



Original Research Article

Factors affecting the effectiveness of the approaches used in psychotherapy when addressing depression among young adults at teachers' colleges in Zimbabwe

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The study looked at the characteristics that influence the effectiveness of psychotherapy treatments used to treat depression in young adults in Zimbabwean teachers' colleges. The study used a mixed research approach and a post-positivism paradigm. Concurrent triangulation was employed in the design. Data was gathered through the use of questionnaires and interviews. The sample included 206 people: 180 students, 2 vice principals, 2 deans of students, 13 department heads, 1 chaplain, and 8 counsellors. Tables with figures and percentages were used to code and analyse quantitative data. As substantiating data, qualitative data was analysed using content and thematic data. The study's findings revealed that a lack of educated personnel, funding, material resources, attitudes, and environmental variables such as poor ventilation, noise, and unwanted disturbances all had a detrimental impact on the success of depression treatment procedures. The study advised that the current procedures be improved by providing/hiring more trained counselling experts, providing enough financing, obtaining material resources, developing positive attitudes, and providing a conducive environment. The study also recommended that stakeholders create a policy outlining expectations and practices that may improve the effectiveness of psychotherapy treatments.

Keywords: Depression, stress, psychotherapy, coping, college student, aggressive behaviour, counselling, suicide, adolescents, Zimbabwe.

INTRODUCTION

The study sought to analyse the factors affecting the effectiveness of approaches used in psychotherapy when addressing depression among young adults at teachers' colleges in Zimbabwe. Depression is a significant contributor to the global burden of disease and affects people in all communities across the world (World Health Organisation (WHO), 2018; Marcus et al., 2013). It is something that all people suffer from at times in their life (WHO, 2018). Mateus et al. (2012) describe depression as a leading cause of disability worldwide in terms of total years

lost due to disability and depressive disorders which often starts at young age and affects people's functioning. Depression is an emotional state marked by great sadness and apprehension, feeling worthlessness and guilty, withdrawal from others and loss of sleep, appetite, sexual desires and loss of interest in usual activities (Ishak et al., 2020). Blum and Naylor (2004) view depression as a mood disorder characterized by sadness and dejection, decreased motivation and interest in life as well as having negative thoughts. Furthermore, the depressed individual may show

two of the following signs, difficulties in; eating, sleeping, thinking and making decisions or having no energy and feeling continually fatigued while mild depression has impact on a person's functioning (Manum et al., 2019). Similarly, Plotnik (2002) described depression as a mood disorder which is prolonged and affects a person's thoughts, feelings and behaviour. Luni et al. (2009) revealed that anxiety and depression are a common psychiatric disorder even in remote village areas of Sindh and contradicts the common belief that people who live in remote rural areas leads stress free lives or have low rates of psychiatric morbidity. Therefore, depression is a disorder or illness that involves the body, mood and thought.

Though depression most often occurs between the ages of 25 and 45, it can affect people of all ages, cultures, income, education, and marital status (Costello et al., 2006; Ishak et al., 2020). World Health Organisation (2013) also indicates that depression is the most prevalent disorder worldwide with wide leading consequences in youth. In literature, depression is referred to as clinical depression which causes impairment of day to day functioning and or the presence of significant distress, resulting in depressed mood, an obvious decrease in interest, pleasure and loss of appetite all at the same time (Salari et al., 2020; Keenan, 2002). Considering the Zimbabwean's economic and social situation, college students are more likely not to be spared from depression.

The symptoms of major depression include being in a bad mood for at least two weeks, having no interest in anything and getting no pleasure from usual activities (Lovell et al., 2015; Santrock, 2003). Mild depression is referred to as insomnia, followed by physical symptoms such as fatigue, headache, abdominal pains, loss of appetite, lower back pain, dizziness and palpitations (Kuboki and Hashizume, 2011). Depression is a life-long condition in which periods of wellness alternate with recurrences of illness (Duckworth and Shelton, 2012). The loss of a loved one, financial difficulty and job loss may lead to the development of depression (Manum et al., 2019). For others, the specific causes of depression may be unclear, and onset may occur without warning (Lujuez et al., 2001).

Eisenberg et al., (2007) highlights the need for America to address mental health in young adults' populations, particularly among those of different socio economic status. In addition, adolescents who spent more time on social media and electronic devices activities are positively associated with depressive symptoms, while those who spent less time on non-screen activities like in-person social interaction, print media, sports/ exercise and attending religion services activities are negatively associated with depressive activities (Twenge et al., 2018). Therefore, the demand for curbing depression and other mental health conditions is on the rise globally (Mateus et al., 2012; Lovell et al., 2015).

Depression in young people are associated with a wide range of negative outcomes (Rutter et al., 2006). It has a deleterious impact on current social, academic, behavioural

functioning and increase the risk of suicide (Dunn and Goodyer, 2006; Rice et al., 2009; Islam et al., 2020). In addition, students experiencing depressive symptoms report greater amount of negative emotions (American College Health Association, 2009; WHO, 2018). Islam et al. (2020) found out that there is high prevalence of depression and anxiety in Bangladeshi university students and highlighted a number of risk factors that are associated with it. Further, Islam et al. (2020) suggested the need for intervention programmes alongside adequate and appropriate services for Bangladeshi university students.

Poor mental health accounts for considerable disease burden among young people globally (Langhaugh et al., 2010; European Union (EU), 2016). Kapungwe et al. (2014) revealed that in Zambia very little attention is devoted to addressing the negative beliefs and behaviours surrounding mental illness despite devastating costs that ensue. The study further revealed that there was greater need for commitment from the government and policy makers in African countries to start prioritizing mental illness as major public and development issues (Kapungwe et al., 2014). Nsereko (2018) proposed the provision of evidence based practices in Uganda to address mental health difficulties despite perennial incompetence of university systems. In a nutshell, prevention, early detection and adequate treatment of mental disorders promises to reduce the prevalence of depression indicators among individuals (Cheung et al., 2016). Gupta et al. (2010) revealed that in Botswana, depression was a leading contributor to the burden of disease worldwide and it was highly prevalent in the country. Lawler et al. (2011) also revealed that 24-38% of HIV positive individuals in Botswana who were diagnosed with depression were associated with greater impairment in activities of daily living, especially the ability to take medication.

Patel et al. (2008) revealed that depression was common in Zimbabwe especially among women due to poverty. Similarly, Parson et al. (2011) revealed that depression was common in Zimbabwe due to political unrest and economic crisis. Chibanda et al. (2006) added that youth aged 15-23 from 12 rural communities in south-eastern Zimbabwe showed that 51% were at risk of being affected and 23.8% were severely affected. This could mean that about half of the individuals who experience depression during adolescence, may have recurrences later during adulthood (Birmaher, 1996; Harrington, 1994; Costello et al., 2006).

To the knowledge of the researcher, little research has been done regarding the analysis of the factors which may affect the effectiveness of the approaches of depression among adolescence in Zimbabwe. Related studies that have been carried out include: Mapfumo et al. (2012) whose focus was on Teaching Practice generated stressors and coping mechanisms, Mbetu-Nzvenga (2009) who focused on causes and effects of depression at one of the teacher's colleges in Zimbabwe. In this context, the current study aims to focus directly on analyzing the factors affecting the effectiveness of the approaches used in psychotherapy when addressing depression among young adults at

teachers' colleges in Zimbabwe.

Main research question

The present study sought to provide an answer to the following main research question: What are the factors affecting the effectiveness of the approaches used in psychotherapy when addressing depression among young adults at teachers' colleges?

Sub-research questions

The study addressed the following sub-research questions:

Which factors affect the effectiveness of the approaches used in psychotherapy when addressing depression among young adults at teachers' colleges in Zimbabwe?

What extents does the factors affect the effectiveness of the approaches in use to address depression among students?

Review of related literature

Factors which may affect the effectiveness of the approaches used in psychotherapy and are detailed below, are the following: training in counselling, material resources, attitudes of counsellors, students and the organisations, gender and environmental influences. The presence or absence of these factors dictates the effectiveness of the psychotherapeutic approaches.

Training

Training is essential when it comes to giving counselling services to people who are depressed (Ramsdal et al., 2018). Paisley (2001) discovered that school counsellor training has an impact on guidance and counselling services, implementation, and effectiveness. Trevisan and Hubert (2001) found that in America, counsellor training has been reported to positively impact counselling services since a lack of counselling skills affects the effectiveness of approaches. Abhayasinghe (2014) suggested that colleges hold workshops or awareness programmes to improve counsellor expertise and promote future research in order to provide effective psychological counselling and counselling services to undergraduate students in Sri Lanka. According to the findings of White et al. (2012)'s research, at least half of the instructors in British public schools did not believe their level of training was appropriate to satisfy the needs of students who require extra support during the learning process.

Tsikati (2018) discovered that counsellor training was the most important factor in providing successful guiding and counselling services in Swaziland. According to Boitt (2016), training is critical for the effectiveness of guiding and counselling programmes in Kenya since it provides information and good attitudes. This is due to the fact that training improves the organisational and counselling skills of counsellors. In Nigeria, Onyekuru and Ibegbunam (2015)

discovered a favourable association between qualification and counselling effectiveness. Onyekuru and Ibegbunam (2015) found that years of experience and credentials aid to refine counsellors' skills in delivering appropriate beneficial personal and social information required for effecting positive change in the client's behaviour.

Cheruiyot and Orodho (2015) discovered that the majority of practising guidance and counselling instructors in public Sub County secondary schools in Bureti, Kenya, lacked the necessary professional training and qualifications to provide effective guidance and counselling services. Similarly, Chimonyo et al. (2015) discovered that in Zimbabwe, several officers in charge of guidance and counselling programmes lacked the necessary training and qualifications. Furthermore, Songok et al. (2013) stated that Ugandan counsellors needed skills and knowledge to detect and treat depression. Cheruiyot and Orodho (2015) contend that even though 80 percent of instructors were professionally prepared and able to provide counselling, they needed capacity building in the form of in-service training to provide successful counselling. Teachers who counsel pupils lack the necessary professional training and qualifications to provide appropriate guiding and counselling services.

Tsikati (2018) discovered that a lack of training among counsellors hampered the efficiency of the counselling process in Swaziland. Similarly, Chireshe (2006) discovered that a lack of school counsellor training harmed the efficiency of secondary school guidance and counselling services in Zimbabwe. Mapfumo and Nkoma (2013) also analysed the preparedness and expertise of professionals involved in counselling and discovered that few head teachers possessed the necessary guidance and counselling certifications. In contrast, in industrialised countries, school counsellors must have a master's degree and be licenced before they can provide guidance and counselling services (Nyamwaka et al., 2013).

Getachev (2020) observed that the university in Ethiopia did not provide skilled staff. Martin (2014) discovered that there was a dearth of trained human resources for managing depression in Uganda, with 1.13 human resources per 100 000 persons. Similarly, Nyarangi (2011), Nyamwange et al. (2012), and Boitt (2016) discovered that an acute shortage of educated professionals to address depression concerns was a major factor contributing to the failure of guidance and counselling in Kenyan schools. According to Mapfumo and Nkoma (2013), there is a severe lack of teacher counsellors in many Sub-Saharan African nations. According to studies conducted in Ghana (Appia, 2013; Kesson, 2013; Owusu., 2018), many students were prevented from seeking guidance and counselling services due to a shortage of professional counsellors or coordinators in most schools. This could imply that continual in-service training should be done systematically through workshops, seminars, and in-service programmes to keep individuals participating in counselling up to date on new tactics and competent for effective psychotherapy (Rok, 2001; Mwagira, 2002).

On the contrary, Nadkarni et al. (2017) discovered that in India, lay counsellors were able to help clients suffering from serious psychological issues such as depression recover. This was due to the fact that proper mental health intervention procedures were carried out early in order to reduce the long-term risk of mental health disorders. Hapsyah and Herdi (2019) also discovered that adequate treatments were required in Jakarta to prevent distress and incapacity during the adolescent stage. This could imply that training has no effect on the methodologies employed for counselling, but that timely interventions are necessary for therapy to be effective. The current study attempted to determine whether counsellor training has no effect on the effectiveness of the counselling procedure.

According to Boitt (2016), even if the counsellors were trained, students were unwilling to disclose their difficulties to teacher counsellors due to a lack of trust. According to Nyamwange et al. (2012), no matter how committed or qualified the counsellors are, they cannot give successful therapy without the collaboration of the stakeholders. The current study attempted to determine whether training had an effect on the effectiveness of counselling sessions at Zimbabwean teachers' colleges.

The section that follows covers material resources as a factor influencing counselling efficacy.

Material Resources

The provision of appropriate resources and facilities for teaching and learning can create a conducive environment that can facilitate direct and indirect changes in student behaviour (Tsikati, 2018). Getachev (2020) in Ethiopia, Ogar (2010) in Nigeria, Miceli (2009) and Cheruiyot and Orodho (2015) in Kenya, and Mbongo et al. (2016) in Namibia all observed that most public schools lacked proper guidance and counselling facilities and materials, impeding effective counselling services. Counselling processes will be hampered if facilities and materials are not available. According to Owusu et al. (2018), in Ghana, the majority of guidance resources and materials are either unavailable or insufficient in schools for the effective implementation of guidance services. Similarly, Moono et al. (2019) discovered that counselling centres in secondary schools lacked material resources for students to use. Previously, Chireshe (2006) revealed that a lack of resources had a negative impact on Zimbabwean secondary school guidance and counselling programmes. The university did not provide any material resources or equipment for the counselling centres, such as stationary, printers, or tables (Getachev, 2020). This could support the findings of a South African study by Willie (2017), which found that a lack of prioritisation, resource allocation, and funding for mental disorder illness is a serious concern for the livelihoods of those affected. To ensure the success of the guidance and counselling programme, counsellors must be provided with adequate and relevant materials (Tsikati, 2018).

According to Mbongo et al. (2016), there was a lack of

guidance and counselling facilities, which hampered the efficiency of service delivery of quality guidance and counselling in Namibia. In Kenya (Kafwa, 2005; Muema and Kiilu, 2013; Owino and Odera, 2014; Boitt, 2016), the following resources are not available in schools: film strips, slides, audio cassettes, and video cassette recorders. Audio visual equipment, soundproof rooms, and computer-assisted technologies were all in short supply. Similarly, Owusu et al. (2018) discovered that not all Ghanaian schools had enough reading materials for counselling sessions. According to Cheruiyot and Orodho (2015), the majority of schools are unable to set aside a room fully equipped with resource materials such as computers, books, prospectus, or furniture for counselling. Miceli (2009) confirmed that a lack of resources and support from responsible authorities has an impact on the implementation of counselling programmes in Kenyan schools' curricula.

Ombaba et al. (2014) discovered that not all Kenyan schools had adequate equipment and reading resources, rendering counselling useless. Ravitch (2010) discovered that Kenyan instructors required tools, equipment, and resources in order to do their duties efficiently. If products such as computers, self-development materials, test taking skills packages, and publications that assist learners in coping with developmental demands are made available, counselling and counselling can be successful (Mbongo et al., 2016). This means that having enough resources improves the effectiveness of the ways being used. The current study attempted to determine whether the impacts of resource material shown in Namibia, Kenya, and Ghana were also observed at Zimbabwean teachers' colleges.

Lehr and Sumararh (2002), on the other hand, discovered that there were appropriate resources for confidential counselling consulting services in American schools. According to Broglia et al. (2017), all schools possessed appropriate facilities for efficient guidance and counselling. According to Hapsyah and Herdi (2019) and Putranti (2015), competent counselling facilities were available in Jakarta and Indonesia, respectively. The current study intended to determine whether what is experienced in America, Jakarta, and Indonesia is also encountered at Zimbabwean teacher training colleges.

One of the aspects influencing the success of counselling is infrastructure (Yilmaz-Gozu) (2013). Zahara (2017) discovered a substantial positive association between guidance and counselling facilities and infrastructure and the priority of guidance and counselling services in an Indonesia study. According to Bhakti (2017), not all schools in Indonesia had enough infrastructure. In Jakarta, Hapsyah and Herdi (2019) discovered that limited infrastructure hampered assistance and counselling. Cheruiyot and Orodho (2015) discovered that most public schools in Kenya lacked adequate guidance and counselling infrastructure, which hampered quality service delivery because some schools held counselling sessions in makeshift rooms, making counselling difficult due to a lack of privacy and confidentiality. According to Ogar (2010),

there were no dedicated rooms, suitable facilities, or resources needed for counselling to take place in Nigeria. According to Rottah (2015), counselling rooms/offices should be available and specifically positioned for the purposes of counselling in all Kenyan secondary schools. This could imply that effective counselling is hampered since quality service delivery at some schools in Namibia (Mbongo et al., 2016) and Ghana is conducted in makeshift rooms (Owusu et al., 2018; Upoalkpagor et al., 2018). Rottah (2015) established that counselling rooms shall be available and especially positioned in all Kenyan secondary schools for the purpose of counselling. The rooms must be positioned in an excellent location so that students can visit whenever they want without feeling intimidated, and they must have privacy so that students can discuss difficulties with comfort (Upoalkpagor et al., 2018). Without private offices where counselling can take place in seclusion, counselling will fail, and guidance and counselling will be ineffective (Mbongo et al., 2016).

Funding is a significant resource in organising various activities (counselling included) at universities. White et al. (2012) 's study results in the United Kingdom demonstrated that present financing to address poverty-related problems in BC schools with Aboriginal pupils fell far short of the needs. Lack of financial resources in the educational system will have an impact on the success of psychotherapy treatments. In Minnesota, McCoy Lynch (2012) noted that counsellors' failure to demonstrate efficacy has increasingly altered their roles and left them more vulnerable to administrative demands. Similarly, Songok et al. (2013) discovered that insufficient funding leads to a lack of facilities and resources, which is the primary impediment to effective school guidance and counselling programmes in Kenya. Rottah (2015) also stated that financial support from head teachers for the programme influenced the adoption of guidance and counselling in Kenya's Kamariny Division of Keiyo District. The section that follows explores the environment as a factor influencing counselling efficacy.

Environment

Environment has also been seen as a factor affecting the effectiveness of psychotherapy. A study by Borders and Drury (1992) revealed that school counsellor effectiveness was influenced by the school climate/environment. In London, Flansburg (2012) and Daniunate et al. (2015) established that counselling needed to take place in a safe, private and welcoming environment, meaning that it should take place somewhere free from distractions or interruptions and the client need to feel comfortable with the counsellor. Hinderaker (2013) revealed that a centrally located facility that mixed clients with students utilizing other resources such as medical services could potentially help to destigmatize the use of counselling in Minnesota. Similarly, Flansburg (2012) suggested that it may be beneficial for colleges and universities to consider placing their counselling centres in areas that are convenient for

students and present an unashamed image of their service, that is students centres or residential halls. Similarly, Hinderaker (2013) revealed that the counselling centre is located a bit out of the way for most students who live on campus. Huenergarde (2018) agree that stigma existed and affected students' attendance and potential interventions effects as students expressed the need to eliminate the stigma of counselling being equated with an individual as having a problem recognizing it as hindrance to attendance. Hinderaker (2013) previously revealed that the reason for students not seeking counselling was based on conduct and stigma as students revealed that they were not comfortable with self-disclosure, they did not want other students to perceive themselves as having a mental health problem or they were embarrassed about their problem. Hinderaker (2013) also revealed that students with significant depression concerns perceive the waiting time to see the counsellor as a barrier as there is no enough time for students who need counselling. Huenergarde (2018) concur that time was not available for counselling session in America as a result student would not attend counselling sessions.

Contrary, schools with effective counselling programmes, principals generally provided enthusiastic support for the programmes and encouragement to the counsellors (Borders and Drury, 1992). Abhayasinghe (2014) observed that if students and counsellors are allowed to make decisions on counselling issues this might help to obtain effective results.

Ombaba et al. (2014) echoed the same sentiments when they found out that Kenyan school administrators provided valuable support to the teacher counsellor to make sure that they had enough materials and time to manage the guidance and counselling programme so that counselling could be beneficial to students. In Namibia, Mbongo et al. (2016) observed that teacher-counsellor received support, encouragement and motivation from school principal in providing guidance and counselling to learners. Contrary, Chimonyo et al. (2015) revealed that the environment was not conducive for effective counselling to take place. Hence, Mupa and Chinooneka (2015) revealed that in Zimbabwe, friendly atmosphere in an organisation would contribute to effectiveness of a programme.

Mghweno et al. (2013) revealed that in Uganda, due to shortage of personnel, teacher- counsellors handled the normal workload per week in addition to their counselling duties and other responsibilities assigned by the school administrators. Similarly, study findings by Nyamwange et al. (2012) in Kenya, cited heavy workloads due to shortage of personnel as one of the impediments to the smooth running and implementation of guidance and counselling in schools. Students in Ghana saw counsellors who teach them as teachers and not as counsellors, therefore, there was strict and rigid relationship between them (Upoalkpagor et al., 2018). Mbongo et al. (2016) revealed that counsellors were stressed because of a teaching load that was combined with the guidance and counselling load. In Kenya, Ntwaga (2015) observed that the teacher guidance and

counsellor had much work load which hindered then to effectively rendering guidance and counselling services effectively. In any working environment stress has the potential of having a detrimental effect on the performance and well-being of those affected. This means that teacher-counsellors have little time to dedicate to the provision of guidance and counselling services and this compromises the counselling services as students might need their services while counsellors will be having a class at the same time (Mghweno et al., 2013). Moono et al. (2019) established that counsellors were not available when pupils had questions or problems in Zambian secondary schools. Boitt (2016) and Moono et al. (2019) recommended the employment on full time trained counsellors, allocation of time for counselling and workload to be reduced.

It can also be argued that material resources are not responsible for the ineffectiveness of the counselling sessions. Eyo et al. (2009) revealed that geographical location of a counselling centre is a strong determinant of students' attitudes towards guidance and counselling. The perception was that even where counselling rooms and material resources were available the location of the counselling rooms were inappropriate to enhance issues of confidentiality (Chimonyo et al., 2015). Similarly, Boitt (2016) observed that in Kenyan schools that even those schools where material resources were available, effective counselling was hindered by other factors, an indication that material resources may not be responsible for ineffective counselling.

The following section discuss attitude as a factor affecting effectiveness in counselling.

Attitudes

Attitudes are individual perceptions and reactions to a task which is expected to be carried out or executed in a group, institution, school setting or an organization (Ubana, 2008). Klimkowska (2013) established that counselling students' attitudes towards counselling were marked with considerable degree of immaturity and resistance towards being helped by other professionals. Further, students admitted that they feel uncomfortable and embarrassed to seek professional help even when they realize the need for it. Similarly, Abhayasinghe (2014) established that Sri Lankan counselling students have negative attitudes towards psychological guidance and counselling even though they had knowledge on the benefits of counselling. This could mean that even when the students have high levels of awareness on the benefits of counselling it does not translate into real readiness to seek professional help (Klimkowska, 2013). Contrary, in Malaysia, Thuryrajah et al. (2017) revealed that students claimed that they had positive attitudes towards guidance and counselling offered at the university campus.

Sodhi and Kakkar (2014) established that the positive attitude of the sample encourages a healthy environment to promote psychological and emotional well-being although it was evident that participants showed lack of awareness

on the utility of counselling. Further, Sodhi and Kakkar (2014) revealed that female Indian students had a positive attitude towards seeking help from professional counsellors in state of distress. Similarly, Yilmaz-Gozu, (2013) observed that female students had more positive attitudes towards seeking help from counsellors. In addition, female students are not affected by neither counsellor gender, problem type nor interactions when it comes to seeking of help (Yilmaz-Gozu, 2013).

Yilmaz-Gozu (2013) observed that male and female students displayed different help seeking attitudes in Turkey. Male students, were more confident when seeking help for academic problems than personal problems. This could mean that Turkish high school male students were reluctant to seek help from school counsellors when it comes to personal issues. Flansburg (2012) observed that religious individuals had a negative attitude towards mental health services than individuals without any belief system as they consult friends, family and pastors before contacting a counsellor and preferred to see a mental health profession who shared the same belief. (Flansburg, 2012).

Boitt (2016) revealed that success of guidance and counselling programmes in Kenya depended on the attitudes of the service providers. Akoth (2014) established that members of staff had a positive attitude towards workplace counselling which might enhance effective counselling, however, the effectiveness of counselling was affected due to misconceptions about workplace counselling which was attributed to lack of knowledge and awareness of what counselling entails. Similarly, the counselling sessions were affected by the negative attitudes of the counsellors and the students in Ghana (Upoalkpagor et al., 2018) as students have the perception that the information they provide to counsellor-lecturer can be discussed with other lecturers. Nkechi et al. (2016) established that in Nigeria, counsellors needed to build confidence of a child to trust him/her to be able to give the rightful information needed in helping the client.

Ogar (2010) in Nigeria, Miceli (2009) in Kenya and Mbongo et al. (2016) in Namibia reported that lack of support from responsible authorities was viewed as affecting the implementation of counselling programmes in the curriculum. The negative attitudes of the administrators negatively affected effectiveness guidance and counselling programmes in schools as Boitt (2016) found out that in Kenya, teacher- counsellor were not given adequate support from the school administration and lacked incentives. Similarly, Nyamwange et al. (2012) revealed that support given to teacher- counsellor by school heads was minimal. In agreement, Mushaandja et al. (2013) established that school counsellors were not given adequate support by the school administrators and teachers. Ntwaga (2015) observed that school administration did not fully support the guidance and counselling programme hence killing the morale of guidance and teachers. Hence, the principals and managers were not allocating adequate guidance and counselling time

in the school time tables. Dabone et al. (2015) echoed the same sentiment that guidance and counselling programmes should be taken seriously in schools. Further, Dabone et al. (2015) recommended the appointment of fulltime counsellors in each school to address existing and teething problems of students.

Ubana (2008) established that in Nigeria, there was a negative attitude by secondary school students towards guidance and counselling services. Kamunyu et al. (2016) noted that in Kenya, students perceived counselling as aimed at lower level students. Some students were shy and unable to disclose personal issues to counsellors. Counselling services were negatively affected by the negative attitudes of headmasters in Zimbabwe (Chireshe and Mapfumo, 2007). The present study sought to establish whether negative attitudes of those in authority/students affect the effectiveness of the approaches in use to address depression.

On the contrary, some students showed positive attitudes toward counselling as alluded by Owino and Odera (2014) who concluded that Indian students' attitudes towards guidance and counselling were significantly positive. Wafula and Bota (2017) noted that, while both male and female teachers had positive attitudes toward guidance and counselling programmes, female teachers had very high positive attitudes towards guidance and counselling compared to male teachers in Kenya. Eyo et al. (2009)'s study in Nigeria revealed a significant positive attitude of students towards guidance and counselling services in the schools. Similarly, Mwangi and Otanga (2015) established that students had a positive evaluation and appreciation of the role of guidance and counselling services offered at the institution and the ability of counsellors to discharge their services. In addition, there was gender difference in attitudes towards seeking counselling services among the university students in which female students were more positive than males Kamunyu et al., (2016). The present study sought to establish whether students /counsellors had positive attitudes towards psychotherapy.

Having looked at attitudes, the following section discusses gender as a factor affecting effectiveness of counselling.

Gender

Gender has been found to have an influence on the perception of the effectiveness of psychotherapy. Gender is a socio-cultural construct which is evidently reinforced by biological factors (Wafula & Bota, 2017). A Turkish study by Yilmaz-Gozu (2013) revealed that male students were reluctant to seek help from the school counsellors. Similarly, Sodhi and Kakkar (2014) also found that female Indian student had a positive attitude towards seeking help from professional counsellors when they were in a state of distress. Abhayasinghe (2014) established that in Sri Lanka female students preferred to be counselled by a female counsellor while male students preferred any of them. Male students had higher psychological distress and more

confident in mental health professions but they sought help from opposite gender counsellors. Eyo et al.'s (2009) findings contradict the finding of Musgrove (1973) established that there is no significant sex difference in high school students' attitude towards guidance and counselling services.

Eyo et al. (2009) found out that gender had a significant influence on the attitude of the students towards guidance and counselling services in Calabar district of Nigeria. The study further revealed gender difference in the students' attitudes for female and male counsellors. This implies that female students are favorably disposed to school guidance and counselling services than their male counterparts. This is an interesting finding which reflects femininity. The result is not surprising in that naturally female students are good in interpersonal relationship, self-disclosure and openness than male students who are rigid and reserved in their relationships, hence cannot interact often with the guidance counsellors nor seek their services. Kamunyu et al. (2016) identified gender as the key reason that makes students fail to seek counselling services in Kenya.

Mwangi and Otanga (2015) revealed that female students had a better perception and attitudes towards guidance and counselling services than male counterparts. This concurs with Muema and Kiilu (2013) who found out that fewer male than female students sought counselling. Some male students believed that going for counselling would reflect a weakness in their character because they would be revealing themselves. This arises from a belief encultured from childhood that portrays boys to be brave. In contrast, Boitt, (2016) found that 51% of male students had positive attitudes towards help seeking in Kenya. Wafula and Bota (2017) established that gender had an influence on guidance and counselling as female counsellors were better equipped because they were raised to be nurturing. It was also noted that female counsellors were better at report talk, language of conversation and a way of establishing connections and negotiating skills.

In contrast, men were more proficient in rapport talk, a detached and formal way of giving information to audience. Similarly, Matlin (2004) had established that females were considered more helpful, generous in offering assistance and emotional support. In line with the cognitive behaviour theory which guided this study, illogical self judgements and negative thinking as a result of negative schemas would be exposed due to emotional support offered by counsellors. Audu et al. (2017) concluded that in Nigeria, gender was not a significant determinant factor when it comes to students' attitudes towards schooling.

Whilst other researchers view gender as a factor affecting the effectiveness of counselling sessions, other researchers disagree. Audu et al. (2017) revealed that gender in Nigeria was not a determinant factor when it comes to students seeking help at schools as other factors like socio-cultural were concluded to be responsible. Similarly, Agi (2014) revealed that sex of the student was found to be insignificant with regard to seeking help from counsellors.

This could mean that gender as a factor does not affect

the effectiveness of counselling.

In summary, effectiveness of guidance and counselling programmes in both public and private secondary schools were affected by the lack of resources, inadequate training of teacher and negative attitudes of both students and teachers (Ntwaga, 2015). Chireshe (2011) suggested that the impact of the perceived benefits could be enhanced if the guidance and counselling services were offered by trained counsellors, resources were made available and a mandatory policy was in place.

RESEARCH METHODOLOGY

The aim of the study was to analyse the factors affecting the effectiveness of the approaches used to address depression among young adults at teachers' colleges in Zimbabwe. This study used post-positivism paradigm. Post-positivism is a philosophical world view in which the researcher stands by one's allegiance to quantitative and qualitative methodologies (Denzin, 2010). Ponterotto (2005) views post-positivism as holding a deterministic philosophy which determines effects or outcomes. This paradigm assisted the researcher in finding less biased information about the perceived factors affecting the effectiveness of the approaches used in addressing depression among young adults at teachers' colleges in Zimbabwe and obtained more accurate conclusions on the perceived factors affecting the effectiveness of the approaches in use as advised by Alaranta (2006) and Grix (2010). The present study used a mixed method approach, involving the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected sequentially and involve the integration of the data at one or more stages in the process of research (Almalki, 2016; Tashakkori and Creswell, 2007; Johnson et al., 2007). The mixed approach enabled the researcher to explore the perceptions of the Vice Principals, Heads of Divisions, Chaplains, counsellors and students on the effectiveness of the approaches in use to address depression of students. The mixed method approach was used as a means of avoiding biases from single-method approaches as a way of compensating specific strengths and weaknesses associated with particular methods as advised by Nowell et al., (2017).

The present study employed the concurrent triangulation design which is also known as convergent parallel mixed method design (Creswell, 2014) to analyse the perceived factors affecting the effectiveness of approaches in use in addressing depression among young adults at teachers' colleges in Zimbabwe. Almeida (2018) defined concurrent triangulation design as the most common and well known mixed research design. Creswell (2015) defined concurrent design as one phase design in which researchers implement qualitative and quantitative methods during the same timeframe and with equal weight so as to compare the results to see if the findings confirm or disconfirm each other. The researcher of the current study employed the concurrent triangulation design as it enabled her to

concurrently collect quantitative and qualitative data and also enabled her to understand the research problem at hand as advised by Creswell (2014). The design was also employed in the current study to collect and compare the perceptions of the vice principals, heads of the departments, deans of students, counsellors, chaplain and students on the perceived factors affecting effectiveness of the approaches in use to address depression among young adults at teachers' colleges in Zimbabwe. The researcher of the present study, concurrently and simultaneously collected data from participants through the use of questionnaires which were given to the students and interviews which were done with the vice principals, deans of students, heads of departments, chaplain and counsellors. The findings of the present study from questionnaires and interviews were converged, corroborated, compared and interpreted as advised by Bamberger (2012). Confidence in the findings of the current study was enhanced by using quantitative and qualitative methods and sources to cross check and reinforce each other as advised by Bryman and Bell (2011) and Houser (2015). In the present study, same concepts were used in both the questionnaires and interviews, as a result, the findings were comparable, related and merged. Population refers to a large collection of individuals or objects that is the main focus of a scientific query (Polit and Beck, 2006; Mertens, 2009). In the present study the population referred to all the students, Heads of departments, Deans of students, Counsellors, Chaplains and Vice Principals at teachers' colleges in Zimbabwe. The target population of the study involved all the first and second year students at teachers' colleges, student representatives (approximately 4000), the Deans of students (approximately 14), the Heads of Departments / Divisions (approximately 70), Vice Principals (approximately 14) and all Chaplains of the teachers' colleges of Zimbabwe. The target population was not manageable due to large numbers, location and other issues such as money, time and personnel. The sample consisted of 206 participants made up of 180 students, 2 Deans of students, 13 Heads of Departments, 2 Vice Principals, 8 counsellors and 1 Chaplain from the sampled teachers' colleges. The researcher selected a sample that is truly representative of the population in order to use the results obtained from the sample to make generalization about the whole population.

RESULTS

Factors affecting the effectiveness of approaches used in addressing depression during psychotherapy

Quantitative Responses

Table 1 indicates the responses on the perceived factors affecting the effectiveness of the approaches which were being used to address depression of students at teachers'

Table 1. Students' perceptions on factors affecting effectiveness of approaches being used in addressing depression and the extent of effect

Factors	Responses of Students		
	Agreeable	Not sure	Disagree
Training of health personnel	152 (86.4%)	12 (6.8%)	12 (6.8%)
Material resources	124 (71.7%)	30 (17.3%)	19 (11.0%)
Funding	119 (69.6%)	28 (16.4%)	24 (14.0%)
Equipment	123 (71.9%)	25 (14.6%)	23 (13.5%)
Reading Material	150 (87.2%)	11 (6.4%)	11 (6.4%)
Infrastructure	114 (67.1%)	32 (18.8%)	24 (14.1%)
Attitudes	150 (85.7%)	15 (8.6%)	10 (5.7%)
Environment	118 (66.7%)	28 (15.8%)	31 (17.5%)

colleges in Zimbabwe. The majority of the respondents were agreeable that all the factors indicated in the table above had an effect on the effectiveness of the approaches which were being used. Table 1 also shows that reading material had the highest percentage of (87.2%) and environment had a lowest of (66.7%).

The following section presents and analyses the qualitative responses on factors affecting effectiveness of the approaches in use at teachers' colleges.

Qualitative responses of counsellors, Vice Principals, Deans of Students, Heads of Departments and Chaplain on factors and extent of effect to psychotherapy

Training of Personnel

Both students and counsellors suggested that training affected the effectiveness of the approaches during counselling sessions. Most counsellors indicated that training provided an insight into the operations of the counsellor and was critical in addressing depression of students at teachers' colleges. The counsellors also revealed that the number of trained counsellors was disproportional to the demands of students, thus compromising the effectiveness of the approaches in use. The teachers' colleges under study had few trained counsellors, some lecturer- counsellors seconded by the administrators to assist the students had little or no counselling skills. Similar to students and counsellors' opinions, Vice Principals, Deans of Students and most of the Heads of Departments and Chaplain acknowledged that training is a factor that affects the effectiveness of the approaches in use. The participants revealed that there was need to equip lecturer-counsellor with necessary basic skills for the approaches used to be effective in addressing depression among students. Vice Principals, Deans of students and Heads of Departments also revealed that indeed there were few trained counsellors at the colleges. They further revealed that more competent, knowledgeable counsellors were needed to assist students effectively because the available counsellors are overloaded with work. Few Heads of Departments (25%) had a different view as they indicated that training could be a secondary thing, personality was what counted mostly.

Material Resources

Opinions on this topic were similar to the personnel training, as both the students and counsellors acknowledged that material resources affected the effectiveness of the approaches in use at Teachers' Colleges in Zimbabwe. Moreover, counsellors revealed that material resources were limited at teachers' colleges as a result the counsellors would use the approaches which did not require much resources even though it was not the appropriate approach. Counsellors acknowledged that they were using approaches which do not require many resources for example, there were no materials in stock like the video which enable students to open up and some materials are old. In line with the students and counsellors' results, Vice Principal, Deans of students, Heads of Departments and Chaplain also revealed that material resources affected the effectiveness of the approaches in use in addressing depression at teachers' colleges. They also revealed that shortage of reading material had impacted on the effectiveness of the approaches being used to address depression at teachers' college in Zimbabwe. Similar to students and counsellors view, the Vice Principals, Heads of Departments, Deans of students also further revealed that there are shortages of counselling equipment such as the appropriate chairs and sofas which are comfortable during counselling and items necessary for counselling like the television, tissues, DVD players, videos, visual objects which can be used by students to enhance effective counselling to take place. The material resources which were indicated included furniture, reading material and counselling equipment used during the counselling process.

Attitudes

It emerged from the study that negative attitudes of counsellors and students are perceived to affect the effectiveness of the approaches being used during counselling sessions as attitudes are informative all the times. Like the students who revealed that attitudes affected the effectiveness of the approaches, counsellors also revealed that the negative attitudes of the counsellor as well as students' attitudes toward counselling affected the

effectiveness of counselling session. The current study also found out that at times critical skill affected attitudes. Counsellors indicated that they were overwhelmed with work as they were fulltime lecturers and counsellors at the same time. This may lead to negative attitudes of both the counsellor and students thereby affecting the effectiveness of the counselling process. Like the counsellors who suggested that negative attitudes affected the effectiveness of the psychotherapy, Vice Principals, Deans of students, Heads of Departments and Chaplain also indicated that negative attitudes of the counselors, the college system, as well as of the students affected the psychotherapy effectiveness to a certain extent.

Infrastructure

Counsellors shared the same sentiment as students regarding the fact that infrastructure affected the effectiveness of the approaches in use to address depression. There were shortages of appropriate rooms for effective counselling to take place as counselling was done in offices or in inappropriate rooms. Like the students and counsellors who revealed that infrastructure affected the effectiveness of approaches in use, Vice Principals, Deans of students, Heads of Departments and Chaplain also revealed that infrastructure affected the effectiveness of the approaches in use in addressing depression at teachers' colleges. The infrastructure included adequate rooms which cater for privacy during the counselling sessions.

Environment

In agreement with the student who revealed that environment affected the effectiveness of the approaches, counsellors revealed that environment was a factor which affected the effectiveness of the approaches used in addressing depression at teachers' colleges. Students needed a favourable environment which was appealing and receptive. Like the students and counsellors who revealed that environment affect the effectiveness of the approaches, Vice Principals, Deans of students, Heads of Departments and chaplain revealed that environment affected the effectiveness of the approaches in use to address depression at teachers' colleges in Zimbabwe. The participants indicated that the environments, be physical, social or spiritual needed to be conducive for the counselling process to take place. Contrary to students' perception, other counsellors mentioned that the location and setting up of the counselling centre at colleges needed to be put into consideration.

Funding

In consent with the students who suggested that lack of funding affect the effectiveness of the approaches, majority of counsellors (75%) revealed that funding affected the effectiveness of counselling sessions to take place. Counsellors elaborated that funding was necessary for any

activity to progress especially reaching of the counselling goals. Like 11% of the students who indicated that funding did not affect counselling, few counsellors (25%) also expressed that funding did not have any effect on effectiveness of the approaches in use. This means that psychotherapy approaches can be effective even without any financial assistance. In agreement with the students and counsellors who revealed that funding affected the effectiveness of approaches in use, most of the vice principals, dean of students, heads of departments and chaplain indicated that funding was a factor which affected the effectiveness of the techniques which were in use at teachers' colleges, however, the extent to which funding affected the effectiveness differed. The findings revealed that funding was needed for the smooth running of the counselling sessions at colleges. Few participants had the view that though funding was necessary for effective counselling to prevail, some colleges were unable to fund for the requirements of the sessions.

Similar to the responses of 11% of students and 25% of councilors who expressed that funding does not have any effect on effectiveness of the approaches in use, few Heads of departments and one Dean of students revealed that funding has no effect at all on the effectiveness of the approaches.

Gender

Some counsellors and students revealed that gender of the counselor/student might affect the effectiveness of the counselling process. Similar to counsellors and students' view, Vice Principals, Heads of Departments, Deans of students and Chaplain observed that female students normally attend the counselling sessions compared to their male counterparts.

Other factors

Students revealed that at times they needed the counselling services while the lecturer/counsellor were conducting a lecture. Counsellors revealed that they were overwhelmed with work, Vice Principals, Heads of Department, Deans of Students and Chaplain also added that lack of knowledge, trust, pressure of work and experience on the part of the counsellor contributed to negative attitude of both the counsellor and the students. The current study further revealed that counselling programmes at teachers' colleges are not receiving adequate support from the administrators.

DISCUSSION

It emerged from the study that the perceived factors which affect the effectiveness of approaches used to address depression include: training of health professionals; material resources including equipment and reading material, funding, infrastructure, environment attitudes of

students / counsellors and gender though the degree of effect differs. However, not all factors had the same impact, as detailed below.

Training of Personnel

The study finding that training of health professionals was perceived as a major influencing factor on effectiveness of the approaches being used, confirm the findings in Kenya (Nyarangi, 2011); Britain (White et al., 2012); Uganda (Songok et al., 2013; Martin, 2014) and Bureti (Cheruiyot and Orodho, 2015) which concluded that the training of school counsellors has been found to have an effect on guidance and counselling services, implementation and effectiveness. Similarly, finding on inadequate training of counsellors confirms finding by Nyamwange et al. (2012) that inadequate training of service providers hinders delivery of quality guidance and counselling services in Kenya. The study finding on counsellors' need for training to acquire critical skills to handle affected students concurs with findings from Songok et al. (2013) that counsellors require skills and knowledge which helps them to identify and address depression. The current study finding on the need for counsellor training also concurs with observations made in Sri Lanka (Abhayasinghe, 2014), Nigeria (Onyekuru and Ibegbunam, 2015) and Swaziland (Tsikati, 2018) that training contribute to effective counselling so workshops and awareness programmes are recommended to enhance counsellors' knowledge. The study finding on the shortage of trained counsellors concurs with Mapfumo and Nkoma (2013) in Zimbabwe; Muema and Kiilu (2013) in Kenya and Martin (2014) in Uganda established that there is shortage of trained human resources for addressing depression as the counsellor student ratio is unbearable. Similarly, in Ghana, lack of trained counsellors or coordinators in most schools discouraged many students accessing guidance and counselling services (Appiah, 2013; Kesson, 2013; Owusu et al., 2018).

The study finding that five out of the eight counsellors from three teachers' colleges under study had the basic knowledge on counselling approaches confirm finding by Getachev (2020) who revealed that Ethiopia did not provide skilled personnel for effective counselling to take place. Similarly, the finding that three counsellors from the colleges under study were well versed with all the approaches and techniques in use confirms findings by Martin (2014) which revealed that there is an acute shortage of trained counsellors to address depression among students in Uganda.

Contrary to the finding on shortage of trained personnel, Cheruiyot and Orodho (2015) revealed that 80% of counselling personnel in Bureti were professionally qualified to effectively deliver guidance and counselling in schools but required capacity building to offer effective counselling. The contradiction on the shortage of trained personnel might be because the colleges are not recruiting trained personnel due to staff establishment even though the country might have adequate trained counsellors.

The study finding that lecturers could be trained through workshops or attend refresher courses so as to assist on counselling work confirms findings by Abhayasinghe (2014) in Sri Lanka, Mapfumo and Nkoma (2013) in Zimbabwe who revealed that continuous in-service training programme can be done systematically by means of seminars, workshops and in-service programmes to enhance counsellor knowledge. The study finding on counsellors being overwhelmed with work concurs with findings in Namibia (Mbongo et al., 2016); Kenya (Ntwaga, 2015) and America (Huenergarde, 2018) which revealed that counsellors were overloaded and overwhelmed with teaching loads as well as counselling loads. The finding on second-mend of lecturers concurs with finding in Uganda (Mghweno et al., 2013); Bureti, (Cheruiyot and Orodho, 2015) and Ghana (Upoalkpagor et al., 2018) where lecturers/teachers were seconded to counsel students even though they do not have the qualification/training. The arrangement of lecturer- counsellor has an effect on the effectiveness of counselling as lecturers are overwhelmed with lecturing work on top of the counselling business.

The study finding on lack of privacy and confidentiality confirms finding by Chimonyo et al. (2015) and Moono et al. (2019) revealed that school counselling centres did not keep confidentiality at all levels in Zimbabwe and Zambia. The following section discusses on material resources.

Material Resources

The current study revealed that material resources were perceived as affecting the effectiveness of the approaches being used to address depression at teachers' colleges in Zimbabwe. The study funding that colleges do not have adequate material resources confirms findings from Zimbabwe (Chireshe, 2006); Kenya (Miceli, 2009) Namibia (Mbongo et al., 2016) and Ghana (Owusu et al., 2018) which revealed that most of the guidance resources and materials are unavailable or inadequate in schools for effective implementation of guidance services. The study finding on shortage of material resources like videos concurs with the findings by Kafwa (2005), Muema and Kiilu (2013) Owino and Odera (2014) Boitt (2016) and Moono et al. (2019) who revealed that films, slides audios, cassette recorders and video recorders were not enough for effective guidance and counselling to take place in Kenya. The study finding that minimum resources end up in negative or not up to standard counselling concurs with the findings by Ogar (2010) and Moono et al. (2019) who revealed that minimum material resources end up affecting negatively the effectiveness of the counselling process. Where material resources are available effective counselling is enhanced. This implies that provision of adequate material resources will influence the effective delivery of counselling sessions.

The finding that reading material was perceived as a factor affecting the effectiveness of the approaches in use concurs with finding from Kenya (Owino and Odera, 2014; Boitt, 2016) which echoed the same sentiment that reading material is a factor which affect the effectiveness of

counselling process. The study finding on the shortage of reading material confirms finding by Owusu et al. (2018) who revealed that shortage of reading material affected the guidance and counselling programmes in Ghana. The results of current study on inadequate reading material related to depression confirm findings from previous researches in Finland (Numminen and Kasurinen, 2003); Kenya (Owino and Odera, 2014; Muema & Kiilu, 2013; Boitt, 2016); Ghana (Owusu et al., 2018) which observed that not all schools had enough reading materials required for the counselling sessions.

The finding that equipment is perceived as a factor affecting the effectiveness of the approaches in use concurs with findings Cheruiyot and Orodho (2015) revealed that lack of equipment is a factor affecting the effective implementation of the counselling programmes in Kenya. The study finding that there was shortage of equipment confirms the findings by Boitt (2016) who revealed that there was shortage of adequate equipment to effectively implement the guidance and counselling programmes. Further, the study finding on the shortage of counselling equipment like visual objects confirms finding by Boitt (2016) and Cheruiyot and Orodho (2015) who cited that majority of schools are unable to set aside a room fully equipped with resource material like computers, books and furniture for counselling to take place. Lack of equipment hampers a lot in counselling, like seriousness; even the clients may not take it seriously. The study finding on the shortage of audio visual equipment and sound proof rooms concurs with finding by Muema and Kiilu (2013) who revealed that resources like audio visual equipment and sound proof rooms are in short supply in Kenya. These facilities and resources are needed for effective counselling process to take place, so if resources are in short supply effective counselling will be hampered. The study findings on shortage of resources and equipment confirms research results in Kenya (Kafwa, 2005; Boitt, 2016); Namibia (Mbongo et al., 2016) and Ghana (Owusu et al., 2018) which revealed that there was shortage of resources and equipment which facilitates effective counselling to take place.

Contrary to the finding on shortages of material resources and facilities, Broglia et al. (2017), Hapsyah and Herdi (2019) and Putranti (2015) revealed that all schools had adequate material resources and facilities for counselling to take place in America, Jakarta and Indonesia respectively. The contradiction could be because the countries mentioned are all developed so they advanced in terms of addressing mental health issues including depression of students.

Attitudes

Attitudes are defined as mental and neural state of readiness, organised through experience, exerting a directive upon an individual response to situations (Allport, 1935). The study finding on attitudes being perceived as affecting the effectiveness of the approaches in place at

teachers' colleges confirms findings by Ubana (2008) Klimkowska (2013) and Abhayasinghe (2014) who revealed that counsellors and students' negative attitudes affects the effectiveness of counselling sessions in Nigeria, America and Sri Lanka respectively. The study finding above confirm findings by Kamunyu et al. (2016) who established that some students were shy and unable to disclose to counsellor personal issues due to negative attitudes towards counsellors. The study finding on counselling failure confirms Huenergarde (2018) who revealed that many students in America indicated that they would not attend counselling sessions due to judgmental attitudes sometimes shown by the counsellors. Goldman (2015) further added that the attitude and relationship between the counsellor and the client has an impact on the outcome of the counselling sessions.

Contrary to the current study, Boitt (2016) and Wafula and Bota (2017) revealed that 51% of male students and teachers had positive attitudes towards counselling programmes in Kenya. Owino and Odera (2014) also concluded that Indian students' attitudes towards guidance and counselling were significantly positive. The contradiction on the attitudes displayed by students towards counselling at teachers' colleges in Zimbabwe could be because of the limited knowledge exhibited by some counsellors; some counsellors are lecturers so student possibly view them as lecturers not as counsellors, therefore, there might be strict and rigid relationship between them and issues of confidentiality might have affected, as the location of the counselling centres were not appropriate for effective counselling sessions. The following section discuss on environment as a factor affecting the effectiveness of the approaches in use.

Environment

The study revealed that the physical and social environment was not appealing and receptive; the setup of the environment did not enable confidentiality so as to walk the talk during counselling. The study finding on the sharing of offices confirms findings by Cheruiyot and Orodho (2015) who revealed that in Kenya counsellor teachers were sharing offices which makes counselling difficult as there is no privacy and confidentiality. The study finding on environment as affecting effectiveness of approaches in use further confirms findings by Cheruiyot and Orodho (2015) who revealed that environment was not conducive for counselling as the rooms lacked privacy and confidentiality due to lack of sound proof. The study finding on environment not being conducive as a result of unnecessary disturbances and noise confirms findings by Rottah (2015) who revealed that the counselling rooms should be available and specifically located for purposes of counselling in all Kenyan secondary school.

The study finding that environment can be a source of stigma concurs with findings by Chimonyo et al. (2015) who revealed that where appropriate counselling rooms are available, their location were inappropriate to enhance

confidentiality leading to stigmatization of clients. The study finding that environment is critical during counselling confirmed the study by Pearson and Wilson (2012) who observed that welcoming environment, confidential space, sound proof space are necessary for effective counselling to take place in Australia.

Infrastructure

The current study revealed that infrastructure was perceived as one of the factors affecting the effectiveness of the approaches in use at teachers' colleges in Zimbabwe. The study finding on shortage of infrastructure confirms findings by Cheruiyot and Orodho (2015) and Upoalkpagor et al. (2018) revealed that there are no specific rooms for counselling programmes to take place. The current study on inappropriate infrastructure confirmed findings made in Nigeria (Ogar, 2010); Kenya (Cheruiyot and Orodho, 2015); Namibia (Mbongo et al., 2016); Ghana (Owusu et al., 2018) where results showed that there are no specific rooms, adequate facilities and materials for counselling sessions to take place and this inhibited quality service delivery as some schools were conducting counselling sessions on make shift rooms. The current study also revealed that at government teachers' colleges the big rooms were used for multiple purposes although it was a counselling room while at private primary teachers' college, the situation was a bit different as the college had rooms specifically for counselling, although divided by the boards, the counselling resource room was also available although it was being used as the office for Health and Life Skills officers. The study finding on rooms used for multiple purposes concurs with findings from Namibia (Mbongo et al. 2016) and Ghana (Owusu et al, 2018) which revealed that institutions have rooms for counselling but the rooms are being used for multiple purposes.

It also emerged from the study that at private teachers' college that there was a hospital with adequate facilities for consultations, treatment and for private counselling while at government teachers' colleges there was a small hospital with inadequate rooms for counselling. The scenario at government teachers' colleges does not allow effective counselling to take place due to shortage of appropriate infrastructure.

In contrast to the study finding on the shortage of infrastructure for confidential counselling to take place, Lehr and Sumararh (2002) found out that there was enough space for confidential counselling to take place in America. The contradiction on the finding might be because America, Jarkata and Indonesia are developed countries therefore infrastructure as a resources is made available as these countries give more priority to mental health issues.

Funding

The study had mixed views on the effects of funding as a factor, other participants had the view that for counselling sessions to be successful there is need for financial

assistance; lack of finances hinders the progress whilst others perceived funding as having no effect at all. Firstly, the study revealed that funding is a major challenge as little or no money is channeled towards the running of counselling workshops or in-servicing/refresher courses to keep counsellors in current trends. The finding on funding confirmed earlier research findings in Britain (White et al., 2012), Kenya (Songok et al., 2013; Owino and Odero, 2014; Cheruiyot and Orodho, 2015) Ghana (Owusu et al., 2018) where financial constrains create problems on effectiveness of the approaches used during psychotherapy. The study finding also concurs with Songok et al. (2013) who found that inadequate funding leads to lack of facilities and resources and is the main hindrance to effective school guidance and counselling programs in Kenya

In contrast other participants perceived funding as not having any affect during the counselling process as funding had little to no effect on the effectiveness of the approach. The study finding above concurs with Boitt (2016) who revealed that even those schools where funding was available effective counselling was hindered by other factors an indication that funding as a factor may not be responsible for ineffective counselling.

Gender

The current study also revealed that gender of the students/counsellor affected counselling processes. The study finding on gender concurs with Kamunyu et al. (2016) and Eyo et al. (2009) who identified gender of the counsellor/student as a key reason that makes students fail to seek counselling services in Kenya and Nigeria respectively. The study also concurs with Wafula and Bota (2017) who noted that gender has an influence on guidance and counselling as female counsellors were better equipped because they are raised to be nurturing. The study finding on gender and underrating of each other confirm findings by Eyo et al. (2009), Wafula and Bota (2017) and Kamunyu et al. (2016) who revealed that gender and underrating of each other between the client and counsellor affect the effectiveness of the counselling sessions. The study that female students are the ones mostly seeking help confirms findings in Turkey (Yilmaz-Gozu, 2013); India (Sodhi and Kakkar, 2014) and Kenya (Mwangi & Otanga, 2015; Muema & Kiilu, 2013) that females held much more positive help seeking attitudes compared to male's students who were reluctant to seek help from school counsellors when they are in state of distress.

Other factors

The study finding on lack of knowledge and experience confirm findings in Uganda (Songok et al., 2013; Cheruiyot and Orodho, 2015) noted that Ugandan counsellors require skills and knowledge which helps to identify and address depression. Further, the study finding on lack of trust concurs with findings by Boitt (2016) and Cogbill (2018) who revealed that, students were not willing to disclose

their problems to counsellors due to lack of trust. The findings on pressure of work and little time dedicated to counselling concurs with findings by Mghweno et al. (2013) and Nyamwange et al. (2013) who established that in Uganda the teacher counsellor handled normal workload per week in addition to their counselling duties and other responsibilities assigned to counsellors and this workload is an impediment to smooth running of guidance and counselling in schools. Further, Owusu et al. (2018) reiterated that the dual responsibilities of teacher and counsellor adversely affected most students' access to guidance and counselling programs in Ghana. The current study finding on not taking counselling seriously, overloaded and overwhelmed concurs with findings by Dabone et al. (2015) who echoed that guidance and counselling programmes should be taken seriously. Further, Huenergarde (2018) revealed that counsellors were overloaded and overwhelmed with work to effectively achieve the counselling roles and meet the expectations of the students. The current study finding that counsellors were not always available confirmed findings in Namibia (Mushaandja et al., 2013); Zambia (Moono et al., 2019) and Ghana (Upoalkpagor et al., 2018) which revealed that due to double workload of the counsellors, they were not always available to counsel students when need arise. This implies that the counsellor might be needed by the client whilst he/she is in a lecture or vice versa. The study concurs with findings by Low (2009) who showed that lack of counselling in the school timetable, topped the list among others as the major challenge to counselling practice in primary schools. The study finding on issues of support from administrators confirmed observations by Nyamwange et al. (2012), Boitt (2016) and Ntwaga (2015) who revealed that the guidance and counselling services providers and programmes are not receiving sufficient support from schools' administration thus hindering delivery of quality guidance and counselling in Kenya.

Conclusions

The thrust of the study was to analyse the factors affecting the effectiveness of the approaches in use to address depression among young adults at teachers' colleges in Zimbabwe. The study concluded that training and critical shortage of trained personnel, material resources (equipment and reading material) infrastructure and environment and attitudes of counsellors /students, gender and other factors are perceived to be affecting the effectiveness of the approaches in use at teachers' colleges in Zimbabwe. The study also concluded that training, critical shortage of trained personnel and bigger counsellor- student ratio affected the approaches in use. The study further established other factors which affected the effectiveness of the approaches which included gender, work overload and lack of support from the school administrators.

Recommendations

The study recommends stakeholders to supply adequate trained personnel, material resources, funding and appropriate infrastructure and conducive environment at teachers' colleges in Zimbabwe. The study also recommends a mandatory policy to be put in place to improve the effectiveness of psychotherapy.

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