

## Assessment of Psychological Counseling Service for Higher Education Institution Students

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### ABSTRACT

Guidance and counseling programs are effective in assisting young students in various aspects like academic achievement, study habits and choosing appropriate careers. A study was conducted in a public university in Ethiopia among 605 regular undergraduate students. Its objective was to investigate the students' awareness and use of Psychological Counseling Service at Higher Education Institutions. The study results show that demographic variables were strongly accounted for the variances in awareness of psychological counseling and use of the service. Majority of the male students (67.8%) had not heard about the presence of psychological counseling service while 24.3% of female students did not know about such a service. More than 60% of the study participants gave top priority for psychological counseling service in higher education institutions. Students' year of study and place of residence were significantly associated with the students rating of crisis intervention and emergency services,  $\chi^2(9)=23.40$ ,  $p<.01$ . The importance given to psychological counseling services also varied based on the place of origin and academic year of the students. Students believed psychological counseling service contributed to their academic success. Implications are discussed.

**Key words:** Counseling Information, Counseling Role, Counseling Service, Higher Education Institutions, Psychological Service

### INTRODUCTION

A rapidly changing work environment and labor force, expectations and changes in schools, and communities, teenage suicide, substance abuse, and sexual experimentation are just a few examples of the challenges young people are facing every day. Such hurdles are real, and they are having an extensive impact on the personal/social, career, and academic development of children, and young people (Yilfashewa, 2011). Individuals seek help to deal with his/her psychological problems and the presence of services can greatly contribute to them overcoming the crisis. Most of the time, people talk to their family, friends, neighbors, priests, or medical doctors to overcome their mental traumas. However, seldom, their advice is not sufficient. Also, individuals are ashamed to tell them what is bothering or the entire truth; thus limiting their ability to give appropriate guidance. That is, we just do not have an appropriate person to turn to (Marin, 2006; McLeod, 2003).

Scholars in the field recommend that comprehensive guidance and counseling programs are effective in assisting young students, along with their parents. It is hoped that if the university counselors have time, and sufficient resources, young students' academic performances will improve. Guidance-counseling interventions advance the academic achievement of students, help them to develop career plans, and create a conducive educational setting (Yilfashewa, 2011).

However, in Ethiopia, regardless of the multidimensional benefits of counseling, the profession is at its grass root level. According to Abdi (1998), modern counseling services are restricted to the high school setting. On the other hand, this type of services is insignificant in a non-academic environment. It was in the 1960s that the concept of guidance first appeared in the Ethiopian educational system. Furthermore, the course guidance and counseling was included in the educational curriculum of the country in 1967 (Abdi, 1998). Also, many studies were conducted in different African countries including Ethiopia (Marin, 2006; Oakland & Peresuh, 1997).

According to Alem et al (1995) the prevalence of mental health disorder was 12% among Ethiopian society. 38.3% university students faced mental health issues (Getachew & Tekle, 2018). Two mostly used methods to treat the problem are traditional and modern therapy. Even though both traditional, and modern methods are currently available in Ethiopia to treat mental disorders, traditional methods are preferred by many people because society believes that all mental disorders are spiritual in origin, which can easily be cured by traditional healers. Furthermore, traditional healers are usually cheaper than modern healers (Alem et al., 1995).

In Ethiopia, the existing services are established without assessing the real needs of a particular organization to which the service is provided. But, in advanced countries each and

every counseling service is developed based on the specific needs of that organization or community. The arrangements and structures of the existing counseling services in Ethiopia are not properly formulated and designed. Even, at Addis Ababa University (AAU), our country's oldest university, it is difficult to say the counseling center has been providing sufficient services; resultant effect of professional and administrative related problems as well as it is not properly structured (Getachew, Daniel, & Abayineh, 2019).

One of the main causes of students' failure to complete their studies in institutions of higher education is because of emotional disorders (Desta, 1995; Getachew, & Tekle, 2018). During an interview at the counseling center of Addis Ababa University, Desta (1995) noticed that some learners' with mental problems spoke that the problems happen because of lack of access to effective counseling services. Most Ethiopian universities have recognized that guidance and counseling are essential for students' academic success. Although the Universities have included it, in their senate legislations, the service given is, however, not effective and remains below expectation (Higher Education Relevance Quality Assurance Agencies (HERQA, 2009a). Also, the service is dysfunctional in some universities. Furthermore, HERQA (2009b) reported that officers' were overwhelmed by other additional responsibilities and did not carry out counseling tasks effectively.

The counseling services for students of Ethiopian universities have been given by paraprofessionals and others. Despite the existence of counseling services, it is very challenging to get it when needed by the students. Nowadays, the government is giving much emphasis on technology and natural sciences. The technology and natural sciences might have negatively contributed to the expansion of counseling services in higher education. Because of the importance given to natural science and engineering fields, many students may join the fields without their interest. From this, it is easy to infer that students require much more professional help to overcome their stress.

Complicated sexual life, drug addiction, irresponsibility, dropout, and academic dismissal are common problems in Ethiopian universities. It is essential to help students to manage their stress, improve academic achievement and motivation. In addition to academic problems, counseling may help the students to refrain from drug addiction, unwanted pregnancy, violence, and the like.

The roles and functions of counseling psychologist in universities and colleges are more comprehensive in scope. According to Sokol, (2009), counseling psychologists are involved with a wide variety of practices. They function within several settings. However, employment of counseling psychologist in colleges and universities is not taken seriously as a necessity. The role of university counselors in higher education institutions is very crucial in resolving social, psychological, academic, and other emotional problems experienced by the students.

University represents a time of tremendous change for students. In each semester, students are exposed to new teachers, students, friends and lovers (Grayson, & Meilman, 2006; Getachew, Daniel, & Abayineh, 2019). There is also

a series of normal developmental changes in identity formation, the establishment of intimate relationships, and the selection of a career path. Adapting to the changes during university life vary among the students. Students' counselors should advance themselves to be an answer to the stress and strain of University life. Psychological disorders and related factors are no longer anomalies; rather, they are a part of university life (Kadison & DiGeronimo, 2004).

## **OPERATIONAL DEFINITIONS**

### **Individual and Group Counselling**

These are services that address such issues as educational, career, personal, developmental, and relationship concerns.

### **Crisis Intervention and Emergency Services**

These are services that provide or arrange for the provision of emergency services for students who are experiencing acute emotional distress which are a danger to self or others, or are in need of immediate hospitalization.

### **Outreach Interventions**

These are services that focus on developmental needs of students and help students to: maximize the potential to benefit from academic experience; acquire new knowledge, skills and behaviours; develop positive and realistic self-appraisal; foster personal, academic and career choices; enhance the ability to relate mutually and meaningfully with others; and increase the capacity to engage in a personally satisfying and effective style of living.

### **Consultation Interventions**

These are the consultation services to faculty and other appropriate campus personnel, regarding individual students to parents, spouses, agencies, and others concerned respecting confidentiality requirements to make appropriate administrative or academic decisions.

### **Referral Resources**

These are services that provide referral resources within the university and the local community to meet the needs of students whose problems are outside the scope of services or resources of the counselling centre.

### **Research**

These are activities which help us determine effectiveness, and to improve the quality of services of the counselling centre; identify determinants and correlates on student characteristics or on the influence of specific student development programs; ensure that accepted ethical practices are established and maintained; contribute to the fields of counselling, psychology, and other relevant professions (e.g., student affairs, student personnel services, social work, psychiatry); and generate data/information at campus as well as national level.

### Program Evaluation

This is the regular review of the counselling service based on data from centre evaluation efforts. When possible, it is desirable to include comparative data from other counselling centres of other universities and related institutions.

### Professional Development

These are services that offer staff members/interns/trainees, etc., of the counselling centre per se and also the wider university community with regular opportunities to upgrade their skills by providing them with training, professional development and continuing education experience through different channels, such as, case conferences, workshops, conferences, etc.

### Training Programs

These are services designed to contribute to the development of practitioners in relevant professions including counselling psychology, psychiatry, social work, public health, special needs in education, etc., through the internship, externship, fellowship, student exchange schemes.

### Objectives

The objectives of the study were as follows:

- 1 To investigate students awareness about counseling service at a public university in Ethiopia;
- 2 To assess the role of counseling service in students' University life; and
- 3 To examine association of socio-demographic variables on awareness and use of psychological counselling services at the University.

## METHODS

### Study Design and Area

A cross-sectional study design was conducted among 605 public University students randomly taken in March 2017. A quantitative approach was employed. The university is located 430km to the Southeast of the Capital city, Addis Ababa. It is a public university that hosts a total of 12190 postgraduate and undergraduate students' under41 departments distributed in 8 colleges, an institute, and a school. The colleges and schools include:- college of social science and humanities, education and behavioral studies, business and economics, agriculture and natural resources, natural and computational science, health sciences; school of law, and institute of technology. Moreover, it is important to indicate that the university has one health science campus in Goba and another non-health science campus in Robe town.

In this study counseling service meant professional help provided to individuals (both students and staffs) in the participating organizations who are in need of help because of having psychological, educational, social and occupational problems.

### Sampling and Participants

The source population for this study was public university undergraduate students. Sample size was calculated using single population proportion formula. The following assumptions were used: counseling service proportion which was 50%; level of confidence of 95%, margin of error 0.05, design effect of 1.5 and 5% non-response rate. The sample size was 605. The allocation of the respondents was proportionally done for each school/college. Simple random sampling was employed thereafter to reach 605 of the study subjects.

### Data Collection and Analysis

Data were obtained through a self-administered questionnaire. Data collection facilitators were fluent speakers of both Afan Oromo and Amharic language. The questionnaire was first developed in English and then, translated to Afan Oromo and Amharic for data collection purpose. Questionnaire was translated to the local language (Afan Oromo

**Table 1.** Socio-demographic profile of respondents

	N	%
Sex		
Male	452	74.7
Female	153	25.3
Residential status		
Urban	239	39.5
Rural	361	59.7
Age		
16-20	194	32.1
21-25	353	58.3
26-30	47	7.8
31-35	11	1.8
Academic year level		
First	244	40.3
Second	203	33.5
Third	138	22.7
Fourth	20	3.6

**Table 2.** Frequency of participants by types of disability

	N	%
Any type of disability		
Yes	31	5.1
No	570	94.2
Missing	4	0.07
Total	601	100
Specific type of disability		
Visual	6	20
Auditory	17	56.7
Orthopedic	7	23.3
Total	30	100

**Table 3.** Descriptive statistics for cgpa and gpa by sex and residential status

Sex of respondent	Cumulative grade point average (cgpa) - for all preceding semesters		Grade point average (gpa) - for the last semester	
	M	SD	M	SD
Male	2.83	0.47	2.87	0.47
Female	2.70	0.47	2.83	0.47
Total	2.80	0.47	2.86	0.47
Cgpa for all preceding semester and gpa/for the last semester based on residential status				
Urban	2.78	0.46	2.83	0.46
Rural	2.80	0.48	2.88	0.47

and Amharic) and translated back to English by different linguistics experts. Data entry and analysis were carried out in SPSS, version 21.

### Ethical Consideration

The research was approved by Madda Walabu University Ethical Review Committee. A supportive letter was written to all school and colleges from the University Research Directorate. The purpose of the study was explained, and consent obtained orally from all participants. All the information given by the respondents were used only for research purposes, and its confidentiality was maintained.

### FINDINGS

The socio-demographic characteristics of the respondents are presented in Table 1. A total of 605 participants were included in the study. As the table indicates, 452(74.7%) of the participants were male, whereas the rest 153(25.3%) of participants were female.

Majority of the respondents 353(58.3%) were of 21-25 years. On the other hand, 194 (32.1 %) of them were in the 16-20 years age category. Urban resident were 239(39.5%) and a large number of the respondents were rural residents 361 (59.7%). Proportion of year one (I) participants were more than the respondents in other years of study: 244(40.3%) first years against 203 (33.5%), 138 (22.7%) and 20 (3.6%) respectively of year II, III, and IV.

Table 2 depicts that 31 (5.1%) of the students reported that they had an apparent disability which constitutes, 17(56.7%) auditory, 7(23.3%) skeletal disability and 6(20%) visual whereas the remaining 570(94.2) students indicated that they do not have any apparent disability.

Table 3 shows that students from urban area scored  $M = 2.78$  ( $SD=.46$ ) cumulative GPA and students from rural area scored a cumulative GPA of  $M = 2.80$  ( $SD=.48$ ). Similarly, students from urban areas scored  $M=2.83$  ( $SD=.46$ ) GPA for the last semester and students rural areas scored  $M=2.88$  ( $SD=.47$ ) GPA score in the last semester. Though not significant, students from rural area and male students did better academically than their counterparts.

Table 4 an independent sample t-test was conducted to measure the difference between male and female students' cumulative GPA score and GPA for the last semester. The t-test result indicated that there was a significant difference

**Table 4.** Independent t-test for CGPA and GPA for Male and Female Students

	<i>t</i>	<i>df</i>	<i>p</i>
CGPA	3.05	603**	0.00
GPA	0.77	437	0.43

\*\* $p < 0.01$

in the cumulative GPA scores for male ( $M=2.83$   $SD=.47$ ) and female students ( $M=2.70$ ,  $SD=.47$ ),  $t(603) = 3.05$ ,  $p < .01$ . However, there was no significant GPA difference between male ( $M=2.87$ ,  $SD=.47$ ) and female students ( $M=2.83$ ,  $SD=.47$ ) for the last semester GPA,  $t(437)$ ,  $0.77$ ,  $p > .05$ .

Table 5 shows that 47(7.8%) of the students know the presence of counseling service center at university. Nevertheless, the majority of students 553(92.2%), do not have awareness about the counseling center. The result certainly shows that among students who know the location of the center 35 (5.8%). It is located in Robe main campus. However, 8 (1.3%) students wrongly answered that counseling service is located in Goba campus.

Among those who are aware about the counseling center, 81.8% students know that the center provides psychological counseling service.

Data on sources of information regarding the center shows that 11(1.8%) of the students received information about counseling center through freshman orientation while the majority, 26(4.3%) of the students get their information from a friend.

About 30(5%) of the students visited the counseling center for mental health problems; 25 (4.1%) of them visited the center for the sake of interpersonal relationship problems; 19(3.1%) to consult on heterosexual relationship among themselves. Out of the 16(2.6%) students that acquired counseling service at the university counseling center were able to solve their problem whereas the remaining 29(4.8%) of the participants did not solve their problem as a result of the counseling service. At least, 30(5.0%) students knew another student who had gone to University counseling center seeking psychological assistance.

The result of independent *t*-test shows that there was no significant difference in CGPA between students who visited and did not visit the counseling service center,  $t(18) = .16$ ,  $p = .87$ . Similarly, there was no significant difference in CGPA of students who had disability and not disability,  $t(527) = 1.7$ ,  $p = .08$ .

**Table 5.** Students' awareness about the counseling center of the university

S.No	Item	N	%
1	Have you ever heard of a psychological counseling service?		
	Yes	47	7.83
	No	553	92.1
	I am not sure	0	0
	Total	600	100.0
2	Is there a center that provides psychological counseling services in your university?		
	Yes	36	71.8
	No	6	6.5
	I am not sure	2	4.5
	Total	44	7.4
3	Where is the counseling center in your university?		
	Goba campus	8	1.3
	Robe campus	35	5.8
	I do not know	2	0.3
	Total	45	7.4
4	How did you learn about the existence of the counseling centre in your university?		
	Through freshman orientation program	11	1.8
	From a friend	26	4.3
	From an instructor	6	1.0
	From a pamphlet/brochure	0	0
	Through my own effort	2	0.3
	Total	42	7.4
5	Do you know the services that are available at your university counseling centre?		
	Yes	16	2.6
	No	29	4.8
	Total	45	7.4
6	Have you ever visited your university counseling center seeking help?		
	Yes	16	2.6
	No	29	4.8
	Total	45	7.4
7	What was your reason for visiting your university counseling centre?		
	My education	34	5.6
	My current/future career development	0	0
	Mental health (depression, anxiety	30	5
	My interpersonal relationship	25	4.1
	Love life/heterosexual r/ship	19	3.1
	Inability to adjust to campus life	19	3.1
	Financial support	13	2.1
Other (specify)	0	0	
8	How do you rate the quality of the services in your university counseling centre?		
	Very good	3	0.5
	Satisfactory	5	0.8
	Poor	8	1.3
	Total	16	2.6
9	Did the service you were provided with at your university counseling center solve your problem?		
	Yes	16	2.6
	No	29	4.8

(Contd...)

**Table 5.** (Continued)

S.No	Item	N	%
	I am still receiving counseling	0	0
	Total	45	7.4
10	Do you know any other student who has gone to your university counseling center seeking counseling ?		
	Yes	30	5.0
	No	15	2.5
	Total	45	7.4

Some students have visited the counseling center for more than one reason.

**Table 6.** Roles and functions of counseling service center

Variables	Top	%	Moderate	%	Low	%	Unknown	%
Crisis intervention and emergency services	357	59	141	23.4	54	9	52	8.6
Outreach interventions	367	60.6	122	20	59	10	57	9.4
Research	379	62.5	128	21	57	9	46	7.5
Training program	367	60.6	122	20.2	68	11	48	8
Individual and group counseling	383	63.3	115	19	42	7	65	10.7
Consultation intervention	360	59.5	138	22.8	57	9.4	50	8.3
Referral resource	372	61.1	128	21	62	10	43	7
Program evaluation	366	60.5	131	21.7	61	10	47	7.8
Professional development	368	60.8	124	20.5	65	10.7	48	8

Table 6 gives how students have prioritized the roles and functions of counseling service center. More than 60% of the study participants gives top priority for outreach intervention, research, training program, individual and group counseling, referral resource, program evaluation, and professional development. Majority of the students also gave top priority for crisis intervention and emergency services and consultation intervention services. In recent years, there used to be fight or conflict between students from different regions of the country studying in the same University. This was cause for trauma and tension among some students. Also, especially during exam time many students have high levels of depression, fainting in the class and the like. These situations handled by the counseling center fall under the title crisis intervention and emergency services. In addition, the table shows that crisis intervention and emergency services were moderate priority and individual and group counseling least priority as compared to the other counseling service roles and functions.

Periodically, the counseling center conducts training for students to improve their coping with stress, study habits, career decisions and the like. These are covered under the title training in Table 7. Students had only given moderate priority to crisis intervention and training. Hence, we have checked if there is significant variation by socio-demographic variables for these two components of intervention carried out by the psychological counseling center.

Most of the students (59%) suggested that crisis intervention and emergency service deserve great attention. Similarly (23.3%) students have suggested that this counseling service should be given moderate attention. However few students attached low priority to crisis intervention and emergency

services. In addition, students' year of study was significantly associated with the students rating of crisis and emergency services,  $\chi^2(9)=23.40, p<.01$ . There was also a significant difference in prioritizing crisis and emergency services based on residential origin of students,  $\chi^2(3) = 4.05, p<.01$ . Students from rural areas attached higher priority for crisis and emergency intervention than those from urban area.

As shown in Table 8, importance given to training program had significant association with residential status and admission type. Majority of those who gave top priority for training program were from rural areas. Among regular students, majority gave top priority to training program. Also, among extension students, majority gave top priority to training program.

## DISCUSSION

The result indicates, that nearly 7.8%, of the students had information about the center and its location (see table 5) while, about 2.6% of the students reported that they know the types of service provided, and the student visited the center, and able to rate quality of the counseling center found at University. As a result of this finding, we can conclude that students have very limited information on counseling services. The result of this study supported the findings of Furr, Westefeld, McConnell, & Jenkins (2001) that had a similar reason of seeking the counseling service for mental health problem. Male (30%) students have ever heard of a psychological counseling service than female. However, Hyun, Quinn, Madon, and Lustig (2006), found that (82.1%) female students knew of on-campus available counseling services when compared to male students.

**Table 7.** Association of socio-demographic variables on crisis intervention and emergency services

Variables	Top %	Moderate %	Low %	I do not know %	$\chi^2$	<i>df</i>	<i>p</i>
Sex							
Male	40	18	7.27	7.1	9.24**	3	0.02
Female	18.51	5.28	1.65	1.48			
Total	59	23.3	8.9	8.59			
Year							
Year i	26.6	6.28	2.97	4.29	23.40**	9	0.00
Year ii	19.17	9.7	2.64	1.98			
Year iii	11.57	6.28	3.14	1.81			
Year iv	1.65	0.99	0.16	0.49			
Total	59	23.3	8.9	8.59			
Residential status							
Urban	24.95	8.9	2.64	2.97	4.05**	3	0.00
Rural	33.38	14.38	5.61	5.61			
Total	58.34	23.3	2.14	8.59			

**Table 8.** Association of socio-demographic variables on training program

Variable	Top %	Moderate %	Low %	I do not know %	$\chi^2$	<i>df</i>	<i>p</i>
Sex							
Male	43.96	13.55	9.09	6.28	5.17	3	0.07
Female	16.69	6.6	2.14	1.65			
Total	60.66	20.16	6.28	7.93			
Year							
Year i	25.45	7.1	4.79	2.97	14.11**	9	0.03
Year ii	21.48	7.1	2.97	1.98			
Year iii	12.56	4.62	3.14	2.47			
Year iv	1.15	1.3	0.33	0.49			
Total	60.66	20.16	11.23	7.93			
Residential status							
Urban	42.7	37.7	3.8	2.14	6.40**	3	0.01
Rural	57.3	62.3	7.43	2.47			
Total	59.83	20.16	11.23	7.93			

University counseling services and students mental health issues have got considerable attention over the past several years. Various studies have drawn attention to the growing mental health needs of students, and the positive impact of counseling services on college students (Sharkin, 2004) and (Getachew, Daniel, & Abayineh, 2019; Shakurina, Borvayeh & Elhampour, 2015). All counseling services usually provide some form of individual counseling or psychotherapy with additional services varying tremendously among centers (American College Health Association, 2012; 2014; Poyrazli, 2015). In this study majority of the students gave top priority for individual and group counseling.

Study findings indicate that crisis intervention and emergency services deserve great attention in counseling services roles and functions on guidance and counseling programs at University. In today's, university counseling roles such

as career/vocational counseling, individual and group counseling, training and supervision, outreach/prevention, consultation, referral are important (Bishop, 2006; Shakurina & Khajeali, 2016). A discussion with the representatives from different clubs in the university indicated that the counseling center did not provide the appropriate services to the students. Most of the students had even no information about the existence, its function, types of service provided, and its location in the university. In the university academic atmosphere, the guidance and counseling practice is an efficient and effective way of supporting and helping students dealing with problems and issues in educational, career and personal/social area (Day, 2004; Giovazolias, Leontopoulou, & Triliva, 2010; Karimi, Muthaa, Bururia, Karimi & Mburugu, 2014). Other studies in the country also has shown that, guidance-counseling service is an essential aspect in assist-

ing students' awareness of their strengths and weaknesses (Alutu, 2004; Marin, 2006; Salgong, Ngumi & Chege, 2016).

According to Ferdinand (2006), there are a greater number of counselors in educational institutions; however, due to large caseloads assigned to them, they cannot sufficiently manage it. The result of this study also recognized that the current working counselors were not proportional to the number of students' who required professional counseling services. In some cases, certain resources, such as office equipment, internet services, updated written reference and contacts and were unavailable for both students and counselors. The study recommends student diversity, academic level of performance, trained professionals, accessibility of the office, and types of the service available, types of psychological disorders and assistant personnel should be assigned to counseling centers.

## CONCLUSION

This study result indicates that the proportion of the students who had information about the counseling center and know its location is very few. Also, the students were aware of the types of services provided, they visited the center, and were able to rate the quality of the counseling center found in their university. As a result, access to adequate academic, career, emotional, social, or interpersonal problems, and financial concerns, information is limited.

Furthermore, the result of this study showed that male students have information about psychological counseling services than female. The source of information about the availability of counseling center was from friends. May be due to, information gap significant difference observed on CGPA and GPA among male and female, which indicates male scored higher than female.

In relation to counseling services roles and functions this study found that, individual and group counseling, consultation interventions, referral resources, program evaluation, professional development, crisis intervention and emergency services, outreach interventions, training, and research were important elements in designing or developing or evaluating counseling service roles and functions on guidance counseling program of the university. The finding also indicates socio-demographic variable such as sex, academic year level, admission type, and residential status has a significant effect on the elements of counseling roles and functions.

The students suffered from various psychological, social, financial, and educational problems. As a result, of the need for collaborative work with administrative personnel, teachers, students, families and other relevant bodies to provide effective guidance counseling service. Counseling benefits in handling the student's problems, preventing the overall academic difficulties, in supporting and enhancing healthy growth. Individual and group guidance counseling, drugs, and alcohol prevention, HIV/AIDS, consultation interventions, training programs, and other relevant activities, should be incorporated into the program designing of counseling service center.

In conclusion, the findings of this study indicate a lack of information about the types of services offered. The univer-

sity needs to have more professional counselors in different campuses to solve students' academic-related issues and the greater number of intervention modalities.

These recommendations for research and practice were based on the finding and conclusions of this study. Therefore, it is recommended that:

- The university provide professional guidance and counseling services for its students
- The university raise awareness and bring a change among the university management bodies about the guidance and counseling services through appointing independent, and dedicated counselors to enhance the quality services.
- The counseling roles such as individual/group guidance counseling, program development, outreach services, research, training should be encouraged in the counseling service center program of the university under investigation.
- To be effective and efficient guidance counseling services, policy, planning, need assessments, monitoring and evaluation must be considered.
- Treatment modalities such as biophysical, psychological and pharmacological should be incorporated in the process of rendering counseling service center of the university.
- The university counseling center should have an independent mission, vision, and values to provide proper counseling service for the needy.
- The university counseling center should have relevant stakeholders within the organization and mode of communication with students' clinic, clubs in the university, campus police, faculties, student affairs, students' food services, administrators and others.
- The counseling service center should be accountable to the psychology department, and the university president.

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