

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

A review of related literature is a comprehensive assessment and synthesis of existing scholarly works and studies relevant to a specific research topic or question. Its purpose is to provide the researcher with an overview of the knowledge in the selected field and identify gaps, trends, and areas where additional research is needed. This process entails systematically reviewing and summarising key findings, methodologies, and theoretical frameworks from a variety of academic sources, such as journal articles, books, and reports, to lay a solid foundation for the researcher's study and to establish the context and rationale for the research (Fink, 2019).

The present review of related literature focuses on the various aspects of guidance and counselling centres. The studies have been reviewed from 1991 to 2023. An attempt has been made to examine research from diverse perspectives around guidance and counselling centres.

2.2 Classification of Review of Related Literature

The researcher has classified the study into thematic sections in this chapter.

- ❖ Review of studies related to counselling need and functioning of guidance and counselling centres. This theme includes human, infrastructure, and financial resources that aid in the effective functioning of guidance and counselling centres.
- ❖ Review of studies related to problems of guidance and counselling centres.
- ❖ Review of studies related to perception towards guidance and counselling centres. It includes perceptions of teachers/lecturers, students and parents.

2.3 Studies Related to Counselling Need and Functioning of Guidance and Counselling Centres

The researcher came across twenty-nine (29) related studies under this theme. The below-mentioned reviewed studies were conducted between 1991 to 2023. The reviewed studies are presented as follows;

Olowe & Olowe (2023) conducted a study on the influence of guidance counselling on business education programmes in Nigeria's tertiary institutions. The study aimed to determine the functioning of guidance and counselling and the influence on business education programmes in Nigeria's Tertiary Institutions. The theoretical framework for this study is based on decision-making theory. A descriptive survey design was used to carry out the study. The target population for the study are counsellors, business education lecturers and students in tertiary institutions in Nigeria. Simple random sampling was used to select 230 respondents for this study. 1.7% of the samples are from the south-west- 23.9% from the south-south, 13.5% from the North-west, and 10.9% from the North-central. 37.4% of the respondents were male, and 62.6% were female. Percentile, mean, and standard deviations were used to analyse the data from the study. The result of the study found that guidance counselling services in institutions are good and influence business education programmes in Nigerian tertiary institutions.

Shaheen et al. (2023) conducted a study on impact of guidance and counseling services on students' development at the University level. The study primary purpose was to measure the impact of guidance & counselling services on students' development at the University level. A survey method was used for the descriptive study. The study employed a quantitative research design. The study population consisted of all public and private university students in Islamabad. The stratified sampling method was employed. The sample consisted of 900 students drawn from public and private universities. The data was gathered using a self-created questionnaire. The acquired data was analysed using descriptive statistics such as Mean, Standard Deviation, and Regression. Findings revealed that: (a) guidance and counselling services significantly predict students' academic, moral, and social development, and (b) a positive impact of guidance & counselling services on students' academic, moral, and social development was also found.

Dankyi et al. (2022) conducted a study on assessment of the counselling needs of distance education students in Ghanaian public universities. This study investigated the counselling needs of distance students, focusing on the diploma students of the College of Distance Education of the University of Cape Coast in Ghana. The descriptive design was adopted for the study. The study population was 36,798, with a sample size of 110. Purposive, simple random and stratified sampling techniques were employed to select the respondents. The tool applied for the data collection was a questionnaire. The data were analysed using descriptive

statistics. (Means and standard deviations). The study revealed a lack of professional counsellors, which prevents counsellors from meeting students' needs.

Defriyanto, Dermawan & Nisak (2022) carried out a study on the use of basic skills in individual counselling sessions by counselling guidance students. This study aims to determine the skills and proficiency of Islamic Education counselling guidance students in using basic counselling skills in individual counselling sessions. This research uses qualitative research methods. A purposive sample was used for the sampling selection. The data collection techniques used by the researcher were observation, interview, and documentation. The results revealed that: (a) Islamic Education counselling guidance students used thirteen basic counselling skills: attending, reflection, exploration, confrontation, open-ended questioning, closed-ended questioning, leading, focusing, tentatively concluding, clarifying, facilitating, concluding, and closing, (b) some basic counselling skills, such as paraphrasing, minimal encouragement, interpretation, directing, silence, taking the initiative, advice, and information, have not been used, and (c) the counselee agreed counselling help them and they are satisfied with the counselling services provided to them.

Hobbs, Armitage & Hood (2022) reviewed literature on effect of university positive psychology courses on student psychological wellbeing. A systematic review of studies across the globe investigating the effects of positive psychology courses taught within university degree programs on quantitative measures of psychological wellbeing. The study reviewed sources like Embase, PsychInfo, PubMed, and Web of Science electronic databases from 1998 to 2021 and identified 27 relevant studies. The literature review found that: (a) most studies (85%) reported positive effects on psychological wellbeing which, including increased life satisfaction and happiness. However, (b) there is a risk of bias.

Livana et al. (2022) reviewed literature on the need for guidance and counseling services at higher education institutions in Indonesia. The study aimed to identify the need for guidance and counselling services at higher education institutions in Indonesia. Meta-analysis was conducted to review articles from several databases: Google Scholar, PubMed, and Science Direct. The articles used were articles published from 2016 to 2021. The research population includes college stakeholders, namely vice chancellors, faculty leaders, heads of study programs, lecturers, and students, and the research is carried out in Indonesia. The study results for articles were listed in the PRISMA diagram. The study results for articles were analysed by identifying and linking research questions, results and discussions with theories relevant to the

topic. The results of the study showed that the need for guidance and counselling services was relatively high.

Putra & Fauziah (2022) conducted a study on guidance and counseling in universities to support Merdeka campus program. This study aimed to describe the implementation of guidance and counselling in higher education to support the Merdeka campus program. This research uses a qualitative approach with a literature study method. The data used in this study are literature reviews related to the Merdeka campus program and the implementation of guidance and counselling in higher education. Data analysis techniques are data reduction, data display, and verification. The results of this study revealed that guidance and counselling in higher education have an essential role in helping students be ready to participate in the Merdeka Campus program.

Sedofia (2021) conducted a study on improving guidance and counselling in colleges of education: perspectives of teacher trainees. The study investigated teacher trainees' perspectives on improving guidance and counselling services in CoEs in Ghana. A descriptive survey design was employed. A random sampling method was used to select 401 second-year teacher trainees for the study. Data were gathered from teacher trainees using questionnaire and focus group interviews. Data collected from the sample were analysed both qualitatively and quantitatively. The results revealed that guidance services in CoEs can be improved by ensuring confidentiality, providing facilities, retraining counsellors, sensitising key players, giving funding, and formulating policies.

Otieno & Catherine (2020) conducted a study on enhancing guidance and counselling services for mitigating psychosocial distress among university students in Tanzania. The study investigated the strategies for enhancing guidance and counselling services to mitigate psychosocial distress in Tanzanian Universities. The study used a qualitative method. The study participants were chosen using multistage and purposive selection approaches. Two universities, counsellors, and Deans of Students were purposefully selected. In contrast, eighteen students, nine from each university, were sampled based on their desire to participate in group discussions across faculties. Data was gathered through focus group discussions and an interview schedule. The data was evaluated thematically. The study found that: (a) counsellors were not professionally trained in counselling, (b) students were not informed about the availability and benefits of guidance and counselling services available in universities, and (c) the universities' guidance and counselling departments were underfunded.

Alale (2019) conducted a study on guidance services provide in colleges of education in Northern Ghana. The study aimed to examine guidance services in colleges of education in Northern Ghana. The study had a quantitative survey design. It employed a descriptive survey design. Random sampling, quota sampling, and stratified sampling techniques were used to select five hundred (500) students as sample size. A questionnaire was the instrument used to gather information for the study. Descriptive statistics uses tables, frequencies, and percentages to analyse the results. Findings from the study revealed that lack of computers, inactive network problems, and inconvenient location of counsellor's offices affect the effective delivery of guidance services in the colleges.

Ansah, Swanzy & Obeng (2019) book titled “No PhD, No Tenure Policy – Is it the Best Way Forward?” The book indicated that Ghana's key higher education regulatory bodies – the National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB)- have set the doctoral degree as the minimum qualification for university teaching, including lecturer counsellors. However, some circumstances peculiar to Ghana's higher education sector often lead to the relaxation of this policy. There are usually shortages of academics with doctoral degrees in some specialised fields, which compels the universities to recruit staff with lower credentials.

Dankyi (2019) conducted a study on counselling needs of distance education students of university of Cape Coast, Ghana: a model for effective counselling service delivery. The study primary purpose was to identify the most important counselling needs of distance education students and to design a model to improve the delivery of counselling services at the College. The study adopted the explanatory sequential mixed methods design to fuse qualitative and quantitative approaches. The total population of diploma distance education students of the College for the study was 36,798. The sample size for the study was 1115, made up of 1110 students and five key informants. Stratified, purposive, and simple random sampling techniques were employed to select the study participants. The study used data from questionnaire, interviews, and observation. The quantitative data were analysed by descriptive statistics (frequencies, percentages, means, and standard deviations). However, the qualitative data were analysed manually using a thematic approach, which involved sifting and sorting data according to key issues and themes based on the purpose of the study. The study revealed that: (a) most students indicated that the non-availability of counsellors at their respective study

centres was very challenging, and (b) the counselling services put in place by the college cannot adequately meet the students' needs.

Getachew, Daniel & Abayneh (2019) conducted a study titled “Role of Counseling Service Center and its Implementation in Madda Walabu University: Qualitative Research”. The main objective of this study was to identify the roles of the counselling service centre and its implementation at Madda Walabu University (MWU). Exploratory qualitative research was undertaken on the counsellors and relevant management bodies of Madda Walabu University (MWU) students in March 2016. As a result, four management bodies were purposefully chosen for in-depth interviews: the President, the Academic Vice President, the Student Dean, and the Student Counsellor. International, national, and organisational materials were thematically analysed. Results of the study revealed that: (a) the counselling centre of MWU lacked an intra-organization network, administrative independence and autonomy, (b) the service providers were not counsellors by profession, (c) the centre did not have a network with relevant domestic and international organisations, (d) there was poor client database management, and (e) the MWU counselling centre fell short of meeting national and international standards.

Sinclair (2019) conducted a study titled “Transforming Student Counselling Services for a Future Stellenbosch University”. A qualitative research methodology grounded in systems theory was used to collect data to answer the research question. Participants from three constituencies, namely Staff of the Centre for Student Counselling and Development (CSCD), University Staff Non- the Centre for Student Counselling and Development (CSCD) and Students, were randomly selected to participate in focus group and individual interviews. Interactive Qualitative Analysis (IQA) was used to analyse the collected data. The study findings contribute to practice and theory and point to substituting the problem-centred medical service delivery model with a holistic developmental approach. The study also concludes that counselling centres within a developmental paradigm should convey positive and empowering messages to students.

Hordofa (2018) conducted a study titled “Status of Guidance and Counselling Services in Ethiopian Higher Educational Institutions: A Case of Dire Dawa University”. The study aimed to assess the status of guidance and counselling services in Ethiopian higher educational Institutions at Dire Dawa University. The study used a descriptive survey design. The study data sample was collected from 128 randomly selected students through a questionnaire,

interview schedule, and focus group discussion. The qualitative data was analysed in themes. Quantitative data was analysed using descriptive statistics, percentages and frequency in Statistical Package for the Social Sciences. The study revealed that guidance and counselling services have not been functioning effectively due to a lack of professional counsellors.

Lemesa (2018) reviewed literature on major challenges and alternatives in the provision of guidance and counselling services in universities. The challenge that emerged from the literature review is the lack of an allocated financial budget.

Muluvhu (2018) conducted a study titled “Impact of Guidance and Counselling on Learning Outcomes: A Comparative Study of two High Schools in the Vhembe District”. The study aimed to see how guidance and counselling affected learning results. The study was experimental. The researcher employed quantitative and qualitative designs. Random and purposive sampling techniques were used to select the samples. Interviews and questionnaire were instruments used to collect data. Data was analysed both quantitatively and qualitatively by using descriptive statistics and thematic. Findings revealed that: (a) school guidance and counselling play a significant role in improving the learning outcomes of learners, and (b) guidance and counselling services help learners select the correct subject and career choices.

Tsikati (2018) conducted a study on factors contributing to effective guidance and counselling services at the university of Eswatini. The study aimed to identify factors contributing to effective guidance and counselling at the University of Eswatini (UNESWA), Luyengo Campus. A descriptive correlational research design was used in the study. A self-administered questionnaire was used to collect data. The tool was tested in pilot research with 30 students from the Luyengo Campus who were not part of the study. A total of 297 pupils were chosen randomly from a population of 1,277. Descriptive, correlational, and multiple regression statistics were used to analyse the data. Findings revealed that counsellor training contributes most to effective guidance and counselling services.

Tuchili & Ndhlovu (2018) conducted a study titled “Guidance and Counselling Services: Its Practicality in the Management of Disciplinary Cases Among Students in Selected Public Universities in Zambia”. The study sought to establish how guidance and counselling services are used to manage various disciplinary cases among students in selected public universities in Zambia. The study adopted a descriptive survey research design. One hundred five respondents, including Deans of Student's Affairs (DOSAs), counsellors and students, were

randomly selected for the study. In-depth interview guides, focus group discussions and self-administered questionnaire were used to collect data from the sample. Both quantitative and qualitative data collected were analysed and interpreted. The study found that guidance and counselling help to instil discipline among students.

Sahito & Vaisanen (2017) conducted a study titled "Effect of Time Management on the Job Satisfaction and Motivation of Teacher Educators: A Narrative Analysis". The study goal was to better understand the relationships between time management, job satisfaction, and motivation across university departments, institutions, and faculties of education in the Sindh Province of Pakistan. The researchers recorded the career histories of 40 counsellors using an interviewing technique. The interview and research emphasised the counsellors' routines, habits, and abilities linked to time management, job satisfaction, and motivation. The study improves knowledge by highlighting the benefits of narrative analysis, mainly qualitative research methodologies, to distribute the facts. Thus, it provides counsellors and administrators of colleges, faculties, institutes, and departments with a trustworthy source for learning how to help counsellors develop their time management skills to boost motivation and job satisfaction and make their professional and personal lives more meaningful.

Ankwansiize (2015) carried out a study on guidance and counseling and the students academic performance of Nkumba university in Wakiso District, Uganda. The study aimed to assess the effect of guidance and counselling on students' academic performance as conceptualized in the cause of students' search for guidance and counselling. In these areas, students needed guidance and counselling in their academic performance. The design of the study was cross-sectional. Questionnaire for students and an interview guide for lecturers were employed. A total of 132 respondents were selected randomly, with 126 students and six lecturer counsellors. Nkumba University was chosen via purposive sampling. The acquired data was evaluated both qualitatively and quantitatively. Findings revealed that guidance and counselling are vital resources for student's academic performance.

Okyere et al. (2015) conducted a study on assessment of the counselling needs of students in a Ghanaian public university. Needs assessment is the starting point for developing comprehensive and relevant student counseling services. This study assessed the counselling needs of students at the university of energy and natural resources in the Brong Ahafo Region of Ghana. The descriptive survey design was adopted for the study. The study population consisted of all students at the university. A sample of 335 students, comprised of 286 males

and 49 females, was selected through proportional stratified random sampling and simple random sampling techniques. A needs assessment questionnaire was used to source the data. The data were analysed using means, standard deviations, and independent samples t-tests. The study found that practical and vocational/career needs were the most pressing needs of students.

Nyaga, Oundo & Kamoyo (2014) conducted a study on effectiveness of guidance and counselling services on the development of students academic competence. It was a comparative study of public and private universities in Kenya. This study aimed to determine the effectiveness of guidance and counselling services on developing students' academic competence in public and private universities in Kenya. Ex post facto casual comparative design was used in the study. A questionnaire was used to obtain quantitative data from 369 third- and fourth-year full-time undergraduate students enrolled in Kenya's three public and three private universities. In addition, qualitative data was gathered through an interview with ten (10) student counsellors and a focus group discussion with thirty-six (36) peer counsellors from the universities under consideration. The respondents were chosen using purposeful, proportional, and stratified random sampling techniques. The t-test was performed to establish the significance of the study hypotheses and whether they should be rejected or accepted. The 0.05 threshold of significance was used for all tests. An analysis of the findings indicated: (a) significant differences in the effectiveness of guidance and counselling services on students' academic competence development between those enrolled in public and private universities, (b) through effective guidance and counselling services, students in private universities had better growth in academic competence than those enrolled in public universities, (c) no significant gender differences in the effectiveness of guidance and counselling services on students' development of academic competence in both public and private universities.

Bell (2013) reviewed literature on record keeping for the school counselor: ethical considerations. The suggestions that emerged from the literature review were: (a) updating clients' record keeping is essential to guidance and counselling centres and has unique implications for the school counsellor, (b) notes and records are necessary for a counsellor to provide the best counselling to clients, making notes a foundational topic in counselling, (c) the proper safekeeping of counselling records is essential to protect client confidentiality, both legally and ethically, and (d) counselling notes are part of a student's educational file; therefore, a counsellor must handle them correctly.

Kuseh (2013) conducted a study titled "Minimum Qualification to Lecture in Ghana". The study revealed that to lecture in Ghanaian universities, the Ghana Tertiary Education Commission (GTEC) requires a person to have a PhD. However, a person can lecture with a researched Master's degree. The research component of the master's degree must be at least one year duration. Such a degree includes an MPhil (Master of Philosophy). With the growing popularity of MA, MBA, MEd and M.Sc. degrees in the country, the requirement is expected to generate interest in acquiring MPhil degrees, which are still not as popular outside the Arts field.

Ofori (2013) conducted a study on an assessment of guidance programmes in the national vocational training institute in Central Region, Ghana. The study evaluated the guidance programme implemented in Ghana's NVTI centres in the Central Region. The study adopted a descriptive survey research approach. Forty-four coordinators/teachers and 194 students were chosen from the NVTI centres using purposive and simple random sampling techniques. A questionnaire was utilised to collect the necessary information from respondents to answer the research questions provided for the study. The collected data for the analysis was analysed descriptively (frequencies, means, percentages, and standard deviations). The findings discovered: (a) insufficient funds and (b) a lack of professional guidance coordinators in the centres.

Aidoo (2011) conducted a study on administration of guidance and counselling in the colleges of education in Ghana. The study's main purpose was to examine the nature of guidance and counselling administration, determine the types of guidance and counselling services administered in colleges, determine the role of tutors, and identify the challenges associated with the administration of guidance and counselling services in colleges. The research design adopted for the study was descriptive. A total of 269 respondents, comprised of 224 students and 45 tutors, including the guidance and counselling coordinators, were randomly sampled for the study. Questionnaires and interview guides were the instruments used in the study. The main statistical tools used were frequencies and percentages. However, the interview data from the guidance and counselling coordinators were grouped according to themes based on the research questions. The main findings of the study revealed that (a) guidance and counselling services are beneficial to students in the colleges, (b) Tutors and students rated the guidance and counselling services as good, (c) It was also found that guidance and counselling coordinators in the colleges involved tutors in discussing issues related to students' academic

problems, (d) orientation and counselling are the popular guidance and counselling service rendered to students in colleges. However, (e) lack of funds and qualified guidance and counselling coordinators were the major factors militating against the administration of guidance and counselling services.

Niemand, Brand & Cilliers (2006) conducted a literature review on the impact and cost effectiveness of student counselling in the context of higher education: A literature review. This study outlines different methods for determining cost effectiveness and the most applicable method in different cases. The research on cost effectiveness and the impact of student counselling services were reviewed. The research findings on policies' impact, cost effectiveness, organisational structure, the collaboration between different institutional service centres, and counsellor characteristics are reviewed. It was found that collaboration between student-directed services within the broader university context contributes to cost effectiveness and impact and that more empirical research is needed to justify the claims of the relevance of student counselling services.

Macharia (1991) conducted a study on university students problems, awareness and preferences of counselling resources and attitudes towards seeking help. The purpose of the study was to investigate the extent / and effectiveness of student counselling resources amongst Kenyan university students and the effect of sex and year of study of the students on the problems experienced by the students, their awareness and preferences for available counselling resources and their attitudes towards seeking psychological help. A sample of 300 university students from Kenyatta University was randomly selected and used in the study. Questionnaire was the tool used. The data collected was analysed through the Chi. Square test. Frequency tables and descriptive statistics were also used to present and analyse the data. The study findings revealed that the counselling service's resources must be increased.

2.4 Studies Related to Problems of Guidance and Counselling Centres

The researcher found thirteen (13) studies on this theme. The reviewed studies mentioned below were conducted between 2012 to 2023. The details of the reviewed studies are presented as follows;

Adanna, Agerew & Rita (2023) conducted a study titled “Guidance and Counseling Service in Nigerian University System: Problems and Way Forward”. The study examined the

problems that have militated against effective guidance and counselling services in Nigerian universities. Secondary data were used in the study. The secondary data were gathered from print materials and online publications. The study found that: (a) poor funding, (b) inadequate guidance and counselling materials, (c) shortage of trained counsellors, (d) poor capacity building programme, (e) a negative attitude of the university community, and (f) inadequate infrastructure facilities like offices for counsellors, a computer setup, stationery and cabinets are problems that have hindered effective guidance and counselling services delivery in the universities in Nigeria.

Bernadetha (2022) conducted a study on availability and challenges of guidance and counseling services for female postgraduate students at the University of Dar es Salaam. This study aimed to explore the availability and challenges of guidance and counselling services provided to female postgraduate students at the University of Dar es Salaam in Tanzania. The study used a qualitative research approach with a phenomenology research design that depended on female postgraduate students' lived experiences. Purposive and snowball sampling techniques were applied. The sample size was twenty-two participants, which included 14 female postgraduate students, six counsellors, and two Deans of students' office staff. Interviews, focus group discussions, and observation were employed to collect qualitative data, which were then examined using content analysis. The findings found the following Challenges: (a) inadequacy of female counsellors, (b) lack of information about the accessibility of guidance and counselling services, (c) inadequacy of elderly counsellors with more working experience, (d) shortage of professional counsellors, (e) inadequate physical resources, and (f) lack of online counselling services.

Kokro, Ahmoah & Agyeman (2022) carried out a study titled "Evaluation of the Guidance and Counselling Services in Tamale Technical University, Tamale in the Northern Region, Ghana". The study evaluated the guidance and counselling services at Tamale Technical University in Sagnarigu District and investigated how students access the services. The study used a qualitative research approach. A simple random sampling technique was used to sample fifty-two (52) respondents. The breakdown was as follows: two (2) guidance and counselling officers and fifty (50) students made up of twenty-nine (29) males and twenty-one (21) females. Questionnaire was administered to the student respondents, and an interview guide was also used for guidance and counselling officers. Data collected from the study were analysed

thematically. The study revealed that most students were not accessing guidance and counselling services.

Adzakpa, Dusu & Adangabe (2020) carried out a study on guidance services availability to student-teachers in Colleges of Education in Volta Region, Ghana. The study was quantitative research. The research design applied for the study was a descriptive survey. Purposive and random sampling techniques were used to select 280 students and 3 counsellors as samples for the study. Questionnaire was used to collect the data. Descriptive statistical analysis was employed. The analysis and interpretation of research questions were analysed using frequency counts and percentages. According to the findings, there is a lack of confidentiality and insufficient counsellors in the Volta Region's colleges of education.

Anim (2020) conducted a study on assessing the prevalence and patronage of guidance and counselling services at Kumasi Technical University. The study aimed to assess the prevalence and patronage of guidance and counselling services at Kumasi Technical University. The survey research approach was adopted. The total population for the study was ten thousand four hundred and sixty-five (10,465). A purposive sampling technique was used to select 97 respondents as the sample size for the study. The researcher used a questionnaire to gather information from the respondents. The data was analysed quantitatively. The study concluded that: (a) most of the staff in the guidance and counselling unit of the Technical University are females, (b) students who seek guidance and counselling services in the Technical Universities prefer to consult males but not females, and (c) students do not seek guidance and counselling services due to fear, lack of trust and confidence in counsellors.

Getachew (2020) conducted a study titled “Assessment of Guidance and Counselling Service Centre in Higher Education Institutions: A Qualitative Research”. This study tried to assess how the counselling service centres of higher education institutions (HEI) can better serve students to succeed academically, psychologically, and in interpersonal relationships. Explorative qualitative research was conducted on students from higher education institutions. Twelve club representatives and secretaries from four schools were purposefully chosen. There were 48 participants in total for the focus group discussions, with each two club representatives from academic, gender, welfare, peace, students council, and discipline clubs. The acquired data were qualitatively analysed on a thematic basis. Results found that the most commonly observed problems on campus were: (a) academic (study skills, time management and career counselling needs), (b) psychological (stress, anxiety, depression, drug addiction, sexual-

related problems, suicide, and loneliness), and (c) interpersonal relationship (lack of conflict management skill, violence handling, discrimination, assertiveness, communication).

Khalid, Iqbal & Bibi (2020) conducted a study on analysis of guidance and counselling services at higher education in Punjab, Pakistan. The study aimed to discover the existing guidance and career development practices. A descriptive survey research design was applied. All the public sector universities of Punjab were the population of the study. A cluster sampling technique was used at the first stage for selecting universities, and a stratified sampling technique was used for selecting the sample. Four universities were selected as clusters, and 1003 students (579 female and 424 male) were selected from 20 departments from all four universities. A self-developed instrument was used to collect data, and it was based on the 5-point Likert Rating Scale. The 5-point rating from 'strongly agree' to 'strongly disagree'. The data were analysed using percentages and ANOVA using SPSS. The study results found that although some guidance and counselling practices exist in some universities, the working scale is not enough for the students enrolled in the universities.

Ojeme (2019) reviewed literature on challenges of guidance and counselling. The challenge that emerged includes the following:

- i. Inadequate counselling materials and work tools.
- ii. Deployment of school counsellors to perform non-counselling duties.
- iii. Insufficient training of professional counsellors.

Fura (2018) reviewed literature on major challenges and alternatives in the provision of guidance and counseling services in Universities. The study aimed to assess and organise literature on the challenges and alternatives in providing guidance and counselling services to college and University students in Ethiopia. Literature was organised on the provision of guidance and counselling services to certain Ethiopian Universities from across the world. The findings from the reviewed literature revealed that implementation of guidance and counselling services carries various challenges, such as: (a) lack of student awareness about the availability of the services, (b) lack of counsellors in the university, (c) unavailability of material resources, including the counselling office in the university, (d) little consideration for the services by university administrations, (e) no budget allocated for guidance and counselling services, and (f) no assessment on the impact of guidance and counselling services in the university.

Achi (2017) reviewed literature on challenges facing guidance and counselling in higher education in Africa. The study aimed to identify some problems facing guidance and counselling services delivery in African higher education. The literature review found the following problems facing guidance and counselling in Africa: (a) lack of guidance and counselling in most schools in Africa, (b) poor implementation of educational policy, (c) lack of trained counsellors, (d) lack of government initiative on guidance and counselling, (e) poor infrastructure in schools, and weak practical backgrounds of guidance and counselling.

Bobga (2016) conducted a study on an appraisal of effective provision of guidance and counseling services in Cameroon State Universities. The study aimed to establish the challenges facing the effective implementation of guidance and counselling programmes in Cameroon State Universities. The purpose of this research was to explore the meaning and relevance of guidance and counselling services in universities. An empirical gap was identified because, despite the continual allocation of counsellors at Cameroon's universities and secondary schools, students continue to engage in anti-social conduct, cheat during exams, engage in premarital sex, and so on. The study question was, what are the challenges that counsellors face? The study was founded on person-centred and social learning theory ideas. The person-centred theory emphasises the interpersonal relationship between two individuals (in this case, the counsellor and the client). According to social learning theory, a child learns behaviour through social contact, observation, and imitation of what other individuals in society are doing. The study came out with the following challenges: (a) inadequate funding, (b) inadequate counsellors, (c) doubt about the efficacy of guidance and counselling, (d) lack of commitment of Government officers, and (e) lack of confidentiality in guidance and counselling services.

Kamunyu (2016) conducted a study on reasons why university students do not seek counselling services in Kenya. The study adopted a descriptive survey design. It used a mixed methodology that collected both quantitative and qualitative data. The 65 Kenyan universities were targeted population. The three accessible universities used in the study were Jomo Kenyatta University of Agriculture and Technology, Kenya Methodist University, and Mount Kenya University. The participants in the three universities were sampled using stratified, simple random, and purposive sampling methods. The study included 310 students and seven student counsellors. The study used a questionnaire, an in-depth interview schedule, and a focus group discussion guides as tools. Subsections of the questionnaire included a 5-point

Likert Rating Scale. The 5-point rating from 'strongly agree' to 'strongly disagree'. Descriptive statistics were employed to analyse quantitative data, while qualitative data was analysed thematically. The study revealed the following reasons that prevented university students from seeking counselling services in Kenya: (a) gender of the counsellor, (b) social mistrust in the counselling service, (c) lack of confidence in the counsellors, (d) location of the counselling centre, and (e) perception of the students of counselling services.

Amani & Sima (2015) carried out a study on the status of career counselling services in higher learning institutions in Tanzania. The study aimed to determine the status of Career Counselling services in higher learning institutions in Tanzania. The study was conducted in Iringa, Morogoro, Dar es Salaam and Dodoma Regions. The study revealed that: (a) low student self-awareness, (b) a lack of professional counsellors, and (c) a lack of a clear policy for implementing career guidance and counselling services at both universities in Tanzania.

2.5 Studies Related to Perception Towards Guidance and Counselling Centres

The researcher came across thirty-one (31) related studies. The reviewed studies mentioned below were conducted between 2008 to 2023. The details of the reviewed studies are presented as follows;

Batool, Maqsood & Malik (2023) conducted a study titled “Guidance and Counselling for Students: A Need Assessment”. The study explored students' educational, vocational, social, personal, and health-related guidance & counselling needs and their perception of the establishment of guidance and counselling service centres at higher education institutions in Islamabad. The study was based on a quantitative survey, and a random sampling technique was used to select 1743 students of the BS program from four public and seven private universities. Questionnaire was used to collect data from the sample. The collected data was analysed quantitatively. The result found that: (a) all the students indicated the need for guidance and counselling centres, and (b) all the students showed positive perceptions regarding establishing guidance and counselling service centres.

FiKankam & Adinkrah (2023) conducted a study on college of education students' attitudes towards using online counselling tools in Ghana. Online counselling is widely regarded as a cost-effective and convenient means to provide basic counselling services, and it is increasingly

being used in university treatment. However, it is unclear what amount of information and attitude students have about online counselling in colleges of education. This study looked at students' views toward and the likelihood of using online counselling to help with information seeking and dissemination to see if it could increase overall service consumption. A descriptive survey was conducted, and 411 students from two Ghanaian colleges of education were randomly selected. The study, based on the Theory of Planned Behaviour, students' attitudes and intentions to use online counselling questionnaires were used to investigate. The collected data was analysed quantitatively using frequency and percentage. The findings found that 94% of participants said they would use online counselling services if given the opportunity.

Missanjo et al. (2022) conducted a study on perception of university and college students towards guidance and counselling services in Malawi. The study adopted a cross-sectional study to examine university and college students' perceptions of guidance and counselling services in Malawi. The study addressed the following questions: What are the behaviour patterns shown by students that require guidance and counselling? What are the benefits of guidance and counselling services to university and college students? What challenges are faced in guidance and counselling services at universities and colleges? What strategies can be employed to promote effective guidance and counselling services in universities and colleges? Data was collected using a structured questionnaire. A simple random sampling technique was used to select the sample size of 258 students from various universities and colleges. The chi-square test and simple percentage were used as statistical tools to analyse the data. The results revealed that: (a) students' behaviour patterns that require guidance and counselling services significantly differed. The main behaviour patterns were stress (74.4%), depression (65.9%), anxiety (63.9%), drug addiction (56.2%), loneliness (50.8%), sex-related problems (44.6%), vandalism (36.5%), and suicide (33.3%). (b) The study found the following as the importance of guidance and counselling services to university and college students: students acquire knowledge and skills they need to succeed in life (94.5%); students develop academically and behaviourally (92.6%); students identify their skills and set goals to succeed (91.9%); and students develop problem-solving skills (89.6%). (c) The study further revealed the following challenges faced in providing guidance and counselling services at universities and colleges: lack of specific time allocation, inadequate facilities, the number of counsellors not proportional to the number of students, and in other institutions, there are no guidance and counselling services. (d) The study revealed that the found challenges can be overcome by the following strategies: counsellors' offices must be accessible to all categories of students; there

is a need for awareness creation; availability of appropriate facilities; and professional development training for counsellors.

Arkorful, Adam-Yawson & Insaidoo (2021) carried out a study on the level of awareness of guidance and counselling at Komenda college of education. The study explored the nature of guidance and counselling services available for Komenda college of education students. The descriptive survey design was used for the study. A sample of 185 students consisting of 95 level 200 students and 90 level 300 students were sampled from the population. The instrument used for data collection was a questionnaire. The quantitative data and analysis were entered using Statistical Package for the Social Sciences (SPSS). The results from the study revealed that: (a) guidance and counselling services were vibrant and visible in Komenda College of Education, (b) seventy-five per cent (75%) of the respondents claimed that attitudes of guidance and counselling coordinators and tutors were very appropriate for counselling services, (c) all types of guidance and counselling services were rendered in the college, and (d) some students had negative attitudes towards accessing guidance and counselling services.

Cronin et al. (2021) conducted a study titled “Counseling is Great but not for me: Student Perspectives of College Counseling”. The qualitative study explored student views of on-campus counselling, including barriers for students when seeking help. Data were collected through focus group interviews. Random sampling techniques were adopted to select 14 students. Consensual qualitative recording analyses were used. Findings indicated that: (a) counselling benefits in their academic, (b) cost is a barrier to counselling, and (c) barriers to help-seeking stigma is a challenge to counselling.

Gombe & Umar (2021) conducted a study titled "Analysis of Guidance and Counselling Towards Graduate Employability: A Case Study of Federal College of Education (Tech.), Gombe". The study was undertaken to ascertain the extent to which career guidance and counselling can serve as a tool for functional education and graduate employability. A descriptive survey design was employed. A sample size of 500 was selected using a stratified and simple random sample technique across the department of the final year students. Questionnaire was used to collect data. The data collected from the sample were analysed using simple percentages and mean. The results were as follows: (a) there was a significant influence on the academic performance of students who had received guidance and counselling services as against those who had not, and (b) guidance services serve as motivation for acquiring skills.

Lasode, Lawal & Ofodile (2021) conducted a study on the perception, awareness and use of guidance and counselling services by undergraduates of the Federal university of agriculture Abeokuta, Nigeria. The study investigated the perception, awareness, and use of guidance and counselling services by undergraduates from the Federal University of Agriculture, Abeokuta. A descriptive survey research design was applied. A simple random sampling technique was used to sample 283 respondents across the ten (10) colleges in the Institution. Data were collected using a questionnaire and analysed using descriptive statistics such as frequency, percentages, and mean. Results revealed that: (a) 91.1% of the respondents were aware of guidance and counselling services, and (b) 74.6% of the respondents currently using the services indicated that it was beneficial.

Shahim, Zainudin & Shah (2021) conducted a study on university students' perception on online counselling services. The study examines university students' perceptions of online counselling services, including attitude, knowledge, and readiness at the University Malaysia Terengganu. A quantitative study was used. Simple random sampling techniques were utilised to pick 263 participants from two different studies: social sciences and technology sciences. The instrument was the perceptions of an online counselling questionnaire. The acquired data were evaluated quantitatively and inferentially. The collected data were analysed using the Statistical Package for Social Science (SPSS) 23.0 for Windows. The data was analysed using t-test analysis. The results found that: (a) no significant difference in perceptions of attitude and readiness toward online counselling services based on the field of study. However, (b) there is a significant difference in the perception of knowledge toward online counselling services based on the field of study.

Daniel et al. (2020) critically examined guidance and counselling internship experiences of ODL students in Zambia. The study aimed to establish whether learners undergo practical, experiential learning. The study was a case study by research design and was qualitative in approach. A population of 60 fourth-year guidance and counselling degree programme learners were targeted with a sample size of 50 respondents using the simple random sampling method. An interview was conducted to collect data from the sample. The collected data was analysed qualitatively. The findings revealed that learners undergo practical experiences that benefit and support their knowledge base and practical application.

Joseph & Boahen (2020) conducted a study on learners perception towards the role of guidance and counselling services in colleges of education in Ghana. The study applied an ex

post facto research design. Three hundred respondents were randomly selected for the study sample. Interviews and a questionnaire were used to collect data for this study. The data collected were analysed thematically. The finding revealed that learners had a positive evaluation and appreciated the role of guidance and counselling services.

Doshi et al. (2019) conducted a study titled "Confidentiality in Counselor Experiential Training Groups: An Exploratory Study". The study investigated whether maintaining confidentiality influenced members' self-disclosure and perceptions of benefitting from group experience in the context of an instructor-led experiential graduate-level training group. Participants were 31 counsellors-in-training in a 60-credit master's degree program in mental health counselling enrolled in an experiential group dynamics class. The findings indicated that respondents hold positive confidentiality for counsellors.

Getachew (2019) conducted a study on assessment of psychological counseling service for higher education institution students. The study aimed to investigate students' awareness of and use of psychological counselling services in higher education institutions. The descriptive survey design was used for the study. A sample of 605 regular undergraduate students were randomly selected. A questionnaire was an instrument used for data collection. The data was analysed quantitatively. The study results found that: (a) demographic variables strongly accounted for the variances in awareness of psychological counselling and use of the service, (b) (67.8%) of male students and 24.3% of female students had not heard about the presence of psychological counselling services, (c) more than 60% of the study participants prioritised psychological counselling services in higher education Institutions, and (d) students believed psychological counselling services contributed to their academic success.

Yelpaze & Ceyhan (2019) conducted a study on university students' perceptions about psychological help seeking: a qualitative study. The study aims to investigate university students' perceptions of psychological help-seeking. A qualitative research design was employed. Random sampling was adopted to choose participants. Data was collected from 640 students, 216 male and 424 female in 2016. Students were invited to complete a survey that included a demographic questionnaire and open-ended questions on their thoughts and sentiments about getting psychological assistance. The collected data was examined inductively using the NVivo programme. Results of the study revealed that: (a) the students' opinions for seeking psychological help are gathered under seven main themes: economic factors, perception errors, counsellors' competency, self-disclosure, experience of seeking help,

alternative coping strategies and expected benefit from counselling, (b) students stated they have negative help-seeking attitudes since they think counselling centres are expensive, there are no competent counsellors, and they do not believe counselling is helpful for their problems, and (c) students have misinformation about how to help them in counselling centres.

Amos & Namale (2018) conducted a study entitled "Perception of Students Towards Guidance and Counselling Services in Colleges of Education in Northern Ghana". The study aimed to determine student perceptions of guidance and counselling services in Colleges of Education in Northern Ghana. Descriptive survey design employed. Random sampling techniques apply to select a sample size of 400 from an estimated population of 1200 College of Education students in Northern Ghana. A questionnaire was used to collect data for the study. The finding from the study established that students in Colleges of Education in Northern Ghana have positive perceptions towards guidance and counselling and, therefore, perceive their services as beneficial.

Awabil & Jones (2018) conducted a study on attitude of Ghanaian university students towards online counselling. Two research questions and hypotheses guided the study. The study population included all regular undergraduate students at Ghana's university of Cape Coast. A sample of 600 students was used, with 360 males and 240 girls. Stratified sampling and a simple random sampling technique were used. Two online counselling attitude assessments were used to collect data. Means, standard deviations, and the independent samples t-test were used to examine the data. The survey found that: (a) respondents had positive attitudes towards online counselling, (b) there were no significant changes in students' attitudes towards online counselling based on gender, and (c) a significant impact in that students have the capacity to use online counselling because they displayed a good attitude towards it.

Fia (2018) conducted a study on an evaluation of the guidance services offered by counselling at the university of Cape Coast: implications for counselling. The study was a descriptive survey in nature. The study applies a quantitative survey research design. Four hundred students were purposely selected for the study. Questionnaire was used for data collection. Findings from the study found that: (a) guidance services are essential for successful academics and the full development of the individual, and (b) students hold a poor perception of the guidance services rendered by the counselling centre.

Kamina (2018) conducted a study on influence of perception of university students on utilization of peer counselling services in selected universities in Kenya. This study aimed to establish how university students perceive peer counselling services and their influence on utilising them. The study used a descriptive correlational design. The target population was third- and fourth-year undergraduate students at universities in Kenya. A stratified random sampling technique was used to select the universities. The third- and fourth-year students were purposefully selected to participate in the study. The study used simple random sampling to select 400 students from the third and fourth years in the selected universities. A questionnaire and focus group discussion guides were used to collect data. Quantitative data was analysed using descriptive statistics in means, percentages and frequencies. The Statistical Package for Social Sciences (SPSS) version 21.1 for Windows software was used to aid in quantitative data analysis, while the qualitative data was grouped and analysed thematically. The study's findings revealed that a large percentage of university students (75%) had a negative perception of peer counselling services, which subsequently negatively influenced the utilization of the services.

Lasode, Lawal & Ofodile (2017) carried out a study on the perception, awareness and use of guidance and counselling services by undergraduates of the Federal university of agriculture Abeokuta, Nigeria. This research investigated Federal university of agriculture, Abeokuta undergraduates' perception, awareness, and use of guidance and counselling services. The study adopted a descriptive survey design. A simple random sampling was adopted to sample 283 respondents across the ten (10) Institutions. A questionnaire was used to collect data. The result revealed that 91.1% of the respondents know about guidance and counselling services.

Tannous (2017) conducted a study on perceptions towards online counseling among university of Jordan students. The study aims to examine the perceptions of university of Jordan students toward online counselling. The study used a quantitative survey design. The sample was chosen using a simple random sampling technique. The study sample of 210 respondents was selected to answer an online questionnaire that covers two characteristics of online knowledge and attitude. Participants were undergraduate and graduate students from the Faculty of Educational Sciences at the University of Jordan. After collecting data from the study sample, SPSS v.11.5 was utilised for statistical data analysis, including reliability and regression analysis. The results of the study indicated that: (a) respondents have adequate information about the field of online counselling, (b) students benefited from online counselling conducted in the university counselling centre, (c) face-to-face counselling was most respondents first

preference, (d) respondents have a positive attitude and a high level of preference toward online counselling, and (e) respondents believe that online counselling is an essential part of their way of dealing with daily life problems.

Tuchili & Ndhlovu (2017) conducted a study titled "Shaping Behaviour among Students in Zambia's Public Universities: Can Guidance and Counselling be Useful". This study aimed to establish how guidance and counselling services can be used to shape students' behaviour. A descriptive survey research design was applied. One hundred five respondents, including Deans of Student's Affairs (DOSA), counsellors and students, were randomly selected for the study. In-depth interview guides, focus group discussions and self-administered questionnaire were used to collect data from the sample. Both quantitative and qualitative data collected were analysed and interpreted. The study revealed that guidance and counselling services shape students' behaviour in Zambia's public universities.

Tuchili & Ndhlovu (2017) conducted a study titled "Behaviour Modification Through Guidance and Counselling among Students in Selected Public Universities in Zambia: Is it Possible?" A descriptive survey design was used. The study aimed to establish how guidance and counselling services were used to address deviant behaviour by students in public universities. A simple random sampling method was applied to sample 105 respondents. In-depth interview guides, focus group discussions and self-administered questionnaire were used to collect data. Thematic analysis and SPSS were used to analyse the data. The study found that students who accessed guidance and counselling services exhibited acceptable behaviour in various aspects of their lives.

Thurajah, Ahmed & Jeyakumar (2017) conducted a study on factors determining the effectiveness of university counselling services. The study aimed to determine the elements that define a counsellor's efficacy when students use counselling services and look into the student's perspective on the counsellor's effectiveness. The population was 564 students from four universities in Melaka. Purposive sampling was the sampling technique used. Tools for data collection was a questionnaire. The data collected was analysed quantitatively using percentages and frequency. Findings revealed that: (a) students are aware that counselling influences academic performance and that effective counselling centres reduce attrition, and (b) effective counselling centres help enhance retention for students who need support from the counsellor.

Hako (2016) critically examined stakeholders' perspectives on school counselling programme in Namibia. The study aims to investigate the Namibian school counselling programme. The study employed a mixed methods approach; qualitative and quantitative data were collected. The population comprised stakeholders, including school principals, teacher-counsellors, parents, and learners from the Ohangwena Directorate of Education of the Ohangwena region in Namibia. A stratified random sampling method was used to select 600 participants, comprising 288 learners, 142 principals, 68 teacher-counsellors and 5 parents from schools in the Ohangwena region. Interviews, questionnaire and focus group discussions were used to gather data. The quantitative data were analysed using Statistical Package for Social Sciences (SPSS), while themes were used to analyse qualitative data. The study found a lack of information on school counselling activities.

Ansah (2015) conducted a study titled "Self-Perceived and Self-Expressed Social and Personal Problems of Students: the Case of Cape Coast Polytechnic, Ghana-Implications for Guidance and Counselling". The study aimed to determine students' desire for formal school counselling services to resolve their personal and social problems. The study used ex-post facto research design. The study population comprises all the students and lecturers at the Cape Coast Polytechnic. Random sampling was applied to select three hundred marketing students and twenty lecturers for the survey. The study instrument was a questionnaire. A quantitative and descriptive analysis was employed to analyse the data. The study found that more than 85 per cent of the students desire practical guidance and counselling programmes to help them solve their personal and moral problems.

Ahmed, Ahmed & Awad (2015) conducted a study to examine students' perception to psychological counselling services at Omdurman Islamic university in Khartoum State-Sudan. The study aimed to investigate the students perception of psychological counselling services. The study used descriptive methods. A psychological counselling services questionnaire designed by researchers was used to collect data. The population of this study consisted of (950) students. The sample was chosen randomly and included (61) students, male (29) and female (32). The study used a statistical package for the social sciences program (SPSS). Also, the study used several statistical processes: a T-test for one sample, a T-test for an independent sample, and a one-way analysis of variance (ANOVA) to analyse the study. The results are the follows: (a) the level of psychological counselling services was significantly different according to gender, (b) there were no significant differences in the level of psychological

counselling services according to the place of residence, and (c) no relationship between the view of students about psychological counselling services and age variable.

Awinsong, Dawson & Gidiglo (2015) conducted a study on students' perceptions of the role of counsellors in choosing a career: An analysis of the Mfantseman Municipality in Ghana. The study goal was to determine students' perceptions of the role of counsellors in career choice. The study employed a descriptive survey research design. Purposive and simple random sampling techniques were used. A sample size of three hundred and fifty-one (351) students and counsellors were used for the survey. A questionnaire and interview were developed and used as tools for the data collection. A descriptive statistical method employs operating frequencies and percentages during the data analysis. The findings from the study showed that students took a positive view of the role of the counsellor in making career choices.

Mwangi & Otanga (2015) conducted a study on students' perceptions and attitudes towards the role of guidance and counselling services in teachers colleges in Kenya. This study sought to determine students' perceptions and attitudes towards the role of guidance and counselling at Shanzu Teachers Training College. The study employed an ex post facto research design. A simple random sampling technique was used to sample 167 respondents for the study. Data was collected using a questionnaire. The data collected were analysed descriptively. Findings found that students had a positive perception of evaluation and appreciation of the role of guidance and counselling services.

Kesson (2013) critically examined students' perception and utilisation of counselling in Ghana. The study examined students' perceptions of and utilisation of counselling in Ghana. The study adopted a descriptive cross-sectional design. Purposive sampling was applied to a sample of one hundred and twenty-four (124) students. A questionnaire and an interview were the instruments used to collect data. Descriptive statistics were used to analyse the collected data, including means, frequencies, and percentages. Findings from the study revealed that: (a) students had a negative perception of counsellors' confidentiality, and (b) most students were aware that counselling was not only for students with mental problems or learning difficulties.

Adebowale (2011) conducted a study on perceived availability of guidance and counselling services among tertiary Institution students in selected South-West universities in Nigeria. The study examined the student's perception of the guidance services available. The study adopted a descriptive survey. Twelve (12) universities consisting of federal state and private universities

from the southwest geopolitical zone of Nigeria, 50 undergraduate and postgraduate male and female students were randomly selected from each university. Data were collected using the "Available Guidance Services Questionnaire" (AGSQ) and analysed with a t-test. The study findings revealed that the students negatively perceived the guidance services.

Jayne (2008) carried out a study on students' perceptions and attitudes towards guidance and counselling services in teacher training colleges. The study sought to investigate the students' perception and attitude towards the role of guidance and counselling at Shanzu teachers training college. The study adopted an ex post facto research design. The population was the 684 students in the college. A random sample of 167 respondents was selected. Data was collected using a structured student perception and attitude questionnaire administered to the selected respondents. The validity of the research instruments and reliability coefficient of 0.7765 were established. Data was analysed using descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS). The study findings found that the students had a positive evaluation and appreciation of the role of guidance and counselling services and the ability of the counsellors to discharge these services.

Milousi, Platsidou & Samara (2008) conducted a study titled "Evaluation of Psychological Counseling Services in Higher Education: The Case of the Center for Counseling and Supporting Students of the University of Macedonia". This study investigated the evaluation of the Centre for the Counselling and Supporting of Students of the University of Macedonia (CCSS) in the first academic year of its full operation to investigate how the students who had made use of the services provided by the CCSS evaluate the procedures, the content of the counselling activities and the outcomes acquired. The study focused on the students' assessments of four seminars, one counselling group, and the individual counselling sessions in which they had participated. 103 students participated in the seminars, the counselling group evaluation, and 12 evaluated the individual counselling sessions. Two inventories with open- and close-ended questions were designed to collect data. Results found that: (a) participants reported high satisfaction with the seminar features, such as the topics, the speakers, the organisation, and the handouts, and (b) most students enthusiastically supported the usefulness and the necessity of the counselling actions under evaluation.

2.6 Summary of the Review of Related Literature

The researcher reviewed 73 related studies, comprising 21 studies conducted in Ghana and 52 studies conducted abroad. Previous related studies and reviews conducted by various researchers and scholars in guidance and counselling have helped the researcher gain more insight and reach practical conclusions, valuable findings for the present study were developed.

The related studies on guidance and counselling centres found that adequate resources enhance practical guidance and counselling centres (Sedofia, 2021). Other related studies revealed that there are insufficient resources in educational guidance and counselling centres, which do not help the centres perform effectively. Lack of resources like counsellors, training and qualification (Dankyi et al., 2022; Otieno & Catherine, 2020; Ansah, Swanzy & Obeng, 2019; Dankyi, 2019; Hordofa, 2018; Tsikati, 2018; Tuchili & Ndhlovu, 2018; Kuseh, 2013). Physical resources such as careers library, counsellor's office, books, furniture, access to internet facilities, computers, telephone, and information about programmes, etc. are lacking in the centres (Muluvhu, 2018; Lemesa, 2018; Nyaga, Oundo & Kamoyo, 2014). Financial resources like money to buy materials and organise guidance and counselling programmes are also inadequate (Livana et al., 2022; Ofori, 2013; Aidoo, 2011). The related studies found that adequate resources in guidance and counselling centres bring positive impact on students' academic, moral, and social development (Getachew, Daniel & Abayneh, 2019; Niemand, Brand & Cilliers 2006; Macharia, 1991). The related studies revealed the importance of record-keeping in guidance and counselling centres (Bell, 2013). Time management is important in guidance and counselling centres (Olowe & Olowe, 2023; Sahito & Vaisanen, 2017).

Findings emerged from related studies on the problems of guidance and counselling centres revealed that there was lack of confidentiality for guidance and counselling services and counsellors, an overwhelming workload, and an insufficient number of counsellors (Bernadetha, 2022; Adzakpa, Dusu & Adangabe, 2020; Anim, 2020; Getachew, 2020; Ojeme, 2019; Fura, 2018; Sima, 2018; Achi, 2017; Kamunyu, 2016; Amani & Sima, 2015). There is insufficient physical infrastructure, like counsellors' offices and rooms, internet, and counselling handbooks to conduct individual counselling (Adanna, Agerew & Rita, 2023; Missanjo et al., 2022). Lack of funds (Khalid, Iqbal & Bibi, 2020; Bobga, 2016).

Issues emanating from the related studies on the perception of guidance and counselling centres revealed that there was a positive perception of guidance and counselling (Batool, Maqsood &

Malik, 2023; FiKankam & Adinkrah, 2023; Olowe & Olowe, 2023; Livana et al., 2022; Arkorful, Adam-Yawson & Insaideo, 2021; Cronin et al., 2021; Gombe & Umar, 2021; Lasode, Lawal & Ofodile, 2021; Shahim, Zainudin & Shah, 2021; Daniel et al., 2020; Joseph & Boahen, 2020; Getachew, 2019; Yelpaze & Ceyhan, 2019; Amos & Namale, 2018; Awabil & Jones, 2018; Lasode, Lawal & Ofodile, 2017; Tannous, 2017; Tuchili & Ndhlovu, 2017; Tuchili & Ndhlovu, 2017; Thurajah, Ahmed & Jeyakumar, 2017; Hako, 2016; Ahmed, Ahmed & Awad, 2015; Ansah, 2015; Mwangi & Otanga, 2015; Milousi, Platsidou & Samara, 2008). However, other studies also said they negatively perceive guidance and counselling centres (Fia, 2018; Kamina, 2018; Adebowale, 2011). It was also found from the related studies that the perception of counsellors' roles in effective implementation and practices in guidance and counselling centres was positive (Awinsong, Dawson & Gidiglo, 2015). Other studies also viewed a negative perception of counsellors (Yelpaze & Ceyhan, 2019; Kesson, 2013). (Doshi et al., 2019) hold positive confidentiality for counsellors. However, (Missanjo et al., 2022) had negative confidentiality for counsellors. In a nutshell, the studies show a need for guidance and counselling centres in every educational Institution.

2.7 Implications of the Review of Related Literature

The reviewed studies had varied research methods and designs, included descriptive survey, explanatory sequential, descriptive survey and correlation, experimental, and ex-post-facto designs. Out of the 73 related reviewed literature, 47 adapted a descriptive survey design (Batoool, Maqsood & Malik, 2023; FiKankam & Adinkrah, 2023; Olowe & Olowe, 2023; Shaheen, Iqbal, Khalil, & Shaheen, 2023; Kokro, Ahmoah & Agyeman, 2022; Dankyi et al., 2022; Missanjo et al., 2022; Arkorful, Adam-Yawson & Insaideo, 2021; Cronin et al., 2021; Gombe & Umar, 2021; Lasode, Lawal & Ofodile, 2021; Sedofia, 2021; Shahim, Zainudin & Shah, 2021; Adzakpa, Dusu & Adangabe, 2020; Anim, 2020; Daniel et al., 2020; Khalid, Iqbal & Bibi, 2020; Otieno & Catherine, 2020; Alale, 2019; Getachew, 2019; Sinclair, 2019; Yelpaze & Ceyhan, 2019; Amos & Namale, 2018; Awabil & Jones, 2018; Fia, 2018; Hordofa, 2018; Lemesa, 2018; Sima, 2018; Tuchili & Ndhlovu, 2018; Anyi, 2017; Lasode, Lawal & Ofodile, 2017; Tannous, 2017; Thurajah, Ahmed & Jeyakumar, 2017; Tuchili & Ndhlovu, 2017; Tuchili & Ndhlovu, 2017; Hako, 2016; Kamunyu, 2016; Ahmed, Ahmed & Awad, 2015; Ankwansiize, 2015; Awinsong, Dawson & Gidiglo, 2015; Okyere et al., 2015; Kesson, 2013; Ofori, 2013; Adebowale, 2011; Aidoo, 2011; Milousi, Platsidou & Samara, 2008; Macharia, 1991).

Some investigators applied ex-post-facto design (Joseph & Boahen, 2020; Ansah, 2015; Mwangi & Otanga, 2015; Jayne, 2008). An explanatory sequential design was used (Dankyi, 2019; Getachew, Daniel & Abayneh, 2019). The design used was a descriptive survey and correlation research design (Kamina, 2018; Tsikati, 2018). An experimental design was used (Muluvhu, 2018), followed by a Case studies research design (Defriyanto, Dermawan & Nisak, 2022).

The researchers used different sampling techniques. Simple random sampling techniques was followed (Batool, Maqsood & Malik, 2023; FiKankam & Adinkrah, 2023; Olowe & Olowe, 2023; Kokro, Ahmoah & Agyeman, 2022; Missanjo et al., 2022; Arkorful, Adam-Yawson & Insaideo, 2021; Cronin et al., 2021; Gombe & Umar, 2021; Lasode, Lawal & Ofodile, 2021; Sedofia, 2021; Shahim, Zainudin & Shah, 2021; Daniel et al., 2020; Joseph & Boahen, 2020; Getachew, 2019; Sinclair, 2019; Yelpaze & Ceyhan, 2019; Amos & Namale, 2018; Hordofa, 2018; Tsikati, 2018; Tuchili & Ndhlovu, 2018; Lasode, Lawal & Ofodile, 2017; Tannous, 2017; Tuchili & Ndhlovu, 2017; Tuchili & Ndhlovu, 2017; Ahmed, Ahmed & Awad, 2015; Ankwansiize, 2015; Ansah, 2015; Mwangi & Otanga, 2015; Adebowale, 2011; Aidoo, 2011; Milousi, Platsidou & Samara, 2008; Jayne, 2008; Macharia, 1991). Stratified, simple random, quota sampling and purposive sampling techniques were used in the various studies (Dankyi et al., 2022; Alale, 2019; Dankyi, 2019; Upoalkpajor, and Egglely & Namale, 2018). Purposive sampling techniques were applied (Defriyanto, Dermawan & Nisak, 2022; Anim, 2020; Otieno & Catherine, 2020; Getachew, Daniel & Abayneh, 2019; Amos & Namale, 2018; Thurajah, Ahmed & Jeyakumar, 2017; Kesson, 2013). Random and stratified sampling techniques were applied (Lemesa, 2018; Hako, 2016; Afari, Osei & Adu-Agyem, 2015; Okyere et al., 2015). Simple random and purposive sampling techniques were implemented (Adzakpa, Dusu & Adangabe, 2020; Muluvhu, 2018; Sima, 2018; Awinsong, Dawson & Gidiglo, 2015; Ofori, 2013). Convenience and stratified sampling were applied (Shaheen et al., 2023). Stratified, random and purposive sampling was used (Kamina, 2018; Kamunyu, 2016). Cluster and stratified sampling techniques were applied (Khalid, Iqbal & Bibi, 2020).

There were various tools used for data collection. Questionnaires were used (Batool, Maqsood & Malik, 2023; FiKankam & Adinkrah, 2023 Olowe & Olowe, 2023; Shaheen et al., 2023; Missanjo et al., 2022; Arkorful, Adam-Yawson &, 2021; Gombe & Umar, 2021; Lasode, Lawal & Ofodile, 2021; Shahim, Zainudin & Shah, 2021; Adzakpa, Anim, 2020; Dusu & Adangabe, 2020; Khalid, Iqbal & Bibi, 2020; Alale, 2019; Getachew, 2019; Yelpaze & Ceyhan, 2019;

Amos & Namale, 2018; Awabil & Jones, 2018; Fia, 2018; Lemesa, 2018; Tsikati, 2018; Upoalkpajor, Egglely & Namale, 2018; Lasode, Lawal & Ofodile, 2017; Tannous, 2017; Thurajah, Ahmed & Jeyakumar, 2017; Ahmed, Ahmed & Awad, 2015; Ansah, 2015; Mwangi & Otanga, 2015; Okyere et al., 2015; Ofori, 2013; Adebowale, 2011; Arkorful, Adam-Yawson & Insaideo, 2021; Milousi, Platsidou & Samara, 2008; Jayne, 2008; Macharia, 1991). Interviews and questionnaires were applied (Kokro, Ahmoah & Agyeman, 2022; Joseph & Boahen, 2020; Muluvhu, 2018; Ankwansiize, 2015; Awinsong, Dawson & Gidiglo, 2015; Kesson, 2013; Aidoo, 2011). Interviews were used (Daniel et al., 2020; Getachew, Daniel & Abayneh, 2019). Questionnaires, interviews, and observation schedules were implemented (Dankyi, 2019; Afari, Osei & Adu-Agyem, 2015). Questionnaires, interviews and focus group discussions were used (Hordofa, 2018; Tuchili & Ndhlovu, 2018; Tuchili & Ndhlovu, 2017; Tuchili & Ndhlovu, 2017; Hako, 2016). Questionnaires and focus group discussions were applied (Sedofia, 2021; Kamina, 2018). Interviews and focus group discussions were implemented (Cronin et al., 2021; Otieno & Catherine, 2020). Focus group discussions and interviews were followed (Kamunyu, 2016). Focus group discussions, interview schedules and questionnaires were implemented (Sinclair, 2019). Focus group discussions and observations were applied (Sima, 2018). Observation, interviews, and documentation were used (Defriyanto, Dermawan & Nisak, 2022).

There were various data analysis techniques used. Quantitative analysis techniques was used (FiKankam & Adinkrah, 2023; Dankyi et al., 2022; Kokro, Ahmoah & Agyeman, 2022; Arkorful, Adam-Yawson & Insaideo, 2021; Shahim, Zainudin & Shah, 2021; Adzakpa, Dusu & Adangabe, 2020; Anim, 2020; Alale, 2019; Dankyi, 2019; Getachew, 2019; Lemesa, 2018; Tsikati, 2018; Amos & Namale, 2018; Fia, 2018; Kamina, 2018; Upoalkpajor, Egglely & Namale, 2018; Lasode, Lawal & Ofodile, 2017; Thurajah, Ahmed & Jeyakumar, 2017; Ahmed, Ahmed & Awad, 2015; Awinsong, Dawson & Gidiglo, 2015; Mwangi & Otanga, 2015; Okyere et al., 2015; Kesson, 2013; Ofori, 2013; Milousi, Platsidou & Samara, 2008; Jayne, 2008; Macharia, 1991). Qualitative analysis techniques were applied (Defriyanto, Dermawan & Nisak, 2022; Missanjo et al., 2022; Cronin et al., 2021; Sedofia, 2021; Joseph & Boahen, 2020; Otieno & Catherine, 2020; Getachew, Daniel & Abayneh, 2019; Sinclair, 2019; Yelpaze & Ceyhan, 2019; Sima, 2018; Tuchili & Ndhlovu, 2018; Tuchili & Ndhlovu, 2017; Tuchili & Ndhlovu, 2017; Afari, Osei & Adu-Agyem, 2015). Quantitative and qualitative analysis techniques were used (Hordofa, 2018; Kamunyu, 2016; Muluvhu, 2018; Hako, 2016; Ankwansiize, 2015; Ansah, 2015; Aidoo, 2011).

The most common research design used was the descriptive survey design. It was also learned that these researchers mostly used simple random and purposive sampling to select samples. The majority of these investigators collected their data through questionnaires. Others also applied for questionnaires and interviews. The collected data were analysed quantitatively using the Statistical Package for Social Sciences (SPSS). Others were analysed qualitatively. Some also used both quantitative and qualitative analysis. It was learned from the related literature that qualitative and quantitative methods could be used in conducting a descriptive survey study.

2.8 Conclusion

Out of the literature reviewed, it was found that there were few studies on the functioning of guidance and counselling centres in public universities in Ghana. The studies focused on the effective and efficient administration of guidance and counselling centres in Ghana. However, the researcher did not come across any study focusing on the availability of human, financial, and physical infrastructure resources, functioning of guidance and counselling centres, problems facing guidance and counselling centres and teaching staff and students perception towards guidance and counselling centres. Therefore, the researcher embarks on this Study, titled "Functioning of Guidance and Counselling Centres in Public Universities of Ghana". Perhaps suggestions could be sought to improve guidance and counselling centres in public universities of Ghana.