

**THE BENEFITS OF STUDYING THE BACHELOR OF
SCIENCE DEGREE IN COUNSELLING BY ZIMBABWE
OPEN UNIVERSITY (ZOU) GRADUANDS IN
BULAWAYO AND MATEBELEL AND NORTH REGIONS**

MANGAVA TANUNURWA W*

JUDITH TAFANGOMBE**

Abstract

The study sought to establish the benefits of studying the BSCC(ZOU) degree by graduands in the Bulawayo and Matebeleland North Regions. A population of fifty graduands was used. A descriptive survey design was employed in conducting the study while a structured questionnaire and face-to-face interviews and observations were used in data collection. The collected data were presented on tables, bar charts and a pie-chart and analysed using percentages, descriptions and a Likert Scale analysis.

Findings included that, graduands used the BSCC degree in their work but did not get monetary benefits. Graduands got new jobs, promotions, salary advancements or part-time jobs. The BSCC(ZOU) degree enhanced most graduands' careers while others benefitted personally. The degree was recognized in graduands' societies/communities and also as an entry qualification for post-graduate programmes by universities and also enabled graduations to join professional bodies. Other Organisations recognized the BSCC(ZOU) degree. The cost of studying the BSCC degree programme was equivalent to the benefits for most graduands. Recommendations were that ZOU authorities should take measures to ensure that the BSCC degree was recognized, those who used the BSCC(ZOU) degree in their work should get salary advancements and promotions and that those who wished to do the degree should go ahead as benefits were eminent.

* **ZIMBABWE OPEN UNIVERSITY, 7459 DONVIEW, HARARE**

** **42 DANJUDSON ROAD, MILTON PARK, HARARE**

Introduction

The first part of the presentation reveals the background of the Bachelor of Science degree in Counselling. It also includes what triggered the researcher to carry out this research and what instruments were available to show that some institutions did not recognize the degree. Theoretical boundaries of the study and a glossary of terms are also included in the first part of this paper. The second part explores the literature review of the benefits of studying in general and studying the Bachelor of Science in Counselling degree in particular. The third part discusses the findings of the benefits gained by ZOU graduands by studying the ZOU Bachelor of Science in Counselling degree. The last part focuses on the conclusions drawn from the findings and recommendations to the outlined problems.

Background to the problem

The Bachelor of Science Degree in Counselling was introduced at the Zimbabwe Open University in the year 2000. It was a new programme in Zimbabwe. ZOU was the first university to offer this degree. Students from various fields and professions joined the programme. At the time of writing this paper, the programme had 15 intakes and eight of the intakes had graduated.

The first graduation for the Bachelor of Science in Counselling Degree was 2005. In 2005, intakes 1, 2 and 3 had to graduate together but the year of completion for intakes one and two was 2004. The first intake of Master of Science in Counselling graduated in 2011. The total number of graduands in both Bulawayo and Mat North Regions at the time of writing this paper were 175 as evidenced by the table below.

Region	Year of Graduation						Total No. of Graduands
	2005	2006	2007	2008	2009	2010	
Matebeleland North Region	9	7	6	14	8	7	51
Bulawayo Region	14	7	15	32	11	45	124
Grand Total							175

Most graduands left the country during the harsh economic environment from 2006 to 2008. It was not easy to establish how many actually went away. The people who remained that time, even if they had got good jobs did not enjoy them much because there was inflation during that period.

One factor that led the researcher to carry out this research was that some graduands were reporting that some Government institutions did not recognize the Bachelor of Science degree in Counselling offered by Zimbabwe Open University, that they had done while their colleagues, who had obtained different degrees, had either been promoted or had got salary advancements. At the same time some institutions were actually encouraging their staff to do the Bachelor of Science in Counselling degree by ZOU and were recognizing it in the sense of either promotions or salary advancements. Some graduands had just done the degree to advance themselves professionally, personally, socially and economically.

The researcher got hold of an instrument which states that the Bachelor of Science Degree in Counselling by ZOU “should not be recognized as a relevant qualification for Superintends/Supervisors and Social Welfare Officers in the Ministry of Public Service and Social Welfare, Community Service Officers in the Ministry of Justice, Legal and Parliamentary Affairs and Teachers in the Ministry of Education, Sport and Culture” The staffing Officer of Education, Bulawayo Region, indicated that even if graduands had done the Bachelor of Science degree in Counselling they would not bring forth their certificates as they were aware of that instrument. The instrument is dated 23 October 2008. The circular was written by Mrs C Chigwamba, the Secretary, Public Service Commission and was directed to Secretary of

Education, Sport and Culture, Secretary for Justice, Legal and Parliamentary Affairs and Secretary for Public Service, Labour and Social Welfare.

Out of the 50 graduands sampled for this study, the researcher found out that in the Ministry of Health, Matebeleland North Region, no staff member had done the Bachelor of Science Degree in Counselling. In the Ministry of Social Welfare, one person had done the degree. At United Bulawayo Hospitals, only one person while at Mpilo Hospital two people had done the Bachelor of Science degree in Counselling. The graduands employed at Mpilo were not employed by the Government, but by MSF, an this NGO had taken over all the counseling at the Hospital. They were employed at the Opportunistic Infections clinic of Mpilo Hospital. These findings might reflect that the rest of the graduands were employed by Non Governmental, Private and Church organizations, or that, graduands were not presenting their certificates to the Ministries if there were instrument which claimed that the degree was irrelevant. Two full-time Programme Coordinators in the Faculty of Social Sciences and department of Counselling at ZOU Bulawayo region did the BSCC degree and got their present jobs because of having done the BSCC degree.

The researcher is also a Zimbabwe Open University graduand of the Bachelor of Science in Counselling degree programme and a staff member at the same time. She graduated in 2007. The researcher is a Chief Secretary and has not been promoted and has not had any salary advancement from the time of her graduation. She however got employed as a part-time lecturer in the department of Counselling by the same institution. At the Zimbabwe Open University, although the Bachelor of Science degree in Counselling is recognized, since the University offers the degree, the researcher and another member of staff who is a Clerk, who have done the degree, have not been either promoted or salary advanced. This does not mean that the degree is not recognized but that the degree might be considered irrelevant to the affected employees' jobs. Among the courses covered on the Bachelor of Science degree in Counselling is Career Counselling, Counselling people with disabilities, Management Counselling and HIV/AIDS counselling which the Chief Secretary and the Records Clerk might find very useful in their dealing with students, the public and other staff members. However, it was assumed that the ZOU authorities did not see it this way, that is why the two members of staff were not promoted or salary advanced. This drove the researcher to find out what other graduands had benefitted by studying the BSCC degree either in their careers, communities or professional and personal lives.

According to <http://www.psychologycourse.co> counselling graduates may find themselves applying for entry-level graduate positions in the broad field of counselling. They can get hundreds of hours of practical real-life experience behind them and as qualified counsellors, they should be able to find roles in: casework and case management, pastoral care workers, children and youth workers, community welfare and support services, conflict resolution, coordination of community volunteer programmes as well as work in such areas as aged care, addictions, bereavement and loss, migrant services and family and relationship counselling. According to the same website, counsellors are also employed for clinical work in health and social care settings.

This study aimed at finding out whether graduands were getting the above-mentioned benefits or whether they would cite other benefits that were personal, economical, academic, professional and social. Some people were born counsellors and they might have done the degree just to get the required skills that are recognized by the professional world, and not to be employed officially. The study could not be limited to career changes only as it was perceived that students might have had other benefits which were not career changes, shifts or upliftments. This study found out who graduands employers were, and interviewed some of them to find out if the Bachelor of Science in Counselling degree was benefitting them. Graduands gave their views through the questionnaire.

Justification/Rationale of the study

To inform ZOU authorities on whether or not they should continue offering the Bachelor of Science in Counselling degree. The prospective students and graduands of the programme would also weigh the significance of studying the degree. The significance of the study is that it would enlighten both prospective students and employers on the importance of studying the Bachelor of Science in Counselling degree by Zimbabwe Open University and employers would have a measure for promoting their employees. ZOU authorities would take measures to ensure that the BSCC degree programme was recognized by institutions which, at the moment, were not recognizing the degree. A cost-benefit analysis would be done by the graduands and they would also check how studying the degree had helped them socially, academically and personally.

Gap(s) to be filled by the study

There have been very few studies on the perceived returns to continued education and no economic analyses at all, or earnings functions as perceived by prospective students who were taking decisions about whether or not they were to stay on in full-time education. So many studies have been carried out on how to choose successful careers and career counselling, but not much has been written about how the BSc Counselling Degree programme enhances graduands' lives and/or careers. Books have been written on the value of education, cost analysis of education and the effectiveness of education and the knowledge gap still stands on analyzing particular programmes and their benefits to students. As cited by Coombs & hallak (1987), the logic model for programme evaluation, links activities/processes and the theoretical assumptions/principles of the programme. The model facilitates thinking, planning and communications about objectives and actual accomplishments. A logic model is basically a systematic and visual way of presenting and sharing understanding of the relationships among the resources operating a programme, the planned activities and the anticipated changes or results. Through the Logic model, this study will expose the strengths and weaknesses of the Bachelor of Science in Counselling Degree.

Contributions of the research to the area of study

This study will enlighten both prospective students and graduands on the importance of studying the BSc Counselling Degree and employers will have a measure for promoting their employees.

ZOU authorities will take measures to ensure that the BSc Counselling degree programme is recognized by institutions which, at the moment, were not recognizing the degree if results from this study show that.

It will assist graduands to do a cost-benefit analysis of having studied the BSc Counselling Degree programme and also weigh how it has helped them in their social, academic and personal lives.

Statement of the problem

To find out what benefits (careerwise, salary advancement, economic benefits, social benefits and personal benefits) the graduands of the Bachelor of Science in Counselling degree had achieved by studying the programme.

The purpose of the study

To find out if ZOU graduands of the Bachelor of Science Degree in Counselling had benefitted in their careers, financially, socially or personally by studying the degree programme.

Research questions

Main question: What are the benefits of studying the BSCC degree programme?

Sub questions

- Did the BSCC degree programme enhance graduands' careers?
- What social, economic, academic and personal benefits did one get from studying the degree?
- What are the professional benefits of studying the BSCC degree?
- Is the BSCC degree programme recognized in the institutions in which graduands work?
- Do graduands' communities recognize the BSCC degree in Counselling?
- What is the cost-benefit analysis of studying the BSc Counselling degree programme by the graduand?

Limitations and delimitations of the study

This study was limited to Bulawayo and Matabeleland North regions which are only two out of the ten regions that ZOU has and the results of this study might not be a true representation of the whole country. Also, the problems that the graduands from Bulawayo and Matabeleland North Regions face might be different from those faced by other graduands in the country since ZOU graduands were dispersed. However, the instruments that were used to collect data, that is questionnaires and interviews, were dependable. The Zimbabwean economic environment has not had a smooth flow which makes it difficult to assess the development or growth that graduands have actually experienced and that in itself was limiting. Some graduands left the

country in search of greener pastures and the findings of this study might not be representative of the expectations of the hypotheses.

Conceptual Framework

ZOU – stands for Zimbabwe Open University – a state university which offers distance and open learning in the 10 regions of the country and also covers virtual regions outside the county

Benefit - according to <http://webcache.googleusercontent.com> a benefit is something that promotes or enhances well being. An advantage. In this study a benefit is something that is advantageous or good, that which is pleasing or valuable or useful, a reward, to profit from, something good to receive, to gain from, to advance, to assist to be to the advantage of.

Counselling

Counselling is defined by Stewart (2005), as a working relationship in which clients are helped to explore what is happening in their lives, and through the relationship to work towards living life with greater well-being, which empowers them to take control of the direction of their life. <http://www.makingthedifference.com> define Counselling as a therapeutic relationship between a qualified counselor and the client. It is both professional and intentional. In difficult circumstances, family members and friends are unable to provide an objective point of view. Counselling offers this objective perspective, thus enabling the client to gain insights and strategies to assist in managing their particular situations.

Bachelor of Science in Counselling Degree – the degree programme offered by Zimbabwe Open University over four years. The entry qualifications for the programme are 5 ‘O’ Level passes including English Language at Grade C or better and have a recognized professional qualification in a human-service profession such as Teaching, Nursing and Social Work.

Graduand – a person who has completed the first degree at a University.

LITERATURE REVIEW

Career Enhancement

Feldman (1997) indicates that for almost everyone early adulthood is a period of decisions with lifelong implications. According to Feldman (1987), “one of the most critical decisions is choosing a career path. The choice we make goes well beyond determining how much we will earn; it also relates to our status, our sense of self-worth and the contribution that we will make in life” It is assumed that some of the graduands of the Bachelor of Science in Counselling might have studied the degree to improve their social status, have a different sense of worth or other contributions the programme might have made in their lives.

According to Turner and Helms (1990:75) “some people know from childhood that they want to be physicians or firefighters or go into business, and they follow invariant paths toward that goal. For others, the choice of a career is much a matter of chance, of turning to the want ads and seeing what is available. People have personal values and goals; they explore how particular occupations may satisfy them...” Adults explore specific career options either through actual experience on the job or through training for a profession. After initially exploring what they might do, people begin to narrow their choices to a few alternative careers and eventually make a commitment to a particular one. This study found out the reasons the graduands carried out the study and whether they benefited from it.

Blaug (1992) reveals that some people just study in order to change their jobs. Lloyd (1992) suggests that even if a person does not wish to change their jobs, their careers require regular maintenance. According to Lloyd (1992:1)

Every ten years, it's a good idea to give your career a tune-up
your career will cruise along if you take time out to check under
the hood to see if you have updated technical skills, check the map
to stay on course and update your chassis so your style keeps pace
with the competition.

The study sought to find out if any of the graduands studied the Bachelor of Science in Counselling degree to change their careers or just to uplift their social status.

Counselling as a career

According to Bor and Palmer (2002) the number of people employed as counselors is very limited. Jobs offered in fields such as substance abuse may demand an additional professional qualification such as nursing. An increasing number of jobs are coming on tap within the primary health care sector, although these are frequently on a part-time basis. According to the same authors, any individual seeking a career in Counselling should be fully aware of the magnitude of the task. "A concept such as the profession of counseling offering a career with a clear and recognized pay structure and prospects of promotion do not exist in the same way we might think of nursing, social work or teaching as professions which offer careers. Bor and Palmer (2002) point out that there is a vast army of people who use counseling skills in the course of their paid work, but they are not designated as counselors or employed specifically as such. The same authors highlight that there are a large number of courses focusing on counseling skills which cater for this market and exist in universities, the further education sector and in private training institutions. Further according to Cormier and Hackney (1993) there is another army of people who use counseling in the course of their work with voluntary agencies such as Mind, Relate, victim, Support, Rape Crisis, Cruse and the Police. Sometimes a voluntary agency will offer its own training programme. Bor and Palmer (2002) reveal that these may be designed for beginning counselors or they may be targeted at counselors who have already received some training but wish to develop their expertise in a paid field such as bereavement and loss. This study sets out to find out if such assumptions can be relied on in Zimbabwe.

Recognition of the Bachelor of Science Degree in Counselling by Graduands' Employers

According to <http://ww.thecareers.com> at the moment, most counseling bodies and prospective employers do not tend to recognize counseling qualification less than around 1000 hours of study. Some employers will only take on counselors with counseling degrees. According to <http://seeklearning.com.au/psychology> and [counselling](http://seeklearning.com.au/counselling) the counseling degree enables graduands to work in community, government and private organizations and, with further work experience, in private practice. Graduates generally pursue roles such as youth worker, counselor, community and welfare worker (in areas such as child care, aged care, disabilities, alcohol and

other drugs), health care professionals, medication and negotiation facilitator, private practitioner and/or consultant.

<http://www.ced.edu/department> states that the Clinical Mental Health Counselling programme is accredited in Counselling by the Council for Accreditation of Counselling and Related Educational Programs (CACREP) which is a specialized accreditation agency in the United States.

<http://www.zimbabwecounselling.co> says that Zimbabwe ambassadors employ counselors together with other employees. It, therefore, means that the Government of Zimbabwe recognizes the Bachelor of Science in Counselling.

<http://www.googleusercontent.com> indicates that the following are employers of counselors and they recognize the Bachelor of Science in Counselling Degree by Zimbabwe Open University: Girl Child Network in Zimbabwe, PSI – Zimbabwe, Childline, MASO, USAID, SAFRICOT, UZ Medical School, Sidwell Friends School – Retired Former Employees, IRC, NANGO and Church Organisations.

According to <http://www.newstart.org> a high impact of Vocational Counselling and Testing strategies are urgently needed to maximize HIV prevention and access to care in Zimbabwe. According to the same website there are business in Zimbabwe with occupational health clinics and these clinics employ counsellors. www.google.co.zw cites that the Primary Care Counselling and Psychology Services employs Counsellors and Psychologists who offer short-term therapy. In general practice surgeries in Zimbabwe, counselors are employed. Murowa Diamonds established a local counseling service, Connect, to provide regular counseling services to staff in Harare, as cited by <http://www.zimbabwecounselling.co>.

Generally, the Zimbabwe government recognizes the Bachelor of Science in Counselling in some departments.

Social and economic benefits of education

Datta (1992) & Jandt (1998) agree that in Uganda, education is viewed as an investment that helps girls and women to fetch high bride wealth and for men and boys to obtain good jobs. Datta (1992) indicates that positions of authority and prestige could be gained through individual efforts leading to success in school and vocational achievement. In Zimbabwe education is considered to be very powerful but it is generally perceived to make people get better earnings, either in Non-Governmental Organisations or outside the country since Government salaries are very low in Zimbabwe. According to Jandt (1998:13) in the United States the basis of social class is income and other markers of social class follow from income level. For example, income determines to some extent whom you marry or choose as a lover, your career, and the neighbourhood in which you are likely to live. Blaug (1992) indicates that the rates of return on investment in education are commonplace. Depending on the graduands' behavior or approach to society, their functions within their societies enable them to be recognized or not to be recognized by society.

Personal benefits of graduation

According to Datta (1992), <http://www.bing.com>, Wallis (19095) and <http://www.aipc.net.au> education, generally, is perceived to make one have more earnings, build self confidence, open own businesses, influence the well being of their communities and make people become full of energy, enthusiasm and passion.

Cost-benefit analysis

Blaug (1992) indicate that expenditures on education are not primarily consumption but rather an investment in human capital and an investment with economic yield in terms of higher product per worker. Brown and Jackson (1990) say that an investment in education ensures that scarce resources are allocated efficiently.

Methodology

This study utilized the descriptive survey design since this design could be used to describe accurately, the benefits students obtained by studying the Bachelor of Science Degree in Counselling through Zimbabwe Open University. The descriptive survey design enable this researcher to collect large amounts of data in a short space of time. The design was used to project accurate and detailed descriptions of the characteristics of trends being studied. The results of the descriptive survey were easy to analyse. Some of the limitations of the descriptive survey are that it is expensive, time consuming and prone to bias. In addition, Locke, Spirduso and Silverman (1993) contend that the results of the descriptive survey may not be generalized beyond the population of interest and may not be used to predict future trends with absolute certainty. To counteract these disadvantages, the researcher self-administered both the interview and questionnaires to cut on telephone and postage expenses. To offset bias, the researcher used structured interviews and questionnaires in conjunction with observations. According to Cryer (2000) and Strauss & Corbin (1990) such methodological triangulation increases interpretability, meaningfulness and validity of data and findings. Methodological triangulation also eradicates bias and subjectivity.

Population

The population of this study comprised Master of Science Degree in Counselling students, Part-time and Full-time Lecturers in the Department of Counselling at ZOU, Bulawayo and Matabeleland North Regions, and graduands employed by NGOs and Church Organisations and Government departments. Fifty graduands were sampled for this study.

Sample, Instruments and Pilot Study

Only ZOU graduands of the Bachelor of Science Degree in Counselling were sampled. The questionnaire, interview and observations were used as samples. A Pilot study was carried out.

Findings and Discussion

The researcher set out to establish the benefits of studying the Bachelor of Science in Counselling degree programme by Zimbabwe Open University graduands in the Bulawayo and Matebeleland North Regions.

The main problem was that ZOU graduands employed by some Government departments were reporting that their employers were not recognizing the Bachelor of Science Degree in Counselling. The researcher is also a graduand of the Bachelor of Science in Counselling Degree programme who partly and not fully benefitted by graduating on the Bachelor of Science in Counselling degree programme. The researcher was eager to find out whether graduands within the same region as the researcher's had benefitted at all.

A sample of 50 ZOU Bachelor of Science in Counselling graduands out of the population of 175 were selected and the following conclusions were drawn.

The majority of the ZOU BSc Counselling degree graduands 30(60%) benefitted at work, 15(30%) got personal benefits and 5(10%) indicated that their communities or societies benefitted by their graduation on the Bachelor of Science Degree in Counselling by ZOU. This means that all the graduands of the Bachelor of Science degree in Counselling benefitted in some way, personally.

All 50(100%) of the graduands had benefitted personally either by changing their personal values, being able to build therapeutic relationships or by becoming freelancers.

Graduation on the Bachelor of Science degree in counseling had enhanced most 46(92%) of the graduands' careers wither full-time or part-time.

The majority of the Bachelor of Science in counseling degree graduands 44(88%) showed that they used the Bachelor of Science degree in counseling in their work, no matter their job titles and/or promotion, with or without monetary recognition.

The Bachelor of Science in Counselling degree was recognized as an entry qualification for post-graduate degrees or diplomas by all universities and it had enabled graduands to join professional bodies.

The professional benefits were that most 46 (92%) of the BSCC degree graduands had joined some professional bodies like the Zimbabwe Association of Family Therapists, becoming members of the academic procession on graduations, organizers of counseling activities within the graduands' organizations, being part-time tutors of universities or colleges, becoming members of the research board and joining the ZOU Alumni Association. Only 4(8%) had not joined professional bodies after graduating on the Bachelor of Science degree in Counselling.

On the economic benefits, the ZOU Bachelor of Science degree in Counselling graduands, 37(74%) had gained economically by either getting a new job or part-time job, got a salary advancement, were promoted or were leaders of organizations while 13(26%) did not gain economically since at their workplaces the bachelor of science degree in counseling was recognized for services but not for economical gains which equated the degree.

The NGOs and Church organizations recognized the Bachelor of Science in Counselling degree by ZOU very well and either offered new jobs, promoted or salary advanced the graduands of the Bachelor of Science in Counselling degree by ZOU.

In response to the question "Is the Bachelor of Science Degree in Counselling by ZOU recognized in the institution or company in which you work?" – the findings here were contrasting. 8(47%) in the Ministry of Educations said that the degree was recognized within the Ministry while 9(53%) said that the degree was not recognized. In the Ministry of Home Affairs 2(100%) said that the degree was recognized. In the Ministry of Social Welfare 1(50%) said that the degree was recognized while the other 1(50%) said that the degree was not recognized. In the Ministry of Health all 5(100%) said that the degree was not recognized, while all 12(100%) in the parastatal said that the degree was recognized. 2(100%) in the Church organizations said that the degree was recognized yet in the NGOs 8(0%) said it was recognized while 2(20%) said

that it was not recognized. This researcher found a circular to the effect that the “Zimbabwe Open University Bachelor of Science Degree in counseling should not be recognized as a relevant qualification for Superintends/Supervisors and Social Welfare Officers in the Ministry of Public Service Labour and Social Welfare, Community Service Officers I the Ministry of Justice, Legal and Parliamentary Affairs and Teachers in the Ministry of Education, Sport and Culture.” The letter is attached in the appendices.

Most 40(80%) graduands’ communities/societies recognized the Bachelor of Science degree in Counselling by either coming to the graduands for help or leading or the graduands’ communities or societies came to the graduands for help or the graduands would counsel some groups within their societies.

Most 30(60%) of the graduands showed that the cost of studying the programme was equivalent to the benefits that they got while 2-(40%) showed that the cost of studying the degree was not equivalent to the benefits that they received after graduation as they forfeited some projects.

Results from Interviews showed that those who had done the degree in the Ministry of Education and Health just used the degree in their work but did not get monetary recognition for it.

Recommendations

On the basis of the findings of this study, the following recommendations are proffered:

- ZOU authorities should take measures to ensure that the BSc Counselling degree programme is recognized by institutions, which, at the moment, were not recognizing the degree.
- ZOU authorities should approach the Ministry of Public Service Commission with the circular attached in the appendices of this study to discuss the welfare of the graduand.
- All those who use the Bachelor of Science Degree in Counselling in their work should be given a salary advancement or promotion in appreciation of the degree work to increase employee’s motivation.

- Posts should be created in Organisation to fit the graduands of the bachelor of science in Counselling degree for graduands who use the degree in their work and have no remuneration for it.
- NGOs should recruit more people with degrees than those with certificates in counseling.
- Those who wish to study the BSc Counselling Degree in Counselling should go ahead and study it as results from this study showed that most people got new jobs, promotions or salary advancements through obtaining the bachelor of science degree in Counselling by ZOU.

References

- Blaxter, L.; Hughes, C. and Tight, M. (2000) **How to Research**. Buckingham: OUP.
- Blaug, M. (1992) **The Economic Value of Education, Studies in the Economics of Education**. New York, Hants, Edward Elgar Publishing Ltd.
- Bor, R. and Palmer, S. (2002) **A Beginner's Guide to Training in Counselling and Psychotherapy**, New Delhi, Sage Publications.
- Brown, C.V. and Jackson, P.M. (1990) **Public Sector Economics**, 4th edition, Massachusets, Basil Blackwell Ltd.
- Cone, J.D. & Foster, S.I. (1993) **Dissertations and Theses – from start to finish – Psychology and Related Fields**, Washington, D.C. American Psychology Association.
- Coombs, P.H. & Hallak, J. (1987) **Cost Analysis in Education: A Tool for Policy and Planning**, Washington, The Johns Hopkins University Press.
- Cormier, I.S. and Hackney, H. (1993) **The Professional Counselling: a Process Guide to Helping**, Boston, Allyn and Bacon.
- Cryer, P. (2000) **The Research Student's Guide to Success**, Buckingham, Open University Press.
- Data, A. (1992) **Education and Society: A Sociology of African Education**, Kuala Lumpur, The Macmillan Press.
- Feldman, R.S. (1997) **Development Across the Life Span**, New Jersey, Library of Congress Cataloguing-in-Publication Data.

<http://www.bing.com>

<http://www.usaid.gov>

<http://www.newstartcenter.org>

<http://www.ced.edu/department>

<http://www.thecareersguide.com>

Lloyd, J. **The Career Decision Planner: When to move, when to stay, and when to go out on your own**, New York, John Wiley and Sons Ltd.

Locke, I.F., Spirduso, W.W. & Silverman, S.J. (1993) **Proposals that Work, A Guide for Planning Dissertations and Grant Proposals**, 3rd Edition, London, New Delhi.

Ponterotto, J.G.; Casas, J.M., Suzuki, L.A. and Alexander, C.M. (2001) **Handbook of Multicultural Counselling**, 2nd edition, London, Sage Publication.

Scudamore, P. and Hilton, C. (2001) **Making Successful Career changes**, London, Hodder Headline.

Turner, J. & Helms, D.B. (1990) **Lifespan Development**, 4th edition, Chicago, Ted Buccholz.