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**EVALUATION OF THE IMPLEMENTATION OF GUIDANCE  
COUNSELLING PROGRAMME ON STUDENT'S NEED IN  
SOME STATE UNIVERSITIES IN CAMEROON.**

Thesis in Curriculum and Evaluation defended on the 6<sup>th</sup> of November 2024, Faculty  
of Education.

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## DECLARATION

I, Ashu Bessem Kate, registration No. 14Z3307, Department of Curriculum and Evaluation, in the Faculty of Education, University of Yaounde 1, hereby declare that this work titled: “**Evaluation of the Implementation of Guidance Counselling Programme on students need in some State Universities in Cameroon**” is my original work. It has not been presented in any application for a degree or any academic pursuit. I have sincerely acknowledged all borrowed ideas nationally and internationally through citations.

Date \_\_\_\_\_

Signature \_\_\_\_\_

## CERTIFICATION

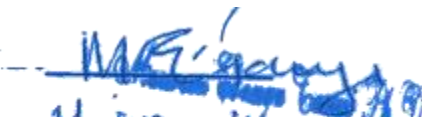

This is to certify that this study titled: Evaluation of the implementation of Guidance Counselling Programme on student's need in some state universities in Cameroon was carried out by Ashu Bessem Kate, matricule, 14Z3307, a student of the Department of Curriculum and Evaluation in the University of Yaounde I. This is in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy (Ph. D) in Curriculum Development and Evaluation, University of Yaounde I.

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## **DEDICATION**

To my children EnowEbot Therese Kajoh, Prince Rio Enow Ebot and Amira Peace Enow Ebot.

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## ABSTRACT

The main objective of this study was to evaluate the implementation of guidance counselling programme on students' needs in some state universities in Cameroon. Three evaluation models and two theories were used in the study. A mixed method with a concurrent nested research design consisting of quantitative and qualitative approaches were employed. The target population of the study comprised of 148,740 students, 54 Guidance Counsellors from university of Buea, University of Yaounde1, University of Bamenda and University of Dschang. 12 personnel from human resource department in charge of Guidance Counselling in the Ministry of Higher Education also constituted the target population of the study. The sample population was made up of 1260 students, 39 Guidance Counsellors, 3 heads of service in charge of guidance counselling and 1 head of service in human resource personnel in MINESUP. An evaluation questionnaire and interview guide were used for data collection. The statistical package for social science version (SPSS) version 25, with the use of descriptive and inferential statistics were used to analyse quantitative data. Qualitative data was analyse using the thematic analysis approach. The findings of the study revealed that information service, orientation service counselling service, administrative service, placement and follow-up service, referral service were provided. However, both guidance counsellors and students rated the implementation low 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 with a mean of 2.44 below the cut-off point of 2.5 on a mean scale of 1-4. It was also revealed that group sessions on guidance curriculum was the least implemented. Also, the implementation of evaluation service was rated low. The results of the findings of the use of digital technology in guidance counselling was also rated very low. The findings also showed that resources needed for effective implementation of guidance counsellors were not available. It was also revealed that guidance counsellors encountered a lot of difficulties during implementation. Furthermore, the study revealed that out of 1260 Respondents, only 345 Respondents made use of guidance counselling services. However, the implementation of guidance counselling services moderately impacted the 345 students that made use of the services. The study concluded that the general implementation was not effective. In order to improve on the future implementation of Guidance Counselling, the study proposed a comprehensive model for effective implementation of guidance counselling in Cameroon universities. The study recommended a revised clear comprehensive policy to be formulated on the objectives of guidance counselling, guidance curriculum and supervision of guidance counselling activities in order to improve on the provision of Guidance Counselling services. There is also need for counsellors to integrate contemporary comprehensive approach of counselling to their existing traditional approach in order to improve on future implementation of guidance counselling services. This implies that Guidance Counsellors need to effectively employ the use of digital technology in in Guidance Counselling in order to meet 21<sup>st</sup> century needs of students and also promote quality for sustainability in guidance counselling in Cameroon universities, thereby contributing to an emergent Cameroon in 2035.

**Key words: Evaluation, Implementation, Guidance Counselling, Students Needs, Universities.**

## RÉSUMÉ

Cette étude avait pour but d'évaluer la mise en œuvre du programme du conseil d'orientation par rapport aux besoins des étudiants dans les universités publiques du Cameroun. Trois modèles d'évaluation et deux théories ont été utilisés dans l'étude. Le modèle CIPP de Stufflebeam a été choisi comme cadre principal pour guider l'étude. Une méthode mixte avec un modèle de recherche emboîté simultané comprenant des approches quantitatives et qualitatives a été employée dans cette étude. La population cible de l'étude comprenait 148740 étudiants, 54 conseillers d'orientation des universités de Buea, de Yaoundé 1, de Bamenda et de Dschang. 12 membres du personnel du département des ressources humaines en charge du conseil d'orientation au sein du ministère de l'enseignement supérieur (MINESUP) ont également constitué la population cible de l'étude. L'échantillon de population était composé de 1260 étudiants, 39 conseillers d'orientation, 3 chefs de service chargés de l'orientation et 1 chef de service des ressources humaines du MINESUP. Un questionnaire d'évaluation et un guide d'entretien ont été utilisés pour la collecte des données. Le paquet statistique pour les sciences sociales (SPSS) version 25, avec l'utilisation de statistiques descriptives et inférentielles, a été utilisé pour analyser les données quantitatives. Les données qualitatives ont été analysées en utilisant l'approche de l'analyse thématique. Les résultats de l'étude ont révélé que des services d'information, d'orientation, de conseil, d'administration, de placement, de suivi et d'orientation ont été fournis. Cependant, tant les conseillers d'orientation que les étudiants ont estimé que la mise en œuvre était faible, les étudiants donnant une note moyenne beaucoup plus basse de 0,16 sous le seuil de 0,5 sur une échelle moyenne de 0 à 1 comparé aux conseillers avec une moyenne de 2,44 sous du seuil de 2,5 sur une échelle moyenne de 1 à 4. Il a également été révélé que les sessions de groupe sur le programme d'orientation étaient les moins mises en œuvre. De même, la mise en œuvre du service d'évaluation a été jugée faible. Les résultats de l'utilisation de l'outil numérique dans les programmes d'orientation ont également été jugés très faibles. Les résultats ont également montré que les ressources nécessaires à une mise en œuvre efficace des conseils d'orientation n'étaient pas disponibles. Il a également été révélé que les conseillers d'orientation ont rencontré de nombreuses difficultés lors de la mise en œuvre de leur programme. En outre, l'étude a révélé que sur les 1260 personnes interrogées, seules 345 ont utilisé les services de conseil d'orientation. Cependant, la mise en œuvre des services de conseil d'orientation a eu un impact modéré sur les 345 étudiants qui ont eu recours à ces services. L'étude a conclu que la mise en œuvre générale n'était pas efficace. Afin d'améliorer la mise en œuvre future du conseil d'orientation, l'étude a proposé un modèle complet pour sa mise en œuvre efficace dans les universités camerounaises. L'étude a recommandé la formulation d'une politique globale claire et révisée sur les objectifs du conseil d'orientation, le programme d'orientation et la supervision des activités de conseil d'orientation. Il est également nécessaire que les conseillers intègrent l'approche globale contemporaine du conseil à leur approche traditionnelle existante afin d'améliorer la mise en œuvre future du conseil d'orientation. Cela implique que les conseillers d'orientation doivent utiliser efficacement l'outil numérique dans le conseil d'orientation afin de répondre aux besoins du 21ème siècle des étudiants et de promouvoir la qualité pour la durabilité du conseil d'orientation dans les universités camerounaises, contribuant ainsi à un Cameroun émergent en 2035.

**Mots clés : Évaluation, Mise en œuvre, Conseil d'orientation, Besoins des étudiants, Universités.**

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## LIST OF ABBREVIATIONS

A/L	:	Advanced Level
ASCA	:	America School Counsellors Association.
CCAST	:	Cameroon College of Arts, Science and Technology
CEQ	:	Counsellor Evaluation Questionnaire
CIPP	:	Context, Input, Process, and Product.
CPCVC	:	Centre for Psychological Counselling and Vocational Choice
DRH	:	Department of Human Resource
ECA	:	Economic Commission for Africa
FALSH	:	Faculty of Arts, Letters and Social Science
FAWE	:	Forum for African Women Educationalist
FET	:	Faculty of Engineering and Technology
FS	:	Faculty of Science
FSE	:	Faculty of Education
GC	:	Guidance Counselling
GCE	:	General Certificate of Education
HTTC	:	Higher Teachers Training College
ICT	:	Information and Communication Technology
MINEDUC	:	Ministry of Education
MINESEC	:	Ministry of Secondary Education
MINESUP	:	Ministry of Higher Education
NGCD	:	National Guidance Counsellors Day
SEQ	:	Student's Evaluation Questionnaire
SPCVC	:	Service for Psychological Counselling and Vocational Choice.
SPSS	:	Statistical Package for Social Science.
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children Fund.
UNO	:	United Nations Organisation

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

Programme Evaluation is indispensable if educational programmes are to survive the 21<sup>st</sup> century challenges. Quality in educational programmes and sustainability are derived through programme evaluation. In order to elucidate the importance of programme evaluation, UNESCO (2000) pinpointed that programme implementers can only know the worth of a programme or service through evaluation research. Evaluation in guidance counselling is pivotal as it provides accountability data on the progress of the implementation and also provide a means to ascertain if the objectives of guidance counselling programme has been achieved. The main objective of guidance counselling in any educational institution is to help students with their personal/social, academic and career needs.

The fact that we live in challenging times, even more challenging as a result of the advent of Information and Communication Technology, which has placed heavy demands on the lives of students in the universities necessitate the need for Guidance Counselling in Higher Education. Also, as students transitioned from secondary high schools to university, they face different challenges such as personal/ social, academic and career challenges (Rickinso, 1998). University education can be less exciting to some students due to the problems they encounter. Some are faced with adaptation problems coupled with a confused identity which makes it difficult to find their way out. Despite the positive benefits of ICT usage, the impact of ICT misuse amongst students has a negative impact on their academic personal social and career development. Aya and Deniz (2014), earlier reported that cyber victimization has caused depression and anxiety amongst youths. Ozden & Icelliglu (2014) also found out that the most frequent usage of ICT amongst student were pornography, cyber bullying, gossiping and also making anonymous calls. More to this, some youths are addicted to the internet making it difficult for them to concentrate on their studies which also frustrate other daily activities (Shapira et al, 2003).

Wangeri, Kimani & Mutweleli (2021) found out that newly admitted students in the University were faced with adjustment challenges, academic problems and career difficulties. Santrock (2005) added that youths are always face with identity problems as seen in the way they wonder about their destination and some are loss in procrastination. Education itself has its own challenges affecting students as seen in its diverse needs of

vocational choices and technological challenges (Nayak, 2007). Learners that cannot meet up with the expected demands, rules and regulations of the educational institution become maladjusted (Tanyi, 2002). There are a lot of problems plaguing the society, such as divorce, sexual harassment, killings, teenage suicide which in turn have a devastating impact on the personal /social, academic and career development of the students (Gysbers and Henderson, 2006). Many freshly admitted students enter the university without any focus or planning. In as much as society is not static, so does student's needs. Students needs are constantly evolving as society evolve. Thus, there's need for university guidance counsellors to help guide students towards the right paths. Furthermore, students who didn't attained their objectives in life sometimes get frustrated at the end. This may lead to educational wastage, stagnation and societal starvation.

According to UNESCO (2012), the five pillars of educational programmes should aim at helping the learners to learn to know, to learn to do, to learn to live together, learn to be and learn to transform. Parker (1996), earlier noted that well-behaved citizens lead to good societies, which gives citizens chances to be fruitful in all aspects. Thus, there's need for guidance counsellors in the University to help mold students towards productivity so that they will be useful to themselves and the society. Guidance Counselling services are inevitable as its main objective is to help student in their personal /social, academic and career needs, thereby helping them to be fully functional in the society. A well-planned organized counselling service can effectively enhance students with the necessary self-managerial skills, which will in turn improve their academic achievement and upgrade their understanding level (Nolan et al, 2006). Furthermore, Oluremi (2014) concluded that guidance counselling programmes has proven to help students in their academic and personal challenges. This implies that effective implementation of guidance counselling programmes will help meet student's personal/social, academic and career needs. Thus, this chapter presents the historical background, contextual background, the conceptual background, theoretical background, Justification of the study, statement of the problem, research objectives, research questions, research hypotheses, significance of the study, and scope of the study.

### **Background to the study**

Before formal introduction of guidance counselling in educational institutions, there are a lot of evidence that shows that informal guidance and counselling has been carried out throughout history before the colonization of Africa by the western powers. An illustration

of the evidence was seen in the ways in which indigenous people depended on elders and chiefs for advice whenever they are face with life challenges or community dispute. Belkin (1974) pinpointed that ancient Greek's used concepts of counselling in which they socialized with one another. There was also the philosophical teaching of Plato and Aristotle in 16<sup>th</sup> century which involved aspect of guidance and counselling in Greece and Rome. More so, the Catholic priests during the Middle Ages practices the principle of confidentiality which is now used in modern counselling in educational institutions. It should be noted here that there were no school counsellors in the world before the turn of 20<sup>th</sup> century.

However, formal guidance counselling using textbooks started at the beginning of the 20<sup>th</sup> century (Lum, 2001). The factors that led to formal, guidance counselling was the need to guide individuals to select their right vocational choices during the period of industrial revolution. Another factor was to adjust workers behaviour in order to meet the right moral standards at work place (Schmid, 1997). Thus, the period of industrial revolution in America saw the emergent of guidance counselling (Gysbers and Henderson, 2006). In 1890, Franck Parson wrote a book on vocation. He led the vocational movement and was later named the father of vocational counselling. The vocational guidance movement main objective was to guide people in their job places to become skillful and fruitful in the society. Also in 1908, he opened a vocational office in London. He's main philosophy was to make people understand their strength and weaknesses which will help direct them to the right vocation. In 1918, the works of Parson had influence Uruguay and China. It should be noted here that counselling during this period was basically vocational in nature.

Nonetheless, between 1920's and 1930's there was high demand for counselling in educational institutions, apart from vocational needs, attention was also given to social personal and educational aspects of the individual. Unfortunately, the great depression of 1930's slowed the evolution of guidance counselling due to the fact that fund was not adequate to effectively run counselling activities. In 1938, George Dean Act was passed in America. This act helped provided the necessary fund for vocational counselling. Many people became aware of the importance of guidance counselling services after the second world war. The contributions of Carl Rogers accelerated the progress in developmental counselling psychology. Many people started using the Carl Rogers directive counselling approach which latter was called client centered counselling. Another major contributing factor of the development of formal guidance counselling was the Soviet Union launching of sputnik which led to the attribution of funds for counselling. The 1950's witness the

creation of American School Counsellors Association (ASCA). This association speed up the development of a comprehensive guidance counselling programme with standards, in which many countries are copying today. Guidance counseling started in France in 1922 and by 1930's Guidance Counselling was already integrated in their educational institutions. In Britain the main factor that led to the introduction of school counselling was to respond to the changes on school setting, family and the society as a whole. In Japan, the main objectives of guidance counselling were to develop student personal social skills and their career competence.

Formal guidance counselling was traced in Africa in 1960s. Makinde (1984) earlier opined that, the first organized formal career guidance service for students was held in Ibandan, Nigeria. Organizations such as Economic Commission for Africa (ECA), UNESCO, UNICEF and African Women Educational (FAWE), organized a training package on guidance counselling which was prepared by different African specialists in Botswana. The training package was comprised of eight modules namely, guidance, counselling, social work, behaviour development, Adolescent Reproductive Health Workshop Administration and gender sensitivity (Gordon, 2000). In Kenya Formal Guidance and Counselling started in 1963, which was as a result of the first guidance counselling career conference held in Kenya. The main objective of the Kenya conference was to take care of career needs in educational institutions (Oketch and Ngumba, 1999). Furthermore, Mutie and Ndumbuk (1999) added that, the objective of guidance counselling in Kenya was to help students understand themselves for optimum development.

The evolvement of guidance counselling in Cameroon can best be understood under two periods. Before National Independence and after National Independence (Bomda, 2008). Before Independence, formal education was introduced in Cameroon after the Germano-Douala treaty of July 1884. The Brazaville conference in 1944 laid the groundwork for school counselling in Cameroon. In 1945, the colonial authorities created the first educational guidance in Cameroon. It should be noted here that school counselling during this period was just a means to train workers to work for colonial powers, thus it was not for the benefits of the indigenes. The educational guidance in 1945 was done using distribution, selection and placement of work force. The colonial people practiced division of labour. The division of labour opened the way for specialty. After the Second World War, there was need to set up new administration in Africa, Cameroon was not left behind. General De Gaulle emphasizes the need for the indigenous people to take part in the direction of activities in

the country; this helped to accelerate the establishment of the 1946 constitution. This constitution led to the creation of the French union which paved the way for the indigenous people to do all the jobs which was mostly done through division of labour. Still in 1945, a psycho-technical service was created in Douala which was connected to public works. The main objective of this service was to choose staffs or man power to work in factories. Apprentices were also being trained in technical education centers. Trainees were directed on what to do and tasks were given to achieve earlier stated objectives. All these training was not to build Cameroon but it meant to rebuild France who was destroyed by the 2<sup>nd</sup> World War. Bomda (2008) went further to explain that, school guidance during this period was not based on advice given to students rather it was imposed on students as a result of the misuse of psychotechnical test, and students had no decision as far as their career future was concerned.

Another decree that accelerated the evolution of guidance counselling in Cameroon was decree No. 49 – 4192 of 26 December 1949. This decree was passed in Eastern part of Cameroon. The impact of this decree was the creation of psychological counselling and vocational choice Centre which was abbreviated in French as (C.P.O.S.P.S.). It is of interest to note here that this service was headed by a French Guidance Counsellor. The main concern of this center was to select professionals that were needed in the field. The center also had as an objective to organize tasks, supervise labour training for guidance purpose and also to rehabilitate soldiers that were disabled and handicapped as a result of the Second World War. However, the decree of 1949 didn't last for long because another decree was passed in 26<sup>th</sup> April 1951 which abolished the 1949 law. The impact of the 1951 decree was the replacement of C.P.O.S.P.S. for the service to psychological counselling and vocational choice (S.P.O.S.P). This service was greatly connected to the secretary general of local governor at the time.

On the 1<sup>st</sup> January 1960, Cameroon got its independence. One of the main preoccupations was to produce labour for the production of its own goods and services for the growth of the general economy. Thus, a decree was passed in 1963. Decree No. 63/46 CDR of 16 August created the service of vocational guidance and psychological studies meant to address labour problems. This led to the replacement of the former psychological counselling and vocational choice center. It should be noted here that this decree significantly speeds up the evolution of guidance counselling in Cameroon due to the fact that more attention was given to guidance counselling. Article 23 of this same decree set

forth a service to assist the Ministry of National Education in the planning and administration of psycho technical examination at different levels of education. This was meant to select pupils for both private and public schools, thus speeding up vocational counselling movements in Cameroon. The output of this orientation movement led to the establishment of vocational training and culture of school training academic guidance office under the service of MINEDUC which was functional latter in 1968. This ensured that the right labour force was employed.

Another remarkable event that led to the development of guidance counselling in Cameroon was the five-year development plan between 1966 to 1971. The five-year development plan stressed on the need to improve the quality training of students so as to enable the youths to be part of the economic and social development of Cameroon. This was also meant to avoid educational wastage. Thus, education at all level was envisioned to be profitable by all. Decree No. 68/DF/268 of 12 July 1968 led to the creation of a guidance counselling office within the auspices of MINEDUC. This office was meant to serve the general public. Its main objective was to provide information to both students and parents. Students got information related to their studies and their career path. Student's records were also evaluated in order to guide them on their growth. In order to do this effectively, they researched on the appropriate psychological methods needed in educational institution in Cameroon.

Despite the efforts made by the Cameroon government to effectively institutionalize guidance counselling in Cameroon, there was a shortage in the personnel. In response to this challenge, there was need to train personnel to meet the stated objectives of the commission. This led to the inclusion of UNESCO and French government to provide students with the necessary training skills needed in the field of guidance counselling in Cameroon. Due to increase demand of more personnel in the field, 20 Cameroonians were trained as guidance counsellors between 1968-1982. The trained personnel were meant to provide orientation services to Cameroonian youths in the territory. In addition to this, decree No 79/309 in 1979 created a department of guidance counselling in Higher Teachers Training College Yaounde. However, this decree only came to function in 16<sup>th</sup> November 1981 with the passage of Decree No. 284/B1/87/MINEDUC. It is of importance to note here that France assisted in the training of counsellors from 1982-1990. In 1991, Cameroon government fully took over the responsibility to train a large number of counsellors. In order to differentiate counsellors educational and vocational activities, a circular letter No. 06/G/59/MINEDUC/SG/DPOS

/SOCUP of 19<sup>th</sup> January 1989 was passed to this effect. This circular letter stressed on the fact that educational counselling will help develop the child's potential which will enable him/her to be fully functional in the society. The letter also pointed out students, parents, teachers, social workers and school administrators as partners of the counselling corps.

### **Contextual Background**

Every educational system that cares about performance, efficiency and behaviour should be based on Administration, pedagogy and educational counselling. It is against this background that the Cameroon educational policy saw it necessary to introduce educational counselling in its educational system. Act No 98/004 of 14<sup>th</sup> April 1998 emphasized on the orientation of students in educational institutions. Part III, Chapter 1, section 29 of the law states that "educational counselling and psychological activities shall be carried during the child's period of schooling at all level of education".

Decree No 92/264 of 29 December 1992 MINESUP set up a sub department of academic and vocational counselling and also gave specifications of guidance counselling mission in Cameroon public Universities. Decree No 96/235 of 9<sup>th</sup> October 1996 and Decree No 98/231 of 28<sup>th</sup> September 1998 was also passed in order to reinforce the organization of Guidance Counselling in public Universities. In responds to the above educational policies, the Ministry of Higher Education has since made efforts to send trained guidance counsellors from the Higher teachers training college to different state universities to help meet student's personal/social, academic and career needs. It is also interesting to note here that article 38 of Decree No 98/231 of 28<sup>th</sup> September 1998 dwells on the implementation of government policy of vocational guidance counselling of students, in public universities. This was meant to ensure research on different vocational studies, provision of information to students' professions and careers and also create openings for the placement of Higher Education graduates.

Furthermore, the mission and activities of Guidance Counselors in Cameroon universities were governed by a circular letter No 00/003/MINESUP/DAO/SDOA 13<sup>th</sup> March 2000. This circular letter clearly spelled out the missions and permanent activities of Guidance Counsellors in Universities environment. According to this circular letter, Guidance Counsellors are called upon to contribute to the success of the students by identifying the difficulties they encounter and also guide them in the search and identification of solutions to their difficulties through appropriate activities. This implies that

Guidance Counsellors shall be responsible for providing information to the students and the general public on their fields of studies and places of university training and also on the training opportunities offered in relation with the needs of socio professional milieu. Secondly, Guidance Counsellors will participate in the examination of pre-registration and registration files in the university faculties and professional schools. Thirdly, they are responsible to assist students in making their choices of training, taking into account their respective aspirations and interests, also their academic requirements of each training and the current socio-economic realities as well as the trends of the job market. Fourthly, guidance counsellors shall carry out psychological investigative discussions aimed at identifying and solving cases of inadaptation and difficulties in learning in the university milieu. Fifthly, Guidance Counsellors in the University shall be responsible in drawing up statistics on registration in order to identify the trends from a counselling point of view and also provide feedback to the University authorities on registration statistics. Sixthly, Guidance Counsellors shall analyze the end of semester academic results of each establishment in order to make observations that can improve the internal and external output of Cameroon training system. Guidance Counselors in the university institution has to describe periodically the daily psychosocial environment of the university with the aim to clarify the decisions of the university authorities.

As far as the organization of information campaigns on academic and vocational counselling is concerned, the above circular letter stated that information and sensitization on academic and vocational counselling should be developed using “open house week”, “student salon”, and “vocational week”. The open house week shall aim at arousing public interest and ensuring an extensive information of students and their parents on the importance and choice of field of training and also on the set of opportunities offered by each state university. It should be organized during the second semester of the academic year in all the provincial capitals. Guidance Counsellors working in establishments under the ministry of Education shall be closely associated in the conception and running of these activities. The second method of public sensitization is the “student saloon”. This method according to MINESUP (2000), need to be conceived and organized as a privileged meeting place for the training milieu and economic operators. An exchange of information amongst people will enable a better understanding of socio-economic realities aimed at making training system more productive and more adapted to its environment. According to this decree, the university is at training milieu which will help to strike a balance between training

and job opportunities. This will create an opportunity for economic operators who desire to carry out their marketing strategies to future job seekers through talks, conferences and exhibitions.

The third organization method according to MINESUP (2000) is the “academic and vocational counselling week”. This week should be organized during the interval between pre-registration and registration in order to make timely choices of fields of studies. This academic and vocational week will be organized by Guidance Counsellors with the help of university officials under the supervision of Ministry of Higher Education. At the end of each activity, the university rector or vice chancellor will need to send a report to the minister of higher education for purpose of information and exploitation. Thus, guidance counsellors in state universities have a mission to provide information services, counselling services, orientation services, referral services, placement services, evaluation and administrative services in order meet students personal/social, academic and career needs (MINESUP, 2000).

The programme also considered the provision of material resources. According to the above decree Guidance Counsellors and competent officials in the university shall be engage in conceiving and designing Counselling brochures and various leaflets and other material documents with the information of the university. The above decree went further to reiterate that the production of counselling documents should be done with the assistance of institutions, companies, public or private enterprise and economic operators who would wish to reserve some of the pages for publicity. In order to elucidate the importance of guidance counselling and the provision of resources in higher education system, the above decree emphases on the need for university officials in charge of Guidance Counselling to provide adequate consultation rooms, offices, basic equipment, access to statistics, scientific reviews, and other physical materials that are necessary for effective implementation of Guidance Counselling.

The above decree also stipulates the creation of an information center that comprise computers, internet, television, radio and CD ROM to be used by guidance counsellors. This implies that the use of digital technology in guidance counselling was already given its place. Also, during the corana virus pandemic, the minister of higher education Jacques Fame Ndongu signed a circular letter No/20/00016/MINESUP/SG/IGS/IGA/DDES/DAJ of 21<sup>th</sup> March 2020 relating to the preventive and control measures against Coronavirus (Covid 19)

in the higher education system. This letter was written in response to the measures against coronavirus taken by the head of state, his excellency president Paul Biya and was made public by the prime minister, head of government Joseph Ngute. The immediate actions that were contained in the circular letter included; the closure of all establishments and the suspension of face-to-face teaching, the prohibition of gathering of more than 50 students on school campuses and large scientific, cultural and sporting events, the postponement of all university activities, sports, cultural and university games. Another measure was the limitation of university travels to inter and intra campus trips. Priority was given to the use of electronic means of communication and digital tools for all meetings and the last measure was suspensions of missions abroad and international teacher/student mobility. Preventive and infrastructural measures were also a matter of concern in the circular letter. The most that concern this study are the academic measures. On academic grounds, the minister of higher education recommended the implementation of all facets of digital education that is digital work environment and teleworking while facilitating the access to internet within the entire university community. All the vice rectors, or deputy vice chancellors and vice rectors in charge of teaching and professionalization and development of information and communication technologies will be put to work for the success of accelerated transition to Digital university.

The minister went further to recommend the use of text messages, video calls through skype, WhatsApp, telegram etc. This implies that guidance counsellors in the university milieu are supposed to make use of digital technology in counselling. Also, the fact that world is fast becoming a global village, it is very essential for guidance counselling services to incorporate the use of digital technology in order to meet the 21<sup>st</sup> century needs of university students. So far, no study has been carried out to find out whether counselling services were provided using digital tools during covid 19. Considering the stakes involved, it is necessary to assess the use of digital technology in guidance counselling in Cameroon state universities.

However, from the above illustrations on the laws specifying the implementation of guidance counselling in Cameroon universities, it is objective to evaluate if these policies guiding the implementation of guidance counselling has been effectively implemented as planned with regards to recent happenings in different public Universities, which has raised public eyebrows to question the implementation of guidance counselling in different State universities in Cameroon. Recent suicidal incidents have been registered in the university

environment in Cameroon. There has been reports by the cameroon journalist and blogger Mimi Mefo on suicidal incidents. A female student in university of Buea committed suicide over lover's infidelity. Another student in university of Bamenda also committed suicide by hanging due to financial difficulties (Mimimefoinfos.com, 2023). As if that wasn't enough, another pregnant university student in Bamenda committed suicide (Mimimefoinfos.com, 2022). Also, a student in Dschang university took her own life over family dispute (Newsupfront.com, 2021). Effective guidance counselling programmes were supposed to provide students with self love skills in order to avoid increase suicidal rates. In addition to this, some students are struck with sexual transmitted diseases such as HIV, Chlamydia, syphilis, gonorrhoea etc. Newly admitted students have been observed with stress and adaptation problems to their new environment. Some of university graduates and dropouts have joined the ongoing anglophone crises which has led to the destruction of lives and public property. Abduction of people for ransoms have been the order of the day due to frustration, poverty and idleness. Students in different universities in Cameroon have been observed with different deviant behaviors, especially during university strikes in Buea in 2016. The destruction of university properties such as the burning of buildings, cars and destruction of roads is a display of vandalism which indicates that university students are not receiving any effective guidance counselling.

The advent of Information and Communication Technology has led some students into the wilderness because they lack proper guidance on the ills and usage of ICT. Some university students have been observed to be engage in scamming and cyber bullying while some female students are seen prostituting online on special websites showing their private parts in search of money. The inappropriate use of ICT has led some student to their early graves. Boraine and Doris (2019) established the fact that cybercrime is pravelent among youths in Cameroon. Also, some University of Buea students were observed in Molyko drinking spots with excessive alcohol meanwhile in yaounde, students have also been observed in Bonamousadi drinking spots with excessive alcohol. The findings of Njabe and Peters (2019) revealed that some university students in Cameroon consume high level of excessive alchohol. Gangsterism, robbery is also part of their lifestyle. Peers' pressure has influenced some to clubbing and some end up having unprotected sex. Bobga (2013) earlier pinpointed that university students in Cameroon display a host of problems such as low self esteem, drukeness, sexual misconduct, skipping of classes, stealing and poor academic performance.

Recent observations shows that the academic needs of students have not been met because some students failed to attain the required credits needed for graduation, they drop out of the university out of frustration. Some are seen repeating major courses over and over. Students lack effective study methods and motivations for study. Students have been reported trading money for marks (Mimimefoinfos.com, 2021). Many students in different universities have been caught in examination malpractices. The 2021 MINESUP statistics shows a high rate in the number of students that enrolled in the university and a decline rate in the number of graduates in state universities in Cameroon. All these are indicators showing that students exhibit many academic problems.

Furthermore, it has been observed that university students seem to be confused with their career's orientation. They lack employability skills and because of confused mindsets, most of them have been seen in the quarters frustrated, not knowing what to do next with their lives after graduation. This only proves that these students also lack entrepreneurial skills, they only depend on the government for white collar jobs. Failure to have white-collar jobs provided by the government leads to frustration. Furthermore, with the increase rate of unemployment in Cameroon, graduates are seen roaming in the streets of Yaounde, Douala, and Buea with no specific direction on what to do. Minister Issa Tchiroma of employment and vocational training, speaking at an event on digital tools held on 31<sup>st</sup> January 2022 in Douala, blamed unemployment on the current system of higher education in Cameroon. According to him, students come out with degrees without job because of wrong choices which did not meet the demands of the labour market. (The Guardian post, 2023). In line with this, Okolie (2014) earlier observed that students lack information on the right courses to offer in higher education institutions after graduating from secondary schools. This observation of Okolie is a reality in Cameroon universities as many Students with different educational background are sometimes faced with the challenges to offer courses that doesn't match up with their career aspiration, which accounts for poor academic performance resulting to possible drop out from the university. This may lead to huge educational wastage if urgent measures are not taken. Thus, its important to evaluate the implementation of guidance counselling programme on student's career needs. The researcher wonders if university students ever had personal/social, academic and career counselling. This is because effective guidance counselling programmes has proven by so many researchers to curb deviant behavior in any educational institution thereby meeting student's different needs. This seems not to be the case in Cameroon state universities.

A lot of violence and cases of murder has been the order of the day in the secondary school milieu despite the implementation of professional guidance counselling in Cameroon secondary schools. For example, a 15-year student in Government Bilingual High School Nkolbison stabbed his math teacher to death on the 14<sup>th</sup> January 2020. Another student in Government Bilingual High School Diedo in Douala murdered his fellow student with a knife. Students have been observed with hard drugs like cocaine, marijuana and tramadol in different secondary schools in yaounde. Another case was that of students from Government Bilingual High School Nkol-Eton, that were seen with knives, machetes and hard drugs. Sexual videos were also a case of concerned in Kribi Schools. Also, a 17 years old student from government secondary school Nkoldongo by name murdered his father with a machete in Nkoldongo neighborhood. (CAMEROON TRIBUNE, 2023). In addition to these personal/social problems of youths, another student in Bamenda committed suicide for failing GCE. A student in Douala also committed suicide for repeating a class (Mimimefoinfos.com, 2021).

Furthermore, if these deviant behaviours are not curbed at the secondary school level, the university level will suffer more because when deviant students transitioned to the university, the results will be increase rate in social ills in the university environment. Thus, some of these ill behaviors from university students emanated from primary and secondary schools because these behaviors were not curbed by guidance counsellors at the secondary school level. Act No 98/004 of 14<sup>th</sup> April 1998 dwells on the orientation of primary and secondary school students of Cameroon. It is quite unfortunate that despite the passing of the 98/004 of 14<sup>th</sup> April 1998 law, much has not been done to institutionalized professional formal guidance counselling in primary school institutions in Cameroon. Up to date, there is no functional professional guidance counselling that has been institutionalised in primary schools in Cameroon. In effects, primary school pupils in Cameroon have been observed with many social, academic and career needs. Pupils at very young age need guidance and counselling because this important service has proven from previous research to help pupils and students understand themselves and their environment so that they can be fully functional to the society they find themselves in. When children are not guided during their younger age, they move towards undesirable direction which may led to a big lost in the society because its citizens are not productive. The fact that some parents are too busy to give their children informal guidance at home. Some of these children are confided in the hands of teachers that are not fit to render professional guidance and counselling to pupils.

Also, there's need for early identification of pupil's skills and competence needed for placement there by helping primary school pupils for their professional project. pupils academic, personal/social needs are to be addressed by a professional guidance counsellor. Thus, it is just convenient to mention here that the absence of professional Guidance Counselling in primary schools is the backbone behind the increase unemployment rate, social unrest, frustration amongst youth, school dropout and other social ills. It is always important to address problems from the root. As students transitioned from primary, secondary to higher education, they have different needs that has to be met. Thus, there's need to effectively provide them with personal/social, academic and career counselling.

The above happenings have led to public outraged to question the role and functionality of Guidance Counselling in Educational Institutions in Cameroon. The implementation of guidance counselling in Cameroon state Universities from 2001 up till date has continued to be a problem despite the passing of many laws and text to specify its status and mission. It is against the backdrop, Okene (2013) earlier noted that Guidance Counselling in Cameroon universities has lasted for many years without succeeding in convincing the entire public of their worth. This according Okene is due to the insufficient experts in the field, and irregularities of their actions. He added that, its mission, resources, administrative, technical and financial management is still in a poor ineffective state.

### **Conceptual Background**

The main concepts in this study include: Evaluation, implementation, Guidance Counselling Programme and students' needs. Conceptually, Programme Evaluation is a process of examining a programme in order to determine what's working, what's not working, and why it is not working. Evaluation also determines the value of learning and training programmes and act as blueprint for judgement and improvement (Rosselt & Sheldon, 2001). Also, Ornstein and Hunkins (1998) saw evaluation "as a process or cluster of processes that people perform with the aim to gather data that will enable them to decide whether to accept, change, or eliminate something". Adegbile (2007) reiterated that evaluation is a process of passing value judgement after a logical consideration of a set of measurement. To him, any judgment taken after a set of measurement is evaluation. Similarly, Oluoch, (2006) saw Program or curriculum evaluation as a process of collecting data on a programme in order to determine its value or worth with the purpose of taking a decision on whether to adopt, reject or make some revisions on the programme. Patton (1997:23) defined programme evaluation as "the systematic collection of information about

the activities, characteristics and outcomes of programmes in order to make judgements about the programme, improve the programme effectiveness and also inform decisions with regards to future programmes”. Stufflebeam, (1971) earlier described evaluation as a way of delineating, obtaining and providing valuable information for the purpose of making judgement on the worth of a programme. Gibson and Mitchell (1995) saw programme evaluation “as a systematic set of data collection and analysis of activities, undertaken to determine the value of a programme in order to aid management, programme planning, staff development, public accountability and promotion”.

Gysber and Henderson (2006) saw Programme Evaluation in Guidance Counselling as “a procedure used to ascertain the degree to which a comprehensive guidance counselling program is in place and functioning fully; in which judgment are made about the status of progress using programme evaluation standards and the criteria gotten from knowledge of framework of comprehensive guidance and counselling programme”. Thus, from the above definitions from different scholars, it can be deduced that evaluation is a systematic process that entails the collection of data on a programme with the purpose to use the data for improvement of the program either by bringing innovations from the findings or discontinuing the programme or strengthening weak areas. Evaluation in this context is a scientific systematic procedure that is carried out by the researcher to determine if guidance counselling services has been effectively implemented and also to find out the effects of programme implementation on students needs.

Another concept to be reviewed is implementation. Mezieobi (1993) defined programme implementation as a process of putting an agreed plan, decision, proposal, idea or policy into effect. Thus, the word implementation here simply means the process of putting a policy or policies into execution Applying this definition in our context, the researcher aimed to find out if what was prescribed in the guidance counselling programme is being put into action as envisioned by policy makers or curriculum designers. It is therefore the interest of the researcher to determine how effective guidance counselling programmes have been operationalized in Cameroon state Universities. Ogar & Opoh (2015) described programme implementation as a process that involves daily classroom activities involving the teacher and the learner. This implies that for curriculum implementation to take place there must be an activity to be carried out by the teacher and the student. Chaudhary (2015) earlier pointed out that curriculum implementation aimed at providing students with the necessary knowledge and skills. Thus, effective implementation of

guidance counselling programmes will enable students to acquire the necessary skills needed for their personal/social, academic and career development.

According to UNESCO (2000), guidance counselling programmes are wide spectrum of activities and services which are designed to meet student's needs. These services are designed to assist students to understand themselves, their problems, their school environment and their world. This in itself will help student to develop competence to make right decision. Egbo (2008) stated that the main reason for guidance and counselling programmes in schools is built on the fact that prevention is better than cure. Any institution that has effectively implemented guidance and counselling services will only witness productive positive outputs. Guidance counselling services therefore are carefully designed activities with the main aim to help meet student's needs. Guidance counsellors in education institutions carryout many functions and activities which are geared to help develop the cognitive, affective and psychomotor skills of the student. Guidance counsellors also carries out other special services to meet students' needs such as information services, counselling services, orientation services, referral services, placement, follow up services, evaluation services and administrative services.

Another main concept in this study is student's needs. Student needs should be the central focus in any guidance counselling programme or service because guidance counselling programmes are designed to meet student's needs. Students needs are deficiencies in skills/knowledge that hinders academic, personal/social and career development of the students. According to ASCA (2005) and MINESUP (2000) students' needs are grouped into three main domains: their personal/social needs, their academic needs and their career needs. Meeting students' needs enables them to actualize their goals in life. In order to determine student's needs, there's need for need assessment. Witkin & Altschuld (1995) defined need "as a gap between what is and what should be". Needs assessment is a procedure used to identify and evaluate students' needs. UNESCO (2000) added that needs assessments find out what is mostly needed and it gives room for accountability and the effectiveness of the programme.

### **Theoretical Background**

At this level of the theoretical background, this research did consider both evaluation models and theories in order to back up the context of this study. This study will be guided by the CIPP evaluation model of Stufflebeam 1971. This is a comprehensive model which

gives room for evaluators, to assess a program or a service either at the beginning of the program or at the end of the program. This evaluation model gives direction to all phases of program evaluation in education either at the planning stage, implementing or final stage. The acronym of the CIPP model is context (C), input (I) process (P) product (P). There are also considered as four evaluation steps. This work is going to make use of all the evaluation stage of the CIPP model. A comprehensive model like the CIPP will help the researcher conceptualize the concepts needed for evaluation because of the model's flexibility for evaluation. It is in this light, Robinson (2002) earlier noted that when CIPP model is systematically used, it will provide feedback, judgement and effectiveness of the programme thereby providing meaningful insight for continuous improvement.

Another programme evaluation model use is the Tylers Goal Attainment Model. This model is made up of four components. The first components dwell on defining the objectives of the learning, the objectives must have importance to the field of study and the curriculum (Keating, 2006). The second is identifying the learning activities for meeting the stated objectives, the third is organizing the learning activities for attaining the defined objectives and the fourth is evaluating the learning experiences. This model is very instrumental in helping the researcher to identify the objectives of the guidance counselling programme which is the personal/social, academic and career needs of students. The second component of the model helps the researcher to identify the services needed to achieve these objectives. The third component dwell with the use of resources in the implementation process and evaluation is the final stage.

The Kirkpatrick's Four level model was also employed in this study. This model was initially published in 1959 and was later updated in 1975 and 1994. It is a four-level model widely used for evaluating the effectiveness of training programmes (Tenang et al, 2002). The model component consists of reaction, learning, Behavior and Results. The first components consist of how participants react to the programme, the second component consist of what participants actually learned as a result of participating in the programme. The third component assess if participants behaviour change as a result of engaging in the programme and the last component measure the impact and success of the programme on participants (Dick & Johnson, 2002). This model is very helpful because it will help the researcher to determine if the implementation of guidance counselling has an impact on students' needs.

Maslow hierarchy needs theory is also pivotal in guiding this work. Maslow hierarchy of needs theory was founded by Abraham Maslow in 1943. Maslow believed that human needs are classified in levels. The first basic needs must be satisfied before a person can move to higher needs. Maslow initially came up with five level needs to explain human needs and later updated his five-level theory to eight levels. These needs are physiological needs, safety needs, social belonging needs, esteem or Ego needs, cognitive needs, aesthetic needs, self-actualization needs and transcendence needs. This theory is very relevant to this work because it gives us a better understanding of student's needs.

The social learning theory of Albert Bandura prioritizes the importance of imitation, observation and modelling in learning new behaviors. According to Bandura children learn through observing others in the environment. He later explained the importance of cognitive process in learning. This theory is very important because it provides the researcher with the origin of students personal/social, academic and career needs. The counsellor therefore has to provide a conducive environment in which desired behaviors can be learned.

### **Justification of the study**

Cameroon government has recognized the importance of guidance counselling through various government policy documents and circular letters since independence. As to which concern higher education policy and circular letter on guidance counselling are; decree N° 93/026 of 19<sup>th</sup> January 1993 which led to the creation of an embryo of guidance policy in higher education. Also, circular letters 002/MINESUP/DAO/28/2/95 and 004/MINESUP/ DAO/28/3/95 led to the organization of guidance counselling activities in the universities. More so, circular letter N° 00/03/MINESUP/2000/03/3 created a new orientation policy. Article 6 paragraph 2 of law N° 005 of April 16<sup>th</sup> 2000 led to the provision of information and guidance of students on their studies and different career opportunities. All these government decree and circular letters were meant to support guidance counselling effective implementation in order to meet students' needs in Cameroon public universities. However, since the creation of guidance counselling in Cameroon public universities, previous studies have failed to bring out more information on the effectiveness of Guidance Counselling services in state universities in Cameroon. To the best of the researcher knowledge, no work has revealed if the implementation of guidance counselling in Cameroon public universities has been effectively implemented to meet students' diverse needs as envisaged by the Cameroon government, as seen in her educational policies. Also, no study has proposed a conceptual model based on the findings that may be useful for future

implementation of guidance counselling in the universities. So far, there is no study on the use of digital technology in guidance counselling in state universities in Cameroon. Thus, the researcher main aim is to fill the missing gaps highlighted above. This can only be done through a comprehensive evaluation of guidance counselling implementation. It is hope that evaluation will bring additional insights on the provision of guidance counselling services, the use of digital technology, the facilities and resources available for effective implementation, and also the challenges faced during the process of implementation.

More so, as a practicing guidance counsellor, the researcher has observed the different personal/social, academic and career needs of students in some state universities in Cameroon with much concern. The fact that previous studies in other countries have proven that effective implementation of guidance counselling effectively meet students personal, social, academic and career needs (Lee, 1993), the researcher thinks that there's an urgent need to look for effective ways to address these students needs in order to empower students to make the right choices on their personal, social, academic and career choices which will help them to actualized their goals and be fully functional in the 21<sup>st</sup> century society. In addition to this, the researcher thinks that knowledge is needed on the present status of guidance counselling in Cameroon public universities since the public have very poor perception on its functionality. Also, carrying out evaluation studies on this important service will help avoid wastage of government resources because evaluation will provide information on areas that need to be improve, thus giving room for innovation thereby helping the service to be effective in meeting students' needs as envisage by the Cameroon government.

Furthermore, the rationale of this study is to bring more knowledge on student's experiences in the university, thereby giving them a voice as to what concerns their personal/social, academic and career needs. The researcher thinks that in order to effectively meet student needs, an understanding of their needs is important. In support of this view, empirical literature propose that the objectives of any guidance program are being identified based on students' needs (Gysber & Henderson, 2000; Baker, 2000). In addition, evaluation will bring more effective ways of carrying out guidance counselling services thereby improving on the quality of the service. This is in conformity with the sustainable development goal four, which talks on educational quality. This goal state that education aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Thus, in order for guidance counselling to be sustainable for future

generation to enjoy the benefits of this important service, there is need for constant evaluation to improve the overall quality of the service.

### **Statement of the Problem**

It is evident in the contextual background of the study that, despite the institutionalisation of Guidance Counselling and the passing of many laws to guide its implementation in different state universities in Cameroon, students have been observed with different academic, personal/social and career needs. The researcher observed Students in some state universities with relationship problems, drugs, violence, time management problems, anxiety, depression, financial difficulties, examination malpractices, poor academic performance, Competition among female students, adaptability and career concerns. Similarly, Afumbom (2022) earlier identified alcoholism, academic malpractices, indecent dressing, consumption of drugs, keeping late nights in clubs and financial fraud as some of the disruptive behaviors among university students in Cameroon. All these indications shows that all is not going well with regards to the implementation of guidance counselling in state universities in Cameroon. Moreover, there is very little knowledge on the implementation of guidance counselling in state universities in Cameroon, thus there is need to fill this gap.

Given the presence of the stakes mentioned above, some series of questions have captivated the mind of the researcher: why do students demonstrate a high rate in personal/social, academic and career problems despite the existence of guidance counselling in state universities in Cameroon? what services do guidance counsellors provide in order to meet students needs in state universities in Cameroon. what is the level of usage of digital technology in guidance counselling? what are the resources available for implementation? what are the difficulties encountered during implementation of Guidance Counselling programme? Is the implementation of guidance counselling programme meeting student's needs? The above indications prompted the researcher to carry out an evaluation study on the implementation of guidance counselling programme in some state universities in Cameroon in order to proffer answers to the above questions and also to ascertain the present state of the programme. This will enable the researcher to design conceptual model based on the findings which will give room for future innovation, thereby improving the quality of the implementation of guidance counselling programme, which is in conformity with goal four of the sustainable development goals.

## **Objectives of the Study**

The CIPP Evaluation Model of context, input, process and product was employed as a main model to guide the formulation of objectives.

### **General Objectives**

The main objective of this study is to evaluate the implementation of guidance counselling programme on students' needs in some state universities in Cameroon.

### **Specific Objectives**

Specifically, this study aims:

- 1) To assess the services guidance counsellors provide in order to meet students' needs in some state Universities in Cameroon (Context evaluation of CIPP)
- 2) To assess the use of Digital technology in guidance counselling in order to meet students' needs in some state universities in Cameroon (Input evaluation of CIPP).
- 3) To find out the availability and use of resources for the implementation of guidance counselling in order to meet students' needs in some state universities in Cameroon (Input evaluation of CIPP).
- 4) To find out the difficulties Guidance Counsellors encounter during the implementation of guidance counselling programme in order to meet student needs in some state universities in Cameroon (Process evaluation of CIPP)
- 5) To determine the extent to which the implementation of Guidance Counselling services affects student's needs in some state universities in Cameroon (Product evaluation of CIPP).
- 6) To develop a model which could be used to ensure the proper implementation of the Guidance counselling programme in State Universities (product evaluation of CIPP)

## **Research Questions**

The researcher formulated the following research questions to guide the study.

### **General Research Question**

To what extent is Guidance Counselling programme effectively implemented in order to meet students' needs in some state universities in Cameroon?

### **Specific Research Questions**

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

- 2) What is the level of usage of digital technology in guidance counselling in order to meet students' needs in some state universities in Cameroon?
- 3) What are the necessary resources available and used for the effective implementation of guidance counselling in some state universities in Cameroon?
- 4) What are the difficulties counsellors encounter during implementation of guidance counselling in some state universities in Cameroon?
- 5) What effects does the implementation of Guidance counselling services have on students' needs in some state Universities in Cameroon?
- 6) What model could be used to ensure the proper implementation of the Guidance counselling services in some State Universities in Cameroon?

### **General Research Hypothesis**

The implementation of guidance counselling programme has a significant influence on student's need in some state universities in Cameroon.

#### **Research Hypotheses**

The following research hypotheses were formulated to guide this study

- Ho1-** the usage of digital technology in guidance counselling does not significantly influence student's needs in some state Universities in Cameroon.
- Ha1-** the usage of digital technology in guidance counselling significantly influences students' needs in some state Universities in Cameroon.
- Ho2-** the availability of resources does not have a significant influence on student's needs in some state Universities in Cameroon.
- Ha2-** the availability of resources has a significant influence on students' needs in some state Universities in Cameroon.
- Ho3** – the difficulties faced by Guidance Counsellors does not have a significant effect on student need in some state Universities in Cameroon.
- Ha3** – the difficulties faced by guidance counsellors has a significant effect on students needs in some state Universities in Cameroon.
- Ho4-** The implementation of guidance counselling services does not have a significant effect on student's needs in some state Universities in Cameroon.
- Ha4-** the implementation of guidance counselling services has a significant effect on students' needs.

### **Scope of the Study**

The geographical scope of the study is Cameroon and specifically four regions within the republic of Cameroon. The regions include; Centre Region, South West Region, North West Region, and West Region. The universities that were selected from the above regions include Yaoundé 1 university, Buea University, Bamenda university and Dschang university.

Conceptually, the scope of the study embodies Evaluation, the concept of implementation, the concept of Guidance Counselling programme, (information service, counselling service, orientation service, referral service, placement and follow up service, guidance curriculum, evaluation service and administrative services) the concept of digital technology in guidance counselling, resources in guidance counselling, difficulties encountered during implementation, student's needs, personal/social needs, academic needs and career needs.

The respondents, involved in this study include level three students, Guidance Counsellors and heads of guidance counsellors service from the Yaoundé 1, Buea, Dchang, Bamenda universities and some MINESUP personnel in charge of guidance counselling in Cameroon state universities.

The theoretical scope of the study include; the CIPP Evaluation model, the Tyler Goal Attainment evaluation model, the Kirkpatrick's Four level evaluation model, The Maslow hierarchy theory of needs and Albert Bandura Social Cognitive Theory. This study centered on the pragmatic philosophy.

### **Significance of the Study**

The Cameroon government currently is putting much emphases on the importance of guidance counselling in its educational system, the findings of this study may be beneficial to the following stakeholders.

**Curriculum planners /policy makers in the Ministry of Higher Education.** The outcome of this study may be very significant to curriculum planners and policy makers because they will be provided with information on what is working and what is not working. Evaluation studies of this nature may provide feedback to policymakers thereby enabling them to bring innovations that will render guidance counselling services very effective and quality decisions may be made about its sustainability. The study may also provide information to policy makers to enable them formulate clear, concise, quality and mandatory

policies that will support the effective implementation of guidance counselling in Cameroon universities, thereby limiting the wastage of resources. Areas that had lapses will be identified through this study. Also, information gotten from this study may provide curriculum designers with better means to ensure the effective implementation of guidance counselling services in order to meet student's needs. This in itself, may help in the allocation of resources in the service. Information gotten from this study may provide policy makers and curriculum designers with better ways to best accommodates students' different needs, thus helping students to be productive and functional in the society in which they find themselves. In addition, this study may provide policy makers and curriculum designers with information on what is very crucial and what is not crucial. Aspects that need attention can be modified or corrected.

**Guidance Counsellors:** The output of this evaluation study may be very important to university counsellors. It may provide them with knowledge on areas that need their attention because they may discover their limits. The results of students need may be very beneficial to university counsellors because they may look for better ways or interventions to best meet student's needs. The results of this study may help them identify challenges that hinder them from effective implementation of their service. The provision of feedback from this study may help committed guidance counselors to look for more efficient ways to meet up with their task of meeting students' needs. They may opt for further professional training in order to meet student's needs. Therefore, this study may serve as a remediation to counsellors because they may know the present state of their services and the lapses that need to be filled thereby strengthening their services in areas that need their attention.

**University Administrators:** The findings of this study may provide the university administrators with the nature of students needs and how important counselling service is needed in handling student's needs. Thus, they may want to provide a conducive environment for the effective implementation of guidance counselling in order to meet student's needs. Evaluation studies of this nature exposes the importance of resources facilities for effective implementation of guidance counselling. In this regard, the university administrators may provide counsellors with the material and financial resources needed for implementation in order to meet student's needs. Information gotten from this study may also inform university administrators of the important role counsellors have in shaping the lives of students. The fact that educational institutions wants good results, administrators

may want to render the necessary support needed for the effective functioning of guidance counselling in their universities.

**Students:** The main objective of guidance counselling in the university is to help meet student's needs, thus students are the immediate beneficiary of this study. The findings of this study may create an awareness of the importance of guidance counselling in the lives of the students. Improved guidance counselling services might go a long way to help ameliorate the conditions of students, thereby helping them to be fully functional in the society they belong. Evaluation studies of this caliber also brings to knowledge the vast activities of counsellors, thus students who had negative attitude towards the service may start seeing the need for the service, thereby having a positive attitude towards the service.

**Parents:** evaluation study of this nature may help to enlighten ignorant parents on the important role of Guidance Counselling in the lives of their children. It will be very satisfactory on the part of the parents if their children's needs are met. An effective implementation of guidance counselling will help shape the behavior of students. Also, when parents collaborate with guidance counselors, they may be provided with the necessary skills to handle their children at home.

**Researchers:** This study hope to serve as an empirical study to other researchers who want to carry out programme evaluation studies. The study may be very significant to the researcher because it will provide the researcher with knowledge on what an effective implementation of guidance counselling entails. It might also provide the researcher with knowledge on ways to carry out programme evaluation. Furthermore, this study may enhance the researcher skills in social science research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The review of related literature is very important in this study because it disclosed what has been done through previous studies and what need to be done and how it should be done in order to improve on the implementation of Guidance Counselling in Cameroon Universities with the aim to meet students personal/social, academic and Career needs. More so, related literature review also reveals the gap that needs to be filled. Thus, this chapter is divided into five rubrics below:

- The Conceptual Review
- The Theoretical Review
- Related literature based on the variables of the study
- The Empirical Review
- Appraisal of literature and gap

#### **Conceptual Review**

The conceptual framework of this study focuses on the evaluation of the implementation of Guidance Counselling and students' needs in some state universities in Cameroon. Specifically, the concepts to be viewed are:

- The concept of Evaluation
- The concept of Implementation
- The concept of Guidance Counselling
- Guidance Counselling programme
- Students' needs

#### **The Concept of Evaluation in relation to the programme**

Sharma (1999) highlighted that programme evaluation has distinct characteristics. According to her, evaluation purposes is to bring solutions to an identified problem, also evaluation is decision oriented in nature because evaluation is intended to provide information needed by either a policy maker, curriculum designer or those managing the school. Ayodele and Adegbile (2007) insisted on the fact that curriculum evaluation should go beyond the ordinary classroom assessment, to them curriculum evaluation entails the "process of embracing the assessment of the whole educational system". Evaluation should

cover all facts and aspects of curriculum process and school programme that is the educational aims, goals, objectives, learning experiences and content are measured by curriculum evaluation, in order to establish the extent of behavioral change and compare the real outcome so as to determine if the stated objectives have been achieved.

Thus, curriculum evaluation is not limited only to learners and the system but also those who are involved in the system such as the teachers, non-teaching staff, school administrators and human resources available and the entire educational community. When the evaluator is done evaluating the programme, it is necessary for the evaluator at the final stage to come out with solutions or alternatives or recommendations for innovation which will either support the continuity of the programme or the discontinuity of the programme. According to Adegbile (2004) the main task of an evaluator is to make decisions clearer since it helps in formulating objectives decision. He added that evaluation path the way for objective decision making rather than subjective. Adegbile (2017) insisted that after the curriculum evaluation process has been carried out, the information should be used for decision making about an educational programme.

Ehindero (1994) listed six sources of curriculum Evaluation data which are observation of behavioral changes in children, evidence from pupil evaluation impression from cooperative Evaluation, sources from standardized test from informal tests and personal interview with students. The knowledge gotten from Ehindero six sources are needed to improve the educational programme. Siddiqui (2009) highlighted that, before carrying out program Evaluation in Guidance Counselling, two questions should arise:

- Is there a written guidance programme in the school?
- Is the written school guidance counselling programme implemented in the school?

In this case if there's any deviation between the written programme and the implemented programme, evaluation will demonstrate the discrepancy. Most importantly for programme evaluation to be carried out, there's need for programme standards which will help in the judgment to ascertain the degree to which programme components are in place. Vacc et al (1993) opined that the main purpose of evaluation is to gather understanding on the utilization of present guidance counselling services and also to determine the aspects in the programme that need special attention. Vac et al (1993) listed the following evaluation purposes in guidance counselling:

- The purpose of programme evaluation is to pinpoint the strengths or weaknesses of a guidance counselling programme.
- To determine the worth of a programme
- To examine the extent of satisfaction of the target group utilizing the service. In the context of guidance counselling the target group are mostly students.
- To examine the interventions to be employed by the target group
- To ascertain the success rate of desired change in students' behaviour with the implementation of guidance counselling programme.
- To set guidelines for remedial activities in order to improve future efforts
- To help guidance counsellors, school heads and teachers make good use of the facilities, budget and other resources available. In this light the purpose of evaluation is to ascertain the worth or value of various interventions or activities and the resources employed in order to proffer decisions to future programmes.

### **Types of programme Evaluation**

Scriven (1967) differentiated programme evaluation into formative and summative evaluation.

#### **Formative programme Evaluation**

Formative evaluation “consist of activities undertaken during the design and pretesting of programmes in order to guide the design process” (Rossi & Freeman, 1993). It is also considered as a process of judging the worth of a programme while the program activities are ongoing or happening. It focuses on the process (Bhola, 1990). Boulmetis and Outwin (2005) opined that formative evaluation is an on-going process which allows educational stakeholders to make amendments wherever necessary. They further explained that when results are gotten from formative evaluation, modification and adjustment are done on the objectives earlier stated, modification/adjustments on the teaching methods, modification or adjustment on the teaching materials stated in the program as well as modification or adjustment on the evaluation instrument previewed in the program. Formative evaluation usually comes in the course of the program implementation. It focuses on process of program implementation to ascertain the extent to which program objectives are being achieved. When formative evaluation is being implemented, it provides feedback to the team members of the programme on the effectiveness of the programme. With the provision of such information from formative evaluation, stakeholders can then get into

serious decision making which are directed towards improving the quality of the programme under consideration. Besides providing feedback to decision makers, formative evaluation also provide feedback to the entire educational community like teachers and learners in order to determine the extent of attainment of the objectives formulated for the programme.

Formative evaluation examines needs that the new programme should accomplish. Rossi and Freeman (1993) added that formative evaluation assesses the early stages of program implementation which entails testing the program on a small scale before broad distribution. Formative Evaluation is usually carried out when new programmes are newly introduced or when there's need to bring innovations to exiting programmes. UNESCO (2019) highlighted that formative evaluation is drawn up during the planning stage of the program. formative evaluation is ongoing and helps to examine the strengths and weaknesses of a program. It is very important because it shows the exact areas of strength and weakness during program implementation, which provide feedback for programme and reinforcement in weak areas of the programme. Formative evaluation is carried out in order to provide information needed for the understanding of the implementation and process phase of the programme. The purpose of formative evaluation is also to make sure that the programme components are practicable, relevant and acceptable before its full implementation.

### **Summative programme Evaluation**

Summative Evaluation consist of assessing the effectiveness and efficiency of programmes and the extent to which the outcomes of the project are generalize to other settings and population (Monette et al, 1994). According Bless and Higson, (1995) the main objective of summative evaluation is to determine the extent to which programmes archived their aims and objectives. According to Wiersma & Gurs (1990) summative evaluation is the judgements derived from the merit of an accomplished programme in which evidence is being provided with regards to the success of the programme, also innovations to be made in situations where the desired objectives were not attained. Sumative evaluation is a form of evaluation that is always done at the end of a programme. Scriven (1969) highlights that all assessment techniques can be summative as only few of them can be formative. Summative evaluation demonstrates the worth and value of a programme at the end of programme implementation. Summative evaluation provides accountability which helps to determine whether the objective of the entire programme has been met or not. According to the Pell Institute (2016), summative evaluation takes place at the end of a programme in order to ascertain the effectiveness of the programme. Its motive is to determine the outcome

of the program. For an evaluation to be considered summative, it needs to provide answers to the following important questions:

- Were the goals and objectives of the programme met?
- Will there be need to improve on the overall structure of the programme?
- What are the resources needed to remedy the programme's weaknesses?

Thus, summative evaluation provides programme designers with adequate information to make future plans as far as programme improvement is concern. In this regards, Patricia and Tillman (2004) added that the goal of summative evaluation is to collect, analyse and summarize data in order to present decision makers in the client organization so that they can make a judgement regarding the effectiveness and efficiency of the programme. Thus, judgement may lead to decisions regarding the continuity of the programme or discontinuity. They further added that in carrying out summative evaluation, the following questions should guide the process:

- Does the implementation of the programme solve the identified problems during needs analysis?
- Do learners achieve the goals or objectives of the programme?
- How do learners feel about the programme?
- What is the cost of the programme?
- How much time does it take learners to complete the programme?
- Is the programme implemented as it was designed?
- What unexpected outcomes resulted from the programme implementation?

More so Gronlund (1990) highlighted that summative evaluation usage in quality educational programmes are done at the end of the instructional programmes in order to examine the quality and quantity of learning and also to make comparison with the products with the purpose to determine if the objectives of the instructional programmes have been achieved or not.

### **Importance of programme evaluation**

In order to elucidate the importance of program evaluation, UNESCO (2000) insisted on the fact that unless systematical evaluation is carried out, implementers won't be able to know if the program has achieved the desired objectives or not. Evaluation is important both to curriculum experts, teachers, workers, learners and the general educational

community. Looking at the importance of evaluation from a general perspective, Adegbile (2017) pinpointed some importance of programme evaluation as listed below.

- ⇒ Curriculum evaluation helps to inform decision makers and curriculum planners about certain aspect of the curriculum programme, which is either to continue the program, discontinue or innovate the program. Thus, evaluation greatly contributes to decision making in the process of curriculum development. Thus, the evaluator addresses his reports to participant in the curriculum sponsor of the curriculum programme and also other participants from the general republic who are interested.
- ⇒ Through Evaluation, Aims and objective can be clarified and redefined as a result of appraisal of children's learning. Thus, failure to evaluate will give false assumptions that learners have understood what they learned.
- ⇒ Evaluation is very helpful because it produces evidence in planning units, and teachers may discover that certain learning activities may not be necessary at the moment and need to be transfer then till the next stage reasons may be that they are above the level of the learner or they are not important at all.
- ⇒ Evaluation produces the teacher with an opportunity to get acquainted with leaners needs especially slow learners who need additional help thus considering that students have different needs. Evaluation helps the teacher to be acquainted with their different needs and provide different learning activities that meet those needs.
- ⇒ Furthermore, Evaluation produces the teachers with knowledge of students' progress, teachers/school administration will be able to determine students' rate of progress as far as their school performance is concern.
- ⇒ Apart from gaining insight about students' progress through Evaluation, the teachers are not left out because curriculum evaluation helps to assess how effective a teacher or an educator is. Evaluation shows the rate at which teachers, counselors and other school administrators are effective. For instance, if students are performing poorly in school, through Evaluation, one can detect that student's poor performance is as a result of poor method of teaching likewise in our context of Guidance counseling, if students are observed with deviant behaviors in the university, it can also be as a result of poor implementation of Guidance Counseling in universities.
- ⇒ Evaluation provides, the teachers, students, counselors and other school administrators with a feeling of comfort and security if the evaluation and skills to

move to the next academic stage. Evaluation helps to determine when students have the required skills/knowledge for the next school stage.

Walace and Van (2001) and Weiss (1998) also added the following importance of evaluation:

- ⇒ Evaluation gives room for workers to explain what they do and also helps to determine how clients are faring.
- ⇒ Evaluation helps to describe the impact of a programme or a service and provide feedback to staff which also helps to highlight programme goals
- ⇒ Efficiency is increased through evaluation.
- ⇒ Evaluation helps to avoid mistakes, support planning activities and gives room for choosing best alternatives.
- ⇒ Evaluation accounts for how limited resources are being used and supports decision making.
- ⇒ Evaluation also provides the means for choosing best alternatives and also enhances service visibility.
- ⇒ Evaluation provides the opportunity to record programmes history while providing the opportunity for making midcourse corrections in programmes

According to Onuka (2006) programme evaluation help to determine the attainment of programme objectives, program accountability, challenges that hindered the attainment of programme objective, provision of feedback on the implementation of the programme thereby recommending ways to improve the programme in order to attained programme objectives. Evaluation helps to determine the effectiveness of programme operators. Thus, evaluation brings improvement to the existing programme thereby assuring quality mechanism. Evaluation determines and describes how effectively the programme operates, it portrays what went wrong, why and by whom and what need to be done in order to remediate the situation. Thus, Evaluation can be said to be both a “problem discoverer” and a “solution provider”.

Programme Evaluation therefore helps to reduce inefficiency and corruption thereby making the system self-correcting (Adewale, 2016). In this regard, Umoru, (2003) observed that educational training programmes that were frequently evaluated performed more than those that were not evaluated. Umar (2014) added that, the importance of curriculum or programme evaluation is to ascertain the value of the program thereby determining the programme outcomes. It helps the stakeholders to decide either to accept or reject the

program. It provides information needed for revision of the course content and also helps in the future planning and development of the curriculum materials for continuous progress, which helps to improve the methods and techniques of the teaching and learning process.

Furthermore Emil (2015) opined that programme evaluation contributes to quality services through the provision of feedback from program activities and outcomes to those who can make valuable changes on the programme or those who decide which services are to be offered. It is important to note that in the absence of feedback, programmes cannot be carried out effectively, thus a need for continuous evaluation in any programme or school curriculum. Evaluation is very important as it's needed to clarify something that appears confusing (Baja, 1992). In this regard, Goldie (2006) recapitulated that a solid evaluation on process should support accountability which allows evaluators to gain useful knowledge about their programme and sustain the progress of ongoing programme development. Evaluation helps to show the true picture in order to see what has been done so far and also justify funding by clients. Evaluation also helps in identifying the strengths and weaknesses of a programme. Evaluation provides feedback information into planning and aids to improve the existing programme. Programme evaluation helps to ascertain cost effectiveness as well as it helps to influence policies revision.

UNESCO (2000) listed the following importance of programme evaluation in the field of guidance counselling. Firstly, evaluation seeks to provide objective evidence of whether the programme has met the desired objectives or not, it provides information needed for programme planning and decision making. Programme evaluation offers a chance for continued improvement. The effectiveness of any programme can be accumulated through programme evaluation. Programme evaluation provides a means of communication among school guidance counsellors, teachers, school administrators, parents and the educational community as a whole. Programme evaluation defines the expectations for guidance counsellors and provides a systematic means of measuring the counsellor's performance in relation to the programme expectations. Evaluation determines what the programme achieved and it provides a baseline to identify critical gaps in service delivery and for planning programme changes. Trevis and Hubert (2001) pointed out that evaluation processes lead to programme improvement, accountability of data from students' outcome. To add to the literature of accountability, Myrick (2003) raised three evaluation questions with regards to Guidance Counsellors' programme evaluation as follows:

- Is there a written guidance counselling programme with standards in place?
- What are Counsellors' interventions, activities or services employed to address those standards and students' needs?
- What evidence exist in order to prove that specific interventions/activities are making difference?

Wilma and Allen (2016) added that evaluation supply objective evidence to ascertain if the program has met the expected objectives. It gives room for programme planning and decision making. It also provides guidance counsellors, teacher, school administrators, parents and the general community with a means of communication. Wilma and Allen further explained that evaluation establish the expectations of guidance Counsellors and assign a systematic means of measuring the Counsellors' performance in relation to the programme expectations. Thus, evaluation helps to improve Guidance Counsellor's efficiency as well as the programme itself. Specifically, Evaluation helps to improve the effectiveness of Counselling services. Furthermore, Evaluation provides the base for important gaps identification in service delivery and programme innovations.

From the above literature of the importance of evaluation in general aspects and guidance counselling in particular, it will be safe to say that, the future progress of any Guidance counselling programme depends on providing concrete data through evaluation findings in order to help school administrators and the educational community to judge how well and effective the programme is functioning so as to determine the weaknesses of the programme for future programme innovations

### **Principles and characteristics of programme evaluation**

Griffiths and King (1991, P.3) identified some principles of evaluation as seen below:

- ⇒ Evaluation should be purposeful. There should be a purpose for conducting evaluation, it should not be an end to itself.
- ⇒ Evaluation should involve potential action taken and it should be communicative among staff members or users.
- ⇒ Evaluation should be continuous; it should not be periodical. It should be an ongoing process that gives room for continuous monitoring, diagnoses and innovation. Also, ongoing evaluation should be dynamic in nature with the provision of innovative knowledge
- ⇒ Evaluation should not only be descriptive, it should also accommodate operational performance relationship, organization and users.

Walace and Van (2001) added that:

- ⇒ evaluation should not occur by accident; it should be carefully planned and goal oriented.
- ⇒ Evaluation should centre on assessing the quality of a product or service.
- ⇒ Evaluation should assist in the planning of any organisation; it should be able to provide pertinent data needed for feedback to support ongoing programmes.

### **Step in programme Evaluation**

Curriculum Evaluation is not done in a careless manner. It should be systematic, procedural and organized. To this end, Ehindero (1994) highlighted certain steps that need to be followed when carrying out curriculum Evaluation.

- Firstly, the Evaluation needs to identify, define and describe the problem at hand in relation to the objectives of the programme.
- Secondly, the evaluator needs to identify and clarify values, beliefs and other ideas relating to the problems, that is the evaluator needs to clarify all his doubts and state any assumption he has in mind.
- Thirdly, the Evaluator need to clearly state his/her guidelines and also identify the criteria and rational for the study of the problem.
- Fourthly, it is important for the evaluator to breakdown the identified criteria, express and quantify them in terms of the expected behaviors of the pupils.
- Also, the Evaluator need to establish and also describe the situation and conditions in which pupils' behaviour can be evaluated.
- Furthermore, the evaluator needs to identify and describe the instrument, such as tests and techniques for gathering behaviour date to be studied for the purpose to identify if students' behaviour is significantly changed or not. Ehindero (1994) insisted that the instruments and techniques used for Evaluation must be appropriate and relevant to the evaluation objectives earlier identified and described in the curriculum programme.
- Also, there's need for the Evaluator to analyze changes in behaviour in order to determine if the changes are compatible with the values sought by the school or if there's no compatibility.
- Lastly, they should be implementation of decision reached in view of the findings made by the staff. Specifically in our context, Wilma and Allen (2016) also outline

some steps needed in order to evaluate a school counselling programme with the aim to determine its effectiveness and worth. The following steps should be considered by the evaluator:

- Identify current resources availability and use
- Identify current guidance and counselling activities/interventions
- Determine students' outcomes
- Identify who is served
- Gather perceptions
- Determine improvement of persons in a region or school

Students' awareness of guidance counselling services and their satisfaction should be taken into account. Wilma and Allen (2016) added that evaluation provides programme leader the opportunity to evaluate him or herself thus helps in determining professional capability. They further expatiate the fact that good supervision and programme monitoring gives room for proper examination if the structure and implementation of the programme are in place. Constant evaluation suggests a continuous search of innovative quality ways of doing things and the preparedness to look at performance and improve the search for improvement thus providing assistance for implementers to understand their role and consequences of their actions. For Guidance and Counsellor Services to be accepted, it needs to demonstrate its effectiveness, accountability and this can be done only through evaluation which can demonstrate evidence that guidance counselling services provide desirable change in students' behaviours. Ngu (2014) opined that the results of programme evaluation are for prediction of success in future guidance counselling programmes.

The above literature on the concept of evaluation fall in place with what the researchers has in mind. The goal is to use a systematic procedure to carry out findings on the implementation of guidance counselling programme with the view to identify areas that are not functional and effective and make necessary recommendations based on the findings, so that future programme or guidance counselling services will be improved and served the purpose it was designed for. The concept of evaluation use in this study is generally to seek knowledge on the effectiveness of the implementation of Guidance Counselling in state universities in Cameroon. The evaluation is mostly focused on information on the effectiveness of Guidance Counselling implementation with the objective to meet students personal/social, academic and needs and career needs. In this regard, Burden (2008) earlier

noted that evaluation concentrates on holistic educational programme with the view to know what was happening from the perceptions of all those involved in the programme.

### **The Concept of Implementation**

Okebukola (2004:2) described “curriculum implementation as a process that involves the translation of the objective of the curriculum from paper to practice” He went further to add that implementation process begins when the teacher (guidance counsellor) is handed the curriculum and ends when the learners have been exposed to the learning experience prescribed in the document”. Okebukola (2004;2) further explained that the steps in curriculum implementation involves “teaching through verbal and nonverbal exposition, practical work in laboratories, workshops and in the field, student to student interaction, student material interaction evaluation and feedback”. Garba (2004) added that curriculum implementation is the process of putting the curriculum in to work for the achievement of the goals for which the curriculum is designed. Mkpa and Izuagba (2009) in Obilo and Saugoleye (2015) saw curriculum implementation as the actual engagement of the learner with planned learning opportunities. This planning includes the instructional materials that will be used for its implementation.

Yobe (2011) in Aneke (2015) reiterated that curriculum implementation involves the task of translating the curriculum concept into operating curriculum by the combined efforts of the teachers and society. Fullan in owasi (2009) Opined that curriculum implementation is a process of putting a document or an instructional programme into practice. Similarly, Ivowi (2004:11) highlighted that curriculum implementation involves the translation of theory into practice, or proposal into action”. Babalola (2004:112) expantiated curriculum implementation as “the process of translating a curriculum concept be it in the form of a design plan into new pattern of practical actions useable and realizable in the teaching and learning environment”. Saidu (1995) in Garba (2004) viewed curriculum implementation as putting the written curriculum into work in order to achieve the stated goal highlighted in the curriculum design. From the above definitions, it can be deduced that the process of putting guidance counselling programmes into action or the provision of guidance counselling services in order to meet students needs is considered implementation.

### **Key players of programme implementation**

According to Ornstein & Hunkins (2009) the process of curriculum implementation includes students, teachers, guidance counsellors, administrators, consultants, state employees, university professors, parents and political officials that are interested in the curriculum. Each member in the curriculum process has his own role to play depending on their competence and skills. Some people can be involved in the development of the programme while others are involved in the implementation process. Most often in school setting the principal and curriculum directors can involve in both development and implementation process of curriculum.

#### **Students**

Students have special qualities that enable them to understand their nature and purpose of their schooling. It is important for educators to involve students in development and implementation of the curriculum. In order for students to partake in the curriculum, they must see the importance of the new curriculum. The feeling of having an influence on the new programme may motivate students to embrace the curriculum with interest and zeal. Also, the fact that there may be some disparity between the official curriculum and the curriculum that is being implemented, it is important for teachers to consider learners' factors to enable them to select learning experiences that best meet learners' needs. Guidance counsellors in educational institutions therefore have to consider learners' needs when planning their interventions.

#### **Teachers/Guidance Counsellors**

Teachers are the main actors that determine effective curriculum implementation. They are the ones who practically deliver the curriculum to students in the classroom. Teachers are the principal thinkers that drive programme implementation. Teachers translate the programme into teachable contents or units. Teachers can modify the curriculum during the implementation stage. It is very important to involve teachers in training so that they can acquaint themselves with new methods for effective delivery of the curriculum. Guidance counsellors also play similar roles like teachers because they are the main actors in the field. They are the chief actors in the implementation of the guidance counselling programme. Therefore, they should be considered when designing the guidance counselling programme.

### **Supervisors**

It is necessary for programme implementation to be monitored and supervised. The methods of delivery the curriculum and the content should be supervised. Supervision ensures that teachers have the competence or skills needed to carry out the change. It also ensures adaptability of strategies for practical situations. Thus, the main aims of supervision are to monitor professionals to effectively carry out the implementation of the programme as envisaged. Supervision also helps to keep communication channels open for all the educational stakeholders. The activities of supervisors include classroom observation, supervisor teacher conferences and meetings. The supervisor can also demonstrate the teaching. Effective supervisors usually motivate teachers to be committed with their tasks.

### **Principals**

The administration of the principal is very significant to the success and progress of curriculum implementation because it is the principal that determine the working condition in a school setting. A good peaceful atmosphere that favours good working conditions will promote effective programme implementation. A collaborative principal that listens to his/her subordinates or collaborators will promote enthusiasm among workers.

### **Curriculum Directors**

Curriculum directors are the ones who oversee curriculum activities. they are involved in the whole process of curriculum development, implementation and evaluation. Curriculum directors should be able to help principals and teachers with the required pedagogic and curricular knowledge needed for curriculum implementation. It is important for curriculum directors to be familiar with recent innovative knowledge in curriculum change so that they can communicate these knowledge, policies and guidelines to members of the educational community.

### **Parents and community members**

It is also very important to involve parents in curriculum development and implementation process. This will enable the curriculum process to intergrate the diverse views of the community. Furthermore, effective implementation should not consider only counsellors or school administrators. Parental involvement is very important as it has an influence on implementation of the policy. Wong and Wang (2002) earlier emphasized on the importance of parental involvement on policy implementation. They termed this “school

family partnership". They insisted that most parents are committed in assuring the wellbeing of their children. Every parent wants their children to succeed, this has motivated most parents to followup their children at home so as to achieve educational objective. Parents are also key players that utilised guidance counselling services.

### **Factors that influence programme implementation**

#### **Adequate knowledge on the programme**

Schalock (2001) earlier noted that for any effective policy implementation, there's need for different stakeholders connected with the programme to effectively master the programme and its applicability and these stakeholders need to be identified so as to benefit from the program. He went further to identify the stakeholders: the client (students, the client families and the people paying for the service, the practitioner (implementers) the supervisors/ managers (school management) and the policy makers. Thus, implementation need to be a collaborative work between the different stakeholders. Schalock et al (2007) added that there's need to identify the role played by each individual who benefit from educational policies because this factor affects the outcome of policy implementation. Furthermore, Angela and Lewis (1997) in Harparsad (2004) opined that implementation challenges are as a result of lack of will to act, limited skills on the part of the implementer (teacher or counsellors) lack of support from other colleagues and also little understanding on the content of the programme.

#### **Attitudes of implementers**

There's need for those who are responsible for program implementation to be open and ready for any innovative change that will benefit the entire programme, they should not be rigid and conservative. Implementers have to undertand the chareacteristics of the change that is being considered in the curriculum. Implementers that don't see the need for change in the curriculum might resist but when change align with implementers values, they are more likely to accept the curriculum (Ornstein & Hunkins, 2009).

Koppenjan (2004) earlier noticed that organisational rigidity and resistance to new ideas can be a stumbling block to the programmme implementation process. Thus, programme implementers should be open to new ideas that can effectively lead to greater output. Guidance counsellors in the university need to do research and look for new ways to help for effective implementation of guidance counsellors so as to meet student needs. They

are supposed to move with time, they are not supposed to be backward. Also, they are supposed to be very active and responsible in carrying out their implementation role. Nsibandwe (2002) added that the success of curriculum implementation relies on teacher's ability to understand curriculum changes they encounter on daily basis. It is therefore important to involve teachers during curriculum development or reform so that they will be able to understand the reasons for the change.

### **Context factor**

Another interesting factor that impacts programme implementation is context. Most often what is written on the policy is not applicable because of the context at hand. Implementors have to judge things for themselves and come out with quality decision for applicability because the situation at hand may not accommodate what is prescribed in the programme. In this regard, it is the responsibility of the implementers to use other methods that is adaptable with the situation at hand in order to achieve the stated objectives in the policy. In this light, practitioners of guidance counsellors are supposed to answer questions by themselves on best ways to implement their programme in order to meet student needs. Saunders (2007) noted that implementors sometimes need to practice the formulation and decision making to the policy. Situation may arise that may provoke practitioners or implementers to change or innovate certain provision in the policy. Hill and Hupe (2009) concluded that application of programme is context bound because implementers often tussle with what is and what should be in relation to the specification of the policy or programme. Thus, attributes of implementers do influence programme output.

### **Planning**

Ornstein and Hunkins (1998) argued that there's need for the school or educational institution to plan ahead of time. planning in advance will also help the implementers to get acquainted with the programme. Planning enable the principal or people incharge of the programme to determine the human resource, material and physical resources needed for effective implementation. Implementation plans should correspond with the context of the school in order to avoid failure.

### **Skills and competence of the implementer**

More so, for any effective implementation, there's need for the implementers to acquire adequate skills and competence needed for implementation of the program. Thus,

the importance of implementers to be trained need to be more emphasized. To support this view, Newman and Steinhauser (2005), Wong and Wang (2002) noted that there's need to train the personnels that are involved in the implementation of the policy through an organized way. In this light, the type of training needs to be identified first and also there's need to assess if the personnels have acquired the required training and knowlege. Evaluation is also needed to determine if some training will be needed or innovation should be made so as to help in the implementation process of the policy.

### **Availability financial and material resources**

According to Conley and Goldman (1998) programme implementation is not effective due the perception of some educators who believed that reform will not be sustainable and the problem of inadequate resource to support the implementation. In order for implementation to be effective, theres need for available adequate financial resources to carry out the activities of programme implementation and availability material like books, teaching aids and also adequate stationaries to enable the implementer deliver the content effectively. In our context, theres need for adequate material resouces like psychological test, stationaries, comfortable offices for effective delivery of guidance counselling services.

### **The Concept of Guidance and Counselling**

The concept of guidance and counselling mean different things to different scholars. Okoye (2000) saw guidance counselling as a service which aims to help an individual to make choices and adjustments in order to resolve his or her personal problems. It can be observed from Okoye's definition that guidance is a service. In effect, there's need to determine the services rendered by university counsellors to help resolve students' personal difficulties/challenges. Furthermore, Shertzer and Stone (1976) opined that guidance is a process of helping an individual to understand themselves and their world. Makinde (1984) used different action words to describe guidance. According to him guidance simply means to direct, pilot, assist a client in need of help. This to him need interaction and information in order to help the client understand him/herself and the environment. In the same light, Tambuwal (2010) added that, guidance means direct, manage, steer, help, interact and pilot while counselling is the process where a person with problems is helped by a professional counsellor to willfully change his or her behavior, bring clarity to his altitude, ideas, goal for the purpose of solving his or her problem. It can be deduced from this definition the guidance is a series of services while counselling is just a single service under guidance.

On the other hand, Olayinka (1999) highlighted that counselling is a face to face, person to person interaction in which a client (person) seeks the help of or seeks to effectively communicate with another person who is a counselor. It is important to highlight here that the counsellor in our context implies a trained person who has undergone professional training in any of the Higher Teachers Training Institutions in Cameroon. Such trained personnel are expected to render their services in educational institutions in order to help students with their different needs. Akinade (2012) observed guidance and counselling as two inseparable concepts. To him guidance and counselling is a process of helping an individual (clients) to become fully aware of himself and the manner in which he responds to the influences of his environment.

Okobiahand & Kolo (2001) saw guidance counselling as an enlightened process in which people are being helped to be transformed for the purpose of growth and positive adjustment through self-awareness. Egbo (2013) viewed counselling as a transformative process of helping people to learn what need to be learned from within or outside the school. Correy (1988) describes counselling as a process where there's one to one relationship between a troubled person with a professional worker whose professional training have qualified him/her to bring out solutions to client's needs. Thus, in counselling there's always two or more persons involved and their aims is to bring out solutions to a problem. Guidance counselling in educational institutions is a professional field which has wide range of activities and services aimed at helping students to understand themselves, their problems, their environment and their world at large (Egbochuku 2008, Lunenberg 2010). Mado (2008) added that counselling is a helping relationship between the counsellor and the counselee. Okonkwo and Anagbogu (2002) also describe counselling as a helping process where a troubled person is helped to understand himself and his work with the aim to behave in a more personal satisfied manner. Okoye et al (2000) explained that counselling is an interaction relationship designed to promote personal development of information directing to effective decision making and self-awareness. Therefore, school counselling is concern with seeking solutions to issues that affect students' academic, personal/social and career development (Gachenia & Mwenje, 2020).

According to Wazim (1998) guidance counselling is a process of helping individuals:

- To make possible life adjustment

- To adjust to personal, social, educational and Career situations.
- To find and analyze facts so as to make the best possible decisions
- To help students understand themselves
- To assist in solving life problems. He added that:
  - Counselling is the heart of guidance programme.
  - Counselling assists the individual to determine, analyse and understand their interest and abilities.
  - Counselling help individuals plan their own actions.
  - Counselling help assist students in their personal growth and ability in order to meet personal problems.
  - Counselling help solve students' problems and improve their planning.
  - Counselling is not only concerned with students but also with parents, school administrators and the community as a whole.
  - Counselling help students plan more carefully for their future in terms of needs, abilities, opportunities and social responsibilities.
  - Counselling help discover natural talents embedded in students and get them to valorise these resources.

From the above guidance counselling process describe by Wazim, the researcher thinks that students need to be followed up in their social/ personal, educational and vocational endeavours in order to permit them stay in the right path and also to make right choices in life. More so, the process of guidance counselling will help students to plan carefully for their future in terms of needs, abilities, opportunities and also social responsibilities. Overall, guidance counselling will help solve different problems of students. This implies that if guidance counselling is effectively implemented in Cameroon state universities, students will yield the above benefits postulated by Wazim. In the process of counselling, the professional counsellor employs different methods or techniques.

### **Methods in Counselling**

Generally, there are three main methods in school counselling we have the directive, non-directive and the eclectic counselling (Neukrug, 2011; Parson, 2009)

The directive counselling techniques is more concerned with the client problem rather than the client. In this counselling method the counsellor plays a paramount role where he or she does much of the talking and the clients listen. The counselor gives directives on

what the clients need to do. The client problem becomes the main focused of attention to the counsellor. Clients are to accompany the counselor directives. This method of counselling is more authoritative in nature because its more concerned with identifying, interpreting and analyzing the client problem in order to provide solutions to the identified problems. Thus, it is counselor centered (Coleman, 2009).

The non-directive counselling allows the client or student greater opportunity to express his or herself and participate in the solutions of his or problems. It is more democratic in nature. In this method student collaborate with counselor to look for solutions. The student plays a paramount role in the non-directive counselling and does most of the talking while the counsellors listens. The non-directive counselling technique is client centered This counselling method is best with students going through emotional problems. Carl Rogers is one of the founders of non-directive counselling. Rogers highlighted that, the purpose of non-directive counselling is to help the student become a more organized person, directed towards healthy goals chosen by the student (Parson, 2009; Rogers, 1942).

Another method of counselling is the Eclectic counselling. The eclectic method is a combination of both the directive counselling technique and the non-directive counselling technique (Roy, 2011). Eclectic counselling method employ multiple therapeutic approaches. The counselor using this method is neither too active nor too passive. In eclectic counselling the counselor acts according to the nature of the problem. For example, the counsellor may start with the directive methods at the beginning and later switch to the non-directive methods. Thus, the counselor makes use of different techniques or methods in other to arrive at a solution. According to Thorne (1967) in order to carryout eclectic counselling, the counselor needs to follow certain steps. Firstly, the counsellor needs to diagnose the cause of the client problem, then analyze the problem, then prepare a plan of modification, secure conducive effective conditions for counselling, interview the client with the aim to motivate the client come out with adjustments to resolve his or her problem indirectly.

### **Characteristics of an effective Guidance Counsellor**

#### **Ability to be Patient, a good listener and non-judgmental**

A guidance counsellor should be patient with clients in the course of discussion. Sometimes it takes time for clients to detailly explain their situations. Guidance counselors should not be in a haste to probe many questions at the same time. They should also listen attentively to clients while client express himself or herself at her pace. In regards to this,

counselors should do more listening than talking. Clients should be given adequate time to express their feelings and emotions. Also, counsellors should not be pressured to see positive behavioral changes in clients, they should understand that change is a progress, so they should be patiently wait for positive outcome from the therapy. Guidance counsellors should also show unconditional positive regards towards clients. They shouldn't be judgmental. They should accept clients as they are, they should not criticize their behaviors. When acceptance is genuine, clients become less threaten and free to express their feelings and emotions to the counsellor. Clients bring all sought of problems from different dimensions, it is the role of the counsellor not to judge if the client is a thief, prostitute, drug addict, etc. Also, in situations where counselors are faced with clients from different religious background and culture, counselors should not impose their religious and cultural background on clients, the counselor should provide very safe conducive environment free of bias for clients or students to express their challenges and problems without any negative judgment from the counsellor. It is necessary for counsellors to employ multiculturalism skills in order to curb cultural bias (Kabugube, 2013).

### **Confidentiality**

A school guidance counselor should be able to respect the privacy of clients. When counselors are discrete it will guarantee trust with the client. Counselors should work hard to earn clients trust by keeping secrets. However, there are practical and safety aspect that obliged the guidance counsellor not to maintain complete confidentiality in situations where the client is at risk and need the involvement of the third party, the counselor is allowed to ask permission from the client before involving the third party. It is important for the counsellor to seek the approval of the client or student before discussing the clients' secrets with other people. Thus, an effective trained counsellor will be very strategic and tactful when involving a third party. The counsellor involvement of a third party is only to help solve the clients' problems and restore the client's sanity, safety and dignity in sensitive situations (ASCA, 2014; Okwubunka, 1993; Kabugube, 2013; McGinnis & Jenkins 2006).

### **The ability to show Empathy**

Guidance counsellors should have the ability to understands and share the feeling their clients. It is important for counselors to wear the shoes of their clients in order to fully understand what they are going through. Putting themselves in the situations of the clients will give help them understand where the pain is mostly felt and provides more clarity of

client's problems. Understanding clients' feelings from their perspective will help counsellors to effectively look for measures to solve the client problem. (Kabugube, 2013; Okwubunka, 1993).

### **The ability to motivate clients and be authentic**

An effective counsellor should possess motivative skills where he/she can encourage clients during their difficult moments in order to find safety and comfort. It is the role of an effective counsellor to instill hope in clients that have lost hope and determination and aspiration in life.

Counsellors in a therapy session with clients should be genuine so that clients should gain their trust. They should respect appointments given to clients and also fulfil any promises made to clients. A counsellor with integrity is a serious counsellor, counsellors should create a healthy genuine relationship with clients which involve respect and tolerance (Kabugube, 2013; Okwubunka, 1993).

### **The ability to be research oriented**

Effective 21<sup>st</sup> century Guidance Counsellors need to carry out research. There is a need for counsellors to seek for knowledge in order to solve clients' different problems. With the upcoming of Information and Communication Technology, students are faced with many challenging problems that need knowledgeable counsellors to address these problems. Thus, counsellors need to constantly carry out research in order to look for ways to solve clients' problems. In this regard, counsellors can make use of social media platforms, read books, visit libraries, attend seminars or conferences and resource centers in order to equip themselves with knowledge. Thus, personal research is very necessary for the career development of counsellors (Kabugube, 2013; Okwubunka, 1993).

The above characteristics are necessary for any counsellor to possess in order to be effective in dealing with clients' problems. Therefore, university guidance counsellors in Cameroon are supposed to possess the above major characteristics to enable them to effectively deliver their services in university institutions.

### **The Guidance Counselling Programme**

A school guidance counselling programme consists of different activities designed to help students in their personal/social, academic and career domains. The need for accountability shifted guidance counselling from traditional service orientation to a more

comprehensive school guidance programme. The new contemporary developmental comprehensive guidance counselling programme is curriculum oriented, preventive, proactive, and wellness oriented designed for all the students and the programme activities is designed to impart students with knowledge and life skills to all students in school irrespective of their race, religion and gender (Wittmer, 1993). Guidance counselling programmes are very important in our educational system especially with the innovations in the programme that has brought new changes from a traditional curative to a comprehensive guidance programme that offers students with competencies to develop and improve on themselves with the realization of their strengths and weaknesses and also helping them adjust to environmental conditions leading to good choices (Malumfashi, 2004). According to Garba (2005), for guidance counselling to be effective in any school institution, there's need for the guidance counselor to abandon traditional methods of guidance counselling programme and embrace comprehensive guidance counselling programmes. Garba, went further to distinguish between traditional approaches to guidance counselling and comprehensive approaches to guidance counselling as seen below:

- Traditional programme is mostly made of one-to-one activity whereas comprehensive programme is balanced programme many of services.
- Traditional programme promote the use of minimum group service whereas comprehensive programme prefers a greater use of group service.
- Traditional programme is making more use of only counsellor whereas comprehensive programme makes more use of counselors, teachers and other administrative staffs
- Traditional programme is more of information and administrative whereas comprehensive programme is preventive, developmental and remedial.

Gysbers and Henderson (2005) listed the following components that constitute a comprehensive guidance counselling programme.

### **Content of a Comprehensive Guidance Counselling programme**

The contents contain guidance competencies/skills for students to learn. Student competencies should be grouped in domains (personal/social, academic and career domains) and specified according to the level of the learners. The grouping of contents according to the personal/social, academic and career needs of students constitute the guidance curriculum.

### **Organizational framework of a Comprehensive Guidance Counselling programme**

The organizational framework should consist of structural components (Definition, Rationale, Assumptions), and programme components which consist of Guidance curriculum, (classroom activities, school wide activities) Individual planning (Appraisal, Advisement, placement and follow-up), Responsive Services (consultation, personal counselling, crisis counselling and referral), System Support ( research and development, professional development, programme management and fair share responsibilities.)

### **Resources of a Comprehensive Guidance Counselling programme**

Resources here consist of human resource, financial resource and political resource needed for implementation of the comprehensive guidance counselling programme

Many countries in the world are adopting a comprehensive guidance counselling programme because of the advantages it brings to the students and the entire educational community. The comprehensive guidance counselling programme is a new approach that is developmental, preventive, remedial and crisis intervention which help to meet all the needs of students (Gysbers & Henderson, 2012). Universities in Cameroon are in need of a comprehensive guidance counselling programme because these will help address the problems university students in Cameroon encounter. Adegoke (2004) added that some major principles need to be considered when designing a comprehensive guidance counselling programmes in schools are: counselling service should be for all students, it should be an organized planned activity, it should be flexible and sequential, counselling should include all the personnel in school, its objectives should focus on helping all the students in school and it should be integrated into educational process and special services and interventions should be organized. It is important for university counsellors to shift from traditional approach of service delivery to a systematic, proactive approach that will address all the needs of students. A comprehensive guidance counselling approach would provide evidence to curriculum designers, policy makers on the necessity to assist the guidance counselling in order to ensure its availability to all students. (Lapan, 2001). ASCA national model is a good model that can be adopted and adapted to a guidance counselling in Cameroon universities because its comprehensive framework can be used for designing, developing, implementing and evaluating guidance counselling programme.

Furthermore, ASCA (2012) added that effective implementation of a comprehensive guidance counselling will provide equal accessibility to guidance counselling services to each student. A comprehensive guidance counselling will also provide the layout for evaluating the implementation of guidance counselling programmes in order to ascertain its effectiveness in meeting student's needs, and also it ensures accountability and provide evidence for counsellors to prove their worth in helping with student's overall success (Gysber, 2004; Dahir,2012).

### **Guidance Counselling programme in Cameroon Higher Education**

The organization of guidance counselling programme in Cameroon university is divided into six main components which include: introduction of Guidance Counselling, the role and responsibility of the guidance counsellors in the university, working documents and equipment's of the guidance counsellor, legal and organizational framework of the guidance counselors in the university, mission and permanent activities of Guidance Counsellors and organisation of information campaigns on academic and vocational counselling. These components will be briefly discussed below:

### **Objectives of Guidance Counselling in University Institutions in Cameroon**

According to MINESUP (2000), Guidance Counselling is an indispensable profession consisting of services to be provided to students in particular and the society in general. Guidance counsellors are called upon to help students with their studies, field of studies, motivate students intrinsically to undertake their vocation, help them with their professional aspirations, knowledge of self and self image, help them through a period of depression or affliction, help satisfy their academic needs etc. The guidance counsellor in the university environment is called upon to contribute to the success of the students by identifying the difficulties they encounter, guiding and identifying solutions to student's difficulties through appropriate activities. Guidance counsellors also aims to help students with thier family environment, economic context, quality of school, and parents. Thus, the objectives of guidance counselling programmes in the university are to help meet students personal/ social, academic and career needs.

### **The Roles and Responsibilities of University Guidance Counsellors**

MINESUP (2000) identified some major roles of guidance counsellors in the university milieu.

### **Reception**

Guidance counsellors in the university institutions are called upon to receive new and old students, parents, and other partners of the university. To this effect the guidance counsellor has an individual form for each student where psychological, academic and other characteristics of the students are being registered.

### **Information**

Guidance counsellors in the university milieu has as a role to inform learners, parents, teachers, school institutions, economic and social professional world. They are to be informed on the academic, psychological dimensions and educational psychology of the learner, they are to be informed on the educational environment in general, they are to be informed on the training, jobs, professions, openings, and socio professional milieu. They are also to be informed on the innovations that have been taken place in the professional milieu. In order to inform students, guidance counsellors are supposed to collect information on schools, universities and professions. They are supposed to process, store, update, and disseminate the information. For the purpose of information, guidance counsellors are supposed to measure and evaluate psychological and psychometric student data. They are to organise a wide range of workshops covering several areas of student's preoccupation.

### **Interview and Counselling**

MINESUP (2000) also pointed out that guidance counsellors in the university milieu have a role to carry out interviews and give personal or collective advice. Guidance counsellors are also to help parents and students in their academic and professional choices in relation to the training programme, abilities and professional opportunities. The counselling of student's is done based on decision of existing academic fields of study. The guidance counsellor gives advice to students and parents in case of doubts about their study and counselling should be given to students in need of readjustment as areas of academic dissatisfaction or academic failure.

### **Assistance**

Also, guidance counsellors are to give assistance to students facing adaptation problems in the university and those facing difficulties in learning. To this effect, the guidance counsellor makes use of psychological test and individual characteristics (interest, abilities, motivation, affection, capacities, level of maturity etc). By so doing the guidance

counsellor measure the student intelligent quotient and proposes solutions to the problems raised. Guidance counsellors provide students with individual counselling, remedial courses. Counsellors should also search for other ways of helping students. The guidance counsellor helps the learner to become self dependent through training and counselling sessions. The counsellor helps administrative authorities in adapting programmes to the socio-economic evolution and open up the educational milieu to the outside world. The guidance counsellor should also provide answers to the following problems faced by students:

- Difficulties to study, concentrate and assimilate lectures
- Excessive anxiety during examinations
- Difficulties in efficiently organising their work, discouragement and panic
- The need to tell somebody what they are experiencing.

### **Selection.**

The selection of students should be done on the basis of psychotechnical test and according to their academic and professional capacities and abilities.

### **Placement**

In order for counsellors to carry out placement services of university graduates, He/ She needs to disseminate information on employment and training opportunities. The guidance counsellor has to prepare students for their first employment. In order to carry out this function, the guidance counsellor has to draft a curriculum vitae, prepare job interview and also negotiate employment opportunities with enterprises in the area of student's competence. Specifically, the university guidance counsellor has to carry out the following activities in the process of providing placement service:

- The university counsellor has to elaborate a file on professions by making a list of jobs available or to be created. Thus, the counselor should build bridge between the university and the professional world.
- The university counsellor has to carry out research and scientific studies in order to better understand the job market, the actors involved and the university milieu.
- The university counsellor has to carry out the required statistics needed for evaluation and decision making.

- The university counsellor has to participate in the organizing, registration of the university orientation days, “students salon” and the “open door days”.
- The Guidance Counsellor should participate in studies relating to the adaptation of higher education programmes or the introduction of new fields of study, and facilitating changes of course at school. In fact, any educational innovation has an incidence on academic and vocational guidance. The legal and organisation framework, the missions and activities of guidance counsellors has been discussed in contextual background, chapter one. For more details see appendix (MINESUP, 2000).

However, looking at the components of a comprehensive guidance counselling programme proposed by Gysbers and Henderson (2005), it can be deduced that guidance counselling programme in Cameroon higher education is limited in scope because a guidance curriculum with SMART objectives was supposed to be a main component in the programme. Listing students needs without specific objectives on student’s domains doesn’t give enough clarity to implementation. Thus, the programme is not comprehensive in nature, it is more of a guide to guidance counsellors because its more concerned with traditional service delivery, and most important activities of guidance counsellors are just highlighted in passing without developing the content of the activities. There’s need for a more organized comprehensive guidance programme with specific objectives on the activities of guidance counselling in order to help meet all the needs of students.

### **Students Needs**

Students needs was viewed by Noessel (2003) as the gab between what the students want to get out of the learning experience and his/her current state of knowledge, skills and enthusiasm. In order for the need to be valid it must be acknowledged by the values of the community and potentially amiable to change (Reviere et al, 1996). The fact that every student is unique, they present different needs and the best way to get to know student needs is to carry out a need assessment.

According to Lafontain and Garner (1998, P.17), need assessment is “a tool to help in programme planning and development”. Also, Kufman and English (1979) pinpointed that need assessment is a tool used for determining valid and important problems which are philosophical as well as practically sound. Thus, needs assessment is the process of

identifying the needs /desires of a particular population and evaluating those needs. Soriano (1995, p.14) explained that needs assessments “help the individual to obtain valid and reliable information which enables him/her to better target his services and efforts. In order to carryout needs assessment, the teacher/counsellors can design questions to find out student needs (Dick, Carey & Carey, 2004). More so, teachers can also directly invite students to ask them about their difficulties and concerns about a programme, they can also decide to carry out a general survey to find out about student needs (krumsieg and Bachr, 2000). Another way teachers can carry out need assessment is by asking their students to write about a topic that will provide knowledge about their skills, attitude and expectation of the programme to be offered or the course. (Mckeachie and Svinik, 2006).

A need assessment is very important in curriculum development and planning because it serves as a foundation for effective educational planning. It is a very important tool for the process of programme planning, implementation and educational evaluation. Its main aim is to come out with proper decision on student priorities thus there’s need to use appropriate techniques to carry out data on student current needs. This is because the information from data collection will guide the educational stakeholders in general (counsellors in particular) to make valid decisions about the allocation of services and resources in order to meet students need (Soriano, 1995). In order to carryout needs assessment the counsellor/teacher, or researcher must make sure the instruments for data collection are reliable and valid. The researcher (teacher/counsellor) must be precise and clear about the information needed and the respondents (students) needs to understand the questions, the researcher (teacher/counsellor) may decide to carry out needs’ assessment on small groups of students or large groups. The student or participants need to know why there’s need to carry out need assessment. some of the method use to carryout needs assessment include interview, survey, focus group, and observation. Generally, the main objective of guidance counselling program in any educational institution is to enhance the personal/social development of students (learning to live), academic development of students (learning to learn) and career development of students (learning to work). Thus, school counsellors should deliver school counselling programmes that meet the personal/social, academic and career needs of learners (Gysbers and Henderson, 2000; ASCA, 2005)

### **Students Personal /Social Needs**

These are needs that have to deal with the student's personal social life. It involves the mindsets, and behaviors student portray and the need to manage behaviors while employing interpersonal skills. Campbell and Dahir (1997) prescribed three standards (objectives) for students personal /social development. The standards are grouped into standard A, B, and C.

Standard A stipulates that school guidance counselling programmes should be able to enable student acquire knowledge, attitudes and interpersonal skills to help them acquire understanding and respects for themselves and other people in the society. The Guidance counselling programme should be able to train students to acquire interpersonal skills they need to be aware that everyone in the society has right and responsibilities. Also, they need to respect the point of view of others. Students are to identify personal values, altitude and beliefs and also have to learn the goal setting process and understand change as part of growth and they should develop the ability to express their feelings. The counselling programme need to train student to acquire self knowledge which will help them develop positive altitude person. The counselling programme need to meet students in helping them distinguish between appropriate and inappropriate behaviours and also recognised personal boundaries, rights and privacy. Standard B dwells on student decision making. The school counselling programme should be able to instill personal kills in students that will help them to set goals and take necessary action to achieve their personal goals. standard C focused on student survival and safety skills.

More so, Gordon (2000) earlier noted that there's need for Guidance counselling programme to develop student ability to understand and appreciate home and family thus student should develop a sense of community, setting realistic goals, and making decision that will profit them in the future. He went further to add that guidance counselling programmes should develop safety skills and different strategies for survival that is needed in the 21<sup>st</sup> century. In this same view, Okene (2013) listed some personal problem that African youths are facing in the 21<sup>st</sup> century and these problems need to be addressed by guidance counsellors in educational institutions. According to him, today youth have intense stress and are very aggressive and suffer from phobia. They suffer from low self esteem ability to understand themselves and are most times involve in violence. They also have difficulties managing themselves, and are involve in abusive use of drugs and alcohol and

most often these youth experience puberty crises and often times prefer to suffer in silence without opening up to anybody for fear of being judge by the society. Some of these youths according Okene, are victims of sexually transmitted disease like HIV, Syphilis, chlamydia, unwanted pregnancy, anxiety, low self-esteem etc.

He further to explain that some of these African youth are far from making the right decision in relation to realistic choice and objectives in life. Okene went further to explained that the advent of technology innovation has increase youth challenges as they wonder in the wilderness. He added that, youths are exposed to early sexuality risky abortions and lack of good altitudes to behaviour related to fight, anger, insubordination and relationship difficulties. He also blamed the fashion world and youth's parental background. He categorized African youth problems into conflict and childhood desires. He concluded that in order for youth to satisfy their friends they end up creating shame, defeat and emotional difficulties for themselves (negative influence of peer pressure). Also, depression, affliction, self-knowledge, intrapersonal skills are some needs identified by MINESUP (2000). Thus, there's need for school counselling to design programmes that will address the personal/social needs of students.

Olayinka (1993) highlighted that high school students that left their homes to find themselves in school environment often present with personal and social problems. Socially, some of these children become maladjusted, experienced interpersonal adjustment with peer teachers and school administrators. He went further to pinpoint that most often these students lost their self esteem with no sense of personal worth and often they become more nervous, introverted and emotionally disturbed which may lead to sound maladjustment and poor academic. He added that some of these students are faced with family issues, while others experienced sexual problems. Many cannot concentrate in school because of these personal problems. Furthermore Sillamy (1980) earlier observed the needs of African youths. she opined that African youth do not always manage to satisfy their personal needs of distraction, seduction, affective response, self-fulfillment, domination, independence, security, novelty, information, stimulation of exploration, esteem and self actualisation. It is observable that African youth still suffer from the above needs listed by Sillamy. Thus, there's therefore need for university counsellors to render their services to student in order to curb their personal social needs.

### **Students' Academic Needs**

School guidance counsellors helps in the educational output of the school by promoting student's engagement and performance in academics and education as a whole (Akos et al., 2019; Shi & Brown, 2020; ASCA, 2019). Also, Okene (2013) pointed out that, African youths face problems of choice and learning difficulties. They have difficulties choosing subjects in relations to their career ambition. some of these students lack orientation on institutions that can best offer them their choice. Some students have language problems in expressing themselves and some are struck by school demotivation. Many students experience low academic performance and they also suffer from poor relationship with their teachers and peer and some are ignorant of effective learning techniques and lack time management skills.

Olayinka (1993) recommended that, there's need to develop student interest, ability and aptitude because some of the problems that cause student to have poor academic performance are poor methods of studying, loss of hearing and also vision problem. Thus, academic counselling should aim at helping student to effectively utilize educational opportunities. He went further to reiterate that students need guidance counselling at all level in their life because it has been observed that most students become unhappy, disappointed, frustrated, and confused with life when they don't succeed with their academics. According to Campell and Dahir (1997) the school guidance programme should be divided into standards. The ASCA model for academic development is designed into three standards. Standard "A" emphasis on "students acquiring the necessary skills, attitude and knowledge needed for effective learning that will also be useful throughout their lifetime", standard B emphasis on the need for students "to complete with academic preparation essential to choose from a wide range of substantial post secondary option". standard C dwells on the need for students to "understand the relationship between academics and professional world, life at home and community".

Furthermore, Procrastination is another problem that greatly affect students' academic development. It's very common now our days to observe students voluntarily delay or postpone important academic tasks or activity like reading, despite knowing the consequence of the delay (Steel, 2007). In this regard, Asagwara (1994) added that students should be made to cultivate the right attitude towards school. He went further to emphasised

that school counsellors need to answer some basic questions in order to meet students' different need. The questions raised are:

- ⇒ Have these students been made to cultivate positive attitude towards school?
- ⇒ Have they been made to understand the benefits they will derive from schooling?
- ⇒ Have they been helped to appreciate the objective education?
- ⇒ Have they been made to fill some gaps in them that will provide the basics of their actions in school?

The feedback gotten from the above questions will provide a background to an understanding of the school counsellor's psychological approaches for students' academic success. He added that without appropriate orientation, students won't understand their reasons for being in school, they may also fail to attend lectures and may be unwilling to carry out their school assignments, they may be found roaming the street or spending unnecessary for cloths and shoes. He went further to add that without academic orientation, many of these students will continue to behave in way that is not pleasing to the society which may to very strange and embarrassing to teachers and parents. Gordon (2000) also insisted that guidance counselling programme should focus on student's ability to make decisions, setting profitable goals and taking necessary actions to achieve their goals and it should teach students the relationship and interaction between home, school community and those factors that are likely to affect their academic results, projects and also in choosing fancy profession.

### **Career needs of students**

Campell and Dahir (2007) outlined program standards for career development. standard "A" dwells on the need for students to acquire the skills to investigate the world of work in connection to knowledge of self and also to make career decisions. Standards B emphasised on the need for students to utilised strategies to achieve future career goals with success and also satisfaction. Standard C dwells on the need for students to understand the relationship between personal qualities, educational training and the world of work. In regards to this, Ambeta (2005) noted that one of the most difficulties of students is to choose subjects that are related towards their future career. Apart from subject choice, carrier orientation should also be based on students' interest and aptitude.

Olayinka (1993) opined that early identification of student's talents is very important for proper planning of program in order to meet the main power needs of the country. He

added that career orientation helps youths to pursue the appropriate education in which there's no over production of certain man power needs and underproduction of other aspect of the man power need. This is a sure process of building a more prosperous and advance country. He added that vocational or career counselling is a decision process which guides students on their career choice in relation to their subject's combination and their competence. More so, vocational counselling will enable the country to identify youths that are talented and foster them to optimal level of social, educational and economic development. To him, career guidance is a necessary requirement to the economic growth and man power of the country. Okene (2013) added that many African youths lack professional projects, they also lack the initiation to employability, students show lack of knowledge of their economic environment and the realities of the world of work. The situation of youths is more complicated with the advent of technological advancement which has resulted to dynamic complex of the nature of different job sectors. Thus, the lack of self-knowledge hinders them to reach their professional level.

Furthermore, Gordon (2000) throws more light on the fact that youths experience unemployment because of inadequate skills in relation to the demand of the workplace. He added that youths lack employability skills for self-employment and the necessary technological know how to manage a project and also some youths lack strategy for finding and keeping a job, retraining and upgrading for career transitions and career development throughout life. To him, some of those challenges are also as a result of modernization and the introduction of modern technologies in African natural environment. He concluded that an urgent reform should be made on academic and vocational guidance in order to give hope to the African youths and also help in promoting sustainable development in African continent.

Furthermore, MINESUP (2000) pointed out that when students obtain their advance level general certificate, they often become undecided about their choice of school, specialty and profession. To this effect, the university guidance counsellors should be privileged listeners, it is the role of the guidance counsellors to help students in good choices that are profitable for their future career. In this regard, the guidance counsellor has to build students orientation project, has to reflect on their tastes and interests, has to inform students on their professions, and choose a field of study that motivates them.

The above problems constitute the personal/social, academic and career needs of students. Guidance Counsellors design programmes that help to address these needs. Students needs creates content for counsellors to create intervention measures in specific needs. It is very important for any school counsellor to regularly carry out needs assessment in order to determine student's needs. The results of the need assessment will be developed in the guidance curriculum. Each need has general and specific objectives or standards

### **The Theoretical Framework**

As earlier mentioned in chapter one, the researcher made use of evaluation models and theories. This study is anchored on the CIPP evaluation model, the Tyler Goal Attainment evaluation model, the Kirkpatrick's Four level evaluation model, and the Maslow hierarchy theory of needs and Albert Bandura social cognitive theory.

#### **Programme Evaluation Models**

Adebile (2017) saw models as “guides”. According to him Model's guide the evaluator in carrying out an evaluation activity. Thus, a model is a design use in guiding the process of Evaluation. Models provide the evaluator with an opportunity to have a kind of conceptualization that guides the focus and orientation of the Evaluation. In this light, the ideas and conceptions of the evaluation always form the foundation for the development of a model. They are so many approaches to Evaluation that some educators consider as models of which they are not models in reality because they don't fit in the characteristics model (Adebile, 2017).

Boorish (1974) earlier postulated that models must have three unique characteristics such as precision, specificity and verifiability. According to him, educational models most be efficient, internally logical and also capable of helping the evaluator to anticipate all the information needed for decision making. Many models exists but for the purpose of our context, three evaluation models that fit our context and are in line with our objectives, have been chosen to anchor this work.

#### **The CIPP Model of Stufflebeam**

The CIPP Model is one of the most widely used model in evaluating educational programmes. This model was first designed by Guba and was innovated by Stufflebeam in 1970 (Stufflebeam and zhang, 2017). The CIPP model is a comprehensive approach to evaluation that allows stakeholders and evaluation to assess programmes at different stages,

which is before the construction of a programme to determine needs and also at the end of the programme to determine if intended outcome have been achieved. Thus, this model is very useful for all stages of evaluation, be it formative or summative evaluation.

The CIPP is an acronym for context, input, process and product. Each of this is an evaluation stage of its own. The CIPP produces an effective systematic way of examining different aspect of programs due to its comprehensive nature of context, input, process and product. The initial purpose of this CIPP model of Daniel Stuffleam was to help evaluate programmes, institutions, educational curriculum, later this model is now used in different domains other than educational purposes. For instance, the CIPP is used now in sound programmes business and military (Stuffleam, 2003). The objective of the CIPP model is to help people who evaluate school programmes, course instructions and Curricula designs covering the different evaluation stages of context, input, process and product. “The main goal of CIPP model is not to prove but to improve” (Stufflebeam, 2003, p.31).

According to CIPP model, evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives. Taking into consideration of the above definition of Evaluation by CIPP, Evaluation is systematic and continuous. The process of evaluation has three basic steps which is the delineating of questions to be answered, information to be obtained, the process of obtaining relevant information and the provision of information to decision makers so as to improve the ongoing programme. Thus, evaluation is viewed as a process to serve decision making. The CIPP model addresses all phases of educational programmes which is planning, implementing and evaluation which is the final stage. The CIPP model focuses on programme improvement or innovations which help programmes to work better (Stufflebeam, 1971). The CIPP evaluation model of context, input, process and product is also a framework to help guide the conception, the design implementation and assessment of learning projects and programmes. CIPP model, when used systematically provides adequate feedback and improvement (Robinson, 2002).

The CIPP model helps to improve the accountability in school programmes and other services thus it enables evaluators to intervene earlier in the evaluation process when needed both before and during the program implementation (Harrison, 1993). The CIPP is also advantageous and flexible in its nature because it produces definitive and appropriate information for decision makers and also quality assurance (Wang, 2008). Also because of the comprehensive nature of the CIPP, Zhang et al. (2011:63) pointed out that it can help

guide “need assessment and planning, help in monitoring the process of implementation and provide feedback and judgement of the programmes effectiveness for continuous improvement”.

According to Sufflebeam (1970), the CIPP is expect to provide answers to the following four questions.

1. What objectives should be accomplished?
2. What procedures should be followed in order to accomplish the objectives?
3. Are the procedures chosen working properly?
4. Are the objectives being achieved? The above questions follow the evaluation stage of CIPP

#### **The Context Evaluation:**

This is the first stage of Stufflebeam model. It gives provision for reasons to determine educational objectives. Context evaluation isolate the problems or unmet needs in an educational setting. In order to consider such unmet needs, enable the evaluator to identify general goals and specific objectives that should be the focus of an educational programme (Adegbile, 2017). Thus, the main objective of context evaluation’s to systematically provide information that can be used by decision makers in order to make planning decision with regards to the new establishment of objectives, modification of existing objectives or confirmation of present objectives (Stufflebeam,1971). The context evaluation therefore considers societal needs, that is does the programme really look at the societal needs of the people for which are intended for? It also considers the environment where the evaluation is taking place. it also considers how to meet the identified needs. This evaluation type illustrates the status of an educational setting in terms of quality and quantity. Context evaluation focusses on the content of programme goals and priorities and also to make sure that these goals and priorities are directed towards the needs and problems (stufflebeam and zhang, 2017). This implies that there is need to assess the content of guidance counselling programme in state universities in Cameroon. The content of the programme dwells on the provision of different services of Guidance Counsellors with the aim to meet students needs. The fact that context evaluation provides the logic for justifying a particular type of program, it thus addresses the following four questions:

1. What unmet needs exist in the context served by a particular institution or programme?

2. What objective should be pursued in order to meet those needs?
3. What objectives would receive support from the community?
4. What set of objectives is most feasible to achieve? (Guba, and stufflebeam, 1970)

In order for the evaluator to succeed with context evaluation, he/she need to consider the following 4 variables

- 1) Man power: The man power here includes academic and also non-academic staff related to variables such as their quality, qualification, self, concept, gender, experience, age, attitude to work and many others.
- 2) Students' factors: This includes students' variables such as age, gender, aptitude, cognitive styles, verbal ability, and socio-economic background.
- 3) Learning environment: This includes the school setting, the type of school, school administration and also cultural setting.
- 4) Educational policy: The effectiveness of the educational policy should also be considered (Adegbile, 2017)

### **Input Evaluation:**

This is another type of Evaluation from the CIPP Model. Input Evaluation identifies and assesses programme strategies for achieving given objectives and also helps to provide information to assist in identifying particular strategies (stufflebeam, 1970). Input evaluation concerns itself with human and material resources. The main aim of input evaluation is to determine how to use the resources in order to meet the stated goods established for the programme. Input Evaluation aims at helping curriculum evaluators, stakeholders and also administrators to look for alternatives and strategies to address the identified needs of the population. This input evaluation is seen as a means of establishing support systems, solution strategies and procedural designs for the future implementation of the programme thereby assisting in determining the required changes for a programme to perform successfully (stufflebeam and shinkfield, 2007). This evaluation stage should be able to answer the following 4 questions in order to determine its success: -

- ⇒ Does a given project strategy provide a logical response to a set of specific objectives?
- ⇒ Is the given strategy logical?

- ⇒ What strategies already exist with potential relevance for meeting previously established objectives?
- ⇒ What are the operation characteristics and effects of competing strategies under pilot conditions? Thus, whatever is decided is based on the information collected from the input evaluation and this results in the specification of materials, procedures, time schedules, facilities, staffing and budget, that will be necessary to promote the attainment of a particular objective, (Guba and Stufflebeam, 1970). Input's evaluation therefore entails all the plans, strategies and budgets of strategies chosen for implementation. Stufflebeam (2003, p.32) earlier stated that input evaluation "helps evaluators to design improvement efforts, develops defensible funding proposals, detailed action plans, record the alternative plans that were considered and also record the basis for choosing one approach over the others". Moreso, Karatas and Fer (2009) added that input evaluation has as a role to provide knowledge about the potential and resources of the body which will implement the curriculum, consult the specialist, review similar literatures and curricula.

### **Process Evaluation**

According to Stufflebeam (1970) this is the third stage of evaluation in the CIPP Model. Adegbile (2017) describes process evaluation in his book as a type of evaluation that is "ongoing" and helps provides feedback on an ongoing programme. Information such as how the programme is being carried out and also how activities are being conducted. Process evaluation is designed to provide valuable information during the implementation stage of a programme. Stufflebeam (2003) earlier pointed out that evaluators need to predict, assess, observe flaws or faults in the implementation and use the information to provide feedback on how to improve the planification in the context of educational curriculum.

Process evaluation entails the usage of different approaches in order to unveil how to apply and implement the curriculum, to determine practicable plans for implementation. It therefore correlates with the role of evaluation structure of the curriculum in the collection of information and valuable data on the development of educational process to provide knowledge which will help in detecting faults in the process of implementing the curriculum. The provision of feedback will help to improve the action plans developed by the curriculum designers and planners and also help to interpret the results and motives behind special results (Al-Qararaa, Al-Qaisi and Al-Rofai, 2011). Process evaluation is therefore designed

to assess the implementation of a programme and also to provide feedbacks on the level to which the programme was deployed as expected and desired by the programme designers and also to assess if the programme conceivably defective outcomes were due to weak strategies or insufficient strategy for implementation (Stufflebeam, & Zhang, 2017).

Wang (2008) added that process evaluation has its focus on the obstacles that may prevent the success of the program. Similarly, Adegbile (2017) also added that the main objectives of process evaluation are to identify defects in the programme so that solutions will be provided to rectify the situation. Thus, the process evaluator needs to collect information frequently and also reports to the programme manager thereby providing periodic feedback for effective programme functioning. From the above literature, it can be observed that process evaluation concerns itself with the implementation procedure, since its design is to provide valuable information during the implementation stage of a programme, thus helping managers of the programme to improve the programme design as indicated under operating conditions and also make structuring decisions which could not be made during the preparation phase of the programme. This phase of evaluation is very important because it helps curriculum evaluators to determine why stated programme objectives were not achieved. It also helps evaluators to assess the challenges or difficulties that hindered the effective implementation of the program. Stufflebeam (1971) pointed out four questions to guide the process evaluation stage.

### **The Process Evaluation Stage**

1. It is the project on schedule?
2. Should the staff be retained or reoriented prior to completion of the present project cycle?
3. Are the facilities and materials being used adequately and appropriately?
4. What major procedural barriers need to be overcome during the present cycle.

These valuable questions will therefore guide the construction of our questionnaire and the necessary answers will be provided.

### **Product Evaluation:**

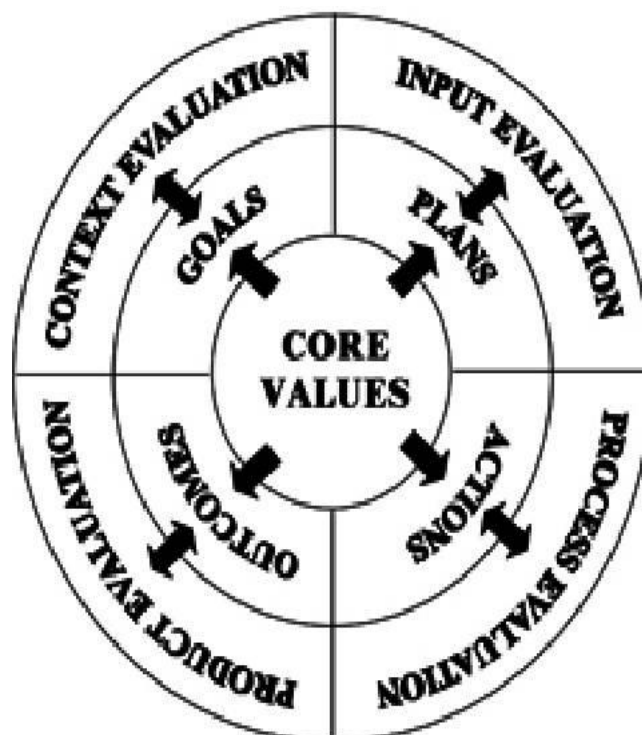
This is the last component of the CIPP Model by Stufflebeam. According to Stufflebeam the main purpose of product evaluation is to relate outcome of objectives and also to assess the overall worth of a procedure in terms of its effects. It measures the intended

and the unintended learning outcome. Through product evaluation, evaluators are able to ascertain if the students and beneficiary needs have been met and to what extent. It also helps to uncover the intended and the unintended effects and to make decisions as to continue, discontinue the programme or make programme improvements (Stufflebeam, 2013). The product evaluation measures and provides interpretation for the attainment at the end of a programme (Adegbile, 2017). Simply put, programme evaluation measures the achievement of a programme and assesses its outcome and also provides feedback on the extent to which the programme goals are being achieved and also to ascertain if the targets need of the beneficiary are achieved. Thus, in product evaluation, evaluators are concern with the effects of the products on the population that the programme was designed for, that is the outcome of the programe in relation to the earlier identified goals.

Furthermore, in order to understand the product evaluation, words such as impact, effectiveness, sustainability and transportability are used to gain more valuable knowledge with regards to the future effects of the programme (Wang 2008). Also, Attieh (2008), added that evaluation curricula outputs concern itself with the collection, analysis of the provision related to the success of the curriculum and the intended and unintended effects and also positive and negative outcomes. The output evaluation is the last stage and aims to determine to what extend the goals and objectives of the programme are achieved. According to stufflebeam product evaluation contains the following:

- ⇒ Identifying congruencies and discrepancies between intended objectives and actual attainment
- ⇒ Identifying unintended results desirable or otherwise.
- ⇒ Providing for objectives that have been met by recycling the programme
- ⇒ Providing information for decision makers regarding the future of the programme, if it should be continued, discontinued, or improved.

**Figure 1: Diagrammatical representation of the CIPP Model of Stufflebeam**



**Source:** Adapted from Stufflebeam (1971)

The above diagram represents the basic elements of the CIPP evaluation model in three main circles. The inner circle represents the core values that provides the foundation for evaluation. The wheel surrounding the values is divided into four evaluative foci associated with any programme evaluation. These are goals, plans, actions and outcomes. The outer wheel represents the type of evaluation that serves each of the four evaluation foci are context, input, process and product. Each double arrow indicates a two-way relationship between a particular evaluation focus and a type of evaluation. The tasks of setting goals raise questions for a context evaluation which provide information for validation or improving the goals and content of the programme. Planning improvement effort generates questions for an input evaluation which provides judgement of plans and directions for strengthening plans. Improvement activities bring up questions needed for process evaluation which produce judgments of actions and feedback for strengthening them. lastly the product evaluation deals with the impact the programme has on the student's population. It deals with the outcomes and also identifies ways for achieving better results in the future.

The most important advantage of the CIPP model is its comprehensive nature. It can be used to evaluate any educational programme because it was not design for a particular programme. It is a very flexible education model and can be use in different things as a “a

comprehensive framework for guiding formative and summative evaluations of projects, programmes, personnel, products, institutions and systems” (Stufflebeam and Shinkfield, 2007: 325). Also, the CIPP is a very dynamic curriculum evaluation model, that direct attention to information needs of decision makers. The four components of the CIPP model can be used both for formative and summative evaluation. “They are formative when providing information for the programme improvement. They are summative when providing information for the decision regarding the future of the programme” (Adegbile, 2017:37). The CIPP is also advantageous because it gives room for validation to take place from the conception of the programme to the final stage. It also gives the opportunity to gather evidence-based knowledge which gives room for clarity of the challenges of learning programmes (Stufflebeam and Shinkfield, 2007)

However, despite the widely usage of the CIPP Model and its popularity, some researchers have criticised the model due to the top-down approach that hinders the evaluation process to flow in a straightforward manner during implementation. More so evaluators have much impact upon the decision-making process and it should be noted that the criteria for making decisions is not static because societal needs keep evolving. In addition to this, the combination of four area of evaluation is cumbersome because the evaluators have to deal with the problems and draw back (Crabb and Leroy, 2012)

### **Justification of the CIPP Model of the Stufflebeam to the study under consideration**

The CIPP Model fits perfectly in our context because of its comprehensive nature. It is necessary to use all the stages of CIPP model to determine if the intended objective of guidance counselling in Cameroun state universities had been achieved. The achievement of these objective will depend on the effective implementation of Guidance Counselling in Cameroon State Universities. Application of the context evaluation in our study will help us to determine if the services of Guidance Counselling is in line in meeting students personal, social, academic and career needs. This will entail the implementation of all the services of guidance counselling in order to meet students’ needs. Secondly, the input evaluation provides us with the framework to determine the use of digital technology in guidance counselling and to identify availability and use of necessary resources for effective implementation.

The process evaluation provides us with a frame work to determine if counsellors face difficulties during implementation in order to meet students' needs. Finally, the product evaluation will enable us to determine if guidance counselling programme implementation was effective in meeting student personal/social, academic and career needs. Product evaluation will provide us with the impact of guidance counselling programme implementation on students' needs. If the results shows that implementation is not effective, evaluation of all the four stages will indicate the areas of weakness so that recommendations will be given for improvement, this is in line with the core concept of the CIPP model, which states that evaluation is "not to prove but to improve" (stufflebeam and shinkfield, 2007: 331) and also that "the society and its agents cannot make their programmes unless they learn where they are weak or strong" (stufflebeam, 2005:62).

### **Tyler Goal Attainment Model by Ralph Tyler**

This model was designed by Ralph Tyler. He first proposed this Model in the 1930s and then reviewed the model in 1940s. Ralph Tyler plays a very important role in the development of curriculum Education and testing (Madaus & stufflebeam, 2000). The goal attainment model is also called the objectives-oriented model and it provides guidance to many Educators; thus, Ralph Tyler is the father of objective model. The main concept of the goal attainment model is matching the pre-behavioral objective with the actual outcome (Tyler, 1949). According to Tyler, evaluation is the comparison between the intended outcomes with the actual outcomes. Tyler objective model is designed to evaluates the extent to which an instructional programmes goals and objectives were achieved. The model embraces the "careful formulation according to three educational goals; the students, the society, and the subject matter and two goals screen of psychology of learning and a philosophy of education" (Popham, 1995, p.25). when applying Tyler evaluation, it is easily for the evaluator to detect the extent to which the programme objectives are attained. If objectives are not achieved, it shows that the instructional programme has some weaknesses. In this regard, if objectives have been achieved, it shows that instructional programme had no lapses.

Tyler model is more advantageous to those clearly stated objectives. Tyler objectives model is no longer limited only to the evaluation of educational programmes because objective-based evaluation is available in different services and it is often to see the government requirements specifying that evaluations should be carried in order to find out

the level to which each funded programmes achieved its objectives (Stufflebeam, Coryn, & Chris, 2014). It is important to note here that Tylers objective Model is mostly advantageous to educators who want to evaluate tightly focused programmes with very clear objectives and also if the evaluator wants to determine the extent the program meets its intended objectives.

The goal attainment model or objective model is a linear model consists of four sequential steps in curriculum development: selecting educational purposes, selecting learning experiences, organizing learning experiences and evaluation (Tyler 1976). Thus, the principles of Tyler model surround itself to answer of the following questions: “What should the educational objectives of the curriculum be? What learning experiences should be developed to enable students to achieve the objectives? How should the learning experiences be organized to increase their cumulative effect? How should the effectiveness of the curriculum be evaluated?” (Tyler 1976, p.42). Any educator applying Tylers objective model needs to follow three main steps: Firstly, the instructional objectives need to be specified. Secondly, the data for performance need to be collected and lastly, the evaluator needs to compare the performance data with the specified objectives.

### **Principles of Tyler Model**

#### **Defining objectives of the Learning Experiences**

According to Tyler (1990) there are three category of resources that can be used to formulate the objectives of learning which are: the individual, contemporary life and expert consideration from the field of study. This implies that curriculum objectives should be derived from the students, the society and subject matter specialists. Tyler insisted that curriculum designers should consider the interest and needs of a child when designing a curriculum.

#### **Defining learning Experience**

Tyler (1949) opined that learning experiences are the interactions between the learners and the external conditions of the environment to which he/she can act. Tyler insisted that learners should be active participants in the learning experiences. In this light, the learner’s role can be controlled, manipulated or guided. The learning environment which influences the desired learning outcome should be rich enough to provoke creative thinking from the learner. He added that children learn through exploration. These learning activities

should be able to meet students defined objectives. In this line, Meek (1993) opined that learners should discover content that are useful and meaningful to them. In determining learning experiences, learners' experiences must be appropriate to the goals which educators seek to achieved. Each learning experiences should satisfy the learners and the design of the learning experiences should involve the learners and students should be able to attain different objectives (Maheshwari, 2015)

### **Organizing the learning activities for attaining the defined objectives**

In order to organize students learning activities, Tyler considered three major criteria which are: continuity, sequence, and integration. The principles of continuity implies that the selection of learning content should build on each other in a continuous pattern, in such a way that simple experiences become the bases for more complex experiences. The principle of sequence holds that the learning experiences selected should consider the development stage of the students for instance learning experiences designed for class four primary school pupils should be different from learning experiences designed for class three primary school pupils. The principle of integration implies that the contents in one subject or syllabus should be related with those of other subjects or syllabus.

### **Evaluating learning experiences**

According to Tyler, evaluation is the process of determining to what extent the educational objectives are being met by the instruction. He further explains that curriculum planning is a continuous process in which materials and procedures are developed, tried out, data collected are analyzed and the results of the data are appraised, and their weaknesses identifies leading to suggestion for improvements.

Tylers model based its concept on objectives derived from the learner, the society and the expert in the field. This model is very useful now especially the 21<sup>st</sup> century where educational objectives are drawn from the students. The objective model is now use as an approach to develop better curriculum with regards to the curriculum objectives (Chen, Chen & Cheng, 2005), Tyler objective model is now used by curriculum designers to design objectives and ascertain the level of attainment of the defined objectives. The principles of selecting learning experience are very important because curriculum is considered as a set of broadly planned school experiences designed and implemented to help students achieve specific behavioral outcomes (Madaus, & Stufflebeam, 2000).

Although Tyler objective model is very useful for curriculum development, some writers have criticized the model for educational evaluation. The model does not give room for feedback to stakeholder, curriculum designers or evaluators on how to improve the programme in case there are weaknesses (Huang and Yang, 2004). More so, Tyler concentrated more on defined objectives failing to take into consideration that objectives can be changed during implementation and programmes that have undefined objectives will not be able to use Tylers model for evaluation (Chen et al, 2005)

### **Justification of Tyler Model in relation to the study under consideration**

Tyler model provides a guide to the researcher to evaluate the implementation of Guidance Counselling in cognizance to the needs. Carrying out such evaluation will determine if predefined objectives of Guidance Counselling has been attained. Students personal/ social, academic and career needs will be of the main concern of the researcher which is in conformity with Tylers model which is student centered. Also, Brummelen (1994) earlier supported this view when he emphasized that true education should take the social, emotional, spiritual and physical needs of students at heart and not only intellectual aspect of students. Thus, this provide a framwork for the researcher to look at students personal, social and career needs to determine if implementation of Guidance Counselling have been able to meet these defined needs.

### **Kirkpatrick's four level Model of Evaluation**

Donald Kirkpatrick Model was initially published in four articles in 1959 and it is a very popular model used to evaluate learner's outcome. This model was later revised in 1975 and 1994 and it is a four-level evaluation model which addresses the need of training professional to understand training evaluation in a systematic way (Shelton and Alleger, 1993). The four levels of Kirkpatrick Evaluation Model are:

#### **Reaction:**

Kirkpatrick (1959) viewed reaction as how well participants like or appreciate a particular programme. Bate (2004) added that measurement at the reaction level is concerned with assessing trained effective responses to the quality. Reaction is therefore the first level of evaluation and its role is to assess leaners reactions or attitudes towards the learning experiences. The evaluator can use questionnaires as the instrument to get reactions from the learners during the training. The information gotten from the leaners will provide

management to the instruction. If the data from the questionnaire shows that learners do not like the instruction, they will learn from it (Dick and Johnson, 2002). Thus, this level of measurement deals with what participants think or feel about the programme. It measures their satisfaction and their personal opinion about the programme. Learners may be asked if the programme was useful or not or if it was valuable or not. Measuring participants reactions helps the evaluator to understand if he is making progress or not or if the programme is well conceived or not.

**Learning:** This is the second level of Kirkpatrick model and it measures the extent to which knowledge, skills and attitudes have increase as a result of the programme. Thus, the evaluator role here is to assess what participants have learned in the course of the programme. According to Kirkpatrick, objective means should be used to measure learning and also a control group should be used to measure and compare performance with the trainees that received the instruction and those that did not receive the instruction. More so, Kirkpatrick added that the assessment of training should include principles, facts and techniques understood by the trainees. Kirkpatrick insisted that a pre-test and a post-test should be used as a statistical means in order to demonstrate if learning has taken place as a result of the instruction. He added that the test should include all the materials that was taught to learners (Dick and Johnson, 2002). Thus, this second level simply measures what learners / trainees have learned as a result of the programme.

**Behaviour:** This is the third level of the Kirkpatrick four level model of evaluation and its main concern is to assess together the trainees put in Practice what they have learnt. This level involves deals with applicability, it involves the transfer of knowledge, skills and attitude acquired from the training programme in the classroom to real life situations. According to Bates (2004), behavior outcomes asses the level to which knowledge and skills gained during the training are applied on the job that is, if their behavior has changed as a result of the training or if they applied it. Kirkpatrick observed that learners can demonstrate learning in the classroom setting and yet will not do same in the Job setting that is to say, learners may not apply the skills and knowledge in the Job setting thus it is important for the training director to follow up if learners are doing what they have learned in their Job setting or training centres. Kirkpatrick added that this follow up can be done through contacting the learner's supervisors and also subordinates or collaborators and suggest pretest and posttest to measure learner's behaviors (Dick & Johnson, 2002).

**Results:** This is the last level of Kirkpatrick model. This level measures the final results of the trainees from programme participants. It measures the impact of the training or programme, the success and the future of the programme are both assessed thus the behavior obtained from the programme should result in changes in the organization in a positive direction (Dick and Johnson, 2002).

The main strength of Kirkpatrick model is the focus on change in behavioral outcomes of the learner's involvement in the training programme (Man and Robertson 1996). Also, Kirkpatrick model promotes awareness of the importance of assessing training (Wang, 2003). Moreover, Tennant et al, (2002) added that Kirkpatrick model is a widely accepted model which is very useful for evaluating the effectiveness of training reaction, learning behaviors and results.

However, Kirkpatrick model has been criticized because it did not take into account the intervening variables that affect learning such as motivation, the prerequisite knowledge of learners, it also did not consider the relationship between important programme elements and programme context. likewise, the effectiveness of resource usage and other equipment were not considered (Holton, 1996). More so, Bates (2004) added that Kirkpatrick model may not be able to guide evaluators into a full evaluation of their educational programmes if used alone as the only model without employing another model.

#### **Justification of Kirkpatrick model in relation to the topic under study**

This model plays an important role in evaluation of the implementation of Guidance Counselling programme on students' needs because it guides the researcher to determine if students are satisfied with the implementation of Guidance Counselling programme in their universities. It also gives direction to the researcher to assess if the programme is yielding some beneficial fruits. Therefore, such evaluation provides accountability for quality instruction and also ascertain whether Guidance Counselling programmes will be fruitful for students in their nearest future.

#### **Abraham Maslow hierarchy theory of needs 1940s -1970s**

This theory was founded by Abraham Maslow in 1943. Maslow is considered the father of humanistic theory. His contribution to psychology was seen in his contribution to humanistic theory and hierarchy of needs (Celestine, 2017). He was a clinical psychologist by profession who was interested to know what motivated human beings act the way they do. According to Maslow all human beings are born with instinctive needs that required

fulfilment. Universal needs motivate the individual to strive to grow, develop actualised and become the best they can (Minderop, 2010). He added that human needs are complex in nature and these complex needs influence the behaviour of a person. Maslow designed his needs in a triangular form, the lower needs are at bottom while the higher needs are at the top triangle. This implies that the needs are arranged according to a hierarchy of importance from the basic physiological needs to the complex self-actualization needs (Wu, 2012). He reiterated that until a person fulfils one need, a person will not be motivated to advance to the next level of need. This implies that when an individual obtains a particular need, He/she will be motivated to accomplish the next need. (Mbua, 2003., Tanyi, 2016). Initially from 1943 -1959, Maslow theory suggested five needs that are arranged in hierarchy of importance in an ascending order, starting with the lowest need (deficiency need) of physiological, safety, love and esteem needs to the highest needs of (growth need) self-actualisation. However, from 1960s -1970s Maslow innovated his five-level hierarchy model with the addition of three more level which made it eight hierarchical needs which included cognitive needs, aesthetic needs, and later transcendence needs.

### **Physiological Needs**

This constitutes the basic and biological needs of an individual in which he/she have to satisfy first before he/she can desire for other needs. These needs include the need for food, air, water, sleep, sexual gratification, shelter, clothing and so on. According to Maslow when physiological needs are not met, no other need will serve as basis of motivation (Maslow, 1954). For example, a student who is hungry may not be motivated to read.

### **Safety Needs.**

Safety needs develop as a result of the successful satisfaction of the physiological needs. In this case, if the physiological needs are met, the safety needs begin to unfold and it control behaviour. Safety needs involve safety and the security of an individual in his environment and place of work (Asagwara, 1994). These needs are usually met in educational institutions such as programme benefits, job security, health services etc. some example of safety needs include need for security, protection against danger and threat, freedom from fear, social stability etc.

### **Social Needs**

Social needs arise as a result of the satisfaction of the physiological and safety needs. That is if the physiological and safety needs are adequately satisfied, social needs will unfold

and influence behaviour. Safety needs are also called “love needs” because of the desire of love. Examples of Social needs involve the need for individuals to belong, the need for affection, the need to associate, the need to be loved by the family or members in the society, the need for friendship, the need to interact and be accepted by other people. The individual wants to be accepted for who he is. This hierarchy of needs discourages isolation. Social needs are usually satisfied through social interaction with people. For example, students grouping themselves in school plays a very important role in addressing these needs (Mbua, 2003). Non satisfaction of this need may affect the mental health of an individual. Some people may experience depression because of the lack of love. The consequences of not fulfilling social need may display in high rate of absenteeism, poor performance, emotional breakdown and also low job satisfaction (Hellriegel & Slocum, 1976).

### **Ego or Esteem Needs**

This is fourth level of Maslow hierarchy of needs theory. According to Maslow egoistic needs constitute two types. The first ego needs constitute those needs that has to do with one’s self-esteem such as needs for self-confidence, for independence, for achievement, for knowledge and also for competence. Secondly, those needs that has to do with one’s reputation, for recognition, for status, for appreciation, and also self-respect (Mbua, 2003). The individual at this level desires to be seen as a competent person. The individual is more concerned about his/her achievements, status, his competence and prestige. The accomplishment of these needs leads to self-confidence, self-worth and adequacy. It should be noted here that the desire for this need arise when the physiological, safety, and social needs have been fulfilled.

**Level 5: Cognitive needs:** these needs involve cognitive processes like knowledge, understanding, exploration, curiosity and also the need of predictability. For example, a student may be curious to know how the clouds function.

**Level 6: Aesthetic needs:** this constitutes the need for an individual to look beautiful/handsome and clean. The need to be balance in form and shape. Human beings are attracted to beautiful things around them. Individuals admire and appreciate beautiful enviroment. Individuals derived satisfaction when aesthetic needs are fullfiled (Tanyi, 2016).

### **Level 7: Self-actualization Needs.**

Initially before innovations were made in Maslow hierarchy need theory, self-actualisation was the last need level in Maslow’s need theory. At this level the individual

desires to pursue inner talent and demonstrate his/her creativity. Self-actualisation is also referred by some researchers as the “self- fulfilment need”. Maslow defines self-actualisation as the desire to become everything one is capable of becoming. In this regard, self-actualisation means the ability of an individual to achieve all he/she desires to achieve in life. Maslow’s considers the first three level needs (physiological, safety, and social needs) as “lower-level needs” in which many individuals can fulfil these needs while the last two-level needs (ego and self-actualisation) are “high level needs”. Maslow added that these high-level needs are rarely completely satisfied. Maslow (1968) identifies 15 characteristics of a self-actualised person:

- A person who perceives reality efficiently and can tolerate uncertainty,
- An individual with unusual sense of humour.
- A person who sees life objectively.
- A person who is highly creative.
- A person who is concern with humanity, a person who maintains good satisfying interpersonal relationship with other people.
- A person who is thoughtful in action.
- A person who also accept himself or herself for who they are and also accept others, a person that exhibit privacy.
- A person with democratic attitude and a person with good moral ethical standard.

Maslow also listed some behaviours of self-actualization such as; the ability for an individual to experience life like a child with full understanding and concentration, the individual should also try new things instead of persisting on safe paths, the individual should be able to listen to his or her own feelings instead of the voices of others, the individual should be able to take responsibilities and work hard. The individual should also need to be honest (Maslow, 1970).

**Level 8: Transcendence needs:** This involves the need to assist others attain self-actualisation. An individual is motivated by values that transcend beyond the personal self. This level also dwells on spiritual connection of an individual.

#### **Some Criticism of Maslow’s theory**

Some researchers have criticised Maslow needs theory. According to Szilagy (1981), human needs are not static but dynamic in nature. In addition to this, one can satisfy

more than one need at the same time which is contrary to the views of Maslow. Also, the emphases in the stages of needs may not be practical in real life because individuals can accomplish a high-level need without attaining the basic level. Rogers (1942) earlier noted that human beings can have the capacity to satisfy high level needs even when low level needs have not been addressed.

### **Justification of Maslow Hierarchy Need Theory in relation to the Topic under Study**

This theory provides the researcher with a framework in understanding student's needs. From the illustration of Maslow theory, it is concluded that all students have needs because they are humans and these needs are classified in levels, there are needs that easily addressed and there are needs that are complex and students find it difficult to attain these high-level needs except with the help of a guidance counsellor. This theory does not only provide the researcher and school counsellors with the nature of students needs but also stresses the importance for counsellors to help students addressed these needs, in order motivate them to move to the next level needs. The first level needs express the basic needs of students such as food, shelter. The safety needs express the students need of safety in their environment, the need for protection from fear of the unknown, and also the feelings of insecurity. The love needs expresses student desires to belong, to be accepted and loved by other members of the society. A lot of students get frustrated and negatively affected because they are not loved and they feel isolated.

Some students in the process of interacting with their peers, they become negatively influenced. Some develop anxiety and depression because of failure to attain a particular need while others have low esteem and lack of confidence, they are shy in expressing their views and perspective in life. Some are not bold enough to face future challenge, thus there's need for school counsellors to designed interventions that will help students in addressing these needs. Finally, there are students who aspire to grow, graduate from university and be employed thereby actualising their dreams, students need employability skills. Also, Maslow talked on cognitive needs and aesthetic needs need to be attended too. Thus, there's need for counsellors to guide them in the process of self- fulfilment, counsellors can orientate students towards their career in accordance with their competence. It is therefore important for school counsellors to use effective methods and strategies in helping students to address these different needs. Guidance Counsellors should consider all these needs when designing

and implementing their programmes. Guidance curriculum should take into consideration the university level of students when designing their curriculum. Failure for counsellors to help students address these needs often leads to negative consequences such as emotional breakdown, poor school performance, school dropout, low self-esteem, educational wastage etc.

### **Social Cognitive Theory of Albert Bandura from 1960s -1970s**

The social cognitive theory of learning was traditionally formulated in the 1960's. Social learning theory encompasses the concepts of observation, modelling, imitation, reaction, attitudes and reinforcement (Bandura, 1977). Social learning theory has been very instrumental in explaining how people can learn new things and cultivate new behaviour by observing different people. Social learning theory focused on observational learning process among individuals and it has been used greatly with the understanding of aggression (Bandura, 1969). This theory is also used in training programmes because it constitutes techniques of behaviour modelling. Albert Bandura saw behaviour as a process that is learned in the environment through observation (Bandura, 1977).

### **Albert Bandura views on personality**

Although Albert Bandura supported the fact that environment plays a major part in shaping the behaviour of humans, cognitive processes like thinking and behaviour can change the environment also. He named this mutual effect as reciprocal determinism. Thus, personality and behaviour can be best explained by the social cognitive theory as a reciprocation between an individual and his environment. Social cognitive theory highlights the importance of internal cognitive process like thinking, feeling, perception etc. The theory made allusions to the fact that it is not only the environment that influences a person's behaviour but also the perception and assessment of the environment.

More so, Bandura (1977) added the principle of self-efficacy to his social cognitive theory. According to him, people's behaviours in certain environmental situations are being guided by their perception of their ability to be skilful and successful. Individuals with high self-efficacy face new situations with confidence and persistence because they believe success will likely happen meanwhile people with low self-efficacy will anticipate failure and they stay away from difficulties. Bandura further explained that individuals can learn simply by observing the behaviour of another individual (who is a model) and the impact of

that behaviour. If individual's pay close attention to the behaviour, they can obtain the ability to perform the same behaviour that was observed. Also, reinforcement is another principal Bandura incorporated in his theory. According to Bandura, learning takes place through reinforcement. When individuals observed the reward and punishment of the behaviour that was performed by others for example a person can avoid calamity by observing the calamity of others. Consequently, many of the behaviour's individuals possess originates from observational learning.

### **Basic Concepts of Social Cognitive theory of Albert Bandura.**

**Observational learning:** The social learning theory anchored on the fact that individuals learn by watching how others execute the behaviour. Observational learning describes the way children learn behaviour's by watching the behaviours of the people surrounding them and imitating the behaviour. This was illustrated by Albert Bandura in his "Bobo Doll" experiment. The "Bobo Doll" was conducted in order to observe children's reactions to the doll. In his experiment, Albert Bandura involved an adult who was given the duty to act aggressively towards a "Bobo Doll" meanwhile the children were observing the interaction between the adult and the Bobo Doll. After the observation process, Bandura later validated that the children imitted the same aggressive behaviour towards the Doll (Bandura, 1977). Thus, Bandura theory demands a model performing the behaviour, and also the mental capabilities of the learner observing the behaviour. According to Bandura not only external reinforcement that can affect learning and behaviour but also intrinsic reinforcement which are internal reward of the individual such as satisfaction and accomplishment.

**Modelling process:** According to Bandura, learning must undergo a process. To him, not all behaviours by a person can be learned effectively neither does the learning amount to behavioural changes. Consequently, children copy, imitate and learn behaviour's when they go through the following processes:

#### **Step 1: Attention.**

Albert Bandura social cognitive theory entails that the learner must pay attention in order to learn. If a learner wants to learn from a person that performs the behaviour (model) there's need for the learner to concentrate and focus on the person performing the behaviour.

Distractions should not be tolerated in this process. The behaviour and the model performing the behaviour should be interesting in order to captivate the interest of the learner.

### **Step 2: Retention.**

According to Bandura, learners need to retain the newly learned behaviour because without retention, the behaviour will not be secured or settled. Failure to store the information may prompt the learner to observe the behaviour again.

### **Step 3: Reproduction**

When the learner successfully concentrates and retain the behaviour, the learner will be able to demonstrate the newly acquired behaviour. repetition of the behaviour through practice is a vital requirement for progress.

### **Step 4: Motivation**

The learner needs to be encouraged (motivated) to repeat the newly learned behaviour. This has to do with the principle of reinforcement and punishment. A positive demonstration of the behaviour will earn a reward and a negative demonstration of the behaviour will result to punishment.

### **Justification of Albert Bandura Social Cognitive learning theory in relation to the topic under study**

This theory is very instrumental in explaining the implementation of guidance counselling programme on students needs. Applying this theory in our context, it is self-explanatory that most personal/social, academic and career needs of students stem from the environment in which they find themselves. It was demonstrated by Albert Bandura that environment greatly influence the behaviour of an individual. In a university environment where students come from different parts of the world, they start making new friends, some of them see their friends and teachers as models. The influence of their friends may negatively influence their behaviour and some unfortunate ones go astray. Sometimes the excitement of first year students coupled with peer pressure leads to deviant behaviours amongst students. Some students because they want to meet up with societal pressure, especially with negative influence of social media, they start competing with their friends. Sooner or later some of them forget why they enrolled in the university. Academic problems

become their reality; some students repeat the same university level until they drop out of the university. Some engage in excessive alcoholism, drugs, prostitution, examination malpractices, insubordination etc. some of these university students become victims of imitation. Some students switch to other departments in the university because they saw their friends offering a particular speciality. They don't consider their competence and skills. The influence of their peers has an impact on their choice of courses they select in the university. When confusion set in because of observation and imitation from friends, they became confuse and start to wonder in the darkness.

Thus, there's need for the intervention of a guidance counsellors to effectively implements their programmes in order to mitigate against the above personal/social. Academic and career problems of university students. Effective guidance counselling programmes will ensure a conducive environment where students can fully develop their personal/social, academic and career aspects. The social learning theory emphasizes on the importance of incentives and motivational process in learning. Therefore, the guidance counselling programme is seen as incentives and motivational process that enhances student's behaviour in a desirable way. Effective guidance counselling programmes will address students needs and help them with good choices that are directed towards their desired goals. The provision of incentives or reinforcement and motivation goes a long way to inculcate the right competences and skills for students to be well placed and functional in the society. However, it is also very important for the university administrators and ministry of higher education to provide a conducive environment for effective implementation of guidance counselling. Conducive environment in this context implies the provision of adequate human, financial, material and political resources.

### **Related Literature based on the variable of the study.**

Literature will be reviewed on guidance counselling services, the use of digital technology in guidance counselling, availability and use of resources for implementation and difficulties encountered during implementation

#### **Guidance Counselling Services**

School Guidance Counselling services are specialized activities or interventions that are being provided by professional guidance counsellors with the aim to meet student's needs (Adomeh, 2006). The services provided by school guidance counselors include: information

service, counselling service, orientation service, referral service, placement and follow up service, research service, research and evaluation service. (Adomeh, 2006; Okwubunka, 1993; MINESUP, 2000).

### **Information services**

According to Gibson & Mitchell (1995) information services is an activity that involves descriptive materials and accumulated media, organized and disseminated through individual counselling or organised group activities. Information Services is one of the most important service of guidance and counselling. University counsellors has as a role to provide useful information's in the development of students personal/social, academic and career domain. The main purpose of information service is to provide students with data on educational personal/social and career opportunities that enable them make good wise decisions to enable them reach their full potentials in a complex world (Ekwe, 1991; Beduaddo, 2014). Similarly, Schmidt (1999) pinpointed that guidance counsellors should communicate valuable information on students educational and career concerns to both students and parents. Thus, Counsellors disseminate knowledge, ideas, concepts that are considered useful to the personal growth of the students. This can either be educational information, career information or personal/social information. The information's are mostly preventive in nature, the purpose is to create an awareness so that students will be aware of their environment before indulging in certain acts.

Malumfashi (2004), described information service as a process that involves the collection and processing of data based on vocational, personal/ social and academic concerns of the client. The main objective of this service is to provide students with the necessary knowledge needed for their personal/social, academic and career development. A well-informed student is not ignorant of the happenings in the society. It is the counsellor's role to look for valuable information for students. Students should not be left to wonder in the darkness, they should be helped by counselors with valuable information that will help them to become fully functional in the society. Information service is very necessary as it helps to guide students' actions and informed them on the different career available in accordance with their competencies so that students can make good choices. Information services also provide students with information on sports, recreational activities and other valuable happenings in the world. Information services involves the process of collection, classifying, disseminating, storing and retrieving valuable information for clients use in

order to help the client make wise choices and good decisions (Ahmed, 2010). However, this service is not limited only to students, because parents also need information in order to follow up their children academic, personal/social and career development. Thus, information service is both for students, parents, teachers and the entire educational community. MINESUP (2000) listed the following information that counsellors should provide to students:

**What should they be informed on?**

- -Guidance counsellors in the university institutions should provide students with the necessary information's on their personal/social development.
- Information should be provided on the educational environment and development of the learner
- Information should be provided on professional training, job openings, career and socio professional milieu
- Information should be given on the innovations that have been taken place in the professional milieu.

**How should university students be informed?**

According to MINESUP (2000), school counsellors should collect information on schools, universities and professions for the purpose of providing this information to students. They should also be able to process the information, store information, update the information, disseminate the information, measure and evaluate the psychological and psychometric student data and also organizing a wide range of workshops covering several areas of student's preoccupation.

**Counselling service**

Counselling service is one of the most important services in the guidance counselling programme. Counselling Services is designed to provide students with self-knowledge and self-development through individual or group counselling (UNESCO, 2002). Gibson and Mitchel (1990:32) defined individual counselling "as a one to one helping relationship which targets on a person growth's adjustment, problem solving and decision-making needs". Thus, in their definition this relationship involves two persons, the counselor and the counselor (student) and the main aim is to help provide solutions to the clients (counselee) existing problems or challenges. This service helps individual students to examine himself

in way that he/she tries to compare his capabilities, interest and competences in order to arrive at a decision (Gichinga, 1995). Counselling service provides the students with knowledge of what he/she can do, thereby bringing out student competence in handling existing problems or challenges. Guidance counsellors in any educational institution's carryout a broad spectrum of activities in order to ensure that students' needs are being met. For the counseling part, counselors are always concerned with group counselling and individual counselling. Two main types of counselling exist. We have the personal counselling and the group counselling. Okene (2013) pinpointed that counsellor have a role to conduct face to face counselling sessions concerning students personal, relationship, academic and professional issues. Gysbers & Henderson (1988) earlier highlighted that individual or personal counselling is aimed at helping students to identify problems and help them to develop the necessary aptitude needed to face the difficulties. Thus, personal counselling involves a face-to-face interaction between the counsellor and the client or student with the aim to help solve students' problems.

Olayinka (1993) suggested that, for individual counselling to be effective, school counselors should provide unconditional positive regards in order to avoid fright, panic and tension on the part of students. He went further to advise that guidance counsellors should make use of open-ended questions in order to gather in depth knowledge from the client which will enable the counsellor to gain more clarity and understanding of the problem. He reiterated that counselors should ensure that the counselee is relaxed and comfortable, this will provide a conducive calm and safe atmosphere for counselling to take place.

According Uwe (2005) group counselling is a process where one or few counsellors are involved in an interactive relationship with more than one counselee or clients. Olayinka (1993) saw group counselling as "an interpersonal process carried out by a professional trained counselor and conducted with individuals with distinct developmental problems". He furthered explained that it is the duty of the counsellor to create a peaceful conducive environment needed for good interaction and healthy communication among members. He added that it is the duty of the counsellor to select members with similar problems and also the counsellor should encourage members to share their views without fear and incase of doubts, the counselor should clarify concepts when the need arises. In this regard, the counselor needs to guide the process in accordance with the stated objectives. This process will enable the members gain satisfaction at the end of the group counselling. Olayinka went further to add that if counsellors effectively carry out group counselling, students may realize

that other students face difficulties in life. Thus, this process will be very beneficial to students because they will become more self-confident, their stress level will reduce and they will live peacefully and happy with one another. Gibson and Mitchell (1990:32) went further to throw more light on group counselling. "According to them group counselling is an activity structured to provide individuals with information or experiences that promote their career or educational understanding and personal social growth and adjustments". From the above definition, it can be deduced that group counselling involves more than two people. It takes place in small groups and the objective is to share the concerns of others with the aim to derived solutions to individual concerns.

Also, Ipaye (1983) noted that group counselling is very advantageous to clients as it helps them understand themselves and other members of the group, it helps them to tolerate another member weakness, thus helping in building national unity. Similarly, Idowu (1986) earlier observed that group counselling is a method employed by a professional counsellor which involves the provision of information to students to enable modify student's behavior in a positive way and also help them with necessary skills needed to relate with one another. He added that guidance counsellors need to maintain nonjudgmental and permissive role in order to captivate students' interest and get them involved in the task. He also added that counsellors should bring up social and practical topics in order to arouse student's interest.

Thus, group counselling service aimed at helping students and other educational members in school with their problems. Students with problems come to meet the professional counsellor in which through interaction, the professional counsellor can help them voluntary change or modify their behaviors, help them see clarity in their problems and also help in their goals and behavior. Unfortunately, this important service is not taken seriously in educational institutions in Cameroon because more attention is given to the cognitive needs of the learners, of which counselling helps students with their emotional, academic and career needs. It is very important that only a trained guidance counselor should provide this important service because the process requires a lot of different skills. Apart from face-to-face interactions counselling can also be given through chat messages and audio calls. Also, this service aimed at helping students or clients to understand themselves, their strength and competence to solve their problems (Ebule, 2005).

It is important to note that Guidance counsellors use interview to get information from the students during the counselling session. From this interview the guidance

counselors give personal or collective advice to students. The counsellor helps both the parent and the student in their academic, professional choices in relation to training programme, competencies and opportunities. After interview, the guidance counselor in a school setting gives advice on difficult areas in studying, and reoriented the student who feels need to improve on himself as a result of academic failure (MINESUP, 2000).

### **Orientation Service**

Orientation service according to Khadija (2010) is a service that is organized in order to help individuals to understand and adjust to their new environment. Its main objective is to help students adapt and adjust socially and psychologically to their new environment in order to pave the way for effective learning environment. The orientation service has a setup of many activities for student's adaptation in their new environment. The orientation programmes are designed to enable students to be familiar with new school administrative setup, new students and lecturers, the rules and regulation of the institution, the availability and usage of school facilities, the rights and duties of students, the history and programmes offered in the institution and also getting students to be familiar with the neighborhoods of the school (Ahmad, 2010).

Orientation Services is designed to help new students adapt to their new school environment. In our context, counsellors are supposed to welcome newly admitted students in the university and also help them get used to their university environment. When students transitioned from secondary schools to university, some of them become lost. It is the role of any university counselor to welcome these students by helping them adapt and adjust to their new environment. The activities put in place will help them adjust socially and psychologically to their new environment. It is in this light Makinde (1984) earlier noted that when new fresh students are admitted in schools, they feel lost socially and psychologically thus there's need for guidance counselling in educational institutions. The university counsellor sensitizes the newly admitted students with the aim to create an awareness on functionality of the university, the rules and regulation governing the university, the different faculties and departments available, the lecturers and university administrators and their functions, introduce them to other students and help them get acquainted with the university neighborhood and all it has to offers.

### **Referral service**

Referral Service is another important service rendered by the counselor. According to UNESCO (2000) students can have some problems that are beyond the capability of the school counsellor. It is therefore important for the school counsellor to refer students to experts that can help solve their problems. These experts can be social workers, medical doctors, psychologist, priests, or psychiatrists. More so, guidance counsellors are expected to consult other members in the educational community in order to help the student. A counsellor can consult a teacher or a parent in order to gather more information about a student before concluding on a decision. Referral service gives room for collective decision making and problem exploration.

Referral service in school guidance counselling connote the act of officially sending a client to an expert who is capable of handling the client(student) problems. Referral service is provided when a professional guidance counsellor judge that the client problem is above his/ her capability, in this case the counsellor has the right to refer the client to an expert who is specialized to handle the client's problem. This implies that client will be sent to a professional who is capable of handling the client problem. In this regard, it is important for guidance counsellor to know their limit. They should understand that students have different needs that is not within their competence to handle, thus it is important for counselors to refer these students to an expert. For example, the guidance counsellor may refer clients with ill health to a medical doctor, and student in need of special employment skill to an employment agent etc. similarly Okene (2013) elucidated that Guidance Counsellors are responsible for referring visual, auditory, physically challenged students to appropriate specialist who is capable of handling the problem properly.

### **Placement and Follow up Service**

Placement and follow up service helps to assist students attain their career goals. This service makes use of the interest, aspirations and competence of the learners in order to properly guide them. It is designed to prepare students for admission to other education, vocational institution or programs (UNESCO, 2000). Makinde (1984) added that placement service help students to select and make use of opportunities within the school and in the labour market. Main objective of this service is to help the learners make use different opportunities within the environment. It is very essential to place students in their suitable places where they will function well.

Also, it is very important to follow these students if they are well suited in the opportunities given to them. Therefore, follow up service consist of the persistent monitoring of counsellor's interventions aimed for student's progress and adjustments. It deals with information of what happened to students during their stay in school after they left school. That is even when students leave school, there should be a continuous follow up in order to asses if they are doing well in places that were recommended to them while they were in school. It is therefore a follow up service irrespective of where students are. Specifically, it is the act of assessing clients that were counselled, placed or referred somewhere after finishing school, in order to ascertain whether there's a necessity for more assistance from the counsellor. In addition to this literature, Ramirez (2014) pinpointed that follow up services are provided in order to evaluate how effective the placement activity was and also to gather information needed for curriculum innovation with regards to former students' experiences. In this light, school guidance counsellors are expected to visit different institutions, companies, ministries, private and government agencies in order to find out how their past students/ graduates(clients) are doing.

### **Group Sessions on Guidance Curriculum**

Guidance curriculum is a structured developmental lesson designed to help students in achieving the desired competencies or skills needed for their personal/social, academic and career developments. The guidance curriculum is delivered in group sessions, guidance centers or in classrooms with the counsellor acting as a teacher or a mentor. Guidance counsellors in any educational institution are also responsible for designing and delivering school counselling programmes that addresses the developmental needs of all students (ASCA, 2019). The Guidance Curriculum is organized in a sequential and systematic format which is an ongoing process consisting of planning, 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 consist of competencies organized in personal/social, academic and career domains and structured activities presented systematically that provide all student with opportunities to master guidance competencies (Gysbers & Lapan, 2001). Group sessions on guidance curriculum is also called group guidance. Group guidance holds on the principle that prevention is better than cure. Group guidance focalize on information and uses experiences with the main aim to avoid future problems. Group guidance is an activity that is recommended by all students to be participatory. It focuses on the cognitive, affective and

psychomotor development of the students. It is preventive nature rather than curative. Specifically, a guidance curriculum consists of activities and learning experiences based on specific objectives on students personal, social, academic and career development. The guidance curriculum is delivered through group activities, classroom instructions and responsive services (Dahir, Burnman & Stone, 2009). The school guidance curriculum has similar characteristics to other educational programmes such as scope, sequence, student's outcomes and activities and interventions designed to achieve student's outcome (ASCA 1994). More so, Gysber & Henderson (2000) added that the delivery of guidance curriculum lessons should cover all the students in addition with teachers and other school administrators.

The content of every guidance curriculum should focus on students three developmental domains which include; their personal/ social domain, academic domain and career domain (Campell & Dahir, 1997; Gordon, 2000). Also, each domain should have standards or specific objectives. More so with regards to academic contents in the guidance curriculum, Olayinka (1993) also opined that academic content should be based on the interest, ability and aptitude of the student. Gordon (2000) also highlighted the fact that guidance curriculum should focus on student's ability to make decisions, setting profitable goals and taking measure to achieve their goals in order to develop the contents of the guidance curriculum is important to carry out a need assessment on students. Effective guidance curriculum should be designed to address student's needs, even though student differ in their needs, some needs are common in a particular age group (Odeleye, 2017). The school guidance curriculum is preventive in nature because it is designed to assist students in acquiring and using lifelong learning skills (Campbell and Dahir, 1997).

### **Evaluation Service**

Any program that doesn't involve evaluation won't survive. In order to ensure programme sustainability, it is important for guidance counsellors to constantly evaluate the implementation of their activities or services in order to find out if stated objectives have been attained. UNESCO (2008) highlighted that evaluating the activities or services of guidance counselling aims at determining the effectiveness of guidance counselling in achieving the stated goals and objectives of the guidance counselling programme. Drury (1992) describe the evaluation process to consist of reports on different services offered, time spent on each activity, the percentage of school counselors and the numbers of students

served. Evaluation service helps the counsellor with better ways to solve student's problems. Students' problems can be very challenging at times. It is therefore the role of the university counsellor to look for better means or solutions to help the student. The counsellor also has to carry out evaluation in order to find out if his/her objectives has been attained. It is through research and evaluation that counsellors can upgrade their service and thereby providing effective means to meet student's needs. most importantly guidance counsellors make use of psychological evaluation with the use of psychological test in order to diagnose student's problems (UNESCO, 2000).

Evaluation of guidance counselling services should be an ongoing process that consist of collecting data from students, parents' teachers and also other school personnel in order to examine the activities or services carried out by guidance counsellors and also it should be an annual process of gathering feedback to ascertain the effectiveness of guidance counselling services (Davis, 2003). More so with regards to evaluation, Schmidt (2003) added that evaluation should be updated regularly in order to respond to the changing needs of students and the entire educational community. In this regard's guidance counsellors should carry out both formative evaluation and summative evaluation to determine if the goals and objectives have been attained and if not, innovation and necessary adjustments should be done. Evaluation can be done in groups or personally. Feedbacks from the evaluation will be discussed among counselors and the necessary adjustment will be made from the data of the feedback.

Psychological testing is another service rendered by guidance counsellors with the aim to meet student's needs. Kaplan et al (2005) defined psychological test as a set of items that are designed to measure the characteristics of human behavior. Also, Asagwara (1994) described psychological testing "as a process that involves the administering of psychological test to a person or group of people in order to obtain a quantitative representation of the psychological attributes of the person or the group". Tests are very essential in school counselling because there are some important aspects of the counselee which may not be too clear during the counselling process. The counsellors may want to know more about the client's aptitude or to enquire about the client's intelligence quotients.

Furthermore, counsellors make use of test to solve student's educational problems such as the need to group students according to their abilities in order to identify the gifted from the retarded, to enable them provide guidance to the students. The implementation of

psychological test by counsellors will result to the identification of weak students who will also benefit from counselling (Odeleye, 2017). There exist different types of psychological tests which measure different aspects of human behaviour, such as; standardized achievement tests, intelligence test, aptitude tests, interest inventories tests, attitude scales and personality inventories. Intelligence, aptitude and standardised achievement test are cognitive ability tests concerned with knowledge while interest inventories, attitude scales and personality inventories measure non- cognitive ability that is, the affective behaviour and personality of an individual (Asagwara, 1994).

Okene (2013) added that another function of school counsellors is to administer, correct, and interpret scores on tests of intelligence, aptitude and personality. The test results will be communicated to teachers, and learners. He added that psychotechnical test scores assist to prepare learners for exams and help to develop their skills. Gysbers & Henderson (2005) pointed out that counsellors make use of psychological test in order to understand students' abilities and attitudes, they also use the information gotten from students in order to help students plan for their goals and help them to realise their goals.

MINESEC (2009) identifies psychological evaluation as one of the services provided by the school counsellors in order to meet the different needs of students. Psychological evaluation aims at responding to students' school difficulties, contributing towards personality formation and ensuring socio-professional integration. It makes use of numerous tests. Their use should lead to the standardization of practices and contents and the evaluation of educational counselling activities. There are many types of psychological test use in guidance counselling. The Few main tests that will be briefly discussed in this section include personality test, aptitude test and intelligence test. The objectives of these tests are to bring out the psychological factors in students that cause failures or behavioural problems in order to help improve their school performance or look for solutions to their personal/social and career problems.

### **Personality Test**

Personality test mostly dwells on the affective aspect of the individual not the cognitive (Anastasi & Urbina, 2005). The purpose of Personality test is to measure personality traits of people such as emotions, interest, attitude, feelings and so on. The main objective of personality test is to help students to know themselves, their strengths and weakness and also for careers orientation. Some of the test use to measure personality

involves observational techniques, self-reports, rating scales, check list, Minnesota multiphasic personality inventory, personality questionnaire, multiple personality inventory and Myers-Brigg's type indicator etc (Anastasi & Urbina, 2005; Monday, 2000; and Asuru, 2006).

### **Intelligence Test**

Intelligence is a general cognitive problem-solving skill. Intelligence deals with the individual capacity to think in abstract, ability to integrate new experience or sense and adapt to new situations. (Monday, 2000; BrainMetrix, 2016). The purpose of intelligent test is to measure mental functions like reasoning, understanding and judgement. Examples of intelligence test include, the Wechsler intelligence scales, Stanford-Binet Intelligence scale the 5<sup>th</sup> edition, the Thorndike and Thorndike Christ explained test etc.

### **Aptitude Test.**

According to Asuru (2006) is a cognitive test that deals with prediction on what a person can learn or become in future. Aptitude are capacity to learn, it involves how and what to study in future in a given task or within a given appropriate learning experience. A guidance counsellor can use the scores of aptitude text to predict the future of a student with regards to what the student will be able to learn and counselling will be given accordingly. Aptitude test are used for selecting students for admission or for jobs.

### **Methodological Guidelines for Administering Individual Psychological Test**

It is a situation in which a Counsellor seeks to understand a human behaviour in various situations of existence. Its appropriateness becomes established when the problem the student poses relates with the psycho-pedagogic follow-up. Examples include a situation where a student is educationally ill and adopted self-assertiveness (interest, aptitude, etc.) remarkable drop in school performance between two assessments behaviour disorders (drug addiction, truancy, aggressiveness etc.) some precautions shall however be taken by the Guidance Counsellor before, during and after the examination.

#### **➤ Before**

Counsellors should build the student's confidence so as to enlist their collaboration and honest response; they should also organize a meeting to clarify the significance of the examination beforehand, they should keep the appointment with the students, chose a calm

and discrete working environment, chose appropriate moment for the psychological test (student's free time), explain and specify their role where necessary, answer the questions that may be bothering the subject.

➤ **During**

Counsellors need to develop an attitude of self-mastery, a sense of method prudence and vigilant attention, they also need to observe students' reactions (mimic, look, posture, how they approach the problem). They should develop an attitude that enables the student speak spontaneously, also they should contain their worries, sentiments, problems and values to the background.

➤ **After**

Counsellors need to discuss with students on their general impression.

**Framework for Presenting Individual Psychological Test Results**

Results of individual psychological examinations are presented in the form of a written or oral report or both forms combined. Such results focused on the following points:

1. Identification of students: identification.
2. Subject/nature of consultation: the subject or area of the problem needs to be listed.
3. Actions undertaken:
  - i. personal information, studies and their results, medical information
  - ii. Helping interview: determine the nature of the test to administer
  - iii. Testing: summarily present the test and the objectives in language accessible to non-psychologists.
4. Results obtained/ interpretation: interpretation of results.

Recommendations: advice an opinion of Guidance counsellor. It is necessary to try other possibilities or alternatives (MINESEC, 2009).

**Administrative service**

Apart from the other services explained above, guidance counsellors in educational institutions also perform 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 plan, there will be no effective means for service delivery. The school guidance counselling plan is 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).

Also, it is the role for Guidance counsellors to 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 for programme evaluation, calendars should be posted per week or per month.

According to MINESUP, (2000) 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. They are also responsible in conceiving and designing counselling brochures and other university documents with the help of other university officials.

### **The use of digital technology in Guidance Counselling**

The influx of information and communication technology (ICT), has brought tremendous changes in the 21<sup>st</sup> century world. Different professions have integrated ICT into their existing systems in order to meet up with the changing needs of the 21<sup>st</sup> century world. Information and communication technology is the acquisition and distribution of information by a microelectronic based with an inclusion of computing and telecommunications (Ivomi, 2005). The fact that the world has become a global village with the advent of ICT, Paisley and Hayes (2003) opined that school counsellors should also be compelled to join the globalization movement by integrating ICT tools in Guidance counselling activities. More so, Since ICT has proven to be indispensable, and also very

important in the attainment of educational and sustainable development goals, school counselling should integrate ICT tools like telephones, radio, television, computers, internet etc, in order to facilitate the smooth delivery of guidance counselling services to its clients and also to keep it relevant in today's global world. Digital technology in education implies the use of different technologies like laptops, mobile phones, tablets, online resources and other digital tools in the teaching and learning process. Digital technology in is the use of different digital tools to provide counselling to clients. It involves the use of video conferencing, messaging tool, online therapy, emails communication, online resources etc.

Prasetiawan (2016) saw digital counselling as guidance practices that takes place between counselor and his/her client with the use of electronic media to communicate through the internet. Mallen and Vogels (2005) established that online counselling or digital counselling is any delivery of mental and behavioral health services including therapy, consultation, and psychoeducation by a professional counsellor to a client in a non-face-to-face setting through distance communication technologies such as telephones, e-mails, chats and videoconferencing.

Digital technology in Guidance Counselling is also called e-counselling. Bada (2013) defined e-counselling as a guiding process that takes place through the means of communication technology such as telephones, the internet, teleconferencing, emails etc. E-Counselling is also known as online counselling, e-therapy, teletherapy and cyber therapy. Specifically, e-counselling involve the delivery of therapeutic interventions which involves communication between a professional counsellor and clients, which is carried out through online technologies at different locations without them meeting face -to-face (Richard & Vigan, 2013; Zainudin &Yusop, 2018). It is also considered as a guiding process that involves the means of communication technology such as internet, teleconferencing and telephones (Bada, 2013). Furthermore, Aini & Mudjiran (2020) saw e- counselling as a skill that make use of counselling through the internet. Thus e-counselling is the use of internet to provide counselling services to people or students in need. The first online counselling was displayed between computers in university of California and Stanford, and also in los Angelous (Wardell, 2008).

The rapid growth of digital technology has raised concerns on the efficiency of the traditional face to face counselling (Mchugh,2009; Wang et al, 2010). Nonetheless, the advent of e-counselling was not meant to replace the traditional face-to-face counselling rather information and communication technology should be assimilated with the existing

face-to-face counselling in order to enhance the delivery of counselling services and also lessen the challenges connected with face-to-face counselling (Obi et al, 2012).

The use of digital tools in counselling is very important because the recent challenge (covid 19 challenge) that struck the world hindered face-to-face counselling. In the phase of this challenge, the researcher ponders if university students were receiving guidance counselling services. This is because during this period, educational institutions were on lockdown. Thus, there is need for university counsellors to employ the use of digital technology in rendering their services to students because no one is aware of the future challenges that will strike the world again. Guidance counsellors are called upon to be professionally ready for unforeseen circumstance to enable sustainability in guidance counselling. Guidance counsellors in educational institutions should employ diverse digital tools for sustainable academic, career and personal/social development of the learner. The most used online counselling include email, text messaging, chat and video conferencing (Zamani, 2009). The use of digital technology amongst others in school counselling include the following:

### **Email Counselling**

Email is also known as electronic mail. It involves the transmitting and receiving of messages by digital computers through a network or internet. In simple terms, email involves the exchange of computer stored messages from one user to another or more receivers through the internet. Over the years, emails have proven to be faster, less expensive and very accessible ways to communicate with others when compared to the traditional sending of letters through the postal means. It is also important to note that users can communicate through emails from any location if they have internet connections. Zamani (2009) earlier identified email as a perfect platform for people with different agenda, thereby enabling critical thinking and response. Thus, email counselling entails an exchange of messages between a professional counsellor and counselee (client) from different locations. In this context, both the counsellor and the counselee do not see each other's face except if they decide to switch to video counselling.

Email counselling provide the counsellor with adequate time to properly reflects on the counselee problems and respond to the problem within an accepted time frame agreed by both parties. Email sessions help clients to easily open up to professional counsellors when they are faced with embarrassing situation because their physical appearance is not

needed. Emails are being sent through an internet connected android phone, laptop, computer or an ipad. Apart from the fact that email counselling is more accessible to clients, it is also an added advantage to those who feel awkward to visit counselling offices. Email counselling also facilitates the follow up of the counselee. Email counselling does not necessarily mean the client is seeking help for the first time through email but it also means that, client that had face to face counselling with the counsellor can also proceed to write an email to the counsellor for further services meanwhile on the part of the professional counsellor, follow up services can also be established through email. However, email counselling has its own disadvantages. Email counselling may suffer from confidentiality issues. Secures measures should be taken when using email counselling for example confidential messages should be saved on a secured server (Ralls, 2011). Another important setback of email counselling is the fact that most counsellors don't know how to use it. They lack training on the usage of online counselling and lack of computer literacy skills pose problem on effective delivery of email counselling (Pelling, 2009).

### **Chat and instant messaging**

Chart and instant messaging are another method of e- counselling. Jennings et al (2006) saw instant messages and chat as text-based communication using technologies which involves two or more users. Chats and instant messages are used when the users have internet connection. Grohol (2003) pinpointed that chat and instant messages are the most used means for online personal and group counselling. Instant messages and chats are sometimes used interchangeably. However, there's a slide difference between the two. Instant messaging is an online communication based on text in which two people take part in a single conversation using their mobile devices or computer. Instant messaging is basically used for short communication and also more private while chat is an online communication based on text in which more people or group of people participate in the conversation. This form of communication is more public.

Instant messaging and chats offer very fast means of communication compared to emails because this means of communication allow the users to text and responds to messages immediately unlike emails where the client has to wait for the counsellor to check his/ her email in order to get a respond. Also, instant messaging and chat gives room for anonymity. This is because during texting, the faces of both parties are not needed. This enables clients to feel more comfortable and confident in expressing their needs to the counsellor since their physical appearance is not needed. Thus, this is advantageous to clients

suffering from social phobia and anxiety. However instant messaging and chats have their own disadvantages. First of all, the internet connection may be poor and the systems may also suffer from security and confidential issues. In situation where the system is not secured, a WhatsApp accounts maybe hacked thus the privacy of the client won't be confidential any longer because the hackers will get to see the conversation between the counsellor and the client and may use it to their own advantage. Furthermore, with the absence of face -to- face interaction, the counsellor may not be able to evaluate the physical gesture and body language of the clients. More so, counsellors that are not well trained to use digital tools will have problems in delivering online counselling effectively because of lack of technological know-how.

### **Video Conferencing**

Video conferencing is another tool of e- counselling. According to Down (2009), Video conferencing is an online internet communication between two or more people in which audio sounds and vision signals are transmitted and received. This method of counselling has similarity with face-to-face counselling because with both, the counsellor and the clients are involved in a physical communication, except for the fact that video counselling involves the use of digital platforms such as skype, google meet, zoom, V see Doxy, and Microsoft teams. Suler (2000) added that video conferencing is synchronous (occurring at same time) and it gives room for users to make use of visual and transmission of spoken words.

Down, (2009) identified the necessary requirement of video conferencing which includes a camara to capture images of the users and a microphone to transfer sounds, speeches and vision information. Zamani (2009), added that video conferencing users need to sit infront of the camara with compatible video equipment's that will facilitate smooth online communication. In order for counsellors to carryout effective video counselling, they need to be well trained to use the platform, select the platform that will ensure a secured communication. It is also important for both the counsellor and the client to taste the functionality of their camera and sound system (their microphone and speakers) before the counselling session. Also, there's need to use earphones or headsets in order to secure the conversation.

Most importantly, the environment needs to be set before the video conferencing. It should be a secured safe environment that ensures privacy. The use of video conferencing

provides body languages, visual appearance and vocal expressions that provides important information about the client (Suler, 2000). Video conferencing transfer information more quickly than chats and instant messaging. It allows counsellors to connect with clients no matter their location. It is accessible anytime and anywhere. Clients and counsellors can record the entire session in order to watch later for more analyses and the search for solutions to the identified problems and it reduces stigmatization to clients that are afraid to visit counsellor's office and it also provides long distance support (Zamani, 2009).

Video Conferencing has its own shortcomings despite the advantages it offers. Bad internet connections may sometimes interfere with the quality of the video or image and sounds, Also the body language of the client and sound system can be disrupted with poor internet connections and when the sound systems are disrupted, it becomes difficult to have an effective video counselling because nonverbal cues and speech will be missing. It is important for the both parties to employ more knowledge with the use of video platforms, if not the effective delivery of video counselling will be hindered (Down, 2009).

### **Online Resource**

Another way guidance counsellors make use of digital technology in guidance counselling is the use of online resources. Information and communication technology has brought tremendous changes in the place of work. Workers in different fields are rushing for online training in order to upgrade their knowledge and meet up with the demands of the global economy. Thus, in order for counsellors to meet up with the contemporary student's needs, they can carry out online research with the purpose to upgrade their professional skills in guidance counselling. In this regard, they can make use of online documents, webpages and videos on YouTube in order to upgrade their knowledge in their profession. Specifically, online resources include book resources, audio music resources, video resources, online newspapers and also image resources. social media resources are at the disposals of school counsellors to assist their work.

ASCA (2012) made allusions to the fact that school counsellors have professional responsibilities to take part in recent professional development training in order to be alert with recent changes in the society. This implies that school counsellors both in urban and rural areas can make use of the internet to carry out research with the purpose to upgrade their knowledge in their profession and also look for innovative ways to help meet the 21<sup>st</sup> century needs of students. The use of internet for research purposes can also provide school

counsellors with the opportunity to carry out further training in an accredited university institution. Crandall et al (2020) added that the use of digital tools enables guidance counsellors to complete their daily tasks and store students records on safe sites.

Also, there's an internet website specifically created for guidance counsellors (a group site. com of ASCA), which serves as an online internet resource where school counsellors share questions and answers, carryout pertinent discussions related to their work. The site also permits guidance counsellors to download knowledgeable materials that are related to school counselling. Online standardized tests are also available for guidance counsellors to exploit according to the needs of students (ASCA, 2013).

Furthermore, digital technology in counselling also includes the use of televisions and radios to broadcast information on the personal/ social, academic and career development of students. Sometimes these broadcasts can be live where people can participate in the programme. Akume (2010) suggested that counsellors should make use of information and communication technology tools such as radio, television, and E-materials such as e-books, journals DVDS etc. According to him, the usage of these ICT tools will create room for advertising and marketing guidance counselling especially in the area of career counselling, where much information is needed to better orientate the student on his/her career choices according to his skills and competence. MINESUP (2000) earlier recognised the importance of digital technology in the field of guidance counselling by propagating the creation of an information center with the provision of computer, radio, television and CD-Rom. A CD Rom is a digital storage medium that can keep large amount of data involving text, images and audio.

Bates (2003) added that digital televisions offer a good educational platform because it makes use of both large setting penetration and also interactivity. Garito (2001) pinpointed that, televisions can be helpful in finding solutions to life long educational needs and also provide a means in developing new skills and knowledge. Radio counselling is a broadcast communication between a professional counsellor and a person that is in need of help. Radio counselling offers educational advice, professional emotional and social support to those participating in the programme and also to those who are listening to the programme (Raviv et al, 1991). Similarly, Olayinka (1993) added that counsellors should make use of audio-visual aids such as films, slides, tape recorders, chatting group counselling. Using this instructional material will captivates student's attention for more learning and

understanding. The fact that students learn more by observing and imitating, the usage of visual aids will make the lesson very attractive and interesting.

Another way school guidance counsellors make use of digital tools is the use of online counselling games. Bada (2013) defined games as a set of activities in which one or more players take part with specific goals and objectives, limits, rewards and effects. In this regard, counsellors can bring clients to play online games depicting real life situations so that the clients can gather knowledge from the games. Guidance counsellors can use online games to elicit client's ability to solve problems. Games also ignite inner peace and happiness and help to reduce dopamine. The main stimulus for playing games to win, for amusement and for gratification. Clients may consider winning as their push factor. Digitalizing a real-life situation using games will help sensitize clients and help them see the realities of life.

O'connor et al (2016) described games in therapy as icebreakers that promote education, amusement and stronger connections. He went further to reiterate that Games are best in group therapy because it will enable the clients to learn new talents and it will also create opportunities to communicate feelings with clients thereby providing support for their emotional growth. Hills (2016) added that mental health professionals make use of therapy games with clients for the purpose of amusement and also to create a strong therapeutic bond between clients. Therapeutic Games are considered as treatments for all ages (both children and adults). This is because most of these games demonstrate developmental events and issues as children evolve from one stage to another (O'Connor et al, 2016). Games are very helpful for self-expression which in turn unleashes dopamine, provides pleasure, concentration and stimulus for clients to finish a task. More so, therapeutic games are very beneficial to all age groups because it provides relaxation, helps develop client's social skills, help develop client's self-control, self-expression, communication skills and resilience. Games also help to upgrade client's cognitive skills (Hills, 2016).

Contextually, given the pros of the use of digital technology in counselling it is very important for university counsellors to incorporate the use of digital technology in counselling in order to effectively provide their services to students. We are in a digital world with many challenges which necessitate Guidance counsellors to innovate their methods of service delivery by getting the necessary skills and training needed for the use of digital counselling in order not to be caught up with professional backwardness. With the required skills of the usage of digital technology in counselling, guidance counsellors in university

institutions in Cameroon can effectively utilize the above digital means to address students' needs. This will enable counsellors to help their students in times of crisis, for example during COVID-19 the use of E-counselling was a big necessity to enable counsellors communicate and provide help to students in their different needs.

### **Availability and use of Resources for Effective Implementation of Guidance Counselling Programme**

The survival of any educational programme depends on the availability of resources. In this regard, Gysbers and Henderson (2012) pointed out that the strength of a program is measured in terms of its available resources. Also, Lainio and Nissila (2002) added that Guidance Counselling resources are very important in schools. This implies that for any programme to be successful, there is a need for available adequate resources. The authors added that when programme implementers know the current available resources, it will provide the means for creativity and when there are inadequate resources, implementers will request for more resources in order to improve on the existing resources for the smooth functioning of the programme. This implies that information on the current available resources will be an added advantage to the implementers because this will encourage them to work harder when they are aware of the resources at their disposal. More so to illustrate the importance of resources in guidance counselling programme implementation, a study carried out by Andronic et al (2013) disclosed that what students perceived as major hindrance to school counselling services were limited material resources. Thus, resources are very essential for any programme implementation. The subsequent paragraphs explain the essential resources needed for effective implementation of guidance counselling programmes.

### **Human Resources**

In order to promote a successful service delivery, there's a need for guidance counsellors who are the implementers to have the adequate skills and knowledge needed for the attainment of programme goals and objectives. In this regard, Counsellors are the primordial resource persons needed for effective provision of the programme. However, Guidance Counsellors do not work alone in an educational institution. In order to attain the objectives of meeting students' needs, counsellors work in synergy with other staff members, school administrators and community agents. Since guidance counsellors are the main

implementers of the programme, there is need for counsellors to be competent and skilful in order to meet up with their programme objectives, which also give room for accountability.

In this light, Gysbers and Henderson (2012) explained the need for an ideal counsellor to student ratio. Similarly, ASCA (2007) earlier pointed out that the ideal counsellor to student ratio should be 1: 250. In our context, the educational law in Cameroon guiding the implementation of Guidance and Counselling prescribes a ratio of 1:300. If this ratio is well respected in educational institutions, Counsellors will not be overloaded with too much work that hinders their efficiency. A good counsellor to student ratio will permit them to effectively follow up the students until the student attains success in all aspects of life. In situations where a single Counsellor is sent to a school of 4000 students, it becomes very challenging for a single counsellor to effectively follow up 4000 students. Majority of guidance counsellors in Cameroon educational institutions are faced with this problem and most often, and it is observable that in some cases, there are schools that do not even have a single counsellor. If the counsellor to student ratio is well implemented, the problem of heavy work load will definitely decrease.

Ipaye (1983) also pointed out that guidance counsellors should be eligible to carry out their functions in educational institutions. He reiterated that when a counsellor is posted to a populated school, it becomes challenging for the counsellor to effectively provide their services. He added that time is an important necessity in guidance counselling. The process of counselling demands that the counsellor should spend quality time with their clients with the purpose to diagnose their problem and guide them towards permanent solutions. To him, time allocation for school guidance counselling is a problem in many schools due to the fact that the time table is always choked up with other subjects. Lack of flexibility in time table does not accommodate future programme modifications.

Ipaye further reiterated that, sometimes counsellor's use students break for counselling. Break time is not adequate because counselling takes a longer time depending on the client problem. Thus, the utilization of students breaks for counselling can be perceived as an act of meddling with students' private time for relaxation, rest and leisure which is a necessity to boost their concentration level on other subjects. He furthered explained that when students do not see guidance counselling on the school time table, they can have negative thoughts about the service and some can question the importance of the

service which is not motivating. Some students can be tempted to compare the worth of guidance counselling programmes with that of other subjects.

Olayinka (1993) on professional training of Guidance Counselling, pinpointed that to be employed as a guidance counsellor, the person must at least own a bachelor degree with additional courses in guidance counselling. He insisted that after completing the required courses in Guidance Counselling, there's need for the individual to obtain a Master's degree in synergy with internship before he/she is qualified to become a Guidance Counsellor. According to Olayinka (1993), the professional curriculum for the training of undergraduate counsellors should contain the basic foundation of psychology and sociology. At the undergraduate level, the curriculum should contain contents in techniques of appraisal, psycho pedagogical follow up, educational and vocational counselling, placement services, psychology of education and occupation, industrial psychology, job analysis, theories of occupational choices, administration of guidance services, theories of personality development, psychological test and also statistics and research methodology.

Olayinka added that in order for guidance counsellors to gain more skills and competence, there is need for the counsellors to be exposed to other educational fields such as physical sciences, mathematics, biology, humanities and also specialties of psychology and sociology. This will enable the counsellor to know a bit of everything, giving room for broad knowledge. Furthermore, Vacc & Loesch, (1987) earlier noted that in order to be qualified as a counsellor, the personality traits of the person must be kept intact reasons being that when dealing with clients, the counsellor must possess certain good professional personality traits such as empathy, trust and confidentiality. In this regard, Rao (2003) added that intellectual skills are not the only attributes of a guidance counsellor, there's also need for a guidance counsellor to show interest in helping people. They should also be truthful and genuine.

The main issues raised here with regards to human resource is; counsellor to student ratio, the professional training and personality of counsellors and also the time allocated for guidance counselling. Thus, in order for guidance counselling to be effective, there must be adequate counsellor to student's ratio, counsellors should be well trained and there should be adequate time allocated for guidance and counselling activities.

### **Financial and material Resources**

Shirley, (2004) pinpointed that for any school guidance counselling to be successful and sustainable, there's need for financial resources required for effective implementation. She added that the availability and adequacy of physical and material resources have a positive effect on programme implementation. In regards to this Gysbers and Henderson (2000) pointed out that financial resources involve budget, materials, equipment and also facilities. Chireshe (2006) also highlighted that material resources involves items like books, stationeries and infrastructural facilities like equipment's and office space. UNESCO (2000) pointed out that, a school budget should be allocated for the activities of guidance counselling. Makinde (1984) recommended that schools should provide available financial resources needed for school counsellors to buy equipment, materials and also allowances needed to run the guidance counselling services. He further established that available financial resources will enable the counsellor to purchase materials like books, journals, magazines, career flyers, pamphlets and also visual aids which will enable the counsellor to advance in knowledge.

These financial resources will also help the Guidance Counsellor to Plan guidance activities like conferences, visitation of enterprises with students and other community organizations that are beneficial to the students' development. Also, Gysbers and Henderson (2000) earlier noted that guidance counselling budget may also be used to buy psychological test, record folders, papers, pens, film strips, books and so on. They insisted on the need for inventory once in a while to determine the quantity of equipment and how it should be distributed. Such inventory helps the Guidance Counsellor to be aware of the available equipment that suits the program. More so, Gysbers, Hughey, Starr and Lapan (1992) proposed that adequate guidance counselling budget well established will reveal the needs of the guidance counselling services. It is also important to separate the budget from the school budget.

Furthermore, Rao (2003) pointed out that there's need for a private room where counselling can take place. The room should be free from environmental distraction, well furnished with good lighting system that encourages a conducive environment for counselling. Gysbers and Henderson (2000) also added that facilities like counselling room and classroom for developmental guidance curriculum is needed for effective implementation of guidance counselling. Also, Ipaye (1983) earlier suggested that

counsellors should have an office of their own with a dimension of at least 10 by 12 well-furnished. The office should contain a carpet with at least two chairs for the counsellor and the counselee. Also, there should be a table with a bookshelf, a file cabinet and tape recorder. He also recommended that there should be a secretariat where students who come for counselling can sit and wait patiently for their turn to see the counsellor. The secretariat office should also be well furnished with magazines and tools that students can read while waiting for counselling.

The counselling office need to be large enough to enable group counselling to equally take place, if not the room reserved for group counselling should equally be well furnished. He further suggested that that it will be more proper and beneficial for a school to have a counselling centre rather than a counselling office. According to him, a counselling centre will contain rooms for almost all the services provided by the counsellors. For instance, a counselling centre will have a room for individual counselling, a room for group counselling, a room for information centre, a room for career library and so on. Similarly, Schmidt (1993) added that guidance counselling centres should not be located beside administrative offices in order to maintain privacy and confidentiality. Chiresche (2006) noted that every school in America has a counselling centre. The counselling centre has receptionist section, private room for personal counselling and also a conference rooms for group sessions. The purpose of counselling centres is to store, exhibit information and materials on career and education. This is to enable accessibility of information to learners. Chiresche further pointed out the materials needed in a counselling centre such as computers to help in career guidance, career choice, self-development, school magazines, also materials on test, books, fliers, brochures, pamphlets and many other information materials that assist learners in their developmental needs of adapting to physical changes, substance abuse prevention, overcoming peer pressure and so on.

Gysbers et al (1992) also suggested that a guidance centre should be created in order to effectively implement the comprehensive Guidance Counselling programme. In this regard, Mutie and Ndambuki (2004) highlighted that “the effectiveness of the educational and vocational information service in a school substantially relies on the systematic organization, proper care, frequent use of guidance and counselling centre. The centre should be a large room furnished with filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintained and displayed.” Also, Olayinka (1993)

pinpointed that guidance counsellors need a separate office from their staff, where students can come for counselling. He further insisted that the office should be attractive and accessible to students in order to ensure that the principle of confidentiality is well implemented. He also supported the proposition of Ipaye on the need for counsellors to have a private confidential secretariat.

Furthermore, Borders and Drury (1992), asserted that a school counselling programme should have a handbook that provide students, parents, and the educational community with information on the school, its organization, management, availability of physical facilities and also extra curricula activities. Hayes, Hopson and Daws (1972), insisted on the records system in the Guidance Counselling services. They defined the cumulative record as “information of a student’s educational career with many different items kept in a record” Cumulative record is mostly kept in a folder. Also, information can be added in the cumulative record when there’s need. They defined some contents of a cumulative record such as identification data of the student, health information, family history of the student, previous school history, standardized test results, personality data and also information on vocational guidance.

More so, Loesch and Seraphine (2003), insisted on the importance of psychological tests which is needed to assessed student’s needs. Also, important facilities and equipment needed for effective guidance and counselling such as tables that have drawers, accommodation of the counselling staff, and filing cabinets for students’ records keeping etc (Olayinka, 1993; Egbochukwu 2008). Also, Wambu & Fisher (2015), pointed out that inadequate guidance counselling material resources like DVDS, stationeries, books and in some cases lack of office prevents the provision of guidance counselling services.

In addition to Equipment’s needed in the counselling services is the bulletin board. Olayinka (1998) suggested that Counsellors should make use of bulletin boards where information on educational, social and vocational topics will be publicly displayed for some days. The information posted should be current and accessible to all students. The bulletin board should be sizeable enough to permit information from different sectors like as career, newspapers, requirements for entrance examinations and other valuable societal daily happenings which are advantageous to all the students. Olayinka further suggested that there is a necessity for a library in the counselling centre. He proposed that the counsellor can chose a section in the secretariat office and create a library in case where there are no rooms

for a library. This library should be filled with many interesting books and journals on careers, magazines and on guidance counselling. Also, this library should contain pamphlets on captivating topics such as sex education, interpersonal relationships which will help to arouse the students' interest.

Furthermore, there's need for community resources to enable the successful implementation of guidance counselling programme. School Guidance Counsellors do not work alone. There is need for counsellors to collaborate with the principal, teachers, students, administrative personnel, parents and other community agents in order help the counsellor in attaining his/her objectives of giving students a meaningful life. Also, there is need to contact other community agents when the counselling service is in need of them. For instance, lets visualise a situation where a child approaches the school counsellor with interest to further his/her studies but have no sponsor, the school counsellor in this situation can book for an organization who can give aids to the child. The usage of charitable organization to help sponsor the child implies that the school counsellor has made use of community resources. Another example is also seen a Counsellor refers students to specialist to help them with a difficult problem. The child who has severe eye problem will be referred to an ophthalmologist to better prescribe medicines or lenses for the child. Thus, the counsellor should make use of many community resources such as medical services, social services and charitable organizations, clubs (Idowu, 1986; Gora et al, 1992; Gysbers & Henderson, 2001). In support of this view, Lonborg and Bowen (2004) highlighted that there's need for guidance counsellors to make use of referral resources.

Conclusively, most of the literature highlighted above is more on the available human, financial, and material resources needed for effective implementation of guidance counselling. It should be noted here that apart from the resources mentioned above, political resources also play a big role in implementation process of guidance counselling programme. Political resource will be discussed in the difficulties faced by guidance counsellors during programme implementation.

### **Difficulties faced by Guidance Counsellors during the implementation process**

Researchers have identified some difficulties that plays as a stumbling block on the path of counsellors in the process of implementing their service in order to meet students needs. Joseph (2012) earlier observed that effective Guidance Counselling has not been implemented because most challenges faced by guidance counsellors during the process of

implementation have not been settled. Low (2009) decided to classify the difficulties into four groups, the internal, external, system and personal dimension. He further expatiated that the internal dimension is made of the clients, parents, teachers' attitude towards counselling and students' readiness to meet counselling. External challenges consist of school matters that dwell on culture and globalisation. The system challenges dwells on issues within the programme like the rules and regulations or the laws of the school. while personal challenges dwell on counsellor's skills and techniques to deliver his/her service effectively. The subsequent paragraphs will discuss some identified challenges of Guidance observed by different researchers.

### **No Provision of Guidance Counselling on school Time table**

Oye et al (2012) earlier observed that some educational institutions do not make provision for guidance counselling activities on their school time table, this makes it difficult for students to absent from other class to meet the counsellor. More so, when school time tables are drawn without taking into consideration the activities of Guidance Counsellors, it makes it very challenging for Guidance Counsellors to render help to students thus hindering the effective implementation of the programme whereas ASCA (2003) commend that the school Guidance Counsellors should spend 80 percent of their time in direct service with students, this suggestion would be impossible to realize if there's no provision of guidance counselling on school time table.

### **Inadequate financial support**

Many researches have pinpointed the fact that guidance counselling is not well funded by the school administration. This causes a hindrance for the purchase of basic materials needed for effective guidance counselling. According to Udom (2010), no valuable service is cheap. Guidance counselling programme is service oriented in nature. Thus, there's need to provide adequate fund for the functionality of the service. Aloa (2009) noted that government is not giving sufficient financial support needed for planning and organizing guidance counselling activities. Oye et al (2012) added that the government does not provide sufficient aid for guidance counselling activities in schools. Bobga (2016) also noted that guidance counselling is not well funded and even when funding is available, very little is allocated to counselling service and there's need for fund to buy necessary counselling materials such as psychological tests recorders and Cardboards. According to him, counsellors need money to organise career conferences, excursion etc. This implies that

availability of instructional material will lead to the effective implementation. In this light, Okere (2009) concluded that when counselling services are sufficiently funded, outcome will increase.

### **Lack of comfortable Counselling Offices**

Olayinka (1993) earlier pinpointed that for the purpose of privacy and confidentiality, there's need for guidance counsellors to own their own office in any educational institution. Counsellors need comfortable large offices where they can carry out their different guidance counselling services. It has been observed that many students stay away from counselling services because their place of meeting with the guidance counsellor is not conducive enough for them to open up to the guidance counsellor. This hinders the effective implementation of guidance counselling in an educational institution.

In cases where there's a guidance counselling office, the problem of location of the counselling office has resulted to confidentiality issues which has also posed a serious threat to the effective implementation of guidance counselling. Mkpouto (2012) discovered that counsellor's office was located closer to the staff room which raised eyebrows from the staff each time a student was visiting the guidance counsellors. He added that students who were seen visiting the guidance counsellors were usually questioned by staff members. This has led to uncertain feelings about counselling services when counselling offices are located close to the administrative block. Some students are discouraged and sees no need to visit counselling office. Bobga (2016), also highlighted that some educational stakeholders require counsellors to disclose certain confidential information to them, failure to comply with their demand many leads to disbelief, meanwhile if counsellors decide to comply with this demand of revealing student's information, this may lead to mistrust. Thus, it is important to note here that the principle of confidentiality is very important to counselling services. It is necessary for counselling office to be respected from the administrative block in order to assure confidentiality.

### **Little or no support from other administrative staff**

Educational administrators often underlook the services of guidance counsellors while assigning counsellors to carryout non counselling roles. Some school heads even marginalized counsellors. Some counsellors are assigned to teach other subjects thereby abandoning their main function as guidance counsellors (Aluede, Mcearchern & Kenny, 2005; Nwamuo & Ugwegbulam, 2011). Also, Abraham and Brown (2001) observed that

some school administrators allocate duties to counsellors in school especially when the school is in need of certain basic service meanwhile, they absent themselves when is time to help counsellors to deliver guidance services. In this regards, Elvis (2011) observed that most counsellors in educational institutions abandoned their counselling duties because of added teaching load given to them by school administrators. Furthermore, Umezulike (2013) noted that some counsellors are often not supported by the school administration, this does not help effective implementation of guidance counselling because these counsellors at times feel forgotten, underrepresented and view themselves as strangers in educational institutions.

**The poor perception on the role of guidance counselling in educational institutions.**

Idowu (2004) pointed out that some school administrators appear not to understand the important role of guidance counselling in an educational institution. Also, Akinade (2009) pinpointed that some school administrators, teachers doubt the efficacy of guidance counselling programmes in school milieu and they have mixed feelings about its functions in schools. In addition to this, some principals see guidance counsellors as rivals rather than helpers (makinde,1980; Ekpenyoung, 2011). Furthermore, Denga (2001) also added that the public has a poor sluggish, mixed up understanding of the roles and functions of guidance counsellors in a school establishment. This poor attitude discourages school counsellors to effectively implement the programme because they are not given the opportunity to demonstrate their worth and effectiveness. Oye et al (2012) observed that some principal, teachers and parents are still unaware of the importance of guidance counselling in school. According to these researchers, a study carried out on the awareness of the importance of guidance counselling in school demonstrated that some school administrators are of the view that a school can function effectively and can realize it's objective without a guidance counsellor. Similarly, teachers were also negative in their response to their awareness of the importance of guidance counsellor. The study also showed that parents prefer discussing their children problem with the principal rather than with the counsellor. The result show that the educational community show little or no values to the importance of guidance counsellors in schools. Alutus (2005) also found out that most students are not interested in counselling because they did not see the immediate benefit of the service to them. He added that most parents were suspicious of their children's attachment to the counsellors because they fear that their children may disclose some confidential family matters to counsellors.

### **Inadequate trained Guidance Counselors**

Haruna (2015) observed that majority of practicing counsellors in Africa had only first degree, which is not considered a qualified degree to be a professional guidance counsellor. The adequate degree is a master degree. He further noted that before being permitted to practice guidance counselling in educational institutions in developed Countries, a Counsellor must have a master degree or PhD. Akinade (2009) earlier opined that Guidance Counsellors lack adequate skills for interpretation of psychological tests. He went further to explain that some counsellors lack the skill to administer and interpret results of psychological test. He therefore submitted that Guidance Counsellors should be trained continuously. Also retraining should be given an opportunity when needed in order to update their professional competence and skills. To support this claim, Bobga (2016) added that even though there exist many guidance counsellors with different academic certificates, they still show the lack of competence to be qualified as an effective guidance counsellor in educational institution. Borders (2002) criticized the professional training programmes of counsellors for failing to provide appropriate evaluation and research training to upcoming new counsellors. When counsellors are not well trained, it becomes difficult for them to design a well-defined guidance curriculum which is a very important material resource needed for implementation. Egbo (2015) also pointed out that counsellors who undergo certificate course don't cover adequate guidance counselling content in their training programmes in order to permit them provide their services efficiently.

There's also lack of commitment on the part of some counsellors when implementing the guidance counselling programme. some counsellors do not work hard, instead of carrying out research on innovative ways to attain their objective in helping students in their different needs, they are seen seated in their office engaging themselves in worthless discussions (Bobga, 2016). Furthermore, Ngwakwe (2016) pointed out that Guidance Counsellors in Nigeria appear not to be well trained in handling students personal/social, academic and career problems. Thus, the professional training schools of guidance counsellors should try and instill the right skills and vocation in school counsellors so that they can effectively carryout their functions.

### **Inadequate materials for effective Guidance Counselling**

It has been observed by many researchers that most guidance counsellor offices lack the basic materials such as tape recorders, psychological test and also bulletin boards for

effective guidance counselling. Kafwa (2005) discovered that most instructional materials were limited only to classroom teachers while counsellors had little or nothing to use to carry out their services. Also, Aishatu and Luka (2016) noted that even when there are available well-trained counsellors in schools, effective counselling cannot take place if there are no materials and equipment's for counselling. Maturure (2004) observed that many schools in Zimbabwe lacked the required physical resources needed for effective implementation of guidance counselling.

### **Inadequate Political Resources**

Gysbers and Henderson (2000) noted that political resources here include the support the government gives to ensure that guidance counselling programme is well established and implemented. This support can be seen in government laws and policies and their provision of annual resources to help the service. Government can establish rules and regulations, laws, policies and standards within the guidance service, on how it has to operate. Clear government policies should guide effective implementations of guidance counselling. Policies should be accompanied by actions. Even though there are many government policies on guidance counselling in Cameroon universities (see contextual background in chapter 1), a lot has to be done in practical terms because there's need for resources to create the required conducive environment for guidance counselling. In countries with poor and weak government policies, effective implementation of guidance counselling programmes will be hindered. In line with this, a study of Ndifon and Akande (2011) revealed that guidance counselling was not given a well-defined place in its educational policies. Also, Oye et al (2012) earlier observed that government do not provide adequate help for Guidance Counselling activities.

### **Low Counsellor Client Ratio**

Okacha and Alike (2012) estimated that counsellor to student ratio in some African school is more than 1:1000. This is a big hindrance because one counsellor cannot effectively meet the needs of 1000 students. The ASCA model prescribes 1:250 counsellors to student ratio in America while in Cameroon, the ratio prescribe is 1:300 counsellors to student ratio. However, this ratio is not respected in most educational institutions in Cameroon. In all the state universities in Cameroon only few counsellors are available to thousands of students, this poses a big hindrance to effective implementation of guidance counselling. Oye et al (2012) carried out a study and also observed that there was only one counsellor managing

the guidance counselling programme in some schools with many students. The heavy workload on a single counsellor makes it difficult for him /her to achieve her/his objectives.

### **Lack of a well-structured comprehensive guidance counselling programme**

Implementers may not effectively implement an educational programme because the programme lacked specification on necessary components that is needed for harmonised implementation. Also, educational programmes should be well structured so that implementers can easily implement the programme (Amunga et al., 2020). The lack of a comprehensive guidance counselling can result to inconsistencies, lapses in service delivery and un-organized delivery system that is unsure of the final product. Comprehensive guidance counselling programmes will provide university counsellors with well-organized design that will help provide clarity with what counsellors should do, how they should do it, when to do it and what impact their activities brings in the lives of the children (Herr, 2001). It is observable that guidance counselling programmes in Cameroon state universities lacked a well-defined guidance curriculum which is an important component in a comprehensive guidance counselling programme. Lack of well-defined guidance curriculum may hinder counselors from meeting the needs of all students. A well-defined guidance curriculum with SMART objectives and specification will help provide harmonisation in the delivery of guidance counselling services in state universities. This implies that guidance curriculum objectives should be specific, measurable, attainable, relevant and time bound. The fact that guidance counsellors are left to constitute individual guidance curriculum without standards and precision doesn't show seriousness.

### **Lack of digital literacy skills**

The emergence of Computer assisted services has placed heavy pressure on counsellors to incorporate digital mechanism during service delivery which is called online counselling, e-therapy, or online counselling (Ofole, 2018). However, many researchers have identified that some counselors lack the required digital skills needed for E-Counselling or online counselling. In regards to this, a study carried out by Anibueze (2013) showed that 90% of practicing guidance counsellors were not computer literate and the ones that had some literacy in ICT did not have computers. Similarly, Ondimu (2018) pointed out that lack of information and communication technology skills amongst teachers hindered effective implementation of competency-based curriculum.

## **Empirical Review**

The Review of studies will dwell on the implementation of guidance counselling services, the use of digital technology in guidance counselling, the availability of resources for effective implementation of guidance counselling, the difficulties guidance counselling encountered during the implementation of guidance counselling in order to meet students needs.

### **Emperical Review on the implementation of guidance counselling services and students needs**

Maupa (2020) investigated on Evaluation of the effectiveness of guidance and counselling services in Zimbabwean universities. The study was guided by four objectives. The first objective was to establish the services provided by guidance counsellors in the Zimbabwean universities. The second objective was to establish how university guidance counsellors and students perceive guidance counseling services provided in their universities. The third objective was to establish the level of competence of university guidance counselors in the provision of their duties. The fourth objective was to look for ways to enhance the provision of guidance counselling services in Zimbabwean universities. The study employed a mixed research design involving quantitative and qualitative approaches. The study made use of a questionnaire and interview for data collection. The population of the study consisted of 75000 students and 200 counsellors in Zimbabwean 18 universities. The respondents consisted of 80 second year students and 19 guidance counsellors. The SPSS version 20 with the use of percentages and frequencies were use to analyze the quantitative while thematic analysis was use to analyze qualitative data.

The results from the findings showed that despite the positive acknowledgements both guidance counsellors and students gave towards guidance counsellors services offered in their university with regards to potential benefit to students, a great number of students saw career, consultation, placement, referral and evaluation, and personal social ineffective meanwhile a great number of guidance counsellors also regarded the services of assessment, follow up and evaluation provided in their university ineffective. The study also revealed that a great number of guidance counsellors (63.2%) were not professionally well trained. Also, the internal evaluation offered in Zimbabwean university was never taken seriously. More so the findings revealed that material and human resources needed for service

provision was inadequate. The findings of the study concluded that the general provision of guidance counselling services in Zimbabwean universities was ineffective. The study recommended clear guidance and counselling policies, more professional guidance counsellors should be recruited, adequate material resources should be made available and regular supervision.

Boitt (2016) carried out research on the evaluation of the implementation of guidance and counseling Programme Aspects in Baringo County Extra Secondary schools in Kenya. The researcher observed that despite the implementation of guidance counseling programme in Kenya secondary schools, students were still observed with many problems such as indiscipline, school unrest, increase examination cheating, poor academic performance, classroom indiscipline of alcohol, drug abuse etc. According to the researcher, these problems were clear indications of lapses in the implementation of guidance and counseling programme in Kenya Secondary schools. This points to the manner in which guidance counseling programme has been implemented in Kenya secondary schools in order to meet student's social academic, career and psychological needs. The researcher reiterated that, a well implemented guidance counseling programme will be clear on fundamental aspects like conceptual framework, structural framework, service delivery and counselor's performance. Thus, the main purpose of this research was to evaluate the various aspects of guidance counseling programme which entails the conceptual framework, the structural framework, service delivery and the performance of the teacher counselors in the implementation of guidance counseling programme in Baringo county secondary extra schools in Kenya. In order to carry out this investigation, the researcher stated six objectives that guided the study.

The first objective focused on the evaluation of conceptual framework of guidance counseling programme in Baringo county secondary schools. The second objective was to evaluate the implementation of structural framework of guidance counseling programmes in Baringo county extra secondary schools. The third objective was to evaluate the implementation of service delivery of the guidance counseling programmes in Baringo county extra secondary schools. The fourth objective was to evaluate the teacher counselor's performance in the implementation of guidance counseling programme in Baringo county extra secondary schools. The fifth objective was to determine whether there is a significant difference between the conceptual framework, structural framework, service delivery and teacher counselor's performance in the implementation of guidance counseling programme

in Baringo county extra secondary schools. The sixth objective was to establish the challenges faced by the teacher counselors during the implementation of guidance counseling programme in Baringo county extra secondary schools. In order to provide solutions to the problem, the researcher formulated six research questions. The first research question was to find out if the guidance counseling conceptual framework programme has been implemented in the Baringo county extra secondary schools. The second research question was to find out if the guidance counseling structural framework has been implemented in Baringo county extra secondary schools. The third research question was to find out if the guidance counseling delivery system has been implemented in Baringo county extra secondary schools. The fourth was to find out if teacher counselors are performing in the implementation of the guidance counseling programme in Baringo county extra secondary schools. The fifth question was to find out the challenge's teacher counselors face during the implementation of guidance counseling programme in Baringo county extra secondary schools.

The study employed a mixed method descriptive survey research design. The instruments used to collect data for this study was a questionnaire, checklist and document analysis sheet. The researcher designed the instruments as a result of the examination of research objectives and related literature. The checklist and document analysis were used to collect information on the conceptual and structural framework of the aspect of the implementation of guidance counseling programme. The questionnaire was also used to collect information on conceptual, service delivery and challenges. The respondents included principal's, counselors and students in extra county secondary schools. The population of the study was made up of 23 extra county secondary schools with a population of 3211 form three students, 23 teacher counselors and 23 principals. The researcher employed purposive sampling in order to select the number of schools, principals and teacher counselors. In order to select the number of students for the study, the researcher used the stratified random and proportionate sampling. The sample size for this study was made up of 23 schools, 23 principals, 23 teacher counselors and 330 students giving a total of 376 respondents of sample size. As earlier mentioned above, the questionnaires, document analysis and checklist were used to collect data for this study in order to improve validity, piloting of the instrument was caused out and the test items were also validated by experts in the guidance counseling, psychology and education foundation department. More so, the reliability of the principal, teacher counselor and student questionnaire were established

through the use of Cronbach's alpha method which gave a reliability coefficient of 0.75, 0.86 and 0.79. The SPSS version 20 for windows was used to analyse the data in which descriptive statistics and inferential statistics were employed.

The findings of Boitt (2016), revealed that the conceptual framework, service delivery was not fully implemented and counselor's performance was fair in the implementation of guidance counseling programme. More so, the results also showed poor implementation of the structural framework in all the secondary schools. Furthermore, there was also a significant difference between the implementation of the conceptual framework, structural framework, service delivery and teacher counselors' performance. More so, the main challenge that teacher counselors encountered during implementation involved the lack of time, inadequate facilities, funding, uncooperative clients and unqualified personnel. The study concluded that guidance and counseling programme in Baringo county secondary school was not fully implemented. In this light, the study recommended that guidance and counseling conceptual framework, service delivery should be enhanced and also there's need to provide adequate human and physical resources needed to strengthen the structural framework and there was also need to employ more professional counselors in secondary schools on full time basis, in order to permit them effectively perform their duties.

Amede and Ihuoma (2018) carried out a study on evaluation of guidance counselling services in secondary schools in Lagos state. These researchers embarked on this study because they observed that despite programs designed by secondary schools in Nigeria to meet students' needs in particular and the society need as a whole, human and material resources were still inadequate. More so, they were out to find out if guidance and counselling is effective in meeting student's needs. Four objectives guided the study. The first objective was to determine the extent to which the aims of guidance counselling services have been achieved in Osa-local government region of Lagos state. The second objective was to identify the extent to which counselling facilities are available for guidance and counselling programme in schools of Osa-local government areas of Lagos state. The third objective was to ascertain the challenges hindering the effective implementation of guidance counselling services in Eti Osa-local government area of Lagos state. The descriptive survey designed was employed in the study. The population of the study was made up of all counsellors in Eti-osa local secondary schools. The purposive sampling technique was used to select 30 secondary school counselors in Eti-Osa local government area. The questionnaire was used as an instrument for data collection and the questionnaire was titled

guidance counseling service evaluation inventory. The data collected from the field was coded and analyzed with the use of mean and descriptive statistics.

The results of the finding showed that level of attainment of guidance counseling services to meet students' needs was very low. Secondly, the available guidance counseling materials and facilities were inadequate. Thirdly, the finding hindering the effective implementation of guidance counseling was indeed serious thus many suggestions were provided as solutions to identified challenges it was recommended that more trained guidance counselors should be employed and also, they should create awareness on the availability of the services of guidance counseling so that the entire educational community should benefit from these important services.

Chan et al (2016) did a study on counseling services utilization in Malaysia private university. The researchers were motivated to carry out this research because they observed that despite the importance laid on counseling in Malaysian university, many students shy away from the service. The percentage of students utilizing the service was relatively low. Thus, the study was out to identify the counseling experience among students. Specifically, the researchers dwelled on past experiences, awareness, attitude and also perceived hindrance on the utilization of counseling services in Malaysia private university. In order to test the reliability of the adapted instrument, thirty universities were used. The convenient sampling was used to select a private university in Kuala Lumpur. The population consisted of undergraduate students and in order to get the year of study, the stratified sampling was used and courses were randomly selected which amounted to six courses. The questionnaire was used to collect data and SPSS 20 was used to analyze data. The results of the findings showed that past experiences awareness and intention to use counseling service has a significant relationship with utilize counseling services, meanwhile attitude and perceived barriers to admission was not a factor in seeking counseling. Thus, from the results of the finding, counselors were called upon to create more awareness on their services in the universities.

Sahin (2009) evaluated guidance counseling services based on teachers views and their prediction based on some variables. The main objective of the study was to evaluate guidance counseling services that were provided in elementary and secondary schools. This evaluation study was based on teachers views and other variables. Specifically, the study was out to find out the evaluation points of teachers of guidance counseling services and the

percentage realized of these services. Also, the study was out to find out the contribution of these variables to the prediction of guidance counseling services vis a vis gender, length of service, guidance counseling lessons (undergraduate level) views on the need for schools to have a school counselor and the grade. The researcher employed a descriptive design. The participants of the study constituted of 204 elementary and secondary school teachers. The school guidance service scale and teacher personal information form was used for collecting data from the respondents. The SPSS was used to analyze data.

Results from the findings showed the most utilized service to the least as follows: consultation, counseling, information gathering, outreach, appraisal, orientation, placement, research evaluation, public and family relations and follow-up services. The results revealed that 46% of guidance counseling services were provided. More so, the grade being taught and view on schools to have a Guidance counselor were significant predictors of teacher's evaluation of guidance counseling services. Nonetheless, taking guidance counseling lessons at the undergraduate level, the duration of the service and gender were not significant predictors to teachers' evaluation of guidance counseling services. The findings concluded that guidance counseling services were not adequately provided (46%)

Florence (2010) carried out a study on the perceptions of students on the status of guidance and counseling in selected universities in Kenya for minimizing students Riots. The author observed that despite all the measures guidance counseling services and university authorities have put in place to curb these riots, it has only resulted to an increase in social ills. Students had continued to demonstrate grievances through deviant behaviors. Thus, the study aimed at finding durable solutions that will help decrease the frequent happenings of student riots in Kenyan universities. Precisely, the study was aimed at establishing student perceptions on the causes of riots and also the status of guidance counseling services in selected universities in Kenya.

Six objectives guided this study. The first objective was to establish student's perceptions on factors influencing riots in universities in Kenya. The second objective was to seek student's perceptions on the nature of actions taken after student riots for minimizing the riots. The third objective was to understand student's perceptions on the existence, nature and effectiveness of guidance and counseling services in Kenyan universities. The fourth objective was to seek student's perceptions on desirable guidance and counselling services and other interventional approaches to dealing with riots in universities. The fifth objective

was to understand student's perceptions on the existence, nature and effectiveness of guidance and counseling services in Kenyan universities. The last objective was to establish student's perceptions on the availability and adequacy of guidance and counseling facilities, resources and other learning facilities in selected universities in Kenya. Six research questions guided this study. The first research question was to find out student's perceptions on the causes of riots in Kenyatta universities; the second research question was to find out student's perceptions on the nature of actions taken by the university authority on riot participants. The third question was to find out how students perceive the existence, nature and effectiveness of guidance and counseling services in minimizing riots in their universities. The fourth question was to find out the suggestions on desirable guidance and counseling services and other intervention measures for dealing with student's riots. The fifth question was on student's perceptions on the availability and adequacy of guidance and counseling facilities and other learning facilities in their universities and finally the sixth question was to find out students' perception on the nature, support and effectiveness of guidance counseling services in their universities. The study used the descriptive survey design. The target population for this study was made up of 36000 students in which 354 students were sampled and 4 university counselors sampled giving a total of 358 respondents. The study employed purposive sample to select the areas of the study while simple random sampling was used to sample the subjects. The instrument used for data collection was the questionnaire, focus group discussion and observation checklist. Thus, making the study a mixed design. The researcher pre-tested the instruments at Jome Kenyatta University of technology and catholic universities using a sample of 14 undergraduates, a post graduates and 2 university students' counselors thus giving a sample of 25 respondents. The pilot study permitted the researcher to establish validity and reliability of the research instrument. The spearman's rank order correlation was used to correlate the correlation coefficient while Spearman's Brown prophesy formula was used to test the content of the interview schedule. The calculate value of  $r_s$  was 0.768 while the reliability of the total test yielded a correlation coefficient value of 0.869. The statistical package for social sciences was used to analyze the quantitative data while the thematic analysis was used to analyze the qualitative data.

The findings of the study established student specific factors such as pass riots experience, age and economic background, internal factors such as examination stress, financial difficulties, drug abuse, conflict between the students and university authority,

external factors such as police harassment and the influence of politicians. The study also revealed that guidance counselling services were offered in departmental offices, however, they were not given adequate support. Career guidance and pastoral counseling were the most utilized services. The study recommended that guidance and counseling services should be recognized, initiated and refined at pre-university and also university. More so, pastoral counseling should be used in combination with other counseling services and should be offered in counseling centers with adequate facilities. Monitoring programs, peer counseling, sports, games and dialogue should also be reinforced in Kenyatta universities. Furthermore, more professional counselors should be employed and there's need to reinforce more counseling on drug abuse and examination stress. Also, forums should be organized between students, university authorities and police forces.

Wango (2006) also carried out a study on policy and practice in guidance and counseling in secondary schools in Kenya. The researcher aimed to evaluate the secondary school guidance and counseling programme in line with the current changes that were going on including change in the constitution, the review of all acts related to education and other changes that were taking place in the ministry of education in Kenya. The researcher embarked on such study in order to raise the level of awareness and understanding of the school guidance and counseling programme and also to demonstrate the way guidance and counseling services operates within the school which will also inform future policy decisions on guidance and counseling. The researcher formulated four questions. Firstly, the first research question was based on finding out the aspects of the school guidance and counseling programme that could be identified in the secondary school. The second question was to find out if guidance and counseling was provided in a well-planned rounded process. The third question was to find out if guidance and counseling services were understood by teachers and students in schools. The fourth question was to find out if guidance and counseling school programme was allocated time and resources in order to develop and meet the challenges that face students. The research design used for this study was the mixed design that made use of the quantitative and qualitative data.

The research was carried out in three phases. Phase 1 was conducted in 43 schools, phase 2 involved 3 schools for case studies and phase 3 was focused group discussions with stakeholders and students. The pretest and pilot study were done to ensure validity and reliability of the instrument. Also, both the stratified and random sampling of schools and respondents was carried out. The SPSS was used to analyze quantitative data while the

qualitative data made use of thematic analysis. Findings of the study revealed that despite the attention on guidance and counseling in Kenya, secondary schools, the provision of guidance and counseling services was highly fragmented in scope. Based on the results, the study recommended for a more comprehensive guidance and counseling policy which entails the recruitment of more counselors, a clear code of conduct for counselors and also a need for more comprehensive guidance counseling programme.

Fai (2018) carried out an evaluation of guidance services offered by counseling center of university of Cape Coast. The researcher observed that students in Cape Coast University faced a lot of academic and social problems such as poor academic performance, stealing, sex tapes and other deviant behaviors. These problems prompted the researcher to investigate the role of the counseling center in curbing the above identified problems. Thus, the main purpose of this research was to find out the perception of students on guidance services offered by the counseling center in Cape Coast University. The study made use of a cross sectional survey design and four hundred students were purposively sampled. The measuring instrument for data collection was a questionnaire that was self-administered to respondents to give their views on guidance services offered by the counseling center in Cape Coast University. This study was guided by one research question and three hypotheses.

The results of the findings revealed that students had very poor perception on guidance services offered in the counseling center of the Cape Town University. Also, there was a statistically significance differences between students of sciences and humanities with regards to their perception about guidance services. The study recommended that guidance counselors should make themselves accessible to students, they should adhere to their profession by showing sympathy and acceptance in order to permit students to come towards them.

Getachew et al (2019) carried out a study on the role of counseling service center and its implementation in Madda Walabu University. Specifically, this study aimed to explore the role of student counselors in Madda Walabu University. Assess administrator's awareness on the role and function of counseling services in Madda Walabu University and also evaluate counseling services of Madda Walabu University with reference to its organizational, national and international university counseling standards. The explorative qualitative research design was used in this study. In order to select the respondents; the purposive sampling technique was use in this study. The study consisted of four participants;

the university president, academic vice president and two student counselors. The instruments for data collection consisted of document check list and semi-structured interviews. The results of the findings revealed that there was deficiency in intra-organization network, administrative independence and autonomy. It was also revealed that the counseling service providers were not professional counselors. There was also lack of network with important national and international organization and also there was poor client record management. Moreover, it was revealed that Madda Walabu university center did not meet national and international standards. Madda Walabu University was in high demand. In order to meet the need for effective guidance counseling, the study suggested for the provision of human and material resources, standardization of the counseling service center and also collaboration with important university bodies. Most importantly, the study also recommended the need for crisis intervention, career development and students' academic skills development should be included in the Madda Walabu university center.

Newa et al (2021) researched on the factors influencing uptake of career counseling services among university students in Nairobi city county, Kenya. The main purpose of the study was to assess the level of uptake of career counseling services in Kenya universities. The area of the study was made up of selected public and private universities in Nairobi city county. The targeted population of the study was made up of 4835 fourth year university students and the sample size was 369 final year undergraduates from the two public and private university. The research design employed in this study was the triangulated comparative design made up of quantitative method. The sampling technique that was used was the stratified simple random sampling technique and the purposive sampling interviews, focused group discussion and questionnaires were used as instruments for data collection. The statistical package for social sciences version 24 was use to analyses the data with the use of disruptive inferential statistics which was presented in tables.

The results of the finding showed a low level of uptake of career counseling services. It was recommended that the educational stakeholders should formulate clear policies and guidelines that will strengthen career counseling programmes in Nairobi city county universities

Seyoum (2011) carried out a study on revitalizing quality using guidance counseling in Ethiopian Higher Education Institutions: Exploring students' views and attitudes at Haramaya University. The main objective of this study was to investigate the

implementation practices of guidance and counseling at Haramaya University and also examine how the service promotes quality in higher education institutions. Specifically, the study aimed to explore the current awareness of university students of guidance counseling services at Haramaya University. Secondly, the study aimed to assess the attitudes of students towards the existing guidance counseling practices at Haramaya University. Thirdly, the study aimed to discover the value of guidance services in attaining academic excellence as perceived by students. Fourthly, the study was out to examine whether there's a significance difference in perceptions and attitudes in terms of variables like sex, class and programs with regards to guidance and counselling services provided by academic professionals and university support staff. Finally, this study was aimed to suggest directions for the improvement of the present guidance counselling practices in the university. The study explored the mixed method survey research design and the instrument for data collection was the questionnaire and observational checklist. Descriptive statistics and inferential statistics using the SPSS program were used for data analysis.

The results of the findings showed that students were not aware of the types and extend of guidance counseling services provided in their university. 42 % of the respondents also acknowledged that guidance counseling services helped minimize students' academic vocational and social problems. Also, 65% of the respondents had positive attitudes towards guidance counseling practices. The study concluded that there was no well-organized guidance counseling system in the universities investigated. The study suggested the need for more trained guidance counselors in the universities and also students should be sensitized on the activities/ services guidance counselors offer in their universities. Also, the study suggested for proper planning implementation and follow up of guidance counseling program in the universities investigated. More so, the other university departments and authorities should work in synergy with guidance counseling in order to enhance quality in the universities.

Karimi et al (2014) carried out a study on the assessment of counseling needs among students in Kenyan universities. They observed that despite the existence of guidance counseling services in Kenyan universities, many problems and needs were reported among students such as poor academic performance, relationship problems, adaptation problems, career needs and other behavioral problems. The main purpose of the study was to assess the counseling needs of student in Kenyan universities. The study made use of descriptive survey research design. The sample size consisted of 487 respondents made up of student,

counselors, and peer counselors from the selected Kenyan universities. In order to select the respondent's stratified, random and purposive sampling were employed in the study. The study also made use of questionnaire and interview for data collection and the analysis employed descriptive statistics.

It was revealed that students in Kenyan universities experience career/ educational needs, personal needs and life skills needs. Personal needs were the highest needs expressed by students. From the findings, the study recommended that the university should frequently carry out need assessment in order to determine students' needs thereby innovating the guidance counseling program based on the need's assessment.

Pitan and Atiku (2017) carried out a study on structural determinants of student's employability: influence of career guidance in Nigeria. This study sought to find out the relationship between career guidance activities and undergraduates. The study employed the survey research design. The study sample consisted of 600 final year students selected from four universities in south west geopolitical zone of Nigeria. The purposive sampling was used to select the respondents and the questionnaire was used as an instrument to collect data.

The results of the findings showed a positive influence of career guidance activities on student's employability. Also, self-awareness and opportunity awareness showed the greatest skill of student's employability and this was followed by decision making skills and transition skills. In order to promote undergraduate's employability after graduation, the study recommended that the university administrators should put more effort in designing suitable strategies that will enable undergraduates to participate with the four dimensions of career guidance activities that is portrayed in the DOTS (Decision making, opportunity awareness, transition skills and self-awareness) model.

Oguzie (2014) researched on guidance and counseling services as a coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths in Anambra state Nigeria. The study was motivated by the increase rate of crime, violence, corruption, insecurity, robbery in Nigerian schools. Due to the stakes surrounding the unhealthy atmosphere of Nigerian schools, the researcher pondered on the need to identify the role and importance of guidance counseling as a coping strategy for inculcating peace, conflict management and national security among youths in Anambra state secondary schools.

Specifically, this study aimed to determine the relevance of guidance and counseling services as a coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths in Anambra state. Secondly, the study aimed to determine the programmes which could effectively be employed by the guidance counseling services as a coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths in Anambra state. Lastly, it was of interest to the researcher to identify the challenges that hinders effective utilization of guidance and counseling services as coping strategy for inculcating the consciousness of peace conflict resolution and notional security among secondary school youths in Anambra state. The study made use of the descriptive survey research design. In order to guide the study, three research questions were formulated. Also, 127 counselors, out of 254 guidance counselors in the six zones of Anambra state were selected, the proportionate random sampling was used. Also, a questionnaire was used as an instrument for data collection and the data was analyzed using the mean, frequency distribution and standard deviation.

The results of the findings revealed that effective guidance counseling instilled in youths the spirit of consciousness that promoted peace, conflict resolution and national unity. Also, from the results of the findings, it was revealed that guidance counseling services faced enormous challenges thus recommendations were proposed to curb future challenges. The study recommended that there should make available adequate funding for guidance counseling services, school administrators and other educated stake holders should give their necessary support guidance counseling services, time should be allocated for guidance counseling and capacity training should be encouraged among guidance counselors.

Oseiwu (2014) researched on the extent to which career guidance and counseling can serve as a tool for functional education and graduate employability in Kogi state university Anyigba. The researcher observed the attitudes students had towards guidance counseling and also poor provision of guidance counseling with no organized programme of the service. All these necessitated the researcher to carry out a study to ascertain the level to which guidance services has helped in the achievement of educational program in Kogi state university in Nigeria. Specifically, the study sought to find out the level of guidance service render to students in the university and also to determine the attitudes of students towards guidance services. The researcher adopted survey research design. A simple random sampling and stratified sampling was use to select 500 final year students from different

faculties. Questionnaires were used to collect data. The data was analyzed with the use of percentage and mean.

The findings revealed that the level of guidance and counseling services among the students in Kogi state university was not significantly high; it was low. Also, there was a significant influence in students' academic performance who had received guidance counseling services compared with those who did not receive the service. Guidance counseling services were not recognized and there was lack of provision of guidance facilities and students had a negative attitude towards guidance service. The studies recommend public awareness campaign through seminar, public workshop, government agencies and also university management. Students should be encouraged to seek guidance counseling services instead of dropping out from school. Also, a functional guidance counseling unit should be created in Nigeria tertiary institutions funds should also be provided to sustain guidance counseling services so that they can effectively help students to be functional in Nigeria society

Khan and Bibi (2018) carried out a study on the quality of guidance service at Allama Iqbal Open University. The main objective was to study the quality status of guidance services at Allama Iqbal Open University and also suggest measures for improvement. Specifically, the study aimed to gather deeper knowledge on the provision of guidance services in Allama Iqbal Open University. Secondly, the study aimed to study the quality status of guidance services at Allama Iqbal Open University and lastly, the study was out to take some measures to improve guidance services Allama Iqbal Open University. The qualitative research design was employed in this study. The purposive sampling was used to select respondents from academic professionals and personnel's in Allama Iqbal Open University. Interview was used to collect data. The findings of the study revealed that there was need to update and redesigned the current guidance services. The study recommended that the Allama Iqbal Open University counselors should be trained and be updated with recent trends in counseling.

Magwa (2017) carried out a study on counseling needs among primary school's learners; the role of school counselor. This study was necessitated the fact that children were not achieving in school because they were suffering from mental health, poverty and emotional problems. Counseling that could have been of help to help these children with their needs, was not giving the attention it deserves. The study sought to find out childhood

behaviors indicating guidance counseling needs and also to find out the role of counselor in helping pupils facing problems that affects their wellbeing and educational development in Masvingo district, Zimbabwe. A qualitative case study research design was adopted. Purposive sampling was used to select 36 respondents made up of school counselors, school heads and grade 6-7 pupils. Interview was use to collect data.

The findings showed that bullying, inattention, emotional problems and failing to make friends were the most identified needs. It was also revealed that guidance counselors can design intervention strategies to help pupils with these needs to become fully functional in the society and live a meaningful healthy life. The study recommended that school authorities should give the necessary support to guidance counselors so that they can effectively help pupils with their different needs. Also, the researcher recommended the need to improve on the professional training of school guidance counselors.

Khan (1998) evaluated guidance counseling programmes in teacher training institutions of Pakistan. The researcher main purpose was to create awareness among teachers and students in order to improve the quality of education. Specifically, the study was carried out to ascertain the attitudes of students and teachers towards guidance counseling. The sample consisted of bachelor degree undergraduate students and master's degree students and teachers of teacher training institutions. The questionnaire was used to collect data. Descriptive statistics was use to analyze the data.

The results from the findings showed that faculty members held a positive attitude towards guidance counseling while the male trainees from undergraduate and master's level showed a negative attitude towards the guidance and counseling. Even the female trainees from the undergraduate level also held a negative attitude towards the guidance and counseling. Based on the results of the findings, the study recommended that guidance counseling should be made compulsory both at the bachelor degree level or master's degree level. The guidance counseling curriculum should be innovated. Funds should be allocated for post guidance activities. Also, it was recommended that every teacher training establishment should have a well-resourced guidance counseling center with a trained professional. More so, it was recommended that special training should be organized for master's students offering guidance counseling.

Giovazolias et al (2010) assessed Greek university students counseling needs and their attitudes towards university counseling center. Specifically, the study sought to assess

the counseling needs of Greek university students, examine their knowledge with regards to the functioning of the counseling center and also to explore their attitudes towards the utilization of counseling service. The sample of the study consisted of 312 students from Piraeus and Crete University. The questionnaire was used to collect data.

The results of the findings revealed that relationship problems, goals setting and problem-solving skills were the main preoccupation of the respondents. The study also revealed that students that had suffered with psychological problems gave a negative attitude towards the use of university guidance counseling center. The study recommended that first year university students should be the main target when planning counseling interview. Also, seminars and conferences should be organized to sensitize the population on the role of guidance counseling.

Thuryrajah et al (2019) carried out a study to ascertain if public universities have more effective counseling service than private universities in Melaka. The research was out to examine the effectiveness of counseling services to promote social skills, study skills and coping skills of students in order to adjust to the university campus life and also promote academic achievement. Specifically, it was out to explore the effectiveness of awareness, resources, counselor and management policy influence on the effective utilization of the guidance counseling service in Melaka University. Secondly the study aimed to investigate the effectiveness of the guidance counseling service in public and private universities with regards to counseling awareness, policy management and counsellors' resources. The convenient sampling was used to select a total sample of 564 respondents from four universities in Melaka. The questionnaire was employed to collect data from the population of the study. The results of the findings revealed that awareness, counselor's resource, policy management and counseling effectiveness were rated more highly in public universities than in private universities.

Kanga et al (2015) carried out a study to determine the effectiveness of guidance counseling services in promoting student's adjustment to school environment in public boarding secondary schools in Kenya. The researchers observed that the rise in student's violence, absenteeism, dropout out was as a result of student's maladjustment to the school environment. Meanwhile guidance counseling was introduced in Kenyan secondary schools in order to help students with maladjustment but the rise in deviant behaviors necessitated the researcher to carry out a study in order to investigate the effectiveness of guidance

counseling in enhancing student's adjustment to school environment. The study employed the descriptive survey research design. The study made use of the purposive sampling as well as the simple random sampling techniques was use to select 756 respondents.720 students were selected from forms 3 students 18 class teachers from form 3 class and also 18 teachers from the guidance counseling department. The questionnaire and interview were used for data collection. Inferential statistics and descriptive statistics were used to analyze the data.

The results of the findings showed that guidance counseling was effective in promoting student's adjustment to the school environment. Most of the students strongly agreed to the fact that guidance counseling services helped students adjust to school environment. Even class teachers and guidance counselors agreed to the fact that guidance counseling services helped students adjust to school environment. The study recommended that the ministry of education should set clear policies and develop training syllabus in school guidance counseling. It was also recommended that individual counseling should be strengthen and teachers in charge of guidance counselors should reduce other work load and concentrate on personal counseling.

Hassan and Farah (2013) examined guidance counseling needs of secondary school's students in Khartoum state in Sudan. Three research questions guided this study. The first research question aimed at finding out guidance and counseling needs of secondary education students with school related problems. The second research question was out to find out the guidance counseling needs of secondary education students connected with social and friendship environment and the third was on guidance counseling needs of secondary education connected with psychological problem. The researchers adopted the descriptive analytic research design; the purposeful sampling technique was employed to select 215 students. The questionnaire was use to collect data. The SPSS was use to analyze the data.

The results from the findings revealed that studying skills (61%), time management (52.1%), study and listen (34%) were the most identified needs connected with academic problems. Meanwhile, 80.5% students expressed their need to get along with family relations, 76.7% expressed their need to have healthy relationship with their friends, 76.3% expressed their desire to improve on their communication skills, 72% needed to know how to handle relationship issued and 57% needed to know how to take part in school activities.

More so, with regards to psychological needs of students 89.3% expressed their desire to know how to decrease anxiety, 78.1% needed knowledge on smoking 64.2% needed to know how to develop self-confidence, 62.8% needed to know how to fight depression 60.4% needed to know how to handle and stop stress and other students (49.8%) needed to know how to handle anger. The study recommended personal group counseling to help curb student's anxiety and also help motivate students towards examination success. School counselors were recommended to offer introductory training sessions on student's professional/career development.

Chenedum et al (2012) carried out a study in order to perceive the impact of guidance counseling services on the development of student's entrepreneurial skills for sustainable use. The main purpose of this study was to investigate among educators if guidance counseling services will assist students to develop their entrepreneurial skills. Three specific research objectives guided the study. Firstly, the study sought to find out whether information on the field of business would motivate students' interest towards entrepreneurship. Secondly, the study aimed to find out if personal-social adjustment counseling would equip students for entrepreneurship. Thirdly, the study was out to find out if educational guidance and occupation adjustment would equip students for entrepreneurship. The study employed a survey research design purposive and simple random sampling was used. The simple random sampling was used to select classroom teachers and guidance counselors while the purposive sampling was use to select the school administrators. 10 educational officers, 10 school principal, 100 classroom teachers and 10 school guidance counselors. The questionnaire was use for data collection.

The results of the findings showed that guidance counseling services will promote student's skills for entrepreneurship development amd also help them functional to the society. The study recommended that government should provide the necessary material, human materials for effective counseling workshop and in service training encourages input and output of guidance counseling entrepreneurship development.

Owino (2013) carried out a study on the nature of guidance counseling services in selected secondary schools in Eldoret municipality, Kenya. The researcher was motivated to carry out this research because of the increase rate of deviant behaviors in secondary schools in Kenya such as drug consumption, examination mal practices, teenage pregnancies, sexual immortality etc. The researcher observed with dismay that guidance counseling units in

Kenyan secondary schools are not well organized thus this hinders them from performing their task. In addition to this, educational goals should be clear to enable those responsible to take specific actions. Thus, in order to render guidance counseling unit more effective, there is need to carry out continuous evaluation in order to make some adjustment and possibly bring improvement and innovation to the unit.

Specifically, this study was out to find out the issues for which students sought the services of guidance counseling and also to find out if guidance counseling service enjoyed administrative support or not. The study employed the ex-post facto research design. The population of the study consisted of all secondary schools' municipality in Kenya. The stratified and simple random sampling technique was use to get a sample of 204 secondary school students from nine secondary schools, 41 secondary school teachers and also personnel in charge of guidance counseling. This study employed different categories of secondary schools such as boarding schools, private schools, public schools and day schools. The questionnaire was used as an instrument to collect data from the sample. The data analysis made use of descriptive and inferential statistics, the results of the findings showed that educational issues had the highest percentage (80.0%), personal issues had (98.0%) while vocational issues had 6.2%. it was also revealed that the guidance counseling unit lacked the necessary physical and human resources needed for effective guidance and counseling. The study recommended that the ministry of Education science and technology in Kenya should revised the guidance counseling curriculum and clear polices should be followed by all secondary schools. Also, there was need to train more teachers in Guidance counseling and each school should have more than one guidance counselor.

Khalid et al (2020) examine guidance counseling services in Punjab, Pakistan higher Education institution specifically. Specifically, the study sought to find out the current practices of guidance counseling in Punjab universities. Secondly, the study was out to examine the need of educational, emotional, social and psychological aspects of guidance counseling and lastly it was out to assess students' needs with regards to career orientation in Punjab public universities. The study employed quantitative research design. The population of the study consisted of all public universities in Punjab. The cluster sampling technique was used to select four universities in Punjab. The researcher constructed a well-developed questionnaire to collect data for the study. Anova, percentages with the use of SPSS were used to analyze the data.

The results of the findings showed that, even though guidance counseling practices exist in some of the universities but the provision of their services was very limited compared to the student population of the university. The study revealed the need for educational, social, emotional, psychological and career guidance counseling in all the selected universities. Based on the findings, the study suggested the need for educational, social, emotional and psychological guidance counseling for all university students. However more emphasis should be given to career counseling

Liyasu (2011) assesses the implementation of the Blueprint on Guidance Counseling in Nigerian secondary schools. The researcher was out to understand what was formulated and the current practices of Guidance Counseling activities in Nigerian secondary schools. Six hypotheses were raised in this study and the chi square was used to test the differences in the implementation level of the variables. The study employed the descriptive survey research design. The population of the study consisted of 6387 public secondary schools. The purposive sampling technique was used to select 168 respondents.

The results of the findings revealed that what was formulated in the blue print was not sufficiently implemented thus there was a low level of implementation. The study recommended that the educational authorities need to clarify certain issues in order to bridge the gap between guidance counseling practices in schools and policy statements. Also, funds should be provided to enable the effective functioning of guidance counseling. Government should be in charge of training Guidance Counselors and employing them in Secondary schools in Nigerian. More so, guidance counseling needs the support of all Education communities such as school administrator's stakeholders and parents finally it was recommended that guidance counseling services should be provided to other educational levels in Nigeria.

Getachew (2020) carried out a study on the Assessment of Guidance and counseling service center in Higher Education institutions in Ethiopia in order to meet students' academic, social and psychological needs. The researcher was motivated to carry out this study because despite the existence of Guidance counseling center, it was observed that the center lacked personnel's and other personnel's that were specialist in Guidance counseling were occupied with teaching, thus the provision of guidance counseling services was very limited. The research adopted the qualitative survey research design. The focused group discussion was employed to collect data and the purposive sampling was used to select 48

participants for the focused group discussion. The data was analysed thematically on qualitative basis.

The results of the findings revealed that the counseling service was not advertised to students in need of counseling. Also, orientation was not given to the newly admitted students (fresh men students). It was also revealed that many students were suffering from psychological problems, social problems, time management, academic problems, adaptation problems and interpersonal relationship issues. Most importantly, it was revealed that these students were not aware of the presence of the counseling center and its role. From the findings of the study, it was recommended that the university should provide professional guidance counselors that will render their services to help students with personal, social, academic and career needs. Also, there's need to sensitize the educational community on the role and existence of guidance counseling in Ethiopia higher institutions.

Agbajor (2017) evaluated guidance counseling programmes in Nigeria educational system. What motivated the researcher to carry out this study was due to the fact that little or no attention was given to guidance counseling programmes in some public and private schools in Nigeria. The neglect of career week/day, orientation of students and excursion to enterprises may have caused students to perform poorly in their academics, choose wrong career paths and also failure to proceed further to higher education. The main purpose of the study was to evaluate the extent to which guidance and counseling programmes were implemented from 2009-2013. Specifically, the study sought to determine the extent to which guidance counseling programmes were implemented from 2009-2013. Secondly, the study was out to determine if there were differences in the implementation of guidance and counseling programmes between the public secondary schools and the private schools and lastly the study was out to find out if there was a difference in implementation of guidance counseling programme between the urban secondary schools and the rural secondary schools. The study employed the descriptive research design. The random sampling technique was used to select two hundred and one students from four public and private secondary schools. These four public and private schools were purposively sampled from the Delta state in Nigeria. A self-made guidance programme implementation inventory was used to collect data.

The results of the findings showed that the implementation level of guidance counseling was above the accepted minimum average (17.5) which indicated that guidance

counseling was implemented from 2009-2013. Also, it was revealed that there was a slight difference at the level of implementation between the private secondary school and the public secondary school and also there was a slight difference at the level of implementation of guidance counseling programmes in rural secondary schools and urban secondary schools. Thus, it was concluded that between the periods of 2009-2013; guidance counseling programmes were slightly implemented in private and public secondary schools in rural and urban areas. Amongst others; it was recommended that the Nigerian federal government and educational ministries should train and employ more professional guidance counselors in public and private schools in rural and urban areas in Nigeria. The law should also oblige private institutions to have counselors in their schools. Also, a team from ministry of Education should regularly monitor the implementation of guidance counselling programmes in public and provide schools in rural and urban regions in Nigeria. There was need for the government to provide necessary guidance counseling facilities to enable effective implementation of guidance counseling programs in public and private schools in rural and urban areas in Nigerian.

Silva (2012) carried out a study on knowledge, attitudes and practices towards psychological counselling among first year undergraduates in university of Sri Tayewarderupura. The researcher earlier observed that even though counseling service was available in Sri Lanka universities most students were not utilizing the counseling services. Thus, the researcher sought to identify knowledge, attitudes and practice towards psychological counseling among first year undergraduate in university of Sri Tayewardene Pura. The descriptive survey research design was employed to this study. Simple random sampling was used to select two hundred and sixty respondents. A self-administered questionnaire was use to collect data for the study.

The results of the findings showed that majority of the undergraduates' students were not aware of the existence of counseling service in their university. Also, most of the students held a negative attitude toward psychological openness. The study recommended that newly admitted students should be made to register with the counselling center. More so the university should sensitize. The students on the existence of psychological counseling.

Anim (2020) assess the prevalence and patronage of guidance and counseling services at Kumasi Technical university with the aim to identify the available guidance counselling services and to determine student's attitudes towards the service. The

quantitative Survey research design was used in this study. The total population of the study consisted of 10,465 in which 10201 consisted of students of Kumasi technical university in Ashanti Region of Ghana, 2 were those coordinating counselling and 262 were lecturers. The purposive sampling method was used to select eighty students from Kumasi technical university, fifteen lecturers and two counseling coordinators thus giving a total of 97 sample. The questionnaire was used to collect data from the respondents.

The results of the findings revealed that guidance counseling unit provides services on student's personal development and educational development. The unit also provided referral services. However, it was revealed that some students do not seek guidance counseling services because of fear and lack of trust. Also, some students held the view that they will welcome counseling when face with crisis. The study recommended that the university authority should ensure equality in terms of gender and quantity of counselors that is to say the number of female counselors should not be more than male counselors because the finding revealed that most students prefer consulting male counselors. It was also recommended that counselors should undergo more training so that they can be fit to solve student's different problems.

ULusoy et al (2014) researched on the determination of the needs of university students for psychological counseling and guidance services. The case of Kocaeli University Turkey. The main purpose of this study was to examine the needs of the students of Kocaeli University for psychological Guidance counseling service. Specifically, the study sought to find out if the needs expectation of Kocaeli University Students of psychological Guidance counseling services varies accordingly to gender. Secondly, the study was out to find out if the needs expectation of Kocaeli university students for psychological Guidance counseling services vary according to class level and lastly, the study sought to find out if the needs expectation of Kocaeli university students for psychological Guidance counseling services vary according to the status of receiving education in or off the campus. The study adopted a descriptive survey research design. The population of the study constituted of 6662 students. a questionnaire was used to collect data. Percentage and frequency were used to analyze data.

The results of the findings revealed that students in Kocaeli University needed guidance and psychological counseling services when compared to their gender, class, and level of studying. It was also revealed that the students held a positive perception about

guidance counseling. Based from the findings, the study recommended that guidance counseling center should be created so that the services can provide students help to their personal / social, academic and career development. More so, awareness on the role of psychological counseling should be carried out.

Atik and Yalcin (2010) did a study on counseling needs of educational sciences students at the Ankaru University. The main purpose of the study was to evaluate students counseling need, who enrolled various undergraduate's programs in educational science faculty at the Ankara university and also to establish the gender and grade level difference in those needs. Specifically, the study aimed to find out the most and least prevalent counseling needs of students and also to find out the gender and grade level differences in perceived psychological counseling needs. Four hundred students were surveyed and the convenient sampling was used to select the 400 respondents. Frequency analyses were employed.

The result of the finding showed that academic, relational, emotional and career needs were the highest needs while self-defeating behaviors, gambling, excessive credit spending and sexual concerns registered the lowest needs. Also, significance gender and grade distinction were present in some needs. The study concluded that educational sciences students of Ankara University need professional counseling in personal, social academic and career problems. Amongst others, it was recommended that more professional counselors should be employed in order to meet students' needs and also counseling centers were called to provide both preventive and developmental remedial and crisis-based intervention.

Getachew & Gobena (2016) did a study on career development among undergraduate students of Madda Walabu university in south east Ethiopia. The researchers were moved to carry out this study due to the stakes surrounding career counseling in educational institutions in East Ethiopia. The scarcity of information to guide students professionally to their career paths necessitated this study. Thus, the main aim of the study was to assess career development among undergraduates' students of Madda Walabu universality. The study employed a cross-sectional survey design and a structure questionnaire was used to collect data. The simple random sampling was used to select 605 undergraduate students of Madda Walabu University, the SPSS 20.0, Anova and T-test was used to analyze the data.

The findings revealed that information on career development was so poor and lack future direction, the findings, also showed that socio-demographic variables were important

in detecting the factors levels and also the variance in career development. The respondents affirmed benefit of career development and there was statistically significant different between the expected means and observed mean. It was also revealed that the career development offered in the university was very minimal and the provision of information was inadequate on information about career fields, labour market information and the skills and talent required in different jobs. Amongst others, it was recommended that career development service should be well established and functional in order to reach all students with different needs. Also, there was need for career counseling to concentrate more on student's career self-awareness and a strategy should be developed to upgrade career information amongst students. Also, career counselors need more training and the necessary resources should be provided for effective career counseling.

Martaningsih et al (2019) carried out a study on Evaluation of career guidance program in vocational high school. What promoted the researchers to carry out this study was the fact that many graduates from vocational high school did not succeed to secure any job. To them, the high percentage of unemployed workers was a prove that there was aberration between the objective of vocational high school and the reality in the society. Amongst others, guidance counseling in higher vocational schools has a s role to build job competencies among learners and also instill career readiness in them. More so guidance counselors have a role to build the socio-emotional development in students so that they can face any future challenges.

However, the researchers observed that guidance counseling in vocational high school was mostly tilted to other administrative tasks rather than concentrating on the activities of guidance counseling. Thus, in order to ascertain the effectiveness of guidance counseling services, there was need to design an Evaluation model needed for Evaluation of career program in vocation schools. Evaluation will provide important feedback that will help improve future programs. Precisely, this study was out to identify a construct instrument needed to evaluate a career guidance program, secondly it was out to design an evaluation model and assess the measurement the structure and the appropriateness of the model. The study adopted the Borge and Gall's Model. The test was given to a vocational high school in Yogyakarta.

The validity and reliability of the constructed instrument was carried out by Experts in the field. The instrument tools design for evaluation of career guidance program in

vocational high schools was made up of four groups. Instrument 1 had 25 items that measured target component and was given to headmasters, and guidance counselors coordinators. Instrument 11A had 30 items that measured assessment component and career guidance program. This instrument 11A was given to guidance counselors teachers. Instrument 11B had 45 items that measured components results and career program effectiveness. This instrument was given to guidance counselors teachers. Instrument 111 had 77 items and it measured the result and effectiveness of career program. This instrument was given to students in vocational High schools. The accuracy of the model was confirmed by the inner model with determinant coefficient, predictive relevant and dan goodness fit index. The findings revealed that the model was fit for evaluation of guidance program in vocational high schools.

A study was also carried out by Ross and Herrington (2006) on the perceptions of the role of Guidance Counselors in public schools. This study made use of a questionnaire to collect data and 534 respondents constituted the sample of the study. The results showed that counselors were more engaged in psychological testing of learners, discipline, career choices and planning of learner's, school attendance and other personal /social needs of learners. More so, the findings revealed that counselors were more on their professional responsibilities as a school guidance counselor while the school principals were of the view that Guidance counselors should be conceived as administrative staff with specific administrative duties.

More so, Van et al. (2013) evaluated the school based psychological counseling services in Macao. The main purpose was to understand the present situation and also how mental health services were being provided to children and their families. The researchers used interview to gather data, thus the study was purely qualitative and the purposive sampling technique was employed in this study. Results from the findings showed that counseling helped learners in their academic, personal and sound needs.

Also, Kuhn (2004) carried out a study on learner's perception of five school counselors' roles and the functions that were linked to these roles. The results of the finding showed the most rated important tasks counselors were providing such a safe environment for students to communicate, showing empathy, providing teachers with techniques to respond to crisis and also help learners to transition from school to work. The above tasks were rated as the most important duties while the task that were rated least important

included students records, psychological testing registration, educational assistance and discipline.

Karimi (2014) carried out a study to assess the counseling needs of Kenyan university students. The researchers observe that despite the implementation of Guidance counseling services in Kenya universities, students were observed with many needs such as career problems, adjustment problems psychological problems, prostitution etc. it was against this backdrop that necessitated the researchers to assess the counseling needs of university students in Kenya. The study employed the descriptive survey research design. The target population consisted of 100.000 populations from 19 universities. The stratified random sampling was employed to draw a sample of 384 students. Also, two students' guidance counselors and 15 peer counselors were purposively sampled from each selected university. Thus, the total sample size of the university was 487 participants. Questionnaires and interview were used to collect data. Quantitative data was analyzed with the use of SPSS 17 with descriptive statistic and qualitative data made use of themes.

The results of the findings showed high need in personal needs with a weight of 3.01, career educational and life skills need had the same weight and average (WA=2.66). From the results of the finding, the researchers recommended that the university administrators should carryout frequent needs assessment in order to bring innovations in the guidance counseling program which will enable counselors to use effective means to meet student's different needs.

Agi (2013) evaluated the status of guidance service in river state secondary schools in Nigeria. The researcher constructed five research questions to guide the study. The first research question was to find out the ideal counselor's student ration. The second research question was to find out if guidance services were regularly performed by practicing counselors. The third research question was to find out how many students utilize the services of counselors on weekly basis, the fourth research question was to find out if practicing counselors have basic amenities to carry out their duties. Fifth research question was to find out if the objectives of Nigerian Educational policy of guidance counseling has been achieved and the sixth question was to find out if counselors encounter any challenges during the implementation of guidance counseling in Nigerian schools. The study employed the descriptive ex-post facto research design. The population of the study consisted of all public secondary schools in Port Harcourt. 14 schools with practicing guidance counselors

were sampled. The questionnaire was used to collect data from 20 counselors. The results of the analysis showed that no school was in conformity with the required standard counselor ratio of 1:300. All the schools registered very high counselors' ratio of 1:870, 1:936, 1:1700. This is a clear indication that it will be difficult for a school counselor to effectively meet the needs of students. Secondly, in response to the second question, the results of the findings showed that academic counseling was the most regularly provided service by counselors while consultation with parents/guardians, excursion visits and psychological testing was the least provided services. More so in response to the third research question, academic counseling service topped the list for weekly basis.

More so, it was revealed that funds for the provision of basic guidance counseling facilities were not available. Furthermore, only 18% of the sample population were of view that educational national objectives of guidance counseling have been attained. The study also revealed that guidance counselors faced numerous challenges that hinders the effective provision of the service. The study recommended that the ministries of education should compelled principals to accept counselors posted in their institutions and these counselors should be restricted only to their professions. Also, adequate fund should be made available for the implementation of guidance counseling services. The study concluded that for national policy on educational counseling to achieve its objectives, there's need to modify and improve the current status of guidance services.

Rowley, Stroh and Sink (2005) carried out an evaluation study on the comprehensive guidance and counseling programme. The population of the study consisted of 150 schools in Washington State. The questionnaire was used as an instrument to collect data from counselors and heads of school districts. The result of the finding showed that counseling in school was very helpful to learner's developmental domains. Specifically, school counseling helped to developed student's attitudes, interpersonal skills, survival skills, respect for others skills and many other skills that help learners to be fully functional to their community.

Gysbers and Hughley (1993) carried an evaluation study on comprehensive school guidance programme. This study was carried out in Missouri with a sample size of 280 high school students, 125 parents, and 150 teachers. The main purpose of the study was to assess parents, learner's teacher's perception about the comprehensive guidance programme. The study employed a cross sectional design and the instrument for data collection was the

questionnaire. The results of the finding showed that guidance counseling services were being offered in the different schools and learners had career planning.

Furthermore Schimmed (2008) evaluated the implementation of the comprehensive school National model that was designed by the American School Counseling Association (ASCA). The population of the study consisted of 753 teacher counselors. A questionnaire was used as an instrument for data collection. The results of the finding revealed that teacher counselors implemented activities (tasks) that were in connection to the foundation, management and accountability aspects of the comprehensive (guidance program) as prescribed in the America school counselor Association. More so, many of the teacher counselors reported to take part with regular consultation with parents, head of the school and teachers. Also, it was revealed that personal counseling was being carried out with students having personal social problems. All these were in conformity with the 2003 ASCA Model.

Lens (2018) carried out a study on group counselling techniques and risk behavior management among secondary school students, from a curriculum implementation perspective. The main purpose of the study was to examine the extend to which group counselling techniques can influence behaviors among secondary school students in Cameroon. lacked of directions, lack of affection and also increase in psychological pressure among students motivated the researcher to carry out this study. The researcher employed the client centered theory, problem behavior theory and also self determination theory in order to guide the study. The research employed a quality research design with the use of observation and semi structured interview. The population of the study consisted of guidance counsellors from Government Bilingual School Etoug-ebe. This school is situated in Yaoundé Cameroon. The researcher made use of a non-sampling technique in order to select 4 respondents (counsellors). Thematic analysis was employed in accordance with the stated objectives. The results of the findings provided new evidence to improve on the delivery of group counselling sessions with students. the researcher concluded that group counselling sessions can be used as a substitute to individual counselling because it leads to rational thinking and desired behaviors in students.

Ilongo (2015) evaluated students' perceptions of the role of school counselling in Cameroon. According to the researcher school counselling in Cameroon focused only on information, advice and assessment and very little was done in their original traditional roles

and no modern assignments was employed in their activities. Evaluation studies will provide school counselors with the knowledge on how to meet students psychological, vocational, and academic needs. The researcher first research question was to find out if guidance counselling is part of the school integral programme. The second research question aimed at finding out if school counselling influenced student's choice of high school educational programme. The researcher employed the evaluation survey research design. The population of the study consisted of all Cameroonian high school students. The sample of the study consisted of fifty students from Bamenda town in North West Region of Cameroon. The study employed the purposive sampling technique and a questionnaire was designed for data collection. the questionnaire made use of personal data, psychological, vocational and educational data and student's personal perceptions on the role of guidance counselling. The data was analyze using the z test at a significant level of 5%.

The results from the findings showed that school counselling is an integral part of the school programme and it is also very important in the education of students. The results also showed that students had an opinion on what the role of counselling should be. The findings also established that school counselors do not influence students vocational and educational choices and very little was given to address students' psychological problems. The overall findings of the study showed fundamental structure and limitations of guidance counsellors' functions in Cameroon. The finds recommended the need for guidance counsellors to reevaluate their methods, objectives and improve quality relationship with students.

Anyi (2019) carried out research on school counselling as a function of students Academic Engagement in selected secondary schools in the North West Region in Cameroon. The researcher was out to find out how the quality of counsellor student relationship influence students' academic engagements in the secondary school. Also, the researcher was out to find out how the professional competence of guidance counsellors affects student's academic engagements. The study hypothesized that school counselling has a significant effect on students' engagement in secondary school. The research design adopted in this study was the mixed method design which is made up of qualitative and qualitative. The proportionate sampling technique was employed in order to draw a sample size of 123 counsellors and 543 teachers. More so, the questionnaire was used to collect data and the statistical package was used for data analysis.

The results of the findings showed that the professional competence of counsellors affects student's commitment in secondary schools in Bamenda. Also, it was revealed that the quality of counsellor/student relationship affects student's commitment in their academics.

Bobga (2016) carried out a study on effective guidance counselling programmes in Cameroon state universities. This conceptual paper aimed to establish the influence of guidance counselling programme on students' academic performance in Cameroon state universities. According to him, the objectives of Effective guidance counselling programmes in Cameroon state universities is to help students in their abilities, interest and values in order to enable students to strive in their full potential. The aim of this study was to establish the challenges hindering the provision of guidance counselling in Cameroon state Universities. The researcher made use of social learning theory and person-centered theory. The person-centered theory highlights the importance of interactions between two people, in this case it is the counsellor and the client meanwhile the social learning theory dwells on the fact that children learn through observation and imitation.

It was recommended by the researcher that university counsellors should be trained on the importance of giving their complete support to guidance counselling programmes. He also recommended the need for counsellors to work harder in order to reverse the negative attitudes parents and students have about guidance counselling.

In like manner, Mawire (2011) evaluated the implementation of Guidance and Counselling in a Zimbabwean secondary school. The reasons for the study came from remarks expressed by some teachers and heads about the practicability of guidance counselling in their schools. Generally, the study was carried out in order to look for best practices to enable other institutions to benefit. Specifically, this study was out to find out the policy expectations of guidance counselling programmes in Zimbabwean secondary schools. Secondly the study was out to find out what the guidance counselling programme entails and lastly the study was out to find out how the insight from implementation of guidance counselling in order to inform policy makers. The study was carried out at Trockley Secondary School in Haware. This is because guidance counselling was functional in this school. The study made use of a case study design. The study employed the use of semi structured interview and observation. Thus, the study used the qualitative approach.

The findings of the study showed that although guidance counselling in Trockley school was well organized there's still need for little improvement such as the need to use community expertise by recruiting or inviting external resource persons, there was also need for career excursions and it was revealed that there was lack of financial resources. However, the study established that guidance counselling in Trockley school can still be functional despite the lack of resources. The researcher concluded that guidance counselling in Trockley secondary school had some good practices that other secondary schools in Zimbabwean can imitate.

### **Empirical findings on the use of digital technology in guidance counselling**

Amos (2022) investigated on digitizing counselling practice: A study of student's values and challenges associated with traditional face to face counselling and e-counselling modes in three universities in Ghana. The study aimed to gain a deeper knowledge of student's values and challenges of face- to -face and e-counselling in Ghanaian universities. Three hypotheses were stated in order to guide the study. The first hypothesis was to find out if there is a statistically significant difference in students' gender with regards to face to face and e-counselling. The second hypothesis was to find out if there is a statistically significant in student's values and satisfaction with face to face and e- counselling and the third hypothesis was to find out if students' satisfaction with counselling depends on the value they place on face to face and e-counselling. The study adopted a quantitative cross-sectional design. A stratified random sampling technique was used to select 384 tudents from three universities in Ghana. A closed ended questionnaire, online and face to face counselling attitude scales was used for data collection. The T-test and multiple linear regression were employed to analyse data.

The results from the findings showed that despite the fact that technological devices were largely accessible, students instead valued face-to-face counselling than e-counselling. It was also revealed that there was no significant difference with regards to students' value to e-counselling for gender. The study also showed that the male students valued face-to-face counselling more than female students. The study recommended that university guidance counsellors should improve the use of face-to-face counselling. They should also be trained in e-counselling so that students could have more possibility in making choice with regards to counselling services.

Kolog et al (2014) researched on E-counseling implementation, student life stories and counseling technologies in perspective. The purpose of this study was to find out how student life challenges affect their academic work and also to find out the extent to which ICT was currently implemented in order to provide counselling services to students. The instrument employed for the study was the questionnaire and interview. The stratified random sampling technique was used to select school counsellors and students from Osei Kyeretweie senior high school.

The results of the findings revealed that the financial status of the students was the main difficulty to their academic progress. It was also revealed that student had very little information about the use of ICT in counselling. More so, email was identified as the only tool used for counselling services.

Anyamene & Nwokolo (2012) investigated the availability and use of Information and Communications Technology Resources for Counselling University Students in South East States, Nigeria. Specifically, the researchers were out to find out if ICT facilities for counselling students were available. Secondly, they were out to find out the level at which university guidance counsellors make use of Information and Communication Technology tools in counselling students. Thirdly, the researchers were out to find out the problems hindering the use of information and communication facilities. The researchers were also interested to investigate the ways of enhancing counsellors and student's usage of Information and Communication Technology. The researchers made use of survey research design. The researchers carried out this study in 9 universities in South East Nigeria. All students from the Awka University, Uli University, Nsukka University, Nnamdi University, Owerri University, Abia state University, Uturu and Umudike Federal university, Anambara university and Abakiliki university constituted the population of this study. The purposive sampling Technique was employed to draw 10,800 students from the nine universities listed above. The researchers constructed structured questionnaire in order to collect data. The validity of the instrument was insured by two guidance counselors and the reliability coefficient was 0.81. percentages, mean and scores were used to analyze the data.

The results of the findings revealed that information and communication technology facilities were inadequate. Secondly, it was revealed that the level of usage of information and communication technology was low. Thirdly, it was revealed that limited telecommunication, absent of generators, inadequate number of computers and lack of

internet supply in the universities were the main problems mitigating against the use of information and communication technology by counsellors and the findings revealed ways to improve on the use of information and communication technology. In regards to the findings, the study recommended the government to provide Information and Communication Technology facilities in counselling laboratories in all universities in order to enhance counseling.

Beidoglu, Dincyurek and Akintug (2015) carried out a study on school counsellors use of information and communication technologies in school counselling practices in North Cyprus Schools. The main objective of the study was to determine counsellor's opinion on the use of information and communication technology in school counselling. Specifically, the study aimed to provide answers on school counsellors general opinion on the use of Information and Communication Technology and also to ascertain if there exist any significant difference in the opinion of school counsellors according to their gender, age, level of education, level of their grade, type of school and number of students served. The study made use of descriptive approach in order to identify school counsellor's opinions with regards to the usage of ICT. The sample of the study consisted of 61 school counsellors. The instrument for data collection consisted of the internet made questionnaire. Descriptive statistics was used for data analysis.

The findings of the study showed that school counsellors had an overall positive opinion on the use of information and communication technology. Specifically, School counsellors had positive opinions on the usage of web pages and computer-based programmes, positive opinions using internet-based interventions and negative opinions using online counselling. The findings also revealed that no significant difference was found with regards to gender, age, degree, work setting and student counsellor ratio.

Oraegbunam (2009) did a study on the application of information and communication technology in counselling practice in Anambra state of Nigeria. The main aim of the study was to empirically establish if ICT strategies could be used in counselling practices in Anambara State of Nigeria. The study was guided by one research question and hypothesis. The study sought to proffer answer to the extent to which information and communication Technology could be applied in counselling practices and also to find out if there is a significant difference between the mean scores of urban and rural counsellors on the application of ICT in counselling practices. The survey research design was employed

in the study. The sample population consisted of 134 guidance counsellors in Anambra State of Nigeria. The study made use of structured questionnaire that was validated by two experts from information and communication technology unit and guidance counselling unit. The data was analysed with the use of statistical means to answer the research question and the Z-test analysis was used to test the hypothesis.

The results of the findings showed that there was a general acceptance of the information and communication technology items as being highly applicable in the counselling practice. This showed the level of awareness and the readiness of professional counsellors on the use of ICT. Thus, information and Communication Technology could be used in the counselling practices. It was also revealed that no significant difference was observed between the mean scores of urban and rural based school counsellors. Based on the results of the findings, the study recommended the Nigeria federal government to provide the required facilities in all schools in order to facilitate access to Information and Communication Technology services. It was also recommended that the federal government of Nigeria should assemble technical support staff to provide technical assistance in all educational levels.

Ekechukwu, Amaeze and Eze (2016) carried out a study on ICT an indispensable tool in effective guidance and counselling services for sustainable educational development in secondary schools in the 21<sup>st</sup> century in Imo State Nigeria. The main objective of the study was to establish the use of information and communication in effective guidance counselling services for educational sustainability in the 21<sup>st</sup> century. Specifically, the study was out to find out the ways Information and Communication Technology can be used in the effective guidance and counselling services for sustainable educational development in secondary schools in Imo State, Nigeria. The study was also out to determine the various Information and Communication Technology mediums required for effective guidance and counselling services for sustainable educational development in secondary schools in Imo State. Also, the study aimed to establish the challenges linked with the use of Information and Communication Technology in guidance counselling for sustainable development in secondary schools in the 21<sup>st</sup> century in Imo State in Nigeria. Based on the objectives, three research questions and three null hypotheses were formulated to guide the study. The study employed the descriptive research design and the population of the study consisted of 314 guidance counsellors from 314 public secondary schools in Imo State in Nigeria. The purposive sampling Technique was used in this study. The instrument used for data

collection in this study was a self designed instrument. The Cronbach alpha statistics was employed to establish the reliability coefficient of 0.84. In order to answer the research questions, the Mean, Standard deviation was used while the Z-test statistic was employed to test the null hypotheses.

The results of the findings revealed that Information Communication Technology was used to provide related information on student's problems. ICT was use to interiview students and also used for interpretation of student's problems. Most importantly, the sudy revealed that through the medium of Information and Communication Technolgy, shy students can easily convey their problems to their counsellors. The findings established that the use of ICT in guidance counselling is hindered by many challenges like inadequate fund, lack of competent guidance counsellors and also lack of power supply. The study recommended that the government should provide ICT facilities like television, radio, computers, CD Rom, projectors, internet etc. In addition to this, guidance counsellors should be professionally trained on the use of Information and Communication Technology.

#### **Empirical studies on the availability and use of resources for effective implementation of guidance counselling**

Cheruiyot & Orodho (2015) examine the human and physical resource preparedness to provide effective guidance and counseling service in secondary schools in Bureti Sub County, Kenya. The study was guided by two specific objectives. The first objective was to establish the professional qualifications of teacher counselors in public secondary schools in Bureti Sub County and the second objective was to examine the adequacy of guidance and counseling facilities and materials in public Secondary schools Bureti sub county, Kenya. The study adopted the descriptive and correlation research design. The target population of this study was 1245 popuation. 22 were heads of Guidance counseling department, 22 were principals and 1201 were students chosen from 22 public sub county secondary schools in Bureti sub county, Kenya. Simple random sampling technique was use to select 400 students while the stratified sampling technique was use to select 20 principals and 20 heads of guidance counseling department. Thus 440 respondents constituted the sample size. In order to collect data for the study, the questionnaire, interview and document analysis were employed. Quantitative data was analyze using inferential statistics and descriptive statistics. Interviews were summarized to themes and subthemes.

The results of the findings revealed that 2/3 of the guidance counselors did not have the required qualifications of diploma needed to be qualified as a guidance counselor. Also, it was also revealed that necessary guidance counseling facilities were inadequate thus hindering effective provision of guidance counseling services. From the results of the findings, the study recommended that workshops on Guidance counseling should be organized in order to enhance effectiveness and also pedagogy these workshops will help improve the professional training of teacher counselors and bring new methods in the activities of guidance counseling in secondary schools.

Musorewa et al (2018) investigated on the influence of the availability of facilities and resources in the effective provision of guidance and counselling services in secondary schools in Gesusu Ward, Masaba South Sub County in Kenya. The researchers observed increase rate in deviant behaviours amongst students in Kenya schools. The presence of numerous deviant behaviours necessitated an investigation on the influence of availability of facilities and resources in the effective delivery of guidance counselling services in Gesusu Ward, Masaba South Sub- County Kissi County in Kenya. The descriptive research survey design was employed. The target population of 2240 students were drawn from 6 schools. 224 students, 6 counselors and 6 principals constituted the sample of the study. Questionnaire and Interview were used as instrument for data collection. The validity of the instruments was ensured by experts in the field. Frequencies and percentages were used for data analysis.

The results from the findings showed that availability of facilities and resources has a significant influence in the effective provision of Guidance Counselling services in secondary schools in Gesusu Ward. specifically, the findings showed that only 33% of the school had Guidance Counselling reference books, 33% had an office for guidance counselling and only 17% had manual for guidance counselling and career resource center. Based on the results of the findings, it was recommended that the principal should provide basic facilities. The study concluded that the provision of guidance counselling programmes in secondary schools should be a joint effort.

Wanjiru (2014) researched on institutional management practices for enhanced comprehensive guidance and counseling services in public secondary schools in Kahuro District Murang'a county, Kenya. The study was guided by four specific objectives, the first specific objectives was to find out how the availability of trained guidance and counseling teachers enhances comprehensive guidance and counseling services in public secondary

schools in Kukuro District. The second was to establish how the enforcement of the policy framework for guidance and counseling in secondary schools enhances their services in public Secondary schools in Kahuro District. The third objective was to assess how the provision of materials for guidance and counseling enhances their services in public secondary schools in Kahuro District.

The fourth objective was to establish whether parental involvement in guidance and counseling enhances their services in public secondary schools in Kuhuro District. What prompted the research to carry out this study was the fact that many schools in Kenya were experiencing indiscipline and student unrest which had prompted the researcher to question if there is effective delivery of guidance counseling programs. This study employed a mixed design. The questionnaire and interview were used for data collection and the sampling technique used for this study was the stratified sampling technique. Principals, teachers and students constituted the target population of this study. The sample size was made up of 139 respondents. Descriptive and inferential statistics were used for data analysis.

The results of the findings showed differences in opinion between the principals and teachers it was revealed by the principals that they were enough trained counselors while teachers did not agree with the opinion of the principal. Also, principals were knowledgeable of the policy that gave direction on guidance counseling. The provision of guidance counseling service materials was not regular. It was also revealed by the principals that modalities were made for parents' involvement in guidance counseling service. Amongst the recommendation of the study included the provision of teachers' incentive. More so, the ministry of education should lay more emphasis on the policy guiding the implementation of guidance counseling that is they should put into function different mechanisms which will ensure more access to guidance counseling materials, thereby providing them with the necessary facilities for effective implementation of guidance counseling. Also, measures should be taken for all parent's involvement in guidance counseling.

Tsikati (2018) carried out a study to identify factors contributing to effective guidance counseling services at Eswatini University. The specific aims of the study were to describe respondent's demographic characteristics in relation to effective guidance and counseling. Secondly, the study was out to describe the perceptions of students with regards to effective guidance and counseling services. Thirdly, the study was out to compare respondent demographic characteristics, sex and program of study and lastly the study was

out to identify explanatory and predictor variables for an effective guidance and counseling program.

The researcher formulated two hypotheses in the study. The first hypothesis was that counselor training is the main determinant factor contributing toward effective counseling as viewed by university of Eswatini and also knowledge of factors contributing to effective guidance counseling will improve the guidance counseling practices. The study adopted a descriptive correlational design. The target population of the study consisted of 1277 university of Eswatini Luyengo campus undergraduates from level 1 to level 4. Random sampling was use to select 297 students and questionnaire was use to collect data. The SPSS version 20 was used to analyze the data with the use of descriptive correlational and multiple regression statistics.

The findings of the study revealed that the training of counselors (30.4%) was the most contributing factor to effective guidance counseling. The study concluded that the professional training of counselor's accounts for effective provision of guidance counseling services. Based on the results of the findings, the study recommended that counselors should be adequately trained professionally in order to render effective guidance counseling services to student.

Ogar (2010) carried out a study on the evaluation of teaching and learning of guidance and counselling in colleges of education in Cross River State Nigeria. The researcher observed that the teaching and learning of guidance and counseling have not been evaluated since its inception of the course in school in order to meet the needs of learners and society. Specifically, this study sought to find out to what extend the aims of guidance and counseling has been achieved. Secondly to find out lecturer's instructional approaches adopted in teaching guidance and counseling. Thirdly, the adequacy and availability of instructional material and facilities for effective teaching of the course contents of guidance and counseling and lastly, the study sought to find out the problems encountered by the lecturers during the process of teaching guidance counseling.

Four research questions guided this study. The first research sought to find out how suitable are the course contents in achieving the aims of guidance and counseling programme. The second question aimed at finding out what instructional methods are adopted for effective teaching and learning of guidance and counseling programme. The third question aimed at finding out if material resources and facilities are adequate for

effective teaching and learning of guidance and counseling. The fourth research questions aimed at finding out the problems encountered by lecturers during the teaching of guidance and counseling. Also, two null hypotheses guided the study. The first hypothesis holds that the opinion on the teaching methods utilized for teaching guidance and counseling is significantly independent of years of experiences of teachers. The second hypotheses holds that the opinion on the problem encountered in teaching guidance and counseling is significantly independent of years of experience of teachers. An evaluation research design of a mixed design was employed in the study. A total of 29 guidance and counseling lecturers in colleges of education and 348 level 300 students of colleges of education cross river state participated in the study.

The instrument of data collection was a structure guidance counseling evaluation questionnaire and guidance. Counseling evaluation observation schedule designed by the researcher. The reliability coefficient of the instrument was 0.74 using correlation analyses while validation of the instrument was carried out by four experts. Percentages, frequencies, means and standard deviation were employed to answer the research questions while the chi square statistics was also used to test the hypothesis. The results of the findings showed that facilities and materials for counseling exercise were not available for practical learning, time allocated for guidance and counseling was also inadequate. The study recommended that the government should establish counseling laboratories in schools and also equipped the laboratories with facilities to meet the future challenges in counseling. Also, students counseling practicum and functional library should be provided to enable students and lecturers carry out the teaching and learning of guidance counseling effectively.

Nweze et al (2014) carried out a study on effective guidance and counseling programmes in secondary schools: issues and roles in student's career decision making. The researcher observed that guidance counseling programme in Nigeria was not given the attention it deserved because despite its implementation, many students lacked ideas on which course to study. Student's personal, social, academic and career needs were still on the rise. It is against this bankrupt that this study was carried out. Thus, the main purpose of this study was to assessed effective guidance and counseling programmes in secondary schools. Specifically, the researcher examined the availability of the essential resource; the attitude and professional preparedness of counselors to provide guidance counseling services.

More so, the researcher aimed at establishing the attitude of secondary school students and stake holders towards guidance and counseling and the impacts on the quality of guidance and counseling provision in secondary schools in Nigeria. The study employed an ex-post facto descriptive survey design. The target population consisted of 10 senior secondary schools in Ebonyi state in Nigeria. The simple random sampling technique was used to select thirty head teachers and two hundred and seventy students from the ten selected schools giving a total of three hundred respondents. The questionnaire was used to collect data and descriptive and inferential statistics was used to analyze the data.

The Results from the findings showed that 77.22% of the respondents asserted that there was little or no provision of counseling services to help students in career decision mean while 73.33% of the respondents claimed that counseling resources for teachers' counselors were not available and inadequate. The study recommended that school management should provide the necessary resources needed for effective provision of guidance counseling. Also, teacher counselors should take part in seminars, or conferences in order to equip themselves with innovative knowledge in guidance counseling practices in school. It was recommended that education policy makers and school administrators should use media and other information devices to create awareness on the important role of guidance counseling in Nigerian schools.

Furthermore, Hako (2016) carried out a study on stakeholder's perspectives on school counseling programme in Namibia. This investigation dwells on objectives of the Namibian school counseling programme, the services of programme, the resources available for the implementation of the programme, the beneficiaries and the effectiveness of the school counseling programme and the satisfaction of those receiving the services of the school counseling programme. The study used the mixed methods approach which made use of the qualitative and quantitative data. The population of the study consisted of 288 learners in which 142 were principals, 68 were teacher counselors and 5 parents from Ohangwena region schools. The instrument for data collection was the questionnaire and interview. The statistical package for social science was used to analyze the quantitative data while the qualitative data were analyzed with the use of themes and also coding.

The results from the findings showed that teacher-counselors had no counseling rooms to conduct individual counseling, there were no budget for school counseling programme and inadequate stationary for counseling. School counselors were also

inadequate. It was therefore recommended that government should provide separate budget to schools counseling programme, employ more teacher counselors to vacant schools and awareness programs should be organized regularly to sensitize the population on school counseling.

### **Emperical Review on the Difficulties encountered by Guidance Counsellors**

Majoko (2013) investigated the challenges in school guidance and counselling in Zimbabwean inclusive primary schools with the purpose to provide a gateway to overcome the challenges and to design a model of school guidance counseling services provision for special need children. The research explored the survey research design which was mainly quantitative. The questionnaire was used to collect data. The sample consisted of 300 administrators from inclusive primary school and 300 school guidance counselors. The data analysis made use of the statistical package for social sciences version 11.0. Tables, frequency chi square tests and also ratio was used for description of the data.

The findings of the study showed that school counselors in Zimbabwean inclusive primary school demonstrated lack of knowledge and training in school guidance counseling and special need education. It was revealed that there was lack of experience in teaching children with special needs on the part of counselors. The study also revealed that stakeholders had negative attitudes towards school guidance and counseling. More so, there was lack in material and physical resource. There was also no clear policy and mission statement to support guidance and counseling. The study also revealed strategies such as the training of guidance counseling, clear policy and mission statement of guidance counseling, provision of adequate material and physical resource. These strategies if to be used will help to curb the challenges the counselors used.

Setiawan (2006) carried out a study on willingness to seek counseling, and factors that facilitate and inhibit the seeking of counseling in Indonesian undergraduate students. Three specific objectives guided this study. The first objective was to assess Indonesian undergraduates' level of willingness to seek counseling. The second objective was to identify factors that discourages undergraduates students from seeking counseling, and the third objective as to identify factors which encourage undergraduates to seek counseling. The mixed method research design was employed in this study. Thus, this study made use of quantitative and qualitative approaches. A student population of 1,279 undergraduates'

students from electrical engineering, computer science and industrial engineering from two private universities in Indonesia participated in this study. A questionnaire was constructed to collect data.

The results of the findings showed that the level of willingness to seek counseling was low. Also, the most vital factor that was identified to discourage students from seeking counseling was the use of social networks. More so, five factors were identified in the study to encourage students to seek counseling. These were: counselors should provide information on the existence of counseling services, strict confidentiality should be encouraged to adjust the counseling according to the student's conditions, encourage counselor's understanding of the world of students and their ways of thinking; provide information on the benefits of counseling and also the functions of counseling service Indonesian universities.

Furthermore, Basith (2016) carried out an analysis of the implementation of the evaluation of guidance and counselling at State Senior High Schools of Singkawang. The first objective of the research was to describe and analyze the implementation of guidance counselling programme at State Senior High School of Singkawang. The second objective was to find out some factors hindering the implementation of guidance counselling programme at State Senior High School of Singkawang. The qualitative method was employed in this study. Interview was used as an instrument to collect data. The population of the study consisted of all teachers of guidance counselling in the Senior High School of Singkawang. The sample consisted of 11 people which included teachers of guidance counsellors, principals and supervisor's informants.

The results of the findings revealed that the implementation of evaluation of guidance counselling programme by the teacher counsellors had many weaknesses on each phase of evaluation. These weaknesses included; the fact that the teacher counsellors did not understand the evaluation models of the guidance counselling programme, how to apply the evaluation models and also the monitoring process was not detailly and effectively carried out. The study also revealed that the factors hindering the implementation of the evaluation of guidance and counselling programme were: inadequate knowledge and understanding of the evaluation of guidance counselling programmes in the schools, absence of interest in the professional development competencies and also absence of direction to the teachers on implementation of the guidance counselling evaluation programme.

Khairunisa, Neviyarni and Ahmed (2022) conducted a study on obstacles experienced by school counsellors in the implementation of guidance counselling service programmes at state high schools and private high school in Medan city. The main purpose of the study was to determine the obstacles experienced by school counsellors in the implementation of guidance counselling services. The study employed a quantitative approach and survey design. The questionnaire was used as an instrument for data collection. The sample constituted of 30 counsellors. 15 counsellors were selected from State High schools and the other 15 were selected from private schools in Medan city.

The results from the findings revealed that internal factors with regards to the counsellor competence showed higher results with a percentage of 50% than personality and dedication with a percentage of 17%. Whereas, external factors like facilities and infrastructure such as lack of special room for counselling showed higher results of 47% than aspects of economic welfare with 13%. Lack of understanding and professionalism of school counsellors was also a major challenge.

Sikanyika (2021) conducted research on factors hindering the implementation of guidance counselling programmes in secondary schools in Lunga District in Zambia. The main objective of the study was to determine the factors hindering the implementation of guidance and counselling programmes. The study adopted a descriptive survey design. The sample was made up of seventy-five participants in which fifteen administrators, four guidance counsellors and fifty-six teachers constituted the sample. The purposive and random sampling were used to draw the sample. The questionnaire, interview guide, observation checklists and focus group discussion were employed as instruments to collect data. Qualitative data analysis made use of thematic analysis and quantitative data made use of excel.

The findings of the study showed that the factors hindering the implementation of guidance counselling programmes in secondary schools in Lunga District, Zambia included, shortage of competent guidance counsellors, inadequate facilities, inadequate time for guidance counselling activities, limited space, little support from the administration and parents. The findings recommended the need for more space to be created for guidance counselling activities. Also, school administrators should show their support and promote guidance counselling activities. It was also recommended that guidance counsellors should

lower their workload in other activities and concentrate more with the delivery of guidance counselling services.

Demirel & Yazgunoğlu (2013) carried out research on the evaluation of classroom guidance activities in primary schools. The instrument used for this study was the semi structured interview. The instrument aimed to find out the kind of applications process carried out in guidance courses, the positive and negative aspects of the Elementary and secondary class guidance curriculum, the difficulties encountered during implementation of the guidance curriculum and the solutions proposed to the identified difficulties. The respondents of this study were made up of 8 school guidance counselors and 32 guidance teachers and the descriptive analysis technique was employed in this study. The results of the findings from the views of the teachers showed that they got to know more about their pupil through the guidance activities and there was lack of physical resources, inadequate counselors and inadequate time. All these difficulties were a great hindrance to the functionality of the guidance curriculum.

### **Appraisal of literature and gap**

Although many scholars have carried out research on guidance counselling in educational institutions, only few of those studies practically carried out evaluation studies on the implementation of guidance counselling programme on students needs in university institutions. Besides most of the works reviewed above only dwelled on one or few aspects of guidance counselling in educational institutions. There's very limited knowledge on the use of CIPP model to evaluate the implementation of guidance counselling programme in university institutions. Thus, there's need to provide holistic knowledge on evaluation studies on guidance counselling programmes in university institutions. The few practical evaluation studies that captured the interest of the researcher were that of Boitt (2016) who evaluated the implementation of guidance counselling programme aspects in Baringo County Extra Secondary Schools in Kenya. Also, the works of Maupa (2000) who evaluated the effectiveness of guidance counselling services offered in Zimbabwean universities. However, the above works did not make use of the CIPP evaluation model which is a comprehensive model. There was need to fill the evaluation model gap with the use of CIPP model as a main model amongst others which permits the researcher to conduct a comprehensive evaluation with the use of all the components in the CIPP evaluation model.

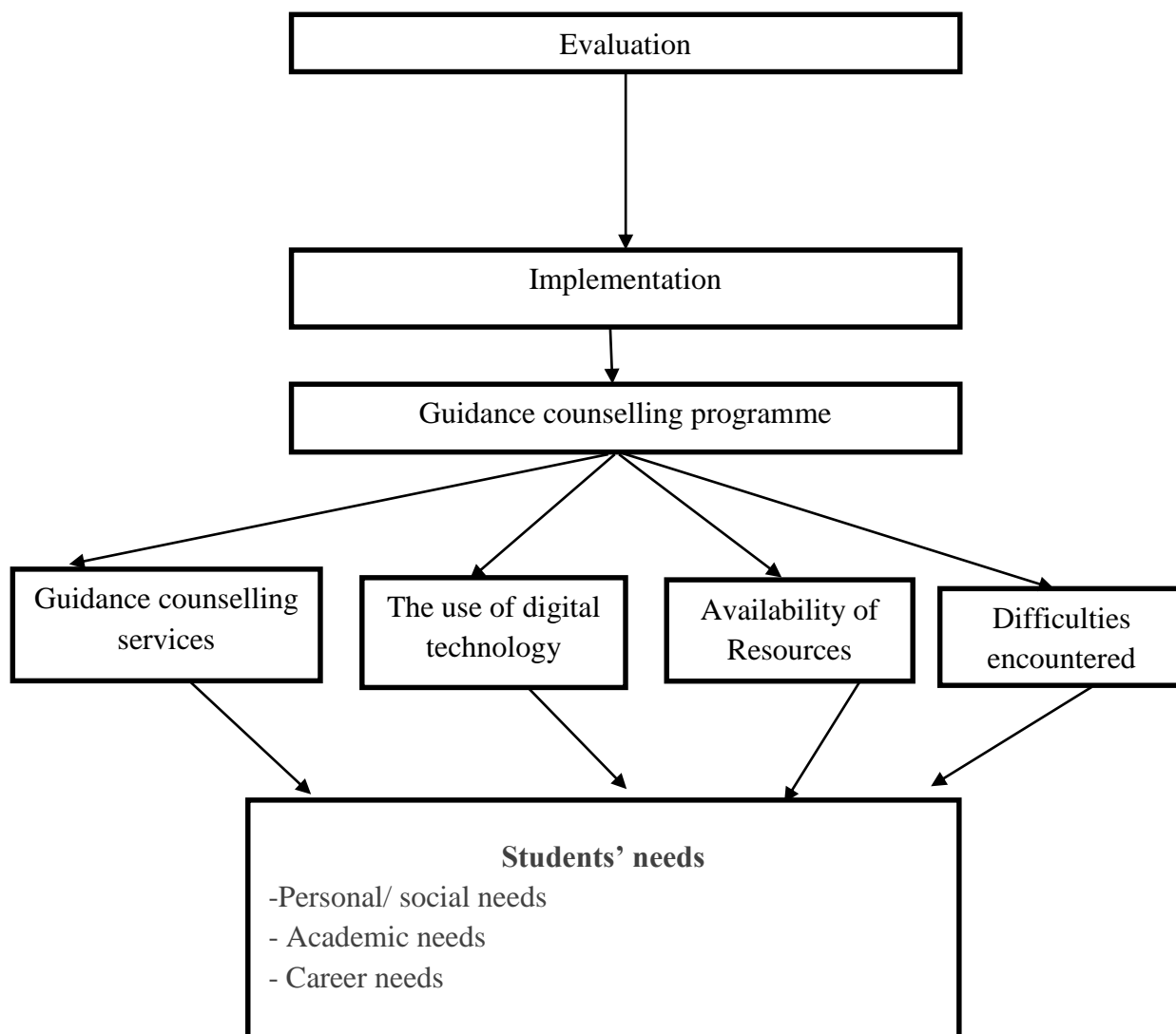
Another identified gap that need to be filled is fact that the previous works did not examine all the needs of the students, they concentrated only on one need such as vocational needs of students and other works concentrated on academic needs of student, others concentrated on few aspects of guidance counselling services. Given the stakes at hand, theres need to carry out a comprehensive evaluation of the implementation of guidance counselling which will unveil the problem areas in order to give room for programme improvement to ensure quality in programme delivery of guidance counselling, thereby enhancing sustainability in the field of guidance counselling. The use of a CIPP comprehensive model will provide the researcher with the framework to examine all the students' needs in different domains (personal/social, academic and career needs) prescribed by the programme.

It is observable from the above Emperical review that most of the studies were carried out in the western world and some African countries like Nigeria, Kenya, Ghana and Zimbabwe. To the best of the researcher's knowledge, very little has been written on guidance counselling in Cameroon state universities. The few studies on guidance counselling in Cameroon focused on one or two aspects of guidance counselling. For example, the works of Lens (2018) focused on group counselling techniques and risk behavior management in secondary schools. Thus, this researcher concentrated on group counselling at the secondary school's level while the works of Anyi (2019) concentrated on school counselling as a function of students' academic engagements in selected secondary schools in North West Region in Cameroon. Here, the researcher was looking at the students' academic needs. The gap that was identified here is on the level of education. Most of the research works on guidance counselling focused in secondary schools in Cameroon. However, Bobga (2016) carried out an appraisal of guidance counseling in state universities in Cameroon. The works of Bobga only dwelled on conceptual works of others without quantitative and qualitative data to support his facts. Moreover, the conceptual paper of Bobga has lasted for 7 years, there's need for new recent knowledge in order to improve on guidance counselling services in state universities in Cameroon. In addition to these claims, the few studies on guidance counselling in Cameroon did not focused on the evaluation of the implementation of guidance counselling. To the best of the researcher's knowledge, no recent work has been carried out on the evaluation of the implementation of guidance counselling in Cameroon state Universities. Theres need to fill this gap by providing knowledge on guidance counselling at the university level.

Furthermore, apart from limited knowledge on guidance counselling in the university education and geographical gap. There's also limited knowledge on the level of university student's utilization of guidance counselling services. Almost all of the evaluation studies reviewed above from different countries did not utilize the sample of third year university students. There's need to obtain information from the third-year students because these are students who have lasted 3 years in the university, it is assumed that, they most have come in contact with guidance counselor's service's and they have a lot of information to contribute to this evaluation study.

Another pivotal gap this work seeks to fill, is to provide knowledge on the use of digital technology in guidance counselling. Much is not known on the use of digital technology in guidance counselling. Only few literatures exist on the use of digital technology in guidance counselling. Apart from the western world and some few African countries like Nigeria, Ghana and Kenya who have carried out studies on the use of digital technology in counselling, Little or nothing is known on the use of digital technology of guidance counselling in Cameroon state universities. Thus, this aspect is still very much vacant and more knowledge is needed to fill this gap considering the fact that we are in the 21<sup>st</sup> century, which implies that guidance counsellors need to look for innovative methods to enhance the implementation of their programme in order to meet the 21<sup>st</sup> century needs of university students thereby helping to develop their full potentials in their persona/social, academic and career developments.

The researcher also identified methodological gap from the above reviewed literature. Many of the studies did not make use of mixed research design. Evaluation studies like this, need to make use of both the quantitative approach and the qualitative approach in order to have an indebt understanding on the implementation of guidance counselling. A mixed method research design will provide the researcher with more knowledge on best practices of guidance counselling in Cameroon states universities. Thus, in order to fill the above identified gaps, this study evaluates the implementation of guidance counselling programmes on students' needs in some state universities in Cameroon taking into consideration the provision of guidance counselling services, the use of digital technology in guidance counselling, availability of resources and difficulties encountered by guidance counsellors. Evaluation studies of this nature will enable the researcher to design a model that may help with the implementation of guidance counselling programmes in Cameroon Universities.

**Figure 2: Conceptual Diagram**

Source: Researcher Initiative, 2023

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND PROCEDURE**

This chapter describes the method and procedures that were used in carrying out the study. It equally reports the methods that were used to obtain data for the study. The chapter presents the following sections; research design, area of study, population of the study, the sample, sampling techniques, instruments used for data collection, procedure for data collection, method of data analysis and ethical considerations.

#### **Research Design**

Research design simply is the researcher's plan on how to carry out his/her study. Mbua (2003) defined research design as a blue print or the methodology in which the researcher employs to carry out his/her investigation in a given area of problem. The research method adopted in this study was the mixed method with a concurrent nested research design. That is because the data collected were both quantitative and qualitative at the same time or parallel within the same study. Quantitative data were dominant while qualitative data were embedded or nested within (Ivankova, 2014 & Mertens, 2007). The mixed method approach was seen suitable for this study because it provided a variety of provision from which research questions were answered. We were informed by the nature of research questions whose data collection instruments produced quantitative data as well as qualitative.

The reasons for the choice of a mixed method and a concurrent nested research design were as follows; the strength of one method (quantitative) may overcome the weaknesses of the other (qualitative) method as they are both applied in one study. The findings of one method provide an impetus for designing further steps in the research with the use of the other method. The use of both quantitative and qualitative methods provides better research claims since data comes from a variety of method and the finding were more persuasive and convincing, since some research questions were answered only by combining the two methods.

The concurrent nested design was used because the researcher used the interview and questionnaire to collect data. After administering the questionnaire to students, the researcher selected some guidance counsellors head of service and conducted interview with

them to get additional detailed information that could not be gotten from the questionnaire. These responses enriched the findings because it gave additional information that students were not able to give, or confirm information students have already given. Thus, the qualitative method was used to complement quantitative method.

### **Area of the study**

The study was carried out in Four Regions in the Republic of Cameroon. Cameroon is located in central Africa. Cameroon shares its borders with the Central African Republic, Chad, Equatorial Guinea, Gabon and Nigeria. Cameroon has a total surface area of about 475440km<sup>2</sup> and a water area of about 2730km<sup>2</sup>. Cameroon is made of ten regions, namely Adamawa Region, Central Region, East Region, Far North Region, Littoral Region, North Region, North West Region, West Region, South Region, and South West Region. French and English are the two official languages in Cameroon. English language is spoken by the North West Region and South West Region while French language is spoken by the rest of the Regions. Thus, Cameroon is a Bilingual Country. The Regions chosen for this study is the Central Region in which Yaounde is the Capital, the South West Region in which Buea is the capital, the West Region in which Bafoussam is the capital and the North West Region in which Bamenda is the capital.

It should be noted here that Cameroon has eleven state universities namely, university of Yaounde 1, University of Yaounde 2, University of Buea, University of Bamenda, University of Ngaoundere, University of Douala, university of Dschang, University of Bertoua, University of Maroua, University of Ebolowa and the University of Garoua. Specifically, the areas chosen for this study is University of Yaounde I which is found in the Central Region, Buea University found in South West Region, Dschang university found in the west region and Bamenda University found in North West Region. Yaounde happens to be the capital of Cameroon and has two state University namely Yaounde I University and Yaounde 2 University.

These state Universities are public Universities which is for everyone who has GCE Advanced level certificate. Yaounde I University was created in 1993 and is located in a quarter called Ngoa Ekelle. This University offers Bachelor's Degree, Master's Degree and PhD in both English and French. It is therefore a bilingual University because English and French are the two main languages used in this University. Yaounde I University is a big university with many faculties namely: The Faculty of Arts, letters and Social Science which

is abbreviated as FALSH. The Faculty of Sciences which is abbreviated as FS. The faculty of medicine and biomedical sciences which is abbreviated as FMSB, and the Faculty of Education (FSE). There are also professional schools under Yaounde 1 university such as the Higher Teacher's Training College of Yaounde, the National Advanced School of Engineering. The Higher Teachers Training Technical School of Ebolowa, and also the University institute of wood Technology of Mbalmayo.

Buea University is an English-speaking university located in Buea, which is the provisional capital of south west region in Cameroon. Buea University offers different Bachelor's degree programmes, master programmes and also PHD programmes. It is interesting to know that university of Buea was founded way back in 1985 and later became a full fledge university in 1993. More so, the university of Buea constitutes both French and English-speaking Cameroonians and foreign students from other countries. English language is a necessary requirement for students that did French course in secondary and high school.

In order to be sustainable, the University of Buea has as an objective to provide equal opportunities for quality sustainable education through the means of teaching and research which will respond to the labour market. The moto of Buea University is knowledge and wisdom. The main campus of University of Buea is found in Molyko. The university lays host of the following faculties; the faculty of science of Education, the Faculty of Engineering and Technology, the Faculty of Science, Faculty of Health Science, Faculty of Agriculture and veterinary medicine, Faculty of Social and Management Science, the College of Technology, Advanced school of Translators and Interpreters and the Faculty of Engineering and Technology. The Higher Technical Teacher Training College (HTTTC) of the University of Buea is Located in Kumba in Meme Division.

The Faculty of Science of Education has the following departments; Department of curriculum studies and Teaching, Department of Educational Foundations and Department of Educational psychology. The Faculty of Engineering and Technology (FET) has the following departments, Department of petroleum Engineering, Department of Civil Engineering, Department of Mining Engineering, Department in Architectural Engineering, Department of mechanical production systems, Department of Chemical Engineering. The Faculty of Health Sciences comprise of the following departments, Department of medicine, Department of public health and Hygiene, Department of medical laboratory science, Department of Nursing.

The Faculty of Science has the following departments; Department of mathematics, Department of microbiology and parasitology, Department of physics Department of Zoology and Animal physiology, Department of Biochemistry and molecular Biology, Department of Botany and Plant Physiology, Department of chemistry sciences, Department of computer sciences, Department of environmental sciences. Also, the Faculty of Arts lays host of the following departments; Department of performing and visual Arts, Department of History and African Civilization, Department of Linguistics Department of French, Department of English and Cultural Studies.

The Faculty of Agriculture and Veterinary Medicine has the following departments; Department of Animal Science, Department of Forestry and wildlife, Department of Agricultural Economic and Agribusiness, Department of Veterinary Medicine, Department of Food Science and Technology, Department of agronomic and applied molecular Sciences Department of Agricultural Extension and rural development. The Faculty of Social and management sciences have the following departments; Department of Economics and Management, Department of Geography, Department of Journalism and Mass Communication, Department of Law, Department of Political Sciences and administration, Department of Sociology and Anthropology, Department of Women and Gender Studies. The College of Technology which is comprised of the Department of Computer Engineering, and Department of Electrical and Electronic Engineering and the Advanced school of Translators and Interpreters which is comprised of the following departments; Translation and intercultural Studies, Arts in Translation and the Department of Arts in Interpretation.

Bamenda University was created by Presidential Decree No 2010/37/of the 14<sup>th</sup> December 2010. The University of Bamenda became the second English university after the Buea University. It started with the Higher Teachers Training College and later became the University of Bamenda. Thus, it is pivotal to note here that the University of Bamenda is incomplete without linking its creation to the Cameroon College of Arts, Science and Technology (CCAST) and also the Higher Teachers Training College Bambili (HTTC Bambili). The University of Bamenda is an Anglo-Saxon university found in Bamenda provincial capital of North West in Cameroon. The University of Bamenda has as a mission to equip students with universal knowledge in arts, sciences, and technology. It also aims at building enterprising skills of students with critical thinking in response to the changing society. The University of Bamenda admits holders of ordinary level and advanced level general certificate of education in Cameroon and Students in the University of Bamenda are

guided with strong values such as transformation for equity and fairness, Respect for diversity, hierarchy, students' access, engagement excellence, and also innovation and integrity. In order to meet the different needs of Bamenda university students, the ministry of higher education in Cameroon has done its best to send trained counselors who graduated from higher teachers training colleges in Cameroon as a means to cope with the changing needs of students. The University of Bamenda has different faculties and departments in which each student is expected to study in his/her chosen specialty.

The University of Bamenda has the following faculties; The Faculty of science, which has the following departments, Department of renewal energy, Department of software Engineering, Department of applied botany, Department Biochemistry, Department of Zoology, Department of Applied parasitology and Vector Biology, Department of Chemistry, Department of Geology, Department of Environmental Science, Department of Mathematics with Minor in Computer Science, Department of Physics, Department of Pure Mathematics'. The Faculty of Health Science which is made up of the following departments Department of Midwifery, Department of Nursing and Department of Medical Laboratory Science.

The Faculty Economic and Management Sciences is made up of the following departments; Department of Human Resource Management, Department of Accountancy, Department of Marketing, Department of Banking and Finance, Department of Economics, Department of Management. The Faculty of Education, which has the following departments; Department of Curriculum Pedagogy, Department of Community Psychology, Department of Physical Education and Animation, Department of Educational Psychology, Department of Curriculum Planning and Design, Department of Early Childhood Care and Education, Department of Educational Leadership, The Department of Teaching Science, Technology, Engineering and Mathematics.

The Faculty of Law and Political Sciences which consist of the following department: Department of French Private Law, Department of English Private Law, Department of Capacity in Law, Department of Public Law, Department of Political Science, Department of Public Administration and Policy and the Faculty of Arts which is comprised of the following departments; Department Visual Arts and History of Arts, Departments of Urban Planning and Survey, Department of Philosophy, Department of Communication and developmental Studies, Department of Theatre, Television and Film Studies, Department of

Geography and planning, Department of Linguistics and African Languages, Department of History and Archaeology, Department of English Literature, Department of English Language.

Apart from the faculties highlighted above there are other professional institutions which are under the supervision of the University of Bamenda. These include College of Technology, the National Higher Polytechnic institute, the higher institute of commerce and management, the Higher Institute of Transport and logistics and also the higher teachers training College Bambili. Admission into these professional schools is through a competitive entrance examination.

University of Dschang was created by a presidential decree no 93/026 of January 19, 1993. The University of Dschang is one of the largest state universities in Cameroon found in the west region. The University of Dschang offers a wide range of degree, masters and doctoral programs. The University of Dschang is constituted by five faculties. Faculty of letters and human science, faculty of economics and management, faculty of legal and political science, faculty of science, faculty of agronomy and faculty of medicine. For more information on the location of the area of the study see appendix

### **Population of the Study**

Amin (2005), defined population as a complete collection (universe) of all elements (units) having the same characteristics that are of interest in a particular investigation. The population of this study consist of all the students and all practicing Guidance Counsellors from 8 state universities in Cameroon. The 8 state universities involved in this study are; university of Yaounde 1, university of Bamenda, university of Buea, university of Douala, university of Dschang, university of Maroua, university of Ngoundere and university of Yaounde 2. Also, 30 Personnels in charge of guidance counselling in Ministry of Higher Education in Cameroon also constitute the population of this study. University Guidance Counsellors and students were chosen because they are the main implementers and beneficiaries of guidance counseling services, respectively. The researcher envisaged that the university guidance counsellors and students have indept information on the implementation of guidance counselling. It was also necessary to involve personnels in charge of guidance counselling in the ministry of higher education because the researcher assumed that policies guiding the activities of guidance counsellors are being planned at the

top (ministry of higher education), thus they may have some valuable information on the implementation of guidance counselling in state universities in Cameroon.

**Table 1 : Distribution of Students in the Eight State Universities**

State Universities	Female (F)	Male (M)	Total number of students	Number of practicing Guidance Counsellors
University of Bamenda	7932	6763	14695	11
University of Buea	20846	14041	34887	7
University of Douala	28018	38619	66637	9
University of Dschang	17448	20706	38154	6
University of Maroua	6467	20586	27053	8
University of Ngaoundere	9940	32057	41997	11
University of Yaounde 1	28528	32476	61004	30
University of Yaounde 2	17312	19717	37029	17
<b>Total</b>	<b>136,491</b>	<b>184,965</b>	<b>321,456</b>	<b>99</b>

**Source:** MINESUP Annual Statistics 2022.

In the eight state universities that made up the population of the study, there are 321,456 students, 136,491 are female 184,965 are male and 99 guidance counsellors.

#### **Target population of the study**

The target population of this study was made up of 148,740 students, 54 guidance counsellors of University of Yaounde 1, University of Buea, University of Dschang, University of Bamenda and 12 personnel in charge of Guidance Counselors in MINESUP

**Table 2: Distribution of Students and Counsellors in Selected State Universities**

Region	State Universities	Female (F)	Male (M)	Total	Guidance Counsellors	DRH MINESUP
North West Region	University of Bamenda	7932	6763	14695	11	-
South West Region	University of Buea	20846	14041	34887	7	-
West Region	University of Dschang	17448	20706	38154	6	-
Center Region	Yaoundé 1	28528	32476	61004	30	-
<b>Total</b>		<b>74754</b>	<b>73986</b>	<b>148,740</b>	<b>54</b>	<b>12</b>

**Source:** MINESUP Annual Statistics 2022

The tables below specifically provide detail statistics on the number of students in each faculty from the four universities that made up the target population of study.

**Table 3: The Distribution of Students in Different Faculties/Institutions in Buea University**

<b>Faculties/Institutions</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Advanced school of translators and interpreters (ASTI)	251	127	378
College of Technology (COLTECH)	109	720	829
Faculty of Agriculture and Veterinary medicine (FARMV)	418	480	898
Faculty of Arts (FA)	1309	435	1744
Faculty of Education	3554	1128	4682
Faculty of Engineering and Technology	227	840	1067
Faculty of health science	1281	748	2029
Faculty of Law and political Science	3008	2364	5372
Faculty of Science	2476	2602	5078
Faculty of social and management science	6801	3815	10616
Higher Technical Teacher training college	1412	781	2194
<b>Total</b>	<b>20846</b>	<b>14041</b>	<b>34887</b>

**Source: Annual Statistics MINESUP 2022**

Statistics for university of Buea showed that Faculty of social and management science has the highest number of students while Advanced School of Translators and Interpreters (ASTI) has the least number of students, followed by College of Technology (COLTECH) and Faculty of Agriculture and Veterinary medicine (FARMV).

**Table 4: The Distribution of Students in Different Faculties/Institutions in Bamenda University**

<b>Faculty/Institutions</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
College of Technology	447	450	897
Faculty of Arts	1165	664	1829
Faculty of Economics and Management	698	535	1233
Faculty of Education	243	290	533
Faculty of health Sciences	692	391	1083
Faculty of law and political Science	668	851	1519
Faculty of Science	1406	963	2369
Higher institute of Commerce and Management	473	447	920
Higher Teachers Training College	980	809	1789
Higher Technical Teachers Training College	604	754	1358
Higher Institute of Transport and Logistics	337	222	559
National Higher Polytechnic institute.	220	386	606
<b>Total</b>	<b>7932</b>	<b>6763</b>	<b>14695</b>

**Source: Annual Statistics MINESUP 2022**

Statistics for university of Bamenda showed that Faculty of science has the highest number of students although the gap is not wide when compared to faculty of arts, law and

political Science, Higher Technical Teachers Training College and Higher Teachers Training College while Faculty of Education has the least number of students.

**Table 5: The Distribution of Students in Different Faculties/Institutions in Dschang University**

<b>Faculty/Institutions</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Faculty of Agronomy and Agricultural science	869	891	1760
Faculty of medicine and pharmacy	322	282	604
Faculty of letters and human sciences	2357	1478	3835
Faculty of science	3652	5228	8880
Faculty of economics and management	4695	3817	8512
Faculty of law and political science	4212	5783	9995
Institute of fine Arts	276	408	684
Fotso victor institute of Technology	1065	2819	3884
<b>TOTAL</b>	<b>17448</b>	<b>20706</b>	<b>38154</b>

**Source: MINESUP Annual Statistics 2022**

Statistics from university of Dschang showed that Faculty of law and political Science has the highest number of students, closely followed by faculty of science and faculty of economics and management, while Faculty of medicine and pharmacy has the least number of students closely followed by Institute of fine Arts.

**Table 6: The Distribution of Students in Different Faculties/Institutions in Yaoundé 1 University**

<b>Faculties/institutions</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Higher teachers training Polytechnique	385	1252	1637
Higher teachers training college	1366	1250	2616
Faculty of medicine and biomedical science	1173	1224	2397
Faculty of arts, letters and social science	13571	11878	25449
Faculty of science	10691	15671	26362
Faculty of science of education	664	479	1143
University institute of wood technology	46	162	208
Higher teachers training technical school (ENSET)	632	560	1192
<b>Total</b>	<b>28528</b>	<b>32476</b>	<b>61004</b>

**Source: MINESUP Annual Statistics 2022**

Statistics from university of Yaoundé I showed that faculty of science has the highest number of students which is closely followed by Faculty of arts, letters and social science while University institute of wood technology has the least number of students

### Accessible population

The accessible population consisted of 5704 students in some selected departments in level three (3) and 48 Guidance Counsellors in the Universities of Buea, Bamenda, Yaounde 1 and Dschang.

**Table 7: Accessible Population of the Study**

University	Classical Faculties	Department	Total population of students	Undergraduate level	Guidance Counsellor
University of Buea	Faculty of Arts.	History	252	3	
		Faculty of social and management science	350	3	7
	Faculty of Science	Biochemistry	444	3	
University of Bamenda	Faculty of Arts	Microbiology	269	3	
		Geography	270	3	
	Faculty of Science	History	68	3	
		Biochemistry	200	3	11
University of Yaounde 1	Faculty of Arts, letters and social Science.	Microbiology	210	3	
		Geography	1328	3	
		Bilingual Letters	160	3	
	Faculty of Science	Chemistry	1050	3	25
		Animal Biology	350	3	
		Geography	194	3	
University of Dschang	Faculty of letters and Human Science	History	90	3	
		Biochemistry	321	3	5
	Faculty of Science	Chemistry	148	3	
<b>Total</b>			<b>5704</b>		<b>48</b>

The accessible departments of the study were History, Geography, Biochemistry, Microbiology, Bilingual Letters, Chemistry, and Animal Biology from each of the four Universities. It should be noted here that these departments are classified under faculty of Arts, faculty of social and management science and faculty of science, which has a representative of other faculties in the four selected universities.

## Sample Population

Mbua (2003) earlier defined sample as a sub unit of the population or total group which the researcher composes and investigates as part of his study. Amin (2005) added that sample population is a collection of some (subset) of elements of a population. The sample size for the level students was estimated using sample calculation for one proportion with the formula stated below with the support of EPI-Info 7.0 which has an inbuilt formula for the estimation of sample size for all kind of studies (social sciences and health/medical sciences). This formula was preferred over of the Kyce and Morgan table 1980 in that their sample size calculation presents the minimum number for every survey study estimated at 1.0 design effect which is no longer convenient in 21<sup>st</sup> century research due to series of improvement in the sensitivity of statistical tests which have been modified from 1989 to 2017. Therefore, in the estimating the sample size for students and given their availability, a design effect of 3.5 was used to permit the researcher sample a good number of the students to ensure better generalisation of the findings as well as external validity. Below is the formula used in the sample size estimation for the study. On the other hand, for guidance counsellors, the lowest design effect of 1.0 was used because they are not many.

$$\frac{NZ^2P(1 - P)}{d^2(N - 1) + Z^2P(1 - P)}$$

Source: Amin, 2005.

Where:

N=Total number of level three students = (Students= 5704, Guidance counsellors 48)

Z= Z value corresponding to the confidence level, =1.96

d= absolute precision =5% (It should be noted that the smaller the precision, the higher the sample size and the more reliable the findings). A precision value of 5% was then considered acceptable for a good statistical significance.

P=expected proportion in the population =50% for optimal sample size estimation.

Design effect=3.5 for students (This implies the sample of 360 at design effect of 1.0 was multiple by a desired design effect of 3.5 to give us 1260 students as sample for the study) and 1.0 for guidance counsellors. Table 8 below is the sample frame per university.

**Table 8: Sample Frame**

University	Classical Faculties	Department	Total population of students	Sample students	Sample counsellor
University of Buea	Faculty of Arts.	History	252	56	
	Faculty of social and management science	Geography	350	77	6
	Faculty of Science	Biochemistry	444	98	
University of Bamenda	Faculty of Arts	Microbiology	269	59	
		Geography	270	60	
	Faculty of Science	History	68	15	10
		Biochemistry	200	44	
University of Yaoundé 1	Faculty of Arts, letters and social Science.	Microbiology	210	46	
		Geography	1328	293	
		Bilingual Letters	160	35	
	Faculty of Science	Chemistry	1050	232	22
		Animal Biology	350	77	
University of Dschang	Faculty of letters and Human Science	Geography	194	43	
		History	90	20	
	Faculty of Science	Biochemistry	321	71	4
		Chemistry	148	34	
<b>Total</b>			<b>5704</b>	<b>1260</b>	<b>42</b>

The sample for each department was estimated using the simple proportion rule by multiplying the number of students in each department by the overall sample of 1260 and then, divided by the total number of accessible students (5704). This calculation was done sixteen times to estimate the actual number of students to be sample for each of the departments of the four universities. The reason for this calculation was to avoid bias in the sample size distribution per department. This sample mathematical approach was applied for guidance counsellors. It should be noted here that 3 guidance counsellors that were in charge of guidance counselling activities in the university were selected from the 42 guidance counsellors for interview, while questionnaire was administered to 39 guidance counsellors. Also, one personnel in charge of guidance counselling in MINESUP was selected for interview.

$$\text{Sample per university or department} = \frac{n*s}{N}$$

Where n=number of students per department or number of guidance counsellors per university

s = overall sample size (1260 for students and 42 for guidance counsellors)

N= Total number of participants in the accessible population (5704 for students and 48 for guidance counsellors).

### **Sampling Techniques**

Amin (2005) defines sampling techniques as the various strategies use by the researcher in order to draw sample from the parent population. The probability and the non-probability sampling techniques are the two main sampling techniques that exist.

Different sampling techniques were used by the researcher to identify different participants in the study. The 4 state universities that featured in the study (university of Buea, university of Yaoundé I, university of Bamenda and university of Dschang) were selected using the purposive sampling technique such that the selected universities were the specific population of interest. Two universities were selected from the anglophone areas while two universities were selected from francophone areas because the the researcher wanted to have different opinions from the two culture that is anglophone culture and Francophone culture. Yaounde 1 university and Dschang University were selected because they have a good representatives of the other french universities in Cameroon. In all the universities in Cameroon, the language is either French or English. Yaounde 1 and Dschang University were also selected for proximity purpose. Yaounde 1 university also happens to be the oldest university in Cameroon. In this regard two bilingual universities (University of Yaounde 1 and Dschange university) were chosen from the Francophone regions and two English university (university of Buea and Bamenda) were chosen from the anglophone regions inorder to permit them have equal access inrespective of their linquistic and cultural background. The choosing of level three students was equally done through purposive sampling since they have stayed in university for long and may have utilized the services of Guidance counsellors. Faculties and departments were purposively selected because guidance counsellors were available in the faculties and departments and these faculties have a representative of the other faculties and departments because of their science and arts background. The purposive sampling technique was seen fit for this research because the elements to constitute the sample were picked only on the basis of availability, level and accessibility.

Students in the selected faculties and departments were selected using a probability sampling technique, specifically, the simple random sampling in all the universities. This

was done through the lottery method as individuals were selected at random by “drawing” from the hat”. The researcher wrote yes or no and put in the hat and shuffled it. Those who picked yes participated on the study and those who picked no did not. This gave all the level 3 students in the selected departments equal chances of being selected.

The guidance counsellors were then selected using the snow ball sampling technique. Through one guidance counsellor, the researcher was able to locate other guidance counsellors who participated in the study.

### **Instruments for Data Collection**

Research instruments are tools used for collecting data and such tools must be systematically constructed in order to obtain accurate information needed for the study. Thus, research instrument translates attributes or traits into quantities (Amin, 2005). There exist many research instruments such as interview, focus group discussion, experiments, observation. But the research instruments used in this study are questionnaire and interview.

The researcher used questionnaires and interviews in order to obtain information from guidance counsellors, students, heads of service for the counselling service in the university and head of service in the department of human resource in charge of guidance counselling activities in the Ministry of Higher Education. The instruments were designed based on the examination of research objectives and related literature of the study. The questionnaire was employed to collect data from students and counsellors because the researcher was dealing with a large sample population and also because the use of questionnaire saved time as the questionnaire helped the researcher to reach out to many at the same time and also get their response within a short time. An added advantage to the usage of the questionnaire was that it guaranteed a greater level of anonymity since students and counsellors were able to give information concerning implementation of guidance counselling without fear because their identity such as names were not needed. According to Frankfort and Nachmis (2004), the usage of questionnaire is free from bias and it gives the respondents the opportunity to respond at ease. The questionnaire for this study had an English version and French version. English version was for English speaking university students while French version was for French speaking university students. The two languages were employed in this study because the sample population constituted English and French university students. Also, the fact that some of the universities are bilingual in nature it was necessary to employ the two languages.

The evaluation questionnaire for counsellors and students were constructed using closed items and open-ended items. The researcher used closed ended items because it will facilitate the easy grouping of the respondents responds which will take shorter time to analyze. Also closed ended items gives room for respondents to easily understand questions and allow them to choose response (Biemer, & Lyberg 2003). On the other hand, open ended questions were used because the researcher needed an in-depth information and clarity about the implementation of guidance counseling in the respective universities. This was meant to provide more insight when making recommendation at the end of the study. Such recommendations give room for innovation in guidance counselling implementation. Interviews were used to obtain information from those in charge of guidance counselling in the universities. Specifically, the researcher used interview guide for head of service in charge of guidance counselling in the university and also head of human resource department in charge of guidance counselling at the level of ministry of higher education. Thus, there was need to conduct a face-to-face interview. Interview is a qualitative research technique. According to Nworgu (2018) “interview involves eliciting information from the respondent (interviewee) through some verbal interaction between turn (interviewee) and the researcher (interviewer).

Evaluation questionnaires was constructed for guidance counsellors and students in the university while interview guide was designed for 3 heads of service of guidance counsellors in the university and the head of service for Human Resource in charge of guidance counselling in the Ministry of Higher Education. The likert scale was used for the closed items in the counsellors and student’s questionnaire.

**Table 9:** Scoring of the instrument

<b>Option</b>	<b>Strongly Agree (SA)</b>	<b>Agree (A)</b>	<b>Disagree (D)</b>	<b>Strongly Disagree (SD)</b>
Weight	4	3	2	1

The evaluation questionnaire for counsellors comprised of six main sections. The first part of the questionnaire introduced the researcher, explained the objective of the study, the need for participants to voluntarily take part in the study. The principle of confidentiality was also ensured. Section A contains questions on demographic information of the respondent, section B contains questions on the implementation of the different guidance counselling services with 35 closed items and 1 open ended item. section C contains

questions on the use of digital technology in guidance counselling with 10 items, section D contains questions of availability and use of resources for implementation with 12 closed items with 1 open ended item. Section E contains questions on difficulties that hinders the effective implementation of guidance counselling with 16 closed items and 2 open ended items, section G contains open ended question to propose changes in order to improve the implementation of guidance counselling programme in state universities.

The evaluation questionnaire for students also contains six main sections. The first part of the questionnaire introduced the researcher, explained the objective of the study, the need for participants to voluntarily take part in the study while also ensuring the principle of confidentiality. Section A contains questions on demographic information of the student, section B contains questions on the implementation of guidance counselling services with 30 items, section C contains notion on the use of digital technology in guidance counselling with 5 items, section D contains an open-ended question on the challenge's guidance counsellors face during implementation. It should be noted here that the closed items respond for section A, B, C Section was "YES" and "NO". Section E consist of items on the effects of guidance counselling services on students needs. This section was reserved only for students that have received guidance counselling services and it contains 14 items for personal/social needs of students, 9 items for academic needs and 8 items for career needs. Section F contains an open-ended question on students' suggestions for improvement in the implementation of guidance counselling in their university.

The researcher used semi-structured interview because it allows respondents to give more detailed valuable information on the implementation of guidance counselling in state universities. Moreso, semi-structured interview was ideal in this study because only four respondents were selected for the study. To be precise, three heads of service in charge of guidance counselling in the university and one head of service incharge of guidance counselling in the Ministry of Higher Education constituted the respondents for the interview. The first part of the interview guide introduced the researcher, explained the purpose of the research and also assured the respondent of keeping his/her information and identity confidential. Section A dwells on the demographic information, section B dwells on the implementation of Guidance Counselling Services, section C dwells on the use of digital technology in guidance counselling, section D dwells on the availability and use of resources, section E dwells on the difficulties faced by guidance counsellors, section F

dwells on the effects of guidance counselling service on students needs and section G dwells on propose solutions to improve on the implementation of guidance counselling.

### **Validation of the Instruments**

Validity here refers to the extent to which an instrument measures what it is supposed to measure. The validity of the research instruments was ascertained by ensuring content, construct and face validity. To ensure the face validity of the instruments, the questionnaire and interview were formulated and handed to peers to see if the instruments were readable and also to check the line spacing, margin, characterization, paragraphing, font size and style. It was submitted to the supervisor for adjustments. The instruments were crossed-checked for structure, corrected, and validated by the supervisor. Their suggestions and corrections aided the researcher in improving the quality of the instruments.

Content validity is a very instrumental procedure. After all, it is often seen as a prerequisite to criterion validity because it is a good indicator of whether the desired trait was measured. The researcher presented the instruments to some experts in Education and they checked the instrument's content validity by evaluating the items' content based on their relevance to variables, objectives, and demographic characteristics. They evaluated to see if they measured what they intended to measure that could stand the test of objectivity and reliability. The items were modified by rephrasing and discarded to suit the content of the work. The validity index was calculated per test item.

The researcher also presented the questionnaire and interview guide to her supervisor. She went through each question and corrected some grammatical errors and sentences, and to judge the appropriateness of each of the items on the instruments. To be sure of the content of the research instruments, the content validity index was calculated per test item by five judges who were experts. From their judgments, the content validity index (CVI) of the questionnaire for the counsellors was ascertained at 0.86 while that of the questionnaire for the students was ascertained at 0.82, which means they were of appropriate content validity, since  $0.86 > 0.7$ , and  $0.82 > 0.7$ . Furthermore, after the correction made by the experts and the researcher supervisor, the questions that were not important were removed.

$$\text{Formula for CVI} = \frac{\text{Number of judges that declared an item valid}}{\text{Total number of judges}}$$

**Table 10: Content Validity for Students Questionnaire**

<b>Conceptual Components</b>	<b>Number of judges</b>	<b>Number of judges declared valid</b>	<b>Content valid index</b>	<b>Number of valid items</b>
Services provided by guidance counsellors	5	4	0.82	27
Use of digital technology in guidance counselling	5	4	0.80	4
Students' needs	5	4	0.83	26
CVI	5	4	0.82	57

The content validity index for students' questionnaire ranged from 0.80 to 0.83. However, despite the satisfactory content validity index, some proposals made by one of the judges not satisfied with some items were also taken into consideration and adjustments were made to further improve on the validity of the questionnaire.

**Table 11: Content Validity for Counselors Questionnaire**

<b>Conceptual Components</b>	<b>Number of judges</b>	<b>Number of judges declared valid</b>	<b>Content valid index</b>	<b>Number of valid items</b>
Services provided by guidance counsellors	5	5	1.0	31
Use of digital technology in guidance counselling	5	5	0.81	10
Resource availability	5	4	0.82	11
Difficulties encountered.	5	4	0.83	14
CVI	5	4	0.86	66

The content validity index for guidance counsellors' questionnaire ranged from 0.81 to 1.0. However, despite the satisfactory content validity index, some proposals made by one of the judges not satisfied with some items were also taken into consideration and adjustments were made to further improve on the validity of the questionnaire.

### **Reliability of the Instruments**

Reliability of an instrument refers to the degree of consistency with which the instrument measures whatever it measures (Nworgu, 2018). Thus, an instrument is said to be reliable if it consistently measures what it is measuring. In order to ensure reliability of the research instrument in this study the researcher made use of the test re test reliability method, thus after construction and validation of the instrument, the researcher went ahead

to pretest the instrument twice on fifteen final year students of Yaoundé 1 University and two practicing counsellors in the same University. The manner of their responds to the questions permitted the researcher to calculate the reliability coefficient using the Cronbach Alpha test which measures the internal consistency of the participant responses of the two administrations. Below is the table of classification of the Cronbach Alpha test.

Formula for Cronbach's Alpha:

$$\alpha = \frac{k}{k-1} \left[ 1 - \frac{\sum \text{Items variances}}{\text{Scale variance}} \right]$$

Where  $\alpha$  = Cronbach's Alpha

K= number of items

**Table 12: Classification of Cronbach Alpha Coefficient(r)**

No	Cronbach Alpha Coefficient(r)	Judgment
1	More than 0.9	Excellent
2	0.80-0.90	Good
3	0.70-0.79	Acceptable
4	0.6-0.69	Questionable
5	0.5-0.59	Poor
6	Less than 0.59	Unacceptable

Source: Khairul, Ismail, and Saleh, (2018)

The normal range of the coefficient alpha values is between 0.00 and +1; the higher the value, the better the internal consistency and low Alpha is considered as problematic. Below is the pilot test reliability analysis report for the questionnaire for students and guidance counsellors.

**Table 13: Reliability Analysis Report for Students**

Variables	First administration		Re-test		No of items
	Cronbach Alpha Coefficients	Variance	Cronbach Alpha Coefficients	Variance	
Services provided by guidance counsellors	0.914	0.004	0.913	0.003	30
Use of digital technology in guidance counselling	0.771	0.000	0.771	0.000	5
Students' needs	0.948	0.008	0.949	0.008	31
<b>Overall reliability analysis value</b>	<b>0.911</b>	<b>0.009</b>	<b>0.933</b>	<b>0.011</b>	<b>66</b>

The internal consistency of students was satisfactory for all the sub-variables for both phases with the coefficient values ranging from 0.771 being the lowest to 0.949 as the highest value. The overall coefficient value of the questionnaire is 0.933 above the recommended threshold of 0.7. Based on this, it was concluded that the participants are consistent in their responses which makes the questionnaire reliable for the study. Detail reliability statistics per item is presented in the appendix.

**Table 14: Reliability Analysis Report for Guidance Counsellors**

Variables	First administration		Re-test		No of items
	Cronbach Alpha Coefficients	Variance	Cronbach Alpha Coefficients	Variance	
Services provided by guidance counsellors	0.813	0.048	0.819	0.046	35
Use of digital technology in guidance counselling	0.779	0.078	0.781	0.065	10
Resource availability	0.726	0.114	0.774	0.114	12
Difficulties encountered.	0.923	0.033	0.934	0.031	16
<b>Overall reliability analysis value</b>	<b>0.867</b>	<b>0.069</b>	<b>0.871</b>	<b>0.091</b>	<b>73</b>

The internal consistency of the guidance counsellors was equally satisfactory for all the sub-variables with the coefficient values ranging from 0.726 being the lowest to 0.934 as the highest value. The overall coefficient value of the questionnaire is 0.871 above the recommended threshold of 0.7. Based on this, it was concluded that the participants are consistent in their responses which makes the questionnaire reliable for the study. Detail reliability statistics per item is presented in the appendix.

On the other hand, qualitatively, reliability for the interview guide was ensured on the basis of need analysis. Needs analysis is a technique in collecting and accessing information relevant to course design. In the need's analysis, the interview is one of the methods and it involves asking in-depth questions using a structured or semi-structured guide to better understand the individual's points of view. A pilot test for an interview is an important and useful process in conducting qualitative research as part of the study entails for, its findings might indicate that some improvements needed for the major study.

## **Administration of the Instruments**

In order to administer the research instruments, the first step was to collect an authorization from the coordinator of research and doctorate training center in social human sciences of university of Yaounde I. This letter was written by the researcher and was given to the coordinator of doctorate training center in order to issue an authorization for research to be carried out in the respective areas. Thus, the authorization letter permitted the researcher to carryout her study without any doubt from respective universities chosen. After collecting the signed authorization letter, the researcher presented this letter to her supervisor whom later send the researcher to the field for data collection. The researcher also wrote an application letter of authorization to the different universities.

The researcher used one month to visit the different universities with the authorization letter in order to obtain permission to collect data from the respective universities. The researcher presented the authorization letters to the different head of departments in the respective universities. The head of departments granted the researcher wish to carryout data in their respective department after reading the authorization letters. The fact that the researcher visited the different department in the respective universities enabled the researcher to create familiarity with the administrative personnel in the respective university. These administrative personnel later helped the researcher during the phase of data collection.

Also, the researcher used the face-to-face method in data collection. In addition to the face-to-face method, the researcher also employed the services of two research assistants in each university because the researcher was dealing with a large sample population, since it could have been difficult and time consuming for the researcher to carry out data collection alone. The head of departments had given the school timetable to the researcher. Together, they planned the day that was conducive for data collection. This process was done in all the universities selected in this study. On the day of data collection, the researcher, the head of department alongside with the two researchers introduce the need for data collection. The researcher pleaded with the lecturer that was having a class with the students to grant them 15 minutes for the exercise. Fortunately, the researcher was granted the opportunity to state the objectives of her study and also the researcher ensured the students of confidentially. After 5 minutes explanation of the need to collect data, the respondents signed informed consent form.

The student's evaluation questionnaire (SEQ) was administered to the students. The researcher also gave clarity to questions students raised as a difficulty. After the questionnaire was distributed to the first class, the researcher moved to the other department for data collection. In some classes that students were free, the questionnaires were collected on same day but cases that lectures were going on, students were allowed to return the questionnaires the next day. The same process repeated itself in the other universities. The researcher administered counselling evaluation questionnaire in their office (CEQ). The researcher made sure that she established a good rapport with the interviewee in order to enable the interviewee to feel relaxed and free to express his/her opinion concerning implementation of guidance counselling.

Simple language was also use during the interview to enable the respondent understand the questions. Heads of personnel in charge of guidance counselling were interviewed in their office. It should be noted here that Buea University had no chief of service for guidance counselling. The CEQ was administered to all the counsellors in Buea University. The researcher interviewed 3 chief or head of service in charge of guidance counselling from three universities (University of Bamenda, Dschang and Yaounde 1). The researcher visted the ministry of higher education in order to seek their consent for an interview and also to schedule an appointment for the interview with the head of service in charge of guidance counselling activities at the level of Ministry of Higher Education. After frequent visitation, the head of service in charge of Guidance Counselling in Ministry of Higher Education finally granted the researcher wish to carryout an interview. The interview lasted for an hour. The researcher used her phone recorder to record the interview. The process of data collection took the research team 4 months to finish collecting the data.

**Table 15:** Returned Rate of Questionnaire

<b>Participants</b>	<b>Number of questionnaires administered</b>	<b>Number of questionnaires returned</b>	<b>Number of questionnaire valid for analysis</b>	<b>Returned rate</b>
Students	1260	1251	1213	96.3%
Counsellors	39	36	36	92.3%

Table 15 showed that a total of 1260 questionnaire for students was send to field and 1251 was returned. Out of the 1251 returned, 38 was rejected for analysis because no response was provided for majority of questions on counselling services. Therefore, to avoid

deciding for the students, their questionnaire was rejected while 1213 was valid for analysis which gave us a returned rate of 96.3% for students. For guidance counsellors, 39 questionnaire was administered and 36 was returned which were all valid for analysis giving a returned rate of 92.3%.

## **Data Analysis Procedures**

### *Analysis of Quantitative Data*

The data collected from the field was first processed using EPIData 3.1 whereby, all the participants' responses were keyed, in accordance with each of the test items. During this process of data entering, the demographic information and the test items were coded with numbers to facilitate the data entering and the questionnaires were also be assigned with serial numbers. The reason for coding and assigning each questionnaire a serial number was to ensure that on the data base, one should easily trace the individual responses of participants and to carry out any verification in areas of uncertainty if arise. After the data were completely entered for all the participants, the data based were exported to SPSS version 25 for further consistency, data range and validation checks with the purpose to first identify invalid codes (data cleaning) with the aid of exploratory statistics.

After the data were thoroughly checked for possible errors, the quantitative data were analyzed using the descriptive and inferential statistical tools. 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. 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. The testing for normality assumption of every data is very important in order to avoid committing the type 1 or 2 hypothesis errors thereby, using the right test.

### **Analysis of Qualitative Data**

On the other, the qualitative data were analysed using the thematic analysis approach with the aid of themes, groundings/frequency and quotations. The themes refer to the umbrella words which capture the main idea of the participants' statements. On the other hand, groundings also call frequency represent the number of time that a particular theme/concept surface from the direct statements of the participants. However, it should be noted that in the context of thematic analysis, a theme with a grounding of one is also

important like a theme with a grounding of more than one. Finally, findings were presented using frequency distribution and thematic tables and on charts with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

### Decision Rule for Testing Hypotheses

$H_0$  is accepted with the rejection of  $H_a$  if  $r$ -calculated value is  $<$  that  $r$ -critical value or when the probability value ( $p$ -value) is  $>$  0.05 error margin

$H_a$  is accepted with the rejection of if  $r$ -calculated value is  $>$  that  $r$ -critical value or when the probability value ( $p$ -value) is  $<$  0.05 error margin

**Table 16: Test of Normality**

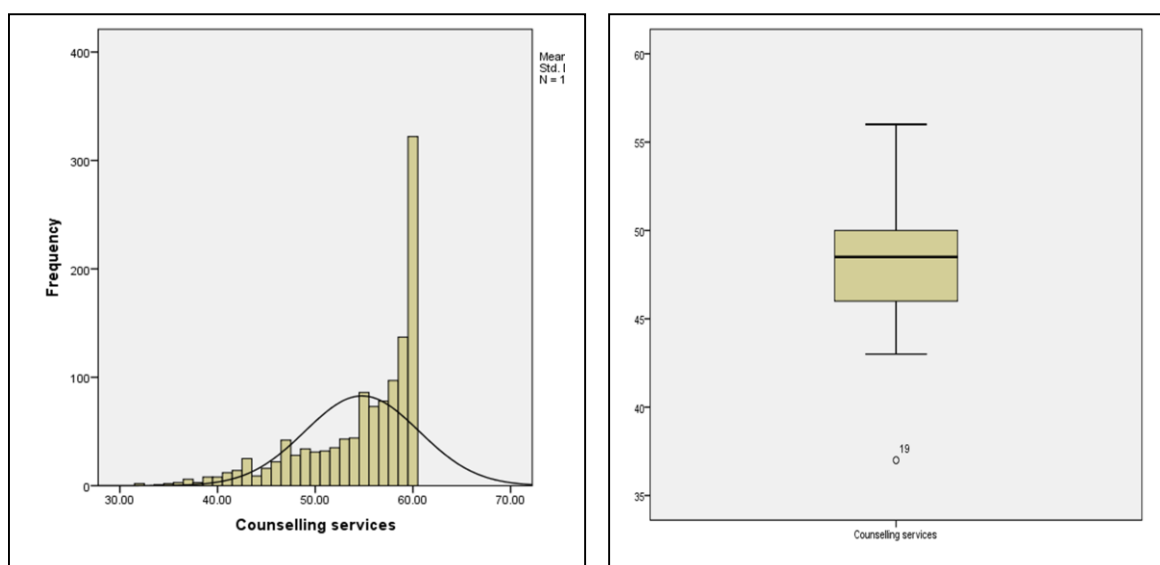
Variables	Kolmogorov-Smirnov <sup>a</sup>			Descriptive statistics	
	Statistic	df	$p$ -value	Skweness	Kurtosis
Counselling services	.115	345	.200*	-.402	1.973
Digital technology	.128	345	.205	.379	-.638
Difficulties faced by guidance counsellors	.128	36	.200*	.239	.352
Availability of resources	.197	36	.021	.335	.220
Students needs	.130	345	.402	-.135	-.669

a. \*. This is a lower bound of the true significance.

b. Lilliefors Significance Correction

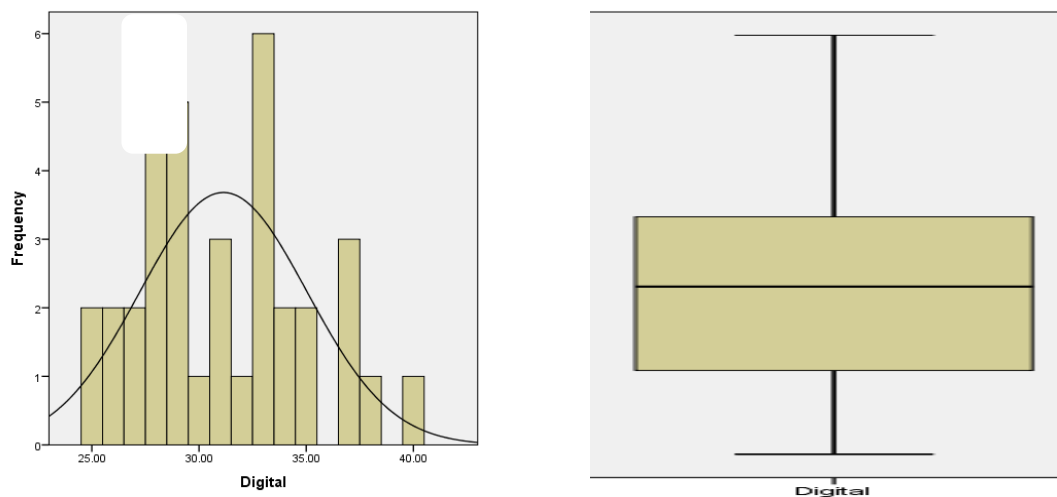
Kolmogorov-Smirnov test was used in testing the normality trend of the data because the sample size is above 50. With less than 50%, the Shapiro-Wilk test is used. As earlier mentioned, statistics from the test of normality (Kolmogorov-Smirnov) and descriptive statistics showed that data did not significantly deviate from the normal distribution pattern for all variables ( $p$ -value  $>$  0.05). With the above statistics, using the Pearson test (parametric) for over the non-parametric Spearman's rho test was appropriate in testing the hypotheses. Testing for normality trend of every data that require correlational analysis is very important to avoid committing type 1 or 2 hypotheses error. This is so because in 99.9% situation, Pearson and Spearman's rho test for a particular data yield different results (statistical values) ranging from non-significant to significant and positive to negative. Below is a graphical display of the normality assumption of the data from each variable using histogram and box plot technique for better visibility on how the data were concluded normally distributed.

**Figure 3: Histogram Plot and Box Plot for Counselling Services**



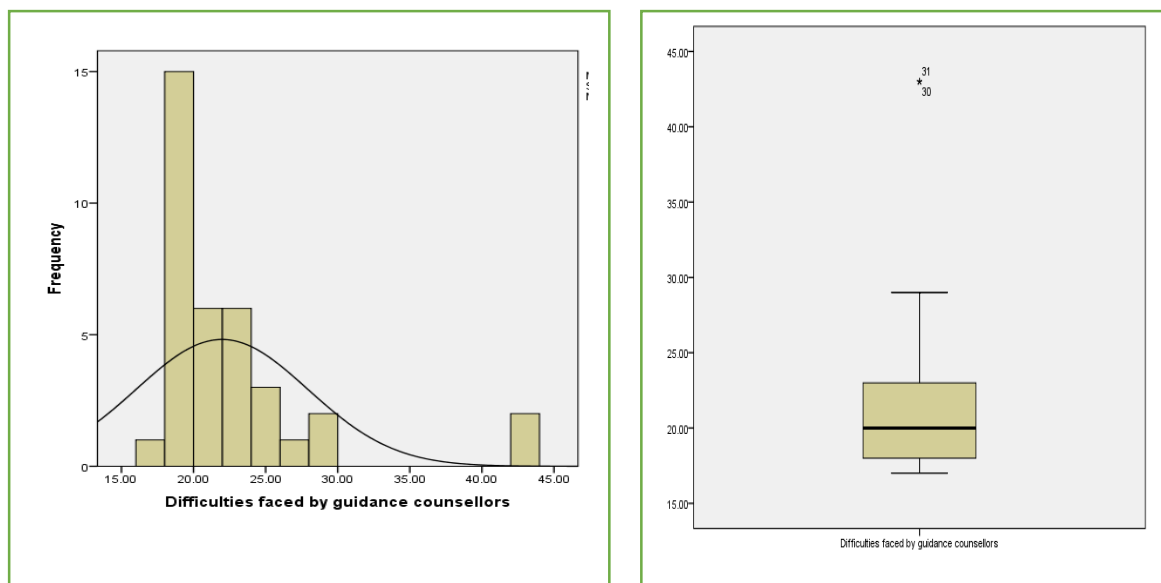
As seen on the histogram, more of the data does not deviate from the centre and the box plot showed that an almost equal data is below and above the mean line thus, making the data normally distributed.

**Figure 4: Histogram Plot and Box Plot for the use of Digital technology in Guidance Counselling**



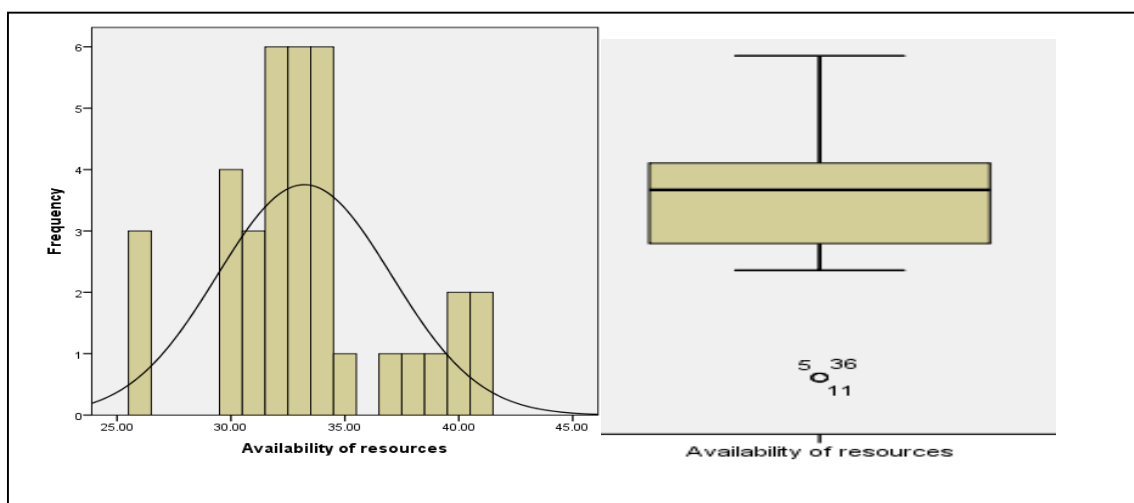
Furthermore, the histogram showed that more of the data for digital technology do not deviate from the centre and the box plot showed that an equal data is below and above the mean line thus, making the data normally distributed for the variable.

**Figure 5: Histogram Plot and Box Plot for Difficulties Faced by Guidance Counsellors**



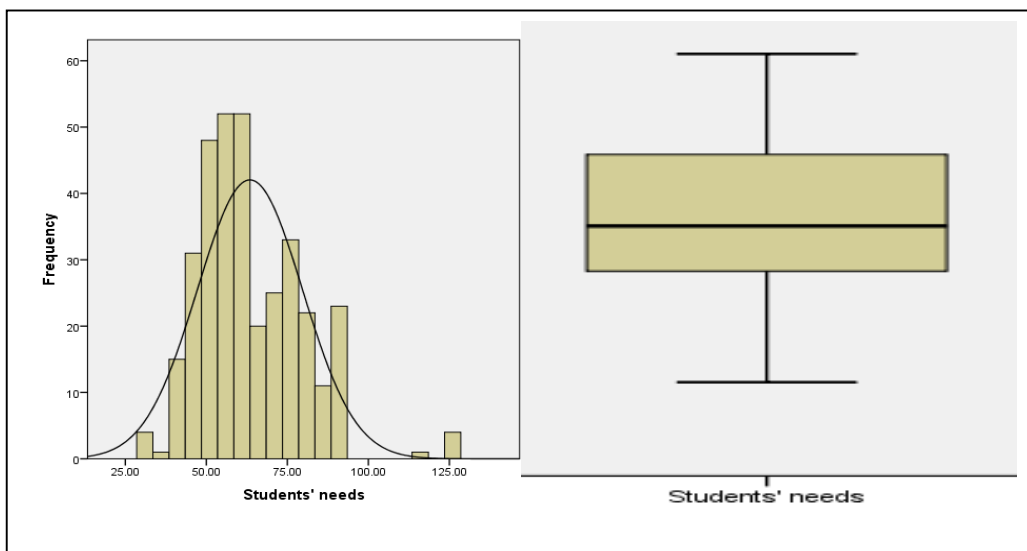
To elucidate, the histogram showed that more of the data for difficulties faced by guidance counsellors somehow deviate from the normality plot, making the data not approximately normally distributed for the variable.

**Figure 6: Histogram Plot and Box Plot for Availability of Resources**



Furthermore, the histogram showed that more of the data for availability of resources do not deviate that much from the centre and the box plot showed that an equal data is below and above the mean line thus, making the data approximately normally distributed for the variable.

**Figure 7: Histogram Plot and Box Plot for Students' Needs**



Finally, the histogram showed that more of the data for students' do not deviate that much from the centre and the box plot showed that an equal data is below and above the mean line thus, making the data approximately normally distributed for the variable.

**A conceptual formula for Cronbach Alpha is as follow:**

$$\alpha = \frac{k}{k - 1} \left[ 1 - \frac{\sum \text{Items variances}}{\text{Scale variance}} \right]$$

Where  $\alpha$  = Cronbach Alpha

K= number of items

Pearson test formula

$$\frac{n(\epsilon xy) - (\epsilon x)(\epsilon y)}{\sqrt{[n(\epsilon x^2) - (\epsilon x)^2][n(\epsilon y^2) - n(\epsilon y)^2]}}$$

n= Sample size/Number of observations

x=Independent variable

Y=Dependent variable

$\sum$ =Summation

**Kolmogorov One Sample Test**=  $D(KS) = \text{Maximum} |F_o(x) - F_r(X)|$

Where =

$F_o(x)$ = Observed cumulative frequency of a random sample of n observations and

$$F_o(x) = \frac{k}{n} = \text{No. of observations } \leq X / (\text{Total no. of observations})$$

$F_r(X)$ = The theoretical frequency distribution.

$$\text{Formula for calculating Percentage (\%)} = \frac{\text{Frequency count (n)}}{\text{Total number of persons (N)}} \times \frac{100}{1}$$

$$\text{Mean} = \frac{\sum fx}{\sum f}$$

Where=  $\sum$ =summation

F= frequency

X=value

$$\text{Standard deviation} = \sqrt{\frac{\sum fi (xi - \bar{x})^2}{\sum fi}}$$

$\bar{x}$  = mean

**Formula to calculate Multiple Response Set (MRS):**

For the conceptual component having X labeled  $X_1, X_2, X_3, \dots, X_i$  indicators and the study having a sample size N, using a Likert Scale at four levels L1, L2 and L3, MRS can be computed for each of the Likert scale levels following the steps described on the table below.

**Table 17: Mathematical Expression Used for Calculating Multiple Response Set**

Conceptual Component	L1	L2	L3	N
$X_1$	$n_{L1} X_1$	$n_{L2} X_1$	$n_{L3} X_1$	$N X_1 = n_{L1} X_1 + n_{L2} X_1 + n_{L3} X_1$
$X_2$				$N X_2$
$X_3$				$N X_3$
$X_4$				$N X_4$
$X_5$				$N X_5$
$X_6$				$N X_6$
$X_7$	$n_{L1} X_7$	$n_{L2} X_7$	$n_{L3} X_7$	$N X_7$
Aggr egat e	$n_{\text{responses}} n_{L1} X_1 + \dots + n_{L1} X_7$	$n_{\text{responses}} n_{L2} X_1 + \dots + n_{L2} X_7$	$n_{\text{responses}} n_{L3} X_1 + \dots + n_{L3} X_7$	$N_{\text{responses}} = \sum (n_{L1} X_1 + \dots + n_{L1} X_7) + (n_{L2} X_1 + \dots + n_{L2} X_7) + (n_{L3} X_1 + \dots + n_{L3} X_7)$
(MR A)	$\% (n_{\text{responses}} L1 / N_{\text{responses}}) * 100.$	$(n_{\text{responses}} L2 / N_{\text{responses}}) * 100.$	$(n_{\text{responses}} L3 / N_{\text{responses}}) * 100.$	$\% L1 + \% L2 + \% L3 = 100.0 \%$

## **Ethical Considerations**

Ethical considerations were made for the sake of feasibility, clarity and significance. The following ethical considerations were considered to protect the interest of the participants:

### **Permission**

Permission to issue the questionnaire to participants were sought from the university authorities of the various participants.

### **Informed Consent**

The researcher also sought written concern of participants to take part in the study after communicating the objective of the research and their role in the research. Prospective participants and their authorities gave their consent by filling in the consent form that was provided before administering the questionnaire.

### **Confidentiality**

Confidentiality was also assured to those from whom data was collected. This was done so as not to jeopardize the respondents. The researcher assured the respondents that the information will be used purely for academic purposes. Private and sensitive information was also assured. Furthermore, data that was collected was not in any way used against any of the respondents. It was neither given out to second parties except to the supervisor and the examination panel.

### **Anonymity**

The instruments for data collection did not require names of students from whom data was collected. Thus, no participants names were written on the questionnaire or the interview guide.

It is also important to note that, the construction and administration of the questionnaire was gender friendly in such a way that both girls and boys (students) could part-take in the administration of the instruments.

**Table 18 : Recapitulative Table of Research Questions, Hypotheses, Variables, indicators, modalities and research tools**

<b>Objectives</b>	<b>Specific Research questions</b>	<b>Specific research hypotheses</b>	<b>Independent Variables (IV)</b>	<b>IV Indicators</b>	<b>Dependent Variables (DV)</b>	<b>DV Indicators</b>	<b>Modalities</b>	<b>Research Tools</b>
To assess the services guidance counsellors, provide in order to meet students needs in some state Universities in Cameroon (Context evaluation of CIPP)	1) What services do guidance counsellors provide in order to meet students' needs in Cameroon state universities?		Provision of Guidance counsellors' services	-Counselling services -Orientation services -Referral services -Placement and follow-up services -Information services -Psychological evaluation -Administrative services -Group sessions on Guidance curriculum	Student needs	-Personal /social needs -Academic needs -Career needs	Yes [ ] No [ ] Strongly Agree (SA) Agree (A), Disagree (D) Strongly Disagree (SD)	Questionnaire and interview
To assess the use of Digital technology in guidance counselling in order to meet students in some state universities in Cameroon (Input evaluation of CIPP).	2) What is the level of usage of digital technology in guidance counselling in order to meet students' needs in some state universities in Cameroon?	<b>RH1:</b> The level of usage of digital technology in guidance counselling significantly influence students' needs in some state universities in Cameroon?	Usage of digital technology in guidance counselling	-Online research -Website for guidance counselling. -Video conferencing for group and personal counselling -Email -Text messaging -Charts -Radio and television	Student needs	-Personal /social needs -Academic needs -Career needs	Yes [ ] No [ ] Strongly Agree (SA) Agree (A), Disagree (D) Strongly Disagree (SD)	Questionnaire and Interview

<p>To find out the availability and use of resources for the implementation of guidance counselling in order to meet students' needs in some state universities in Cameroon (Input evaluation of CIPP).</p>	<p>3) What are the necessary resources available for the effective provision of Guidance counselling in some state universities in Cameroon?</p>	<p><b>RH2:</b> The availability of resources for implementation of guidance counselling has a significant influence on students' needs in some state universities in Cameroon?</p>	<p>Availability of resources for the provision of Guidance counselling</p>	<ul style="list-style-type: none"> <li>-Trained counsellors</li> <li>-Career experts</li> <li>-Funds</li> <li>-Counselling rooms</li> <li>-E-materials</li> <li>-Stationaries</li> <li>-ICT tools</li> <li>-Career material</li> <li>-Psychological test</li> </ul>	<p>Student needs</p>	<ul style="list-style-type: none"> <li>-Personal /social needs</li> <li>-Academic needs</li> <li>-Career needs</li> </ul>	<p>Strongly Agree (SA) Agree (A), Disagree (D) Strongly Disagree (SD)</p>	<p>Questionnaire and interview</p>
<p>To find out the difficulties Guidance Counsellors encounters during the implementation of guidance counselling programme in order to meet student needs in some state universities in Cameroon (Process evaluation of CIPP)</p>	<p>4) What are the difficulties counsellors encounter during the implementation of guidance counselling programme in some state universities in Cameroon</p>	<p><b>RH3:</b> The difficulties faced by Guidance Counsellors has a significant effect on students needs</p>	<p>Implementation of guidance counselling services</p>	<ul style="list-style-type: none"> <li>-No provision of guidance counselling on the university time table.</li> <li>-Limited office space</li> <li>-Limited physical resources</li> <li>-Lack of a well-defined national guidance curriculum</li> <li>-Low counsellor ratio</li> <li>-Lack of digital literacy</li> </ul>	<p>Students needs</p>	<ul style="list-style-type: none"> <li>-Personal/Social Academic Career needs</li> </ul>	<p>Strongly Agree (SA) Agree (A), Disagree (D) Strongly Disagree (SD)</p>	<p>Questionnaire and interview</p>
<p>To determine the extent to which the implementation of Guidance Counselling</p>	<p>5) What effects does the implementation of Guidance counselling services</p>	<p><b>RH4:</b> The implementation of Guidance Counselling</p>	<p>Implementation of guidance counselling services</p>	<ul style="list-style-type: none"> <li>-Counselling services</li> <li>-Orientation services</li> <li>-Referral services</li> </ul>	<p>Student needs</p>	<ul style="list-style-type: none"> <li>-Personal /social needs</li> </ul>	<p>Strongly Agree (SA) Agree (A), Disagree (D)</p>	<p>Questionnaire and interview</p>

services affects student's needs in some state universities in Cameroon (Product evaluation of CIPP).

has on student's needs?

services has a significant influence on students' needs

- Placement and follow-up services
- Information services
- Psychological evaluation
- Administrative services
- Group sessions on Guidance curriculum

- Academic needs
- Career needs

Strongly Disagree (SD)

To develop a model which could be used to ensure the proper implementation of the Guidance counselling programme in State Universities (product evaluation of CIPP)

6) What model could be used to ensure the proper implementation of Guidance counselling in state universities?

Questionnaire and interview

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Source: Author conception (2023)

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

This chapter presents findings of the study which was to evaluate the implementation of guidance counselling and the impacts on students' needs. Data were successfully collected from 1213 final year undergraduate students and 36 counsellors in four of the state universities in Cameroon namely; university of Yaounde 1, university of Buea, university of Bamenda and university of Dschang. The findings are presented based on the specific research questions as stated in chapter one and hypotheses tested. The specific research questions are as follows;

- 1) What services do guidance counsellors provide in order to meet students' needs in some state universities in Cameroon?
- 2) What is the level of usage of digital technology in guidance counselling in order to meet students' needs in some state universities in Cameroon?
- 3) What are the necessary resources available and used for the effective implementation of guidance counselling in some state universities in Cameroon?
- 4) What are the difficulties counsellors encountered during implementation of guidance counselling in some state universities in Cameroon?
- 5) What effects does the implementation of Guidance counselling services has on students' needs
- 6) What model could be used to ensure the proper implementation of the Guidance counselling services in State Universities in Cameroon?

#### Demographic Data

**Table 19: Distribution for Students**

Demographic data		Frequency	Percentage
Gender	Male	582	48.0
	Female	631	52.0
Age range	17-19 years	273	22.5
	20-23 years	725	59.8
	24 years and above	215	17.7

Among the 1213 students' sample, both male and female were well represented in the study with a proportion of 48.0% (582) and 52.0% (631) respectively. Based on age range, more of the students 59.8% (725) fall within the age range of 20-23 years, 22.5% (273) are 17-19 years and 17.7% (215) are 24 years and above.

**Table 20: Distribution for Guidance Counsellors**

Demographic data		Frequency	Percentage
Gender	Male	13	36.1
	Female	23	63.9
Age range	20-30 years	1	2.8
	31-40 years	21	58.3
	41-50 years	7	19.4
	Above 50 years	7	19.4
Highest level of education	Bachelor's Degree	1	2.8
	Master's Degree	19	52.8
	PhD/ Doctorate	16	44.4
Longevity in service	Below 1 year	2	5.6
	1-5 years	4	11.1
	6-10 years	14	38.9
	11-15 years	15	41.7
	Above 15 years	1	2.8

Among the 36 guidance counsellors' sample, majority 63.9% (23) are female and 36.1% (13) are male. Based on age range, majority 58.3% (21) fall within the age range of 31-40 years, 19.4% (7) fall within the age range of 41-50 and above 50 years and 2.8% (1) is below 31 years. With reference to highest qualification, more of them 52.8% (19) have a Master's Degree, 44.4% (16) have a PhD and 2.8% (1) have a Bachelor's Degree. Finally, based on longevity in service, 41.7% (15) have been in service for 11-15 years, 38.9% (15) have worked for 6-10 years, 11.1% (4) have been in service for 1-5 years, 5.6% (2) for less than 1 year and 2.8% (1) for above 15 years.

## Findings

The presentation of the findings was done first from the perspective of the guidance counsellors before that of students. For variables with items rated using the Likert scale, the findings were first stretched to reflect all four points (Strongly Agree, Agree, Disagree and Strongly Disagree). Therefore, the four-point scale was collapsed into two with responses for strongly agree and agree merged and disagree and strongly disagreed merged as well. The purpose for collapsing the scale was to facilitate the interpretation of the findings and for the readers to better appreciate the weight of participant responses.

### Research Question One: 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 seven domains which are information service, orientation service, referral service, placement and follow-up service, personal counselling, psychological evaluation and group sessions on guidance curriculum.

**Table 21: Counsellors Implementation of Counselling Services**

Guidance Counselling services	Stretched				Collapsed		Mea n	Std. Dev
	SA	A	D	SD	SA/A	D/SD		
<b>Information service</b>								
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
<b>Subtotal response</b>	<b>51</b> <b>(28.3%)</b>	<b>69</b> <b>(38.3%)</b>	<b>45</b> <b>(25.0%)</b>	<b>15</b> <b>(8.3%)</b>	<b>120</b> <b>(66.7%)</b>	<b>60</b> <b>(33.3%)</b>	<b>2.87</b>	<b>.785</b>
<b>Individual Counselling Service</b>								
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	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
<b>Subtotal response</b>	<b>31</b> <b>(21.5%)</b>	<b>36</b> <b>(25.0%)</b>	<b>45</b> <b>(31.3%)</b>	<b>32</b> <b>(22.2%)</b>	<b>67</b> <b>(46.5%)</b>	<b>77</b> <b>(53.5%)</b>	<b>2.46</b>	<b>.888</b>
<b>Orientation service</b>								
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 organize "open door days"	5 (13.9%)	13 (36.1%)	13 (36.1%)	5 (13.9%)	18 (50.0%)	18 (50.0%)	2.50	.910

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for students career orientation								
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
<b>Subtotal response</b>	<b>25 (11.6%)</b>	<b>52 (24.1%)</b>	<b>91 (42.1%)</b>	<b>48 (22.2%)</b>	<b>77 (35.6%)</b>	<b>139 (64.4%)</b>	<b>2.25</b>	<b>.796</b>
<b>Referral services</b>								
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 school or the community to help them with their career needs	4 (11.1%)	17 (47.2%)	14 (38.9%)	1 (2.8%)	21 (58.3%)	15 (41.7%)	2.67	.717
<b>Subtotal response</b>	<b>13 (12.0%)</b>	<b>60 (55.6%)</b>	<b>30 (27.8%)</b>	<b>5 (4.6%)</b>	<b>73 (67.6%)</b>	<b>35 (32.4%)</b>	<b>2.75</b>	<b>.728</b>
<hr/>								

<b>Placement and follow up service</b>								
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
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
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
<b>Subtotal response</b>	<b>5 (4.6%)</b>	<b>45 (41.7%)</b>	<b>54 (50.0%)</b>	<b>4 (3.7%)</b>	<b>50 (46.3%)</b>	<b>58 (53.7%)</b>	<b>2.47</b>	<b>.650</b>
<b>Group sessions on Guidance Curriculum</b>								
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
Topics in the Guidance Curriculum focuses on the 21 <sup>st</sup> 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
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
The Guidance Curriculum lessons are conducted regularly.	0 (0.0%)	3 (8.3%)	21 (58.3%)	12 (33.3%)	3 (8.3%)	33 (91.7%)	1.75	.604
<b>Subtotal response</b>	<b>4 (2.8%)</b>	<b>26 (18.1%)</b>	<b>80 (55.6%)</b>	<b>34 (23.6%)</b>	<b>30 (20.8%)</b>	<b>114 (79.2%)</b>	<b>2.00</b>	<b>.675</b>
<b>Evaluation service</b>								
I usually carryout personal evaluation to assess the	3 (8.3%)	12 (33.3%)	15 (41.7%)	6 (16.7%)	15 (41.7%)	21 (58.3%)	2.33	.862

attainment of Guidance counselling objectives								
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
<b>Subtotal response</b>	<b>6 (5.6%)</b>	<b>22 (20.4%)</b>	<b>55 (50.9%)</b>	<b>25 (23.1%)</b>	<b>28 (25.9%)</b>	<b>80 (74.1%)</b>	<b>2.08</b>	<b>.782</b>
<b>Administrative service</b>								
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
<b>Sub-total response</b>	<b>22</b> <b>(8.8%)</b>	<b>111</b> <b>(44.6%)</b>	<b>97</b> <b>(39.0%)</b>	<b>19</b> <b>(7.6%)</b>	<b>133</b> <b>(53.4%)</b>	<b>116</b> <b>(46.6%)</b>	<b>2.55</b>	<b>.715</b>
<b>Overall total response</b>	<b>157</b> <b>(12.5%)</b>	<b>421</b> <b>(33.5%)</b>	<b>497</b> <b>(39.5%)</b>	<b>182</b> <b>(14.5%)</b>	<b>578</b> <b>(46.0%)</b>	<b>679</b> <b>(54.0%)</b>	<b>2.44</b>	<b>.755</b>

With reference to information service, in overall, finding showed that 66.7% guidance counsellors provide information service to students while 33.3% do 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) did.

Furthermore, with reference to counselling service, in overall, 46.5% of guidance counsellors accepted to provide such service to students while 53.5% did 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) did. Finally, while 55.6% (20) of guidance counsellors accepted to usually conduct group counselling to help students with their needs, 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 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 implementation of group sessions on 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 implementation 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 while 8.3% (3) accepted. Finally, 77.8% (28) of guidance counsellors disagreed that topics in the Guidance Curriculum focuses on the 21<sup>st</sup> century needs of students while 22.2% (8) accepted.

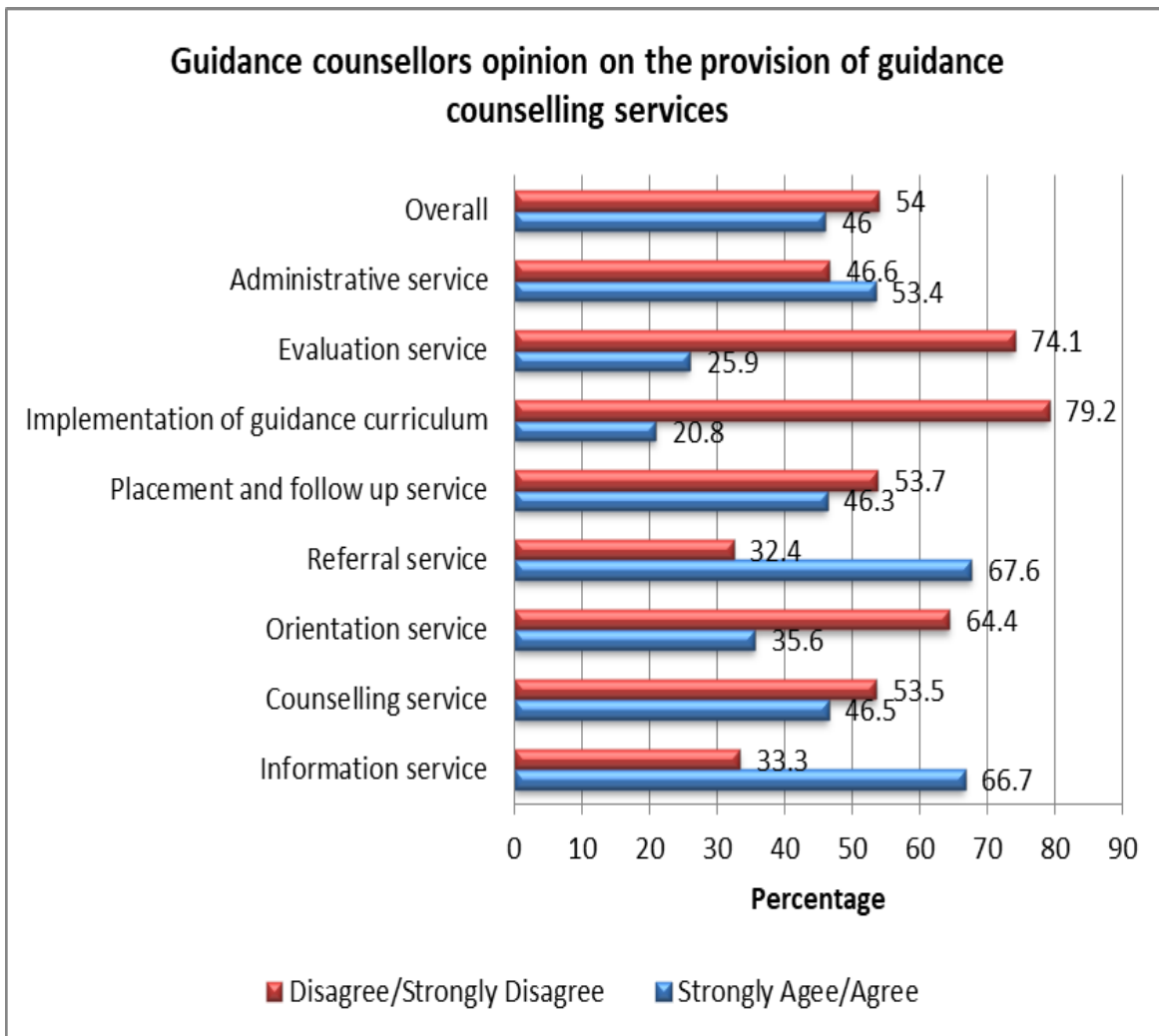
Furthermore, as concern evaluation service, in overall, 25.9% of guidance counsellor carried out such service while many 74.1% did not and the overall mean of 2.08 below 2.5 on the mean scale of 1-4 implies that evaluation service is low. Specifically, many of guidance counsellors 86.1% (31) disagreed 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 carryout psychological testing to determine students' problems while 22.2% (8) accepted. Finally, 58.3% (21) disagreed to usually carryout personal evaluation to assess the attainment of guidance counselling objectives while 41.7% (15) accepted.

Based on administrative service, in 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 designed counselling brochures/documents with information of the university while 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.

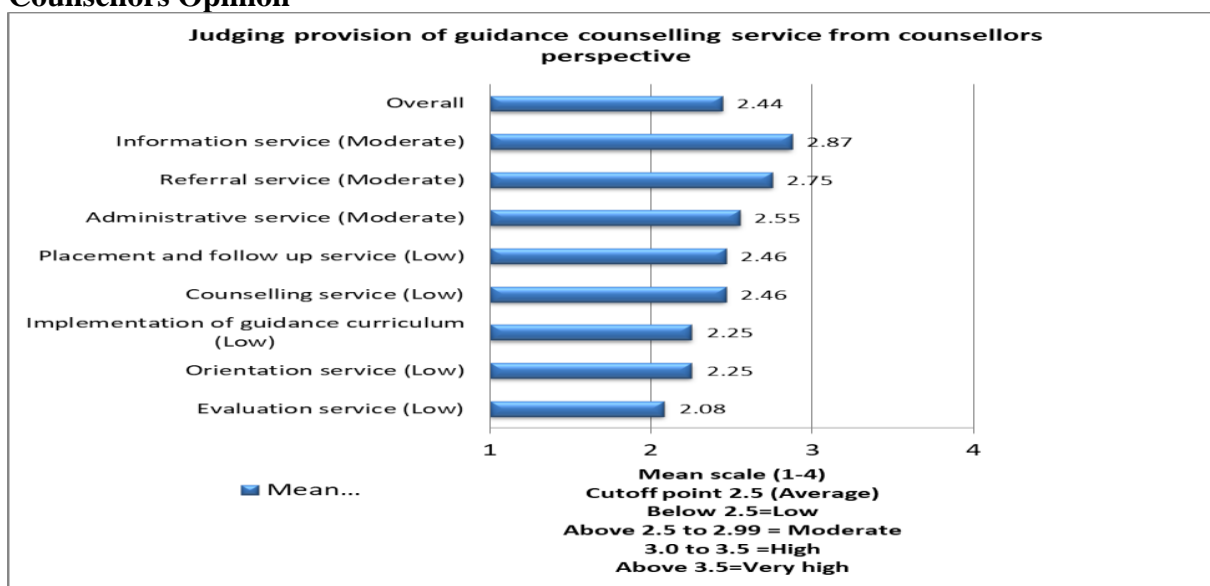
Furthermore, more of guidance counsellors 72.1% (26) disagreed that activities of Guidance counselling in their universities are well organize while 27.8% (10) accepted. Also, more of guidance counsellors 63.9% (23) disagreed that school guidance counselling plan is drawn with the consent of university 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 cut off 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.

**Figure 8: Provision of Guidance and Counseling Services from Counsellors Perspective**



**Figure 9 : Grading the Impementation of Guidance and Counselling Services from Counsellors Opinion**



As depicted on the figures above, the overall provision of guidance and counselling services from the perspective of guidance counsellors is low

**Figure 10: Students' Opinion on Counselling Services**

Guidance Counselling services	Yes	No	Mean	Std. Dev
<b>Information service</b>				
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
<b>Sub-total response</b>	<b>1870 (22.0%)</b>	<b>6621 (88.0%)</b>	<b>.22</b>	<b>.397</b>

<b>Orientation service</b>				
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
<b>Sub-total response</b>	<b>1350 (22.3%)</b>	<b>4715 (77.7%)</b>	<b>.22</b>	<b>.406</b>
<b>Referral service</b>				
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
<b>Sub-total response</b>	<b>582 (16.0%)</b>	<b>3057 (84.0%)</b>	<b>.16</b>	<b>.366</b>
<b>Placement and follow up services</b>				
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

Does your university Guidance counselors prepare you for transition to place of work after university?	225 (18.5%)	988 (81.5%)	.19	.389
<b>Sub-total response</b>	<b>693</b> <b>(19.0%)</b>	<b>2946</b> <b>(81.0%)</b>	<b>.19</b>	<b>.393</b>
<b>Personal counselling</b>				
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
Does 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
<b>Sub-total response</b>	<b>1206</b> <b>(24.9%)</b>	<b>3646</b> <b>(75.1%)</b>	<b>.25</b>	<b>.403</b>
<b>Psychological evaluation</b>				
Has your Guidance Counsellor ever administered a psychological test on you in order to diagnose your personal 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
<b>Sub-total response</b>	<b>276</b> <b>(7.6%)</b>	<b>3363</b> <b>(92.4%)</b>	<b>.08</b>	<b>.264</b>
<b>Group sessions on Guidance Curriculum</b>				
Does your university have a written programme 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 programme (Guidance Curriculum)?	0 (0.0%)	1213 (100%)	0	0

Does your Guidance Counselor carryout need assessment frequently to innovate their Guidance programme?	0 (0.0%)	1213 (100%)	0	0
Is the Guidance programme framed to assist you with 21st century skills needed for long life learning?	0 (0.0%)	1213 (100%)	0	0
<b>Sub-total response</b>	<b>0 (0.0%)</b>	<b>6065 (100%)</b>	<b>0</b>	<b>0</b>
<b>Overall response</b>	<b>5977 (14.1%)</b>	<b>36390 (85.9%)</b>	<b>.16</b>	<b>.316</b>

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 has never referred 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. 83.4% (1012) of students have not been referred services in the community when having personal problems while 16.6% (201) have been referred.

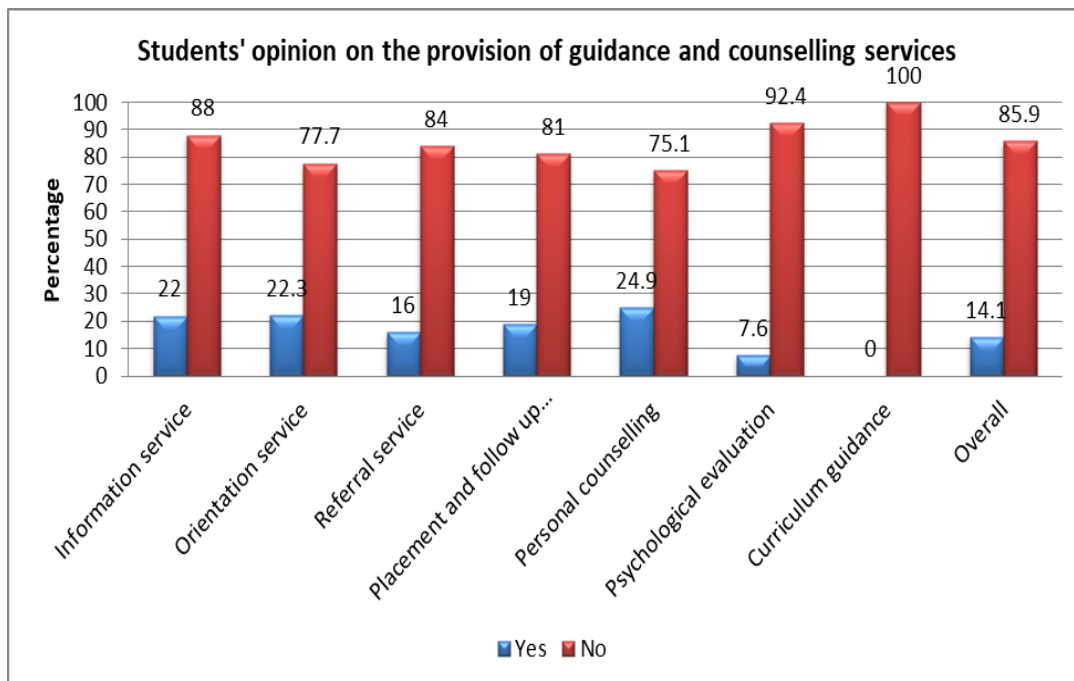
To elucidate, based on placement and follow up service, many of the students 81.0% denied to have received such service while 19.0% accepted to have received. The overall mean value of 0.19 below 0.5 on a scale of 0-1 indicates that placement and follow-up service is low. Specifically, 81.5% (988) of 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

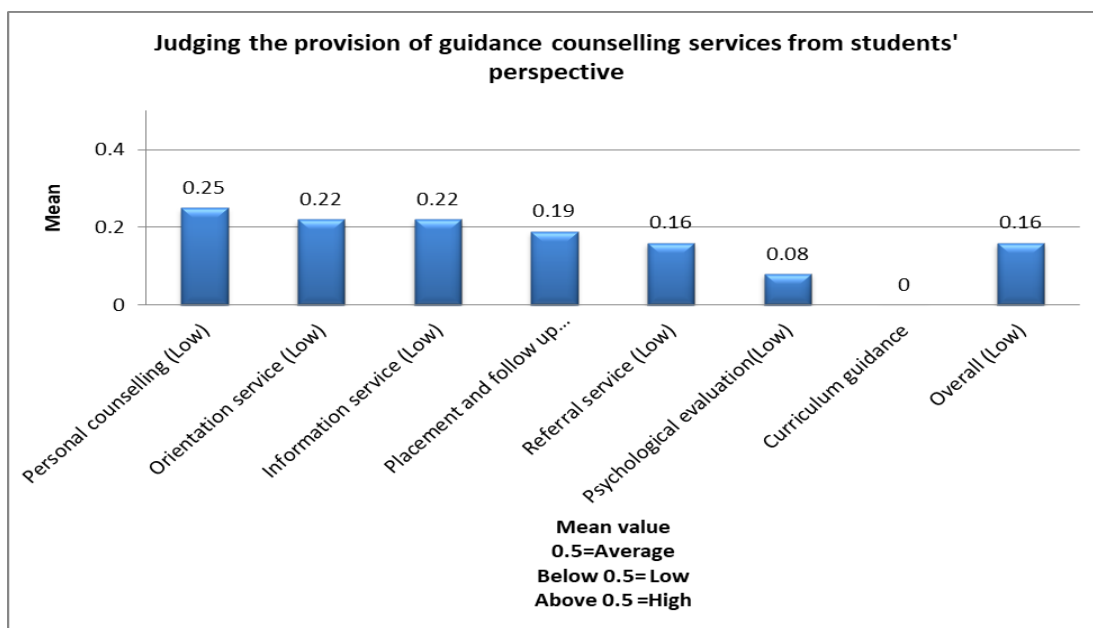
Concerning personal counselling, many of the students 75.1% denied to have received such counselling while 24.9% agreed to have received. The overall mean value of 0.25 below 0.5 on a scale of 0-1 indicates that personal counselling service is low. Specifically, 91.4% (1109) of students indicate that 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

**Figure 11: Students’ Opinion on the Provision of Guidance and Counselling Services**

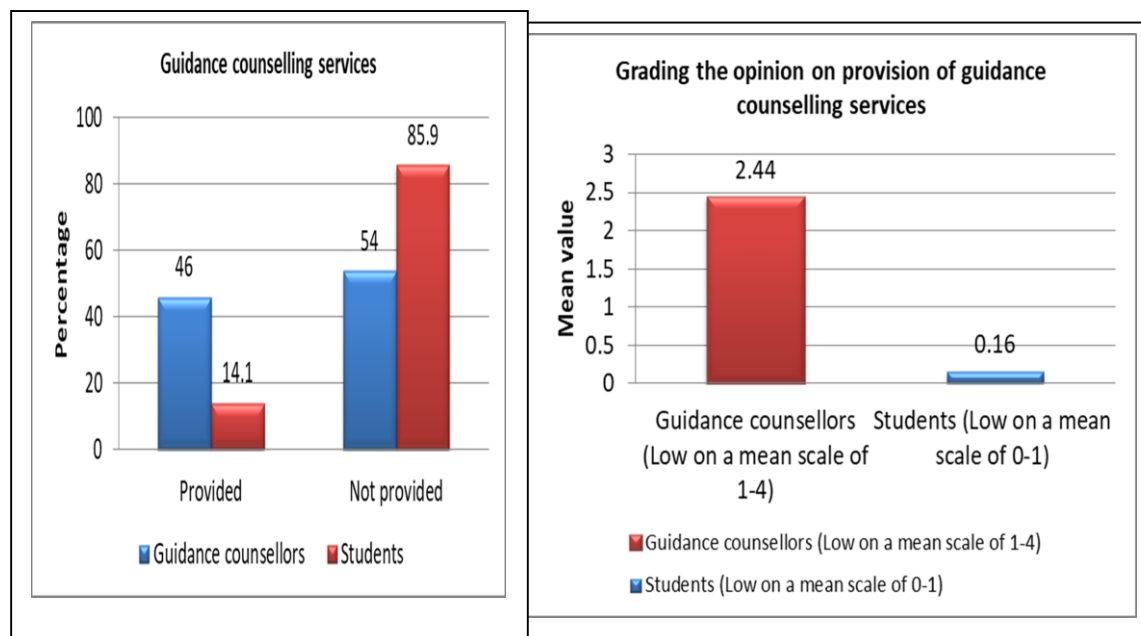


**Figure 12: Grading the Provision of Guidance and Counselling Services from Students’ Perspective**



## Comparative Analysis on Guidance Counsellors and Students' Opinion on Guidance Counselling Services

**Figure 13: Comparative Analysis on Guidance Counsellors and Students' Opinion on Guidance Counselling Services**



As depicted from the above figure, the provision of guidance counselling services from both guidance counsellors themselves and students is low. Students rated it much lower (Mean 0.16 below the cutoff point of 0.5 on a mean scale of 0-1) than the counsellors (Mean 2.44 below the cutoff point of 2.5 on a mean scale of 1-4).

From the analysis of the students' opinion on provision of guidance counselling services, out 1213 sampled, only 345 of the students accepted to have received at least one or more services of guidance counselling. Based on this, the verification of the hypotheses below (in subsequent research questions) was computed using only students (345) who had receive at least one or more guidance and counselling services to better weight the effect on them.

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

**Table 22: 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 23 : 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	<p>“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).</p> <p>“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).</p> <p>“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).</p> <p>“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).</p>

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).

**Research Question Two: What is the level of usage of digital technology in guidance counselling in order to meet students' needs in some state universities in Cameroon?**

**Table 24: Guidance Counsellors Opinion on Usage of Digital Technology in Guidance Counselling**

Statements	Stretched				Collapsed		Mean	Std. Dev
	SA	A	D	SD	SA/A	D/SD		
I usually carryout personal research on the internet in order to upgrade my knowledge in Guidance Counselling	21 (58.3%)	13 (36.1%)	1 (2.8%)	1 (2.8%)	34 (94.4%)	2 (5.6%)	3.50	.697
Our service has a Guidance Counselling website	0 (0.0%)	0 (0.0%)	24 (66.7%)	12 (33.3%)	0 (0.0%)	36 (100%)	1.67	.478
Our service usually uploads training session on our website	0 (0.0%)	0 (0.0%)	20 (55.6%)	16 (44.4%)	0 (0.0%)	36 (100%)	1.56	.504
I usually carryout video chart with students either through skype, zoom, Google meet or WhatsApp in order to meet students' needs	2 (5.6%)	4 (11.1%)	16 (44.4%)	14 (38.9%)	6 (16.7%)	30 (83.3%)	1.83	.845
I usually participate in television or radio programs to discuss prevailing issues affecting students' development	2 (5.6%)	2 (5.6%)	16 (44.4%)	16 (44.4%)	4 (11.2%)	32 (88.8%)	1.72	.815
Projectors are used in group Counselling when delivering training sessions in the classroom/offices	0 (0.0%)	0 (0.0%)	16 (44.4%)	20 (55.6%)	0 (0.0%)	36 (100%)	1.44	.504
I have an official e-mail where my students or parents can reach me.	0 (0.0%)	1 (2.8%)	18 (50.0%)	17 (47.2%)	1 (2.8%)	35 (97.2%)	1.56	.558
I usually keep students' personal records on safe websites online	2 (5.6%)	2 (5.6%)	15 (41.7%)	17 (47.2%)	4 (11.1%)	32 (88.9%)	1.69	.822
I usually communicate with students through text messages or phone calls	6 (16.7%)	12 (33.3%)	9 (25.0%)	9 (25.0%)	18 (50.0%)	18 (50.0%)	2.42	1.052
I usually make use of standardized text online to help students with their needs	0 (0.0%)	4 (11.1%)	9 (25.0%)	23 (63.9%)	4 (11.1%)	32 (88.9%)	1.47	.696
<b>Total response</b>	<b>33 (9.2%)</b>	<b>38 (10.6%)</b>	<b>144 (40.0%)</b>	<b>145 (40.3%)</b>	<b>71 (19.7%)</b>	<b>289 (80.3%)</b>	<b>1.89</b>	<b>.697</b>

In aggregate, based on counsellors' opinion on the use of digital technology in guidance counselling, 19.7% accepted that guidance counselling is digitalized while majority 80.3% disagreed. The overall mean of 1.89 below the cutoff point of 2.5 on a scale of 1-4 implies that digital technology of guidance counselling is low. Specifically, majority of guidance counsellors 94.4% (34) only accepted to carryout personal research on the internet in order to upgrade knowledge in Guidance Counselling. However, on the contrary, all of them 100% (36) disagreed they have a guidance counselling website, their service usually uploads training session on website and projectors are used in group counselling when delivering training sessions in the classroom/offices.

Furthermore, 97.2% (35) of guidance counsellors disagreed that they have an email where students or parents can reach them while only 2.8% (1) accepted to have. Furthermore, majority of the counsellors 88.9% (32) disagreed that they keep students' personal records on safe websites and usually make use of standardized text online to help students with their needs while 11.1% (4) did. Similarly, majority of the counsellors 88.8% (32) disagreed to usually participate in television or radio programmes to discuss prevailing issues affecting students' development while 11.1% (4) did. Also, many of the counsellors 83.3% (30) disagreed to usually carryout video chart with students either through Skype, zoom, Google meet or WhatsApp in order to meet students' needs while 16.7% (6) agreed to that. Finally, half of the guidance counsellors 50.0% (18) disagreed to usually communicate with students through text messages or phone calls while another 50.0% (18) agreed.

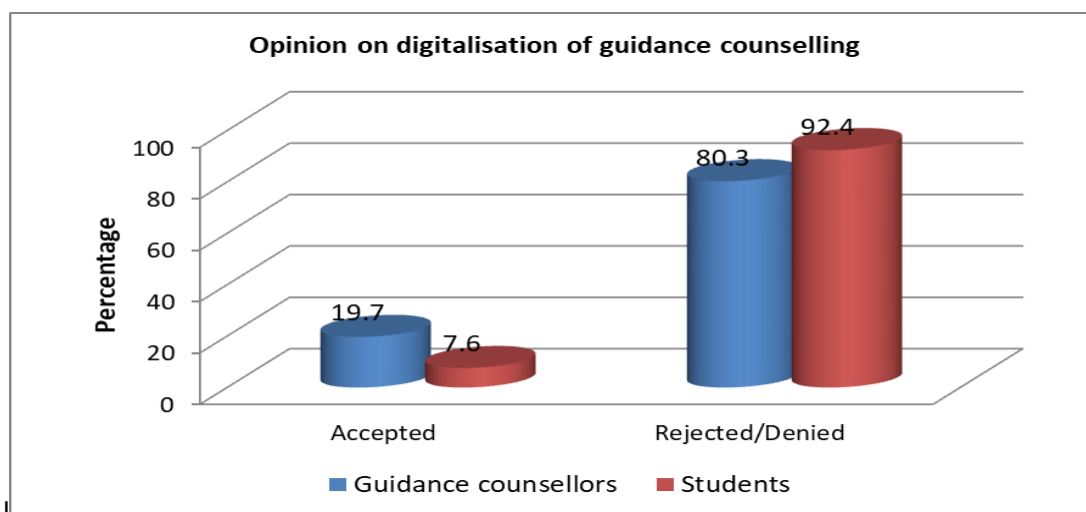
**Table 25: Students' Opinion on Use of Digital technology in Guidance Counselling Services**

Questions	Yes	No	Mean	Std. Dev
Does your Guidance Counsellor carryout personal online counselling with you either through Skype, zoom, or WhatsApp or other digital tools?	91 (7.5%)	1122 (92.5%)	.08	.264
Have you ever been in a hall or an office where the counsellor uses projectors to pass his/her information?	98 (8.1%)	1115 (91.9%)	.08	.273
Does your university have a website for Guidance Counselling where you can log in for counselling when you are in need of help?	99 (8.2%)	1114 (91.8%)	.08	.274
Have you ever followed up Guidance Counselling programmes on television or radio?	122 (10.1%)	1091 (89.9%)	.10	.301
Do your Guidance Counsellors upload training sessions on e-learning in order to prepare you for future happenings?	54 (4.5%)	1159 (95.5%)	.04	.206
<b>Total response</b>	<b>464 (7.6%)</b>	<b>5601 (92.4%)</b>	<b>.08</b>	<b>.264</b>

Based on students' opinion on the use of digital technology in guidance counselling, majority of them as well 92.4% indicates that guidance counselling is not digitalise while 7.6% said it is digitalized. The overall mean of 0.08 far below the cut of point of 0.5 implies digital technology of guidance counselling from students' perspective is low as well. Specifically, many of the students 95.5% (1159) denied that guidance counsellors upload training sessions on e-learning in order to prepare them for the future happenings while 4.5% (54) accepted. Similarly, 92.5% (1122) of students denied that guidance counsellor carryout personal online counselling with them either through Skype, zoom, or WhatsApp or other digital tools while 7.5% (91) accepted. 91.9% (1114) of students also denied being in a hall or an office where information on counselling and guidance is disseminated using projectors while 8.1% (98) accepted. Finally, 89.9% (1091) of students denied having follow-up guidance counselling programmes on television or radio while 10.1% (122) accepted to have.

The figure below presents the summary of findings from both guidance counsellors and students' opinion on digital technology of guidance counselling

**Figure 14: Guidance Counsellors and Students' Opinion on Digital technology of Guidance Counselling**



As depicted on the figure above, majority of guidance counselors 80.3% and students 92.4% denied that guidance counselling is digitalise while only 19.7% of the counsellors and 7.6% of students accepted. The use of digital technology in guidance counselling is very low as indicated by low mean value 1.89 for guidance counsellors and 0.08 for students which are far below the average cutoff point 2.5 on a scale of 1-4 and 0.5 on a scale of 0 to 1 respectively.

**Table 26: DHR at MINESUP and Head of Service for Guidance Counselling Opinion on Guidance Counsellors Use of Digital technology to Meet Students' Needs**

Themes	Quotation
Use but very low	<p>“From the reports written by Guidance counsellors, it can be deduced that the usage of digital technology in guidance counselling is still very low.” (Respondent: Male; 50 years of age and 24 years of work experience).</p> <p>“Yes, <i>Guidance Counsellors make use of ICT tools like having a counselling sessions through their WhatsApp.</i>”(Respondent: Female; 39 years of age and 12 years of work experience).</p> <p>“Yes, to an extend, <i>our service usually send information to students through messaging and online through what’s app. At times phone calls are being made to students.</i>”(Respondent: Female; 40 years of age and 13 years of work experience).</p> <p>“In some cases and this is done through phone messages and phone calls” (Respondent: Female; 36 years of age and 8 years of work experience).</p>

Furthermore, finding out from the DHR at MINESUP and head of service for guidance counselling opinion on digital technoogy of guidance counselling services, all four participant opined that guidance counsellors do use digital means to sometime pass information to students however, but, the use of digital means was characterized very low while other did not grade the level of usage as depicted in the statement “.....*From the reports written by Guidance counsellors, it can be deduce that the usage of digital technology in guidance counselling is still very low.....*”. (Respondent: Male; 50 years of age and 24 years of work experience).

### Testing of Hypothesis One

**H<sub>01</sub>**- The usage of digital technology in guidance counselling does not significantly meet student’s needs.

**H<sub>a1</sub>**- The usage of digital technology in guidance counselling significantly meets students’ needs

**Table 27: Perceived Effect of the use of Digital technology in Guidance Counselling on Students' Needs**

Pearson test		Meet students' needs			Overall correlation value
		Social / development need	Academic need	Career need	
Digital technology	R-value	.189**	.192**	.158*	.179**
	p-value	.000	.000	.009	.002
	n	345	345	345	345
Social/ development need	R-value	1	.735**	.730**	.931**
	p-value		.000	.000	.000
	n	345	345	345	345
Academic need	R-value	.735**	1	.742**	.896**
	p-value	.000		.000	.000
	n	345	345	345	345
Career need	R-value	.730**	.742**	1	.889**
	p-value	.000	.000		.000
	n	345	345	345	345
Meetings students' needs	R-value	.931**	.896**	.889**	1
	p-value	.000	.000	.000	
	n	345	345	345	345

\*\* . Correlation is significant at the 0.01 level (2-tailed), \* . Correlation is significant at the 0.05 level (2-tailed).

Calculated r-value = 0.179, critical r-value at 95 cl and df above 345 = 0.104

As a reminder, from the analysis of the students' opinion on provision of guidance counselling services, out of 1213 sampled, only 345 of the students accepted to have received at least one or more services of guidance counselling. Based on this, the verification of hypothesis one was computed using only students (345) who had receive at least one or more guidance and counselling services to better weight the effect on them. And, statistically, findings showed that the use of digital technology in guidance counselling significantly correlate with realization of students' needs (R-value 0.179\*\*, > critical value of 0.104, p-value 0.002 < 0.05). The positive sign of the correlation value implies that students' needs are more likely to be met when guidance counsellors adequately incorporate digital means in service rendering. Although the effect is weak, the influence that digital technology has on students' needs was consistent as indicated by a double asterisk (\*\*) on the correlation value. The use of digital technology was found to significantly and positively correlate with all three types of students' needs. This again implies that the use of digital means in rendering guidance counselling services to students have multiple positive effects on them. 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. Therefore, the hypothesis that states the usage of digital technology in guidance counselling significantly meets students' needs was accepted.

**Research Question Three: What are the necessary resources available and used for the effective implementation of guidance counselling in some state universities in Cameroon?**

**Table 28: Guidance Counsellors Opinion on Resources Availability for Effective Implementation of Guidance Counselling**

Statements	Stretched				Collapsed		Mean	Std. Dev
	SA	A	D	SD	SA/A	D/SD		
We have adequate trained Guidance Counsellors in our university	0 (0.0%)	1 (2.8%)	26 (72.2%)	9 (25.0%)	1 (2.8%)	35 (97.2%)	1.78	.485
Available University administrators to assist in the effective implementation of Guidance counselling	0 (0.0%)	0 (0.0%)	25 (69.4%)	11 (30.6%)	0 (0.0%)	36 (100%)	1.69	.467
Available career experts in different field for career orientation days	0 (0.0%)	1 (2.8%)	22 (61.1%)	13 (36.1%)	0 (0.0%)	36 (100%)	1.67	.535
Available Renumeration for Guidance counselors	1 (2.8%)	3 (8.3%)	20 (55.6%)	12 (33.3%)	4 (11.1%)	32 (88.9%)	1.81	.710
Available funds for Guidance counselling facilities/equipment	0 (0.0%)	14 (38.9%)	11 (30.6%)	11 (30.6%)	14 (38.9%)	22 (61.1%)	2.08	.841
Available guidance counselling rooms	2 (5.6%)	23 (63.9%)	8 (22.2%)	3 (8.3%)	25 (69.4%)	11 (30.6%)	2.67	.717
Available E-materials (e-books, journals, films, DVDS)	2 (5.6%)	16 (44.4%)	14 (38.9%)	4 (11.1%)	18 (50.0%)	18 (50.0%)	2.44	.773
Available Stationery (writing materials, pens etc)	6 (16.7%)	19 (52.8%)	11 (30.6%)	0 (0.0%)	25 (69.4%)	11 (30.6%)	2.86	.683
Available ICT tools	0 (0.0%)	9 (25.0%)	19 (52.8%)	8 (22.2%)	9 (25.0%)	27 (75.0%)	2.03	.696
Available career choice materials	4 (11.1%)	4 (11.1%)	15 (41.7%)	13 (36.1%)	8 (22.2%)	28 (77.8%)	1.97	.971
Psychological tests are available in our service	8 (22.2%)	6 (16.7%)	8 (22.2%)	14 (38.9%)	14 (38.9%)	22 (61.1%)	2.22	1.198
I make use of all available resources at my disposal **	24 (66.7%)	9 (25.0%)	2 (5.6%)	1 (2.8%)	33 (91.7%)	3 (8.3%)	3.56	.735
<b>Total response</b>	<b>23 (5.8%)</b>	<b>96 (24.2%)</b>	<b>179 (45.2%)</b>	<b>98 (24.7%)</b>	<b>119 (30%)</b>	<b>277 (70%)</b>	<b>2.11</b>	<b>.734</b>

**\*\* Item excluded from calculation of total response**

Based on availability of resources for effective implementation of guidance counselling, 30.0% of the guidance counsellors indicated that resources are available while

many 70.0% indicates that resources are not available. The overall mean value of 2.11 below the cutoff point of 2.5 on a scale of 1-4 implies that availability of resources for effective implementation of guidance counselling is low. Specifically, all the guidance counsellors 100% (36) disagreed that they have different career experts in different field for career orientation days and administrators assist in the effective implementation of guidance counselling.

Similarly, 97.2% (35) of guidance counsellors disagreed to adequate trained guidance counsellors in the university. Furthermore, 88.9% (32) of guidance counsellors disagreed on the availability of remuneration for guidance counselors while 11.1% (4) accepted. Similarly, 77.8% (28) of guidance counsellors disagreed on availability of material resources for career choice while 22.2% (8) accepted. Also, 75.0% (27) of guidance counsellors disagreed on the availability of ICT tools while 25.0% (9) agreed. Furthermore, 61.1% (22) of respondents disagreed that psychological tests are available in their service and funds for acquisition of counselling facilities/ equipment while 38.9% (14) accepted. Also, half of guidance counsellors 50.0% (18) disagreed on the availability e-materials while another 50.0% (18) accepted.

On the contrary, many of guidance counsellors 91.7% (33) accepted that they make use of available resources at their disposal while 8.3% (8) did not. The availability of counselling rooms and stationery was accepted by 69.4% (25) of guidance counsellors while 30.6% (11) disagreed. The figure below present overall findings on resources for effective implementation of guidance counselling.

**Figure 15: Resources for Effective Implementation of Guidance Counselling**



**Table 29: DHR at MINESUP and Head of Service for Guidance Counselling Opinion on Resource Availability for Effective Implementation of Guidance Counselling**

Themes	Quotation
Provided but inadequate	<p>“I will say the availability of resources for effective implementation is moderately provided because from Guidance Counsellors reports it can be deduced that material resources are one of the major problems hindering implementation of their services”. (Respondent: Male; 50 years of age and 24 years of work experience).</p> <p>“Resources that are mostly available are material resources but there are not adequate. Financial resource is a big problem. Most often all the projects and counselling activities that need to be carried out in the university are being hindered by financial resources.” (Respondent: Female; 39 years of age and 12 years of work experience).</p> <p>“Some few material resources are available but financial resources is a big problem” (Respondent: Female; 36 years of age and 8 years of work experience).</p>

Furthermore, in as much as DHR at MINESUP and head of service for guidance counselling opinion on resource availability for effective implementation of guidance counselling is concern, all of them indicated that resources for effective implementation of guidance counselling is inadequate as depicted in some statement “.....*I will say the availability of resources for effective implementation is moderately provided because from Guidance Counsellors reports it can be deduced that material resourceis one of the major problems hindering implementation of their services.....*”. (Respondent: Male; 50 years of age and 24 years of work experience). “.... *Some few material resources are available but financial resources is a big problem.....*” (Respondent: Female; 36 years of age and 8 years of work experience).

### Testing of Hypothesis Two

**Ho2-** The availability of resources does not have a significant influence on student’s needs.

**Ha2-** The availability of resources has a significant influence on students’ needs

**Table 30: Perceived Effect of Availability of Resources on Students' Need**

Pearson test		Students' needs			
		Social / development need	Academic need	Career need	Overall correlation value
Availability of resources	R-value	.669**	.665**	.680**	.684**
	p-value	.000	.000	.000	.000
	n	345	345	345	345
Social/ development need	R-value	1		.735**	.730**
	p-value			.000	.000
	n	36	345	345	345
Academic need	R-value	.480**	.735**	1	.742**
	p-value	.000	.000		.000
	n	345	345	345	345
Career need	R-value	.484**	.730**	.742**	1
	p-value	.000	.000	.000	
	n	345	345	345	345

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

*Calculated r-value= 0.684, critical r-value at 95 cl and df above 345 = 0.104*

Furthermore, as a reminder, from the analysis of the students' opinion on provision of guidance counselling services, out of 1213 sampled, only 345 of the students accepted to have received at least one or more services of guidance counselling. Based on this, the verification of hypothesis two was computed using only students (345) who had receive at least one or more guidance and counselling services to better weight the effect on them. And, statistically, findings showed that availability of resources for guidance counselling significantly correlate at strong level with realization of students' needs (R-value 0.684\*\*, > critical value of 0.104, 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 counsellors are adequately provided with resources for effective implementation of guidance counselling. The influence that availability of resources has on students' needs was consistent as indicated by a double asterisk (\*\*) on the correlation value. The availability of resources was found to significantly, strong and positively correlate with all three types of students' needs. This again implies that adequate availability of resources to render guidance counselling services to students have multiple positive effects on them. 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. Therefore, the hypothesis that states the availability of resources has a significant influence on students' needs was accepted.

#### **Research Question Four: What are the difficulties counsellors encountered during implementation of guidance counselling in some state universities in Cameroon?**

##### **Counsellors Opinion**

**Table 31: Guidance Counsellors Opinion on Difficulties Encountered with Effective Implementation of Guidance Counselling**

Statements	Stretched				Collapsed		Mea n	Std. Dev
	SA	A	D	SD	SA/A	D/SD		
No provision of Guidance counselling on the university time table	34 (94.4%)	1 (2.8%)	1 (2.8%)	0 (0.0%)	35 (97.2%)	1 (2.8%)	3.92	.368
Insufficient fund allocated for the effective provision of Guidance counselling services	26 (72.2%)	8 (22.2%)	1 (2.8%)	1 (2.8%)	34 (94.4%)	2 (5.6%)	3.64	.683
Limited office space for Guidance counselling	17 (47.2%)	16 (44.4%)	2 (5.6%)	1 (2.8%)	33 (91.7%)	3 (8.3%)	3.36	.723
No office for Guidance counselling	2 (5.6%)	3 (8.3%)	14 (38.9%)	17 (47.2%)	5 (13.9%)	31 (86.1%)	1.72	.849
Little or no support from other administrative staff	20 (55.6%)	13 (36.1%)	3 (8.3%)	0 (0.0%)	33 (91.7%)	3 (8.3%)	3.47	.654
Poor perception on the role of Guidance counselors in the university amongst the educational community	26 (72.2%)	8 (22.2%)	2 (5.6%)	0 (0%)	34 (94.4%)	2 (5.6%)	3.67	.586
Low level of awareness on the immediate or future benefits of Guidance counselling	27 (75.0%)	7 (19.4%)	1 (2.8%)	1 (2.8%)	34 (94.4%)	2 (5.6%)	3.67	.676
Inadequate trained counsellors	31 (86.1%)	3 (8.3%)	2 (5.6%)	0 (0.0%)	34 (94.4%)	2 (5.6%)	3.81	.525

Limited physical resources	32 (88.9%)	4 (11.1%)	0 (0.0%)	0 (0.0%)	36 (100%)	0 (0.0%)	3.89	.319
Poor government policy on Guidance counselling	33 (91.7%)	2 (5.6%)	1 (2.8%)	0 (0.0%)	35 (97.2%)	1 (2.8%)	3.89	.398
Fear on the part of those in need of guidance counselling to open up for counselling	31 (86.1%)	3 (8.3%)	2 (5.6%)	0 (0.0%)	34 (94.4%)	2 (5.6%)	3.81	.525
Lack of a well-defined National Guidance curriculum	31 (86.1%)	3 (8.3%)	2 (5.6%)	0 (0.0%)	34 (94.4%)	2 (5.6%)	3.81	.525
Lack of seminars/conferences for in service training	28 (77.8%)	8 (22.2%)	0 (0.0%)	0 (0.0%)	36 (100%)	0 (0.0%)	3.78	.422
Insufficient salary	32 (88.9%)	4 (11.1%)	0 (0.0%)	0 (0.0%)	36 (100%)	0 (0.0%)	3.89	.319
Low counsellor client Ratio	33 (91.7%)	3 (8.3%)	0 (0.0%)	0 (0.0%)	36 (100%)	0 (0.0%)	3.92	.280
Some Guidance Counsellors lack digital literacy	31 (86.1%)	3 (8.3%)	2 (5.6%)	0 (0.0%)	34 (94.4%)	2 (5.6%)	3.81	.525
<b>Total response</b>	<b>434</b> <b>(75.3%)</b>	<b>89</b> <b>(15.5%)</b>	<b>33</b> <b>(5.7%)</b>	<b>20</b> <b>(3.5%)</b>	<b>523</b> <b>(90.8%)</b>	<b>53</b> <b>(9.2%)</b>	<b>3.63</b>	<b>.524</b>

In aggregate, majority of guidance counsellors 90.8% reported many difficulties face while 9.2% did not. The overall mean value of 3.63 above 3.0 on mean scale of 1-4 indicates that guidance counsellors are face with several difficulties. Specifically, all guidance counsellors 100% (36) reported limited physical facilities, lack of seminars/conferences for in service training, insufficient salary and low counsellor client ratio. Similarly, majority of guidance counsellors 97.2% (35) reported that there is no provision of guidance counselling on the university time table and poor government policy. Also, majority 94.4% (34) of the guidance counsellors reported insufficient fund allocated for the effective provision of guidance counselling services, poor perception on the role of guidance counselors in the university amongst the educational community, low level of awareness on the immediate or future benefits of guidance counselling, inadequate trained counsellors, fear on the part of those in need of guidance counselling to open up for counselling and lack of a well-defined National Guidance curriculum while 5.6% (2) did not. Furthermore, 91.7% (33) of guidance counsellors reported little or no support from other administrative staff, and limited office

space for guidance counselling. On the contrary, 86.1% (31) disagreed to the lack of office for guidance counselling while 13.9% (5) reported lack of an office.

**Table 32: Personal Opinion on difficulties Faced by Guidance Counsellors in the Effective Implementation of Guidance Counselling**

<b>Themes</b>	<b>Groundings</b>	<b>Quotations</b>
<b>Language</b>	72	“Language barrier” ‘Language barrier’ ‘They might not be understood by the counsellors because of language issues’. ‘Communication barrier’
<b>Inadequate counsellors</b>	63	“It is too crowded and not easy for concentration” ‘Shortage of counsellors’ “Lack of personnel” ‘Limited counsellors’ “Insufficient personnel” ‘Insufficient personnel’
<b>Unawareness by students</b>	51	“Students do not know their existence in the university” ‘I do not know of their existence in campus’. ‘I did not know we even had a counsellor in the university’. “Students are not even aware that there are counsellors in school”. ‘Lack of knowledge of their existence’ ‘Students are unaware of their existence’. ‘Students are unaware of their existence’ ‘I do not even know if they existence’. “Students do not listen or follow up during counselling” ‘Unserious students’ ‘Students do not listen or follow up during counselling’ ‘Lack of attention from students’ ‘Students do not pay attention to guardian and counselling’ The challenge of poor attendance by students” ‘Low level of attendance during the counselling sessions’ ‘Some students are not willing to take guardian classes’ ‘Some students take it for granted’
<b>students’ unseriousness</b>	47	“The problem of population” ““Too much population” ‘The major problem is the population of the university’
<b>High student to counselor ratio</b>	40	

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		<p>The major problem is the population size”</p> <p>‘Their population is small compared to the number of students to be counseled per day”</p> <p>‘Population is too much”</p> <p>‘The large number of students makes it difficult”</p> <p>“Too much noise due to over population”</p> <p>‘The student population is more than that of the counsellors”.</p>
<b>Students’lack interest</b>	39	<p>“Students are not interested in their services”.</p> <p>‘Students are not interested”</p> <p>‘Students do not listen or follow up during counselling”.</p> <p>‘Some students are not willing to take guardian classes seriously”</p> <p>‘Some students are not willing to take guardian classes”</p> <p>‘Students refuse to meet up with counsellors”</p> <p>‘Students are not willing to go for counselling”</p> <p>‘Some students think they are too big to be counselled “</p>
<b>Inadequate communication</b>	22	<p>“Lack of platforms for communication”</p> <p>‘Lack of communication”</p> <p>‘Limited information offered to students”</p> <p>‘Lack of communication”</p> <p>“Poor communication”</p> <p>‘Lack of communication from counsellors”</p> <p>‘Lack of knowledge about student carrier”</p> <p>‘Getting fake information from students”</p>
<b>Time factor</b>	21	<p>“Time schedule”</p> <p>‘Time deficiency”</p> <p>‘They do not have enough time to reach out to all students”</p> <p>“Lack of time”</p> <p>‘Students do not have adequate time to go for counselling”</p>
<b>No inclusion on time table</b>	19	<p>““It is not included in the school timetable”</p> <p>“The classes are not included in the timetable</p> <p>Lack of time to offer counselling to students”</p> <p>“They are not giving the opportunity to even teach or lecture in classes”.</p> <p>“Counsellors do not have specific time to meet up with students”.</p> <p>‘The administration does not allocate time for counselling”</p>
<b>Student not opening up / false information</b>	18	<p>“Students are afraid to talk to them”</p> <p>‘Students are ashamed to disclose to them”</p> <p>“Students fail to open up to counsellors”</p>

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<b>No facilities/equipment</b>	15	‘Receiving false information from students’ ‘Inadequate facilities for counselling’ ‘Lack of equipment’ ‘‘Lack of good communication and adequate halls’’ ‘‘They should create a telegram group to counsel students online’’ ‘Guardian and counselling facilities are not available ‘
<b>Limited finance</b>	14	‘Limited financial resources’ ‘Limited required resources’ ‘Lack of finances’ ‘Financial problem’
<b>No involvement of counsellors in disciplinary council</b>	5	‘Counsellors are not allowed to attend disciplinary council’ ‘Counsellors are not included in disciplinary council’ ‘Counsellors are not allowed to attend disciplinary council’
<b>Poor counsellors’ treatment</b>	2	‘‘They do not listen to students most at times ‘‘
<b>Wrong approach</b>	1	‘‘They approach students wrongly’’
<b>No seminars</b>	1	‘‘Lack of seminars’’.

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Based on personal difficulties or challenges faced by guidance counsellors that hindered the effective implementation of guidance counselling, many of the respondents frequently mentioned language barrier, inadequate counsellors, lack of students’ awareness of the services, lack of seriousness from students with guidance and counselling services, high student-to-counsellor ratio, and lack of interest by students in making use of the service. Other difficulties reported are inadequate communication, time factor, no inclusion on the school timetable/schedule, students failing to open up to guidance counsellors when they go for counselling, lack of facilities and equipment, no involvement of guidance counselors in disciplinary council, poor treatment approach from counsellors and lack of seminars for capacity building.

**Table 33: DHR at MINESUP and Head of Service for Guidance Counselling Opinion on Difficulties to the Effective Implementation of Guidance Counselling**

Themes	Quotation
Lack of awareness, resources, and clear policies	“Firstly, the problem of awareness. The educational community as a whole seems not to be aware of the importance of guidance counselling in the university. Resources also seems to be a major difficulty. Also, there’s lack of clear policies that need to support and reinforce the implementation of guidance counselling in the university”. (Respondent: Male; 50 years of age and 24 years of work experience).
No support for counselling by top administrators	The most difficult that our service face is the fact that Guidance Counsellors are being given other task or activities in the university that does not entails our job discription. We often assigned to invigilate exams and carryout other administrative tasks that doesn’t concern Guidance counselling. We are left with no choice because most of the top university administrators don’t take guidance counselling seriously.” (Respondent: Female; 39 years of age and 12 years of work experience
Poor perception of guidance counselling, inadequate material resources, inadequate counsellors, no knowledge from school administrators	“Poor perception on the role if guidance counselling in the university. Inadequate material resources, university administrators lack knowledge on the job role of guidance counselling in our university. Limited human resources. Few counselors can’t effectively do the work because of high population of students” (Respondent: Female; 40 years of age and 13 years of work experience).
Non-respect for guidance counsellors job by school administrators and inadequate counsellors	“We are assigned with many administrative tasks that don’t have any relationship with our job description in the university. Guidance counselling in the university is facing a lot of challenges because we have not been given the place to prove our worth. More so, there’s a high student Counsellors ratio.” (Respondent: Female; 36 years of age and 8 years of work experience).

Based on difficulties face in the effective implementation of guidance counselling in state universities as identified by DHR at MINESUP and head of service for guidance and counselling in the state university, one of them said students are not aware of the service, resources are inadequate and policies are not clear as depicted in the statement “.....*Firstly, the problem of awareness. The educational community as a whole seems not to be aware of the importance of guidance counselling in the university. Resources also seems to be a major difficulty. Also, there’s lack of clear policies that need to support and reinforce the*

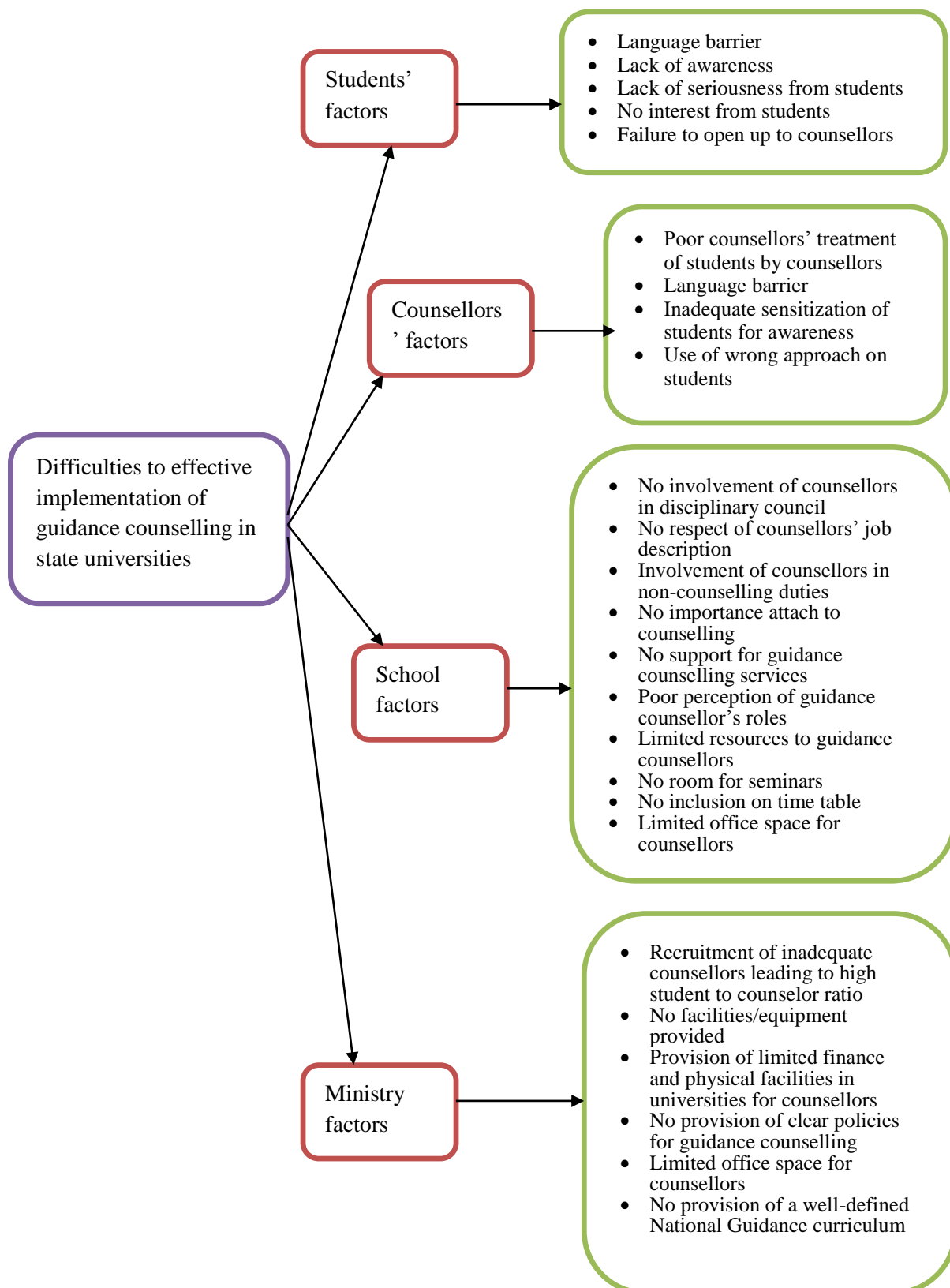
*implementation of guidance counselling in the university.....*” (Respondent: Male; 50 years of age and 24 years of work experience).

Another respondent complained of no support for guidance counselling by top school administrators as narrated “....*The most difficulty that our service face is the fact that Guidance Counsellors are being given other task or activities in the university that does not entails our job discreption. We often assigned to invigilate exams and carryout other administrative tasks that doesn't concern Guidance counselling. We are left with no choice because most of the top university administrators don't take guidance counselling seriously.....*” (Respondent: Female; 39 years of age and 12 years of work experience)

In addition, another respondent complained of poor perception of guidance counselling, inadequate material resources, inadequate counsellors and no knowledge from school administrators “.....*Poor perception on the role of guidance counselling in the university. Inadequate material resources, university administrators lack knowledge on the job role of guidance counselling in our university. Limited human resources, few counselors can't effectively do the work because of high population of students.....*” (Respondent: Female; 40 years of age and 13 years of work experience). Finally, another respondent said university administrators do not respect their job as narrated “...*We are assigned with many administrative tasks that don't have any relationship with our job description in the university. Guidance counselling in the university is facing a lot of challenges because we have not been given the place to prove our worth. More so, there's a high student Counsellors ratio.....*” (Respondent: Female; 36 years of age and 8 years of work experience).

In a close look, the inadequate implementation of guidance counselling in state universities is as a result of students' factor, counsellors' factor, school factor, and ministry factor. This is present on the figure below.

**Figure 16: Conceptual Diagram Showing Difficulties Face in the Effective Implementation of Guidance Counselling in Cameroon State Universities**



### Testing of Hypothesis Three

**Ho3** – the difficulties faced by Guidance Counsellors does not have a significant effect on students need.

**Ha3** – the difficulties faced by guidance counsellors has a significant effect on students needs

**Table 34: Testing the Effect of difficulties Faced by Guidance Counsellors on Students' Needs**

Challenges faced by guidance counsellors	Effect on provision of students' needs			<i>p</i> -value
	Pearson test correlation value (r)			
	Social or developmental needs	Academic needs	Career needs	
Student related factors	-.770	-.774	-.648	.000
Counsellors related factors	-.724	-.735	-.580	.000
School related factors	-.760	-.767	-.650	.000
Ministry related factors	-.786	-.676	-.652	.000
Overall		-.708		.000

Overall calculated r-value = -.708, at 95cl, df=345, *critical r-value* =.104.

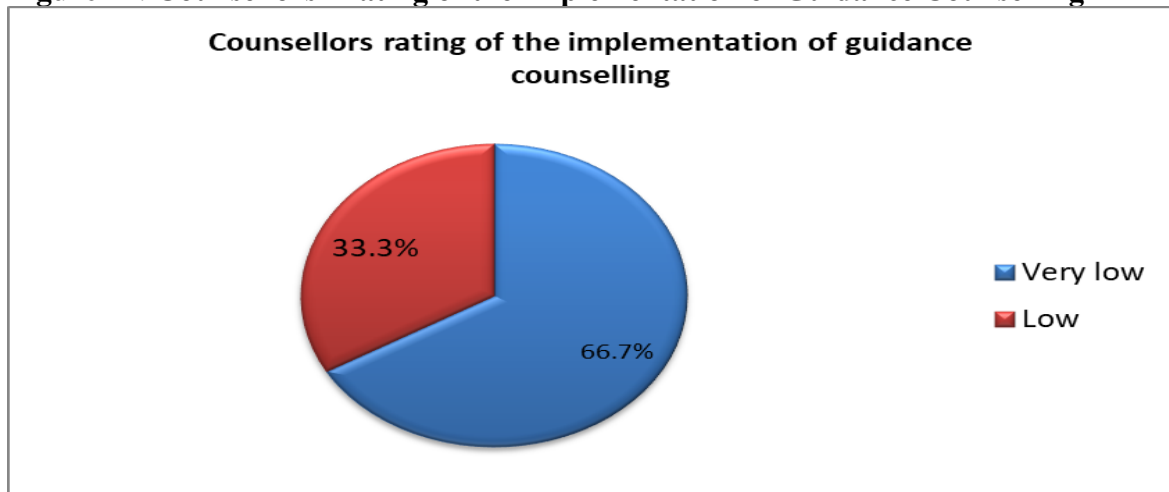
As a reminder, from the analysis of the students' opinion on provision of guidance counselling services, out 1213 sampled, only 345 of the students accepted to have received at least one or more services of guidance counselling. Based on this, the verification of hypothesis two was equally computed using only students (345) who had receive at least one or more guidance and counselling services to better weight the effect on them. And, statistically, the findings showed that challenges faced by guidance counsellors do have a strong and negative effect on the provision of students' needs (Overall r-calculated value= -0.708, > r-critical value of .104, *p*-value 0.000< 0.05). The negative sign of the correlation value implies that guidance counsellors' ability to effectively provide students' needs will continue to reduce if their challenges are not resolve.

Specifically, students related challenges appear to impact negatively the provision of social or developmental needs the more (-.770), followed by academic needs (-.774) and

finally career needs (-.648). Also, counsellors related challenges appear to impact negatively the provision of academic needs the more (-.735), followed by social/developmental needs (-.724) and finally career needs (-.580). Furthermore, school related challenges appear to impact negatively the provision of academic needs the more (-.767), followed by social or developmental needs (-.760) and finally career needs (-.650). Finally, ministry related challenges appear to impact negatively the provision of social or developmental needs the more (-.786), followed by academic needs (-.676) and finally career needs (-.652).

**Research Question Five: What effects does the implementation of Guidance counselling services has on students' needs**

**Figure 17: Counsellors' Rating of the Implementation of Guidance Counselling**



As depicted in the figure, none of the guidance counsellors rated the implementation of guidance counselling high. To all the counsellors 100% (36), the implementation is basically low.

The needs of the students were assessed from three domains; namely personal/social development needs, academic needs and, career needs only from the perspective of 345 students out 1213 who accepted to have received one or more guidance and counselling services as presented above under research question one.

**Table 35 : Students' Opinion on the Effects of Counselling Services Received on their Needs**

Guidance Counselling services:	Stretched				Collapsed		Mea n	Std. Dev
	SA	A	D	SD	SA/A	D/SD		
<b>Personal/ social development</b>								
Helps me establish personal goals	120 (34.7%)	161 (46.5%)	54 (15.6%)	11 (3.2%)	281 (81.2%)	65 (18.8%)	3.13	.785
Helps me develop high self esteem	105 (30.3%)	169 (48.8%)	54 (15.6%)	18 (5.2%)	274 (79.2%)	72 (20.8%)	3.04	.817
Helps me to be self-discipline	127 (36.7%)	149 (43.1%)	55 (15.9%)	15 (4.3%)	276 (79.8%)	70 (20.2%)	3.12	.829
Helps improve my communication skills	104 (30.1%)	152 (43.9%)	68 (19.7%)	22 (6.4%)	256 (74.0%)	90 (26.0%)	2.98	.868
Helps me in anger management	107 (30.9%)	115 (33.2%)	98 (28.3%)	26 (7.5%)	222 (64.2%)	124 (35.8%)	2.88	.938
Provides me with skills needed to handle depression	95 (27.5%)	120 (34.8%)	90 (26.1%)	40 (11.6%)	215 (62.3%)	130 (37.7%)	2.78	.978
Helps me manage anxiety	86 (24.9%)	126 (36.5%)	101 (29.3%)	32 (9.3%)	212 (61.4%)	133 (38.6%)	2.77	.929
Helps me develop the right interpersonal relation skills	90 (26.1%)	151 (43.8%)	86 (24.9%)	18 (5.2%)	241 (69.9%)	104 (30.1%)	2.91	.844
Helps me with the awareness of prevailing disease in the world	59 (17.1%)	157 (45.5%)	93 (27.0%)	36 (10.4%)	216 (62.6%)	129 (37.4%)	2.69	.875
Helps me with decision making skills	105 (30.4%)	145 (42.0%)	75 (21.7%)	20 (5.8%)	250 (72.5%)	95 (27.5%)	2.97	.869
Helps me observe the right moral values in the society	85 (24.6%)	168 (48.7%)	67 (19.4%)	25 (7.2%)	253 (73.3%)	92 (26.7%)	2.91	.851
Helps me develop right attitude in order to successfully live with other members in the society	93 (27.0%)	150 (43.5%)	81 (23.5%)	21 (6.1%)	243 (70.4%)	102 (29.6%)	2.91	.862
Helps me abstain from deviant behaviors	87 (25.2%)	145 (42.0%)	82 (23.8%)	31 (9.0%)	232 (67.2%)	113 (32.8%)	2.83	.908
Helps me avoid substance Abuse	103 (29.9%)	148 (42.9%)	71 (20.6%)	23 (6.7%)	251 (72.8%)	94 (27.2%)	2.96	.878
<b>Sub-total response</b>	<b>1366</b> <b>(28.3%)</b>	<b>2056</b> <b>(42.5%)</b>	<b>1075</b> <b>(22.2%)</b>	<b>338</b> <b>(7.0%)</b>	<b>3422</b> <b>(70.8%)</b>	<b>1413</b> <b>(29.2%)</b>	<b>2.92</b>	<b>.874</b>
<b>Academic needs</b>								
Helps me develop good studying habits	151 (43.8%)	124 (35.9%)	53 (15.4%)	17 (4.9%)	275 (79.7%)	70 (20.3%)	3.19	.870
Provides me with different suitable techniques of reading	88 (25.5%)	190 (55.1%)	50 (14.5%)	17 (4.9%)	278 (80.6%)	67 (19.4%)	3.01	.774

Helps me with the necessary motivation needed for studying	118 (34.2%)	149 (43.2%)	58 (16.8%)	20 (5.8%)	267 (77.4%)	78 (22.6%)	3.06	.861
Helps me to be resilient	77 (22.3%)	163 (47.2%)	85 (24.6%)	20 (5.8%)	240 (69.6%)	105 (30.4%)	2.86	.827
Provides me with a good personal studying time table	88 (25.5%)	136 (39.4%)	90 (26.1%)	31 (9.0%)	224 (64.9%)	121 (35.1%)	2.81	.918
Helps me with time management skills	80 (23.2%)	175 (50.7%)	75 (21.7%)	15 (4.3%)	255 (73.9%)	90 (26.1%)	2.93	.787
Provides me with tips for examination success	106 (30.7%)	154 (44.6%)	66 (19.1%)	19 (5.5%)	260 (75.4%)	85 (24.6%)	3.01	.849
Provides me with techniques to overcome procrastination	90 (26.1%)	159 (46.1%)	69 (20.0%)	27 (7.8%)	249 (72.2%)	96 (27.8%)	2.90	.876
Provides me with feedback needed for successful schooling	119 (34.5%)	149 (43.2%)	61 (17.7%)	16 (4.6%)	268 (77.7%)	77 (22.3%)	3.08	.839
<b>Sub-total response</b>	<b>917</b> <b>(29.5%)</b>	<b>1399</b> <b>(45.1%)</b>	<b>607</b> <b>(19.5%)</b>	<b>182</b> <b>(5.9%)</b>	<b>2316</b> <b>(74.6%)</b>	<b>789</b> <b>(25.4%)</b>	<b>2.98</b>	<b>.845</b>
<b>Career needs</b>								
Helps me with my career orientation	143 (41.4%)	112 (32.5%)	77 (22.3%)	13 (3.8%)	255 (73.9%)	90 (26.1%)	3.12	.882
Provides me with useful information on the availability of career opportunities	112 (32.5%)	147 (42.6%)	72 (20.9%)	14 (4.1%)	259 (75.1%)	86 (24.9%)	3.03	.835
Provides me with Entrepreneurial skills	104 (30.1%)	118 (34.2%)	109 (31.6%)	14 (4.1%)	222 (64.3%)	123 (35.7%)	2.90	.879
Helps me to be creative	98 (28.4%)	153 (44.3%)	74 (21.4%)	20 (5.8%)	251 (72.8%)	94 (27.2%)	2.95	.855
Provides me with employability skills	94 (27.2%)	149 (43.2%)	84 (24.3%)	18 (5.2%)	243 (70.4%)	102 (29.8%)	2.92	.849
Provides me with knowledge of my competence /talents	98 (28.4%)	151 (43.8%)	78 (22.6%)	18 (5.2%)	249 (72.2%)	96 (27.8%)	2.95	.848
Helps me with the selection of courses that are directed to my career	116 (33.6%)	122 (35.4%)	83 (24.1%)	24 (7.0%)	238 (69.0%)	107 (31.0%)	2.96	.925
Provides me with the requirements of other careers in the world	98 (28.7%)	137 (40.1%)	74 (21.6%)	33 (9.6%)	235 (68.7%)	107 (31.3%)	2.88	.936
<b>Sub-total response</b>	<b>863</b> <b>(31.3%)</b>	<b>1089</b> <b>(39.5%)</b>	<b>651</b> <b>(23.6%)</b>	<b>154</b> <b>(5.6%)</b>	<b>1952</b> <b>(70.8%)</b>	<b>805</b> <b>(29.2%)</b>	<b>2.96</b>	<b>.876</b>
<b>Overall response</b>	<b>3146</b> <b>(29.4%)</b>	<b>4544</b> <b>(42.5%)</b>	<b>2333</b> <b>(21.8%)</b>	<b>674</b> <b>(6.3%)</b>	<b>7690</b> <b>(71.9%)</b>	<b>3007</b> <b>(28.1%)</b>	<b>2.95</b>	<b>.866</b>

n=345 (number of students who had received some counselling services)

With reference to the effect of guidance counselling on students' needs, among the very few students 345 out of 1213 that accepted to have received at least one or more services

of guidance counselling, in overall, 71.9% accepted that guidance counselling has impacted their needs while 28.1% disagreed. The overall mean value of 2.95 below 3 on a scale of 1-4 implies that the effect of guidance counselling among the few students that have received is moderate. This moderate effect could be due to lack of available resources and many other challenges faced by the guidance counsellors as depicted in the study preventing enormous/high positive effects of guidance counselling on the few students who have been had encounter with the guidance counsellors in one way or the other.

With reference to their personal / social development need, 70.8% accepted that guidance counselling impact their personal/ social development needs while 29.2% disagreed. The overall mean of 2.92 below the 3.0 on a mean scale of 1-4 implies that the effect of guidance counselling on the personal/ social development need of the students is moderate. Specifically, 81.2% (281) accepted that guidance counselling has help them established personal goal while 18.8% (65) disagreed. Similarly, 79.8% (276) accepted that guidance counselling has helped them to self-discipline while 20.2% (70) disagreed. Also, 79.2% (274) said guidance counselling has helped develop their self-esteem while 20.8% (72) disagreed. 74.0% (256) of students also opined that guidance counselling has helped improved on their communication skills while 26.0% (90) disagreed.

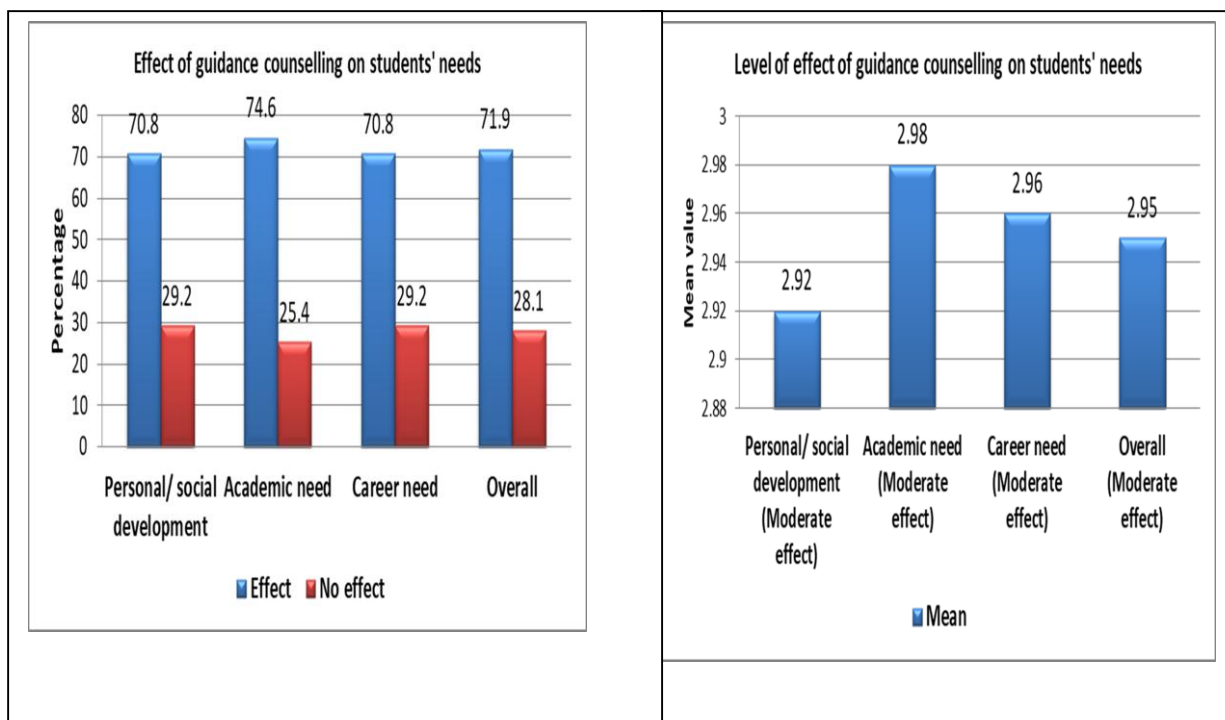
Similarly, 73.3% (253) accepted that guidance counselling has helped them in their moral values while 26.7% (92) disagreed. Furthermore, 72.5% (250) of students indicated that guidance counselling has helped improve on their decision-making skills while 27.5% (95) disagreed. Also, 72.98% (251) of the students reported abstinence from drug abuse thanks to guidance counseling while 27.2% (94) disagreed. Similarly, 70.4% (243) of students indicate that guidance counselling has helped develop right attitude in them while 29.6% (102) disagreed. Furthermore, 69.9% (241) of students reported that guidance counselling has helped develop right interpersonal skills, and anger management as accepted by 64.2% (222). Finally, 62.6% (216) of students indicate that guidance counselling has improve their awareness of prevailing disease in the world, provide them with skills to handle depression 62.3% (215) and help them to manage anxiety 61.4% (212).

With reference to their academic needs, 74.6% of them in overall indicate that guidance counselling has helped them academically while 25.4% disagreed. The overall mean of 2.98 below the 3.0 on a mean scale of 1-4 implies that the effect of guidance counselling on the students' academic need is equally moderate. Specifically, 80.6% (278)

of the students opined that guidance counselling provide them with different reading techniques while 19.4% (67) disagreed. Equally, 79.7% (275) said that guidance counselling has helped to develop good study habits while 20.3% (70) disagreed. Also, 77.4% (267) of students reported increase motivation for study thanks to counselling while 22.6% (78) disagreed. Correspondingly, 75.4% (260) of students opined that guidance counselling has helped them their examination success while 24.6% (85) disagreed. 72.2% (249) of the students also reported to have gained techniques to overcome procrastination while 27.8% (96) disagreed. Additionally, 73.9% (255) of students opined that improve in time management skills while 26.1% (90) disagreed. Likewise, 69.6% (240) of students reported academic resilient and finally, 64.9% (224) reported ability to come out with good personal studying time while 35.1% (121) disagreed.

Finally, with regard to career need, 70.8% of students opined that guidance counselling has helped them in their career need while 29.2% disagreed. The overall mean of 2.96 below the 3.0 on a mean scale of 1-4 implies that the effect of guidance counselling on the career need of the students is also moderate. Specifically, 75.1% (259) of students opined that counselling has provided them with useful information on the availability of career opportunities while 24.9% (86) disagreed. Likewise, 73.9% (255) also opined that guidance counselling has helped them in career orientation while 26.1% (90) disagreed. Similarly, 72.8% (251) of the students indicate that guidance counselling has helped them to be creative while 27.2% (94) disagreed. Equally, 72.2% (249) of students opined that guidance counselling has helped provides them with knowledge of their competence /talents while 27.8% (96) disagreed. Also, 70.4% (243) of the students accepted that guidance counselling has helped provides them with employability skills while 29.8% (102) disagreed. Closely, 69.0% (238) of students accepted that guidance counselling has helped them to select course directed to their career and provide them with career information while 31.0% (107) disagreed. Finally, 64.3% (222) of the students agreed that guidance counselling has helped provides me with Entrepreneurial skills while 35.7% (123) disagreed. The figure below also shows the overall effect of guidance counselling on students' needs.

**Figure 18: Effect of Guidance Counselling on Students' Needs for those who Have been Guided and Counsel (n=345 out of 1213)**



As shown on the figure above, among the very few students 345 out of 1213 that accepted to have received guidance counselling, 71.9% accepted that guidance counselling has impacted their needs while 28.1% disagreed. And, the academic need of the student was found to improve more 74.6%, followed by personal / social development 70.8% and career need 70.8%. However, the effect of the guidance counselling on the students' needs is moderate with all mean value below 3.0 on a scale of 1-4. Thus, this signifies need for significant improvement on the implementation of guidance counselling programs.

**Table 36: DHR at MINESUP and Head of Service for Guidance Counselling Opinion on Effect of Guidance Counselling on Students' Needs**

Themes	Quotation
Career growth	“I can say that those students that have been fortunate to make use of guidance counselling have profited from information needed for their career growth”. (Respondent: Male; 50 years of age and 24 years of work experience).
Improved academic performance, behaviour change and career information	<p>“Students that have utilized our guidance counselling services has improved in their academic performance. More so some students have benefited from the career information that was provided to them.” (Respondent: Female; 39 years of age and 12 years of work experience)</p> <p>“I can say positively because those in need of guidance counselling have reported with good results and improve behavioural changes.” (Respondent: Female; 40 years of age and 13 years of work experience).</p> <p>“I can say mostly students that have utilized our service have profited positively in their academic and career development.” (Respondent: Female; 36 years of age and 8 years of work experience).</p>

Among all four respondents interviewed, they all opined that students who make use of guidance counselling services experience career growth due to information received from counsellors as narrated “.....*I can say that those students that have been fortunate to make use of guidance counselling have profited from information needed for their career growth.....*”. (Respondent: Male; 50 years of age and 24 years of work experience). However, others said students enjoy improve academic performance, behaviour change and career information when make use of counselling as narrated “.....*Students that have utilized our guidance counselling services has improved in their academic performance. More so some students have benefited from the career information that was provided to them.....*” (Respondent: Female; 39 years of age and 12 years of work experience).

### Testing of Hypothesis Four

**Ho4**-The implementation of guidance counselling services does not have a significant influence on student's needs.

**Ha4**-The implementation of guidance counselling services has a significant influence on students' needs

**Table 37: Perceived Effect of Guidance Counselling Services on Students' Needs**

Pearson test		Students' needs			
		Social / developmen t need	Academi c need	Career need	Overall correlation coefficient value
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).

Calculated r-value=.298, at df of 345, 95cl, critical r-value =.104.

As a reminder, from the analysis of the students' opinion on provision of guidance counselling services, out 1213 sampled, only 345 of the students accepted to have received at least one or more services of guidance counselling. Based on this, the verification of hypothesis four was also computed using only students (345) who had receive at least one or more guidance and counselling services to better weight the effect on them. And, statistically, findings showed that implementation of guidance counselling services significantly correlate with students' needs (R-value 0.298\*\*, > critical value of 0.104, 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 programme 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 services 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 are 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. Therefore, the hypothesis that states the implementation of guidance counselling services has a significant influence on students' needs was accepted.

**Research Question Six: What model could be used to ensure the proper implementation of the Guidance counselling services in State Universities?**

This model was addressed by making use of primary and secondary data. Primary data include suggestions from respondents to effectively implement guidance counselling in Cameroon state universities as seen below while secondary data include previous studies and information from literature review in chapter two.

**Table 38: Suggestions to Improve on Effective Implementation of Guidance Counselling in the University**

Participants	Themes	Groundings	Quotations
Student suggestions	Improve students' awareness of existence of counsellors	82	<p>"They should make students know about their presence"</p> <p>'Awareness should be created to students on their presence"</p> <p>"Students should be informed of their presence in school".</p> <p>'Create awareness of their presence By creating awareness to students"</p> <p>"They should announce their presence to students"</p> <p>'They should make students know about their presence'</p> <p>"Indicating the office of counsellors to make them accessible to students"</p> <p>"Counsellors should move from class to class indicating their presence"</p> <p>"Awareness should be created in the mind of students about their presence"</p>
	Incorporation in the curriculum and timetable	71	"By adding guardian counselling as a major course"

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		<p>“The course should be included in the timetable”</p> <p>“The course should be included in the timetable”</p> <p>“The course should be included in the timetable”</p> <p>“It should be added like a course in the timetable”</p> <p>“By making guardian counselling a course”</p> <p>“It should be added as a course in the university”</p> <p>“Guardian and counselling sessions should be added on the school timetable”</p> <p>“Their time should be scheduled on the university timetable”.</p> <p>“Counselling should be added to the list of courses offered by the university”</p> <p>“It should be studied as a course in the university”</p> <p>“It should be added to the school curriculum as an independent subject”</p>
Regular seminars/ orientation/counselling	60	<p>“By organizing seminars regularly”</p> <p>“Orientation classes should be organized by counsellors”</p> <p>“Seminars need to be organized for counselling</p> <p>“</p> <p>“Proper counselling should be provided to students daily”</p> <p>“By creating days for counselling students”</p> <p>“Guardian counselors should organize seminars to educate students”.</p> <p>“By constant orientation to students on their services and importance”</p> <p>“They should organize classes to offer counselling to students needing them”</p> <p>“Seminars should be organized even twice a month”</p> <p>“Reaching out to student so they know of their presence in the campus”.</p> <p>“Continuous face to face guidance counselling should be provided to students”</p> <p>“Counselling should be done on weekly basis”.</p> <p>“Orientation classes should be organized by counsellors”</p> <p>“They should carryout personal online counselling</p> <p>“They should schedule sessions to have talks with students”</p> <p>“Organizing Regular meetings and seminars”</p> <p>“Counselling should be organized frequently”</p> <p>“By organizing counselling classes”</p> <p>“Organize seminars frequently”</p>
Employed more counsellors	44	<p>“More counsellors should be employed”</p> <p>“Employing more counsellors”</p> <p>“Increase the number of counsellors”</p> <p>“Increase the number of counsellors”</p>

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		<p>‘Providing more counsellors to meet up with the population of the students’</p> <p>“They should increase their population to meet up with that of the students”</p> <p>“By increasing the number of counsellors”</p> <p>“Train more counsellors”</p> <p>“By creating an online platform”</p> <p>‘Creating an online platform’</p> <p>“Create social media platforms for communication”</p> <p>‘Create an online platform for communication’</p> <p>‘By creating online platforms for counselling’.</p> <p>“They should provide online counselling to students”</p> <p>“They should communicate online with students”.</p> <p>“Organize online counselling to students”.</p> <p>‘Create a website where students can get to them’</p> <p>‘Create a website to help upload videos of counselling’</p>
Digital technology (Online platforms)	35	
Communication and meetings with students	33	<p>“Create a good communication place for students”</p> <p>“They should try and create more time to spend with students”</p> <p>“They should make out time to reach out to students accordingly”</p> <p>“They should increase their population to meet up with that of the students”.</p> <p>“By meeting students one on one for talks”</p> <p>“Increase communication”</p> <p>“They should get to students on a face-to-face talk</p> <p>They should talk to students face to face”</p>
Sensitization of students on importance	31	<p>“The importance of guardian counsellors should be told”</p> <p>‘By making sure that students are willing to take their services in to consideration’</p> <p>“They should always come up with seminars to sensitize the students”.</p> <p>“Increase sensitization to students and parents on the importance of counselling services”.</p> <p>“A general campaign of sensitization should be carried out</p> <p>The students should be sensitized on the presence and importance of guardian counsellor n campus”.</p>
Approach students correctly	6	<p>“They should do their best in approaching students correctly”</p> <p>‘They should be trained to speak politely to students’</p> <p>“They should not be harsh on students so they will freely express themselves to them”</p>
Departmental counsellors	5	<p>“A counselling department should be established”</p> <p>“We should have departmental counsellors”</p>

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			<p>“By providing a guardian counsellor in each department”</p> <p>““They should organize departmental counsellors”</p>
	Reinforce the counselling department	3	<p>“Reinforce the counselling department”</p> <p>‘A counsellor should be assigned to every department”</p> <p>“The department should be supported”</p>
	Counselling facilities	3	<p>“Provide good communication tools for counselling”</p> <p>‘Creating a large hall”</p> <p>“Provision of equipment”</p>
	Good counsellor student relationship	2	<p>“They should create good teacher to student relationship”</p>
	Class-to-class counselling	2	<p>“They should move from class to class to inform students “</p> <p>“Need for counsellors to move from class to class to talk to students”.</p>
	Time factor	2	<p>“They should be given more time to spend with us</p> <p>They should create enough time for students”</p>
	Making counselling mandatory	2	<p>“They should make it mandatory to all students”</p> <p>“Students should be compelled to visit them before applying in to the university”.</p>
	Seriousness and truth from students	1	<p>“Students should tell the truth when going in for counselling”</p>
	Use of posters	1	<p>“By providing adequate information of their services through posters and fliers”</p>
	Bilingualism	1	<p>“They should be flexible in communicating with the 2 official languages”</p>
<b>Counsellor’s suggestions</b>	Improve recognition of counselling/ counseling department in each faculty	15	<p>“Counsellors should be included in the disciplinary council”.</p> <p>“Central administration of the university should consider guidance counselling”.</p> <p>“Guidance counselling services should fully function in each faculty in the university”.</p> <p>“They should recognize the role of guidance counsellors”.</p> <p>“Guidance counselling should be sent to all the faculties in the university”.</p> <p>“Those in charge of guidance counselling should give guidance counselling the place it merits”.</p> <p>‘There should be participation in the different faculties of the university”</p>
	Implement counselling at basic school level	5	<p>“Counselling should start from primary school”</p> <p>“Counselling should start from primary schools”</p> <p>“Counselling should start from primary schools to secondary and universities.</p>
	Well defining of counsellor’s position in the university	5	<p>“The minister of higher education should define or provide an organization that shows the position of guidance counsellors to be well</p>

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		defined for counselling to be really recognize in the university".
		"Produce a status for guidance counselling in universities"
Need for follow up and supervision	4	"There should be follow up". "Regular supervision from the ministry". "There should be a team top always supervise if counselling is well implemented in states universities".
Policy revision and amelioration	3	"Revise the policies of guidance and counselling". "Revise the policies of guidance and counselling" "They should come out with a text to ameliorate guidance counselling".
Support for counselors	3	"Counsellors should be supported one hundred percent". "They should support the head of service who has background in counselling" "The leaders of the university should embrace the help and assistance from counsellors".
More counsellors	3	"Increase the number of counsellors" "They should increase the number of counsellors in universities". "Many counsellors should be recruited and spread to the various faculties".
Improve counsellors training	2	"Counsellors should be well trained". "The training of guidance counsellors should be improve"
Budget allocation for counselling	2	"Put financial allocation for the counselling department" "Produce a budget for guidance counselling".
Sensitization	2	"Sensitization should be done" "Sensitization should be carried out".
Making counselling mandatory	1	"Services of a counsellor should be made compulsory in all the state universities"
Adequate work space	1	"Provision of adequate working space".
Orientation day	1	"Organization of the orientation day".

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Both students and guidance counsellors gave many suggestions to improve on implementation of guidance counselling services in state Universities. On the part of students, many of them said students should be made aware of the services, counselling be incorporated in curriculum and time table, regular seminars, orientation, counselling be organised, more counsellors be employed, counselling services should be provided online, frequent meetings and communication should take place between guidance counsellors and students and students be sensitized on the importance of guidance counselling. Other suggestions mentioned by a few students are that guidance counsellors should use the right approach, each department should have a counsellor, counseling department be reinforced, counselling facilities be made available, counsellors should move from class-to-class to

counsel students, time be allocated for counselling, counseling be made compulsory, students should be serious, posters be used to disseminate information to students and counsellors should be bilingual.

On the part of guidance counsellors, many of them suggested improve recognition of counselling/ counseling department in each faculty while some said counselling should start at the basic level of education, the position of guidance counsellors be well-defined in the university, effective follow up and supervision to ensure proper implementation be carried out, policy should be revise, guidance counsellors should be supported by school administrators, more counsellors be employed, counsellors training be improve, budget should be allocated for counselling, students be sensitized, counselling should be made compulsory, adequate work space be provided and orientation day should be instituted.

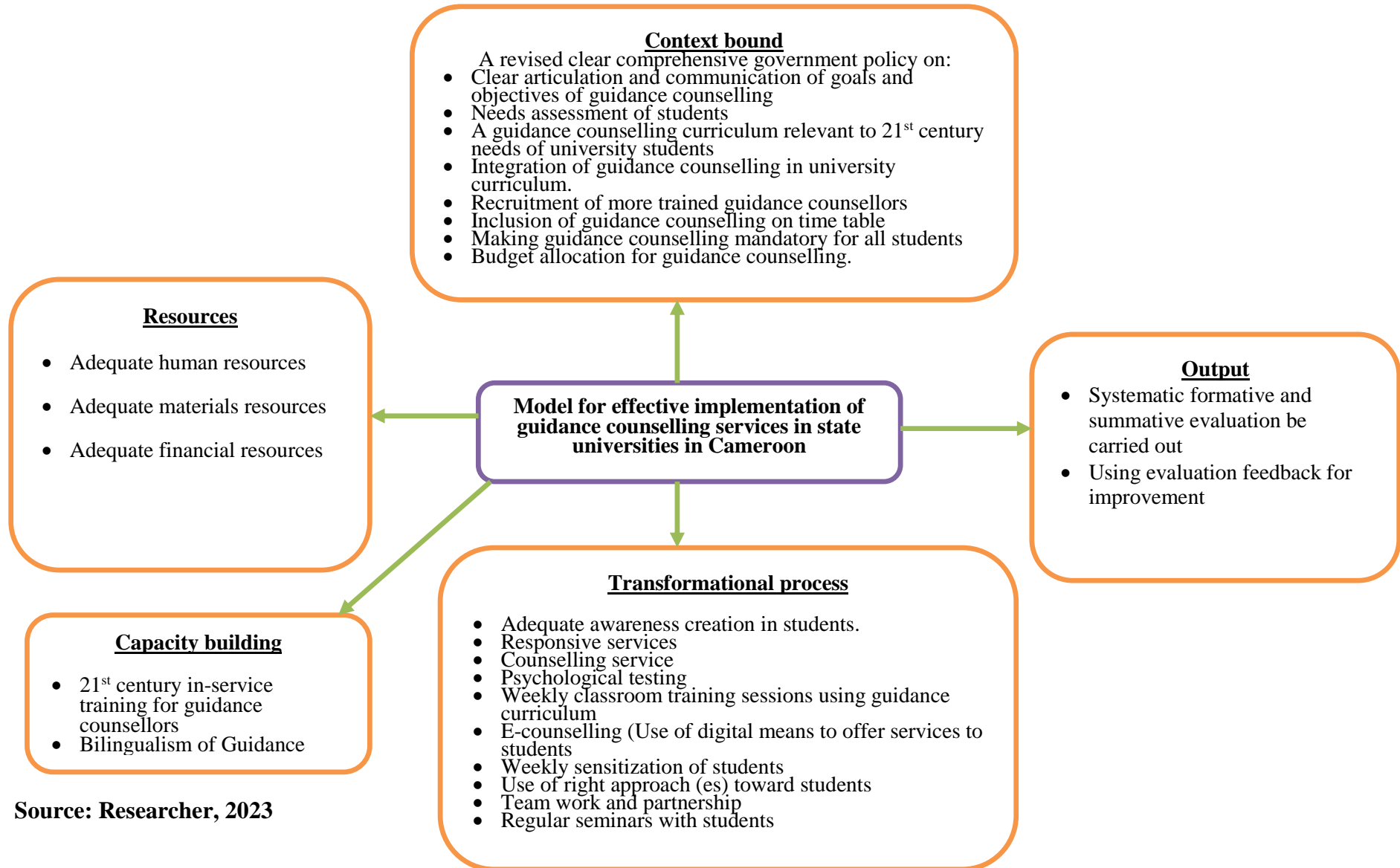
**Table 39: DHR at MINESUP and Head of Service for Guidance Counselling Opinion on Suggestions for Effective Implementation of Guidance Counselling Services**

Themes	Quotation
<ul style="list-style-type: none"> <li>• In-service training for counsellors,</li> <li>• Clear policies,</li> <li>• Awareness creation</li> <li>• Enabling environment,</li> <li>• Material resources,</li> <li>• Making guidance counselling mandatory,</li> <li>• Involve counsellors in disciplinary councils,</li> <li>• Train more counsellors and,</li> <li>• Inclusion on school time table</li> </ul>	<p>“The first proposal will be for higher education to reform clear policies that will structure the implementation of guidance counselling in the universities. There’s also need to create public awareness of the important role of guidance counselling in state universities. The university administrators should see to it that guidance counselling is given the conducive environment needed for implementation of its services. Also, there’s need for the ministry to organize seminars to train and provide guidance counsellors with more knowledge on how to tackle student’s problems”. (Respondent: Male; 50 years of age and 24 years of work experience).</p> <p>“First of all, we need clear policies that will define the role of guidance counselling in state universities and these policies need to be followed up by MINESUP to make sure that the top administrators of the university are implementing the policies. New policies should also redefine the task of a guidance counselor. There should be policies on the need for guidance counsellors to participate in disciplinary councils in the universities. As it is guidance counsellors are not allowed to participate in the disciplinary councils because there’s no law stating their presence. More, so there’s need to send more guidance counsellors and provide the material resources needed for effective implementation. Guidance counselling should be made compulsory in the university. Time and space should be created for training sessions there by providing students with what they need to develop their skills in order to face the challenges ahead.” (Respondent: Female; 39 years of age and 12 years of work experience)</p> <p>“Firstly, there should be provision of guidance counselling on the time table. Secondly guidance counselling should be given the place it deserves in the university, thirdly there’s need to send more trained guidance counsellors.” (Respondent: Female; 40 years of age and 13 years of work experience).</p> <p>“Innovation should be done in certain aspects of guidance counselling programmes in the university, strong and clear policies should be formulated to support the effective functioning of guidance counselling. University administrators should embrace guidance counselling positively. More training should be given to guidance counsellors on psychological testing.” (Respondent: Female; 36 years of age and 8 years of work experience).</p>

Furthermore, based on DHR at MINESUP and head of service for guidance counselling opinion on suggestions for effective implementation of guidance counselling services, they suggested in-service training for counsellors, clear policies, awareness should be made, enabling environment, provision of material resources, making guidance counselling mandatory, involve counsellors in disciplinary councils, train more counsellors and, the inclusion on school time table. This could be seen in some of the statements below “.....*First of all, we need clear policies that will define the role of guidance counselling in state universities and these policies need to be followed up by MINESUP to make sure that the top administrators of the university are implementing the policies. New policies should also redefine the task of a guidance counselor. There should be policies on the need for guidance counsellors to participate in disciplinary councils in the universities. As it is guidance counsellors are not allowed to participate in the disciplinary councils because there's no law stating their presence. More, so there's need to send more guidance counsellors and provide the material resources needed for effective implementation. Guidance counselling should be made compulsory in the university. Time and space should be created for training sessions there by providing students with what they need to develop their skills in order to face the challenges ahead.....*” (Respondent: Female; 39 years of age and 12 years of work experience)

“.....*The first proposal will be for higher education to reform clear policies that will structure the implementation of guidance counselling in the universities. There's also need to create public awareness of the important role of guidance counselling in state universities. The university administrators should see to it that guidance counselling is given the conducive environment needed for implementation of its services. Also there's need for the ministry to organize seminars to train and provide guidance counsellors with more knowledge on how to tackle students problems.....*”. (Respondent: Male; 50 years of age and 24 years of work experience).

**Figure: Model for Effective Implementation of Guidance Counselling Services in State Universities in Cameroon**



Source: Researcher, 2023

**Table 40: Summary of Findings**

Research questions	Statistical techniques	Findings
<p><b>Research Question One:</b></p> <p>What services do guidance counsellors provide in order to meet students' needs in some state universities in Cameroon?</p>	<p>Percentage and mean</p>	<p>Findings showed that information service, orientation service, counselling service, administrative service, evaluation service, placement and follow up service, personal counselling, referral service and guidance curriculum are the services provide by guidance counsellors with group sessions on guidance curriculum the least provided. Generally, the provision of these services from opinion of both guidance counsellors themselves and students is low with, students giving a much lower rating (Mean 0.16 below the cutoff point of 0.5 on a mean scale of 0-1) than the counsellors (Mean 2.44 below the cutoff point of 2.5 on a mean scale of 1-4).</p> <p>Specifically, for guidance counsellors, 66.7% accepted to provide 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. Also, less than 50% that is 46.5% of guidance counsellors accepted to provide counselling service to students while 53.5% did not. and, the overall mean value of 2.46 even below the cutoff point of 2.5 indicates that provision of counselling service is low. Furthermore, only 35.6% of guidance counsellors accepted to provide orientation 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. With reference to referral service, 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. Concerning placement and follow up service, 46.3% of guidance counsellors accepted to offer it while 53.7% did not and, 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. Based on implementation of group sessions on guidance curriculum only 20.8% accepted to offer such service while many 79.2% did not and, the overall mean of 2.00 below 2.5 on a mean scale of 1-4 implies that implementation of group session on guidance curriculum is low. Furthermore, only 25.9% of guidance counsellor accepted to carried out evaluation service while many 74.1% did not and the overall mean of</p>

2.08 below 2.5 on the mean scale of 1-4 implies that evaluation service is low. Finally, based on administrative service, 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.

On the side of students, only 22.0% of them accepted that information service is provided while majority 88.0% denied and the overall mean of 0.22 below 0.5 on a scale of 0-1 indicate that information service is low. With reference to orientation service, only 22.3% of students accepted that orientation is provided while many of them 77.7% denied and, the overall mean value of 0.22 below 0.5 on a scale of 0-1 indicates that orientation service is low. Based on referral service, many of the students 84.0% have never been referred while 16.0% have been referred and, the overall mean value of 0.16 below 0.5 on a scale of 0-1 indicates that referral service is low. 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 and, 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. Based on psychological evaluation, 92.4% of students said is not done while 7.6% said is done and, the overall mean value of 0.08 below 0.5 on a scale of 0-1 indicates that psychological evaluation service is very low. Concerning personal counselling, many of the students 75.1% denied to have received such counselling while 24.9% agreed to have received and, the overall mean value of 0.25 below 0.5 on a scale of 0-1 indicates that personal counselling service is low. Lastly, based on group sessions on guidance curriculum, none of the students accepted that such service is provided.

**Research question two**

What is the level of usage of digital technology in guidance counselling in order to meet

Percentage, Mean, Thematic analysis and Pearson test

Descriptively, majority of guidance counselors 80.3% and students 92.4% denied that guidance counselling is digitalise while only 19.7% of the counsellors and 7.6% of students accepted. The use of digital technology in guidance counselling is very low as indicated by low mean value 1.89 for guidance counsellors and 0.08 for students which are far below the average cutoff point 2.5 on a scale of 1-4 and 0.5 on a scale of 0 to 1 respectively. Furthermore, finding out from the DHR at MINESUP and head of service for guidance counselling opinion on the use of digital technology of guidance counselling services, all four participants opined that guidance counsellors do use digital means to sometime pass information

students' needs in some state universities in Cameroon?

to students but, the use digital technology in guidance counselling was low. And, statistically, findings showed that the use of digital technology in guidance counselling significantly correlate with realization of students' needs (R-value 0.179<sup>\*\*</sup>, > critical value of 0.0619, *p*-value 0.002 < 0.05). The positive sign of the correlation value implies that students' needs are more likely to be met when guidance counsellors adequately incorporate digital means in service rendering. Although the effect is weak, the influence that digital technology has on students' needs was consistent as indicated by a double asterisks (\*\*) on the correlation value. The use of digital technology was found to significantly and positively correlate with all three types of students' needs. This again implies that the use of digital means in rendering guidance counselling services to students have multiple positive effects on them. 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 goes a long way to influence the attainment of other needs. Therefore, the hypothesis that states the usage of digital technology in guidance counselling significantly meets students' needs was accepted.

**Research question three**

What are the necessary resources available and used for the effective implementation of guidance counselling in some state universities in Cameroon?

Percentage, Mean, Thematic analysis and Pearson test

Descriptively, based on availability of resources for effective implementation of guidance counselling, 30.0% of the guidance counsellors indicated that resources are available while many 70.0% indicates that resources are not available. The overall mean value of 2.11 below the cutoff point of 2.5 on a scale of 1-4 implies that availability of resources for effective implementation of guidance counselling is low. Similarly, the DHR at MINESUP and head of service for guidance counselling equally hold the opinion that resource availability for effective implementation of guidance counselling is inadequate. statistically, findings showed that availability of resources for guidance counselling significantly correlate at strong level with realization of students' needs (R-value 0.684<sup>\*\*</sup>, > 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 counsellors are adequately provided with resources for effective implementation of guidance counselling. The influence that availability of resources has on students' needs was consistent as indicated by a double asterisks (\*\*) on the correlation value. The availability of resources was found to significantly, strong and positively correlate with all three types of students' needs. This again implies that adequate availability of resources to render guidance counselling services to students have multiple positive effects

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<p><b>Research question four</b></p> <p>What are the difficulties counsellors encountered during implementation of guidance counselling in some state universities in Cameroon?</p>	<p>Percentage, Mean, Thematic analysis</p>	<p>on them. 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. Therefore, the hypothesis that states the availability of resources has a significant influence on students' needs was accepted.</p> <p>Findings showed that majority of guidance counsellors 90.8% reported many difficulties face while 9.2% did not. The overall mean value of 3.63 above 3.0 on mean scale of 1-4 indicates that guidance counsellors are face with several difficulties. The frequently mentioned difficulties are language barrier, inadequate counsellors, lack of students' awareness of the services, lack of seriousness from students with guidance and counselling services, high student-to-counsellor ratio, and lack of interest by students in making use of the service. Other difficulties reported are inadequate communication, time factor, no inclusion on the school timetable/schedule, students failing to open up to guidance counsellors when they go for counselling, lack of facilities and equipment, no involvement of guidance counselors in disciplinary council, lack of clear policies, poor treatment approach from counsellors, lack of support from the school administrators, poor perception of counsellor role, the non-involvement of guidance counsellors in disciplinary councils, and lack of seminars for capacity building. And, statistically, the findings showed that challenges faced by guidance counsellors do have a strong and negative effect on the provision of students' needs (Overall r-calculated value= -0.708, &gt; r-critical value of .104, <i>p</i>-value 0.000&lt; 0.05). The negative sign of the correlation value implies that guidance counsellors' ability to effectively provide students' needs will continue to reduce if their challenges are not resolve. Specifically, students related challenges appear to impact negatively the provision of social or developmental needs the more (-.770), followed by academic needs (-.774) and finally career needs (-.648). Also, counsellors related challenges appear to impact negatively the provision of academic needs the more (-.735), followed by social/developmental needs (-.724) and finally career needs (-.580). Furthermore, school related challenges appear to impact negatively the provision of academic needs the more (-.767), followed by social or developmental needs (-.760) and finally career needs (-.650). Finally, ministry related challenges</p>
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appear to impact negatively the provision of social or developmental needs the more (-.786), followed by academic needs (-.676) and finally career needs (-.652).

**Research question five**

What effects does the implementation of Guidance counselling services has on students' needs

Percentage, Mean, and Pearson test

Descriptively, none of the guidance counsellors rated the implementation of guidance counselling high. To all the counsellors 100% (36), the implementation is basically low. With reference to the effect of guidance counselling on students' needs, among the very few students 345 out of 1213 that accepted to have received at least one or more services of guidance counselling, descriptively, 71.9% accepted that guidance counselling has impacted their needs while 28.1% disagreed. The academic need of the student was found to improve more 74.6%, followed by personal / social development 70.8% and career need 70.8%. The overall mean value of 2.95 below 3 on a scale of 1-4 implies that the effect of guidance counselling among the few students that have received is moderate. In support of the above descriptive findings, inferentially, 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 programme is effectively implemented. The influence that effective implementation of guidance counselling services has on students' needs was consistent as indicated by a double asterisks (\*\*) on the correlation value. The effective implementation of guidance counselling services 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. Therefore, the hypothesis that states the implementation of guidance counselling services has a significant influence on students' needs was accepted. The moderate effect that the guidance counselling services have on the students could be due to lack of available resources and many other challenges faced by the guidance counsellors as depicted in the study preventing enormous/high positive effects of guidance counselling on the few students who have been had encounter with the guidance counsellors in one way or the other. Thus, this signifies need for significant improvement on the implementation of guidance counselling programme.

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## CHAPTER FIVE

### DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

The study evaluated the implementation of guidance counsellors' programme on students need in state universities in Cameroon. Discussion of findings, conclusion and recommendation based on the data analysis conducted in chapter four are presented in this chapter.

#### **Discussion of the Findings**

This section discusses major findings, relating them to each research question and hypothesis.

#### **Research Question one: what services do guidance counsellors provide in order to meet student needs in some state universities in Cameroon**

The results of the findings showed that information service, orientation service, personal counselling service, administrative service, evaluation service, placement and follow up service, referral service, and group sessions on guidance curriculum are the services that were provided by guidance counsellor. Generally, the provision of these service from the opinion of guidance counsellors and students is low with students giving a much lower rating.

Specifically, the findings from guidance counsellors showed that the general provision of information service was not that high. On the part of the student's, majority of them refused that information service was provided. Specifically, the study revealed that majority of the students were not aware of the existence of guidance counselling in their university. They were not also aware of the location of guidance counselling office neither were they aware of the different services offered by guidance counsellors. It was also revealed that majority of the students were not provided with adequate information to help them with their personal/social, academic and career needs. The findings of this study are inline with the work of Setachew (2020), who carried out a study on the assessment of guidance counselling services centre in higher education institution in Ethiopia and found out that students were not aware of the presence of counselling centre and its role and orientation was not given to majority of the students. Similarly, Silva (2012) also found out that majority of undergraduate students were not aware of the existence of counselling services in Sri Jaye Warderupura university. The study of Getachew and Gobena (2016) also

revealed that the provision of information on student career needs was very minimal and inadequate. The findings of this study also fall in line with the works of Seyoum (2011) who carried out a study on revitalizing quality using guidance counselling in Ethiopian higher education and found out that students were not aware of the types of guidance counselling services provided in their university. Furthermore, the findings of the present study relate well with the works of Getachew (2020), who carried out a study on assessment of guidance counselling service center in Higher Education institutions in Ethiopia and found out that students were not aware of the presence of the counselling center and its role.

The present study also revealed that majority of guidance counsellors did not provide appropriate information concerning students to the university administration and to parents. This is contrary to the views of Schmidt (1999), who earlier suggested that guidance counsellors should always communicate valuable information on students educational and career concerns to both students and parents. The findings are also in line with the works of Agi (2013), who found out that consultation with parents was the least service provided by guidance counsellors. The results of the present study are contrary to the findings of Schimmed (2008), who found out that counsellors carried out regular consultation with parents, teachers and the school administration.

The findings from guidance counsellors also showed that the provision of orientation service was low. On the part of students, many of students denied that orientation services were provided. The study revealed that majority of the students were not orientated to their specialities. When students are not adequately orientated to their different fields or speciality in the university, there is a high probability that they will encounter problems that may affect their personal/social, academic and career development. It was revealed in this study that majority of the guidance counsellors did not organise visits to different professional schools or enterprise to help build student's career development. Even the organisation of student saloon and open-door orientation was not adequately carried out by guidance counsellors. In effect students may lack employability skills, entrepreneurial skills, critical thinking skills etc, because the above activities were not adequately provided to help them with their career needs. Orientation was not also provided to many students to help them adapt to their university environment. Also, Majority of the guidance counsellors also failed to orientate parents with regards to their children welfare. The findings of this study are in line with the works of Agi (2013), who found out that excursion visits with students was one of the least services provided by Guidance counsellors. The findings of this study are contrary to the

works of Maupa (2020), who revealed that guidance counsellors provided effective orientation to students in zimbabwean universities. Also, the results of this study did not reflect the opinion of Ahmad (2010), who earlier opined that orientation should be given to help student adapt to their new environment. The findings also do not support the views of Rao (2006), who opined that guidance counsellors should effectively help students choose the educational course that suits their competence. Also, the results of the present study relate well with the works of Getachew (2020), who reported that orientation was not given to newly admitted students.

Moreso, both guidance counsellors and students rated the provision of referral service low. Specifically, the findings of this study showed that majority of the students were not referred to other services in the community to help them with their personal/social, academic and career problems. Referral services are very much needed in the counselling profession because there are problems that are beyond the guidance counsellor capacity to solve, in this case it is the role of the guidance counsellors to refer the student to appropriate place in the community in order to help solve identified students' problem. For example, a student that is suffering from health issues may be referred by the guidance counsellors to a specialist. Thus, when students are not adequately provided with reference service, their specific personal/social, academic and career needs may not be addressed. This implies that the results of the present study did not conform with the views of UNESCO (2000), who insisted on the need for for school counsellors to refer students with with special problems to experts that can help solve their problems. The findings of this study are in line with the works of Maupa (2020), who found out that referral service was ineffective in Zimbabwean universities. The results of this study are contrary to the study of Lemesa (2018) who demonstrated that counsellors effectively referred students to different specialists in the community.

Furthermore, the findings from the views of guidance counsellors revealed that the provision of personal counselling is low. while majority of the students denied to have receive personal counselling. Many students revealed that they have never been in a face-to-face counselling with their university counsellor. The study also revealed that guidance counsellors did not carry out personal counselling frequently neither did they carry out counselling with parents. Even guidance counsellors rated the provision of individual counselling low. This indicates that students with distress were not provided with adequate counselling. This can further lead to more frustration and stagnation because student's personal needs were not met. Failure to counsel students to make good decisions concerning

their problems may hinder student's ability to transcend to the next level of actualizing their goals. This is in support with the views of Maslow Hierarchy need theory of 1943 and Albert Bandura Social Cognitive theory. According to Maslow (1943), an individual need to satisfy his basic needs before transcending to another need. Failure to meet his/her needs may lead to frustration and stagnation. Bandura in his social cognitive theory established that student's behaviours emanate from the environment and there is need for educators to help create a conducive environment in order to achieve desirable behaviours. In this light, educators are seen as models to students. Thus, Guidance counsellors in educational institutions are seen like mentors or tutors to help shape and motivate students to desirable behaviours. Failure for counsellors to effectively carry out personal counselling with students may lead to increase deviant behaviour and other social ills in the university milieu. The results of this study are contrary to the propositions of Okene (2013) who earlier opined that guidance counsellors in any educational institutions should carry out effective face to face counselling sessions in order to help students personal, relationship, academic and professional issues. The present study is in line with works of Sahin (2009), who carried out an evaluation study on guidance counselling and found out that counselling services were ineffective. The findings of this study also tie with the works of Maupa (2020), who found out that consultation service was ineffective.

Also, with regards to placement and follow up service, the results of guidance counsellors show a low provision of the placement and follow up service. On the part of the students, the findings revealed that majority of the students denied to have receive placement and follow up service. This implies that guidance counsellors did not adequately prepare students for the labour market neither did they adequately help students transitioned from the university education to their future place of work. In addition to this, the study also revealed that majority of guidance counsellors failed to prepare students for admission to other vocational institutions or higher institutions. In effect, failure to adequately follow up and placed students in appropriate institutions according to their needs may cause confusion, frustration, stagnation and unemployment. The findings of placement service are in line with the works of Maupa (2020), who found out that a great number of students saw placement and follow-up service ineffective. The results of this study did not reflect the opinion of UNESCO (2000) who earlier opined that effective placement service should prepare students for admission to other educational institutions or programmes. The current study did not

align with the views of Ramirez (2014), who earlier pinpointed that effective follow-up services should be provided in order to evaluate how effective the placement activity was.

The results of the findings from guidance counsellors showed that the implementation of group sessions on guidance curriculum was the least provided service in some state universities in Cameroon. The implementation of group sessions on their personal guidance curriculum is very low while none of the students accepted to the provision of group sessions on guidance curriculum. This implies that only few guidance counsellors practically carry out group sessions on students needs. Effective guidance counsellors were supposed to carry out needs assessment and design a guidance curriculum that is supposed to be implemented in groups in order to help meet the needs of every student. In this regard, many students gain different skills when guidance curriculum is adequately provided. Thus, Low provision of guidance curriculum only indicates that majority of university students needs were not addressed. The results of the present study did not reflect the views of ASCA (2019), who reiterated on the need for guidance counsellors to design guidance curriculum that addresses the developmental needs of the learner and to deliver the guidance curriculum in group sessions, guidance centers or in classrooms with counsellor acting as a teacher or a mentor. Campbell and Dahir (1997), added that the school guidance curriculum should assist students in acquiring and using longlife learning skills and it should also be preventive in nature. This study also did not align with the principles of Tyler model which insisted on the need for educators to design learning experiences that meet students needs. The findings of this study are in line with the works of Boitt (2016), who found out that the guidance curriculum was not fully implemented.

Majority of guidance counsellors did not carry out evaluation service. It emerged from the current study that majority of guidance counsellors never organised meetings to determine their attainment of their general and specific objectives. The findings of this study did not align with one of the principles of Stufflebeam model and Tyler model which highlighted the need for implementers to always carryout evaluation to ascertain if their programme goals and objectives have been attained. Also, the findings of the current study are contrary to opinion of UNESCO (2008), who earlier highlighted that guidance counsellors should carryout evaluation activities to help determine the effectiveness of guidance counselling in achieving the stated goals and objectives of the guidance counselling programme. The study did not also align with views of Schmidt (2003), who insisted on the

need for guidance counsellors to carry out evaluation regularly in order to respond to the changing needs of students and the entire educational community.

Most importantly, majority of the guidance counsellors never carried out psychological testing of students in order to determine their problems. The findings from students showed that majority of them denied to have received psychological evaluation. Psychological testing is very important in guidance counselling. Psychological testing helps counselors to get a true picture of the client's problem. Having a clear picture of student's problems enable counsellors to make proper planning or organise proper interventions to help solve the client's problem. Thus, failure to diagnose student's problems leads to accumulation of personal/social, academic and career problems. The findings of this study are in line with the works of Agi (2013), who found out that psychological testing was one of the least services provided by guidance counsellors. Also, the results of the present study are in line with Maupa (2020), who reported that evaluation services of guidance counsellors were ineffective in Zimbabwean Universities.

The findings also shows that administrative service is not high. Administrative function of guidance counselling is very important because it involve planning and organization of their services. This implies that there is need for the service to have a written mission statement, plan and organize their activities, design a guidance counselling calendar in order to outline the different activities to be carried out within the year, collaborate with the university administrators to draw statistics during student's registration and also design counselling brochures with information of the university. These administrative tasks were well spelled out in the guidance counselling programme (MINESUP, 2000). This implies that the results of the present study did not align with the recommendations of MINESUP, (2000). The findings showed that these administrative activities were not adequately implemented. Failure to plan and organize guidance counselling activities lead to ineffective implementation. The results of this study are contrary to the propositions of ASCA (2012), who opined that guidance counsellors should plan their activities by designing their calendars that shows the distribution of each guidance counselling activity/service and time allocation for the activity/service. The calendar also helps to sensitize the educational community on the different activities of guidance counselling in school. The results of the current study are also contrary to the opinion of Gibson (1990), who opined that a well organised counselling plan will indicate the audience to be served, the objectives of the service (mission) and the methods of service delivery. The present study is contrary to the

findings of Boitt (2016) who found out that planning in guidance counselling was well implemented.

In order to provide more detailed information on the provision of guidance counselling service in Cameroon state universities, an interview was conducted with DRH MINESUP 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 services are provided, the provision rate is low.

The fact that the general implementation of Guidance Counselling in state universities was low, it is in conformity with the works of Amede & Ihuma (2018) who carried out a study on evaluation of Guidance and Counselling services in secondary schools in Lagos state and found out that the level of implementation of Guidance Counseling services was low. Also, Boitt (2016), found out that the service delivery of guidance counsellors where not fully implemented and most of the programme component was poorly implemented. Similarly, Liyasu (2011), asses the implementation of the blueprint on guidance counselling in Nigerian secondary schools and found out that what was formulated in the blueprint was not sufficiently implemented, thus the implementation level was low.

The findings of this study 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. Newa et al (2021) also carried out research on the factors 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.

The findings of this study are also in line with those of Nweze et al (2014) who found out that there was little provision of counselling service to help students. In the same manner, Khalid et al (2020) 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. The findings are also line with

that of Salin (2009) who evaluated guidance counselling and found out that guidance counselling services were not adequately provided. From the findings of this study, it can be concluded that the implementation of the context of CIPP model in guidance counselling was low. Oseiwu (2014), also found out that the level of guidance counselling among the students in Kogi state university was not significantly high.

**Research Question Two: What is the level of usage of digital technology in guidance counselling in order to meet student needs in some state universities in Cameroon?**

The use of digital technology in guidance counselling was very low as indicated by both guidance counsellors and students. The statistical findings showed that the use of digital technology in guidance counselling significantly correlate with the realization of students needs.

Specifically, based on counsellor's opinion on the use of digital technology in guidance counselling, majority of guidance counsellors only accepted to carryout personal research in the internet in order to upgrade their knowledge in guidance counselling. However, all of them disagreed to have a guidance counselling website, uploads of training sessions on websites and use of projectors in group counselling when delivering training sessions in the classroom or offices.

Also, majority of guidance counsellors disagreed that they have an email where students/parents can reach them with their problems, neither do they keep personal records on safe websites. They also disagreed on the use of standardized text online to help with students needs. Many of the counsellors also disagreed to usually carryout video charts with students either through skype, zoom, google meet or WhatsApp. However, some of the guidance counsellors agreed to usually communicate with students through text messages or phone calls. The findings of this study are in line with the works of Anyamene & Nwokolo (2012), who found out that the level of usage of Information and Communication Technology in counselling university students was low. The results of this study are contrary to the findings of Beidoglu et al (2015), who carried out a study on school counsellors use of information and communication technologies in school counselling practices in North Cyprus schools and found out that school counsellors had an overall positive opinion on the use of information and communication technology. Similarly, the findings of this study do

not align with the works of Ekechukwu et al (2016), who found out that information and communication technology was highly used by guidance counsellors to provide information on student's problems, interview students and also used to interpret student's problems.

Based on student's opinion on the use of digital technology in guidance counselling service, many of the students denied that guidance counsellors upload training session on e-learning in order to prepare them for future happenings. Similarly, majority of students denied the use of online counselling through skype, zoom, or WhatsApp. This study falls in line with that of kolog et al (2014) who researched on counselling implementation and found out that students had very little information about the use of ICT in counselling.

The findings from the interview with the DHR at MINESUP and head of service for guidance counselling in the university opinion on the use of digital technology in guidance counselling showed that the use of digital technology by counsellors was low. Statistically, findings of hypothesis 1 showed that the use of digital technology in guidance counselling significantly correlate with realization of student needs. The positive sign of the correlation value implies that student needs are more likely to be met when guidance counsellors adequately incorporate digital means in service rendering. Although the effect is weak. The findings conform with that of Chebelu, (2012) who found out that the effectiveness of guidance counselling in university is determine by the use of ICT tools. This implies that if university counsellors make use of digital tools, students' needs will be effectively addressed.

**Research questions three: what are the necessary resources available and used for the effective implementation of Guidance counselling in some state universities in Cameroon.**

Based on the availability of resources for effective implementation of Guidance Counselling, Majority of the Guidance counsellors indicated that resources were not available. Statistically, the results of the findings showed that the availability of resources for guidance counsellors significantly correlate at a strong level with the realization of students needs.

Specifically, all the Guidance counsellors disagreed that they had different career experts in different field for career orientation days and administrative assistance in the effective implementation of Guidance Counselling. Similarly, majority of Guidance counsellors disagreed that they have adequate trained Guidance counsellors in the university.

Also, most counsellors disagreed on the availability of remuneration. Most of the Guidance counselors disagreed on the availability of ICT tools. Furthermore, majority disagreed on the availability of psychological tests. Funds for acquisition of counselling facilities were not available. The study also revealed that majority of Guidance counsellors accepted to the usage of available materials resources at their disposal.

The findings based on the interview response from the DHR at MINESUP and heads of service for Guidance counseling showed that the resources for implementation of Guidance counselling were not adequate. Statistically, findings showed that the availability of Guidance Counsellors resources significantly correlate at strong level with realization of student's needs.

The findings of Hako (2016) are in line with the results of this study. Hako found out that teacher counsellors had inadequate funds for school counselling programme, there was also inadequate stationery and inadequate counsellors. The results of the findings of this study are also in line with the works of Amede & Ihuma (2018) who found out that psychological tests, funds for counselling service, comfortable office were not available for the effective implementation of guidance counselling in secondary schools in lagos. The findings of this study also align with the works of Anyamene & Nwokolo (2012), who investigated on the availability and use of information and communication Technology Resources for counselling university students in South East Nigeria and found out that ICT facilities were inadequate. In line with the findings, Nwaze et al (2014) found out that 77.33% of the respondents were of the view that Guidance Counselling resources were not available and insufficient. Similarly, the findings of this study are in line with those of Owino (2013) who carried out a study on the nature of Guidance Counselling services in secondary schools in Eldoret Kenya and found out that Guidance Counselling unit lacked the necessary physical and human resources needed for effective Guidance Counselling. The findings of the present study also relate with the works of Mawire (2011), who reported that there was lack of financial resources to carryout guidance counselling activities in Trockley school. The study is also in accordance with those of Cheruiyot & Orodho (2015) who examined the human and physical resources preparedness to provide effective Guidance and Counselling services in secondary schools in Bureti sub country Kenya and found out that computer assisted technologies, furniture materials and other necessary guidance counselling resources were inadequate. The findings of this study are also are in congruence with those

of Ogar (2010) who established that the necessary facilities and materials for counselling were not available.

The findings of this study are contrary to the views of Gysbers and Henderson (2012) who pointed out that the strength of guidance counselling programme is measured in terms of its resources. According to them, available adequate resources is very important for a successful programme. Also, the results of the findings did not fall in line with the views of Stufflebeam and Tyler. According to Stufflebeam (1971) and Tyler (1979), for any programme to be effective, there's need for adequate resources to help in programme implementation. Thus, the input component of the CIPP evaluation model was inadequate.

**Research questions four: What are the difficulties counsellors encountered during the implementation of Guidance Counselling in some State universities in Cameroon?**

Findings for research question four showed that majority of Guidance counsellors face many difficulties. Statistically, the results of the present study showed that the difficulties encountered by guidance counsellors do have a strong and negative effect on the provision of students needs.

Majority of the guidance counsellors reported limited physical facilities, lack of seminars/conferences for in service training, insufficient salary, low counsellor client ratio, no provision of Guidance Counselling on the university time table, poor Government policy, insufficient fund allocation for the provision of guidance counselling services, poor perception on the role of Guidance counselors in the university amongst the education community, low level of awareness on the immediate future benefits of Guidance counselling, inadequate trained counsellors, fear on the part of those in need of Guidance Counselling to open for counselling, non-involvement of Guidance counsellors in disciplinary councils, lack of a well-defined National Guidance curriculum, little or no support from other administrative staff and limited office space for Guidance Counselling. However, majority of the guidance counsellors also disagreed to the lack of office for Guidance counselling.

The most identified difficulties by many students were: language barrier, inadequate counsellors, lack of student's awareness of the services, lack of seriousness from students, high students to counselor ratio, lack of interest, time factor, no inclusion of Guidance counselling on the time table, the fear on the part of students to open up for counselling and

poor perception of counselors role. Other difficulties identified by DHR MINESUP and heads of Guidance Counsellors include lack of student's awareness of the service and lack of clear policies.

The results of the findings are in line with the work of Majoko (2013) who investigated the challenges in school Guidance and counselling services provision for children with disabilities in Zimbabwe and found out that counselors lacked materials and physical resources, no clear policy and mission statement to support Guidance and counselling activities and lack of training on the part of Guidance counselling. The findings of this study are also in accordance with the study of Demiret & Yazgunoghu (2013) who found out that effective functionality of Guidance curriculum was hindered by inadequate trained counsellors, inadequate time and lack of physical resources. Also, the works of Boitt (2016) revealed that Guidance counsellors faced many difficulties during programme implementation such as inadequate facilities, funding, unqualified personnels and lack of time. Similarly, the findings of this study are in line with the work of Amede & Ihuma (2018), who also revealed that inadequate funding for counselling services, inadequate guidance counsellors, lack of time interfered with the attainment of Guidance counselling objectives.

Moreso, the findings of this study relate with the works of Ekechukwu et al (2016), who discovered that inadequate fund and lack of adequately trained guidance counsellors hindered the use of ICT in guidance counselling in secondary schools in Imo State Nigeria. The findings of this study also support the findings of Sikanyika (2021), who found out that shortage of competent guidance counsellors, inadequate facilities, inadequate time for guidance counselling activities, limited space and little support from the administration and parents hindered the implementation of Guidance Counselling Programmes in secondary schools in Lunga district, Zambia.

Equally, one of the difficulties faced by university counsellors was low counsellor student ratio. This is in conformity with the works of Agi (2013) who evaluated the status of Guidance services in River state secondary schools in Nigeria and found out that Guidance counsellors encountered many challenges during the implementation of Guidance counselling such as low counsellor student's ratio. It was revealed that no school was found in conformity with the required standard counsellor ratio of 1: 300. All of the schools registered very high counsellor ratio of 1: 870, 1: 931 and 1: 1700. Agi also found out that

funds for the provision of basic guidance counselling facilities were not available. Thus, the findings showed that the process evaluation of the CIPP model of Stufflebeam faced a lot of difficulties during implementation of guidance counselling in state universities.

**Research question five: what effects does the implementation of Guidance counselling services has on students' needs?**

The findings of this study indicates that the effect of Guidance Counselling among the limited number of students who received it is moderate. The academic needs of students were found to improve more than the personal/social and career needs. Amongst others, majority of the students opined that guidance counsellors provided them with different techniques of reading, helped them established personal goals, helped them with self discipline skills and also helped them with useful information on the availability of career opportunities. Inferential findings also showed that the implementation of Guidance Counselling programmes significantly correlates with student's needs. The moderate effect that Guidance Counselling services have on the few students that had an encounter with university Guidance Counsellors could be due to lack of available resources and many other difficulties faced by the Guidance Counsellors as depicted in the findings of the study. This implies that with available adequate resources and improve use of digital technology and other innovative methods in service delivery, the effects of Guidance Counselling on students' needs could have been high. This signifies the need for significant improvement on the implementation of Guidance Counseling programmes. Thus, the product component of the CIPP evaluation model of Stufflebeam has been measured to ascertain the impact the implementation of guidance counselling has on student's needs. From the findings, it was revealed that the few students that made use of guidance counselling services were moderately helped in their personal/ social, academic and career needs. This implies that if implementation rate of guidance counselling was high, many students could have benefited from the guidance counselling programme. This is also in line with Maslow Hierarchy theory of needs that earlier identified the needs of humans and the importance of interventions to meet those needs. Also, the findings are in line with the theory of Albert Bandura who earlier established that since students needs erupts from the environment, the educational instructor should create a suitable environment to modify student's behaviour in a desired way. This implies that there's need for guidance counsellors in university institutions to carry out effective interventions in order to achieve a desired behaviour.

The results of the study are in line with the works of Rowley et al (2005) who carried out an evaluation study on the comprehensive Guidance Counselling programme and found out that Guidance Counselling in school was helpful to the learner's developmental domains like interpersonal skills, survival, skill, and respect. Similarly, the results of the finding are in line with the work of Clans and Sit (2013), who evaluated school based psychological counselling and found out that counselling services helped learners in their academic personal and social needs. The findings of the present also correspond with the work of Oseiwu (2014), who found out 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. The results of the present study also relate well with the works of Van et al. (2013), who found out that counselling services helped learners in their academic, personal and social needs. Moreso, the findings of this study are congruence with the works of Kanga et al (2015), who revealed that guidance counselling was effective in promoting student's adjustment to school environment in public secondary schools in Kenya. Moreso, the results of this study are in line with the findings of Oguzie (2014), who found out that effective guidance counselling instilled in youths the spirit of consciousness that promoted peace, conflict resolution and national unity.

**Research question six. What model could be used to ensure the proper implementation of the Guidance Counselling services in state universities.**

This model was designed with the use of primary and secondary data, primary data was derived from respondent's suggestions to effectively implement Guidance Counselling in Cameroon State universities while secondary data took into consideration previous studies and information from literature review in chapter two.

Both students and Guidance Counsellors gave many suggestions to improve on the implementation of Guidance Counselling services in state universities. Among others, many students expressed their desire on the need to create an awareness of the services of Guidance Counselling, the need to incorporate Guidance Counselling in curriculum and university timetable, seminars should be organized regularly, more trained counsellors should be employed, Guidance Counselling services should be provided online.

On the other hand, many counsellors, DHR MINESUP and heads of Guidance Counselling services suggested improved recognition of the Guidance Counselling

department in the university. Also, others suggested the need for a functional Guidance Counselling at the basic education level (primary schools) in Cameroon, the position or role of Guidance counsellors in the universities should be well defined in government policies, there should be revision of educational policies guiding the implementation of Guidance Counselling, the need for university administrators to support the implementation of Guidance counselling. Also, Guidance Counselling should be made compulsory to university students and adequate work space should be provided.

From the above primary suggestions and secondary knowledge gotten from the literature, A model for effective implementation of Guidance Counselling was propose. This was in congruence with the views of CIPP Model of Stufflebeam and Kirkpatrick Model which emphasises on the need to propose solutions after the evaluation has been carried out in order to improve future programme.

## **Conclusion**

The research sought to evaluate the implementation of Guidance Counselling programme on students needs in four state universities in Cameroon. In order to carry out this evaluation task, the research employed three evaluation models and two theories to guide the formulation of objectives and research questions. The CIPP model was highly used because of its comprehensive nature. Six research questions and four hypotheses were formulated to guide this study, specifically this study was out to assess the services Guidance Counsellors provide in order to meet student's needs. Secondly the study was out to assess the use of digital technology in Guidance Counselling in order to meet student's needs. Thirdly, to find out if resources are available and used for the implementation of Guidance Counselling. Fourthly to find out the difficulties encountered by Guidance Counsellors during implementation. Fifthly, to determine the extent to which the implementation of Guidance Counselling services affects students' needs and lastly to design a model which could be used in future to ensure effective implementation of guidance counselling programme in state universities.

The findings of this study revealed that information services, orientation services, counselling services, administrative services, placement and follow up services, referral services, evaluation service were provided but the provision rate were rated very low from the opinion of Guidance Counsellors and students, with students given a much lower rating. The service that was the least implemented was group sessions on Guidance Curriculum and

evaluation service. Also, the results of the findings proved that the use of digital technology in Guidance Counselling is very low. However, the hypothesis that states; the usage of digital technology in Guidance Counselling significantly meet students' needs was accepted because there was a positive sign of the correlation value which implies that students need are more likely to be met when Guidance Counsellors adequately incorporate digital means in service rendering. The result of the findings showed that the necessary resources needed for effective implementation of Guidance counselling were not available. With regards to the testing of hypothesis, it was revealed that the availability of Guidance Counsellors resources significantly correlates with the realization of student's needs. Furthermore, the study revealed that Guidance Counselors encountered a lot of difficulties during implementation of Guidance Counselling programme. It was also revealed that out of the 1213 respondents that participated in the study, only 345 had a moderate positive effect. This is because only 345 respondents out of 1213 made use of the guidance counselling programme. Thus, implementation of Guidance Counselling impacted only 345 respondents out of 1213 respondents that participated in the study. The effect was moderate and most of the counsellors and students rated implementation of Guidance Counselling low.

From the findings, it was concluded that the implementation of Guidance Counselling was not effective in the four state universities. The moderate effects on the few students that utilized the services could be as a result of lack of necessary resources and other difficulties mitigating against the effective implementation of Guidance Counselling. In order to improve on future implementation of Guidance Counselling, a model was designed to help in future implementation. It is important for educational stakeholders and Guidance Counsellors to consider the recommendations of this study to enable future effective implementation of guidance counselling services in order to meet the 21<sup>st</sup> century needs of university students, thereby forstering quality and sustainability in the attainment of higher education objectives in Cameroon. It is also paramount for MINESUP, curriculum planers, university administrators, parents, students and the entire educational community to work in synergy with university Guidance Counselors in order to effectively implement Guidance Counselling services with the aim to meet university students' developmental needs.

### **Contribution of the study**

Many studies have been carried out in guidance counselling in different parts of the world. Nonetheless, this study is first of its kind to carryout a comprehensive evaluation on the implementation of guidance counselling programmes in some state universities, from the

view point of guidance counsellors, students and personnel in human resource department in charge of guidance counselling in the ministry of higher education in Cameroon. This study has revealed the strengths and weakness of the implementation of guidance counselling programmes which can be used in educational institutions to review or innovate their existing guidance counselling programmes.

The finding of the study also revealed the 21<sup>st</sup> century needs of students that need more attention. Based on the knowledge on students needs gotten from this study, guidance counsellors can work in synergy with other educational members to design proactive and reactive interventions that will help address students needs.

The findings also revealed that guidance counsellors faced enormous difficulties during implementation of their services. This knowledge is needed to mitigate against future challenges of guidance counselling programmes.

This study has also made tremendous use of the 21<sup>st</sup> century comprehensive guidance counselling skills with the use of digital technology in guidance counselling. The findings of this study provide guidance counsellors with knowledge on modern guidance counselling approach with the use of digital technology.

Future studies on evaluation of educational programmes can also use the present study as a reference or a resource for their studies.

The proposed model in this study can be adopted or adapted to other educational programmes in order to enable future effective implementation of educational programmes in other disciplines.

### **Implications of the Study**

The ineffective implementation of Guidance Counselling programme in some state Universities has far reaching implications for students and other educational stakeholders. It is pivotal to reiterate here that Guidance Counselling units are designed to support students in their personal/social, academic and career needs. However, when these services are poorly executed, several negative outcomes erupt.

Firstly, ineffective implementation of Guidance Counselling services often leads to poor academic performance among students. The lack of proper academic guidance may lead to poor course selection, time management problems, ineffective study strategies, low grades, repeated courses, lack of ability to develop good studying habits, motivation issues, lack of suitable effective techniques for reading, time management problems, lack of

cognitive attainment abilities, student's procrastination, lack of resilience in academic goals. The absence of functional counselling services can contribute to increase dropouts' rates. Students who encounter academic, financial and emotional difficulties may feel overwhelmed and unsupported, which might lead to premature withdrawal from studies. This might not only affect the student involved, it can also affect the overall retention of the institution.

Moreover, ineffective implementation of Guidance Counselling in the university milieu has a serious implication on the personal/social needs of university students such as difficulties in establishing personal goals, lack in communication skills, lack of self-discipline skills, lack in interpersonal skills, lack in decision making skills, lack in the right moral values in the society, low level of student's satisfaction and engagement, lack in leadership skills, and low esteem issues. Lack of proper Guidance and Counselling can exacerbate mental health issues among university students. Students can face significant pressure. Issues like stress, anxiety and depression may go unaddressed. This can tremendously affect the overall wellbeing of students.

In addition, poor implementation of Guidance Counselling programme can lead to indiscipline and many behavioural problems within the University milieu. Cases of misconduct, substance abuse and other deviant behaviours may increase.

Ineffective implementation may also lead to increased Career needs such as lack of career orientation, lack of information on career opportunities, lack of entrepreneurial skills, lack of creativity, lack of realization of self-actualization etc. University students may graduate without clear career goals or make uninformed career choices. This may lead to unemployment, underemployment or job dissatisfaction. Generally, ineffective implementation of guidance counselling may lead to low output. This can undermine the main objective of higher education which is to train students to be fully functional in the society.

The ministry of education may not attain their educational and vocational goals and objectives because poor academic performance, high rate in repetition, poor career choices may lead to high unemployment among youths. Also, possible students drop out may hinder the attainment of higher education goals and objectives. The society may be filled with frustrated and unsatisfied youths, who will not be functional in the society because they did not reach their full potentials. Lack in human resource may be the order of the day. Youths are future leaders of any society. When educational institutions fail to give youths, the

required training needed for their cognitive, affective, and psychomotor development, the society won't function well. Generally, ineffective implementation of guidance counselling may lead to increase social ills.

Furthermore, the findings of this study revealed that Guidance Counsellors face many challenges. If measures are not taken to curb these difficulties, guidance counsellors may feel frustrated with their jobs. Counsellors without true vocation may abandon counselling profession in search of greener pastures elsewhere because the counseling profession may not be yielding any good fruits. This is already a truism in the practice of guidance counselling in Cameroon, because many counsellors have been observed working in different services. Some are more into their personal business.

In conclusion, there is an urgent need to rectify, revise and bring innovative methods to enhance the implementation of guidance counselling in state universities in order to permit students to yield the required benefits and develop their full potentials which will help them to be self-actualize. Guidance counsellors may also derive some job satisfaction if innovative methods are being introduced in guidance counselling. This study provides innovative alternatives for future effective implementation. Thus, guidance counsellors, ministry of higher education and the entire education community in Cameroon need to adopt the proposals of this study in order to enhance future effective implementation of guidance counselling which will help in the attainment of higher education goals and objectives thereby producing good citizens that will be fully functional and active in the society.

### **Recommendations**

There's need to revise the policies guiding the implementation of Guidance Counselling in Cameroon universities. Clear policies should be formulated on the role and duties of Guidance counsellors in the universities because from the findings, Guidance Counsellors were carrying out other administrative functions that had no connections with Guidance Counselling (non-counselling functions), thus the duties of Guidance counselling were relegated to the background, since they were busy with other tasks given to them by the university Administrators. The revised policies should take into consideration the need for Guidance Counsellors to take part in disciplinary panels in the university. This is because up till date there's no university law authorizing Guidance Counsellors to take part in disciplinary panels, of which their role is very important during the disciplinary panel. This is where the follow-up of students is more felt. For example, university counsellors can

intervene in cases where students were suspended for examination malpractices. University counsellors can follow up students with disruptive behaviors and help address the situation in order to avoid educational wastage. The guidelines of the policies should also consider the implementation process and the elements should be mandatory for all university administrators to implement. Also, the revised policy should consider the need to create counselling centre in each university in Cameroon.

The Ministry of higher education should send more trained competent Guidance Counsellors to the university. In order for Guidance Counselling to be effective, there's need to employ more trained counsellors to adequately meet students' needs. This is because the results of the findings showed that they were only few Guidance Counsellors in each university. To be specific university of Buea had only 7 counsellors to a student's population of about 35000 students, university of Bamenda has only 11 Guidance Counsellors to student's population of about 15000 students, university of Yaounde I has only 30 counsellors to a student population of about 61000 students, university of Dchang has only 6 counsellors to a student population of about 39000 students. It should be noted that Cameroon educational law stipulate that the counselors to student's ratio should be 1:300 while ASCA stipulate 1:250, but this is not the case in practical terms because only few Counsellors are available to attend to thousands of students, thereby rendering implementation process ineffective. Thus, it is paramount for the ministry of higher education to send more trained Guidance counsellors to different faculties and each department should have more than two Guidance Counsellors depending on number of students found in that department.

There's need to create an external supervision and an internal supervision specifically for the follow up and monitoring of the implementation of Guidance Counselling in Cameroon universities. These supervision teams should be well organized in such a way that feedback gotten from the supervision should be used for programme innovations in Guidance Counselling. Effective supervision should also entail the monitoring process and progress of implementation.

Curriculum designers and policy makers should come up with a National standardised Guidance curriculum with general and specific objectives(standards). The Guidance curriculum should be based on the 21<sup>st</sup> century needs of university students in Cameroon. Thus, for this project to be realized, there's need to carry out a national need assessment on all university students in Cameroon.

Furthermore, there's need to organized seminars, workshops and conferences for inservice training and capacity building. Guidance Counsellors should be trained on the 21<sup>st</sup> century methods of service delivery. Specifically, they should be trained on the use of digital mechanism in Guidance counselling (e-counselling) management, service delivery, the use of psychological test and evaluation and research in guidance counselling.

Also, adequate materials resources should be allocated for Guidance Counselling to effectively implement their programmes. Books, counselling magazines, career, albums, video tapes, projectors and many other essential physical resources should be at the disposal of university counsellors. Adequate budget should be allocated for the activities of Guidance Counselling for example counsellors may organize excursion with students for visit of enterprises in order to upgrade students career skills.

There's an important need for university guidance counselors to implement career days, open door days in order to help university students for their career needs. In this regard, experts from different professions should be invited once in a while during "career days" or "open door days" to educate students on what it takes to have specific jobs.

Furthermore, general sensitization should be organized to create awareness to the educational community on the important role of Guidance Counselling and their existence in the university. This is because from the results of the findings, many students were not aware on the existence of Guidance Counselling in the universities. Sensitization can be done through television, radio stations and university amphi's and the use of social media mediums like Facebook, Instagram etc.

Also, there's need to implement Guidance Counselling in primary schools in Cameroon. In order for higher education to register a success story in Guidance Counselling, basic education should do its best to implement Guidance Counselling programme. When there's a solid foundation from the base, students personal/social academic and career development will be guaranteed. From the findings, it was revealed that many of these students were not familiar with Guidance Counselling. Thus, it's time to implement the 1998 law that stipulates the need for Guidance Counselling to start in primary schools.

More so, time should be allocated for Guidance counselling. There's need for the university administrators to create time for Guidance Counselling in the university. This time will enable counsellors to move from one amphitheater to the other to disseminate valuable

information on students' needs. A comprehensive Guidance curriculum will need time for the lessons to be taught.

In addition to this, Guidance Counselling should be incorporated into the university curriculum. It should be made compulsory for all students to participate in Guidance Counselling sessions before they could graduate. Guidance Counselling can be given a coefficient or a credit value in order to motivate students to show interest towards gaining the necessary skills and attitude needed for them to effectively integrate and be functional in the society.

The university administrators and other educational stakeholders should show their unconditional support towards the effective implementation of Guidance Counselling in Cameroon universities, this is because for Guidance Counselling to prove its worth, there's need for them to work in synergy with other members of the educational communities like parents, lecturers and university administrators.

Also, counsellors need to show seriousness and commitment towards their profession. There's need for guidance counsellors to exercise some rigour and discipline in their profession in order to meet students needs. It is very important for guidance counsellors to effectively plan their activities. Counsellors should learn to prove their worth by demonstrating their effectiveness in helping students, they should learn to respect their appointments with students and make themselves available to students. They should also valorize their profession by educating the educational community on the importance of Guidance counselling in any educational institution. Guidance Counsellors should constantly carry out research in order to upgrade their knowledge so as to help university students with their developmental needs. Guidance counsellors should carryout innovative strategies in service delivery in order to draw students towards them. Thus, university counsellors should exercise true vocation in their profession.

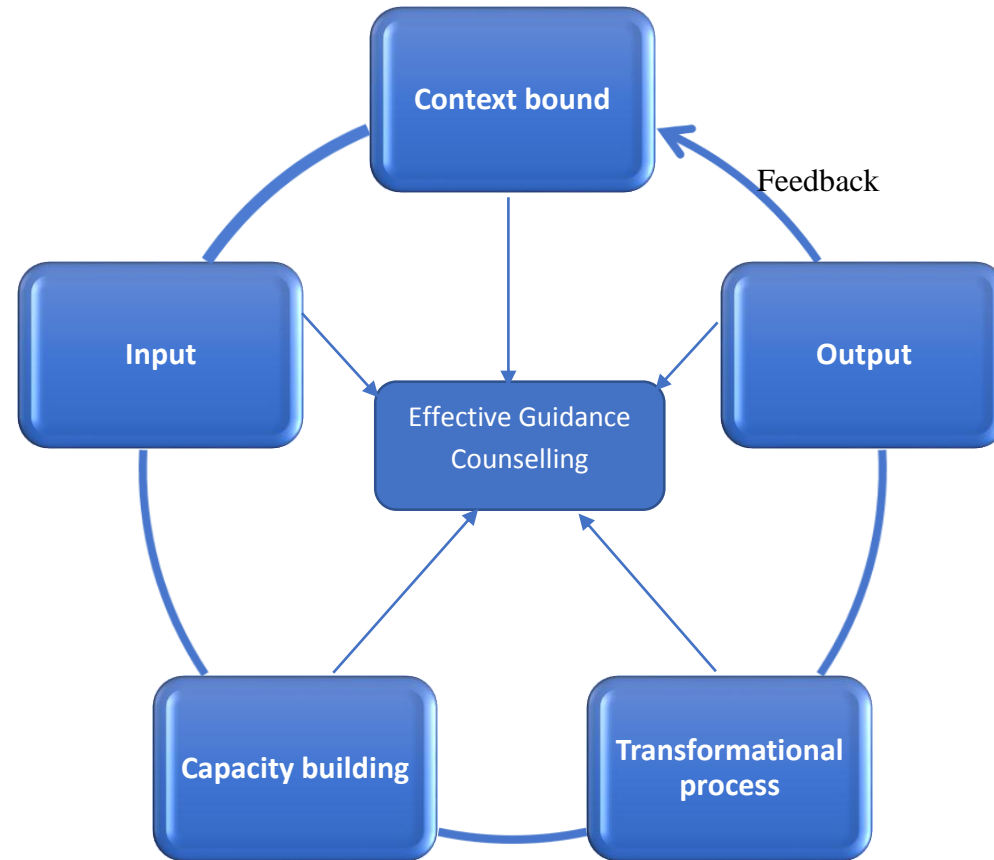
Students are called upon to show commitment to the activities of Guidance Counselling. University students should learn to read the notice boards, bill boards, and carryout research on the services available in their institution. Students are called upon to keep an open mind to useful information on television, radios and social medias. In order words they should cultivate the habit of researching for valuable information. University students should know that the main objective of Guidance Counselling in the university is to help them with their personal/social, academic and career development. Also, university students should be aware that failure to let Guidance Counsellors orientate them may lead to future dropout from the university and also frustration. Thus, it's important for them to be

aware of what Guidance counselling has to offer to them in order to avoid educational wastage.

It is also very important for Higher Teacher training colleges to train new upcoming counsellors on digital skills and the use of digital technology in Guidance Counselling. They should revise their curriculum and employ innovative technological methods in training student counsellors so that they will be up to the future tasks that awaits them in the university milieu.

The following model is proposed for effective implementation of Guidance Counselling.

**Figure 19 : Kates 2023 proposed Comprehensive Model for Effective Implementation of Guidance Counselling Services in State Universities in Cameroon**



**Source: Researcher, 2023**

### **Context bound**

The context here considers comprehensive revision of government policies. In order to improve on the implementation of guidance counselling there's need for the government to review his polices on the planning and implementation of guidance counselling in Cameroon state universities. Policy revision here include a comprehensive clear, concise articulation and commuication of policies on the goals and objectives of guidance counselling in higher education. The role and objective of guidance counselling should be clearly spelled out and communicated to all the members in the educational community. Certain administrative activities that are not linked to guidance counselling should be eliminated in order to provide guidance counsellors adequate time to plan and implement their activities. Also, the objectives of guidance counselling should not only limit itself to three developmental domains of students (personal/social, academic and career domain), the objectives should also include the environmental aspects of students. A comperehensive polices that dwell on four developmental aspects of students reflects a true picture the 21<sup>st</sup> century developmental skills of students.

A clear comprehensive policy should also include the guidance curriculum which is a salient component in the 21<sup>st</sup> century guidance counselling programme. It is however observable that the present guidance counselling programme in the university has failed to include this important component. Merely stating students needs in a programme without specifying the specific objectives or standards of each domain is not enough. Theres a lot of disparity and autonomy in designing guidance curriculum as seen from the low level of implementation of guidance curriculum in the study. The low implementation is an indication pointing to the fact that some of the counsellors did not know how to conceive and design individual guidance curriculum. Also, allowing counsellors to design their guidance curriculum in each university does not give room for harmonisation and national evaluation of guidance curriculum because any counsellor can design what ever they want in the name of a guidance curriculum. Besides, designing a guidance curriculum need special expertise. This implies that counsellors that lack this special knowledge will find it difficult designing their guidance curriculum. In order to fill this gap, there is an urgent need for government to review the guidance counselling programme which will take into cognizance the guidance curriculum. Therefore, it is important for government to formulate policies on the guidance curriumlum that will be a standardized national curriculum to be used by all counsellors in Cameroon universities. It is essential to note here that before designing a guidance curriculum, a general needs assessment on all university students

should be carried out. The need assessment should reflect the 21<sup>st</sup> century need of students. The guidance curriculum should have standards that is each training session should have general and specific objectives. These objectives will guide the guidance counsellor when delivering his/her training sessions. The objectives should be SMART. This implies that the objectives need to be specific, measurable, attainable, realistic and time bound. The guidance curriculum should also respect the principle of continuity, sequence and intergration. Continuity here implies that the selection of the content to be learned should built on each other in a continuous pattern. In this light, simple experiences will become the base for more complex experiences. The principle of sequence here implies that the content of the guidance curriculum should consider the developmental stage of the student. This implies that the content for level one university students should be different from the content or learning experience of level three university students. The principle of intergration mean each content should be related to the others.

A revise clear policy should also include the recruitment of more trained guidance counsellors who are competent in adressing the 21<sup>st</sup> century needs of students. Government should make sure these counsellors undergo further training with the aim to help the challenging needs of students. Clear Policies on resources for guidance counselling activities should also be formulated. These policies should precise the stakeholders responsible for the provision of the resources. The quantity and quality of resources should be taken into consideration in order to enhance future effective implementation of guidance counselling. Action should accompany these policies. A special team should be created in order to make sure that the resources are available and used. This implies that clear policies should also dwell on external and internal supervision of guidance counsellors in the university. Theres need for the government to create a specialised department specifically for external supervision of the activities of guidance counselling and also the university should also have an internal supervision for guidance counselling activities. Supervision is very important because it determine the effectivenesses of a programme by identifying the strengths and weaknesses of the implementation. Effective supervision provides feedback which gives room for further innovation or revision of the existing programme.

Clear comprehensive policies should also take into consideration the need to intergrate guidance counselling in the university curriculum. Theres need to include guidance counselling in the university time table. Guidance counselling should be made mandatory to all students so that they will take the service seriously. This action will help students to get to know the value of this important service and also help to sensitize the

entire educational community on the importance of guidance counselling in the university milieu. It should be reiterated here that government need to set effective mechanisms to ensure the effective implementation of the revised policies from the top to the bottom. Most importantly, guidance counsellors, students, parents and other educational commuinites should accompany the revision of guidance counselling programmes.

### **Input**

In order to improve on the implementation of guidance counselling programmes there is need for adequate political, human, material and financial resources. Political resources here involve government support through its policies towards guidance counselling which has been discussed above. Human resources involve Competent guidance counsellors, career experts, parents, university administrators and other society experts to work in synergy with the aim to forster future effective implementation of guidance counselling programmes in Cameroon. Material resources here include the provision of a guidance counselling center in each university in Cameroon. This center should contain seperate large furnished guidance counselling rooms equipped with computer, projectors, printers, desktops, radios, televisions, psychological tests, folders, filing carbinets, tape recorders, office registers for clients, career albums, counselling books, comfortable chairs, tables, cupboards, internet connection and other important stationeries. Information materials such as job advertisement, scholarships information, newsletters, training courses and opportunities, posters, monographs and others. Also, the guidance counselling center should be properly lighted and well organised. Each of the counselling center should have a website where students can log in when in need of guidance counselling. Thus, training sessions based on students needs should be uploaded in this website. Adequate finance should be provided for the effective functioning of guidance counselling programmes. Finance is needed to visit enterprises with students, organised open door days or career days and other fundamental activities that will help students to reach their full potentials.

### **Capacity Building**

As earlier mentioned above, effective implementation of guidance counselling will also depend on the competence and training of the guidance counsellors. The influx of ICT has brought in many challenges that demands guidance counsellors to possessed the 21<sup>st</sup> century skills in order to curb student's challenges. For example, the covid 19 challenge

obliged all counsellors to make use of digital technology. Guidance counsellors that were not digitally skillful could not make use of digital technology in guidance counselling. The findings of this study showed that the use of digital technology in guidance counselling was low. This indicates that there is need for seminars and conferences to educate counsellors on the use of digital technology. The findings of this study also revealed that the implementation of guidance counselling services was low which implies that guidance counsellors need to be conversant with innovative methods in service delivery. Organisation of in-service training is a necessary tool to fill in the gap. Counsellors should also carry out personal research on the internet in areas where they are lacking. Guidance counsellors should be able to use both English and French because language is a very important tool in communication. Understanding student's languages will help communicate their needs to counsellors which will enable guidance counsellors to come out with strategies or interventions that will provide solutions to student's problems. Besides, bilingualism is a necessary tool to all Cameroonians.

### **Transformational Process**

This process involves the activities guidance counsellors need to carry out in order to effectively implement their programme with the objective to transform students to a desirable behaviour which entails them to address students needs at the right time. Guidance counsellors need to create adequate awareness to students. Students need to be sensitized on the important role of guidance counselling. They need to know what the guidance counsellor has to offer to them. Guidance counsellors should carry out serious campaigns in the university to enable the entire educational community to know their functions and why their presence is inevitable in the 21<sup>st</sup> century world. These campaigns can be carried out in the amphitheatre, or through social media or the use of radios and televisions. This is because the finding of this study shows that many students were not aware of the existence of guidance counsellors in the universities, they were not even aware of the location of their office and what the service has to offer. Responsive services should be carried out in order to meet students needs. Guidance counsellors should also make use of different psychological tests in order to meet students needs. It should be reiterated here that the use of digital technology (e-counselling) in guidance counselling is very pivotal in the 21<sup>st</sup> century world. Guidance counsellors should make use of digital technologies in order to deliver their services to students. online counselling like instant messaging, chats, video counselling should be employed in order to meet the needs of many students. Social media platforms like

facebook, instagram, tiktok can be used to disseminate information to students. Radio and television should also serve the same purpose. Weekly classroom training sessions on guidance curriculum should be carried out. Guidance counsellors should also partner with big organisations and other administrators in the university in order to effectively carry out their services. Regular seminars and visits to enterprises should be carried out with students in order to meet their personal/social, academic, career and environmental needs.

### **Output**

To obtain a sustainable output, there is a need for implementers to carry out formative and summative evaluation. Formative evaluation should be carried out at the beginning of the programme which will help for modification and possible adjustment either on the method of delivery, the content of the programme or the resources used. Formative evaluation should be ongoing. Summative evaluation should be carried out at the end of the programme in order to determine the worth of the programme. Summative evaluation informs implementers on the success of the programme, if the general and specific objectives of the programme have been attained. For the purpose of testing student's knowledge if they have gained knowledge from the service rendered. Guidance counsellors can design a questionnaire to determine if students have gained knowledge or not. Feedback from the evaluation will be used for programme innovation. Guidance counsellors can either use a questionnaire to carry out general evaluation process. Interviews can also be used both in formative and summative evaluation to gather data concerning the progress and impact of the programme on the needs of students. Results or feedback from the output should be able to inform the context based on the progress of the programme and possible innovations.

### **Suggestions for further studies**

- ⇒ An evaluation study should be carried out on the implementation of Guidance Counselling on students' needs in private universities and other state universities in Cameroon.
- ⇒ The proposed model from the study should be tested.
- ⇒ A comprehensive evaluation study should be carried out on career counselling and student's employability skills in Cameroon universities.

- ⇒ Further research should be carried out on the use of digital technology in guidance counselling because the present study on the use of digital technology in guidance counselling was petty in scope.
- ⇒ A study on students' needs Assessment in state universities and private universities should be conducted.
- ⇒ Research should be carried out on stakeholders' perception of Guidance Counselling in higher education in Cameroon.

### **Limitations of the study**

- It was challenging to get access to online evaluation textbooks.
- It was also difficult to get all the counsellors and students from different departments in the four state universities.
- The anglophone problem in the South West and North West Region delayed the collection of data.
- The outbreak of corona virus also delayed this study.
- My daughter ill health also delayed this study.

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## APPENDICES

### APPENDIX 1

#### QUESTIONNAIRE FOR GUIDANCE COUNSELLORS

Dear Respondents,

My name is Ashu Bessem Kate, a PHD student at the University of Yaounde 1, faculty of Education, department of Curriculum and Evaluation. I am carrying out a study on the Evaluation of the implementation of Guidance Counselling on students' needs in some state universities in Cameroon. I believe that you have the information needed to complete this research. I solicit your participation to fill this questionnaire objectively by providing answer to the questions raised. Be rest assured that the information you will provide in this questionnaire will be treated confidentially and used strictly for academic purpose only.

#### **SECTION A: Socio Demographic Information**

**Instructions:** Please mark an x in the box corresponding to your most preferred responds and fill in the blank's spaces with short answers.

1) **Name of university**\_\_\_\_\_

2) **SEX:** male [ ] female [ ]

3) **AGE:** 20- 30years [ ] 31-40years [ ] 41-50 [ ] 50 years above [ ]

4) **HIGHEST EDUCATIONAL LEVEL**

Bachelor's degree [ ]

Diploma in Guidance Counselling [ ]

Masters [ ]

PhD [ ]

If other, please specify\_\_\_\_\_

5) **LONGEVITY AS A GUIDANCE COUNSELLOR**

Below 1 year [ ]

1-5 years [ ]

6-10 years [ ]

11-15years

15years above [ ]

### SECTION B: implementation of Guidance counselling services

Instructions, please place an x in the box corresponding to your most preferred response. Please use the following scales.

- Strongly Agree (SA)
- Agree (A)
- Disagree (D)
- Strongly Disagree (SD)

The responses in the scales are weighed as follows:

Option	Strongly SA	Agree A	Disagree D	Strongly Disagree SD
Weight	4	3	2	1

### SECTION C: Implementation of Guidance Counsellor services

Statements	SA	A	D	SD
<b>Information service</b>				
1) I usually provide students with the valuable information needed for their personal/social development				
2) I usually provide students with valuable information needed for their academic success				
3) I usually provide students with valuable information needed for their career training / development				
4) I usually attend seminars or conferences in order to obtain information needed for students' development				
5) I usually communicate appropriate information to parents or university administrators with regard to students' welfare				
<b>Individual Counselling Service</b>				
6) I usually conduct individual counselling to help students with their needs				
7) Students are comfortable during individual counselling sessions				
8) I usually conduct counselling with university administrators/ lecturers with purpose to meet students' needs				
9) I usually conduct counselling with parents in order to meet students' needs				

<b>Orientation service</b>				
10) Newly admitted students in the university are orientated to their different specialties				
11) Our service usually organize “open door days” for students career orientation				
12) I usually orientate parents with regards to their children general warfare				
13) Our services usually organize visits to different professional schools or enterprises to help build students career development				
14) Our service usually organize “student saloon “for student’s career needs				
15) Our university usually organize orientation day for academic and professional needs of students				
<b>Referral services</b>				
16) I usually refer students to appropriate services in the school or community to help them with their personal/social needs				
17) I usually refer students to appropriate services in the school or community to help them with their academic needs				
18) I usually refer students to appropriate services in the school or the community to help them with their career needs				
<b>Placement and follow up service</b>				
19) I usually help students transition from the university education to their future place of work				
20) I usually prepare students for admission to other vocational institutions or higher institutions				
21) I usually prepare students for labour market				
<b>Group sessions on Guidance Curriculum</b>				
22) There’s a written Guidance curriculum used by Guidance Counsellors in our service				
23) Topics in the Guidance Curriculum focuses on the 21 <sup>st</sup> century needs of students				

24) The Guidance Counselling Curriculum also have specific activities for other members of the educational community				
25) The Guidance Curriculum lessons are conducted regularly				
<b>Evaluation service</b>				
26) I usually carryout personal evaluation to assess the attainment of Guidance counselling objectives				
27) Our services periodically organize meetings to evaluate the attainment of General objectives of the implementation of Guidance counselling				
28) I usually carryout psychological testing to determine student problems				
<b>Administrative service</b>				
29) There's a written mission statement of Guidance counselling in our service				
30) The activities of Guidance counselling in our universities are well organize				
31) There's a Guidance counseling calendar outlining the different activities to be carried out in Guidance counselling				
32) Our school Guidance counselling plan is drawn with the consent of university administrators				
33) Our services usually draw statistics during registration in collaboration with the university authorities				
34) Our service usually analyze academic results at the end of each semester				
35) Our service usually designed counselling brochures/documents with information of the university				

36a) Do you carry out other services apart from the ones listed above?

Yes [ ]          No [ ]

36b) If yes please list them \_\_\_\_\_

### Section D: the use of digital technology in Guidance Counselling

Statements	SA	A	D	SD
37) I usually carryout personal research on the internet in order to upgrade my knowledge in Guidance Counselling				
38) Our service has a Guidance Counselling website				
39) Our service usually uploads training session on our website				
40) I usually carryout video chart with students either through skype, zoom, Google meet or WhatsApp in order to meet students' needs				
41) I usually participate in television or radio programmes to discuss prevailing issues affecting students' development				
42) Projectors are used in group Counselling when delivering training sessions in the classroom/offices				
43) I have an official e-mail where my students or parents can reach me.				
44) I usually keep students' personal records on safe websites online				
45) I usually communicate with students through text messages or phone calls				
46) I usually make use of standardized text online to help students with their needs				

### SECTION E

#### Availability of Resources for effective implementation of Guidance Counselling

**Instructions: please indicate the**

Statements	SA	A	D	SD
47) We have adequate trained Guidance Counsellors in our university				
48) Available University administrators to assist in the effective implementation of Guidance counselling				
49) Available career experts in different field for career orientation days				
50) Available Renumeration for Guidance counselors				
51) Available funds for Guidance counselling facilities/equipment				
52) Available guidance counselling rooms				
53) Available E-materials (e-books, journals, films, DVDS)				
54) Available Stationary (writing materials, pens etc)				
55) Available Information and Communication Technology tools				
56) Available career choice materials				
57) Psychological tests are available in our service				
58) I make use of all available resources at my disposal				

59a) Do you have other available resources in mind that is not listed above? Yes [ ] No [ ]

59b) if yes pls list them-----

### **SECTION F: Difficulties that hinder the effective Implementation of Guidance counselling services**

Instructions: please indicate the difficulties you encounter during the implementation of Guidance counselling in order to meet student's needs.

<b>DIFFICULTIES</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
60) No provision of Guidance counselling on the university time table				
61) Insufficient fund allocated for the effective provision of Guidance counselling services				
62) Limited office space for Guidance counselling				
63) No office for Guidance counselling				
64) Little or no support from other administrative staff				
65) Poor perception on the role of Guidance counselors in the university amongst the educational community				
66) Low level of awareness on the immediate or future benefits of Guidance counselling				
67) Inadequate trained counsellors				
68) Limited physical resources				
69) Poor government policy on Guidance counselling				
70) Fear on the part of those in need of guidance counselling to open up for counselling				
71) Lack of a well-defined National Guidance curriculum				
72) Lack of seminars/conferences for in service training				
73) Insufficient salary				
74) Low counsellor client Ratio				
75) Some Guidance Counsellors lack digital literacy				

76) Do you have other difficulties apart from the ones listed above?

Yes [ ] No [ ]

If yes please list them \_\_\_\_\_

77) From the scale of 1 to 10 rate the implementation of guidance counselling in your university \_\_\_\_\_

### **SECTION G**

Please propose changes to improve on the implementations of Guidance counselling in Cameroon universities

\_\_\_\_\_  
\_\_\_\_\_

THANKS FOR YOUR PARTICIPATION

**APPENDIX 2:**  
**QUESTIONNAIRE DES CONSEILLERS D'ORIENTATION**

Chers répondants,

Je me nomme Ashu Bessem Kate, étudiante en doctorat/Ph.D. à l'Université de Yaoundé I, Département de Programme et Evaluation. Je réalise une étude sur « l'Evaluation de la mise en œuvre du conseil d'orientation par rapport aux besoins des étudiants » dans certaines universités publiques du Cameroun. Je pense que vous disposez des informations nécessaires pour mener à bien cette recherche. Je sollicite votre participation pour remplir ce questionnaire de manière objective en répondant aux questions posées. Soyez assuré(e) que les informations que vous fournirez dans ce questionnaire seront traitées de manière confidentielle et utilisées uniquement à des fins académiques.

**SECTION A : Informations sociodémographiques**

**Instructions :** Veuillez mettre une croix (x) entre les crochets correspondants à vos réponses préférées et remplir l'espace vide avec des réponses courtes.

- 1) Nom de l'Université \_\_\_\_\_
- 2) Sexe mâle [ ] femelle [ ]
- 3) Age : inférieur à 30 ans [ ] 30-40 ans [ ] 45-60 ans [ ]
- 4) Niveau scolaire le plus élevé
  - Licence [ ]
  - Diplôme en conseil d'orientation [ ]
  - Master [ ]
  - Doctorat/Ph.D. [ ]
  - Si autre, veuillez spécifier \_\_\_\_\_
- 5) Longévité en tant que conseiller d'orientation
  - Inférieure à 1 an [ ]
  - 1-5 ans [ ]
  - 6-10 ans [ ]
  - 11 ans et plus [ ]

**SECTION B: Mise en œuvre des services de conseil d'orientation**

**Instructions :** Veuillez mettre une croix (x) dans les cases correspondantes à vos réponses préférées. Bien vouloir utiliser les codes suivants.

- Complètement d'accord (SA)

- D'accord (A)
- Pas d'accord (D)
- Complètement pas d'accord (SD)

Les réponses dans les codes seront affectées des scores suivants :

Option	Complètement d'accord SA	D'accord A	Pas d'accord D	Complètement pas d'accord SD
Score de la réponse	4	3	2	1

### SECTION C: Mise en œuvre du service de conseil d'orientation

Déclarations	SA	A	D	SD
<b>Service d'information</b>				
1) Je fournis généralement aux étudiants les informations précieuses nécessaires à leur développement personnel/social				
2) Je fournis généralement aux étudiants les informations précieuses nécessaires à leur réussite académique				
3) Je fournis généralement aux étudiants les informations précieuses nécessaires à leur développement professionnel				
4) J'assiste généralement à des séminaires ou à des conférences afin d'obtenir les informations nécessaires au développement des étudiants				
5) Je communique généralement des informations appropriées aux parents ou aux administrateurs de l'universitaire en ce qui concerne le-bien-etre des étudiants.				
<b>Service de conseil individuel</b>				
6) Je donne généralement des conseils individuels pour aider les étudiants à répondre à leurs besoins				
7) Les étudiants sont à l'aise lors des séances de conseil individuelles.				
8) Je mène généralement des actions de conseil avec l'administration de l'école dans le but de répondre aux besoins des élèves				
9) J'ai l'habitude de conseiller les parents afin de répondre aux besoins des élèves				

<b>Service d'orientation</b>				
10) Les étudiants nouvellement admis à l'université sont orientés vers leurs différentes spécialités				
11) Notre service organise généralement des journées portes ouvertes pour l'orientation professionnelle des étudiants				
12) J'oriente généralement les parents en ce qui concerne les conflits communs avec leurs enfants				
13) Nos services organisent généralement des visites dans différentes écoles professionnelles ou entreprises afin d'aider les étudiants à développer leur carrière				
14) Notre service organise généralement des salons d'étudiants pour leurs besoins professionnels.				
15) Notre service organise généralement une journée nationale d'orientation pour les besoins académiques et professionnels des étudiantes				
<b>Services de référencement</b>				
16) J'oriente généralement les élèves vers les services appropriés de l'école ou de la communauté pour les aider à répondre à leurs besoins personnels/sociaux				
17) J'oriente généralement les élèves vers les services appropriés de l'école ou de la communauté pour les aider à répondre à leurs besoins académiques				
18) J'oriente généralement les élèves vers les services appropriés de l'école ou de la communauté pour les aider à répondre à leurs besoins professionnels				
<b>Service de placement et de suivi</b>				
19) J'aide généralement les étudiants à passer de l'enseignement universitaire à leur futur lieu de travail				
20) Je prépare généralement les étudiants à l'admission dans d'autres établissements professionnels ou dans des établissements d'enseignement supérieur				
21) Je prépare généralement les étudiants pour le marché du travail				
<b>Séance de groupe sur le programme d'orientation</b>				
22) Il existe un programme de conseil d'orientation écrit utilisé par les conseillers d'orientation dans notre service				

23) Les thèmes du programme de conseil d'orientation sont axés sur les besoins des élèves au 21 <sup>e</sup> siècle				
24) Le programme de conseil d'orientation prévoit également des activités spécifiques pour d'autres membres de la communauté éducative				
25) Les leçons du programme de conseil d'orientation sont dispensées régulièrement.				
<b>Service d'évaluation</b>				
26) Je procède généralement à une évaluation personnelle pour déterminer si les objectifs du conseil en orientation ont été atteints				
27) Nos services organisent périodiquement des réunions pour évaluer la réalisation des objectifs généraux de la mise en œuvre du conseil d'orientation				
28) J'effectue généralement des tests psychologiques pour déterminer les problèmes des étudiants				
<b>Service administratif</b>				
29) Notre service dispose d'une déclaration de mission écrite sur le conseil d'orientation				
30) Les activités de conseil en orientation dans nos universités sont bien organisées				
31) Il existe un calendrier des conseils d'orientation décrivant les différentes activités à réaliser dans le cadre des conseils d'orientation				
32) Le plan d'orientation de notre établissement est établi avec l'accord des administrateurs de l'université.				
33) Notre service établit généralement des statistiques lors de l'inscription en collaboration avec les autorités universitaires				
34) Notre service analyse généralement les résultats académiques à la fin du semestre.				
35) .Notre service conçoit généralement des brochures/documents de conseil contenant des informations sur l'université.				

36) Effectuez-vous d'autres services en dehors de ceux énumérés ci-dessus ??

Oui [ ] Non [ ]

Si oui, veuillez les lister \_\_\_\_\_

### Section D: L'utilisation de l'outil digital dans le conseil d'orientation

Déclarations	SA	A	D	SD
37) J'ai l'habitude de faire des recherches personnelles sur Internet afin d'améliorer mes connaissances en matière de conseil d'orientation				
38) Notre service dispose d'un site web de conseil en orientation				
39) Notre service télécharge généralement les sessions de formation sur notre site web				
40) J'ai l'habitude de réaliser des entretiens vidéo avec les étudiants soit par skype, zoom, Google meet ou WhatsApp afin de répondre aux besoins des étudiants				
41) Je participe généralement à des programmes télévisés ou radiophoniques pour discuter des questions d'actualité qui affectent le développement des élèves				
42) Des projecteurs sont utilisés dans le cadre du conseil de groupe lors de l'organisation de sessions de formation dans les salles de classe ou les bureaux				
43) J'ai une adresse électronique officielle à laquelle mes élèves ou leurs parents peuvent me contacter.				
44) Je conserve généralement les dossiers personnels des élèves sur des sites Internet sûrs				
45) Je communique généralement avec les étudiants par le biais de messages textuels ou d'appels téléphoniques				
46) J'utilise généralement des textes standardisés en ligne pour aider les étudiants à répondre à leurs besoins				

### SECTION E : Disponibilité des ressources pour une mise en œuvre efficace du conseil en orientation

**Instructions :** veuillez indiquer les ressources disponibles dans votre service.

Déclarations	SA	A	D	SD
47) Nous disposons d'un nombre suffisant de conseillers d'orientation dans notre service				
48) Les administrateurs de l'université contribuent également à la mise en œuvre efficace des services de conseil d'orientation				

49) Mise à disposition d'experts en orientation professionnelle dans différents domaines pour les journées d'orientation professionnelle				
50) Rémunération effective des conseillers d'orientation				
51) Fonds disponibles pour les installations/équipements de conseil en orientation				
52) Il y a des bureaux de conseil d'orientation dans notre université				
53) Nous disposons de matériels virtuels (live virtuel, journaux, films, DVD)				
54) Nous disposons d'un matériel physique (matériels d'écriture, stylos etc.)				
55) Nous disposons d'outils de TIC				
56) Nous disposons de matériels d'aide à la détermination du choix de carrière				
57) Des tests psychologiques sont disponibles dans notre service				
58) J'utilise toutes les ressources disponibles à ma disposition				

59) Avec-vous d'autres ressources disponibles qui ne sont pas répertoriées ci-dessus ? Oui ( ) Non ( )

Si Oui, veuillez les énumérer-----

### **SECTION F : Défis qui entravent la mise en œuvre efficace des services de conseil en orientation**

**Instructions :** veuillez indiquer les défis que vous rencontrez lors de la mise en œuvre des services de conseil en orientation afin de répondre aux besoins des élèves.

<b>Défis</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
60) Pas de conseil d'orientation prévu dans l'emploi du temps de l'université				
61) Insuffisance des fonds alloués à la fourniture effective de services de conseil en orientation				
62) Espace de bureau limité pour les conseils d'orientation				
63) Pas de bureau pour le conseil d'orientation				
64) Peu ou pas de soutien de la part des autres membres du personnel administratif				
65) Faible perception du rôle des conseillers d'orientation à l'université au sein de la communauté éducative				
66) Faible niveau de sensibilisation aux avantages immédiats ou futurs du conseil d'orientation				
67) Insuffisance de conseillers formés				

68)Ressources physiques limitées				
69)Politique gouvernementale insuffisante en matière de conseil d'orientation				
70)Peur venant des personnes ayant besoin d'un conseil d'orientation de s'ouvrir à ce conseil				
71)Absence d'un programme national d'orientation bien défini				
72)Manque de séminaires/conférences pour la formation continue				
73)Salaire insuffisant				
74)Faible ratio conseillers-clients				
75)Certains conseillers d'orientation manquent de connaissance numériques				

76)Avez-vous d'autres défis à relever que ceux énumérés ci-dessus ?

Oui [ ] Non [ ]

Si oui, veuillez les lister \_\_\_\_\_

77)Sur une échelle de 1 à 10, évaluez la mise en œuvre des conseils d'orientation dans votre université\_\_\_\_\_

## SECTION G

78)Veuillez proposer des changements pour améliorer la mise en œuvre du conseil d'orientation dans les universités camerounaises \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MERCI POUR VOTRE PARTICIPATION

## APPENDIX 3

### EVALUATION QUESTIONNAIRE FOR STUDENTS

Dear Respondents,

My name is Ashu Bessem Kate, a PHD student at the Yaounde I university of Curriculum and Evaluation. I am carrying out a study on the Evaluation of the implementation of Guidance Counselling on students' needs in some state universities in Cameroon. I believe that you have the information needed to complete this research. I solicit your participation to fill this questionnaire objectively by providing answer to the questions raised. Be rest assured that the information you will provide in this questionnaire will be treated confidentially and used strictly for academic purpose only.

#### **Section A: Socio Demographic Information**

**Instructions:** Please mark an x in the box corresponding to your most preferred responds and fill in the blank spaces with short answers.

1)Gender male  Female

2)Age 17years-19years , 20years-23year , 24 years above

3)University of \_\_\_\_\_

#### **Section B: implementation of Guidance counselling services**

Instructions, please place an x in the box corresponding to your most preferred response.

##### **Notion on information services**

1) Are you aware of the existence of Guidance Counselling in your university?

Yes  No

2) Do you know where the office of the university Counsellor is located? Yes  No

3) Are you aware of the different services offered by your university Guidance Counsellor?

Yes  No

4) Does your Guidance Counsellor provide you with information related to your personal/social development?

Yes  No

5) Does your Counsellor provide you with information related to your academic development?

Yes [ ] No [ ]

6) Does your Guidance Counsellor provide you with information related to your career development?

Yes [ ] No [ ]

7) Does your Guidance Counsellor communicate appropriate information to your parents/guidance?

Yes [ ] No [ ]

### **Orientation service**

8) Did your Guidance Counsellors orientated you to your specialty when you were newly admitted into the university?

Yes [ ] No [ ]

9) Did you receive any orientation from your Guidance Counsellors to help you adapt to your university environment?

Yes [ ] No [ ]

10) Have you received any career orientation from your Guidance Counsellors since your stay in the university?

Yes [ ] No [ ]

11) 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?

Yes [ ] No [ ]

12) Has a guest speaker or a professional from a training institution/company ever spoken to you about your career?

Yes [ ] No [ ]

### **Notion on referral service**

13) Have your Guidance Counsellors ever referred you to other services in the community to help with your personal problems?

Yes [ ] No [ ]

14) Have your Guidance Counsellors ever referred you to other services in the community to help with your academic problems?

Yes [ ] No [ ]

15) Have your Guidance Counsellors ever referred you to other services in the community to help with your career problem?

Yes [ ] No [ ]

**Notion on placement and follow up services**

16) Does your university counsellor attend meetings with regard to your warfare?

Yes [ ] No [ ]

17) Does your university counselor prepare you for admission to other vocational institutions or higher institutions?

Yes [ ] No [ ]

18) Does your university Guidance counselors prepare you for transition to place of work after university?

Yes [ ] No [ ]

**Notion on personal counselling**

19) Have you been in a face-to-face counselling (personal counselling) with your university counsellor since your stay in the university? Yes [ ] No [ ]

20) Does your Guidance Counsellor carryout personal counselling frequently?

Yes [ ] No [ ]

21) Do you think other students also visit the university Guidance Counsellor for personal counselling?

Yes [ ] No [ ]

22) Does your Guidance Counsellor meet your parents privately to discuss issues related to you?

Yes [ ] No [ ]

**Psychological Evaluation**

23) Has your Guidance Counsellor ever administered a psychological test on you in order to diagnose your problem?

Yes [ ] No [ ]

24) Has your Guidance Counsellor ever administered psychological test on you in order to orientate you towards your appropriate career?

Yes [ ] No [ ]

25) Has your Guidance Counsellor passed any evaluation form to asses if you have gained any knowledge after your guidance counselling session?

Yes [ ] No [ ]

### **Group sessions on Guidance Curriculum**

26) Does your university have a written programme in Guidance Counselling with topics based on your needs?

Yes [ ] No [ ]

27) Is Guidance Counselling scheduled in your university time table?

Yes [ ] No [ ]

28) Does your Guidance Counsellor organize group forum where he/she dispatches training sessions of the Guidance programme (Guidance Curriculum)?

Yes [ ] No [ ]

29) Does your Guidance Counselor carryout need assessment frequently to innovate their Guidance programme?

Yes [ ] No [ ]

30) Is the Guidance programme framed to assist you with 21<sup>st</sup> century skills needed for long life learning?

Yes [ ] No [ ]

### **SECTION C: Notion on the use of digital technology in guidance counselling**

31) Does your Guidance Counsellor carryout personal online counselling with you either through skype, zoom, or WhatsApp or other digital tools?

Yes [ ] No [ ]

32) Have you ever been in a hall or an office where the counsellor uses projectors to pass his/her information?

Yes [ ] No [ ]

33) Does your university have a website for Guidance Counselling where you can log in for counselling when you are in need of help?

Yes [ ] No [ ]

34) Have you ever followed up Guidance Counselling programmes on television or radio?

Yes [ ] No [ ]

35) Does your Guidance Counsellors upload training sessions on e-learning in order to prepare you for future happenings?

Yes [ ] No [ ]

### **SECTION D**

36) List major challenges you think Guidance Counsellors face during implementation of Guidance Counselling in your university

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**SECTION E.****Impacts of the implementation of Guidance Counselling on students' needs**

**NB: PLEASE THIS SECTION IS ONLY FOR STUDENTS THAT HAVE RECEIVED ANY GUIDANCE COUNSELLING SERVICE.**

Please place an x in the box corresponding to the extent of your agreement in the table below.

No	Statements on students personal/ social development	SA	A	D	SD
	Guidance Counselling services:				
37)	Helps me establish personal goals				
38)	Helps me develop high self esteem				
39	Helps me to be self-discipline				
40	Helps improve my communication skills				
41	Helps me in anger management				
42	Provides me with skills needed to handle depression				
43	Helps me manage anxiety				
44	Helps me develop the right interpersonal relation skills				
45	Helps me with the awareness of prevailing disease in the world				
46	Helps me with decision making skills				
47	Helps me observe the right moral values in the society				
48	Helps me develop right attitude in order to successfully live with other members in the society				
49	Helps me abstain from deviant behaviors				
50	Helps me avoid substance Abuse				
<b>Statement on student Academic Needs</b>					
Guidance Counselling services:					
51	Helps me develop good studying habits				
52	Provides me with different suitable techniques of reading				
53	Helps me with the necessary motivation needed for studying				
54	Helps me to be resilient				
55	Provides me with a good personal studying time table				

56	Helps me with time management skills				
57	Provides me with tips for examination success				
58	Provides me with techniques to overcome procrastination				
59	Provides me with feedback needed for successful schooling				
<b>Statement on career needs</b>					
Guidance Counselling services: -					
60	Helps me with my career orientation				
61	Provides me with useful information on the availability of career opportunities				
62	Provides me with Entrepreneurial skills				
63	Helps me to be creative				
64	Provides me with employability skills				
65	Provides me with knowledge of my competence /talents				
66	Helps me with the selection of courses that are directed to my career				
67	Provides me with the requirements of other careers in the world				

**SECTION F**

68) Please suggest ways in which Guidance Counselling in your university can be improved in order to meet your needs \_\_\_\_\_

\_\_\_\_\_  
Thanks for your participation

## APPENDIX 4

### QUESTIONNAIRE DE EVALUATION POUR LES ETUDIANTES

Chers répondants,

Je me nomme Ashu Bessem Kate, étudiante en doctorat de Programme et Evaluation à l'Université de Yaoundé I. Je réalise une étude sur l'évaluation de la mise en œuvre du conseil d'orientation sur les besoins des étudiants dans certaines universités publiques du Cameroun. Je pense que vous disposez des informations nécessaires pour mener à bien cette recherche. Je sollicite votre participation pour remplir ce questionnaire de manière objective en répondant aux questions posées. Soyez assuré(e) que les informations que vous fournirez dans ce questionnaire seront traitées de manière confidentielle et utilisées uniquement à des fins académiques.

#### **SECTION A: Informations sociodémographiques**

**Instructions:** Veuillez mettre une croix (x) dans les crochets correspondants à vos réponses préférées et remplir l'espace vide avec des réponses courtes.

- 1) Sexe mâle [ ]    Femelle [ ]
- 2) Age 17-19 ans [ ],    20-23 ans [ ],    24 ans et plus [ ]
- 3) Université de \_\_\_\_\_

#### **Section B: Mise en œuvre des services de conseils d'orientation**

**Instructions :** Veuillez mettre une croix (x) dans les crochets correspondants à vos réponses préférées.

##### **Notion de services d'information**

- 1) Connaissez-vous l'existence des services de conseil en orientation ?  
Oui [ ]    Non [ ]
- 2) Savez-vous où se trouve le bureau du conseiller universitaire ?    Oui [ ]    Non [ ]
- 3) Connaissez-vous les différents services offerts par le conseiller d'orientation de votre université ?  
Oui [ ]    Non [ ]
- 4) Votre conseiller d'orientation vous fournit-il des informations relatives à votre développement personnel/social ?  
Oui [ ]    Non [ ]
- 5) Votre conseiller vous fournit-il des informations relatives à votre développement académique ?

Oui [ ] Non [ ]

6) Votre conseiller d'orientation vous fournit-il des informations relatives à votre développement de carrière ?

Oui [ ] Non [ ]

7) Votre conseiller d'orientation communique-t-il des informations appropriées à vos parents/tuteurs ?

Oui [ ] Non [ ]

### **Service d'orientation**

8) Vos conseillers d'orientation vous ont-ils orienté vers votre spécialité lorsque vous avez été admis à l'université ?

Oui [ ] Non [ ]

9) Avez-vous reçu des conseils de vos conseillers d'orientation pour vous aider à vous adapter à votre environnement universitaire ?

Oui [ ] Non [ ]

10) Avez-vous bénéficié d'une orientation professionnelle de la part de vos conseillers d'orientation depuis votre arrivée à l'université ?

Oui [ ] Non [ ]

11) Avez-vous déjà visité une entreprise ou un établissement de formation avec vos conseillers universitaires afin de connaître les différentes possibilités d'emploi ou de formation au Cameroun ?

Oui [ ] Non [ ]

12) Un conférencier ou un professionnel d'un établissement de formation ou d'une entreprise vous a-t-il déjà parlé de votre carrière ?

Oui [ ] Non [ ]

### **Notion de service de référencement**

13) Vos conseillers d'orientation vous ont-ils déjà orienté vers d'autres services de la communauté pour vous aider à résoudre vos problèmes personnels ?

Oui [ ] Non [ ]

14) Vos conseillers d'orientation vous ont-ils déjà orienté vers d'autres services de la communauté pour vous aider à résoudre vos problèmes scolaires ?

Oui [ ] Non [ ]

15) Vos conseillers d'orientation vous ont-ils déjà orienté vers d'autres services de la communauté pour vous aider à résoudre votre problème de carrière ?

Oui [ ] Non [ ]

### **Notion de services de placement et de suivi**

- 16) Votre conseiller universitaire assiste-t-il à des réunions concernant votre guerre ?  
Oui [ ] Non [ ]
- 17) Votre conseiller universitaire vous prépare-t-il à l'admission dans d'autres établissements professionnels ou dans des établissements d'enseignement supérieur ?  
Oui [ ] Non [ ]
- 18) Les conseillers d'orientation de votre université vous préparent-ils à la transition vers le lieu de travail après l'université ?  
Oui [ ] Non [ ]

### **Notion de conseil personnalisé**

- 19) Avez-vous bénéficié d'un conseil en face à face (conseil personnel) avec votre conseiller universitaire depuis votre arrivée à l'université ? Oui [ ] Non [ ]
- 20) Votre conseiller d'orientation donne-t-il fréquemment des conseils personnalisés ??  
Oui [ ] Non [ ]
- 21) Pensez-vous que d'autres étudiants se rendent également auprès du conseiller d'orientation de l'université pour obtenir des conseils personnels ?  
Oui [ ] Non [ ]
- 22) Votre conseiller d'orientation rencontre-t-il vos parents en privé pour discuter de problèmes vous concernant ?  
Oui [ ] Non [ ]

### **Evaluation psychologique**

- 23) Votre conseiller d'orientation vous a-t-il déjà fait passer un test psychologique pour diagnostiquer votre problème ?  
Oui [ ] Non [ ]
- 24) Votre conseiller d'orientation vous a-t-il déjà fait passer des tests psychologiques afin de vous orienter vers la carrière qui vous convient ?  
Oui [ ] Non [ ]
- 25) Votre conseiller d'orientation vous a-t-il remis un formulaire d'évaluation pour déterminer si vous avez acquis des connaissances après votre séance de conseil d'orientation ?  
Oui [ ] Non [ ]

### Seances groupe sur le programme d'orientation

26) Votre université dispose-t-elle d'un programme écrit en conseil d'orientation dont les thèmes sont adaptés à vos besoins ?

Oui [ ] Non [ ]

27) Le conseil d'orientation est-il prévu dans l'emploi du temps de votre université ?

Oui [ ] Non [ ]

28) Votre conseiller d'orientation organise-t-il un forum de groupe où il dispense des sessions de formation au programme d'orientation (Programme d'orientation) ?

Oui [ ] Non [ ]

29) Votre conseiller d'orientation procède-t-il fréquemment à l'évaluation des besoins afin d'innover dans son programme d'orientation ?

Oui [ ] Non [ ]

30) Le programme d'orientation est-il encadré pour vous aider à acquérir les compétences du 21e siècle nécessaires à l'apprentissage tout au long de la vie ?

Oui [ ] Non [ ]

### SECTION C: Notion d'utilisation digitale dans les conseils d'orientation

31) Votre conseiller d'orientation vous donne-t-il des conseils personnels en ligne, soit par Skype, zoom ou WhatsApp, soit par d'autres outils numériques ?

Oui [ ] Non [ ]

32) Avez-vous déjà été dans un hall ou un bureau où le conseiller utilise des projecteurs pour transmettre ses informations ?

Oui [ ] Non [ ]

33) Votre université dispose-t-elle d'un site Internet de conseil d'orientation où vous pouvez vous connecter pour obtenir des conseils lorsque vous avez besoin d'aide ?

Oui [ ] Non [ ]

34) Avez-vous déjà suivi des émissions de conseil en orientation à la télévision ou à la radio ?

Oui [ ] Non [ ]

35) Vos conseillers d'orientation téléchargent-ils des sessions de formation sur l'e-learning afin de vous préparer aux événements futurs ?

Oui [ ] Non [ ]

## SECTION D

- 36) Listez les principaux défis auxquels vous pensez que les conseillers d'orientation sont confrontés lors de la mise en œuvre du conseil d'orientation dans votre université
- 
- 

## SECTION E

### Impacts de la mise en œuvre du conseil d'orientation sur les besoins des élèves.

Cette section est réservée uniquement aux étudiants ayant eu recours aux services de conseil en orientation.

**Instructions :** Veuillez mettre une croix (x) dans les cases correspondantes à vos réponses préférées. Bien vouloir utiliser les codes suivants.

- Complètement d'accord (SA)
- D'accord (A)
- Pas d'accord (D)
- Complètement pas d'accord (SD).

No	Déclarations sur le développement personnel/social des étudiants	SA	A	D	SD
	Les services des conseils d'orientation :				
37)	m'aident à fixer des objectifs personnels				
38)	m'aident à développer mon estime personnelle				
39)	m'aident à m'auto-discipliner				
40)	m'aident à améliorer mes compétences en matière de communication				
41)	m'aident à gérer ma colère				
42)	me permettent d'acquérir les compétences nécessaires pour faire face à la dépression				
43)	m'aident à gérer l'anxiété				
44)	m'aident à développer les bonnes compétences en matière de relations interpersonnelles				
45)	m'aident à faire connaître les maladies qui sévissent dans le monde				
46)	m'aident dans mes prises de décision				
47)	m'aident à observer les bonnes valeurs morales dans la société				

48)	m'aident à développer une attitude correcte afin de vivre avec succès avec d'autres membres de la société				
49)	m'aident à m'abstenir de comportements déviants				
50)	m'aident à éviter la toxicomanie				
<b>Déclaration sur les besoins académiques des étudiants</b>					
Les services des conseils d'orientation :					
51)	m'aident à développer de bonnes habitudes d'étude				
52)	me fournissent différentes techniques de lecture adaptées				
53)	m'aident à trouver la motivation nécessaire à l'étude				
54)	m'aident à être résilient (e)				
55)	me fournissent un bon emploi du temps personnel pour mes études				
56)	m'aident à organiser mon temps				
57)	me donnent des conseils pour réussir les examens				
58)	me fournissent des techniques pour surmonter la procrastination				
59)	me fournissent un avis retour nécessaire à une scolarité réussie				
Déclaration sur les besoins professionnels des étudiants					
Les services des conseils d'orientation :					
60)	M'aide dans l'orientation professionnelle				
61)	me fournissent des informations utiles sur les possibilités de carrière qui s'offrent à moi				
62)	me permettent d'acquérir des compétences entrepreneuriales				
63)	m'aident à être créatif (ve)				
64)	me permettent d'acquérir des compétences en matière d'employabilité				
65)	me permettent de connaître mes compétences et mes talents				
66)	M'aident à la sélection des cours qui correspondent à ma carrière				
67)	me permettent de connaître les exigences d'autres carrières dans le monde				

## SECTION F

68) Veuillez suggérer des moyens d'améliorer les services d'orientation de votre université afin de répondre à vos besoins \_\_\_\_\_

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MERCİ POUR VOTRE PARTICIPATION

## APPENDIX 5 :

### INTERVIEW GUIDE FOR HEAD OF SERVICE IN CHARGE OF GUIDANCE COUNSELLING IN THE UNIVERSITY.

My name is Ashu Bessem Kate, a PhD student at the Yaounde 1 university, Faculty of Education Department of Curriculum and Evaluation. I am carrying out research on “the evaluation of the implementation of guidance counselling on students’ needs in some states universities in Cameroon”. I believe that you have the information needed to complete this research. I solicit your participation to answer the questions raised objectively. Be rest assured that the information you will provide in this interview will be treated confidentially and used strictly for academic purpose only. Thus, your names are not needed in this research.

#### SECTION A

##### Demographic information.

- 1) Sex: Female (  )      Male (  )
- 2) AGE
- 3) Length of service
- 4) University of Bamenda

#### SECTION B

- 5) a) Do you think Guidance Counselling services are provided in your university? Yes (  )  
No (  )
- b) If yes what are the services that are mostly provided by university Counsellors?

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c) Apart from the fact that you coordinate the activities of guidance counselling in your university, is there special supervision department from the MINESUP that frequently monitor the implementation of guidance counselling in your university?

Yes (  ) No (  ).

**SECTION C**

- 6) Do you think Guidance Counsellors make use of digital technology in order to meet students needs? Yes ( ) No ( )

6b) if yes how?

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**SECTION D**

What can you say about the availability and use of guidance counselling resources?

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**SECTION E**

- 7) What do you think are some of the difficulties that affect the implementation of guidance counselling in state universities?

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**SECTION F**

- 8) How have the implementation of guidance counselling impacted the needs of university students?

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**SECTION E**

- 9) What will you propose as solutions that will help improve the implementation of guidance counselling in state universities?

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Thanks for your participation

## APPENDIX 6:

### INTERVIEW GUIDE FOR DEPARTMENT OF HUMAN RESOURCE MINESUP INCHARGE OF GUIDANCE COUNSELLING

My name is Ashu Bessem Kate, a PhD student at the Yaounde 1 university, Faculty of Education Department of Curriculum and Evaluation. I am carrying out research on “the evaluation of the implementation of guidance counselling on students’ needs in some states universities in Cameroon”. I believe that you have the information needed to complete this research. I solicit your participation to answer the questions raised objectively. Be rest assured that the information you will provide in this interview will be treated confidentially and used strictly for academic purpose only. Thus, your names are not needed in this research.

#### SECTION A

##### Demographic information.

- 1) Sex: Female ( )      Male ( )
- 2) AGE \_\_\_\_\_
- 3) Length of service \_\_\_\_\_

#### SECTION B

- 4) What are the main objectives of Guidance Counselling in universities in Cameroon?

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- a) Do you think Guidance Counselling services are provided in Cameroon state universities? Yes ( )      No ( )
- b) If yes, what are the services that are mostly provided by university Counsellors?

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#### SECTION C

Do you think Guidance Counsellors implement the use of digital technology in order to meet students’ needs? if yes please explain how.

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- 5) Is there a special supervision department that periodically monitor and evaluate the implementation of guidance counselling programme in state universities?

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**SECTION D**

What can you say about the availability and use of guidance counselling resources in state universities?

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**SECTION E**

- 6) What do you think are the difficulties' that affects the implementation of guidance counselling in state universities?

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**SECTION F**

- 7) How have the implementation of guidance counselling impacted the needs of university students in Cameroon?

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**SECTION G**

- 8) What will you propose as solutions that will help improve the implementation of guidance counselling in state universities?

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Thanks for your participation

## **APPENDIX 7: INFORMED CONSENT**

### **INFORMED CONSENT**

#### **Introduction**

I am ASHU BESSEM KATE, a Ph. D student in the Department of curriculum and evaluation of the Faculty of Education, University of Yaoundé 1. I am carrying out research on the topic “Evaluation of the implementation of guidance counselling programme on student needs in state universities in Cameroon”. I am going to provide you with the necessary information and later ask you to participate in this research. You are not obligated to decide instantly on whether to take part in the research or not. You are free to talk to anyone about the research. Pls don’t hesitate to ask questions in areas you don’t understand as I explain certain important aspects about the research.

#### **Purpose of the research**

The main purpose of the research is to evaluate the implementation of guidance counselling programme on students needs in state universities in Cameroon. Specifically, the study aims to assess the provision of guidance counselling services in order to meet student’s needs, to assess the use of digital technology in guidance counselling, to find out the resource available for effective implementation of guidance counselling programme, to find difficulties encountered by guidance counsellors during implementation and also to determine the extend to which the implementation of guidance counselling services affects students needs. The findings of this study will enable the researcher to design a conceptual model which will give room for future innovations thereby improving the quality of guidance counselling in state universities in Cameroon.

#### **Participation Selection**

All the level 3 students in departments of History, Geography, Biochemistry, Microbiology, Chemistry, Biology, Bilingual letters, Animal biology from University of Buea, University of Yaoundé 1, University of Dschang, University of Bamenda are invited to take part in this study.

**Voluntary Participation**

Please bear in mind that your participation in this research work is entirely voluntary. It is up to you to decide whether to participate in the study or not. You are also free to withdraw from the study if you deem it necessary.

**Procedure.**

The data will be collected from you with the use of an evaluation questionnaire. The data collected will be analyzed and interpreted and the findings will be made public.

**Risk**

Participation in this study will expose you to risk than if you were not participating in the study. However, we will do our best to reduce the chances of any risk occurring but if it occurs, you will be provided with necessary justifications and backings.

**Benefits**

The study will be beneficial to you because you will have the opportunity to reflect on the functionality of guidance counselling services in your university, in relation to your personal/social, academic and career needs.

**Confidentiality**

The information you will provide in this study will be kept confidential and used only for research purposes. The information will only be at the disposal of the researcher and academic supervisor. It is important to note that the information provided by you will have a number attributed to it not your name. The number will be known only by the researcher and will be kept private. It will not be given to anyone except my supervisor and the academic department.

**Sharing of the findings of the study**

The findings of this study will be accessible to your school administration once the research work has been completed. More so, the findings of this study will be made public through public defence and by academic publications.

**Certificate of Consent.**

I have read the foregoing information or it has been read and explained to me. Opportunity was given to me to ask questions about the study. The questions I asked have been answered to my satisfaction. I consent voluntarily to participate in this research.

**Name of Participant** \_\_\_\_\_

**Signature of Participant** \_\_\_\_\_

**Date** \_\_\_\_\_

**Researcher's name** \_\_\_\_\_

**Researcher's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## APPENDIX 8

### MULTIPLE SET REPOSSES ANALYTICAL OUTPUT ON THE IMPACT OF COUNSELLING SERVICES ON STUDENTS' NEEDS

#### Effect on Personal/Social Development Needs

##### \$a1 Frequencies

	Responses		Percent of Cases
	N	Percent	
a1 <sup>a</sup> Strongly Agree	1366	28.3%	394.8%
Agree	2056	42.5%	594.2%
Disagree	1075	22.2%	310.7%
Strongly Disagree	338	7.0%	97.7%
Total	4835	100.0%	1397.4%

a. Group

#### Effect on Academic Needs

##### \$a2 Frequencies

	Responses		Percent of Cases
	N	Percent	
a2 <sup>a</sup> Strongly Agree	917	29.5%	265.8%
Agree	1399	45.1%	405.5%
Disagree	607	19.5%	175.9%
Strongly Disagree	182	5.9%	52.8%
Total	3105	100.0%	900.0%

a. Group

#### Effect on Career Needs

##### \$a3 Frequencies

	Responses		Percent of Cases
	N	Percent	
a3 <sup>a</sup> Strongly Agree	863	31.3%	250.1%
Agree	1089	39.5%	315.7%
Disagree	651	23.6%	188.7%
Strongly Disagree	154	5.6%	44.6%
Total	2757	100.0%	799.1%

a. Group

### Overall Impact of Counselling Services on Students Needs

#### \$a4 Frequencies

		Responses		Percent of Cases
		N	Percent	
a4 <sup>a</sup>	Strongly Agree	3146	29.4%	909.2%
	Agree	4544	42.5%	1313.3%
	Disagree	2333	21.8%	674.3%
	Strongly Disagree	674	6.3%	194.8%
Total		10697	100.0%	3091.6%

a. Group

### Appendix: Multiple Responses Analytical Output on Implementation of Counselling Services by Guidance Counsellors

#### Information service

#### \$a1 Frequencies

		Responses		Percent of Cases
		N	Percent	
a1 <sup>a</sup>	Strongly Agree	51	28.3%	141.7%
	Agree	69	38.3%	191.7%
	Disagree	45	25.0%	125.0%
	Strongly Disagree	15	8.3%	41.7%
Total		180	100.0%	500.0%

a. Group

#### Counselling service

#### \$a2 Frequencies

		Responses		Percent of Cases
		N	Percent	
a2 <sup>a</sup>	Strongly Agree	31	21.5%	86.1%
	Agree	36	25.0%	100.0%
	Disagree	45	31.3%	125.0%
	Strongly Disagree	32	22.2%	88.9%
Total		144	100.0%	400.0%

a. Group

**Orientation service****\$a3 Frequencies**

		Responses		Percent of Cases
		N	Percent	
a3 <sup>a</sup>	Strongly Agree	25	11.6%	69.4%
	Agree	52	24.1%	144.4%
	Disagree	91	42.1%	252.8%
	Strongly Disagree	48	22.2%	133.3%
Total		216	100.0%	600.0%

a. Group

**Referral services****\$a4 Frequencies**

		Responses		Percent of Cases
		N	Percent	
a4 <sup>a</sup>	Strongly Agree	13	12.0%	36.1%
	Agree	60	55.6%	166.7%
	Disagree	30	27.8%	83.3%
	Strongly Disagree	5	4.6%	13.9%
Total		108	100.0%	300.0%

a. Group

**Placement and follow up service****\$a5 Frequencies**

		Responses		Percent of Cases
		N	Percent	
a5 <sup>a</sup>	Strongly Agree	5	4.6%	13.9%
	Agree	45	41.7%	125.0%
	Disagree	54	50.0%	150.0%
	Strongly Disagree	4	3.7%	11.1%
Total		108	100.0%	300.0%

a. Group

**Guidance curriculum****\$a6 Frequencies**

		Responses		Percent of Cases
		N	Percent	
a6 <sup>a</sup>	Strongly Agree	4	2.8%	11.1%
	Agree	26	18.1%	72.2%
	Disagree	80	55.6%	222.2%
	Strongly Disagree	34	23.6%	94.4%
Total		144	100.0%	400.0%

a. Group

**Evaluation services****\$a7 Frequencies**

		Responses		Percent of Cases
		N	Percent	
a7 <sup>a</sup>	Strongly Agree	6	5.6%	16.7%
	Agree	22	20.4%	61.1%
	Disagree	55	50.9%	152.8%
	Strongly Disagree	25	23.1%	69.4%
Total		108	100.0%	300.0%

a. Group

**Administrative services****\$a8 Frequencies**

		Responses		Percent of Cases
		N	Percent	
a8 <sup>a</sup>	Strongly Agree	22	8.8%	61.1%
	Agree	111	44.6%	308.3%
	Disagree	97	39.0%	269.4%
	Strongly Disagree	19	7.6%	52.8%
Total		249	100.0%	691.7%

a. Group

**Overall implementation of counselling services by guidance counsellors****\$a9 Frequencies**

		Responses		Percent of Cases
		N	Percent	
a9 <sup>a</sup>	Strongly Agree	157	12.5%	436.1%
	Agree	421	33.5%	1169.4%
	Disagree	497	39.5%	1380.6%
	Strongly Disagree	182	14.5%	505.6%
Total		1257	100.0%	3491.7%

a. Group

**Use of digital technology in Guidance Counselling****\$a10 Frequencies**

		Responses		Percent of Cases
		N	Percent	
a10	Strongly Agree	33	9.2%	91.7%
	Agree	38	10.6%	105.6%
	Disagree	144	40.0%	400.0%
	Strongly Disagree	145	40.3%	402.8%
Total		360	100.0%	1000.0%

a. Group

### Availability of Resources for Effective Counselling Implementation

#### \$a11 Frequencies

	Responses		Percent of Cases
	N	Percent	
a11 <sup>a</sup> Strongly Agree	23	5.8%	63.9%
Agree	96	24.2%	266.7%
Disagree	179	45.2%	497.2%
Strongly Disagree	98	24.7%	272.2%
Total	396	100.0%	1100.0%

a. Group

### Face Difficulties in the Effective Implementation of Guidance Counselling

#### \$a12 Frequencies

	Responses		Percent of Cases
	N	Percent	
a12 <sup>a</sup> Strongly Agree	434	75.3%	1205.6%
Agree	89	15.5%	247.2%
Disagree	33	5.7%	91.7%
Strongly Disagree	20	3.5%	55.6%
Total	576	100.0%	1600.0%

a. Group

**APPENDIX 9: RELIABILITY ANALYTICAL OUTPUT PER ITEM FOR  
STUDENTS**

**Counselling services**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.914	.911	30

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.154	.043	.250	.208	5.882	.004	30

**Item-Total Statistics**

	Scale Mean	Scale Variance	Cronbach's Alpha
<b>Information services</b>			
Are you aware of the existence of Guidance Counselling?	52.01	36.700	.912
Do you know where the office of the university Counsellor is located?	51.79	36.339	.910
Are you aware of the different services offered by your university Guidance Counsellor?	51.78	36.435	.910
Does your Guidance Counsellor provide you with information related to your personal/social development?	51.76	36.032	.908
Does your Counsellor provide you with information related to your academic development?	51.79	35.772	.908
Does your Guidance Counsellor provide you with information related to your career development?	51.72	36.601	.910
Does your Guidance Counsellor communicate appropriate information to your parents/guidance?	51.62	38.050	.913
<b>Orientation service</b>			
Did your Guidance Counsellors orientate you to your specialty when you were newly admitted into the university?	51.85	36.115	.910
Did you receive any orientation from your Guidance Counsellors to help you adapt to your university environment?	51.88	35.853	.909
Have you received any career orientation from your Guidance Counsellors since your stay in the university?	51.78	36.297	.910

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?	51.65	37.575	.912
Has a guest speaker or a professional from a training institution/company ever spoken to you about your career?	51.84	36.908	.912
<b>Referral service</b>			
Have your Guidance Counsellors ever referred you to other services in the community to help with your personal problems?	51.72	37.129	.911
Have your Guidance Counsellors ever referred you to other services in the community to help with your academic problems?	51.72	36.669	.910
Have your Guidance Counsellors ever referred you to other services in the community to help with your career problem?	51.71	36.591	.909
<b>Placement and follow up services</b>			
Does your university counsellor attend meetings with regard to your warfare?	51.75	36.342	.909
Does your university counselor prepare you for admission to other vocational institutions or higher institutions?	51.76	36.518	.910
Do your university Guidance counselors prepare you for transition to place of work after university?	51.75	36.382	.909
<b>Personal counselling</b>			
Have you been in a face-to-face counselling (personal counselling) with your university counsellor since your stay in the university?	51.92	35.449	.908
Do your Guidance Counsellor carryout personal counselling frequently?	51.77	36.498	.910
Do you think other students also visit the university Guidance Counsellor for personal counselling?	52.03	36.350	.911
Does your Guidance Counsellor meet your parents privately to discuss issues related to you?	51.65	37.358	.911
<b>Psychological evaluation</b>			
Has your Guidance Counsellor ever administered a psychological test on you in order to diagnose your problem?	51.60	38.318	.913
Has your Guidance Counsellor ever administered psychological test on you in order to orientate you towards your appropriate career?	51.60	38.220	.913
Has your Guidance Counsellor passed any evaluation form to asses if you have gained any knowledge after your guidance counselling session?	51.60	38.386	.913

<b>Guidance Curriculum</b>			
Does your university have a written program in Guidance Counselling with topics based on your needs?	51.60	38.600	.914
Is Guidance Counselling scheduled in your university time table?	51.56	38.750	.914
Does your Guidance Counsellor organize group forum where he/she dispatches training sessions of the Guidance program (Guidance Curriculum)?	51.56	38.701	.913
Does your Guidance Counselor carryout need assessment frequently to innovate their Guidance program?	51.57	38.666	.913
Is the Guidance program framed to assist you with 21st century skills needed for long life learning?	51.57	38.712	.913

### Use of digital technology in guidance counselling

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.769	.771	5

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.088	.064	.110	.046	1.727	.000	5

#### Item-Total Statistics

	Scale Mean	Scale Variance	Cronbach's Alpha
Does your Guidance Counsellor carryout personal online counselling with you either through skype, zoom, or WhatsApp or other digital tools?	7.69	.747	.703
Have you ever been in a hall or an office where the counsellor uses projectors to pass his/her information?	7.69	.807	.747
Does your university have a website for Guidance Counselling where you can log in for counselling when you are in need of help?	7.70	.738	.707
Have you ever followed up Guidance Counselling programs on television or radio?	7.72	.741	.739
Do your Guidance Counsellors upload training sessions on e-learning in order to prepare you for future happenings?	7.67	.840	.735

## Students' needs

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.947	.948	31

### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.758	.584	.989	.405	1.692	.008	31

### Item-Total Statistics

Items	Scale Mean	Scale Variance	Cronbach's Alpha
<b>Personal / social development needs</b>			
Helps me establish personal goals	61.98	264.837	.945
Helps me develop high self esteem	61.91	264.622	.945
Helps me to be self-discipline	61.97	266.328	.946
Helps improve my communication skills	61.82	265.528	.946
Helps me in anger management	61.69	266.398	.947
Provides me with skills needed to handle depression	61.60	266.946	.947
Helps me manage anxiety	61.60	264.958	.946
Helps me develop the right interpersonal relation skills	61.76	267.198	.946
Helps me with the awareness of prevailing disease in the world	61.57	266.435	.946
Helps me with decision making skills	61.85	263.856	.945
Helps me observe the right moral values in the society	61.78	264.136	.945
Helps me develop right attitude in order to successfully live with other members in the society	61.81	262.348	.945
Helps me abstain from deviant behaviors	61.70	262.516	.945
Helps me avoid substance Abuse	61.85	262.857	.945
<b>Academic needs</b>			
Helps me develop good studying habits	62.08	264.647	.946
Provides me with different suitable techniques of reading	61.85	267.282	.946
Helps me with the necessary motivation needed for studying	61.93	262.578	.945
Helps me to be resilient	61.74	265.127	.945
Provides me with a good personal studying time table	61.69	262.783	.945
Helps me with time management skills	61.81	264.841	.945
Provides me with tips for examination success	61.90	265.305	.946

Provides me with techniques to overcome procrastination	61.77	264.989	.946
Provides me with feedback needed for successful schooling	61.99	263.241	.945
<b>Career needs</b>			
Helps me with my career orientation	62.02	265.596	.946
Provides me with useful information on the availability of career opportunities	61.92	264.360	.945
Provides me with Entrepreneurial skills	61.76	263.869	.945
Helps me to be creative	61.81	261.720	.945
Provides me with employability skills	61.80	264.336	.945
Provides me with knowledge of my competence /talents	61.84	264.412	.946
Helps me with the selection of courses that are directed to my career	61.84	261.799	.945
Provides me with the requirements of other careers in the world	61.76	261.198	.945

**APPENDIX 10: RELIABILITY ANALYTICAL OUPUT PER ITEM FOR  
GUIDANCE COUNSELLORS**

**Counselling services**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.819	.831	35

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.612	.330	1.114	.784	3.379	.048	35

**Item-Total Statistics**

Items	Scale Mean	Scale Variance	Cronbach's Alpha
<b>Information service</b>			
I usually provide students with the valuable information needed for their personal/social development	88.39	98.746	.814
I usually provide students with valuable information needed for their academic success	88.36	98.301	.810
I usually provide students with valuable information needed for their career training / development	88.06	97.559	.812
I usually attend seminars or conferences in order to obtain information needed for students' development	87.70	94.843	.807
I usually communicate appropriate information to parents or university administrators with regard to students' warfare	87.06	101.621	.820
<b>Counselling service</b>			
I usually conduct individual counselling to help students with their needs	88.45	100.693	.818
Students are comfortable during individual counselling sessions	87.52	98.945	.818

I usually conduct counselling with university administrators/ lecturers with purpose to meet students' needs	87.12	96.985	.813
I usually conduct counselling with parents in order to meet students' needs	86.85	100.883	.819
<b>Orientation service</b>			
Newly admitted students in the university are orientated to their different specialties	88.21	99.047	.817
Our service usually organize "open door days" for students career orientation	87.48	97.320	.813
I usually orientate parents with regards to their children general warfare	87.00	97.937	.812
Our services usually organize visits to different professional schools or enterprises to help build students career development	86.79	96.922	.806
Our service usually organize "student saloon "for students career needs	86.88	96.922	.808
Our university usually organize orientation day for academic and professional needs of students	87.03	101.905	.819
<b>Referral service</b>			
I usually refer students to appropriate services in the school or community to help them with their personal/social needs	87.85	99.508	.815
I usually refer students to appropriate services in the school or community to help them with their academic needs	87.76	102.814	.821
I usually refer students to appropriate services in the school or the community to help them with their career needs	87.73	96.955	.808
<b>Placement and follow up service</b>			
I usually help students transition from the university education to their future place of work	87.58	99.877	.814
I usually prepare students for admission to other vocational institutions or higher institutions	87.36	97.739	.809
I usually prepare students for labour market	87.48	100.383	.814

<b>Curriculum service</b>			
There's a written Guidance curriculum used by Guidance Counsellors in our service	87.48	102.133	.819
Topics in the Guidance Curriculum focuses on the 21st century needs of students	87.03	98.343	.813
The Guidance Counselling Curriculum also have specific activities for other members of the educational community	86.76	98.877	.810
The Guidance Curriculum lessons are conducted regularly as prescribed on the program.	86.73	101.017	.815
<b>Evaluation service</b>			
I usually carryout personal evaluation to assess the attainment of Guidance counselling objectives	87.30	94.468	.805
Our services periodically organize meetings to evaluate the attainment of General objectives of the implementation of Guidance counselling	87.00	99.125	.811
I usually carryout psychological testing to determine students problems	86.97	95.780	.810
<b>Administrative service</b>			
There's a written mission statement of Guidance counselling in our service	87.67	105.604	.832
The activities of Guidance counselling in our universities are well organize	87.27	102.955	.820
There's a Guidance counseling calendar outlining the different activities to be carried out in Guidance counselling	87.45	96.006	.805
Our school Guidance counselling plan is drawn with the consent of university administrators	87.30	97.780	.809
Our services usually draw statistics during registration in collaboration with the university authorities	87.79	99.735	.813
Our service usually analyze academic results at the end of each semester	87.64	105.614	.827

Our service usually designed counselling brochures/documents with information of the university	87.97	105.843	.825
---	-------	---------	------

### Use of digital technology in guidance counselling

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.779	10

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.518	.229	1.107	.879	4.844	.078	10

#### Item-Total Statistics

Item	Scale Mean	Scale Variance	Cronbach's Alpha
I usually carryout personal research on the internet in order to upgrade my knowledge in Guidance Counselling	29.64	13.094	.722
Our service has a Guidance Counselling website	27.81	14.447	.740
Our service usually uploads training session on our website	27.69	13.761	.722
I usually carryout video chart with students either through Skype, zoom, Google meet or WhatsApp in order to meet students' needs	27.97	10.942	.666
I usually participate in television or radio programs to discuss prevailing issues affecting students' development	27.86	10.980	.662
Projectors are used in group Counselling when delivering training sessions in the classroom/offices	27.58	12.193	.671
I have an official e-mail where my students or parents can reach me.	27.69	12.047	.670

I usually keep students' personal records on safe websites online	27.83	13.229	.742
I usually communicate with students through text messages or phone calls	28.56	14.368	.806
I usually make use of standardized text online to help students with their needs	27.61	11.787	.677

### Availability of resources

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.774	.726	12

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.577	.218	1.435	1.217	6.575	.114	12

#### Item-Total Statistics

Items	Scale Mean	Scale Variance	Cronbach's Alpha
We have adequate trained Guidance Counsellors in our university	30.00	13.086	.537
Available University administrators to assist in the effective implementation of Guidance counselling	29.92	12.479	.508
Available career experts in different field for career orientation days	29.89	12.159	.499
Available Remuneration for Guidance counselors	30.03	12.428	.531
Available funds for Guidance counselling facilities/equipment	30.31	11.933	.526
Available guidance counselling rooms	30.89	13.702	.585
Available E-materials (e-books, journals, films, DVDS)	30.67	12.800	.556
Available Stationary (writing materials, pens, etc.)	31.08	13.907	.589
Available ICT tools	30.25	13.964	.592
Available career choice materials	30.19	11.533	.529
Psychological tests are available in our service	30.44	10.654	.533
I make use of all available material resources at my disposal	31.78	14.635	.620

### Difficulties that hinder implementation of guidance counselling

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.923	.934	16

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.300	.079	.721	.642	9.172	.033	16

#### Item-Total Statistics

Items	Scale Mean	Scale Variance	Cronbach's Alpha
No provision of Guidance counselling on the university time table.	20.89	33.473	.922
Insufficient fund allocated for the effective provision of Guidance counselling services	20.61	28.987	.911
Limited office space for Guidance counselling	20.33	30.343	.921
No office for Guidance counselling	18.69	33.590	.942
Little or no support from other administrative staff	20.44	30.254	.917
Poor perception on the role of Guidance counselors in the university amongst the educational community	20.64	29.837	.912
Low level of awareness on the immediate or future benefits of Guidance counselling	20.64	28.694	.910
Inadequate trained counsellors	20.78	30.235	.911
Limited physical resources	20.86	33.437	.921
Poor government policy on Guidance counselling	20.86	31.723	.915
Fear on the part of those in need of guidance counselling to open up for counselling	20.78	30.292	.912
Lack of a well-defined National Guidance curriculum	20.78	30.521	.913
Lack of seminars/conferences for in service training	20.75	32.479	.919
Insufficient salary	20.86	33.894	.923
Low counsellor client Ratio	20.89	33.930	.923
Some Guidance Counsellors lack digital literacy	20.78	30.292	.912

## APPENDIX 11: CORRELATION VALUE

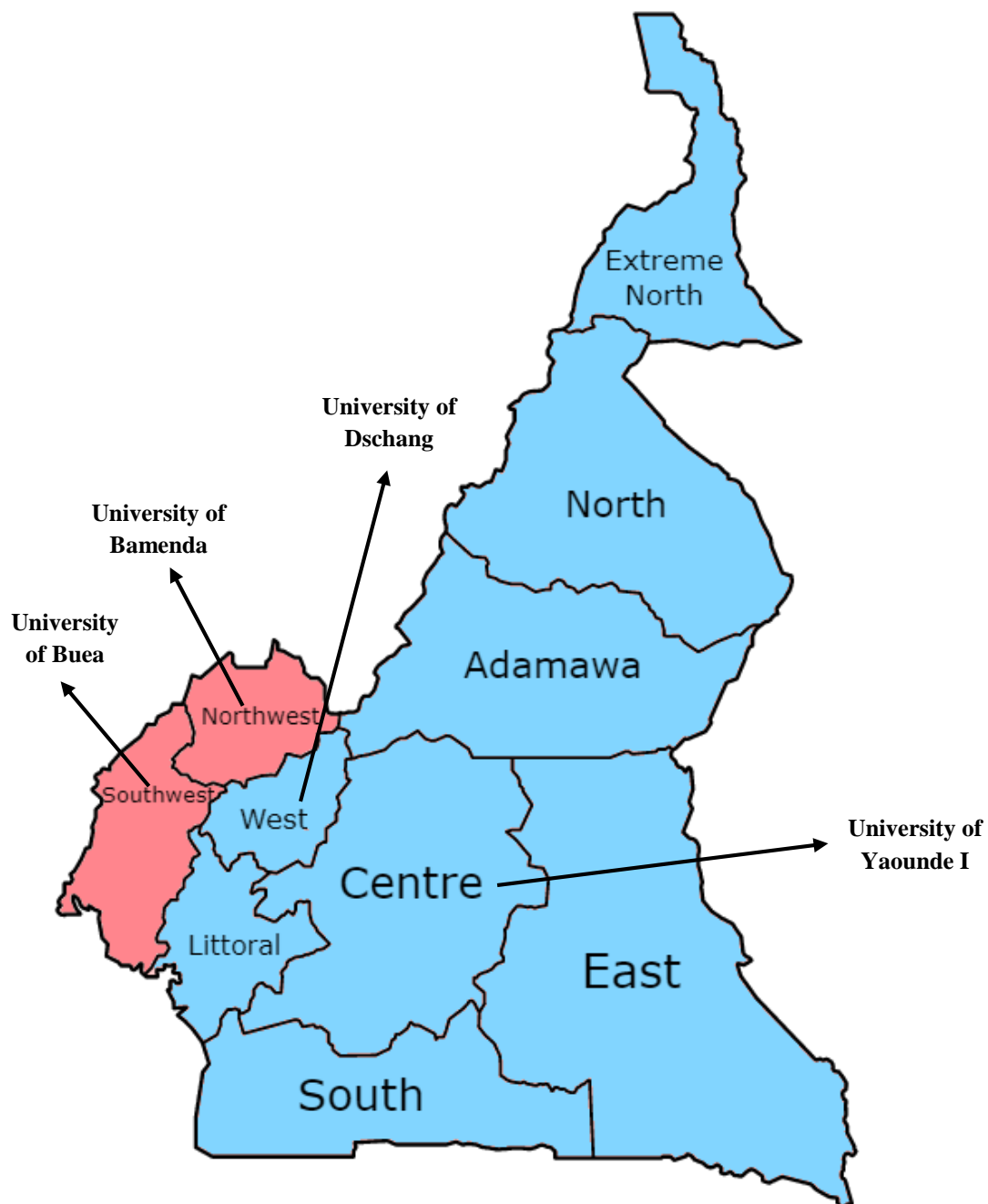
$\alpha$	0.2	0.1	0.05	0.02	0.01	0.001
1	0.951057	0.987688	0.996917	0.999507	0.999877	0.999999
2	0.800000	0.900000	0.950000	0.980000	0.990000	0.999000
3	0.687049	0.805384	0.878339	0.934333	0.958735	0.991139
4	0.608400	0.729299	0.811401	0.882194	0.917200	0.974068
5	0.550863	0.669439	0.754492	0.832874	0.874526	0.950883
6	0.506727	0.621489	0.706734	0.788720	0.834342	0.924904
7	0.471589	0.582206	0.666384	0.749776	0.797681	0.898260
8	0.442796	0.549357	0.631897	0.715459	0.764592	0.872115
9	0.418662	0.521404	0.602069	0.685095	0.734786	0.847047
10	0.398062	0.497265	0.575983	0.658070	0.707888	0.823305
11	0.380216	0.476156	0.552943	0.633863	0.683528	0.800962
12	0.364562	0.457500	0.532413	0.612047	0.661376	0.779998
13	0.350688	0.440861	0.513977	0.592270	0.641145	0.760351
14	0.338282	0.425902	0.497309	0.574245	0.622591	0.741934
15	0.327101	0.412360	0.482146	0.557737	0.605506	0.724657
16	0.316958	0.400027	0.468277	0.542548	0.589714	0.708429
17	0.307702	0.388733	0.455531	0.528517	0.575067	0.693163
18	0.299210	0.378341	0.443763	0.515505	0.561435	0.678781
19	0.291384	0.368737	0.432858	0.503397	0.548711	0.665208
20	0.284140	0.359827	0.422714	0.492094	0.536800	0.652378
21	0.277411	0.351531	0.413247	0.481512	0.525620	0.640230
22	0.271137	0.343783	0.404386	0.471579	0.515101	0.628710
23	0.265270	0.336524	0.396070	0.462231	0.505182	0.617768
24	0.259768	0.329705	0.388244	0.453413	0.495808	0.607360
25	0.254594	0.323283	0.380863	0.445078	0.486932	0.597446
26	0.249717	0.317223	0.373886	0.437184	0.478511	0.587988
27	0.245110	0.311490	0.367278	0.429693	0.470509	0.578956
28	0.240749	0.306057	0.361007	0.422572	0.462892	0.570317
29	0.236612	0.300898	0.355046	0.415792	0.455631	0.562047
30	0.232681	0.295991	0.349370	0.409327	0.448699	0.554119

df \ $\alpha$	0.2	0.1	0.05	0.02	0.01	0.001
35	0.215598	0.274611	0.324573	0.380976	0.418211	0.518898
40	0.201796	0.257278	0.304396	0.357787	0.393174	0.489570
45	0.190345	0.242859	0.287563	0.338367	0.372142	0.464673
50	0.180644	0.230620	0.273243	0.321796	0.354153	0.443201
60	0.164997	0.210832	0.250035	0.294846	0.324818	0.407865
70	0.152818	0.195394	0.231883	0.273695	0.301734	0.379799
80	0.142990	0.182916	0.217185	0.256525	0.282958	0.356816
90	0.134844	0.172558	0.204968	0.242227	0.267298	0.337549
100	0.127947	0.163782	0.194604	0.230079	0.253979	0.321095
125	0.114477	0.146617	0.174308	0.206245	0.227807	0.288602
150	0.104525	0.133919	0.159273	0.188552	0.208349	0.264316
175	0.096787	0.124036	0.147558	0.174749	0.193153	0.245280
200	0.090546	0.116060	0.138098	0.163592	0.180860	0.229840
250	0.081000	0.103852	0.123607	0.146483	0.161994	0.206079
300	0.073951	0.094831	0.112891	0.133819	0.148019	0.188431
350	0.068470	0.087814	0.104552	0.123957	0.137131	0.174657
400	0.064052	0.082155	0.097824	0.115997	0.128339	0.163520
450	0.060391	0.077466	0.092248	0.109397	0.121046	0.154273
500	0.057294	0.073497	0.087528	0.103808	0.114870	0.146436
600	0.052305	0.067103	0.079920	0.094798	0.104911	0.133787
700	0.048427	0.062132	0.074004	0.087789	0.097161	0.123935
800	0.045301	0.058123	0.069234	0.082135	0.090909	0.115981
900	0.042711	0.054802	0.065281	0.077450	0.085727	0.109385
1000	0.040520	0.051993	0.061935	0.073484	0.081340	0.103800
1500	0.033086	0.042458	0.050582	0.060022	0.066445	0.084822
2000	0.028654	0.036772	0.043811	0.051990	0.057557	0.073488
3000	0.023397	0.030027	0.035775	0.042457	0.047006	0.060027
4000	0.020262	0.026005	0.030984	0.036773	0.040713	0.051996
5000	0.018123	0.023260	0.027714	0.032892	0.036417	0.046512

Source: Aspelmeier, J. (2005). Table of critical values

## APPENDIX 12

## MAP OF CAMEROON POINTING OUT THE REGIONS FROM WHICH THE SELECTED UNIVERSITIES ARE LOCATED



Source: Africa Center for Strategic Studies (2018)

## APPENDIX 13 : APPLICATION TO CARRY OUT RESEARCH AT YOUR INSTITUTION

### UNIVERSITY OF BUEA

P.O. Box 63  
 Buea, CAMEROON  
 Tel: (237) 233 32 2 1 34/233 32 26 90/233 32 27 06/233 32 28 13  
 Fax: (237) 233 32 22 72  
 Email: [info@ubuea.cm](mailto:info@ubuea.cm)  
 Website: [www.ubuca.cm](http://www.ubuca.cm)



**REPUBLIC OF CAMEROON**  
 PEACE-WORK-FATHERLAND

PRO-CHANCELLOR: Professor Ako Edward Oben  
 VICE-CHANCELLOR: Professor Ngomo Horace Manga  
 DVC/Teaching, Professionalisation and Development of  
 Information and Communication Technologies: Professor Nol Alembong  
 DVC/Research, Cooperation and Relations  
 with the Business World: Kingsley Lyonga Ngange, PhD  
 DVC/Internal Control and Evaluation: Peter Sakwe Masumbe, PhD  
 REGISTRAR: Professor Eneke BECHEM

Our Ref: 2023/282/UB/DVC/RCB/DRP/AA


Date: 27 JUN 2023

Ashu Bessem Kate  
 Faculty of Education  
 University of Yaounde 1  
 Tel: 676311110

### Re: An Application to Carry out Research at your Institution

We write to acknowledge receipt of your application to carry out research at the University of Buea on the project titled: "*Evaluation of the implementation of Guidance Counseling on students needs in some State Universities in Cameroon*". We have reviewed your proposal and data collection instruments and found your research proposal relevant. We are therefore, pleased to grant you authorisation to undertake the study at the University of Buea.

The authorisation has been issued on condition that the data collected shall be utilised strictly for the purpose of your research. Please, remember to seek the consent of your research participants by presenting them with the consent form.

  
**Kingsley Lyonga Ngange, PhD**  
 Deputy Vice-Chancellor/RCB



**ASHU BESSEM KATE**  
**MATRICULE: 14Z3307**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF**  
**CURRICULUM**  
**AND EVALUATION**  
**UNIVERSITY OF YAOUNDE 1**

**THE VICE CHANCELLOR**  
**UNIVERSITY OF BUEA.**

Sir,

**AN APPLICATION TO CARRY OUT RESEARCH AT YOUR INSTITUTION.**

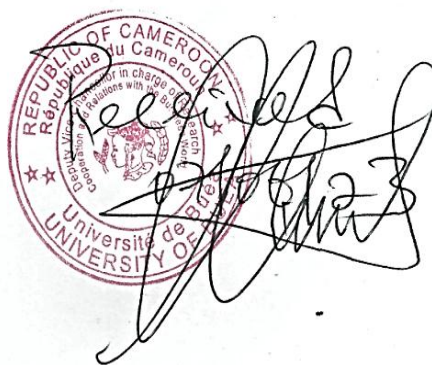
I have the honour most respectful to apply to carry out research at your institution. I am a final year PhD student from the Faculty of Education in the university of Yaounde 1, carrying out research on the topic **“EVALUATION OF THE IMPLEMENTATION OF GUIDANCE COUNSELLING ON STUDENTS NEEDS IN SOME STATE UNIVERSITIES IN CAMEROON “**

Sir, your institution is one of the target institutions for this research work. The research work will involve the administering of a questionnaire to some students and counsellors of your institution.

Attached to this application is a copy of research authorization.

**Thanks for your comprehension**

**I remain yours faithfully**



The stamp is circular and contains the following text: "REPUBLIC OF CAMEROON" at the top, "Université de Yaoundé 1" in the middle, and "UNIVERSITY OF YAOUNDE 1" at the bottom. There is a signature written over the stamp in black ink.

RÉPUBLIQUE DU CAMEROUN  
Paix – Travail – Patrie  
UNIVERSITÉ DE YAOUNDÉ I

CENTRE DE RECHERCHE ET DE FORMATION  
DOCTORALE EN SCIENCES HUMAINES,  
SOCIALES ET ÉDUCATIVES



REPUBLIC OF CAMEROON  
Peace – Work – Fatherland  
THE UNIVERSITY OF YAOUNDE I

POST GRADUATE SCHOOL FOR THE  
SOCIAL AND EDUCATIONAL  
SCIENCES

B. P. : 755 Yaoundé  
Email : crfd.shse@univ-yaounde1.cm  
Siège : Face Bibliothèque Centrale de l'UYI

Réf : 23-0532 /UYI/CRFD\_SHSE/TTJP

Yaoundé, le 23 AVR 2023

## ATTESTATION DE RECHERCHE

Je soussigné, **Professeur TSALA TSALA Jacques Philippe**, Coordonnateur du Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Éducatives de l'Université de Yaoundé I.

Atteste que Madame **ASHU BESSEM Kate**, Matricule : **14Z3307** est inscrite en cycle de **Doctorat Ph.D** au Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Éducatives de l'Université de Yaoundé I. Elle effectue des travaux de recherche sur le thème : « **Evaluation of the implementation guidance counselling on student's needs in some state universities** ». Lesdits travaux sont encadrés par Madame **Maureen EBANGA TANYI**, Professeur à l'Université de Yaoundé I.

En foi de quoi, cette attestation de recherche lui est délivrée pour servir et valoir ce que de droit.

Le Coordonnateur du Centre de Recherche  
et de Formation Doctorale en Sciences  
Humaines, Sociales et Éducatives



**Jacques Philippe TSALA TSALA**  
Professeur Titulaire



ASHU BESSEM KATE  
 MATRICULE: 14Z3307  
 FACULTY OF EDUCATION  
 DEPARTMENT OF  
 CURRICULUM  
 AND EVALUATION  
 UNIVERSITY OF YAOUNDE I

THE RECTOR OF THE  
 UNIVERSITY OF DSCHANG

sir,

AN APPLICATION TO CARRY OUT RESEARCH AT YOUR INSTITUTION.

I have the honour most respectful to apply to carry out research at your institution. I am a final year PhD student from the Faculty of Education in the university of Yaounde 1, carrying out research on the topic "EVALUATION OF THE IMPLEMENTATION OF GUIDANCE COUNSELLING ON STUDENTS NEEDS IN SOME STATE UNIVERSITIES IN CAMEROON"

sir, your institution is one of the target institutions for this research work. The research work will involve the administering of a questionnaire to some students and counsellors of your Faculty.

Attached to this application is a copy of research authorization and questionnaire.

Thanks for your comprehension

I remain yours faithfully

ASHU BESSEM KATE

MATRICULE: 14Z3307

FACULTY OF EDUCATION

DEPARTMENT OF

CURRICULUM

AND EVALUATION

UNIVERSITY OF YAOUNDE 1



THE VICE CHANCELLOR

UNIVERSITY OF BAMENDA.

Madam,

**AN APPLICATION TO CARRY OUT RESEARCH AT YOUR INSTITUTION.**

I have the honour most respectful to apply to carry out research at your institution. I am a final year PhD student from the Faculty of Education in the university of Yaounde 1, carrying out research on the topic "EVALUATION OF THE IMPLEMENTATION OF GUIDANCE COUNSELLING ON STUDENTS NEEDS IN SOME STATE UNIVERSITIES IN CAMEROON"

Madam, your institution is one of the target institutions for this research work. The research work will involve the administering of a questionnaire to some students and counsellors of your institution.

Attached to this application is a copy of research authorization.

Thanks for your comprehension

I remain yours faithfully

REPUBLIQUE DU CAMEROUN  
*Paix-Travail-Patrie*  
 UNIVERSITE DE YAOUNDE I  
 FACULTE DES SCIENCES  
 DIVISION DE LA RECHERCHE ET DE  
 LA COOPERATION

BP 812 Yaoundé

Tel : (237) 2223 44 96

Fax : (237) 2223 95 88

*Courriel* : [vd\\_drc\\_fs@uv1.uninet.cm](mailto:vd_drc_fs@uv1.uninet.cm)



REPUBLIC OF CAMEROON  
*Peace-Work-Fatherland*  
 THE UNIVERSITY OF YAOUNDE I  
 FACULTY OF SCIENCE  
 DIVISION IN CHARGE OF RESEARCH  
 AND COOPERATION

P.O. Box 812 Yaoundé

Tel : (237) 2223 44 96

Fax : (237) 2223 95 88

*Email* : [vd\\_drc\\_fs@uv1.uninet.cm](mailto:vd_drc_fs@uv1.uninet.cm)

Yaoundé le

15 JUN 2023

Réf. N° 23/060 /UYI/FS/D/DRC/21/ttc

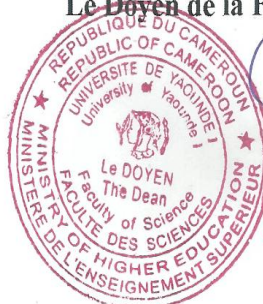
Le Doyen

### AUTORISATION DE COLLECTE DE DONNEES AU SEIN DE LA FACULTE DES SCIENCES

Le Doyen de la Faculté des Sciences de l'Université de Yaoundé I, soussigné, **Professeur TCHOUANKEU Jean Claude**, autorise Madame **ASHU BESSEM Kate**, matricule 14Z3307, Doctorante à la Faculté des Sciences de l'Education de l'Université de Yaoundé 1 au Département d'Evaluation et Curriculum à faire une collecte de données dans le cadre de ses travaux de recherche. Son thème est intitulé : « **Evaluation of the implementation of guidance counselling on students needs in some state universities in Cameroon** ». Son enquête se fera auprès de tous les Conseillers d'Orientation affectés à la Faculté des Sciences à travers un questionnaire physique et en ligne pour ce qui est des étudiants de cet établissement avec l'appui de l'AEFAS.

En foi de quoi, la présente autorisation de recherche lui est délivrée pour servir et valoir ce que de droit.

Le Doyen de la Faculté des Sciences



*[Handwritten signature]*

*Pr. Jean Claude Tchouankeu*

ASHU BESSEM KATE

MATRICULE: 14Z3307

FACULTY OF EDUCATION

DEPARTMENT OF  
CURRICULUM

AND EVALUATION

UNIVERSITY OF YAOUNDE 1

VD-RC  
06/06/2023  
AA

THE DEAN OF THE FACULTY OF  
ARTS, LETTERS AND SOCIAL SCIENCES.

UNIVERSITY OF YAOUNDE I

Madam,

**AN APPLICATION TO CARRY OUT RESEARCH AT YOUR INSTITUTION.**

I have the honour most respectful to apply to carry out research at your institution. I am a final year PhD student from the Faculty of Education in the university of Yaounde 1, carrying out research on the topic "EVALUATION OF THE IMPLEMENTATION OF GUIDANCE COUNSELLING ON STUDENTS NEEDS IN SOME STATE UNIVERSITIES IN CAMEROON"

Madam, your institution is one of the target institutions for this research work. The research work will involve the administering of a questionnaire to some students and counsellors of your Faculty.

Attached to this application is a copy of research authorization.

**Thanks for your comprehension**

**I remain yours faithfully**



**APPENDIX 14: CERTIFICATE OF ACCEPTANCE**



