by high levels of chronic stress (Foster, 2011).

The World Health Organization (WHO) estimates that by the year 2020, 1.53 million people will kill themselves and 10-20 times more people will attempt to do so (Bertolote & Fleischmann, 2002). Eskin (2012) added that suicidal ideation, and attempts are common events in younger sections of the populations. Besides, Douce and Keeling (2014) also posited that 20% of students have considered suicide at some point during their college career and 6% have attempted it. A world health organization report (2016) revealed that someone dies every forty seconds in the world due to suicide and the majority of the victims are between the ages of 12 to 25 years. This implies that the majority of suicide cases are learners who are in the higher learning institutions. Therefore, suicide is a major concern on university campuses and it has drawn the attention of many researchers. Existential therapy postulates that having a sense of meaning in life could lead to positive coping strategies when faced with problems. Therefore, students with poorly defined meaning in life are at risk to suicidal ideation.

Information from annual report document analysed depicted a correlation with information elicited from the questionnaire (GHQ-12) which indicated that psychosocial distress was prevalent in both public and private universities. Distress among students was precipitated by the numerous stressors that they faced on campus like academic workload, financial, and relationship issues. Negative coping strategies like substance abuse, prostitution, and abortions exhibited by students in the sampled universities point to poor coping strategies due to poorly defined meaning of life. Psychosocial distress can have a toll on the academic performance of the students, their health, and may eventually lead to suicide as indicated in Table 4.3. G&C departments have a sole responsibility of ensuring that students acquire positive coping skills to help

them overcome stressors on campus. Failure by the G&C department to help students cope with stress would have contributed to students' negative perception towards the G&C services. This finding agrees with findings of a study by Onditi et al. (2014) in Dar es Salaam University College of Education, Tanzania which indicated that 70%, both males and females have had stressful experiences in their lifetime on campus, and would need help. The finding also concurs with Nsereko (2014) who found that 37% of the studied university students in Uganda had significant psychosocial problems leading to the development of psychopathology (depression, anxiety) in 34.8% of the students. The finding of the current research is further supported by Hyun et al. (2006) who indicated that almost half of the graduate students had experienced a stress-related problem that significantly affected their emotional wellbeing and/or academic performance in the USA. The American College Health Association's (ACHA) (2016) survey showed that over 35% of college students reported feeling "so depressed that it was difficult to function" and almost 48% "felt that things were hopeless" at some time over the past year. On the contrary, Zulkefly (2010) showed that Malaysian University students were psychosocially healthy in general. However, a considerable proportion of them had been identified to be on the verge of facing psychosocial distress.

Regarding gender and distress, this study established that more female than male students were distressed. More suicide cases in the private universities were from female students from 2011 to 2018 as shown in Table 4.3. Similarly, in the public university counsellor revealed that all suicide cases attempts were by female students. The result therefore suggests that female students are more vulnerable to suicide than male students, this means that female students were not adequately equipped with positive coping strategies. The result is contrary to the expectation because females are known to always share their problems with others more than males and it is assumed

that a problem shared is half solved. Buttressing this result, Misigo (2015) asserts that female university students had high levels of stress than male undergraduate students. Moreover, the finding of the current research is also consistent with previous studies which showed that women experience higher distress than men (Adlaf, et al., 2010; Hogan, Carlson & Dua, 2002; Sánchez-López & Dresch, 2008).

The argument advanced by Nolen-Hoeksema (1990) that women face a number of burdens in everyday life as a result of social status and roles relative to men and these strains contribute to higher stress perhaps could explain the finding of this research. This finding is also consistent with results of a study done in twelve nations by Eskin et al. (2016) which showed that significantly more women than men in China and Jordan were distressed. Moreover, this finding on prevalence of suicide among university students in Tanzania is supported by other researches indicating similar results in other countries (Eisenberg et al., 2007; Güneri, 2006). This implies that many female students risk performing poorly academically and many may have dropped out of school due to psychosocial distress compared to male students.

Substance abuse is an indicator of psychosocial distress and this study has established its prevalence in the private and public universities. Specific hostels in private university sampled were known for selling bhang on campus and some students had been taken to rehabilitation centre for smoking bhang in the public university studied. Moreover, substance abuse resulted to suicide as shown in Table 4.3. The availability of bhang in hostels is a failure of the university administration and security agencies because illegal drugs should not be sold on campus. It is the availability of the drugs on campus that promotes substance abuse as a coping strategy, when drugs are readily available, people consume them easily. This result is corroborated by Hall and Queener (2007) who opined that young people use drugs in order to escape painful feelings and

that some individuals are not able to cope with problems till they use drugs. Similarly, Broman (2002, as cited in Hamaideh, 2011) postulates that high levels of stress in students are believed to motivate substance abuse, smoking, and negative health habits. In addition to depression, stress can lead to other mental health problems such as excessive drinking or indiscriminate use of other substances (Walton, 2002).

Moreover, Lukoye et al. (2011) confirmed the prevalence of substance abuse among the youths. Lukoye et al. opined that the major purpose of substance usage is mainly peer pressure, experimentation, and destressing. The incidence of substance abuse mainly smoking and alcohol is very high among students in economically backward countries. Poor academic performance, low self-esteem, bonding difficulties with parents, lack of moral and spiritual values, sensation seeking and early initiation of substance use as a result of perceived peer pressure are the dominant risk factors responsible for high substance abuse among the youth (Otieno & Ofulla, 2009).

This implies that university students resort to alcohol and drug abuse as a coping strategy when they cannot resolve their problems and this calls for strengthening of guidance and counselling services to be able to provide services that help student to positive coping strategies hence mitigating psychosocial distress. Further, an exploration of the existential concern of purpose and meaning in life may be beneficial for students to cope with substance use.

As the data from GHQ-12 and interviews with counsellors showed in the current study, it is evident that psychosocial distress is prevalent in universities. Indeed, the data shows that the Tanzanian university population is one that displays elevated psychosocial distress. The high rates of psychosocial distress among university students have major implications, not only on students' health but also educational attainment.

Young adults enrolled in higher educational institutions can feel distressed to the extent that they contemplate and attempt to end their lives.

Existential therapists believe that individuals' mental health problems stem from their inability of finding the meanings in their lives and have presenting symptoms such as low self-esteem, emptiness, and meaninglessness in life (existential vacuum). McClellan and Stringer (2015) argued that higher education needs a re-emergence of contemplative practices and encouraged educators to create spaces to expand critical thinking skills through deep discussion and existential reflection. Early engagement with the meaning making process could act as a way to strengthen internal coping resources during this taxing developmental period hence mitigate psychosocial distress.

4.4 Stressors in the Universities

H0: There is no significant relationship between the students' year of study and the psychosocial stressors experienced by students in the universities.

a) Statistical Method

Single regression was selected to run the hypothesis. Regression analysis is a technique that can be used to establish the relationship between one independent variable, and one dependent or response variable (in a case of single regression) or several independent or predictor variables (in a case of multiple regressions) and one dependent variable.

b) Data Analysis and Interpretation

Single regression was run at the significance level of 0.05. The results were as follows:

The first output was a model summary Table 4.4 which gives R square 10%. Since the analysis is based on social science the model was fit to continue with the analysis. Moreover, working with a small sample the R square and Adjusted R square are different.

Table 4.4: Model Summary^B

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	102^a	.010	.008	.763

a. Predictors: (Constant), Problem faced to seek help
b. Dependent Variable: Year of study of respondents

The hypothesis in regression is tested based on the Analysis of Variance (ANOVA) F test output. The interpretation of the results is the same as with the ANOVA for comparing means. If $P>\alpha$, we accept the null hypothesis and conclude that none of the explanatory variables (year of study and gender) have any effect on the dependent variable (psychosocial stressors). If $P<\alpha$, the null hypothesis is rejected, and it is concluded that at least one of the regression coefficients does not equal 0. In the ANOVA output Table 4.5 $P<\alpha$, where $P=0.048$ and $\alpha=0.05$ therefore, the null hypothesis is rejected, and the conclusion is that students' year of study has a relationship with psychosocial stressors prevalence.

Table 4.5: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.302	1	2.302	3.952	.048^b
	Residual	217.298	373	.583		
	Total	219.600	374			

a. Dependent Variable: Year of study of respondents
b. Predictors: (Constant), Problem faced by students

The coefficient values in Table 4.6 indicate that independent variables (psychosocial stressors) which are the constants or intercepts have significant effect on the dependent variables (Year of study).

Table 4.6: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.782	.063		28.184	.000
Problem faced to seek help	.048	.024	.102	1.988	.048

a. Dependent Variable: Year of study of respondents

Since the analysis shows that there is a relationship between the students' year of study, and the prevalence of psychosocial stressors experienced by students in the universities, a cross tabulation statistics was run between students' year of study (First, second, third) and psychosocial stressors. This was to establish the relationship between year of study and the prevalence of psychosocial distress.

Table 4.7: Problem faced * Year of study of respondents' Cross tabulation

Problems faced by students in the university That they would seek help for	Year of study of respondents			
	First	**Second**	**Third**	**Total**
Academic and career matters	83	79	53	215
	22.1%	21.0%	14.1%	57.2%
Family/domestic problem	9	18	13	40
	2.4%	4.8%	3.4%	10.6%
Financial/economic problems	33	26	27	86
	8.8%	6.9%	7.2%	22.9%
Relationship	0	5	0	5
	0.0%	1.3%	0.0%	1.3%
Health problem	0	3	2	5
	0.0%	.8%	.5%	1.3%
Grief/bereavement	2	0	2	4
	.5%	0.0%	.5%	1.1%
Drug/alcohol problem	1	9	1	11
	.3%	2.4%	.3%	2.9%
Sexual assault and demands	1	5	2	8
	.3%	1.3%	.5%	2.1%
Total	**129**	**145**	**101**	**375**
	35.7%	**40.8%**	**23.2%**	**100.0%**

Source: Researcher, 2019

The results in table 4.7 show that the majority of students (215) 57.3% were affected by academic and career matters in which the first years were most affected compared with other study years. The next problem was a financial/economic problem in which 86 (22.9%) of students were affected. In this category the first years were also most affected compared to other years of study. The third problem in ranking was family/domestic problem in which 41 (10.9%) of university students were affected, in this group second year students were most affected compared with other students. Second year students experience more health problems, drugs, and sexual assault than students in other years of study. The study established that second year students face

more psychosocial stressors accounted for at 153 (40.8%) compared with other students.

Table 4.8: Stressors in the universities
Stressors * Year of study of respondents Cross tabulation

Stressors faced by students in the university that they would seek help	Year of study of respondents						Total	
	First		Second		Third			
	f	%	f	%	f	%	f	%
Academic and career matters	86	22.9	83	22.1	46	12.3	215	57.3
Family/domestic problem	11	2.9	22	5.9	7	1.9	41	10.9
Financial/economic problems	33	8.8	26	6.9	27	7.2	86	22.9
Relationship	0	0.0	5	1.3	0	0.0	5	1.3
Health problem	0	0.0	3	.8	2	.5	5	1.3
Grief/bereavement	2	.5	0	0.0	2	.5	4	1.1
Drug/alcohol problem	1	.3	9	2.4	1	.3	11	2.9
Sexual assault and demands	1	.3	5	1.3	2	.5	8	2.1%
Total	**134**	**35.7**	**153**	**40.8**	**87**	**23.2**	**375**	**100.0**

Source: Research, 2019.

The results in table 4.8 show that academic and career matters are the major stressors in the universities forming 57% followed by financial problems forming 22% then family problems taking 10% followed by alcohol abuse forming 2.9%. Sexual assaults take 2.1% with relationship and health stressors taking 1.3% each and finally bereavement takes 1.1%. This indicates that students need guidance and counselling more on academic and financial issues more than any other problem. It was unexpected as shown in table 4.8 that relationship issues are a minor stressor in the university considering the developmental stage of university students. The results show that first years and second years face more academic and career related stressors than third year students. This could be because first years have just joined a new system and are still adjusting to the new academic programs and courses while the third-year students have already learned coping mechanisms. This therefore implies that first year students are the most vulnerable to psychosocial distress.

Table 4.9: Comparison of stressors between two universities

		PRIVATE								PUBLIC							
		1st		2nd		3rd		total		1st		2nd		3rd		Total	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Problems faced by students in the university that they would seek help for	Academic and career matters	48	23.6	28	13.8	21	10.3	97	47.8	35	20.35	50	29.07	19	11.05	104	60.47
	Family/domestic problem	8	3.9	18	8.9	6	3.0	33	16.3	3	1.74	4	2.33	1	0.58	8	4.65
	financial/economic problems	15	7.4	12	5.9	16	7.9	43	21.2	14	8.14	11	6.40	9	5.23	34	19.77
	Relationship	0	0.0	3	1.5	0	0.50	3	1.5	2	1.16	2	1.16	3	1.74	7	4.07
	Health problem	0	0.0	3	1.5	1	0.5	4	2.0	1	0.58	2	1.16	1	0.58	4	2.33
	Grief/bereavement	2	1.0	0	0.0	2	1.0	4	2.0	2	1.16	1	0.58	2	1.16	5	2.91
	Drug/alcohol problem	1	0.5	9	4.4	1	0.5	11	5.4	1	0.58	3	1.74	2	1.16	6	3.49
	Sexual assault and demands	1	0.5	5	2.5	2	1.0	8	3.9	1	0.58	2	1.16	1	0.58	4	2.33
	Total	**75**	**36.9**	**78**	**38.4**	**49**	**24.1**	**203**	**100**	**59**	**34.30**	**75**	**43.60**	**38**	**22.09**	**172**	**100**

Results in table 4.9 show comparison of stressors in both public and private university in Tanzania. The results show that academic and career issues are the major stressors in both private and public universities with 47.8% and 60.47% respectively. The second major stressor in both private and public universities is financial problems taking 21.2% and 19.77% respectively. Family problems in both private and public universities take 16.3% and 4.65% respectively. Finally, sexual demands and assault in private and public university take 3.9% and 2.33%. The results indicate that students in universities whether private or public face similar stressors. However, there was a significant difference in drug and alcohol use and abuse, it was more prominent in private university than public university as shown in table 4.9. This could be because the private university is located in the city and near town hence drugs are accessible compared to public university which is located far from town hence access to drugs was limited.

The interviews with the counsellors and Deans of Students in both public and private universities highlighted sexual relationships as a major stressor in both public and private universities selected. Cases of pregnant girls abandoned by their boyfriends were reported. Besides, financial stress due to misuse of money and over borrowing from others, HIV/AIDS, academic and career related problems, and family issues were highlighted as stressors among university students.

One of the counsellors said;

> *Excerpt 5*
>
> *"Many students have financial problems, and because I am white, they believe that I have a lot of money and therefore I should give them money. When I don't give them they feel disappointed, and they don't come back."* (**Counsellor, Private University**).

Further, results from FGD with students from both public and private university revealed the stressors in the universities as shown in Table 4.10.

Table 4.10: Stressors faced by university students in Tanzania

Stressors faced by students in public and private universities in Tanzania
Delay in disbursing the loan by higher education loan board (HESLB)
Inadequate accommodation
Insecurity in and out of campus
Family issues- divorce and single parenting
Poor relationship with lecturers
Lecturers prestige in awarding supplementary
Inadequate health facilities
Too many courses
Issues of missing marks
Poor system of issuing exam cards
Poor university grading system
Rude, intimidating and humiliating university staff
Failure to be seduced or get a lover
Sexual relationships

The qualitative data also showed that lecturers are sources of stress. When a question was posed to the students on the stressors they faced in the university, a respondent had this to say;

> ### Excerpt 6
>
> *"Some lecturers see making students get supplementary exams as prestigious. When I was in first year, out of 110 students in one course, 50 got supplementary and some still retook the same course thereafter. He teaches irrelevant things, and always threatens students about failing and many avoid his courses."* (**Student, public university**).

Sexual harassment and assault by lecturers was also pointed out in the FGD more especially in private university. Students complained that some lecturers demanded sexual favours from female students so that they could be given good grades or made to pass the course otherwise they would fail. One of the students had to say this regarding sexual harassment in the universities;

Excerpt 7

"I have experienced this personally when I was in second year, there is a lecturer who called me to his office, and told me that if I want to get an A I should have sex with him, that thing really disturbed me the whole semester, and I actually got grade C though it was a simple course just because I refused to sleep with him. He is my father's age so I cannot." (**Female student, private university**)

The FGD with students in private university also revealed that failure to be seduced or getting a lover is a stressor to the female students, and they do everything possible to attract men so that they can seduce them, some even resorted to consulting witch doctors so that they were given concoctions to attract students of the opposite sex. Besides, boyfriend snatching was another stressor for female students. When asked about stressors faced by students from private universities, some of the respondents had this to say;

Excerpt 8

"Because of stress there is one lady when her boyfriend was snatched, resorted to prostitution, she would park in town at night looking for men. She met a man who raped her and she had to call off her studies and rejoined campus later because very many people knew." (**Student, Private University**).

Excerpt 9

"Some ladies get stressed when they are not seduced. Why haven't I been seduced since I reported to university, why? What is wrong with me? There is a lady who went to a witchdoctor so that she is given charm to attract men. There is a guy in BAM year two who has charms to attract ladies. So stress over relationships has made students to engage in witchcraft while in campus." (**Student, private university**).

The results above lend themselves to the interpretation that students experiencing distress may use sexual promiscuity as a coping mechanism despite exposing themselves to sexually transmitted diseases. Moreover, failure to be seduced lowers the female students' self-esteem, and worth making them vulnerable to abuse hence distress. The existential thoughts of meaning and purpose of life by students could help

them develop high self-esteem and strong self confidence hence do not get bothered by failure to be seduced hence mitigate psychosocial distress.

Buttressing quantitative results in Table 4.9, annual reports from 2011 to 2018 in the office of the Dean of Students in the private university showed that financial issues, relationship issues, family issues, sexual assault, alcoholism, and career indecision as stressors in the university. The same report showed that six students (four males and two females) in first and second year committed suicide due to poor performance. Despite academics being the major activity in universities many students prioritise social and personal concerns over academics resulting in poor academic performance, and subsequently academic stress. Quality academic guidance and counselling services in the universities are necessary to enhance students' positive perception towards G&C services hence mitigating psychosocial distress among students.

Regarding academic stressor, this study established that it constitutes major stressors in universities. Academic stressors include examination systems, assessment methods, grading methods, academic schedule, student activities related to academic events such as getting poor marks in examinations, setting high expectation to do well in studies, large amount of content to be studied, having difficulty to understand content, lack of time to do revision, and learning context full of competition. The academic stress experienced by university students' impacts their mental and physical health and can lead to poor academic performance. It can also lead to suicide. The academic environment in the university is different from secondary school, in the university, the academic content is wide and the lecturers don't supervise students closely as done in secondary school hence students are prone to academic stress. Therefore, G&C services are essential in helping students to cope. The finding of the current study agrees with Pascoe et al. (2020) who posited that students in secondary and tertiary education

settings face a wide range of ongoing stressors related to academic demands. Similarly, other studies have also confirmed that the major stressor in the universities are academically related (Habeeb, 2010; O'Connor, 2017; Pitt et al., 2018). This study further established that first years were the most affected by academic, career, and financial issues. Wangeri et al. (2012) concurs that first-year students experienced transitional challenges as the whole approach to teaching and learning had changed with university entry. While in secondary schools there were tight controls in attendance and assessments, the case was not the same in university environments.

According to Adom et al. (2020), the sources of academic stress in Ghanaian higher institutions noted were financial problems, academic and course work demands, high academic and professional expectations from parents, teachers, and university management and many others. Procrastination and poor time management as well as setting unrealistic academic and professional goals and ambitions were the identified causative agents of the academic stressors. Similarly, Li et al. (2005) reported that the most frequently identified stressors in three universities in the Beijing area included exam pressure, academic competition and pressure, low grades in classes, and low rates of efficient learning. Moreover, in a study by Agolla and Ongori (2009), inadequate resources to do assignments such as computers and books were rated by (66%) of the students as stressful. The students also pointed out that their stress is exacerbated by the inadequate resources which could not meet their needs.

The results of the current research is corroborated by findings of another study conducted on academic stress among college students in the faculty of education at King Saud University. The result of the study showed that academic overloads, inadequate time to study, workload every semester, low motivation, and high family

expectations produced moderate levels of stress among students. It was also found that fear of failure was the primary source of stress among students (Bataineh, 2013).

Therefore, universities can work to improve student academic related stress through the provision of guidance and counselling services shown to decrease stress and increase stress management and coping. This would enhance students' positive perception towards the G&C services in the universities and consequently mitigate psychosocial distress among students.

Another stressor in both private and public universities was financial problem. Students either misused the money they had or some came from poor families that were not able to support them through their education. Many students are depending on the government loan for fees and upkeep which is normally not enough and they are not given in good time. Therefore, students face financial difficulties which make the female students vulnerable to prostitution so as to get money for sustenance. Some students however, get enough money but do not know how to spend it prudently because they lack financial discipline. Financial discipline or good financial management can help to mitigate financial distress among students. The findings of this study corroborate the submission by Ayeiko (2013) that there were students who would go for counselling with the hope of getting some monetary assistance for their use. Majority of such students were the needy cases who had financial problems. Giving practical assistance like money would easily make a counsellor vulnerable to a clients' dependency. Furthermore, the findings also concurred with Bitsika et al. (2010) that showed prevalence of financial stressors in Australian Universities.

 Moreover, relationship issues were also highlighted as a stressor though it was not a major stressor in the universities. This finding concurs with the findings of a study by

Ibrahim and Bohari (2012) on stressors among Multimedia University Students in Malaysia which reported that interpersonal stressors did not contribute to students' stress because students had high emotional intelligence to overcome interpersonal stress. On the contrary, the results from the interviews with the counsellors and Deans of Students in private and public universities, and FGD with students indicated that sexual relationships among students was a major source of stressors in the universities, and cases of pregnant girls abandoned by their boyfriends were reported as shown in Table 4.10. According to Correy (2017) working with youth to expand their consciousness and capacity for self-awareness, their awareness of choices available to them will increase their sense of responsibility to live fully in the present, and reduce approval-seeking confirmations from others, to start looking within themselves for affirmation. This implies that students high on sense of responsibility have less approval seeking confirmation from others hence are not vulnerable to distress when their romantic relationships break.

 The result of this research is consistent with Dimalaluan et al. (2017) who posited that most common problems encountered by the university students were interpersonal. The result of the current research is also consistent with the results of a study by Ayieko (2013) which established that relationship issues ranked the highest on problems students presented to peer counsellors at Moi University in Kenya. Likewise, according to Adom et al. (2020) breakdown in romantic relationships was cited by the teaching staff and students as the most psychosocial stressor that negatively impacted on their academic and professional demands. The students disclosed that their colleagues who have been jilted by their partners in romantic relationships registered poor academic performance. The finding of the current study also resonates with (Nyutu, 2020) which established that students have romantic relationships. Nyutu argues that students who

are involved in romantic relationships have mixed emotions such as anger, sadness, and at times feelings of joy, and excitement among others which end up taking much of their time and if the issues remain addressed might make students unable to adequately concentrate in their studies and thereby trigger dropping out. Existential therapy also focuses on how we balance isolation and connection which is a social dimension. Counsellors therefore have a duty to help students appreciate the importance of developing social networks to avoid loneliness which can sometimes lead to distress.

Therefore, based on the data and reviewed literature, it was concluded that interpersonal relationships are a stressor for university students. This could be due to the developmental factor where relationships become the most important social influence of behaviour (Beebe et al., 2006, as cited in Ayieko, 2013).

Some lecturers were also a stressor to the students. Instead of guiding students and being role models, they harassed female students sexually. The study established that lecturers sexually harassed and exploited students in return for good grades. Coincidentally, the Ministry of Education of Tanzania had formed a commission of enquiry to investigate the students' sexual harassment by lecturers in the private university studied after an outcry from students. Moreover, the sex for grade behaviour by lecturers compromises the quality of female graduates churned by universities to the labour market. It is thus essential that this demeaning social vice is prevented through collaborative efforts by all educational institutions. Lecturers Prevalence of sexual harassment was also reported by the media in Tanzania and worldwide, according to IPP media (2014, as cited in Kambuga, 2016), the College of Business Education, Dar es Salaam branch expelled one of its male lecturer after being caught on CCTV cameras planted in offices having sex with his student. Similarly, according to The British Broadcasting Corporation (BBC) NEWS (2019) as reported in The Star (2019), The

university of Lagos in Nigeria suspended a lecturer featured in a British Broadcasting Corporation (BBC) on sexual harassment at two top west African Universities. This was as a result of outcry on social media after a report by BBC's Africa Eye revealed secret footage of the lecturer proportioning and sexually harassing an undercover reporter, posing as a prospective student. Besides, Sheikh (2007) as cited in Kambuga (2016) reports that a first-year female engineering student at the University of Dar es salaam committed suicide after a series of sexual harassment incidences from her lecturer. Further, Taiwo et al. (2014) asserted that many of the cases of sexual harassment go unpunished and the victims are left to deal with the trauma, which stays with many of them for a long period and sometimes develops into a psychological condition and mental health challenge. This is augmented by Pearlin (2001, as cited in Taiwo et al., 2014) who stated that the psychological symptoms of sexual harassment to be negative outlook, irritability, emotional flooding, anxiety, excessive guilt and shame, decreased self-esteem, diminished self-confidence, decreased concentration, feelings of humiliation, and alienation. Besides, Onyemachi (2017) also opines that lecturers in most higher institutions in Africa do not carry their assignment well, poor quality lectures, fail to update lecture notes, use outdated textbooks, dictate notes with no explanations. Therefore, lecturers' behaviour is also a stressor to university students. It implies therefore that the lecturers who should guide and inspire students to realise the goals on the contrary are an impediment to the students' well being academically and psychologically. Provision of enough psychosocial resources that enable students to develop strong systems of meaning of life will make students less vulnerable to rogue lecturers hence mitigate psychosocial distress.

Stressors can expose university students to distress which can affect their wellbeing, and academic performance. A student cannot concentrate on studies if distressed, in

fact one can even drop out of school or even commit suicide. According to Habeeb (2010), chronic exposure to stressful conditions exerts negative effects on emotional, mental, and physical well-being of students. Exposure to stressful conditions is also associated with inhibition of students' academic achievement, personal growth development, and student suicide (Aktekin et al., 2001; Goldring, 2012; Hays et al., 1996; Lumley & Provenzano, 2003; Newbury-Birch et al., 2000).

It is clear from the literature, data gathered from quantitative, and qualitative methods that students face a myriad of problems on campus that cause them distress. From the results of the current study there were personal and institutional sources of stressors, a better understanding of these sources is needed to help students manage these stressors, and mitigate their effects. Amelioration of systematic sources of distress may enable undergraduate students to cope more effectively, to accomplish more academically hence develop a positive perception towards G&C services. Therefore, knowing the causes of students' stress is important as it will make the University administrators know how to monitor and control the stress factors that are responsible for the students' psychosocial distress.

4.5 Students' Perceptions of Guidance and Counselling Services

Objective three was handled using both quantitative and qualitative data.

Quantitative results from the respondents from both private and public universities are as indicated in the Table 4.11

Table 4.11: Students' perception of Guiding and Counselling services

S/N	Question	Institution	SA		A		UN		DA		SD		Total	
			f	%	f	%	f	%	f	%	f	%	f	%
1	Students face problems in University	Private	80	40.2	86	43.2	23	11.6	7	3.5	3	1.5	199	100
		Public	97	56.4	64	37.2	6	3.5	4	2.3	1	0.6	172	100
2	University has good guidance and counselling services	Private	45	22.6	119	59.8	26	13.1	6	3.0	3	1.5	199	100
		Public	30	17.4	72	41.9	28	16.3	30	17.4	12	7.0	172	100
3	Counsellors not friendly to students	Private	32	16.1	75	37.7	53	26.6	27	13.6	12	6.0	199	100
		Public	10	5.8	29	16.9	26	15.1	47	27.3	60	34.9	172	100
4	University teaching Guidance and counselling	Private	31	15.6	102	51.3	52	26.1	12	6.0	2	1.0	199	100
		Public	38	22.2	67	39.2	19	11.1	29	17.0	18	10.5	171	100
5	Guidance and counselling meant for student with HIV positive	Private	10	5.0	64	32.2	74	37.2	28	14.1	23	11.6	199	100
		Public	8	4.7	23	13.4	12	7.0	28	16.3	101	58.7	172	100
6	Guidance and counselling office located in open space	Private	41	20.6	95	47.7	28	14.1	23	11.6	12	6.0	199	100
		Public	21	12.2	35	20.3	24	14.0	40	23.3	52	30.2	172	100
7	Guidance and counselling department lack competent counsellors	Private	35	17.7	94	47.5	47	23.7	15	7.6	7	3.5	198	100
		Public	16	9.4	54	31.8	30	17.6	37	21.8	33	19.4	170	100
8	Students not aware of services provided	Private	32	16.2	101	51.0	50	25.3	12	6.1	3	1.5	198	100
		Public	38	22.1	63	36.6	16	9.3	30	17.4	25	14.5	172	100
9	Counsellors not keeping student information secrete	Private	17	8.5	78	39.2	71	35.7	17	8.5	16	8.0	199	100
		Public	13	7.6	30	17.4	35	20.3	32	18.6	62	36.0	172	100
10	Lack of privacy and comfort	Private	17	8.6	65	32.8	75	37.9	21	10.6	20	10.1	198	100
		Public	18	10.5	34	19.8	36	20.9	42	24.4	42	24.4	172	100
11	Guidance and counselling office doesn't help students to cope with stress	Private	17	8.5	74	37.2	70	35.2	27	13.6	11	5.5	199	100
		Public	27	15.7	42	24.4	26	15.1	37	21.5	40	23.3	172	100
12	Guidance and counselling services not important	Private	11	5.5	39	19.6	71	35.7	47	23.6	31	15.6	199	100
		Public	6	3.5	13	7.6	8	4.7	26	15.1	119	69.2	172	100

The findings of the current research as shown on Table 4.11 revealed that 32 (16.2%) and 101(51%) of respondents in private university strongly agreed and agreed respectively with the statement that students are not aware of guidance and counselling services provided 38(22.1%) and 63(36.6%) of respondents in public university strongly agreed, and agreed respectively with the statement. This suggests that guidance and counselling department had not created adequate awareness and publicity of the services it offered to all students.

The findings of the current study show that 35(17.7%) and 94 (47.5%) of respondents in private university agreed strongly and agreed respectively with the statement that guidance and counselling department lacks competent counsellors while 16(9.4%) and 54(31.8%) of respondents in public university strongly agreed and agreed respectively with the same statement. The responses show that the respondents did not appreciate the ability of the counsellors to discharge their duty professionally.

Besides, Table 4.11 indicates that 91(45.7%) and 69(40.1%) in private and public universities respectively generally agreed with the statement that guidance and counselling office does not help students to cope with stress in the universities. 70(35%) and 26(15.1%) in private and public universities respectively were undecided. This implied that students felt that guidance and counselling office was not helpful to them regarding how to manage and cope with stress on campus.

Further, the findings on table 4.11 showed that 47(20.6%) and 95(47.7) % of the respondents in private university strongly agreed and agreed respectively with the statement that the guidance and counselling office is located in open space. This suggests that respondents were not satisfied with the location of the guidance and counselling offices and considered it to be lacking privacy and comfort required for

effective counselling. This may lead to negative perception that hinders help seeking by students when faced with problems because they don't want other students to know that they have problems.

Students in both universities perceived the guidance and counselling services as important in universities. Table 4.11 shows that 47(23.6%) and 31(15.6%) of respondents in private university strongly disagreed and disagreed respectively with the statement that guidance and counselling services are not important in university and 119(69.2%) and 26(15.1%) of respondents in public university strongly disagreed and agreed with the same statement. On average, the responses show that students perceive guidance and counselling services as important in the universities. This means that they acknowledged the importance of guidance and counselling services in helping students solve their problems despite not consuming the available services. Low consumption of the services by students despite acknowledging the importance of G&C could be attributed to poor implementation of the G&C services by counsellors.

The ranking was done based on the mean. The three levels of perception were established based on the range of the calculated mean ranks, the three levels of perception were as follows; i) Negative perception with a mean score range of between 12-32, ii) Neutral perception with a measure range of between 33-41 and iii) positive perception with a mean score range of between 42- 60. The mean rank for the respondents from private university was 31.8 while the mean rank for the respondents from public university was 27.48. Both universities had mean ranks falling between 12-32 which showed that students were generally dissatisfied with the various aspects and services offered by guidance and counselling departments in their institutions hence negative perception towards the G&C services. Comparatively, the results show that respondents from public university had a more negative perception than respondents

from private university. This could be attributed to lack of professional counsellors, lack of private rooms for counselling and lack of peer counselling services in public university compared to private university which had one counsellor with basic counselling skills and a private room for counselling.

Similarly, in the FGD with students in both universities when students were asked if they are aware of the existence of guidance and counselling services in their institution and this is what one of the students had to say;

Excerpt 10

"Since I joined the university, from first year to third year I have never seen the guidance and counselling office and I have never been told who is in charge of Guidance and counselling who will guide me when I need help." (**Third year female student, private university**)

Another student had this to say;

Excerpt 11

"I am told to see Dean of Students, who is Dean of Students yet am a first year and meeting the term for the first time? We should be told about where the guidance and counselling office is and the services offered there so that we know who to see when we have problems. I normally go to my lecturers when I have a problem." (**Male Student, public university**).

It can be inferred from the result of the study that there is poor orientation of students especially first year students hence low consumption of G&C services and high prevalence of psychosocial distress.

Similarly, data from the FGD with students indicated that students had a negative perception of the guidance and counselling services. The counsellors were alleged to be unfriendly to the students. The study sought to establish the students' perceptions on the skills of counsellors then this is what one had to say;

Excerpt 12

"Even these counsellors, I was bereaved and went to one to advise me and I told him to help me on how I can handle my issues ....he shouted at me. Go to the Dean! He was not friendly. The assistant counsellors do not know how to advise because they also have stress. There is one that I went to and I swore that I will never go back, I told him my problem and he asked me so what? So, do you expect me to go to the Dean when the counsellor who should also help me has asked me so what?" (**Female third year student, private school**).

This means that the counsellors do not exhibit best practice like caring and being friendly to the students when they seek help. This can lead to apathy among students in seeking help and therefore continue to experience psychosocial distress.

FGD with students revealed that students believed that the counsellor was too old to understand their problems and help them so they did not seek help. When students were asked how they perceive guidance and counselling services, this is what one of the students had to say; *"The counsellor is too old to understand the challenges that we go through and our problems, we need a young counsellor who understands changamoto za vijana."* (A male second year student, public university). This means that there was a generational gap between the counsellor and the students hence students felt that the counsellor was not up-to-date with issues affecting them. This finding suggests that the age of the counsellors contributed to the students' negative perception of G&C services.

The students can only seek help regularly when they are satisfied and comfortable with the guidance and counselling services provided. This study established that students in public and private universities had negative perception of guidance and counselling services. The negative perception was attributed to inadequate counsellors, unprofessional counsellors, age of counsellors, and lack of privacy during counselling among others in the sampled universities. The negative perception towards G&C services hinders consumption of the services thus the prevalence of psychosocial

distress among university students. This finding is supported by Gudo et al. (2011) who stated that only 44.41% students in public universities in Kenya were satisfied with guidance and counselling services, meaning the majority were dissatisfied. The finding of this study is further supported by Kanagai et al. (2011) who showed that Zimbabwe Open University students were not satisfied with guidance and counselling services in the university. A similar study in Addis Ababa University by Ashine (2014) showed that students had a negative perception of guidance and counselling services because guidance and counselling units had been given little attention and no experts were assigned. Similarly, Komenda (2013) revealed that students in the University of Eastern Africa Baraton have negative perception of guidance and counselling services and that the counselling services at the university have not made significant impact on the students hence there is a general need for improvement of these services in the university. The finding of the current study further resonates with Kamini (2018) which established that the majority of the university students perceived peer counselling services negatively. Some of the reasons that the participants cited for negative perception and consequent low utilization of peer counselling services included, ignorance, fear, social stigma and lack of trust among others. Understanding students' perception towards the services is important in a bid to promote consumption of G&C services and consequently mitigate psychosocial distress among the student population. On the contrary, a study done in Masinde Muliro University of Science and Technology, Kenya by (Muango & Ogutu, 2012) established that majority of students were positive towards motivational talks and career counselling services offered by the guidance and counselling department in the university. A small fraction of respondents who participated in the study disapproved of the quality of counselling services being offered by the university guidance and counselling staff probably due to inadequate

knowledge on the availability of such services in the university. However, this notwithstanding both male and female students had positive ratings for counselling services offered in the university. Similarly, Joseph and Edward (2020) established that though students had a positive evaluation and appreciation of the role of guidance and counselling services offered in their institution and the ability of the counsellors to discharge these services, it did not translate into demand for help-seeking.

Regarding awareness, this study established that many students are not aware of the guidance and counselling services provided. The students' perception of guidance and counselling services could be influenced by their individual experiences with guidance and counselling processes, as well as the available information which they might have gained through peers' experience. Awareness precedes consumption, students can only consume G&C services if they are well informed about the services offered and how helpful the services are to them. Giving the correct information on the G&C services available on campus, where and how to access them is important as it can shield students from wrong and misleading information about the G&C services.

Having correct information about G&C services can promote students' positive perception of guidance and counselling services. A similar study by Mwangi and Otanga (2015) indicated that many university students were not aware of the services offered by guidance and counselling department in the institution. Kamunyu et al. (2016) concurs that reasons related to perception that made students underutilize university counselling services included lack of knowledge about counselling services. The finding of this study corroborates the submission of Gysbers and Henderson (2006, as cited in Lasode et al., 2017) that awareness is an ideal initial step towards a successful guidance and counselling programme for students. The lack of knowledge about the available guidance and counselling services may have led to students' negative

perception of guidance and counselling services hence prevalence of psychosocial distress among university students. Joseph and Edward (2020) argues that help-seeking attitudes are also influenced by awareness of the provision of guidance and counselling services. In Ghana, the importance of creating awareness of guidance and counselling services has been noted. Studies have also shown that awareness of such programs determines students' attitudes and whether they are utilised.

Further, the current study established that university students perceived guidance and counselling as very important despite having negative perception towards G&C services. The importance of guidance and counselling in higher learning institutions is underscored worldwide. Effective guidance and counselling helps students solve their psychological and social problems, and also helps them to adjust themselves to face the challenges of the world. This suggests that if the functioning of the guidance and counselling programmes in the universities is improved, students will readily seek help when faced with problems. This argument is supported by Aidoo (2011) who posited that the students acknowledged the benefits of guidance and counselling programmes in the Colleges of Education. The finding of the current study concurs with Jackson and Connelley (2009) who established that students perceive university counselling services to have a number of benefits over community services for students, including cost, convenience, and ease of access and knowledge of student issues.

Moreover, gender differences on students' perceptions of guidance and counselling services in universities was also established. Female students were more positive about guidance and counselling services in the universities than males. Females talk about their problems while men do not even when they are suffering. Therefore, females seek for guidance and counselling more than males and through that they may have been helped by the counsellors. On the contrary, males are socialised to believe that sharing

problems with others is a sign of weakness hence males would not appreciate G&C services like females. The finding concurs with Chireshe (2011) who posited that female students viewed the guidance and counselling services more positively than the male students. Besides, In Kenya, Nyingi (2014) found gender differences in students' perceptions of the benefits of guidance and counselling services with more female than male students rating guidance and counselling more highly. More female students than male students could also have rated the services more positively probably because female students are perceived as more socially competent or better adjusted to school than males (Mpofu et al., 2004). Moreover, more male students than female students could have rated the guidance and counselling services negatively because they are normally socialised to be strong and cope with their own problems hence they often do not approach school counsellors (Van Der Riet & Knoetze, 2004, as cited in Chireshe, 2011). As such, it would be unlikely for male students to rate highly the services which they do not frequently consume. On the contrary, Lasode et al. (2017) indicated no gender difference in the perception of guidance and counselling services.

The current study established lack of friendliness and warm human connection in counsellors. Students' expectations when they consult counsellors is to be received warmly, and in a friendly way such that they can be free to open up about their problems, this was however lacking in the selected universities. The students perceived counsellors as unfriendly, and this could be the reason for negative perception of students of guidance and counselling services in the universities. There is need for human centeredness and professionalism in the counselling process. The more honest, humane, and exemplary a counsellor is to students and their problems, the more influential he will be in helping students develop positive perception towards G&C services. This will promote consumption of the services hence mitigating psychosocial

distress among students. Evans (2015) posited that what we need when we are feeling sad, alone, lost or disheartened is warm human connection. Students do not care how much an advisor knows. What they really care about is how much an advisor cares. Being cordial and credible sets an advisor apart from others (O'Connor, 2017). O'Connor further postulated that in order for advisors and students to build strong personal rapport, students should feel comfortable approaching the advisors formally and informally. Similarly, Oluremi (n.d) opined that it is very important that your clients feel your compassion for their problems and that they sense you truly care about them.

According to Kamini (2018), counsellors are supposed to safeguard the privacy of the clients thus build trust in the counselling process. If this does not happen clients may have negative perception towards counselling. In addition, counsellors are ethically expected to respect cultural, individual and role differences including those based on age, gender, gender identity, race, ethnicity, national origin, religion, sexual orientation, disability, language and socio economic status working with members of such groups. Kamini adds that counsellors should exercise empathetic understanding towards clients hence create a healthy therapeutic stance towards the client which makes the client gain trust and confidence with the counsellor. The presence of trust, warmness and friendliness in the counselling process will make students develop positive perception towards G&C services and seek help when faced with problems they can't solve hence mitigating psychosocial distress among university students.

 Students expressed their dissatisfaction with the involvement of the Dean of Students as a counsellor pointing out that the Dean of Students is a disciplinarian hence students always avoided them. The involvement of the Dean of Students in the provision of guidance and counselling services had led to high anticipated risk among students

whereby students perceived the potential dangers of opening up to the Deans of Students that they risked being misunderstood or misjudged leading to punishment. Thus, the anticipated risk was higher among university students in Tanzania than the anticipated utility with regards to seeking help from guidance and counselling offices. This finding corroborated findings by Amani and Sima (2015) who indicated that most universities have not yet officially institutionalised career guidance as an independent service. It was rather done under the patronage of the Dean of Students who is not professionally trained hence students were not very responsive.

Research concerning the counsellor's age as a factor in client preference is somewhat contradictory. This study established that the old age of the counsellor contributed to the students' negative perception towards guidance and counselling services. The students in the public university expressed that they preferred a young counsellor as they were perceived to be able to understand the problems the youth face. Regardless of the age of the counsellor, all counsellors should be informed and up to date with challenges faced by different categories of the clients so as to be able to effectively counsel them. The result of the current research corroborates findings of Mandera (2013) that most students prefer young teacher counsellors as compared to elderly ones. This means that students may be having negative perceptions towards guidance and counselling services when it is offered by elderly counsellors because of the generation gap between them and the elderly counsellors. On the contrary, Willys (2017) study in higher learning institutions in Kenya established that students preferred elderly counsellors because they were perceived to have more knowledge in the field of specialisation thus can provide quality counselling services. Willys also indicated that though the elderly counsellors are wise in dealing with issues, this may not be so in current issues and some students would prefer middle age. According to Roniner and

Storandt (1983, as cited in Willy, 2017) specific therapist, irrespective of the age, counsellors who were more facilitating were perceived more favourably. Maturity comes with desirable personality characteristics such as ability to communicate, care, and competence (Grencavage & Norcross, 1990, as cited in Nyutu, 2020). Boglia, et al. (2017) adds that university students have unique needs and require experienced counsellors. Students may not be attracted to counsellors who lack experience or to those who became complacent with their skills and fail to be open to new ideas and experience. This therefore implies that despite the age, a counsellor should be experienced and open to new ideas so as to attract students to seek help when faced with difficulties in the university.

Moreover, location of guidance and counselling office is a determinant of students' perception and consumption of guidance and counselling services. The current study revealed that the guidance and counselling offices were located in an open place. This suggests that the counselling room was not appropriately located hence there was no privacy. The counselling office should be located in a place that does not threaten the clients' privacy and in a quiet place where heart-to-heart discussion can take place. The implication is that improper location of the G&C office makes students develop negative perception towards G&C services hence the prevalence of psychosocial distress. A study by Mwangi and Otanga (2015) indicated that the respondents were not satisfied with the location of the guidance and counselling department and considered it to be lacking privacy and comfort required for effective counselling. Kamunyu et al. (2016) recommended having the counselling centre next to the health centre so that the students' reason for entering the building would be uncertain. Centre for Distance Learning, MAUTECH (2016) recommends that a counsellors' office should be located away from the full glare of everybody and distance from the administrative block, it

should be in a place that guarantees privacy, confidence, and complete relief to the client.

Regarding competence of the counsellors, students perceived their counsellors as incompetent. Competency of the counsellors to handle students' problems is fundamental in enhancing students' positive perception of G&C services. Perceived counsellor's competence has been defined as "the client's belief that the counsellor possesses information and means of interpreting which allow the client to obtain valid conclusions about and to deal effectively with his problems" When a counselee gets quality service from a counsellor, the counselee will be positive about the G&C services and willing to seek help again when faced with problems. This suggests that professional qualification should be considered when employing counsellors in the university (Willys, 2013). The finding of the current research is contrasted by results of a study by Willys (2013) where university students perceived counsellors as competent. In Willys, the counsellors sampled could have been professionally trained, something that was lacking in the counsellors sampled in the current study. According to Goldenberg at el. (2016) the competence of counsellors is important for the counselling services to be effective in helping students concentrate in their academic performance and also increases their retention. University students are a unique population and face many psychosocial issues. Consequently, they might lack focus on academic work affecting their graduation within the specified period. They, therefore, require the services of competent counsellors who can fit within this context (Nyutu, 2020). The level of training provides a foundation of competencies upon which other training bases. Molzahn et al. (2010) suggests that university students' need trained, competent counsellors who are versed with students' academic context and who understand students' complex issues. From an existential perspective, a counsellor plays a critical

role, offering skills, practices, and student growth fostering experiences beyond those accessible by parents and the community in general. Along with inspiring students in acquiring general knowledge and skills, the counsellor may also help the student link each with ideas about who they are, what role others play in their life, and what their experiences in the world mean (Hutchison & Chavez, 2018). Therefore, competence of the counsellor is key in ensuring that students flourish while in universities.

Students' perception of guidance and counselling services influences their attitudes, and subsequent willingness to utilise the services. It is logical to expect that a client will place a high premium on the type of service that meets his basic needs (Agy, 2015). Therefore, students must be prepared or ready to accept the service and thus be willing to patronise it. The implication is that counselees would certainly patronise counselling services that they are aware of and meet their needs. Simon's (2014) study on quality assurance in university guidance services recommends the development of formal quality models which include assessing students' satisfaction and perception of the service offered which have been identified as one of the success factors in providing a quality G&C services that mitigates psychosocial distress.

4.6 Consumption of Counselling Services by University Students

The study set out to test the null hypothesis 2 using 2-way ANOVA

H_{02}: There is no significant relationship between gender, faculty and consumption of guidance and counselling services.

In view of the hypothesis, the dependent variable was consumption of guidance and counselling (measured through "Yes" and "No" answers). Independent variables were gender (male and female) and faculty (Law, education, Social science, Public Administration and Management and engineering). Two- way ANOVA model was

used to examine whether there was a significant relationship between the three variables gender, faculty and guidance and counselling services.

The Ho (null hypothesis) in ANOVA) assumes that the interaction of α and ß is equal to zero, meaning that the interaction of faculty and gender has no effect on a student to go for guidance and counselling. Whereas the H1 (alternative hypothesis) in ANOVA assumes also that the interaction of α and ß is not equal to zero. This means that faculty and gender have a bearing on the students' consumption of guidance and counselling services.

b) Data Analysis and Interpretation

Table 4.12: ANOVA OUT PUT: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	7.588[a]	10	.759	3.482	.000
Intercept	280.946	1	280.946	1289.111	.000
Faculty	3.848	5	.770	3.531	.004
Gender	2.756	1	2.756	12.647	.000
Faculty * Gender	1.820	4	.455	2.087	.082
Error	78.022	358	.218		
Total	1071.000	369			
Corrected Total	85.610	368			

a. R Squared = .089 (Adjusted R Squared = .063)

i) Between-subjects factor

The output of the model Table 4.12 indicates between-subjects factor and gives the number of responses per each variable assessed. For example, in both universities 164 respondents were females and the rest 205 respondents were males who are equal to the number of all participants in the faculties.

ii) Tests of Between-Subjects Effects

The R square in the output Table 4.12 is 0.89 which is approximately equal to 1. This condition tells that the model is fit to continue with interpretation.

The rows that are more focused upon in Table 4.12 are "faculty", "gender" and "Faculty*gender". These rows inform whether independent variables (the "Faculty" and "gender" rows) and their interaction (the "faculty*gender" row) have a statistically significant effect on the dependent variable, "going for guidance and counselling services". Therefore, looking at "faculty*gender" interaction, the results indicate no statistically significant relationship of faculty, gender on consumption of guidance and counselling services, $P>0.05$ which can be explained statistically as $F (4, 358) = 4.55$, $p = 0.082$.

Table 4.12 indicates that there was no significant change in students according to the faculty on who seeks guidance and counselling services. Furthermore, running the Bonferroni for multiple comparisons of gender and faculty was impossible because the gender variable had fewer values. Instead, profile plots were run to see the trend of students who responded by saying 'Yes' or 'No' for seeking guidance and counselling services. Figure 4.5 shows that female students go for help more than male students except in the Faculty of Education and Engineering. Figure 4.6 shows that in the Faculty of Business Administration students who go for guidance and counselling services were many compared with other faculties. Students in the Faculty of Education were least consumers of guidance and counselling services.
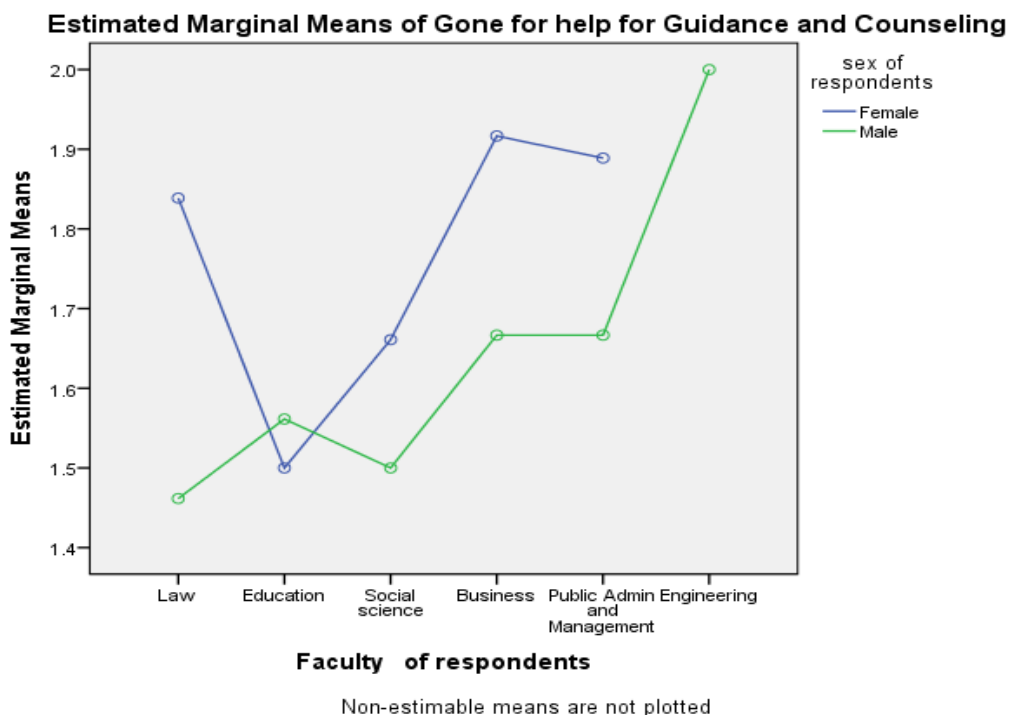
Figure 4.5: Consumption of guidance and counselling services in relation to gender and faculty
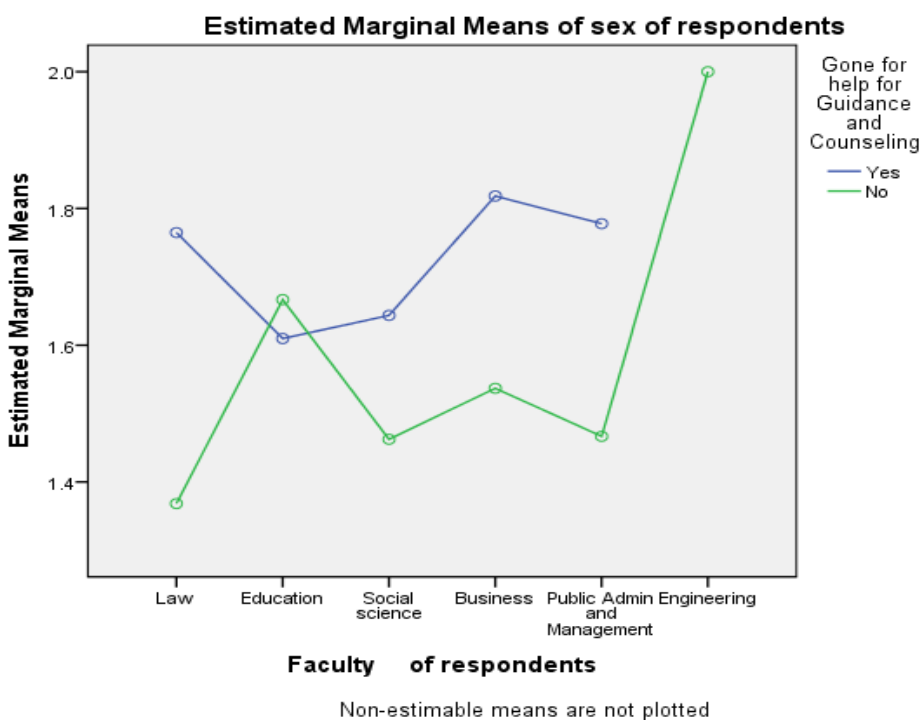
Figure 4.6: Estimated means for students who have gone for help in the last three years

The results from figures 4.5 and 4.6 show that students from the School of Business seek help from the guidance and counselling office the most. Students in the Faculty of

Education were leading in apathy towards guidance and counselling services, this could be attributed to the fact that guidance and counselling course is compulsory in the Faculty of Education unlike other faculties hence the students are taught life skills which help them manage and cope positively with stressors
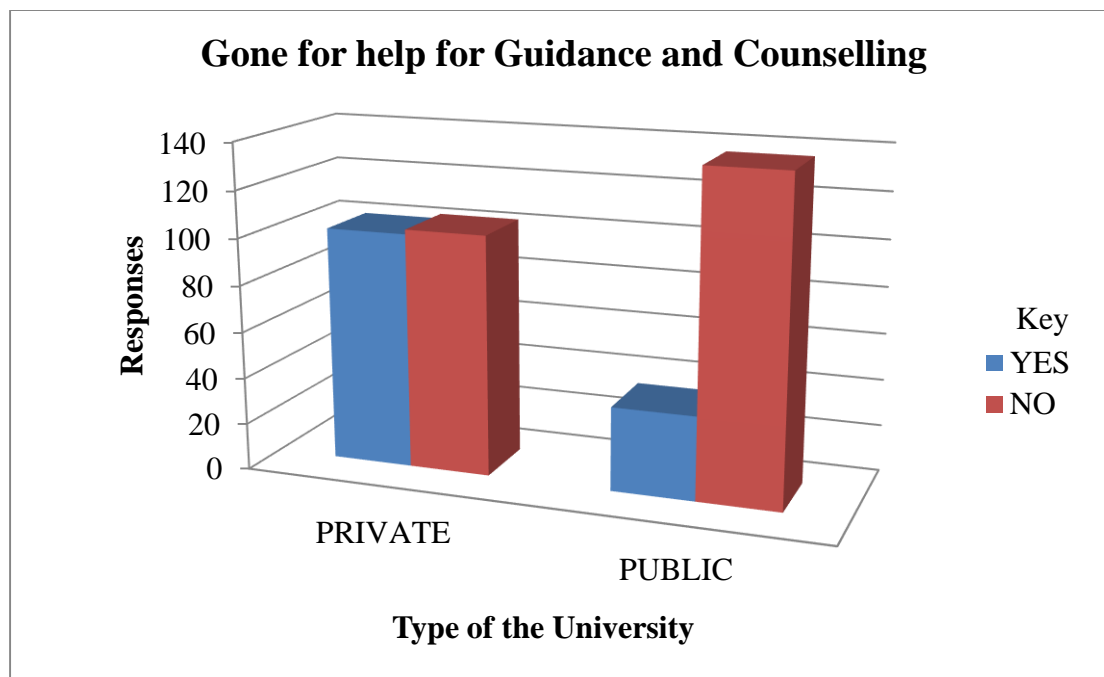
Figure 4.7: Rate of seeking help and the type of the university

Figure 4.7 shows that in private university the number of students who consume the services and those who do not were almost the same. However, those who did not consume the guidance and counselling services were slightly higher while in public university those who did not consume the guidance and counselling services were higher than those who consumed the services. The low consumption of guidance and counselling services in public university were attributed to lack of counselling offices, lack of awareness of existing guidance and counselling services, unfriendly counsellors, location of the counselling office and lack of privacy during counselling.

Results from FGD with university students showed that some students were not aware of the available guidance and counselling services on campus, hence low consumption

of the services. In a bid to gauge the rate of consumption of guidance and counselling services in universities by students, one of the female third year discussants had this to say;

> ### Excerpt 12
>
> *"Since I joined the university, from first year to third year I have never seen the guidance and counselling office and I have never been told who is in charge of guidance and counselling who will guide me when I need help."* (**Student, private university**)

This means that the level of awareness of guidance and counselling services in private university among students was low. The implication is that students would only seek help if they were aware of the available guidance and counselling services in the university, the types of counselling services provided, and the location of the guidance and counselling services.

Results from the FGD with students in private university indicated that the guidance and counselling office was located far from students. When students were asked why they don't seek help, this is what one respondent had to say:

> ### Excerpt 13
>
> *"The office is located in the old campus and we have all our classes in the new campus, it is very far, I can't walk that far after lessons and i am so tired, they should bring it near us so that we attend"* (**Female Student, Private University**)

This means that the proximity of the guidance and counselling is very important to the student, the nearer the guidance and counselling office to the students, the higher the expected rate of consumption.

The FGD with students in both private and public universities also indicated that the two universities studied had not yet officially institutionalised guidance and counselling as an independent service. It was done under the patronage of the Dean of Students who

was not professionally trained to be a counsellor. When students were asked why they did not seek help from the guidance and counselling office, this is what a male second year student had to say;

>*Excerpt 14*
>
>*"Many students don't see Dean of Students as a counsellor, it is an office that we fear so much because the Dean of students is a disciplinarian, for me I only go to the Dean when I am going to seek permission to go home."* (**Student, private university**)

This means that students viewed the Dean of Students as disciplinarians hence were not willing to go for help. Therefore, integrating the G&C services in the Dean of Students' office hinders consumption of the services leading to students not perceiving the services positively.

Focus group discussion with students in private university revealed that students associate guidance and counselling with HIV/AIDS. When the students were asked why they do not go for help at the guidance and counselling office, this is what one said;

>*Excerpt 15*
>
>*"Many people know that guidance and counselling services are for people who are HIV positive and the office is very close to the university dispensary where HIV testing is done so if people see one coming from there, they will know that you are positive and the news will spread all over the campus."* (**A female second year student, private university**).

This means that students were misinformed about the nature of guidance and counselling services offered, they only know that HIV infected students are the ones who seek out counselling services. Lack of knowledge about the nature of guidance and counselling services hinders consumption.

Regarding the rate of consumption of guidance and counselling, both quantitative and qualitative data showed that it was low in the selected universities in Tanzania.

Guidance and counselling services are only important in the universities if they are consumed by students without which they are useless. University administration, counsellors and Deans of Students have a role in ensuring that students seek help. Understanding students' feelings and thoughts about the G&C services would help them know how to promote the consumption of the services by students. Seeking help should be encouraged because it helps students to get solutions to their problems or needs. When needs are not met or problems are not solved, psychological and physical development may be hindered. Through help seeking, adolescents will be able to meet lower level needs and this will create room for higher level needs to arise and in the long run they may become successful in life and also be self actualised. This may bring a sense of well-being, satisfaction, and hence reducing the number of maladjusted people in the society making the society a better place to live in (Ngure, 2016).

The finding of the current study resonates with the finding of Yoo and Skovholt (2001) in a study that investigated cross cultural differences in depression expression and help seeking behaviour among college students in the United States and Korea that revealed that utilization rates of the counselling services by the students was very low ranging between 2% to 4%. Similarly, Setiawan (2006) indicated that amongst the 1,279 undergraduate students, who participated in the study that sought to find out the factors that inhibit and facilitate willingness to seek counselling in Indonesian universities, their willingness to seek out or utilise the university counselling services was very low. Result of this study also replicates Kamunyu et al. (2016) finding that majority of students in Kenyan universities did not seek counselling services although they were faced with various challenging issues. Similarly, Raunic and Xenos (2008) report on the rate of utilisation of counselling services by local and international students in America, shows that only a very small percentage of between 2% and 4% of university

students accessed counselling services. The finding of the current research further corroborates findings of Onditi et al. (2014) indicating that despite the prevalence of distress among the students, the majority did not seek help. Consistent with this finding, less than one third of individuals who experience distress seek help from a mental health professional (Andrews et al., 2001). This implies that despite efforts made by universities to provide guidance and counselling services, the services were underutilised because of poor quality of the services.

Regarding gender and consumption of guidance and counselling services, this research showed that female students sought help in the guidance and counselling office more than male students. Females are socialised in such a way that they share their problems with others easily hence they can easily seek help from guidance and counselling offices unlike males who view sharing problems as a sign of weakness hence they keep their problems to themselves. A university based study conducted by Dogan (2012) indicated that female students were more likely to consult the centre than were male students. The finding is also consistent with the result of a study by Lemesa (2018) which revealed that more females than males sought the services of university counsellors. Possible explanations towards this have been offered; gender socialisation processes where, from an early age, women are encouraged to seek help when they have problems while men are discouraged from it (Bogba, 2016). Sanders (1996, as cited in Bogba, 2016) opined that another possible reason for this disparity has to do with referral services. A woman is likely to refer another woman to a counsellor, but a man will not refer another man to a counsellor. The finding of the study further resonates with a survey commissioned by the British Association for Counsellors and Psychotherapists (BACP, 2013), and Andrew (2014, as cited in Kamini, 2018) shared similar findings that there were twice as many women than men who sought counselling, adding that

traditionally, more women than men sought counselling in general because they are men and women are socialised differently globally. The concept of talking about feelings and exploring emotional and psychological difficulties has, for many years, been associated with a 'female trait' rather than 'male trait'. It can therefore be observed that being male or female may influence consumption of G&C services. The result of the current research is inconsistent with the result of a study done in Masinde Muliro University of science and technology, Kenya by Muango and Ogutu (2012) which established that on average, the number of male and female students who seek counselling services is almost equal. The result of this research implies that female students have a stronger sense of purpose in life than male students hence which makes them seek help whenever they are faced with a problem to avoid experiencing existential vacuum.

The finding of the current research also established that students associated guidance and counselling with HIV/AIDS hence when one was seen going for help other students would suppose that one was HIV positive. This means that students fail to seek counselling because of the opinions held by their friends about counselling. This therefore was a barrier to seeking help hence the guidance and counselling services were less consumed. This finding is supported by Crisp et al. (2000, as cited in Vogel, Wester, & Larson, 2007) which posited that the social stigma attached to seeking professional help has been conceptualised as one of the most significant barriers to treatment. Social stigma is defined as the fear that others will judge a person negatively if she or he sought help for a problem. The fear for negative judgement by others could be attributed to lack of self confidence and low self esteem in students.

Moreover, low rate of consumption of guidance and counselling services by university students can be linked to lack of awareness of the existing services. Some students were

not aware of the existence of guidance and counselling services in the universities and the types of services provided. Students can only consume service that they are informed about its nature, benefits, and availability. Lack of awareness leads to low consumption of the services hence prevalence of psychosocial distress in universities. Help seeking attitudes are influenced by awareness of the provision of guidance and counselling services (Mwangi & Otanga, 2015).

The results of the current research is supported by Hinderaker (2013) who posited that, at a basic level, students' failure to use available counselling resources may be understood as lack of knowledge regarding the existence or services provided by counselling centres. Tavallali (2018) asserts that it is important to note that lack of awareness (among students and faculty) about services offered and how to obtain them must be addressed. Further, the finding of the current study corroborates the finding of Russel et al. (2007) which indicated there was a lack of consistent information on such services offered by the institution throughout the academic year. The findings of the current research is in concord with the findings of the study by Ankwansiize (2015) which established that out of the 132 student who were involved in this study, only n=53 (40%) knew guidance counsellors as compared to n=79 (60%) who did not know. This means that although all the students were advised to utilise the existing Munange Counselling centre at the beginning of the academic year and the information displayed on student notice boards in the universities, only about half of them took it as their responsibility to check the information. There were a large number of students without knowledge about the existence of guidance and counselling services within Nkumba University even when the Munange counselling centre is at the centre of the university. This explains why a small number of students are seeking guidance and counselling.

Most of the students involved in the current research indicated that they received information on G&C services only during the orientation program. This may imply a degree of laxity by the university administration in establishing consistent communication channels with their students on the respective counselling services offered within the universities resulting in the low consumption of G&C services hence prevalence of psychosocial distress among students in Tanzanian universities.

Another barrier to consumption of G&C services as established by the current research was the peripheral location of the guidance and counselling offices. The location of a counselling room is important because it directly influences clients' readiness to seek assistance when faced with psychosocial distress. Students opined that they could not walk a long distance to get the services.

Effective counselling is affected if accessibility of the counselling services is compromised by the location of the counselling service within the university. The findings of the current research show that the status of counselling services in Tanzanian universities is unfavourable, meaning that the university administration finds counselling a less important aspect in the student support services. Accessibility of the G&C services promotes consumption. A more centrally located counselling centre would simply have a greater presence on campus hence students would be attracted to seek help. It would literally be "in the mainstream" rather than appearing shunted to the margins. The result of this study is buttressed by Hinderaker's (2013) study on College Student Mental Health and Use of Counselling Centre Services which posited that the counselling centre is located off campus a bit out of the way for most people who live and spend all day on campus. On the contrary, Omonyi (2016) found that counselling rooms that are too open and those located next to administration offices negatively influence students' attitude towards going for help. Getachew and Tekle (2018) pointed

out that that counselling centre should not be near the administrative building because the consumers of the service will associate the counsellor with administration. The result of the current research implies that proximity of the counselling rooms is very vital in enhancing positive perception towards G&C services and consumption by students. Students with a strong sense of responsibility and purpose of life would not hesitate to seek help regardless of the location. Psychological resources that make students to live purposefully, responsibly, and actively in university would help to promote consumption of G&C services hence mitigating psychosocial distress.

Therefore, effort should be put in place by university administration to ensure all students develop a positive attitude towards counselling. This may be done by ensuring that the counsellors are well trained and have characteristics which encourage students to seek help. This is necessary because if the students trust the counsellor, they will trust the information provided by that person and also if their previous experiences in seeking help caused them relief, they will learn that seeking help is important. Besides, accessibility and awareness of the guidance and counselling services can promote the consumption of G&C hence mitigating psychosocial distress among University students in Tanzania.

4.7 Hindrances to Effective Delivery of Guidance and Counselling Services in Mitigating Psychosocial Distress

This objective was handled using qualitative data.

Effectiveness of guidance and counselling services can be slowed down or even derailed in the presence of challenges. Information on hindrances to G&C service delivery was sought from university counsellors and Deans of Students through

interview. From the interviews with the counsellors and Deans of Students, the information gathered was categorised into the following themes:

Inadequate financial support: Firstly, there was no specific budget allocation for guidance and counselling. This is what one of the respondents had to say about hindrance to effective delivery of guidance and counselling services;

> ***Excerpt 16***
>
> *"The department does not have a budget and I use my money when visiting students in rehabilitation centres. There should be specific budget allocation for the guidance and counselling department, this will help facilitate our operations."* (**Counsellor, Public University**)

This means that lack of financial support was experienced in the public university G&C department. This finding is unexpected because the public universities are funded by the government hence should have enough money to support all departments as opposed to private universities that depend on fees paid by students only. Lack of financial support leads to poor quality of G&C services thus students' negative perception towards the services.

The outcome of this study showed that guidance and counselling departments in the sampled public university were inadequately funded. Materials and resources are key for the effective implementation of the guidance and counselling services. Much as the university administration recognized the importance of guidance and counselling, it did not provide enough financial support necessary for effective guidance and counselling services. Effective counselling demands adequate funding to help put up infrastructure, to organise activities such as orientation, excursions, career clubs and Career Day/week. Scholars and educators have underscored the importance of adequate funding for guidance and counselling programmes (Aidoo, 2011; Bobga, 2016; Songok et al., 2013;

Willys, 2013). A counsellor who has adequate and relevant materials and facilities tend to be more confident, effective and productive Kafwa (2005).

Related to the finding of the current study, Kamini (2018) established that there were insufficient necessary materials for peer counsellors. These may include reference materials, writing materials incentives, and refreshments while at work. Kamini adds that necessary materials when provided to peer counsellors would motivate them to get more involved in attending to their peers more willingly. The same applies to other counsellors, providing enough resources through proper funding of the counselling departments can motivate the counsellors hence make G&C effective in universities. Nyamwange et al. (2012) noted that any successful G&C activities in schools will depend on stakeholders' support. Therefore, financial support from stakeholders is important to ensure availability of basic resources and facilities needed for guidance and counselling, the facilities like, well-equipped room, reading books, career resources, and facilities for extra-curricular activities. Boitt (2016) adds that, for the counsellor to implement functional guidance programmes such as the careers day, field trips, guidance workshops, and seminars, adequate funds are needed.

Guidance and counselling comprises a very important and vital part of educational activities in a school system. It provides help to students such that they are not tormented by their internal conflicts and do not resort to self destructive behaviours (Songok et al., 2013). It is thus important that guidance and counselling programs are adequately funded. Counsellors who are not adequately funded are forced to use their own resources in a bid to help students. This can demotivate them from performing their roles hence ineffective guidance and counselling services in universities. This implies that adequate funding of the guidance and counselling services will enhance effectiveness of the guidance and counselling services through provision of adequate

counselling resources hence students' psychosocial distress will be mitigated in universities in Tanzania.

Lack of well-equipped counselling rooms

Secondly, data analysed from the interviews with the counsellors and Deans of Students indicated that both private and public universities lacked well-equipped counselling offices with necessary materials for counselling services that would enable counsellors to provide effective services to students. On whether there were counselling rooms in the universities, one of the counsellors had this to say; *"We use the office as a counselling room. It is a serious matter, sometimes I move to the garden to talk to the client. Sometimes you may find many students in the office and the client has to be helped."* (Counsellor, Public University). This sentiment points to the inference that the privacy of the students during counselling is threatened, they cannot feel comfortable in the full glare of everybody. This would discourage students from seeking counselling services in fear of being labelled by their fellow students. Lack of privacy can lead to negative perception towards G&C services by university students.

Privacy and comfort during counselling helps the client to open up to the counsellor. This was not the case in Tanzanian universities sampled. The study established that there were no rooms allocated for counselling hence lack of privacy and comfort during counselling. Sometimes the counsellors had to move to the field to counsel students. Students prefer being counselled in an enclosed environment where they are not easily seen by other people. A safe and productive counselling relationship can only be achieved when the counselling space is suitable, comfortable, and private. The finding of this study is consistent with the findings of Ayieko (2013) who established that most counselling in Moi University took place in the field or in vacant classrooms. Similarly, K'okul (2010) reported that Kenyatta University and Nairobi University did not have

counselling centres and counselling was done in the Dean of Students' offices. Moreover, Güneri (2006) indicated that in Turkish universities counselling services are housed within the university health centres and Dean of Students' office. Amina (2015) also revealed that guidance and counselling services are not institutionalised in Tanzania universities and there is lack of well-equipped counselling rooms in both private and public universities. However, the findings of these studies contrast with the ideas of McLeod (1998) that the availability of suitable, private and convenient rooms for conducting counselling is of prime importance to allow confidentiality. Lack of designated well equipped rooms for guidance and counselling services would expose students who seek help from their fellow students this could contribute to the students' negative perception towards guidance and counselling services. Similarly, Cheruiyot and Orodho (2015) posit that physical facilities are important for guidance and counselling. One important physical facility in guidance is the counselling office. The sensitive nature of some of the issues that are presented in counselling requires that those issues are handled in a counselling office where confidentiality can be assured.

The finding of the current research is inconsistent with the findings of a study by Nyutu (2020) Which established that the status of university counselling services in Egerton University in Kenya were favourable because: The counselling rooms had adequate space, thereby creating feelings of comfort and a sense of personal space during counselling. The counselling rooms were adequately furnished. Counselling rooms had basic facilities such as furniture and filing cabinets. They were privately located within universities where students had access, thus boosting confidentiality of the services offered within the centres. Lack of privacy has been attributed to lower levels of disclosure during counselling sessions thereby limiting client communication (Pearson, & Wilson, 2012). This is also supported by Omonyi (2016) who found that counselling

rooms that are too open and those located next to administration offices negatively influence students' attitude towards going for help.

Inadequate professional counsellors

The outcome of the interviews with counsellors from public and private universities showed that they are not professionally qualified to hold counselling posts. This is what they had to say regarding their qualifications; *"I have a bachelor of education sciences degree and a master of education science."* (Counsellor, public university) and *"I hold a diploma in nursing and a certificate in drug and substance abuse counselling."* (Counsellor, private university). This lack of professionalism has a negative implication on the quality of G&C services offered and as a result, students develop negative perception towards G&C services.

Regarding professionalism, adequate professional training was lacking for counsellors in both universities. Professionalism in counselling is a mandatory requirement for counsellors, it helps in building the trust and enables the students to believe the counsellors. The counsellors therefore used their general knowledge about counselling which was not enough for competent delivery of quality guidance and counselling services. Counselling is a profession that deals with saving lives therefore proper training and skills are necessary and because knowledge is dynamic, regular training and upgrading by counsellors to acquire new knowledge is necessary to promote competence. The finding of this research corroborates the findings of Vidal et al. (2003) showing that guidance services in Spanish universities lack qualified personnel. Mapfumo and Nkoma (2013) also postulated that there is an acute shortage of trained counsellors in many countries in Sub Saharan Africa and Tanzania seems like is not an exception. The finding of this study is also consistent with Amani and Sima (2015) and K'okul (2010) who found lack of enough professional counsellors to be one of the

fundamental problems affecting the provision of guidance and counselling services for students. The finding of the current research is also congruent with finding of Musika and Bukaliya (2015) that in Zimbabwe inadequate counselling services compounded by inadequate counselling skills and poor counsellor characteristics curtail students' motivation to seek counselling services. The finding of the current research is inconsistent with the results of a study by Nyutu (2020) in two public universities in Kenya which indicated that counsellors in counselling centres in the selected universities were professionals. However, there was a shortage of counsellors which affected the effectiveness of guidance and counselling services in the sampled universities. The study revealed that all counsellors had a minimum degree level of training in counselling psychology. They also had mastery of theoretical application in counselling.

The finding of this research however does not conform to The American School of Counselling Association (ASCA) (2003) and The International Association of Counselling Services (2000) recommendation that student counsellors have a minimum qualification of a master's degree from the disciplines such as counselling psychology, clinical psychology, counsellor education, psychiatry, social work or school counselling making them uniquely qualified to address all students' academics, personal, social, and career needs by designing, implementing, evaluating, and enhancing a comprehensive school counselling programme that promotes students growth. Gibson and Mitchell (2008) considered guidance and counselling a helping profession, one in which the members are specifically trained and licensed or certified to perform a unique and needed service to fellow human beings. Gibson and Mitchell further posited that professional counsellors must be fully trained and qualified to meet the needs of the client population they are designated to serve.

Therefore, students' negative perception of G&C services could be attributed to the lack of professional counsellors to offer quality counselling services. The result implies that availability of qualified professional counsellors would ensure quality guidance and counselling services thus enhance students' positive perception towards the services.

Inadequate time

Inadequate time for students to honour appointments with the counsellor was highlighted. When a question was posed regarding hindrances to provision of effective guidance and counselling services in the universities, a counsellor in the public university had this to say; *"The university has a very tight academic schedule during the week day so much that students are occupied the whole day hence many appointments bounce"* (Counsellor, private university).

This means that there is no allocated time for counselling in the universities hence students have to create their own time out of the title timetable.

Moreover, the current study also established that students had very busy academic timetables for lectures and universities had not timetabled guidance and counselling. Inconsistency in the visits by the client due to inadequate time can thus affect the quality of counselling. The issue of allocating counselling time on the university timetable is not practical because students seek help on their own volition and students experience problems at different times. The result of this research is consistent with findings by Hayes and Morgan (2011) that pointed out that counsellors had to look for time to counsel students. There was no scheduled time upon which counsellors could render help to students. Bogba (2016) also observed that in most universities in Cameroon guidance and counselling is not timetabled. This implies that students have to miss

academic activities to attend counselling sessions and the counsellors may also have to stretch their normal working time so as to meet students after classes. This may affect the quality of the sessions because of fatigue in both counsellors and students. Kamini (2018) also noted that the students in Kenyan universities did not have sufficient time to utilise peer counselling services. Kamini adds that utilising counselling from the university counsellors require scheduled time which the students may not easily find time to utilise as they have to cope with school work and finishing assignments. The result of the current study concurs with that of Mutie and Ndambuki, 2004; Omoniyi, 2016; Kumundia and Thomas, 2016. They all posit that lack of specific time allocation for guidance and counselling services in schools is a major factor affecting effective delivery of guidance and counselling services.

Inadequate manpower

Another obstacle to effective delivery of guidance and counselling services established in the current study was the inadequate manpower in the universities, four counsellors against a student population of 7237 in private university and three counsellors against student population of 6,316 in public university as shown in Table 3.1and 3.2 hence work overload leads to burn out hence some students may not be attended to when they seek help. This can subsequently make students develop negative perception of guidance and counselling services. This result replicates other research showing that the counsellors are few in both private and public universities in Tanzania and Turkey hence work overload (Güneri, 2006; Mdidi, 2015). Lasode et al. (2017) also reported that students perceived that they need more counsellors at their various colleges for effective guidance and counselling services that will take care of their interests. The finding of the current research is also consistent with the finding of Nyutu (2020) which

established that there were inadequate counselling staff to handle the large number of students seeking help in Kenyan universities.

Having adequate counsellors would lead to improved service delivery by counsellors. Most accrediting agencies require a counsellor-student ratio of one full time counsellor for 250 to 300 students. A caseload of this magnitude is satisfactory if counsellors are to have adequate time to counsel students individually, and in small groups, as well as consult with faculty, administrators, and parents (Lunenburg, 2010).

Language barrier

Besides, language barrier was also highlighted by the counsellor in the private university as a hindrance to effective guidance and counselling. English and Kiswahili are both national languages in Tanzania. However, students are more comfortable expressing themselves in Kiswahili than in English. Therefore, they were more comfortable approaching a counsellor who speaks Swahili for easy communication. The inability of the counsellor in the private university to speak Swahili was a barrier to effective counselling because students who could not express themselves well in English could not seek help. Common language for the counsellor and the students would facilitate building a strong personal rapport and would make students feel comfortable approaching the counsellors. Therefore, the language barrier could have contributed to students' negative perception towards G&C services. Excellent communication between the counsellor and the client is key for effective counselling (O'Connor, 2017). The excellent communication can only be realised if the counselee and counsellor are competent in the language used.

Therefore, the hindrances identified above should be abolished for effectiveness of guidance and counselling services in universities so as to mitigate psychosocial distress

among university students. Nyaga (2011) found out in her study on effectiveness of G&C services on university students' development in Kenya, that effective counselling services assists, particularly university undergraduate students individually or in groups to develop academic, social and personal competencies that help them adjust to different situations and make appropriate decisions in life.

Corroborating the findings of the current study, Chireshe (2012) opined that multifacet challenges are facing the operation of guidance and counselling services in the school system, the challenges are lack of counselling equipment, recruitment of unqualified counsellors, unavailability of students' information, parental factor, financial constraint, and unfavourable school policy. Besides, Boitt (2016) concluded that quite a number of challenges that face the implementation of the guidance and counselling programme include inadequate time, uncooperative clients, lack of parental support, shortage of qualified staff, heavy workload and unsupportive school administration, inadequate facilities and finance.

Wamaocho et al. (2016) emphasised that a full fledged guidance and counselling programme must be based on a firm structure of proper budgeting, physical facilities support, and time. In the light of this, we propose the need for adequate provision of the programme resources that would encompass the following; physical facilities, equipment and furniture, materials and supplies, budgeting of guidance services, service charges, time for counselling and guidance, program evaluation, method of evaluation, and the guidance committee. Similarly, Alaore (2011) indicated that whatever facilities counselling programmes require, may it be instructional materials, audios, visuals, computers, offices for counselling, reference material, career booklets, depending on availability of financial resources allocated to guidance and counselling programmes. Effective implementation of comprehensive guidance and counselling

programmes demand adequate resources such as physical, human, and financial resources. Resource availability and utilisation will aid the effective implementation of guidance and counselling programmes to have a positive effect on the learners' behaviour (Ogundele, 2015).

4.8 Suggestions to Enhance Positive Perception and Consumption of Guidance and Counselling Services

This objective was handled using qualitative data. The data was obtained through interviews with counsellors and Deans of Students and FGD with students.

Firstly, the interview with both parties revealed the need for peer counsellors in the universities, and when their opinions were sought on how to improve guidance and counselling in universities, one of the counsellors had this to say;

> ### Excerpt 14
>
> *"There are no peer counsellors among students who can help students resolve their problems without presenting them to counsellors but they are important so universities should identify students and train them on basic counselling skills so that they can help their fellow students when faced with stressors but cases that they cannot handle they send to counsellors."* (**Counsellor, private university**).

This means that all cases that would have been handled by peer counsellors were taken to the counsellors, and given their small number they were not able to handle the many students effectively thus most students did not get attended to by counsellors when faced with problems that they cannot resolve leading to psychosocial distress.

Regarding peer counselling, the finding of current research suggested that peer counselling should be strengthened in universities. Normally whenever students are faced with such problems, such as family, social, economic, financial, health, and academics they often look for help from the nearest person they can get hold of who many times happens to be their peers. Peer counsellors would act as ambassadors of the

guidance and counselling department and would also help in raising students' awareness of the available guidance and counselling services on campus thus promote consumption of the services by students. The result of this study replicates Hlongwane (2006) who emphasised the essentiality of peer counselling where there is shortage of guidance and counselling staff to deal with requests for help from students in distress. Hlongwane adds that as a student support wing, peer counselling has helped in attracting more students to come for counselling and has certainly enriched staff understanding and knowledge of students. Moreover, peer counsellors can aid counsellors in promoting outreach programs such as an Education Fair, a Mental Health Exhibition, and other activities (Low et al., 2013).

Secondly, in the interview with Deans of Students it was suggested that universities should employ enough professional counsellors, and further training be done to the available counsellors in the universities. When the question was posed on what can be done to improve guidance and counselling in universities this is what one of the Deans of Students had to say*; "The universities should employ counsellors who are experts in the field of counselling and even those who are already employed should be taken for in service training on counselling because some have not done counselling as a profession."* (Dean of Students, public university). This sentiment alluded to the fact that professionalism in guidance and counselling services did not exist in universities of Tanzania selected for this study yet it is a fundamental requirement in guidance and counselling.

Regarding the competence of the counsellors, this study established the need to employ professional counsellors and retrain the existing counsellors. Quality G&C services offered by qualified counsellors will win the confidence of the students hence they will seek help when faced with problems they cannot solve thus mitigating psychosocial

distress in universities. The finding of the current study is supported by results of a research done in Ethiopian Universities by Seyoum (2011) who suggested that there is need to have more professional counsellors in university campuses to conduct more individual counselling and a greater number of interventions with students' problems. Ulrich and Smallwood (2011) recommended a short course in psychology and or any other related discipline would be necessary for the good performance of the counsellor. The need to have professional counsellors in universities is also supported by (K'okul, 2010; Standa, 2000; Vidal et al., 2003). Effective guidance and counselling service delivery depends largely on the counsellor's training (Tsikati, 2018). Equally very important is periodic in service training to update the knowledge and skills of counsellors.

In the FGD with students from both public and private universities studied, it was suggested that universities should put up awareness campaigns to popularise guidance and counselling services among students. When the question was posed on what can be done to improve guidance and counselling in universities this is what some discussants had to say; *"If the services are there they are not known, we should be made aware"* (Student, Public university).

> ### *Excerpt 17*
>
> *"We should be told about where the guidance and counselling office is and the services offered there so that we know who to see when we have problems. I normally go to my lecturers when I have a problem."* (**Student, public university**).

This means that there are some students within the university who did not know that there was guidance and counselling services in the universities and that is why they did not seek help. Creating awareness of the G&C services available on campus would

enhance students' positive perception of the services and the consumption of the services thus may mitigate psychosocial distress among university students.

The current study further established the need to promote awareness of guidance and counselling services in a bid to promote positive perception and consumption of the services in Tanzanian universities. Where counselling is available, it is essential to develop mechanisms for both conveying to clients the information about the availability. It can be done through written materials such as leaflets, posters and websites, face to face contact, and peer support groups. The ideal situation is for the students seeking counselling to be informed consumers of the kind of services, to know what they want and how to get them. Having enough information about the services can enhance positive perception towards the services and the readiness to seek help. Awareness can also be created through an organised orientation program for new students. The orientation programme is an important programme that provides institutions with effective strategies to deliver quality advice through effective orientation programmes. That is, relevant academic advising that promotes achievement and academic self-confidence by providing meaningful information and social support. Similarly, in the orientation service the counsellor serves as facilitator to facilitate the transition of new students into new institutions, prepares them for educational opportunities and student responsibilities and initiates their integration into the intellectual, cultural, and social climate of the institution (Tinto, 2012). When students are aware of service they are likely to participate, or support the activities (Eisenberg et al., 2007; Henning, 2011; K'okul, 2010). This suggestion is supported by Agi (2015) who opined that a lack of awareness of counselling services is prevalent in our schools but this trend could be reversed through activities like talks on guidance services, displays of guidance materials, posters, and letters to parents, use of bulletin

boards, private interviews, seminars, workshops and conferences. The importance of creating awareness about the guidance and counselling services on campus established in the current study echoes previous studies by (Cebi, 2009; Chan & Quinn 2012; Gaughf et al., 2013). The students are the focus of the guidance programme in universities. They should therefore be made to understand and appreciate the various objectives of guidance and counselling.

Guidance and counselling is a service oriented programme and it is capital intensive. For the counsellors to perform their functions effectively, adequate funds are needed to build structures, procure equipment and tools, organise workshops, and seminars in addition to manpower development. This therefore calls for adequate funding of the guidance and counselling department. This will promote quality and efficient operations of guidance and counselling service delivery and consequently enhance students' positive perception and consumption of G&C services. The suggestion given by the counsellors and Deans of Students on funding of the guidance and counselling services is supported by Kitzrow (2009) who opined that at the institutional level, the active support of top level administrators who are willing to consider mental health needs a priority, and provide adequate funding is critical. It could be argued that enough funding of the guidance and counselling operations would enable the counsellors to buy enough counselling materials, organise psychoeducation seminars, and carry out publicity programs about the availability of the services on campus. It is probable that adequate funding of the guidance and counselling department will improve the quality of the services which would in turn promote positive perception of students towards guidance and counselling services and consumption of the services by students.

Regarding allocation of time for counselling on the timetable, this study suggested that guidance and counselling time should be allocated in the university timetable to reduce

cases of bouncing appointments with counsellors by students. However, the practicality of this is questionable given the ratio of counsellors and the students. Moreover, universities have many faculties with different programs hence it is impossible to slot guidance and counselling time in the timetable. A study by Mandera (2013) observed the same situation in secondary schools and recommended that more time should be allocated for guidance and counselling so as to improve guidance and counselling services. By adopting this, students will have enough time to seek for the service and be helped.

Luyado (2015) argued that time allocation for the programmes was one of the challenges affecting counselling in inclusive schools. In order to solve this challenge, Wamocho (2013) suggested that forcing guidance and counselling services to be squeezed within the existing academic time structure in the school curriculum will not work because it will reduce the hours of teaching. The author suggested the following alternative for the provision of guidance and counselling services to the learners: visiting a teacher counsellor's office during private hours, learners to be released to see the counsellor when no examinable subjects are taught, to see the counsellor during games time, see the counsellor over the weekends, for few hours, and to give special time for crucial and urgent cases. This will depend on individual students who could wish to visit a student counsellor depending on the school curriculum.

E-counselling is now gaining root in learning institutions and institutions are encouraged to adopt it so as to increase accessibility, comprehensiveness of counselling services and inclusivity of new technology in counselling (Kolong, 2014). Onyemachi (2017) defines E-Counselling as counselling interaction through the internet between a professional counsellor and the counselee who is having or experiencing one problem

or the other. It involves interacting in their email or web based that is fully secured, such that confidentiality is observed before and after counselling.

Online counselling services should be encouraged in universities to promote help seeking behaviours and consumption of guidance and counselling services. In online counselling, students with sensitive concerns such as abuse, rape, premature pregnancy, and sexually transmitted diseases. HIV/AIDS, and sexual dysfunctions, may find online counselling services convenient especially when they lack confidence to physically face a counsellor and when they want to avoid social stigma. Besides, online counselling services can be accessed by students from wherever they are without necessarily going to campus.

Inadequate counselling support is not only detrimental to the student's well being but could increase attrition rates. Online interventions have the potential to decrease psychological distress (Farrer et al., 2013). Online interventions that are designed for university students are needed, to address issues specific to university study. Online interventions designed for university students can increase academic success while improving their psychological wellbeing. University students indicated that they are likely or very likely to use online programs for psychological distress, with students experiencing severe psychological distress preferring this format of help (Ryan et al., 2010). Online interventions designed for university students may thus be an important part of the solution to increase students' psychological well being, potentially improving academic success and decreasing attrition rates.

Guidance and counselling services need to be accessible to all students and led or coordinated by professional psychologists or professional counsellors. There is no doubt that from the sentiments of the counsellors, students, and Deans of Students in

both public and private universities that proper guidance and counselling services are badly needed in universities in Tanzania. This suggests that quality G&C services enhance students' positive perception of the services and consequently increases the students' consumption of guidance and counselling services.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.0 Overview

This chapter summarises the findings of the study based on the research objectives, the conclusions of the study are made from the research findings, recommendations based on the conclusion of the study and finally suggestions for further research on areas related to guidance and counselling services and psychosocial distress in universities are also pointed out.

5.1 Research Findings

5.1.1 Types of guidance and counselling services in universities in Tanzania

The guidance and counselling services available in both public and private universities included; career guidance, spiritual guidance, academic guidance, health guidance, peer counselling, social, and personal guidance and counselling. However, the dominant guidance and counselling services were academic, career, and spiritual in the private university. The dominance of the spiritual guidance and counselling in this university was attributed to the fact that the university is a catholic owned university having a resident chaplain who is a priest hence spiritual guidance services are readily available. On the other hand, the dominant guidance and counselling services in the selected public university were career and academic which may not be sufficient to mitigate the psychosocial distress.

5.1.2 Prevalence of psychosocial distress

The study established the prevalence of psychosocial stressors in both public and private universities in Tanzania. The stressors were either personal or institutional; they included financial problems, poor relationship with lecturers, family problems, social relationship problems, academic/career stressors, bereavement, inadequate

accommodation, health problems, staying in campus without being seduced by boys for girls, sexual assault, and penalty on students' fees balance. Despite the presence of the above-mentioned stressors, the major stressors in both private and public universities were academic, career, and financial related issues. The prevalence of these stressors in the universities was a widespread phenomenon across the universities in the world as indicated by various studies (Habeeb, 2010; Ibrahim, & Bohari, 2012; Oh et al., 2012).

University students in both public and private universities were distressed. Indicators of psychosocial distress like alarming rates of suicides attempts, and suicide cases had been recorded in both public and private universities in Tanzania confirming prevalence of distress in the universities as shown in table 4.10. The study also revealed that female students were more distressed than male students. This concurs with Misigo (2015) who opined that female university students had higher levels of stress than male undergraduate students.

5.1.3 Students' perception of guidance and counselling services

Perception tends to drive behaviour and decisions made by consumers (Wantz & Firmin, 2011). The study established that the students in both public and private universities had a negative perception of guidance and counselling services. Some students indicated that they did not understand what happened at the guidance and counselling offices and they had never been informed of the services provided. Some students felt that the counsellor was too old to understand their problems as youth. Moreover, some indicated that the involvement of the Deans of Students in counselling scared them because the Deans also sat on the disciplinary committee of the university hence they saw them as disciplinarians rather than counsellors. Location and lack of privacy in the guidance and counselling offices could have contributed to students' negative perception towards G&C services. The negative perception of guidance and

counselling services was also attributed to the unfriendliness of the counsellors as revealed in the FGD with students in private university.

Therefore, understanding students' perception of guidance and counselling services is fundamental in a bid to mitigate psychosocial distress in universities because students are the main consumers of these services. Positive perception of guidance and counselling by students will lead to willingness to consume the guidance and counselling services hence mitigating high prevalence of psychosocial distress among university students.

5.1.4 Level of consumption of guidance and counselling services

Counsellors in both private and public universities indicated that few students went for help. However, in both universities, there were no well kept records of attendance hence it was difficult to establish the exact numbers of cases received weekly, monthly or annually by the guidance and counselling offices. The results indicated that there was no significant relationship between gender and consumption of guidance and counselling services. Furthermore, it was noted that the Faculty of Education recorded the lowest rate of seeking help while the Faculty of Business Administration was leading in seeking help from the guidance and counselling office.

The fact that students did not seek help from guidance and counselling offices despite the prevalence of the psychosocial distress and existence of the guidance and counselling services could be attributed to lack of awareness about the existing services. Most students did not understand what guidance and counselling was about and the guidance and counselling services available on campus. Besides, students associated counselling with HIV/AIDS hence they believed that whoever goes for counselling is infected with the virus.

5.1.5 Hindrances to effective delivery of Guidance and Counselling services

University students are adolescents and young adults who face tremendous pressure and challenges to adjust to the new learning environment. Students who join universities face different challenges. Adapting to the social and the physical environment constitutes one of the main challenges. Adjustment to new peer groups, academic atmosphere, and financial problems are some of the specific challenges. These challenges possibly lead students to personal crisis, mainly emotional disturbance, stress, and other social crisis which lead to academic failure, drug addiction, social isolation, and suicidal attempts. The need for effective guidance and counselling services is crucial and very important which universities have to implement. However, the finding of the current research indicated that effectiveness of guidance and counselling services was compromised due to various challenges. The challenges included inadequate personnel, inadequate training for counsellors to promote professionalism in the university, unavailability of appropriate counselling office in the university, student's ignorance of the availability of the services, and inadequate funding of the G&C by university administrations.

The public university studied did not have a budget allocation for guidance and counselling department hence the counsellors used their money to run the affairs of the office. It was therefore impossible to run the department effectively without money hence the quality of services was compromised. This contributed to students' negative perception towards guidance and counselling services.

Students in the private university studied shied away from seeking help because of the language barrier, they were not comfortable with the counsellor's English accent and the counsellor could not speak Swahili, the language students were comfortable with.

The language barrier therefore might have contributed to the students' negative perception towards G&C services in the private university sampled.

A very tight academic timetable was also raised as a hindrance in the private university where students were so much occupied in classes the whole day hence did not get enough time to interact with the counsellors leading to many missed appointments. However, the issue of students obeying appointments with the counsellor is a personal responsibility and cannot be addressed by the university administration.

5.1.6 Suggestion to enhance consumption of guidance and counselling services

Students, counsellors, and Deans of Students in both public and private universities in Tanzania suggested the following measures that could enhance consumption of guidance and counselling services by students; Firstly, the guidance and counselling services should be separated from the Deans of Students' office to attract students to seek help. Secondly, regular awareness creation programs should be initiated to make students aware of the services provided by the guidance and counselling offices. Moreover, peer counselling programs should be streamlined and formalised by the universities because currently some students help each other informally and are not trained on peer counselling skills especially in the private university. Besides, the universities should employ professional counsellors who can effectively handle diverse cases hence this will attract students to consume the services. Increase in the number of counsellors proportionate to the students' population so that they can handle students effectively. Enough funding for the guidance and counselling department is important. Finally, an improved orientation program by providing enough information on the guidance and counselling services. The participants believed that if these suggestions are put in place then the quality of G & C services would greatly improve. Good quality

services would enhance positive perception and consumption of the services thus mitigate psychosocial distress.

5.2 Conclusion

Based on the findings of the study, the following conclusions were made:

The universities need to rethink the status and quality of guidance and counselling services in university. It can be concluded based on the findings of this research that universities had not given guidance and counselling a priority, and did not consider it as an integral part of the university. The services were offered without a clear policy, and supervision hence the neglect by the administration thus ineffectiveness of the guidance and counselling services. However, several guidance and counselling services existed in both public and private universities; academic, career, spiritual, social, health and peer counselling. The existing types of guidance and counselling services are not of good quality because non professionals are engaged in counselling. This has led to prevalence of psychosocial distress in universities.

Actual and attempted suicide case, prostitution, substance abuse by students was a confirmation of this prevalence. The stressors that precipitated distress among students were both personal and institutional. The major stressors included; financial demands, and academic issues. In order for students to excel in universities and to develop as a whole person, it is crucial that G&C services are provided to help to deal with the stressors of university life.

Students in both public and private universities had negative perceptions of guidance and counselling services. Students' gender variety play a key role in the students' perspective. The negative perception could be attributed to the infrastructural, administrative, economic, and professionalism challenges faced by the guidance and

counselling departments in delivering the services. The study established that the counsellors' age also influenced the student's perception of G&C service, students preferred younger counsellors to the present old ones.

Inadequate funds and unqualified guidance and counselling professionals were the major factors militating against the administration of guidance and counselling services in universities. The counsellors were not professionally qualified to hold the counselling posts. Besides, factors such as lack of equipment and facilities for the services also constituted a challenge. The above listed challenges compromised the quality of G&C services provided thus enhancing students' negative perception towards the G&C services in the universities.

The rate of consumption of guidance and counselling is very low in the universities. This is because many students are not aware of the guidance and counselling services offered on campus. The involvement of the Dean of Students in counselling also discouraged students from seeking help.

Therefore, considering that students are the major consumers of the guidance and counselling services in universities, understanding their perspectives on guidance and counselling services would help the university administration to address the challenges raised by the students to improve the quality of guidance and counselling services. Subsequently, good quality guidance and counselling services would enhance students' positive perception towards G&C services leading to consumption of G&C services when they are faced with stressors thus mitigating psychosocial distress among university students. This study therefore provides insight for improving the quality of guidance and counselling services in universities that could buffer students from stress hence mitigating psychosocial distress.

The results of this study significantly contribute to the literature on students' perceptions of G&C services, guidance and counselling services in universities and psychosocial distress. Psychosocial distress leads to mental health problems among students in universities hence developing psychosocial resources that build students' confidence, self-esteem, and resilience that will enable students to live courageously, purposely, meaningfully and actively when faced with stressors should be available in universities. Thus, mitigating psychosocial distress among university students.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made to the university administrations, guidance and counselling departments and policy makers;

i. University administrations should ensure that persons fulfilling the role of counsellor are well trained and should have completed a program in counselling, including supervised practice in guidance and counselling.

ii. Universities should establish properly coordinated guidance and counselling units separate from the office of the Deans of Students which will focus on making guidance and counselling services professional within their institutions.

iii. University administration should adequately fund guidance and counselling departments for quality services which will enhance students' positive perception towards guidance and counselling services.

iv. Guidance and counselling departments should intensify campaigns that create students' awareness of the available guidance and counselling services encourage students to seek the help of the counsellor whenever they face problems that they cannot resolve on campus.

v. Peer counselling service should be strengthened in universities; peer counsellors should be identified from among the students and trained to be equipped with

basic skills to help reach out to and help students with problems under the supervision of the university counsellor. This would help in reducing psychosocial distress among university students.

vi. The government should develop a comprehensive policy on guidance and counselling and follow up on its implementation.

vii. Guidance and counselling departments should adopt E-counselling to mitigate the problem of inadequate time for counselling by students due to a packed academic timetable.

viii. University counsellors should be friendly and receptive to students so as to improve consumption of G&C services.

ix. Guidance and counselling department should apply intense counselling for female students because they are more vulnerable to psychosocial distress than male students.

5.4 Suggestion for Further Research

The following are the areas that require further research:

i. A similar study should be undertaken on secondary schools and middle level college students in Tanzania to determine their perceptions of guidance and counselling services.

ii. As this research only involved two universities in two regions, it would be a good idea to conduct the same research in a way which involves all regions.

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APPENDICES

Appendix A: Letter of Introduction

Dear Student/ Counsellor/ Dean of students

RE: Request to participate in this study

I am a postgraduate student at Moi University, Kenya pursuing a PhD in Educational Psychology and conducting research on *Students' perceptions of guidance and counselling services in mitigating psychosocial distress in selected universities in Tanzania.*

I am kindly requesting you to respond to the questionnaire schedule/ interview schedule attached as honestly as possible. Your responses will be handled with utmost confidentiality and privacy and will be used for academic purposes only. **Do not put your name or any other form of identification on the questionnaire.**

I look forward to your honest participation.

Thank you for accepting to participate.

Yours,

James Ololo Otieno

+255764762902

Appendix B: Informed Consent for the Respondents

I agree to participate in the research by signing the consent form. I understand that this information will be used only for the purpose (s) as explained by the researcher, and my permission is on condition upon the researcher complying with his duties and obligations under the data protection act in Tanzania.

Signature Participant --------------- Date ----------------

Appendix C: General Health Questionnaire (GHQ-12) For Measuring Students

Psychosocial Distress Level

Please read this carefully:

I would like to know how your health has been in general, over the past few weeks. Please answer ALL the questions on the following pages simply by underlining the answer which you think most nearly applies to you. Remember that I want to know about present and recent complaints, not those that you had in the past.

It is important that you try to answer ALL the questions.

Thank you very much for your cooperation.

HAVE YOU RECENTLY:

	Not at all	No more than usual	Rather more than usual	Much more than usual
1. Been feeling unhappy				
2. Been thinking of self as worthless person?				
3. Been losing confidence in yourself?				
4. Been feeling unhappy and depressed?				
5. Felt you could not overcome difficulties				
6. Felt capable of making decision about things				
7. Been able to solve your problems?				

HAVE YOU RECENTLY:

	Better than usual	Same as usual	Less Much than usual	Less than usual
8. Been able to concentrate on whatever you are doing?				

	More so than usual	Same as usual	Less so than usual	Much less than usual
9. Been able to enjoy normal activities?				

	More so	Same	Less usual	Much less
10. Felt that you are playing useful part in things?				

	Not at all	No more than usual	Rather more than usual	Much more than usual
11. Felt constantly under strain?				

	Not at all than usual	No more than usual	Rather more than usual	Much more
12. Lost much sleep over worry?				

Appendix D: Questionnaire for Students on Their Perception of Guidance and Counselling Services

Instructions

Place a tick or ticks(s) in the box(s) of the most appropriate response or responses and where comments are required, use the space provided. Please do not write your name anywhere on this questionnaire. There are no right or wrong answers

SECTION I: Demographic Data for Students

University type: Public ( )   Private ( )

Faculty/ school: _____

   3)   Gender: i) Female ( ) ii) Male ( )

   4)   Year of study: _____

SECTION II: Psychosocial stressors

5. What problems do you face in the university that you would always want to seek for?

   (Put a tick in the appropriate box or boxes according to your opinion)

Academic	[ ]
Family/domestic problems	[ ]
Financial/economic problems	[ ]
Relationships	[ ]
Health problems	[ ]
Grief/bereavement	[ ]
Drug/alcohol problems	[ ]
Sexual assault and demands	[ ]

6. a) Have you ever gone for help from the guidance and counselling office?

     YES   [   ]   NO   [   ]

7. What types of guidance and counselling services are available in your university?

Academic	[　]
Career	[　]
Spiritual	[　]
Health	[　]
Social/ personal	[　]
Peer counselling	[　]

SECTION III: Students' perception of Guidance and Counselling services in managing psychosocial distress

Scale: Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) and Strongly Disagree (1) Choose only one alternative for each item by ticking/circling on the response that reflects how you really feel about the guidance and counselling services in your university

Strongly Agree (SA) Agree (A) Undecided (N) Disagree (D) and Strongly Disagree (SD)

Statement	SA	A	N	D	SD
1 Students experience a lot of problems in the university					
2 The university has very good guidance and counselling services in the campus					
3 The counsellors are not friendly to students and are not ready to listen to our problems					
4 The university is really teaching students about the guidance and counselling services					
5 Guidance and counselling should only be given to HIV/AIDS positive students					

6	Guidance and counselling office is located in a very open place making students to fear going there for help					
7	Guidance and counselling department doesn't have enough competent counsellors					
8	Students don't understand the kind of services provided by guidance and counselling department in the university					
9	University counsellors don't keep what they discuss with students secret					
10	Guidance and counselling office lacks privacy and comfort while counselling is taking place					
11	Guidance and counselling office doesn't help students to cope with stress in the university					
12	Guidance and counselling services are not important to the students					

Thank you very much for your cooperation.

Appendix E: Interview Schedule for Counselors

Type of University _____

Date of interview_____

Instructions

1   What is your area of specialisation?

2   Students in which year of study report many stress related cases?

3   Students from which faculty report many stress related cases?

4   How many students come to your office for help in a day?

5   What is your opinion on the rate of seeking help from your office by the students?

6   What are the causes of students' problems in your university?

7   What guidance & counselling services do you provide in the university?

8   Does the guidance and counselling department in your university have a counselling room/ office?

9   How many counsellors does your university have?

10 What are the common problems reported by students for your help?

11 In your own view, how effective is the guidance and counselling services in mitigating students' psychosocial distress in the university?

12 In your opinion, what are some of the factors that hinder the provision of guidance and counselling services in your university?

13 What is the response rate?

14 What suggestions would you give for improving guidance and counselling services in university?

15 What measures do you think should be put in place by the university to make sure that the guidance and counselling office prevents psychosocial distress among students?

Thank you for your cooperation and be blessed

Appendix F: Interview Schedule for Deans of Students

University type_____

Date of interview_____

1) What is your highest academic qualification?

    i) Diploma   [   ]

    ii) Bachelor Degree   [   ]

    iii) Masters   [   ]

    iv) PhD   [   ]

    Any other? Specify

2 In your view, what are the major stressors in the university?

3 What are the common stress related cases reported by student?

4 What is your opinion on the level of consumption of guidance and counselling services by students?

5 What does the university do to make students aware of the guidance and counselling services available?

6 Kindly comment on the prevalence of psychosocial distress in your university?

7 In your opinion, what are some of the challenges that guidance and l department faces in your university that may affect the quality of the services offered?

SECTION III: Measures to be Taken to Enhance Effective Guidance and Counselling

8 In your opinion, what are some of the strategies that the university can adopt to ensure improved guidance and counselling services in managing psychosocial distress in the university?

9 What measures do you think should be put in place by the university management to make sure that the guidance and counselling services are embraced fully by students?

Additional information

That was all I really wanted to ask you. I'll quickly read back to you what you have said so that we can make sure that I have understood you correctly.

(Summarize the main points made by the interviewee.)

Is there anything you would like to add?

Thank you very much for your help with this research

Appendix G: Likert Analysis of Students Perceptions of Guidance and Counselling

Crosstab						
				sex of respondents		
name of institution				Female	Male	Total
SAUT	Students experience problem in University	Strongly Agree	Count	33	47	80
			% of Total	16.6%	23.6%	40.2%
		Agree	Count	22	64	86
			% of Total	11.1%	32.2%	43.2%
		Undecided	Count	12	11	23
			% of Total	6.0%	5.5%	11.6%
		Disagree	Count	3	4	7
			% of Total	1.5%	2.0%	3.5%
		Strongly Disagree	Count	2	1	3
			% of Total	1.0%	.5%	1.5%
	Total		Count	72	127	199
			% of Total	36.2%	63.8%	100.0%
Mzumbe University	Students experience problem in University	Strongly Agree	Count	47	50	97
			% of Total	27.3%	29.1%	56.4%
		Agree	Count	41	23	64
			% of Total	23.8%	13.4%	37.2%
		Undecided	Count	0	6	6
			% of Total	0.0%	3.5%	3.5%
		Disagree	Count	3	1	4
			% of Total	1.7%	.6%	2.3%
		Strongly Disagree	Count	1	0	1
			% of Total	.6%	0.0%	.6%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%
SAUT	University has good guidance and services	Strongly Agree	Count	18	27	45
			% of Total	9.0%	13.6%	22.6%
		Agree	Count	41	78	119
			% of Total	20.6%	39.2%	59.8%
		Undecided	Count	9	17	26

			% of Total	4.5%	8.5%	13.1%
		Disagree	Count	2	4	6
			% of Total	1.0%	2.0%	3.0%
		Strongly Disagree	Count	2	1	3
			% of Total	1.0%	.5%	1.5%
	Total		Count	72	127	199
			% of Total	36.2%	63.8%	100.0%
Mzumbe University	University has good guidance and counselling services	Strongly Agree	Count	18	12	30
			% of Total	10.5%	7.0%	17.4%
		Agree	Count	39	33	72
			% of Total	22.7%	19.2%	41.9%
		Undecided	Count	14	14	28
			% of Total	8.1%	8.1%	16.3%
		Disagree	Count	17	13	30
			% of Total	9.9%	7.6%	17.4%
		Strongly Disagree	Count	4	8	12
			% of Total	2.3%	4.7%	7.0%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%
SAUT	Counsellors not friendly to students	Strongly Agree	Count	18	14	32
			% of Total	9.0%	7.0%	16.1%
		Agree	Count	25	50	75
			% of Total	12.6%	25.1%	37.7%
		Undecided	Count	18	35	53
			% of Total	9.0%	17.6%	26.6%
		Disagree	Count	6	21	27
			% of Total	3.0%	10.6%	13.6%
		Strongly Disagree	Count	5	7	12
			% of Total	2.5%	3.5%	6.0%
	Total		Count	72	127	199
			% of Total	36.2%	63.8%	100.0%
Mzumbe University	Counsellors not friendly to students	Strongly Agree	Count	4	6	10
			% of Total	2.3%	3.5%	5.8%
		Agree	Count	21	8	29

			% of Total	12.2%	4.7%	16.9%
		Undecided	Count	8	18	26
			% of Total	4.7%	10.5%	15.1%
		Disagree	Count	27	20	47
			% of Total	15.7%	11.6%	27.3%
		Strongly Disagree	Count	32	28	60
			% of Total	18.6%	16.3%	34.9%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%
SAUT	University teaching Guidance and counselling	Strongly Agree	Count	17	14	31
			% of Total	8.5%	7.0%	15.6%
		Agree	Count	39	63	102
			% of Total	19.6%	31.7%	51.3%
		Undecided	Count	13	39	52
			% of Total	6.5%	19.6%	26.1%
		Disagree	Count	2	10	12
			% of Total	1.0%	5.0%	6.0%
		Strongly Disagree	Count	1	1	2
			% of Total	.5%	.5%	1.0%
	Total		Count	72	127	199
			% of Total	36.2%	63.8%	100.0%
Mzumbe University	University teaching Guidance and counselling	Strongly Agree	Count	18	20	38
			% of Total	10.5%	11.7%	22.2%
		Agree	Count	35	32	67
			% of Total	20.5%	18.7%	39.2%
		Undecided	Count	9	10	19
			% of Total	5.3%	5.8%	11.1%
		Disagree	Count	20	9	29
			% of Total	11.7%	5.3%	17.0%
		Strongly Disagree	Count	9	9	18
			% of Total	5.3%	5.3%	10.5%
	Total		Count	91	80	171
			% of Total	53.2%	46.8%	100.0%
SAUT			Count	5	5	10

	Guidance and counselling given to student with HIV positive	Strongly Agree	% of Total	2.5%	2.5%	5.0%
		Agree	Count	28	36	64
			% of Total	14.1%	18.1%	32.2%
		Undecided	Count	22	52	74
			% of Total	11.1%	26.1%	37.2%
		Disagree	Count	9	19	28
			% of Total	4.5%	9.5%	14.1%
		Strongly Disagree	Count	8	15	23
			% of Total	4.0%	7.5%	11.6%
	Total		Count	72	127	199
			% of Total	36.2%	63.8%	100.0%
Mzumbe University	Guidance and counselling given to student with HIV positive	Strongly Agree	Count	3	5	8
			% of Total	1.7%	2.9%	4.7%
		Agree	Count	9	14	23
			% of Total	5.2%	8.1%	13.4%
		Undecided	Count	6	6	12
			% of Total	3.5%	3.5%	7.0%
		Disagree	Count	20	8	28
			% of Total	11.6%	4.7%	16.3%
		Strongly Disagree	Count	54	47	101
			% of Total	31.4%	27.3%	58.7%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%
SAUT	Guidance and counselling office located in open space	Strongly Agree	Count	16	25	41
			% of Total	8.0%	12.6%	20.6%
		Agree	Count	34	61	95
			% of Total	17.1%	30.7%	47.7%
		Undecided	Count	9	19	28
			% of Total	4.5%	9.5%	14.1%
		Disagree	Count	6	17	23
			% of Total	3.0%	8.5%	11.6%
		Strongly Disagree	Count	7	5	12
			% of Total	3.5%	2.5%	6.0%
	Total		Count	72	127	199

			% of Total	36.2%	63.8%	100.0%
Mzumbe University	Guidance and counselling office located in open space	Strongly Agree	Count	11	10	21
			% of Total	6.4%	5.8%	12.2%
		Agree	Count	19	16	35
			% of Total	11.0%	9.3%	20.3%
		Undecided	Count	10	14	24
			% of Total	5.8%	8.1%	14.0%
		Disagree	Count	24	16	40
			% of Total	14.0%	9.3%	23.3%
		Strongly Disagree	Count	28	24	52
			% of Total	16.3%	14.0%	30.2%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%
SAUT	Guidance and counselling department lack competent counsellors	Strongly Agree	Count	17	18	35
			% of Total	8.6%	9.1%	17.7%
		Agree	Count	28	66	94
			% of Total	14.1%	33.3%	47.5%
		Undecided	Count	17	30	47
			% of Total	8.6%	15.2%	23.7%
		Disagree	Count	5	10	15
			% of Total	2.5%	5.1%	7.6%
		Strongly Disagree	Count	5	2	7
			% of Total	2.5%	1.0%	3.5%
	Total		Count	72	126	198
			% of Total	36.4%	63.6%	100.0%
Mzumbe University	Guidance and counselling department lack competent counsellors	Strongly Agree	Count	10	6	16
			% of Total	5.9%	3.5%	9.4%
		Agree	Count	33	21	54
			% of Total	19.4%	12.4%	31.8%
		Undecided	Count	12	18	30
			% of Total	7.1%	10.6%	17.6%
		Disagree	Count	18	19	37
			% of Total	10.6%	11.2%	21.8%
			Count	18	15	33

		Strongly Disagree	% of Total	10.6%	8.8%	19.4%
	Total		Count	91	79	170
			% of Total	53.5%	46.5%	100.0%
SAUT	Students not aware of services provided	Strongly Agree	Count	14	18	32
			% of Total	7.1%	9.1%	16.2%
		Agree	Count	36	65	101
			% of Total	18.2%	32.8%	51.0%
		Undecided	Count	17	33	50
			% of Total	8.6%	16.7%	25.3%
		Disagree	Count	4	8	12
			% of Total	2.0%	4.0%	6.1%
		Strongly Disagree	Count	1	2	3
			% of Total	.5%	1.0%	1.5%
	Total		Count	72	126	198
			% of Total	36.4%	63.6%	100.0%
Mzumbe University	Students not aware of services provided	Strongly Agree	Count	21	17	38
			% of Total	12.2%	9.9%	22.1%
		Agree	Count	34	29	63
			% of Total	19.8%	16.9%	36.6%
		Undecided	Count	6	10	16
			% of Total	3.5%	5.8%	9.3%
		Disagree	Count	17	13	30
			% of Total	9.9%	7.6%	17.4%
		Strongly Disagree	Count	14	11	25
			% of Total	8.1%	6.4%	14.5%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%
SAUT	Counsellors not keeping student information	Strongly Agree	Count	10	7	17
			% of Total	5.0%	3.5%	8.5%
		Agree	Count	29	49	78
			% of Total	14.6%	24.6%	39.2%
		Undecided	Count	20	51	71
			% of Total	10.1%	25.6%	35.7%
		Disagree	Count	7	10	17

			% of Total	3.5%	5.0%	8.5%
		Strongly Disagree	Count	6	10	16
			% of Total	3.0%	5.0%	8.0%
	Total		Count	72	127	199
			% of Total	36.2%	63.8%	100.0%
Mzumbe University	Counsellors not keeping student information	Strongly Agree	Count	6	7	13
			% of Total	3.5%	4.1%	7.6%
		Agree	Count	13	17	30
			% of Total	7.6%	9.9%	17.4%
		Undecided	Count	20	15	35
			% of Total	11.6%	8.7%	20.3%
		Disagree	Count	17	15	32
			% of Total	9.9%	8.7%	18.6%
		Strongly Disagree	Count	36	26	62
			% of Total	20.9%	15.1%	36.0%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%
SAUT	conselors lacks privacy and confort	Strongly Agree	Count	5	12	17
			% of Total	2.5%	6.1%	8.6%
		Agree	Count	28	37	65
			% of Total	14.1%	18.7%	32.8%
		Undecided	Count	22	53	75
			% of Total	11.1%	26.8%	37.9%
		Disagree	Count	8	13	21
			% of Total	4.0%	6.6%	10.6%
		Strongly Disagree	Count	8	12	20
			% of Total	4.0%	6.1%	10.1%
	Total		Count	71	127	198
			% of Total	35.9%	64.1%	100.0%
Mzumbe University	counsellors lacks privacy and comfort	Strongly Agree	Count	5	13	18
			% of Total	2.9%	7.6%	10.5%
		Agree	Count	21	13	34
			% of Total	12.2%	7.6%	19.8%
		Undecided	Count	19	17	36

			% of Total	11.0%	9.9%	20.9%
		Disagree	Count	21	21	42
			% of Total	12.2%	12.2%	24.4%
		Strongly Disagree	Count	26	16	42
			% of Total	15.1%	9.3%	24.4%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%
SAUT	Guidance and counselling office doesn't help students to cope with stress	Strongly Agree	Count	7	10	17
			% of Total	3.5%	5.0%	8.5%
		Agree	Count	30	44	74
			% of Total	15.1%	22.1%	37.2%
		Undecided	Count	22	48	70
			% of Total	11.1%	24.1%	35.2%
		Disagree	Count	9	18	27
			% of Total	4.5%	9.0%	13.6%
		Strongly Disagree	Count	4	7	11
			% of Total	2.0%	3.5%	5.5%
	Total		Count	72	127	199
			% of Total	36.2%	63.8%	100.0%
Mzumbe University	Guidance and counselling office doesn't help students to cope with stress	Strongly Agree	Count	12	15	27
			% of Total	7.0%	8.7%	15.7%
		Agree	Count	24	18	42
			% of Total	14.0%	10.5%	24.4%
		Undecided	Count	11	15	26
			% of Total	6.4%	8.7%	15.1%
		Disagree	Count	21	16	37
			% of Total	12.2%	9.3%	21.5%
		Strongly Disagree	Count	24	16	40
			% of Total	14.0%	9.3%	23.3%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%
SAUT	Guidance and counselling services not important	Strongly Agree	Count	3	8	11
			% of Total	1.5%	4.0%	5.5%
		Agree	Count	17	22	39

			% of Total	8.5%	11.1%	19.6%
		Undecided	Count	21	50	71
			% of Total	10.6%	25.1%	35.7%
		Disagree	Count	18	29	47
			% of Total	9.0%	14.6%	23.6%
		Strongly Disagree	Count	13	18	31
			% of Total	6.5%	9.0%	15.6%
	Total		Count	72	127	199
			% of Total	36.2%	63.8%	100.0%
Mzumbe University	Guidance and counselling services not important	Strongly Agree	Count	2	4	6
			% of Total	1.2%	2.3%	3.5%
		Agree	Count	5	8	13
			% of Total	2.9%	4.7%	7.6%
		Undecided	Count	5	3	8
			% of Total	2.9%	1.7%	4.7%
		Disagree	Count	16	10	26
			% of Total	9.3%	5.8%	15.1%
		Strongly Disagree	Count	64	55	119
			% of Total	37.2%	32.0%	69.2%
	Total		Count	92	80	172
			% of Total	53.5%	46.5%	100.0%

Appendix H: Focus Group Discussion Guide

Instructions

Discuss each of these questions as comprehensively as possible with the aim of suggesting possible solutions to each case.

1. In your opinions, what are the stressors in the universities? (To probe)

2. What are your opinions on the prevalence of psychosocial distress in the universities?

3. What are your opinions on the following features of guidance and counselling services in your university: Counsellors behaviour, location of offices, confidentiality and availability?

4. In your opinion, why do you think students don't seek help at the guidance and counselling office?

5. What do you think the university should do that can encourage students to use the guidance and counselling services in the universities? (To probe)

6. What recommendations would you give to the university authority on how to improve guidance and counselling services in the universities? (To probe for ideas)

7. Discuss and recommend intervention measures for minimizing psychosocial distress among students in the universities? (To probe for ideas)

Thank you very much for your cooperation

Appendix I: Reliability Statistics for The GHQ-12

Cronbach's Alpha	Part 1	Value	.882
		N of Items	6[a]
	Part 2	Value	.892
		N of Items	6[b]
	Total N of Items		12
Correlation Between Forms			.845
Spearman-Brown Coefficient	Equal Length		.916
	Unequal Length		.916
Guttman Split-Half Coefficient			.916

Appendix J: Reliability Statistics for Students Perception on Guidance and Counseling Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
.815	.795	12

Appendix K: GHQ-12 (Comparison of Universities)

GHQ-12	name of institution	N	Mean	Std. Deviation	Std. Error Mean
been feeling unhappy	SAUT	204	2.94	.947	.066
	Mzumbe University	173	2.04	1.075	.082
been thinking of self as worthless person	SAUT	204	3.06	.886	.062
	Mzumbe University	171	1.95	1.034	.079
been losing confidence in yourself	SAUT	204	3.07	.913	.064
	Mzumbe University	173	2.18	1.100	.084
been feeling unhappy and depressed	SAUT	204	3.02	.926	.065
	Mzumbe University	173	2.07	1.032	.078
felt you could not overcome difficulties	SAUT	204	3.07	.828	.058
	Mzumbe University	173	2.18	1.082	.082
capable of making decision about things	SAUT	204	2.97	.895	.063
	Mzumbe University	173	2.13	1.003	.076
felt you could not overcome difficulties	SAUT	204	3.03	.893	.063
	Mzumbe University	173	1.93	.944	.072
been able to conce ntrete on whatever you are doing	SAUT	204	2.93	.987	.069
	Mzumbe University	173	1.91	.996	.076
Been able to enjoy normal activities	SAUT	204	2.90	.850	.060
	Mzumbe University	173	2.12	.990	.075
felt that you are playing useful part in things	SAUT	204	2.94	.921	.064
	Mzumbe University	172	2.09	.957	.073
Felt constantly under strain	SAUT	204	2.94	.971	.068
	Mzumbe University	170	1.99	1.006	.077
Lost much sleep over worry	SAUT	204	2.92	.944	.066
	Mzumbe University	173	2.32	1.165	.089
SAUT: MEAN SCORE		2.982	SD		0.913
MZUMBE: MEAN SCORE		2.075	SD		1.032

Appendix L: GHQ-12 Analysis (Gender)

	sex of respondents	N	Mean	Std. Deviation	Std. Error Mean
been feeling unhappy	Female	164	2.45	1.120	.087
	Male	207	2.58	1.089	.076
been thinking of self as worthless person	Female	162	2.41	1.118	.088
	Male	207	2.65	1.077	.075
been losing confidence in yourself	Female	164	2.56	1.158	.090
	Male	207	2.73	1.035	.072
been feeling unhappy and depressed	Female	164	2.45	1.098	.086
	Male	207	2.69	1.067	.074
felt you could not overcome difficulties	Female	164	2.55	1.115	.087
	Male	207	2.73	.991	.069
capable of making decision about things	Female	164	2.55	1.064	.083
	Male	207	2.59	1.009	.070
felt you could not overcome difficulties	Female	164	2.35	1.067	.083
	Male	207	2.65	1.059	.074
been able to concentrate on whatever you are doing	Female	164	2.38	1.109	.087
	Male	207	2.52	1.123	.078
Been able to enjoy normal activities	Female	164	2.45	1.011	.079
	Male	207	2.60	.979	.068
felt that you are playing useful part in things	Female	164	2.49	1.077	.084
	Male	206	2.58	.978	.068
Felt constantly under strain	Female	163	2.35	1.051	.082
	Male	205	2.62	1.108	.077
Lost much sleep over worry	Female	164	2.50	1.116	.087
	Male	207	2.74	1.060	.074
FEMALE		2.457	SD		1.092
MALE		2.64	SD		1.047

Appendix M: Required Sample Size as a Function of Population Size and Desired Accuracy (Within 5%, or 1%) at the 95% Confidence Level

	Sampling Error		
	5%	3%	1%
Size of the Population	Minimum sample size required		
50	44	48	50
100	79	92	99
200	132	169	196
500	217	343	476
1,000	278	521	907
2,000	322	705	1,661
5,000	357	894	3,311
10,000	370	982	4,950
20,000	377	1,033	6,578
50,000	381	1,066	8,195
100,000	383	1,077	9,706
1,000,000	384	1,088	9,800

Example of how this table works:

If you are sampling from a population that consists of 50 people and you want to be 95% confident that your results will be within 5% of the true percentage in the population, you need to randomly sample at least 44 people

Note: Table provided by David Van Amburg of Market Source, Inc.

Appendix N: Sampling Formulae

$$n_i = \frac{N_i \; x \; n}{N}$$

Where,

n_i = Number of members in the sample from strata i for i = 1, 2,

N_i = Number of members in the population from strata i for i = 1, 2,

N = Number of members in the entire population

n = Sample size

Appendix O: Map of Tanzania

Appendix P: Introduction Letter from Moi University

MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8   P.O. Box 3900
       (053) 43555   Eldoret, Kenya
Fax: (053) 43555

An ISO 9001: 2008 CERTIFIED INSTITUTION

REF: EDU/D.Phil/PGP/1002/16   **DATE:** 20th June, 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: JAMES OLOLO OTIENO ~ EDU/D.PHIL/PGP/1002/16

This is to confirm that the above mentioned is a bonafide Second year student undertaking a Doctor of Philosophy (PhD) Degree Programme in **(Educational Psychology)** in the Department of Educational Psychology, School of Education.

He has completed his course work, defended his research proposal successfully and he is currently finalizing on his PhD thesis titled **"Students' Perception of Guidance and Counseling Services in Mitigating Psychosocial Distress in Selected Universities in Tanzania,"** to facilitate submission.

Kindly allow him to collect data in your universities.

Thank you.

21/06/2018

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

Appendix Q: Research Permit from Mzumbe University

MZUMBE UNIVERSITY
(CHUO KIKUU MZUMBE)

E-mail: mu@mzumbe.ac.tz
Tel: +255 023 2604380/1/3/4
Fax: +255 023 2604382
Cell: +255 0754 694029
Website: www.mzumbe.ac.tz

P.O BOX1,
MZUMBE
MOROGORO, TANZANIA
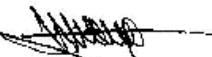
REF. No. MU/OF/R.2/1/VOL.II/148

29th June, 2018

Dean,
School of Education,
MOI University,
P.O. Box 3900,
Eldoret, KENYA.

RE: JAMES OLOLO OTIENO – EDU/D.PHIL/PGP/1002/16

Reference is hereby made to your letter Ref. No. EDU/D.Phil/PGP/1002/16 dated 20th June, 2018 on the above heading.

I am glad to inform you that, the University, has granted permission for **MR. OLOLO OTIENO, EDU/D.PHIL/PGP/1002/16** to collect data under the Directorate of Students' Welfare. He has been allowed to collect data starting from 28th June, 2018 to 29th August, 2018.

Yours sincerely,

Heneriko Kafwenji,
FOR: VICE CHANCELLOR

Cc: Director of Students' Welfare
     MZUMBE UNIVERSITY

Appendix R: Research Permit from SAUT

ST. AUGUSTINE UNIVERSITY OF TANZANIA
The Office of Deputy Vice Chancellor for Academic Affairs
P.O. Box 307 - Mwanza

Ref. No. SAUT/AC/02/43   6th July 2018

- Moi University
Dean School of Education
P.O. Box 3900
KENYA

Re: RESEARCH CLEARANCE FOR JAMES OLOLO OTIENO

Refer to your letter dated 20th June 2018 with Ref. No. EDU/D.PHIL/PGP/1002/16. We wish to inform you that the request on the named subject above for data collection on research topic titled: *"Students' Perception of Guidance and Counseling Services in Mitigating Psychosocial Distress in Selected Universities in Tanzania"* has been granted.

Mr. James Ololo Otieno is welcome to report to the SAUT Director of Postgraduate Studies, Research and Consultancy office for more directives as to which departments would be relevant to his study and later on to the Public Relations Officer who shall introduce him to the respondents.

Yours sincerely,

Prof. Pontien Ndabaneze
Deputy Vice Chancellor for Academic Affairs

cc: Director of Postgraduate Studies, Research and Consultancy
Dean of Students
PRO
Mr. James Ololo Otieno

Tel: +028 29 81186 / 028 29 81187   E-mail: dvcaa@saut.ac.tz
Fax: 028 29 81185   Website: http://www.saut.ac.tz