



Research Article

EVALUATION OF THE IMPLEMENTATION OF GUIDANCE COUNSELLING SERVICES ON STUDENTS' NEEDS IN SOME STATE UNIVERSITIES IN CAMEROON

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ABSTRACT

This study was designed to evaluate the implementation of guidance counselling services on students' needs in some state universities in Cameroon. The study employed the mixed method with a concurrent nested research design. The target population comprised of 148,740 students with 54 guidance counsellors from university of Buea, University of Yaoundé 1, University of Bamenda and University of Dschang. 12 personnel in charge of guidance counselling in Ministry of Higher Education also constituted the target population. The sample population was made up of 1260 students, 39 practicing guidance counselors, 3 head of service in charge of guidance counselling in the universities and 1 head of service in charge of guidance counselling in the Ministry of Higher Education. An evaluation questionnaire and interview guide were used as instrument for data collection. The statistical package for social science version 25 with the use of descriptive and inferential statistics was use to analyse quantitative data. The descriptive statistical tools used are frequency count, percentages, mean, standard deviation and multiple responses. Pearson test was used to test hypothesis. Qualitative data was analyse using the thematic analysis approach. The findings of the study revealed that information service, orientation service, personal counselling service, administrative service, placement and follow-up service, referral services were all provided but the provision of these services were rated low by both counsellors and students, with students giving a much lower rating mean of 0.16 below the cut-off point of 0.5 on a mean scale of 0-1 than the counsellors mean of 2.44 below the cut-off point of 2.5 on a mean scale of 1-4. The findings of the study also showed that group sessions on guidance curriculum and evaluation services were the least provided service by the guidance counsellors. It was also revealed that the implementation of guidance counselling services had a moderate effect on 345 students. The study recommended that guidance counsellors should integrate contemporary comprehensive counselling methods in order to reach out to many students. There's also need for the

government to formulate clear policies that influence effective implementation of guidance counselling services in Cameroon Universities in order to meet the 21st century needs of students.

KEYWORDS

Evaluation, Implementation, Guidance Counselling, student's needs.

INTRODUCTION

Evaluation is indispensable if educational programmes are to survive the 21st century challenges. Sustainability and quality in educational programmes are derived through programme evaluation. Evaluation in guidance counselling is a procedure that is used to determine the level to which a school guidance counselling programme is in place and functioning fully which permits judgment's to be made on the progress of the programme, with the use of evaluation standards derived from the framework of the guidance counselling programme (Gysbers and Henderson, 2006). In order to elucidate the importance of evaluation, UNESCO (2000) reiterated that implementers can only know the worth of a programme or service through evaluation research. Similarly, Onuka (2006) purported that the main rationale for evaluation is to determine the attainment of programme objectives, programme accountability and the challenges that hinder the attainment of programme objectives. In submission to the above statement, evaluation therefore helps to determine the effectiveness of a programme. Emil (2015) added that programme evaluation contributes to the quality services through the provision of feedback from programme activities and outcomes to those who can make quality innovative changes on the programme or those who decide which services are to be provided. UNESCO (2000) added that evaluation in guidance counselling seeks to ascertain if the programme has met the desired objectives or not. Evaluation provides valuable information needed for programme planning,

decision making, and continual improvement on the existing programme. Thus, the main purpose of evaluation in guidance counselling is to ascertain if guidance counselling services are achieving their objectives of meeting learners' needs in educational institutions. Some of the problems faced by students in the 21st century have been blamed on the influx of information and communication technology.

The advent of information and communication technology has placed heavy demands on the lives of university students; this stems from the misuse of information and communication technology which has a negative impact on the personal/social, academic and career development of students. Aya and Deniz (2014) earlier reported that cyber victimization has caused depression and anxiety among youths. Ozden & Icellioglu (2014) found out that most frequent usage of information and communication technology among youths were pornography, cyber bullying, and gossiping. Youths were also found addicted to internet making it tedious for them to concentrate on their studies which hampered their ability to function normally in a society (Shapira et al, 2003). Furthermore, Wangeri, Kimani & Mutweleli (2021) found out that newly admitted students in the university were faced with problems of adjustment, academic, and career problems. Sandrock (2005) pinpointed that youths are faced with identity problems which is displayed in the way they wondered about their destination and some get lost in

procrastination. Education itself has its own challenges placed on student's as seen in its diverse needs of vocational choices and technological challenges (Nayak, 2007). More so, societal problems such as divorce, sexual harassment has devastating effects on the development of students (Gysber and Henderson, 2006).

Guidance Counseling in Cameroon universities has continued to be a problem despite the passing of many laws to guide its implementation. Decree No 92/264 of 19th December 1992 set up a sub department of academics and vocational counselling with specifications of Guidance Counselling mission in Cameroon Universities. Decree number 96 /235 of 9th October 1996 and decree No 98/231 of 28th September 1998 dwells on the implementation of government policies of vocational guidance counseling of students in Cameroon universities. This was meant to ensure research on different vocational studies, provision of information to students' profession and career. It also aimed to create openings for the placement of higher education graduates. The mission and activities of Guidance counsellors in Cameroon universities were governed by a circular letter No 00/003/MINESUP/DAO/SDOA 13th March 2000. According to this circular letter guidance counsellors are called upon to contribute to the success of the students by identifying the difficulties they encountered and also guide them in the search and identification of solutions to their difficulties through appropriate activities. Specifically, guidance counsellors in Cameroon universities will be responsible for providing information to the students and the general public on their field of studies, places of university training and also training opportunities offered in relations with the needs of socio professional milieu. Guidance counsellors are also responsible to assist students in making their choices

of training taking into account their respective aspirations, interest and students' academic requirements of each training and the current socioeconomic realities as well as the trends of the job market. Guidance counsellors in the universities shall carry out psychological testing aimed at identifying and solving cases of in adaptation and difficulties of learning in the university milieu. The educational laws of guidance counselling in Cameroon have an objective to meet students personal/social, academic and career needs. In order to achieve this objective, there's need for effective implementation of guidance counseling. However, despite the existence of guidance counselling in Cameroon state universities, students have been observed with different personal/ social, academic and career needs. University students in Cameroon state universities were observed with relationship problems, anxiety, indiscipline, drug abuse, career problems, adaptability problems and poor academic performance. Afumbong (2022) identified alcoholism, academic malpractices, indecent dressing, consumption of drugs, financial fraud as some of disruptive behaviors among students in Cameroon universities. Given the stakes mentioned above, the researcher ponders if guidance counselling services have been effectively implemented in order to meet the needs of university students. Based on these indicators, it was paramount to evaluate the implementation of these services. The study aimed at identifying the effective provision of guidance counselling services and also to ascertain the effects these services have on the needs of students in some state universities in Cameroon. In any educational institution the main services provided by professional guidance counselors include: information service, personal counselling service, orientation service, referral services, placement and follow-up service, evaluation service, administrative service and also

group counselling sessions based on guidance curriculum (Adomeh, 2006; Okwubunka, 1993).

In this light, Oluremi (2014) pinpointed that Guidance counselling services has proven to help students with their academic and personal needs. Nolan et al (2006) also highlighted that a well-planned organized guidance counselling service can effectively enhance students with the necessary self-managerial skills which will help improve their academic achievement and upgrade their understanding level. Albert Bandura in his social cognitive theory earlier demonstrated that environment greatly influence the behaviors of an individual. This implies that effective interventions of guidance counselors will help students reach their full potential. Information service entails the collection and processing of data on clients vocational, personal, social and academic needs. A well-informed student is not ignorant of the happenings in the society. Information service is paramount as it helps inform the student on valuable knowledge needed for their personal/social, academic and career development. Developing student's competence helps them make good choices. Information services dispatches knowledge on sports, recreational activities and many other sectors that is needed for student to reach their full potentials.

The process of information in Guidance Counselling entails the of collection, classifying, disseminating, storing and retrieving useful information for clients to make the right decisions needed for their personal/social, academic and career development. Counselling service is another service that is primordial for personal/social, academic and career development of university students. Okene (2013) pinpointed that guidance counsellors have a role to carryout face to face counselling sessions with students in order to help them with their personal, relationship, academic and

career problems. Gysbers & Henderson (1998) earlier highlighted that individual counselling aims at helping students identify problems and also provide students with the necessary aptitude needed to face their difficulties. Olayinka (1993) added that guidance counsellors should provide unconditional positive regards when carrying out individual counselling. Also, Guidance Counsellors in any educational milieu carry out orientation service which aims at helping students to understand, adapt, and adjust socially and psychologically to their new environment in order to pave a way for effective learning. Orientation's programmes are structured in a way that help students familiarized themselves with the new school, new students, new administrators, new lecturers, new, the rules and regulation of the institution, the availability and usage of school facilities, and also enabling students to be familiar with the neighborhood of the school (Ahmed, 2010). More so, it is the duty of guidance counselor's also carryout referral service in order to meet student's needs. Referral service here connotes to the act of officially sending a client or a counselee to an expert who is capable of handling the client problems. Okene (2013) elucidated that guidance counsellors are responsible for referring visual, auditory, physical challenged students to appropriate specialist capable of properly handling the problems of clients.

Apart from referral service, guidance counsellors also make use of placement and follow-up service which help learners make use of different opportunities. Seyoum, (2011) established that effective placement of students in the rightful institutions enables educational and social progress of the student. Follow up services are provided in order to evaluate how effective the placement activity was and also to gather information needed for innovations with regards to former student's experience. Furthermore, Group counselling

is also a necessity that enables guidance counsellor to meet student's needs. Group counseling is an interactive relationship that involve one or two counselors with more than one counselee or clients with the purpose to discuss a common problem (Uwe, 2005). In order to carry out this important service, Guidance counsellors in educational milieu make use of contents in the guidance curriculum with the purpose to reach many students at once. Guidance curriculum is composed of structured developmental lessons that are designed to help students achieved the desired skills or competencies needed for their personal/social, academic and career development. Guidance curriculum is organized in a sequential and systematic format which is an ongoing process consisting of planning with a clear scope and sequence of instruction. Guidance curriculum is both preventive and proactive in nature (Gysber & Henderson, 2005; Fizer & Brown, 2011; ASCA, 2005; ASCA, 2007). Guidance curriculum is delivered through group activities, classroom instructions and responsive services (Dahir, Burman & Stone, 2009). More so, 21st century Guidance Counsellors also carryout evaluation services.

Evaluation services consist of reports on different services offered, time spent on each activity, the percentage of school counsellors and the numbers of students served. Evaluation should be an ongoing process that consist of collecting data from students, parents, teachers and also other personnel. The purpose of evaluation service is to examine the activities or services carried out by guidance counsellors and it entails the process of gathering feedback to ascertain the effectiveness of guidance counseling services (Davis, 2003). Effective evaluation enables counsellors to ascertain whether the goals and objectives of guidance counselling has been achieved. Evaluation services also entails psychological testing.

Kaplun et al (2005) saw psychological test as a set of items that are designed to measure the characteristics of human behaviors. Guidance counsellors make use of test in order to solve student's educational problems such as the need to group student's according to their abilities in order to identify the gifted from retarded and it also enable counsellors to provide effective counselling where need arises. School counsellors administer, correct and interpret scores of intelligences, aptitude and personality test. Psychological test generally helps learners to prepare for their exams and also develop their skills (Okene, 2013). Also, one of the roles for Guidance counsellors in the university is to carry out administrative activities to enable effective functionality of guidance counselling programmes that will enhance the personal/social, academic and career development of the students. In order to carry out administrative duties, it is important for guidance counsellors to plan and organised their activities which will serve as a guide for implementation. When activities are not planned, there will be no effective means for service delivery. The school guidance counselling plan is a developmental in design with sequential activities organised with the help of other educational personnel like teachers, school administrators, students and parents. (Pettersen, 2008).

A well organised guidance counselling plan will indicate the audience to be served, the objective of the activity or service, and the methods for service delivery (Gibson, 1990). Planning in guidance counselling is a necessity for effective implementation of guidance counselling with the purpose to help meet student's needs (ASCA, 2012). The university counsellors design school calendar's that shows the distributions of each guidance counselling activity or service and time allocation for the activity/ service. This calendar helps to sensitize the educational community on the

different activities of guidance counselling in school. Counselling calendars shows the expectation of guidance counselling and also provide an opportunity for students, parents, teachers and other school personnel to take part in the programme. ASCA (2005) highlighted main points in guidance counselling calendar: calendars should pinpoint grade levels, dates and activities, planning should be published and distributed to pertinent people like students, parents, teachers and other educational personnel, calendar should also indicate time and period for programme evaluation, and calendars should be posted per week or per month. According to the policies of ministry of education in Cameroon, guidance counsellors in university institutions has a mission in drawing up of statistics in order to identify the trends from a counselling point of view and inform the university authorities about them. They also have a mission to analyse the end of semester academic results of each department with the aim to make observations that can improve the internal and external output of training system and also, they are responsible in conceiving and designing counselling brochures and other university documents with the help of other university officials.

Research Methodology

The research design adopted in this study was the mixed method with a concurrent nested research design which made use of both quantitative and qualitative data. The target population comprised of 148,740 students, 54 Guidance Counsellors with head of counselling services from university of Buea, University of yaounde 1, university of Bamenda, and University of Dschang. Also, 12 personnel in charge of guidance counselling from human resource Ministry of

higher education in Cameroon constituted the target population. The sample population was made up of 1260 students, 39 Guidance Counsellors, with 3 heads of service in charge of guidance counselling in the universities. Also 1 head of service from the human resource in charge of Guidance Counselling in the Ministry of Higher Education was selected. An evaluation questionnaire and interview guide were used as instrument for data collection.

The statistical package for social science version 25 with the use of descriptive and inferential statistics was use to analyse quantitative data. The descriptive statistical tools used are frequency count, percentages, mean, standard deviation and multiple responses set which aimed at calculating the summary of findings for each variable for a quick comprehension of the overall findings. In order to test the hypotheses of the study, the Pearson test was used because the data for the variables were approximately normally distributed based on the statistics of the test of normality assumption trend of the data. Qualitative data was analyse using the thematic analysis approach.

Findings

What services do guidance counsellors provide in order to meet students' needs in some state universities in Cameroon?

The provision of counselling services to students were examined in eight domains which are information service, individual counselling, orientation service, referral service, placement and follow-up service, group sessions on guidance curriculum, evaluation services, and administrative services.

Table 1:

Counsellors Implementation of Counselling Services

Counselling services	SA	Stretched A	D	SD	Collapsed SA/A	D/SD	Mean	Std. Dev
Information service								
I usually provide students with the valuable information needed for their personal/social development	18 (50.0%)	15 (41.7%)	1 (2.8%)	2 (5.6%)	33 (91.7%)	3 (8.3%)	3.36	.798
I usually provide students with valuable information needed for their academic success	13 (36.1%)	22 (61.1%)	0 (0.0%)	1 (2.8%)	35 (97.2%)	1 (2.8%)	3.31	.624
I usually provide students with valuable information needed for their career training / development	11 (30.6%)	15 (41.7%)	9 (25.0%)	1 (2.8%)	26 (72.2%)	10 (27.8%)	3.00	.828
I usually attend seminars or conferences in order to obtain information needed for students' development	7 (19.4%)	12 (33.3%)	14 (38.9%)	3 (8.3%)	19 (52.8%)	17 (47.2%)	2.64	.899
I usually communicate appropriate information to parents or university administrators with regard to students' warfare	2 (5.6%)	5 (13.9%)	21 (58.3%)	8 (22.2%)	7 (19.4%)	29 (80.6%)	2.03	.774
Subtotal response	51 (28.3%)	69 (38.3%)	45 (25.0%)	15 (8.3%)	120 (66.7%)	60 (33.3%)	2.87	.785
Individual Counselling Service								
I usually conduct individual counselling to help students with their needs	19 (52.8%)	14 (38.9%)	1 (2.8%)	2 (5.6%)	33 (91.7%)	3 (8.3%)	3.39	.803
Students are comfortable during individual counselling sessions.	6 (16.7%)	14 (38.9%)	9 (25.0%)	7 (19.4%)	20 (55.6%)	16 (44.4%)	2.53	1.000
I usually conduct counselling with university administrators/ lecturers with purpose to meet students' needs	4 (11.1%)	5 (13.9%)	17 (47.2%)	10 (27.8%)	9 (25.0%)	27 (75.0%)	2.08	.937

I usually conduct counselling with parents in order to meet students' needs	2 (5.6%)	3 (8.3%)	18 (50.0%)	13 (36.1%)	5 (13.9%)	31 (86.1%)	1.83	.811
Subtotal response	31 (21.5%)	36 (25.0%)	45 (31.3%)	32 (22.2%)	67 (46.5%)	77 (53.5%)	2.46	.888
Orientation service								
Newly admitted students in the university are orientated to their different specialties	18 (50.0%)	11 (30.6%)	4 (11.1%)	3 (8.3%)	29 (80.6%)	7 (19.4%)	3.22	.959
Our service usually organizes "open door days" for student's career orientation	5 (13.9%)	13 (36.1%)	13 (36.1%)	5 (13.9%)	18 (50.0%)	18 (50.0%)	2.50	.910
I usually orientate parents with regards to their children general warfare	2 (5.6%)	5 (13.9%)	20 (55.6%)	9 (25.0%)	7 (19.4%)	29 (80.6%)	2.00	.793
Our services usually organize visits to different professional schools or enterprises to help build students career development	0 (0.0%)	4 (11.1%)	21 (58.3%)	11 (30.6%)	4 (11.1%)	32 (88.9%)	1.81	.624
Our service usually organizes "student saloon" for student's career needs	0 (0.0%)	9 (25.0%)	16 (44.4%)	11 (30.6%)	9 (25.0%)	27 (75.0%)	1.94	.754
Our university usually organize orientation day for academic and professional needs of students	10 (27.8%)	17 (47.2%)	0 (0.0%)	9 (25.0%)	10 (27.8%)	26 (72.2%)	2.03	.736
Subtotal response	25 (11.6%)	52 (24.1%)	91 (42.1%)	48 (22.2%)	77 (35.6%)	139 (64.4%)	2.25	.796
Referral services								
I usually refer students to appropriate services in the school or community to help them with their personal/social needs	5 (13.9%)	23 (63.9%)	5 (13.9%)	3 (8.3%)	28 (77.8%)	8 (22.2%)	2.83	.775
I usually refer students to appropriate services in the school or community to help them with their academic needs	4 (11.1%)	20 (55.6%)	11 (30.6%)	1 (2.8%)	24 (66.7%)	12 (33.3%)	2.75	.692
I usually refer students to appropriate services in the	4 (11.1%)	17 (47.2%)	14 (38.9%)	1 (2.8%)	21 (58.3%)	15 (41.7%)	2.67	.717

school or the community to help them with their career needs

Subtotal response	13 (12.0%)	60 (55.6%)	30 (27.8%)	5 (4.6%)	73 (67.6%)	35 (32.4%)	2.75	.728
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Placement and follow up service

I usually help students transition from the university education to their future place of work	3 (8.3%)	14 (38.9%)	18 (50.0%)	1 (2.8%)	17 (47.2%)	19 (52.8%)	2.53	.696
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I usually prepare students for admission to other vocational institutions or higher institutions	1 (2.8%)	14 (38.9%)	19 (52.8%)	2 (5.6%)	15 (41.7%)	21 (58.3%)	2.39	.645
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I usually prepare students for labour market	1 (2.8%)	17 (47.2%)	17 (47.2%)	1 (2.8%)	18 (50.0%)	18 (50.0%)	2.50	.609
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Subtotal response	5 (4.6%)	45 (41.7%)	54 (50.0%)	4 (3.7%)	50 (46.3%)	58 (53.7%)	2.47	.650
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Group sessions on Guidance Curriculum

There's a written Guidance curriculum used by Guidance Counsellors in our service	2 (5.6%)	14 (38.9%)	18 (50.0%)	2 (5.6%)	16 (44.4%)	20 (55.6%)	2.44	.695
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Topics in the Guidance Curriculum focuses on the 21 st century needs of students	2 (5.6%)	6 (16.7%)	19 (52.8%)	9 (25.0%)	8 (22.2%)	28 (77.8%)	2.03	.810
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The Guidance Counselling Curriculum also have specific activities for other members of the educational community	0 (0.0%)	3 (8.3%)	22 (61.1%)	11 (30.6%)	3 (8.3%)	33 (91.7%)	1.78	.591
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The Guidance Curriculum lessons are conducted regularly in group forums	0 (0.0%)	3 (8.3%)	21 (58.3%)	12 (33.3%)	3 (8.3%)	33 (91.7%)	1.75	.604
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Subtotal response	4 (2.8%)	26 (18.1%)	80 (55.6%)	34 (23.6%)	30 (20.8%)	114 (79.2%)	2.00	.675
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Evaluation service

I usually carryout personal evaluation to assess the attainment of Guidance counselling objectives	3 (8.3%)	12 (33.3%)	15 (41.7%)	6 (16.7%)	15 (41.7%)	21 (58.3%)	2.33	.862
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Our services periodically organize meetings to evaluate the attainment of General objectives of the implementation of Guidance counselling	0 (0.0%)	5 (13.9%)	25 (69.4%)	6 (16.7%)	5 (13.9%)	31 (86.1%)	1.97	.560
I usually carryout psychological testing to determine student's problems	3 (8.3%)	5 (13.9%)	15 (41.7%)	13 (36.1%)	8 (22.2%)	28 (77.8%)	1.94	.924
Subtotal response	6 (5.6%)	22 (20.4%)	55 (50.9%)	25 (23.1%)	28 (25.9%)	80 (74.1%)	2.08	.782
Administrative service								
There's a written mission statement of Guidance counselling in our service	9 (25.7%)	14 (40.0%)	5 (14.3%)	7 (20.0%)	23 (65.7%)	12 (34.3%)	2.71	1.073
The activities of Guidance counselling in our universities are well organize	1 (2.8%)	9 (25.0%)	23 (63.9%)	3 (8.3%)	10 (27.8%)	26 (72.2%)	2.22	.637
There's a Guidance counseling calendar outlining the different activities to be carried out in Guidance counselling	1 (2.8%)	14 (38.9%)	19 (52.8%)	2 (5.6%)	15 (41.7%)	21 (58.3%)	2.39	.645
Our school Guidance counselling plan is drawn with the consent of university administrators	0 (0.0%)	13 (36.1%)	19 (52.8%)	4 (11.1%)	13 (36.1%)	23 (63.9%)	2.25	.649
Our services usually draw statistics during registration in collaboration with the university authorities	3 (8.3%)	22 (61.1%)	10 (27.8%)	1 (2.8%)	25 (69.4%)	11 (30.6%)	2.75	.649
Our service usually analyzes academic results at the end of each semester	3 (8.3%)	18 (50.0%)	13 (36.1%)	2 (5.6%)	21 (58.3%)	15 (41.7%)	2.61	.728
Our service usually designed counselling brochures/documents with information of the university	5 (13.9%)	21 (58.3%)	8 (22.2%)	0 (0.0%)	26 (76.5%)	8 (22.2%)	2.91	.621
Sub-total response	22 (8.8%)	111 (44.6%)	97 (39.0%)	19 (7.6%)	133 (53.4%)	116 (46.6%)	2.55	.715
Overall total response	157 (12.5%)	421 (33.5%)	497 (39.5%)	182 (14.5%)	578 (46.0%)	679 (54.0%)	2.44	.755

With reference to information service, in overall, finding showed that 66.7% guidance counsellors provided information service to students while 33.3% did not but the provision of information service is not that high given that the overall mean value is 2.87 below 3.0 on a scale of 1-4. Specifically, 97.2% (35) of guidance counsellors accepted to usually provide students with valuable information needed for their academic success. Similarly, 91.7% (33) accepted to usually provide students with the valuable information needed for their personal/social development while 8.3% (3) disagreed. Also, 72.2% (26) of guidance counsellors accepted to usually provide students with valuable information needed for their career training / development while 27.8% (17) did not. Finally, 80.2% (29) of guidance counsellors indicated not to usually communicate appropriate information to parents or university administrators with regard to students' warfare while a few 19.4% (7) do.

Furthermore, with reference to individual counselling service, in overall, 46.5% of guidance counsellors accepted to provide such service to students while 53.5% do not. The overall mean value of 2.46 even below the cutoff point of 2.5 indicates that provision of counselling service is low. Specifically, 91.7% (33) of guidance counsellors agreed to usually conduct individual counselling to help students with their needs but, 86.1% (31) did not usually conduct counselling with parents in order to meet students' needs. Also, more of guidance counsellors 75.0% (27) do not usually conduct counselling with university administrators/ lecturers with purpose to meet students' needs while 25.0% (9) do. Finally, while 55.6% (20) of guidance counsellors accepted to the fact that students are comfortable during individual counselling, 44.4% (16) did not.

To elucidate, with reference to orientation service, in overall, 35.6% of guidance counsellors accepted to provide such service to students while more of them 64.4% did not. The overall mean of 2.25 below the cutoff point of 2.5 on a mean scale of 1-4 indicates that provision of orientation service is low. Specifically, while 80.6% (29) of guidance counsellors accepted to orientate newly admitted students in different specialties, 19.4% (7) did not. More of guidance counsellors 88.9% (32) of the counsellors disagreed to organize visits to different professional schools or enterprises to help build students career development while 11.1% (4) accepted. Similarly, 80.6% (29) disagreed to usually orientate parents with regards to their children general warfare while 19.4% (7) did. Also, more of guidance counsellors 75.0% (27) disagreed to organize "student saloon" for student's career needs while 25.0% (9) accepted. Finally, half of guidance counsellors 50% (18) accepted to provide open door orientation for students while another half 50% (18) disagreed.

Furthermore, with reference to referral service, in overall, 67.6% of guidance counsellor offers such service while 32.4% did not. However, the overall mean value of 2.75 below 3.0 on a scale of 1-4 implies that referral service is not high. Specifically, 77.8% (28) of guidance counsellors accepted to usually refer students to appropriate services in the school or community to help them with their personal/social needs while 22.2% (8) did not. Also, 66.7% (24) accepted to usually refer students to appropriate services in the school or community to help them with their academic needs while 33.3% (12) did not. Finally, 58.3% (21) agreed to usually refer students to appropriate services in the school or the community to help them with their career needs while 41.7% (15) did not.

Concerning placement and follow up service, in overall, 46.3% of guidance counsellors accepted to offer such service while 53.7% did not. The overall mean value of 2.47 below the cutoff point of 2.5 on a mean scale of 1-4 implies that provision of such service is low. Specifically, half of the guidance counsellors 50% (18) accepted to usually prepare students for labour market while another half 50% (18) disagreed. Similarly, 47.2% (17) accepted to usually help students transition from the university education to their future place of work while 52.8% (19) disagreed. Finally, 41.7% (15) agreed to usually prepare students for admission to other vocational institutions or higher institutions while 58.3% (21) disagreed.

Based on group sessions of guidance curriculum, in overall 20.8% accepted to offer such service while many 79.2% did not. The overall mean of 2.00 below 2.5 on a mean scale of 1-4 implies that the provision of group sessions on guidance curriculum is low. Specifically, 91.7% (33) of guidance counsellors disagreed that Guidance Counselling Curriculum have specific activities for other members of the educational community and lessons are conducted regularly in group forums while 8.3% (3) accepted. Finally, 77.8% (28) of guidance counsellors disagreed that topics in the Guidance Curriculum focuses on the 21st century needs of students while 22.2% (8) accepted.

Furthermore, as concern evaluation service, in overall, 25.9% of guidance counsellor carried out such service while many 74.1% did not and the overall mean of 2.08 below 2.5 on the mean scale of 1-4 implies that evaluation service is low. Specifically, many of guidance counsellors 86.1% (31) disagreed to that their services periodically organize meetings to evaluate the attainment of general objectives of the implementation of guidance counselling while 13.9% (5) accepted. Furthermore, 77.8% (28) of the counsellors

disagreed to usually carry out psychological testing to determine students' problems while 22.2% (8) accepted. Finally, 58.3% (21) disagreed to usually carry out personal evaluation to assess the attainment of guidance counselling objectives while 41.7% (15) accepted.

Based on administrative service, overall, 53.4% of guidance counsellors agreed to carry on such service while 46.6% did not. However, the overall mean value of 2.55 below 3.0 on a mean scale of 1-4 implies that administrative service is not high. Specifically, 76.5% (26) of guidance counsellors accepted to usually while designed counselling brochures/documents with information of the university 22.2% (8) disagreed. Similarly, 69.4% (25) accepted to draw statistics during registration in collaboration with the university authorities while 30.6% (11) disagreed. Furthermore, 65.7% (23) accepted that there is a written mission statement of Guidance counselling in their service while 34.3% (12) disagreed.

Furthermore, more of guidance counsellors 72.1% (26) disagreed that activities of Guidance counselling in their universities are well organized while 27.8% (10) accepted. Also, more of guidance counsellors 63.9% (23) disagreed that school guidance counselling plan is drawn with the consent of university administrators while 36.1% (13) accepted. Finally, 58.3% (21) disagreed that there's a guidance counseling calendar outlining the different activities to be carried out in guidance counselling while 41.7% (15) agreed. Generally, and in overall, provision of guidance counselling services was low as indicated by an overall mean value of 2.44 below the cutoff point of 2.5 on a scale of 1-4. In addition to the above services, some guidance counsellors participate in pedagogic activities like invigilation of exams and teaching, participate in administrative work like file treatment. Below is a figure on the guidance

and counselling services from the perspective of guidance counsellors and judgment made.

Table 2:

Students' Opinion on Counselling Services

Counselling services	Yes	No	Mean	Std. Dev
Information service				
Are you aware of the existence of Guidance Counselling?	552 (45.5%)	661 (54.5%)	.46	.498
Do you know where the office of the university Counsellor is located?	273 (22.5%)	940 (77.4%)	.23	.418
Are you aware of the different services offered by your university Guidance Counsellor?	258 (21.3%)	955 (78.7%)	.22	.417
Does your Guidance Counsellor provide you with information related to your personal/social development?	237 (19.5%)	976 (80.5%)	.20	.397
Does your Counsellor provide you with information related to your academic development?	263 (21.7%)	950 (78.3%)	.22	.412
Does your Guidance Counsellor provide you with information related to your career development?	190 (15.7%)	1023 (84.3%)	.16	.364
Does your Guidance Counsellor communicate appropriate information to your parents/guidance?	97 (8.0%)	1116 (92.0%)	.08	.271
Sub-total response	1870 (22.0%)	6621 (88.0%)	.22	.397
Orientation service				
Did your Guidance Counsellors orientate you to your specialty when you were newly admitted into the university?	309 (25.5%)	904 (74.5%)	.25	.436
Did you receive any orientation from your Guidance Counsellors to help you adapt to your university environment?	336 (27.7%)	877 (72.3%)	.28	.448
Have you received any career orientation from your Guidance Counsellors since your stay in the university?	246 (20.3%)	967 (79.7%)	.20	.402
Have you ever visited an enterprise or training institution with your university counsellors in order to know the different employment options or training produces in Cameroon?	113 (9.3%)	1100 (90.7%)	.09	.291

Has a guest speaker or a professional from a training institution/company ever spoken to you about your career?	346 (28.5%)	867 (71.5%)	.29	.452
Sub-total response	1350 (22.3%)	4715 (77.7%)	.22	.406
Referral service				
Have your Guidance Counsellors ever referred you to other services in the community to help with your personal problems?	201 (16.6%)	1012 (83.4%)	.17	.372
Have your Guidance Counsellors ever referred you to other services in the community to help with your academic problems?	200 (16.5%)	1013 (83.5%)	.16	.371
Have your Guidance Counsellors ever referred you to other services in the community to help with your career problem?	181 (14.9%)	1032 (85.1%)	.15	.356
Sub-total response	582 (16.0%)	3057 (84.0%)	.16	.366
Placement and follow up services				
Does your university counsellor attend meetings with regard to your warfare?	225 (18.5%)	988 (81.5%)	.19	.389
Does your university counselor prepare you for admission to other vocational institutions or higher institutions?	243 (20.0%)	970 (80.0%)	.20	.400
Do your university Guidance counselors prepare you for transition to place of work after university?	225 (18.5%)	988 (81.5%)	.19	.389
Sub-total response	693 (19.0%)	2946 (81.0%)	.19	.393
Personal or individual counselling				
Have you been in a face-to-face counselling (personal counselling) with your university counsellor since your stay in the university?	309 (25.5%)	904 (74.5%)	.25	.436
Do your Guidance Counsellor carryout personal counselling frequently?	240 (19.8%)	973 (80.2%)	.20	.399
Do you think other students also visit the university Guidance Counsellor for personal counselling?	553 (45.6%)	660 (54.4%)	.46	.498
Does your Guidance Counsellor meet your parents privately to discuss issues related to you?	104 (8.6%)	1109 (91.4%)	.09	.280
Sub-total response	1206 (24.9%)	3646 (75.1%)	.25	.403
Psychological evaluation				
Has your Guidance Counsellor ever administered a psychological test on you in order to diagnose your problem?	84 (6.9%)	1129 (93.1%)	.07	.254

Has your Guidance Counsellor ever administered psychological test on you in order to orientate you towards your appropriate career?	84 (6.9%)	1129 (93.1%)	.07	.254
Has your Guidance Counsellor passed any evaluation form to asses if you have gained any knowledge after your guidance counselling session?	108 (8.9%)	1105 (91.1%)	.09	.285
Sub-total response	276 (7.6%)	3363 (92.4%)	.08	.264
Group sessions on Guidance Curriculum				
Does your university have a written program in Guidance Counselling with topics based on your needs?	0 (0.0%)	1213 (100%)	0	0
Is Guidance Counselling scheduled in your university time table?	0 (0.0%)	1213 (100%)	0	0
Does your Guidance Counsellor organize group forum where he/she dispatches training sessions of the Guidance Curriculum?	0 (0.0%)	1213 (100%)	0	0
Does your Guidance Counselor carryout need assessment frequently to innovate their Guidance program?	0 (0.0%)	1213 (100%)	0	0
Is the Guidance program framed to assist you with 21st century skills needed for long life learning?	0 (0.0%)	1213 (100%)	0	0
Sub-total response	0 (0.0%)	6065 (100%)	0	0
Overall response	5977 (14.1%)	36390 (85.9%)	.16	.316

With respect to students' opinion on provision of guidance counselling services, only 22.0% of them accepted that information service is provided while majority 88.0% denied. The overall mean of 0.22 below 0.5 on a scale of 0-1 indicate that information service is low. Specifically, 92.0% (1116) of students denied that guidance counsellor communicates appropriate information to their parents/guidance while 8.0% (97) accepted. Similarly, 84.3% (1023) of students denied that Guidance Counsellor provide them with information related to their career development while 15.7% (190) accepted. Furthermore, 80.5% (976) of students denied that Guidance Counsellor provide them with information related to personal/social

development while 19.5% (237) accepted. Similarly, 78.7% (955) of students are not aware of the different services offered by their university Guidance Counsellor while 21.3% (258) are aware. Finally, 78.3% (950) denied that Counsellor provide them with information related to academic development while 21.7% (263) accepted.

With reference to orientation service, only 22.3% of students accepted that orientation is provided while many of them 77.7% denied. The overall mean value of 0.22 below 0.5 on a scale of 0-1 indicates that orientation service is low. Specifically, 90.7% (1100) of students have never visited an enterprise or training institution with their university counsellors in order to

know the different employment options or training produces in Cameroon while 9.3% (113) have done so. Also, 79.8% (967) of students have not received any career orientation from their Guidance Counsellors since their stay in the university while 20.3% (246) have received. Similarly, 74.5% (904) denied been orientate since admitted in the university. Finally, more of the students 72.3% (877) denied being orientated on adaption to university environment by guidance counsellor while 27.7% (336) have.

Based on referral service, many of the students 84.0% have never been referred while 16.0% have been referred. The overall mean value of 0.16 below 0.5 on a scale of 0-1 indicates that referral service is low. Specifically, 85.1% (1032) of students indicate that their guidance counsellor have never them to services in the community when having career problems while 14.9% (181) have. Similarly, 83.5% (1013) have never been referred to services in the community when having academic problems while 16.5% (200) have. And, 83.4% (1012) of students have not been referred services in the community when having personal problems while 16.6% (201) have been referred.

To elucidate, based on placement and follow up service, many of the students 81.0 denied to have receive such service while 19.0% accepted to have received. The overall mean value of 0.19 below 0.5 on a scale of 0-1 indicates that placement and follow-up service is low. Specifically, 81.5% (988) of students denied that their university counsellor attends meetings with regard to their warfare and prepare them for transition to place of work after university while 18.5% (225) accepted. Lastly, 80.0% (970) of students denied that their university counselor prepares them for admission to other vocational

institutions or higher institutions while 20.0% (243) accepted.

Based on psychological evaluation, 92.4% of students said is not done while 7.6% said is done. The overall mean value of 0.08 below 0.5 on a scale of 0-1 indicates that psychological evaluation service is very low. Specifically, 93.1% (1129) of students denied that their Guidance Counsellor ever administered a psychological test on them to diagnose their problems and orientate them while 6.9% (84) agreed. Finally, 91.1% (1105) of students denied that their guidance counsellor has passed evaluation form for assessment while 8.9% (108) agreed

Concerning personal counselling, many of the students 75.1% denied to have received such counselling while 24.9% agreed to have received. The overall mean value of 0.25 below 0.5 on a scale of 0-1 indicates that personal counselling service is low. Specifically, 91.4% (1109) of students indicate that guidance counsellor does not meet their parents privately to discuss issues related to them while 8.6% (104) accepted. Also, 80.2% (973) of students denied that counsellors carried out frequent personal counselling. Finally, 54.4% (660) denied that other students meet the guidance counsellors for personal counselling while 45.6% (553) accepted. Lastly, based on guidance curriculum, none of the students opined that such service is provided. Generally, the overall mean of value of 0.16 below 0.5 on a scale of 0-1 indicates that the provision of guidance and counselling services is low. Below is a figure on students' opinion on the provision of guidance and counselling services

Interview Response for DHR at MINESUP and Head of Service on Provision of Guidance Counselling in State Universities

Table 3:

DHR at MINESUP and Head of Service for Guidance Counselling Opinion on Provision of Guidance Counselling in State Universities and Type Mostly Provided

	Themes	Quotation
Do you think Guidance Counselling services are provided in Cameroon state universities?	Yes, orientation service and personal counselling	“The main services that Guidance Counsellors provide in the university is the orientation service” (Respondent: Male; 50 years of age and 24 years of work experience)” “Orientation services are mostly provided especially during pre-registration. Also, personal counselling is also provided to students that come for it”. (Respondent: Female; Age 40, and 13 years of work experience)”
If yes what are the services that are mostly provided by university Counsellors?		“Yes, The most services provided is the orientation and personal counselling services.....”. (Respondent: Female; Age 39, and 12 years of work experience) “Yes, the most services provided is the orientation and personal counselling services....”. (Respondent: Female; Age 38, and 8 years of work experience)

As depicted on the table above, all those interviewed opined that guidance counselling is done in the university and the service(s) most rendered are orientation and personal counselling as depicted in some statement “...The main services that Guidance Counsellors provide in the university is the orientation service”(Respondent: Male; 50 years of age and 24 years of work experience). “Yes, The most services provided is the orientation and personal counselling

services....”. (Respondent: Female; Age 38, and 8 years of work experience). From the above responses of those interviewed, it is clear that guidance and counselling services provided to the universities are limited. This again tied with the opinion from guidance counsellors and students that revealed that in as much as guidance counselling services are provided, the provision rate is low.

Table 4:

DHR at MINESUP and Head of Service for Guidance Counselling Opinion on Special Department Supervising the Implementation of Guidance Counselling

Themes	Quotation
No special supervision department	“Not quite because most of the supervision done is general supervision from the ministry. There’s no special supervision department that is delegated to monitor the progress of guidance counselling in state universities. Guidance Counsellors in the university usually write reports and send to us”. (Respondent: Male; 50 years of age and 24 years of work experience). “Answer: usually, the supervision that we have are not specific commission for guidance counselling. It is usually a general supervision from MINESUP. Guidance counselling doesn’t not have inspectors appointed

strictly for university Counsellors” (Respondent: Female; 39 years of age and 12 years of work experience).

“NO, because the supervision that was done was a general supervision for all personnel working in our university. It wasn’t meant only for guidance counsellors.” (Respondent: Female; 40 years of age and 13 years of work experience).

“Is been long we have supervision from MINESUP. So the Answer is No”. (Respondent: Female; 36 years of age and 8 years of work experience).

Furthermore, finding out from those interviewed, (DHR at MINESUP and head of service from three state universities sample for the study), all of them opined that there is no special department supervising the effective implementation of guidance counselling in state universities as depicted in some statements “.....Not quite because most of the supervision done is general supervision from the ministry. There’s no special supervision department that is delegated to monitor the progress of guidance counselling in state

universities. Guidance Counsellors in the university usually write reports and send to us.....”....(Respondent: Male; 50 years of age and 24 years of work experience). “.....NO, because the supervision that was done was a general supervision for all personnel working in our university. It wasn’t meant only for guidance counsellors.....” (Respondent: Female; 40 years of age and 13 years of work experience).

Table 5:

Perceived Effect of Guidance Counselling Services on Students’ Needs

Pearson test		Students' needs			Overall correlation coefficient value
		Social / development need	Academic need	Career need	
Implementation of counselling services	R-value	.285**	.295**	.218**	.298**
	p-value	.000	.000	.000	.000
	N	345	345	342	345
Social/development need	R-value	1	.698**	.668**	.912**
	p-value		.000	.000	.000
	N	345	345	345	345
Academic need	R-value	.698**	1	.722**	.882**
	p-value	.000		.000	.000
	N	345	345	345	345
Career need	R-value	.668**	.722**	1	.860**
	p-value	.000	.000		.000
	N	345	345	345	342

** . Correlation is significant at the 0.01 level (2-tailed).

Statistically, findings showed that implementation of guidance counselling services significantly correlate with students' needs (R-value 0.298**, > critical value of 0.0619, p-value 0.000 < 0.05). The positive sign of the correlation value implies that students' needs are more likely to be met when guidance counselling program is effectively implemented. The influence that effective implementation of guidance counselling services has on students' needs was consistent as indicated by a double asterisk (**) on the correlation value. The effective implementation of guidance counselling program was found to significantly and, positively correlate with all three types of students' needs. Furthermore, the analysis also showed that the attainment of students' specific needs also strong and significantly influence the attainment of other needs. This implies that the attainment of students' one need can go a long way to influence the attainment of other needs.

DISCUSSION

Evaluation of the implementation of Guidance Counselling services on students' needs in some state universities in Cameroon

Guidance counsellors in state universities accepted to the provision of information service, counselling service, orientation service, referral service, placement and follow up service, group sessions on guidance curriculum, evaluation service and administrative service. However, the provision of these services was rated low. The services that were highly provided in state universities are referral and information services. Majority of the guidance counsellors referred students to appropriate communities to help them with their personal/social, academic and career needs. Guidance counsellors provided more information on academic, personal and social needs of students. The least services that were provided by guidance counsellors

were group sessions on guidance curriculum and evaluation services.

On the part of the student's opinion on the provision of guidance counselling services very few of them accepted to the provision of information service, orientation service, referral service placement and follow up service, personal counselling and psychological evaluation meanwhile no student accepted to the provision of group sessions on guidance curriculum. More so, according to students' point of view, psychological evaluation was also the least service provided by guidance counsellors

In order to provide more detailed information on the provision of guidance counselling service in Cameroon state universities an interview was conducted with Human Resource department in Ministry of Higher Education and Head of service for guidance counselling in state universities. The results from the interview showed that the most rendered guidance counselling service in state universities were orientation and personal counselling service. Which indicates that the provision of guidance and counselling service in state universities are limited, this again tied with the opinion from guidance counsellors and students that revealed that in as much as guidance counselling service are provided the provision rate is low. The testing of hypothesis also revealed that the implementation of guidance counselling has a moderate effect on the needs of university students. These findings are in line with the works of some researchers like Boitt (2016) who found out that the service delivery of guidance counsellors were not fully implemented and most of the program component was poorly implemented. Also, these findings are concurrent with the work of Wango (2006) who carried out a study on policy and practice in guidance and counselling in secondary schools in Kenya with the aim to evaluate the

secondary school guidance and counselling programme in line with the current changes. The researcher found out that the provision of guidance counselling services in Kenya secondary school were highly fragmented in scope. Also, Newa et al (2021) carried out research on the factor influencing uptake of career counselling services among university students in Nairobi city county Kenya and found out that there was low level of implementation of counselling services.

More so, the findings of Oseiwu (2014) are in line with this research because it was disclosed that the level of guidance counselling services among the students in Kogi university was low and there was a significant influence of guidance counselling in student academics performance who had received guidance counselling service compared with those who did not receive the service. This is in line with the findings because out of 1213 respondents only 345 students made use of the counselling service and there was a moderate effect of these services on the 345 students. Furthermore, the results of the findings are in line with those of Khalid et al (2020) who examined guidance counselling service in Punjab, Pakistan higher education institutions and found out that the provision of guidance counselling was limited in scope compared to the student population of the university.

CONCLUSION

The research sought to evaluate the implementation of Guidance counselling services on students' needs in some state universities in Cameroon. The findings of the study revealed that information service, orientation service, personal counselling services, administrative services, placement and follow up services, referral services were provided. However, the provision of these services was rated low by both guidance counsellors and students with students

giving a lower rating than Guidance Counsellors. The least service that was provided by guidance counsellors were group sessions on guidance curriculum and evaluation services. Further statistics showed that implementation of guidance counselling services significantly correlate with students' needs. Thus, the study revealed that the implementation of guidance counselling services moderately impacted the respondents that utilized the services of guidance counsellors. Based on the results of the findings, there's need for guidance counsellors to integrate contemporary comprehensive approach of counselling to their traditional approach in order to reach many students because out of 1213 respondents, only 345 made use of guidance counselling services. There's also need for formulation of a clear concise policies on effective implementation of guidance counselling.

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