

Freshmen: Guidance and counselling received in high school and that needed in university.

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Abstract- This study sought to determine the guidance and counselling services which Social Science students in one Government-owned university in Zimbabwe had received in high school and the guidance and counselling services that they desired upon entry into university. Variations in services received in high school and those desired at university were by school type of the respondents. More specifically, the study determined type of previous high school and provision of guidance and counselling programmes and attempted to assess if there were variations in guidance needs at university by previous school type. A survey research design was used. A self-administered questionnaire with mostly closed questions was given to first year students at the end of their second month at university. A sample size of 90 (M = 41; F = 49) volunteered, through informed consent, to participate in the study. Data were analysed using a t-test for independent samples, chi-square and bar graphs. Results showed existence of guidance and counselling in all former school types with mission, government and private schools having in-class lessons and services well known to their students. There is no significant difference between male and female students ($t = -1.18$; $df = 88$; $\alpha = 0.05$) but females indicated more favourable responses than males. Former school type and existence of programme (chi-square = 6.1; $df = 6$; $\alpha = 0.05$) and type of school and curriculum areas (chi-square = 3.31; $df = 6$; $\alpha = 0.05$) were independent. At university most students from former government, mission and private schools preferred guidance on learning in large classes, adjustment difficulties, career and large workloads while those from rural schools mostly preferred personal/social counselling.

Index Terms- Guidance; counselling; school type; programme.

I. INTRODUCTION

Guidance which subsumes counselling (Mapfumo, 2001; Milner, 1974; Tolbert, 1978) involves help given to someone to enable that person to decide where they want to go and how, and what they want to do and how. Guidance assists the individual to craft personally meaningful solutions to the person's life (Dogar, Azeem, Majoka, Mehmood & Latif, 2011). Okobiah & Okorududu (2004) cited by Mapfumo & Nkoma (2013) reflect that Guidance in schools is made up of programmes of activities that provide a gateway out of the problems increasingly present in this time of complex scientific, social, economic and technological development with a view to helping students better understand themselves, their problems, their school environment and their world so as to develop

adequate capacity for making wise choices and decisions in their lives (UNESCO, 2004; UNESCO, 2000).

Guidance is part and parcel of the total education process, offered ideally by competent and trained guidance-counsellors with a view to enabling students to understand their own characteristics and potentialities and to relate more satisfactorily to social requirements and opportunities in accord with extant social and moral values (Hamrin & Erickson, 1939). Although Guidance and Counselling are often used interchangeably, they do differ. Guidance, according to Tolbert (1974) is normally conceived as information dissemination akin to most activity in teaching while counselling is conceptualised as more applicable to offering 'advice' to individuals and/or small groups of individuals to help them make decisions that are personally meaningful to those individuals.

In high schools in Zimbabwe the broad Guidance context is cast in three main areas: Personal/Social Guidance, Educational Guidance and Vocational/Career Guidance very much in line with the comprehensive Guidance Programmes of North America (Gysbers, 2004; Gysbers & Henderson, 2006; Gysbers & Lapan, 2002; Hasnain, 2004; Mapfumo, 2001; Mapfumo & Nkoma, 2013).

In the tradition of comprehensive guidance and counselling programmes, services are offered at two levels, the guidance level and the counselling level. With respect to the former, guidance needs are perceived largely as information needs and are addressed through the information dissemination of an educational, personal/social and educational nature to groups of individuals who have the same common needs (Mapfumo, 2001). Some of these groups include but are not limited to potential job seekers who need information on job-hunting skills, students who need to be equipped with study strategies and general examination-taking techniques (Mapfumo, 1995) to mention only two.

Counselling needs on the other hand are more personal and intimate to specific individuals. These include but are not limited to personal anxieties, attention-deficit disorders, drug abuse, sexual abuse (Nayak, 2004), which are addressed through individual relationship between counsellors and their clients and are not addressed in the public forums where general guidance needs are addressed.

Taken together Guidance and Counselling has two distinct but complementary elements. The first is the provision of responsive services (counselling) which are directed at meeting students' needs as they emerge throughout students' lives at school. The second service is offered through the development of a curricular programme (guidance) which is developmental, preventative and appropriate to the needs of the students and is

delivered seamlessly in a whole school context (Coyle & Dunne, 2008).

Recent studies in Zimbabwe (Chireshe, 2006; Chireshe & Mapfumo, 2005; Mapfumo & Nkoma, 2013) have attempted to assess the effectiveness of Guidance and Counselling services in high schools. Results show that in spite of clear policy guidelines on how Guidance services should be offered in schools effectiveness is extremely low. Chireshe & Mapfumo (2005) found for instance that school guidance counsellors did not feel well supported by heads of schools in terms of the necessary infrastructure, resources and time for the service. Chireshe (2006) found that there were a number of significant obstacles to effective offering of Guidance services. For example, he found that training among teacher counsellors was limited, and so were resources deployed in support of guidance and counselling programmes in high schools. At the same time he found that teachers were more concerned with teaching examinable subjects. *Ipsa facto* Guidance was not a priority because it was not examinable. Very recently, Mapfumo & Nkoma (2013) have found strong evidence in support of Chireshe's (2006) findings whereby in a sample of high schools in Manicaland, Guidance was neither systematically nor comprehensively implemented; limited resources were available for supporting the programme; training among teacher counsellors was almost nonexistent and time for offering group guidance was erratic. A good number of students in the schools were unable to confirm that there were any Guidance programmes in their schools.

Some of the negative findings stated here could be expected to bear some influence on the freshmen that entered universities from Zimbabwe high schools. At first entry into university there is a whole range of challenges for freshmen (Mapfumo, 2008; van der Meer, Jansen & Torenbeek, 2010). Mapfumo found just less than half the participants in his study had received any counselling at all and that the counselling that was received in high school was largely limited to personal/social issues and HIV. The counselling that was needed in college had to do with careers, personal/social matters, stress and anger management, time management and spiritual matters. Participants in Mapfumo's (2008) study showed much less interest in dating matters, academic issues, adjustment to the new environment, medical counselling and matters of substance abuse.

Entering college requires youths to face multiple transitions, including changes in their living arrangements, friendship networks, academic environments, while adapting to greater independence and responsibility in their personal and academic lives. Although many successfully make this transition to college others experience long-term emotional maladjustment and depression (Gall, Evans and Bellerose, 2000; Hammen, 1980; Wintre and Yaffe, 2000)

One important challenge for freshmen has been found to be time management which is a skill that links closely to foundational effectiveness of study skills (Krause & Coates, 2008; Yorke & Longden, 2007) performance and acquisition of discipline-specific information and skills (Menge & Heijke, 2005). Days in college are indeed less routine with some freshmen having too much time and yet others having too little (Armsden & Greenberg, 1987).

Among the most cited challenges of the freshmen are the complexities that are caused by the interaction between the

challenge of transitioning to university during a time when the students as people are also transitioning from adolescence to young adulthood with the attendant changes in developmental demands and responsibilities (Dornbusch., et al, 1987; Sherrod., et al, 1993).

Entry into university brings with it increased responsibility on the part of the freshman such as decision making about what to eat, what to buy, when to schedule classes, making appointments for health care services (Tao, Dong, Hurnberger & Pancer, 2000).

Relationships also transition with the emergence of new and unfamiliar connections with the family and strangers (Baumeister & Leary, 1995; Beyers & Goossens, 2003) which have to be negotiated. While the relationships with teachers in high school were personal and caring, those with professors may be much less personal, and quite unsettling.

Therefore, the university freshman has challenges in academic achievement which seems to be the only thing that matters in university; the freshman needs to adjust to university life and must get to grips with living away from the security of the family. There are new challenges that have to be negotiated in the form of such eventualities as homesickness, conflict with roommates and feelings of inadequacy and inferiority coming from changes in status from high school senior to college freshman (Gall, et al, 2000).

The literature above indicates that transition from high school to university marks a distinct step in a student's academic and personal life. Students move from a dependent to an independent learner, from studying in a carefully monitored environment with a highly regulated timetable to students learning to manage their own time and to individuals who make decisions in a more adult and responsible manner (Mutch, 2005). Students often arrive at university without many of the generic skills and attributes required for successfully navigating many first year courses and most students cite poor study skills and lack of prerequisite knowledge as their reason for discontinuing university study (Beder, 1998; Latham and Green, 1997).

Statement of the problem

The entry of freshmen into the university is replete with challenges as has been demonstrated. This is widely accepted in many cultures of the world and this has led to universities in such countries as the United States, Australia, New Zealand and others to craft and implement specific transition programmes (Adonis, 2000; Asmar et al., 2000; Barefoot, 2000; Gardner, Barefoot, & Swing, 2001; Kantanis, 2000b, 2001; Mason-Rogers, 2002; Swing, 2003; Upcraft, Gardner, & Barefoot, 2005).

What was not known at the time of this investigation was whether the same challenges were extant in the university that was the site for this study. Similarly, it was not known how much freshmen in this university had been primed on issues of Guidance and Counselling in high school and what sort of guidance and counselling supports they would need upon first entry into the university. It was equally unknown if the guidance and counselling supports (if any) being offered in the university were in agreement with what students perceived to be relevant for the various support needs that they might have.

Purpose of the study

This study aimed to establish from the self-reports of freshmen, the type of guidance and counselling that the freshmen received in high school and the type of guidance and counselling that they desired in view of the new circumstances that they were facing in university.

Hypotheses

1. The existence of guidance and counselling and school types is independent (statistically unrelated).
2. Guidance and counselling curriculum content are independent of school type
3. There are no significant differences between males’ and females’ views of guidance processes in their former high schools

Research questions

1. What guidance and counselling services did freshmen receive in their former high schools?
2. In which areas did students need guidance at university level and
3. Did their needs differ according to previous high school type?
- 4.

II. METHODOLOGY

Research Design:

A survey research design was selected for this study. The survey is appropriate where researchers seek the opinion of participants (David and Sutton, 2004) with the aim of describing the nature of existing phenomenon (Cohen, et al, 2000). The present study sought to establish the perceived presence and nature of guidance and counselling at high school and the desired guidance at university hence the suitability the design.

Participants:

Participants (n= 90; F= 49; M=41) who volunteered to participate in the study were first year Social Science students at one Government-owned university in a small town in Southern Zimbabwe. The age of the participants ranged from 18 to 20. The students had completed two months of learning during their very first semester. The university has over 500 freshmen in the faculty of Social science, of which 90 agreed to participate in this study.

Instrument

The study used a questionnaire which compromised of mainly closed items. The questionnaire for students had 12 questions which are divided into two parts. The first part (consisting of 11 Yes/No questions) tapped on guidance and counseling information at students’ previous high school and the second part (had one open question) tapped on students’ guidance and counselling needs at university.

Procedure

Permission to carry out the study was obtained from the authorities in the university. Consent for participation in the study was obtained from students to who the second author explained the purpose, and the position that they would participate if they wished to. At the same time the second author also assured the prospective participants that they could pull out

of the study at any time when they so felt the wish to do. The second author also assured the students that he did not foresee any harm to the students as caused by their participation in the study. The students were also assured that their responses would be kept strictly confidential and would be used for purposes of the said study only. To preserve their anonymity, participants were urged not to write their names anywhere on the instruments that they were responding to.

On an appointed day, those who had agreed to participate were invited to a large hall where everyone could be seated at once. The second author repeated some of the issues in the paragraph above particularly that they were taking part in the study willing and that they could terminate their participation at any time. Participants were issued with the questionnaire and asked to browse through it to make sure that they understood everything. The second author invited questions should any of the questions be unclear to any of the participants. Participants were not given any specific time limit but were merely told to hand in their responses when they had finished. All the participants completed providing their responses within the hour.

Data analysis

Responses were analysed quantitatively using a t-test for independent samples, chi-square and bar graphs.

III. RESULTS

The first hypothesis states that the existence of guidance and counselling and school types is independent of each other (statistically unrelated). The table below indicates the relationship between school type and guidance programmes. The results indicate that type of school and the existence of guidance are independent (statistically unrelated). This means that the existence of guidance and counselling programmes is not dependent on school type (Chi-square = 6.1; df = 6 at 5% significance level.

Table 1: 3 x 4 contingency table indicating the relationship between type of school and existence of Guidance programmes. (Expected frequencies in parentheses).

Existence of programme	Type of school				Total
	Mission	Government	Private	Rural	
Presence	29 (28.9)	20 (21.5)	11 (11.9)	6 (3.7)	66
Known to students	23 (23.2)	18 (17.3)	8 (9.5)	4 (3)	53
Lessons in class	26 (25.9)	20 (19.2)	13 (10.6)	0 (3.3)	59
Total	78	58	32	10	178

The responses indicate the existence of guidance and counselling in all schools. Chi square = 6.1; df = 6; α = 0.05

indicate that type of school and existence of guidance are independent (statistically unrelated). There is no difference between type of school and existence of guidance programmes.

Figure 1: Bar graph indicating frequencies of agreement on existence of guidance and counseling programme by school type.

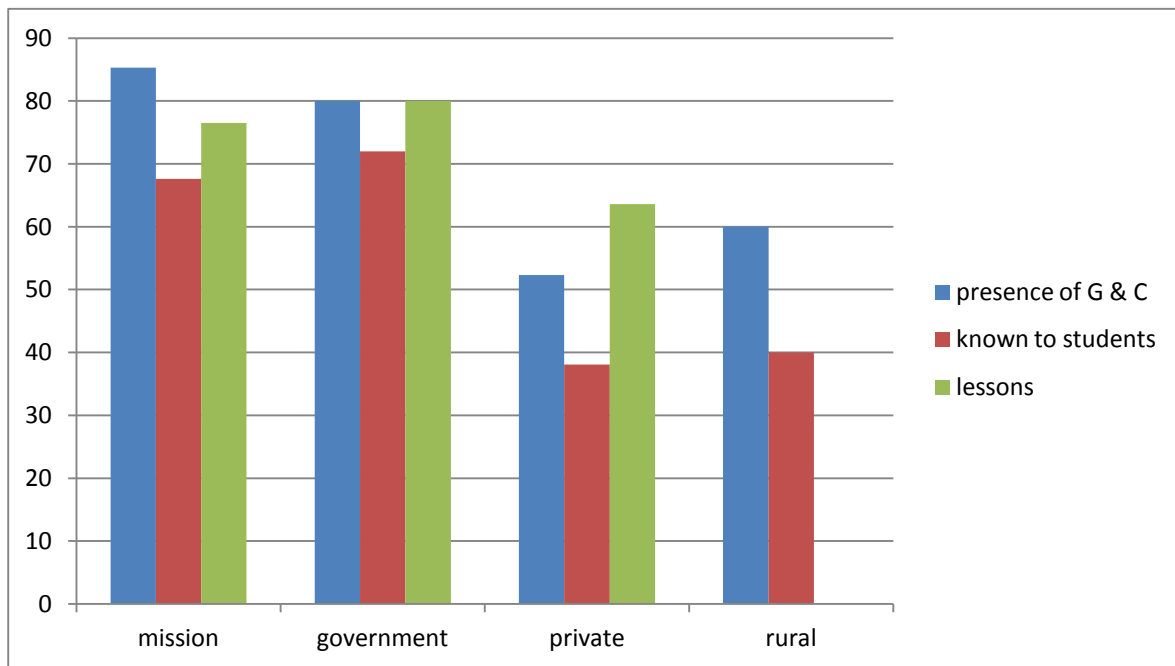


Figure 1 show a high frequency of students from mission, government and rural schools confirming the presence of guidance and counseling services to students while a low percentage was noted for private schools. The second most frequently reported attribute is knowledge of guidance and counselling services by students. Higher percentages of students from government and from mission confirmed that guidance and counselling services in their former schools were well-known to the students in those schools with a low percentage of students from rural schools that made the same confirmation. Students from government and mission schools agreed to guidance and counseling lessons being carried out in classrooms with a low

percentage of former private school students agreeing. However, no respondents from rural high schools confirmed that there were lessons on guidance and counselling held in their former schools.

The second hypothesis states that guidance and counselling curriculum content areas are independent of school type. Table 2 indicates the relationship between type of school and guidance curriculum (expected frequencies are in parenthesis). The results show that curriculum content areas are independent of type of school (chi-square = 3.31; df = 6 at 5% significance level). This means that the content of the Guidance and Counselling curriculum did not vary by type of school.

Table 2: 3 x 4 contingency table indicating relationship between type of school and guidance and counselling curriculum. (Expected frequencies in parentheses).

Guidance curriculum	Type of school				Total
	Mission	Government	Private	Rural	
Personal/Social	29 (27.5)	17 (19.3)	17 (14.9)	8 (9.3)	71
Educational	23 (23.2)	19 (16.3)	12 (12.6)	6 (7.9)	60
Vocational	22 (23.2)	16 (16.3)	11 (12.6)	11 (7.9)	60
Total	74	52	40	25	191

Chi-square = 3.31; df = 6 $\alpha = 0.05$ not significant. Guidance and counselling curriculum content areas and type of school are independent.

Table 2: Guidance and counselling curriculum areas by school type

Curriculum areas	Mission		Government		Private		Rural	
	Freq	% agree	Freq	% agree	Freq	% agree	Freq	% agree
Personal/social	29	85.3	17	68	17	81	8	80
Educational	23	67.6	19	76	12	57.1	6	60
Vocational	22	64.7	16	64	11	52.4	4	40

Table 2 indicates personal/social guidance has the highest frequency in all school types (mission = 85.3%; private =81%; rural =80%) except government schools. Educational guidance has the second highest in all school types with government having 76% followed by mission schools with 67.6% and lastly private schools at 57.1%. Vocational guidance was the least

agreed on by all school types (mission = 64.7%; government = 64% and the least being rural schools). Students therefore, confirmed the existence of vocational counselling much less than they did other areas (Personal/Social and Educational).

Figure 2: Bar graph indicating induction of students by school type

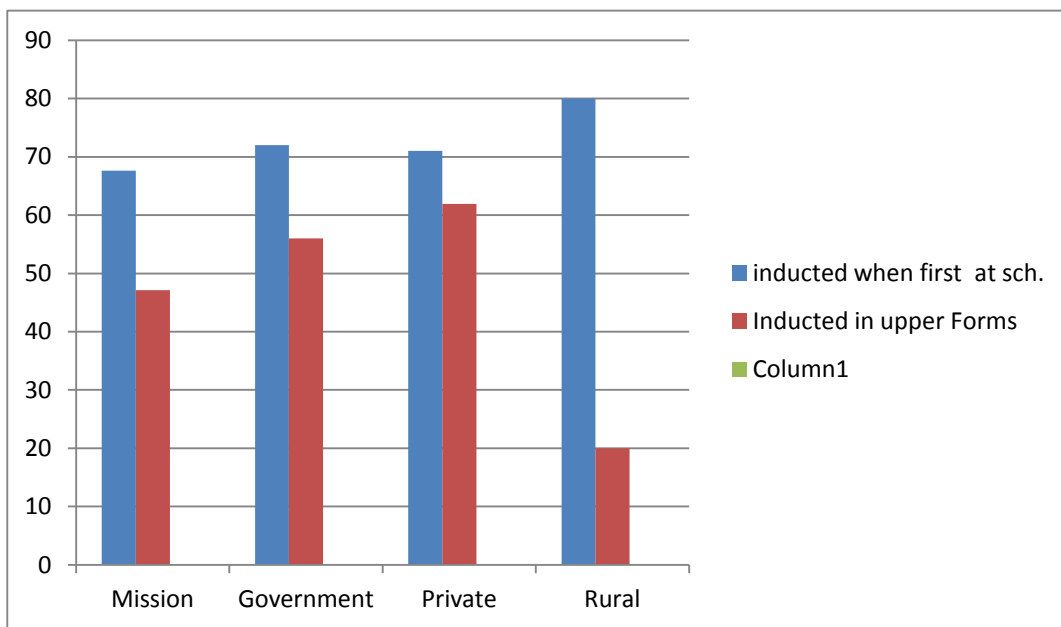
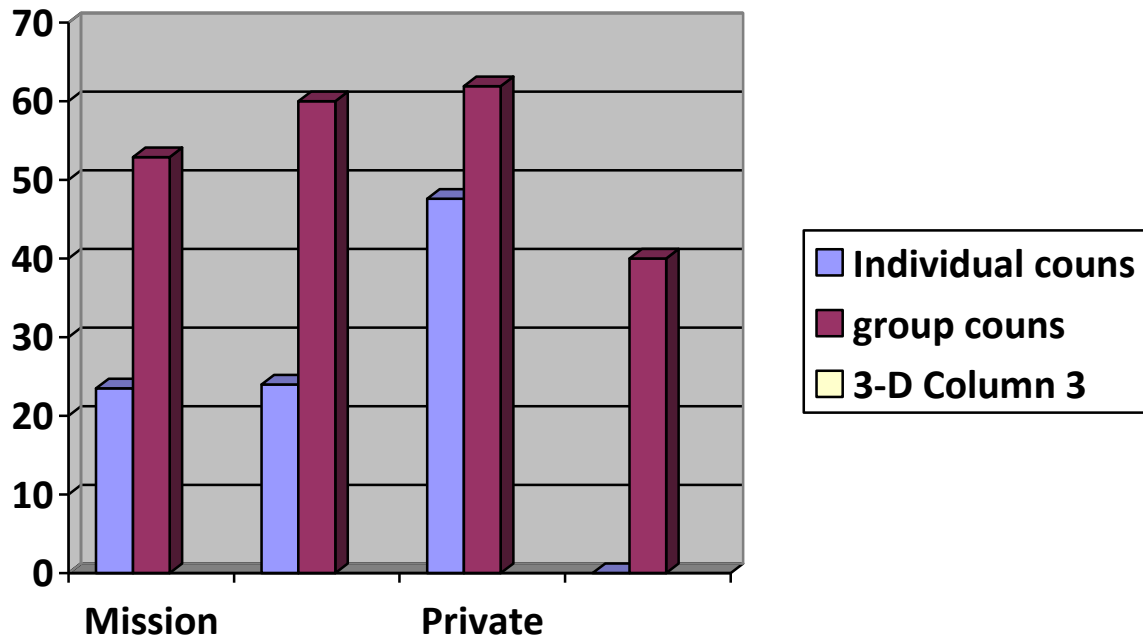


Figure 2 show highest frequencies of agreement to induction when students first arrived at their different school types. Students who attended private schools showed the highest frequencies of being inducted from lower forms to higher forms followed by government schools and lastly is rural schools.

Figure 3 below, show individual and group counselling by school type. There is highest agreement to group counselling by all school types and very low (less 50%) in individual counselling.

Figure 3: counselling by school type



The third hypothesis states that there are no significant differences between males' and females' views on guidance and counselling in their former high schools. The results indicate no significant differences between males and females at 5%

significant level; $t = -1.18$ $df = 88$ $\alpha = 0.05$, but overall females show more favorable responses than males (females have higher mean values than males).

Table 4: t-test computational table

	Sample size (n)	ΣX	Mean	$(\Sigma X)^2$	$(\Sigma X)^2$	Df	t-value
Male	41	185	4.51	34225	3589	88	-1.18
Female	49	369	7.53	136161	14305		

$t = -1.18$ $df = 88$ $\alpha = 0.05$ no significant differences

Table 5: Guidance needed at university by former school type.

	Mission		Government		Private		Rural	
	F	%	F	%	f	%	F	%
Career guidance	23	67.6	21	84	16	76.2	6	60
Relationships	11	32.4	7	28	13	61.9	7	70
Finances	21	61.8	17	81	8	38.1	8	80
Adjustment difficulties	26	76.5	23	92	14	66.7	7	70
Learning in large classes	28	82.3	24	96	17	81	7	70
Large loads	25	73.5	21	84	15	71.4	6	60
Drugs	6	17.6	5	20	7	33.3	8	80
HIV/AIDS	5	14.7	7	28	10	47.6	6	60

The second research question states which areas students' need guidance at university level and to determine if they differ by students' school type of origin (research question 3). Table 5

indicates that most students preferred guidance in learning in large classes (96% from government schools, 82.3% from mission schools and 81% from private schools and 70% from

rural schools). The second most-frequently occurring need is adjustment difficulties as shown by 92% former government school students, 76.5% from former mission schools 67.6% from former mission and 70% from rural school students. The need for career guidance was shown by 84% from government, 72.2% from private, 67.2% from mission and by 60% from rural schools. Large workloads were indicated by 83% (Government), 73% (Mission), 71.4% (Private) and 60% (Rural). The least needed area for guidance by students from these school types related to drugs and HIV/AIDS. Drug-related guidance was reported as necessary by 17.6% percent of students from mission schools, 20% of students from government schools, and 33.3% of students from private schools while HIV/AIDS was shown by 14.7% mission schools, 28% government, and 47% private schools. Rural schools showed a different trend with highest frequencies occurring in finances and drugs at 80% while the least need for guidance was career and large loads with 60% each.

IV. DISCUSSION

Results indicate that the existence of guidance and counselling and type of schools are independent. Students from all school types indicated the presence of guidance and counselling services with mission and government schools having services that were well known to their students with classroom lessons being done. Students from former rural and private schools had few students knowledgeable about the services and few or no classroom lessons being done in rural schools. School resources, teacher qualifications and experience and socioeconomic status of parents might explain the differences by school location. Rural schools are poorly resourced while government and mission schools have experienced teachers and well resourced materially (MOESAC, 2013). That private schools offer less guidance and counselling in some respects is not easy to understand considering that they have the resources and other capacities to institutionalize sound guidance and counselling programmes.

The results show that curriculum areas are independent of type of school. Students indicated the existence of career guidance with less frequency than personal/social and educational guidance. These results concur with the findings by Mapfumo and Nkoma (2013) who found that guidance and counselling services in schools were in line with the responsive services directed at meeting students needs (personal/social) as they emerge rather than preventative. Lack of professional development for counsellors and head-teachers' lack of support of guidance and counselling programmes in schools in Zimbabwe (Chireshe and Mapfumo, 2006; Mapfumo and Nkoma, 2013; Chireshe, 2006) compounds the problem of guidance and counselling programmes. Also studies by Achebe (1986); Bulus (2001); Denga (2001); Edet (2008), have shown that principals and teachers constitute the greatest obstacle to the success of guidance and counselling services in schools. The reports show negative attitudes of school authorities to guidance services and to counsellors in particular. Schools are supposed to play a significant role in career counselling but in the present study the opposite obtains in most cases. Rosenberg et al., (2009) found that very few teachers had been trained in life orientation

and its career component while some teachers used life orientation periods to do more 'important' subjects.

Individual counselling was offered the least in all types of schools with zero responses in rural schools. Lack of properly qualified guidance and counselling teachers might explain the use of individual counselling in schools (Chireshe and Mapfumo, 2006; Mapfumo & Nkoma, 2013; Nyamwenge, Nyakan and Ondima, 2012). However, higher education guidance was provided in government and mission schools. All school types indicated induction of students on arrival to the school for first time. However induction from lower to higher forms was done mostly in private and government schools with rural schools performing the least. Dogar, Azeem, Majoka, Mehmood & Latif (2011) indicated that guidance as a sum total of activities and services engaged in by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustment in all aspects of daily life.

Studies have shown that school counselling programmes have an effect on student academic achievement and they reduce test anxiety (Cheek, Bradley, Reynolds and Coy, 2002; Sink and Stroh, 2003). Counselling programmes can also assist students with better decisions about college and further education (Chireshe, 2006). However, rural areas in the present study performed the least because of lack of resources, qualified head-teachers and teachers (MOESAC, 2013; Chireshe, 2006; Mapfumo & Nkoma, 2013). It can be seen from the less than optimal offering of the counselling service, that schools are losing out on an opportunity to impact the performance of their students through the delivery of a sound counselling programme. There were no significant differences between males and females in the perception of the guidance services offered in their former schools. This concurs with a study done by Musgrove, (1973) on high school students' attitude toward guidance and counselling services and found no significant differences in gender. However, Alemu, (2013) found significant differences between gender in the utilization of guidance and counselling services as females underutilized guidance and counselling services. Females in the present study, however, indicated more favorable responses to the guidance and counselling programmes than males did implying greater sensitivity needed for women at university.

The results in the present study indicate that at university students need guidance in the following order, starting with the highest need; learning in large classes' Adjustment problems, Career guidance, and large workloads. The least needed area is HIV/Aids and drugs. Career guidance is inadequate in Zimbabwean high schools (Mapfumo and Nkoma, 2013) and Peel (1998a) found that students who receive inadequate career counselling prior to commencing university have no clear picture of what career options their chosen degree program will provide. Kantanis (2000) also reports that students find the style and pace of learning from what is typically found at high school and many students have difficulty adjusting to the independent learning style that is expected at university. McInnis, James and Hartley (2000) found that university is more demanding than school. Tinto (1975) in a review of literature indicated factors that cause students to withdraw from their studies in the first year as academic difficulty (poor study habits), adjustments difficulties,

finances, isolation among others. Mapfumo and Nkoma (2013) found inadequate guidance and counselling services at high school which might compromise adjustment difficulties and study habits at university.

The study indicates least needed area for guidance in mission, government and private schools was drugs and HIV/AIDS. This concurs with Mapfumo (2008) who found that students were less interested in medical counselling and drugs. These low needs can be attributed to the guidance counseling students received at high school (see table 1 above) and rural schools showed a different trend with highest frequencies occurring in finances and drugs while the least need for guidance was career and large loads. Former rural school students come from low economic status families, hence difficulties in finances (MOESAC, 2013; Mapfumo and Nkoma, 2013). According to Power (1987: 42, 48, 50) schools have a role of preparing students academically and the type of education provided in some secondary schools can leave students poorly prepared to the new demands of higher education.

V. CONCLUSIONS

Results show that all former school types agreed to the existence of guidance and counselling, with government, mission and private schools indicating that programmes that were in those schools were well-known to the students and were offered in classroom-based lesson environments. Rural schools indicated less agreement to services and lessons. The chi-square tests show that school type is independent of existence of guidance and counselling programme and curriculum areas. At university most students from former government, mission and private preferred guidance on learning in large classes, adjustment difficulties, career and large workloads while those rural schools preferred personal/social guidance.

Recommendations

These recommendations are not correct. The findings in this study suggest a wide variety of the manner in which Guidance and Counselling are offered in high schools. There is, therefore, need for streamlining the content and operational mode of the guidance and counselling programme in high schools. This makes it possible for the receiving institutions (universities) to have a clear understanding of what students from high school have been counselled about and what counselling they need in university. There has not been any finding to the effect that counselling in high schools is intended to address the academic and social challenges that the students will meet in universities. It is also unclear whether counselling in high school includes such career guidance as the students will need in universities for the selection of disciplines that they will pursue. It is recommended that human development personnel in high school and those in universities get through to each other on how to find articulation of the counselling services from high school to universities.

Because the present study was not a formal needs assessment of the counselling needs of freshmen, it is suggested that human development practitioners in universities carry out formal needs assessments that give them indications of the kinds of counselling that freshmen under them will need upon entry and, perhaps, as they persist in the universities.

There is clearly need for the enhancement of Guidance and Counselling services in rural schools where the offerings are reported to be not ideal. This will help students from rural areas to reduce problems that they face upon entry to the university.

Further research

There are many issues that remain unknown and that invite further research. These include: the numbers of freshmen who withdraw, defer or change courses of study and the reasons for doing so. It is possible that some of the issues did not arise in this study because the instrument for investigation in this study did not prime the participants towards giving information in the particular areas. Their academic failure rates needs be incorporated in the study as well as the whole process of how first-year students adapt and cope with the transition from high school to university. It is critical to study how the guidance provided at university would assist the transitioning process. The emotional adjustment of freshmen needs to be determined for intervention purposes.

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