

COUNSELLING FOR VALUE RE-ORIENTATION AT THE TERTIARY EDUCATION

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Abstract

Counselling for value re-orientation at the tertiary education level is crucial for supporting students in their personal and professional development, hence the need of counselling which presents an overview of the importance and potential benefits of this approach in necessary. The study focuses on a case study conducted at the University of Abuja using a sample of 100 students from the Department of Guidance and Counselling, Faculty of Education, comprising 25 students from each academic level (100 to 400), and 10 lecturers from the department. Counselling for value re-orientation assists students in reassessing and aligning their personal values, beliefs, and attitudes with their educational and career aspirations. The primary objective is to help students explore and clarify their values, comprehend their influence on decision-making, and ensure alignment between their academic pursuits and authentic selves. Counselling interventions for value re-orientation include individual sessions, workshops, and group discussions, creating a supportive environment for students to reflect on their values, address conflicts, and develop strategies for living in alignment with their identified values. Effective implementation of counselling for value re-orientation requires counsellor training and empowerment, enabling them to facilitate the process. Collaboration between counselling services, academic advisors, and faculty members is essential to integrate value re-orientation support into the broader educational framework. In conclusion, counselling for value re-orientation at the tertiary education level is vital for supporting students' personal and academic development. By assisting students in exploring and aligning their values, this counselling approach contributes to overall well-being and success in educational and future career endeavors.

Keywords: Counselling, value re-orientation, student development, decision making tertiary education.

Introduction

Counselling for value reorientation within the realm of tertiary education plays a pivotal role in nurturing students' holistic development as they navigate their academic journeys. Tertiary education institutions serve as crucial environments where individuals embark on higher education and make pivotal life and career choices. During this transformative phase, students often grapple

with the complexities of their values, beliefs, and aspirations, which can significantly impact their academic achievements and overall well-being. Counselling for value reorientation offers an invaluable framework for addressing these challenges and assisting students in realigning their values to enhance both their academic success and personal fulfillment.

The primary objective of counselling for value reorientation at the tertiary education level is to empower students to explore, clarify, and harmonize their values with their educational and career pursuits. This process entails encouraging students to engage in critical self-reflection regarding their beliefs and priorities, pinpoint any disparities between their values and their chosen paths, and formulate strategies to bridge these gaps. By participating in value reorientation, students can make well-informed decisions, establish a genuine sense of self-authenticity, and cultivate a meaningful and purpose-driven educational journey. To facilitate effective counselling for value reorientation at the tertiary education level, it is imperative to have qualified counsellors who are adept not only in counseling techniques but also in comprehending the unique challenges that students face in this specific context. These counsellors can offer tailored services, including individual or group counseling sessions, workshops, and other supportive interventions, all customized to meet the distinct needs of tertiary students. Furthermore, collaborative efforts among counselling services, academic advisors, and faculty members are essential for creating an integrated and holistic approach to value reorientation within the tertiary education system.

The significance of counselling for value re-orientation at the tertiary education level lies in its potential to positively impact students' personal growth, academic success, and overall well-being. By helping students align their values with their educational pursuits, this counselling approach promotes intrinsic motivation, engagement, and a sense of purpose in their studies. Moreover, value re-orientation counselling equips students with valuable self-awareness and decision-making skills that can benefit them beyond their academic journey, supporting their lifelong personal and professional development. While research specifically focused on counselling for value re-orientation at the tertiary education level is limited, related studies emphasize the importance of addressing personal values in the educational context. For instance, research on values clarification interventions in education highlights the positive impact of aligning values with educational goals on students' motivation and achievement (Watt & Richardson, 2007). Additionally, studies on student development theories and counselling approaches within higher education underscore the relevance of value exploration and realignment for student success and well-being (Evans et al., 2010; Kuh et al., 2005).

In summary, counselling for value reorientation within tertiary education is an indispensable support system for students' personal development, academic achievements, and overall well-being. This counseling approach offers a structured framework for students to explore and harmonize their values with their educational and career aspirations, fostering self-awareness, motivation, and a sense of purpose throughout their academic journey. Nevertheless, further research is necessary to enhance our understanding of the effectiveness and outcomes of counselling for value reorientation, particularly within the tertiary education context.

The primary objectives of this study center on exploring counselling for value reorientation within tertiary education, with a specific focus on the Department of Guidance and Counselling within the

Faculty of Education at the University of Abuja. These objectives can be delineated as follows:

- Assess the effectiveness of counselling for value reorientation in enhancing students' personal and academic development within tertiary education.
- Investigate the experiences and perceptions of students who have undergone counselling for value reorientation at the tertiary level.
- Identify the factors that influence the successful implementation and integration of counselling for value reorientation within tertiary education institutions.
- Examine the influence of cultural and contextual factors on the value reorientation process within diverse tertiary education settings.

To address these objectives, the study will explore the following research questions:

- How does counselling for value reorientation impact students' self-awareness and personal growth within the context of tertiary education?
- What are the perceived advantages and challenges associated with participating in counseling for value reorientation at the tertiary education level?
- What effective strategies and approaches do counsellors employ to facilitate value reorientation among tertiary education students?
- How do cultural factors shape the value reorientation process in a variety of tertiary education settings?

Significance and Relevance of the Study

The study focused on counselling for value reorientation at the tertiary education level holds immense significance and relevance for several compelling reasons:

- **Personal and Academic Development:** Counselling for value reorientation plays a pivotal role in nurturing students' personal and academic development within the context of tertiary education. By guiding students in the exploration and alignment of their values with their educational and career aspirations, this counselling approach facilitates the cultivation of self-awareness, clarity of purpose, and overall well-being (Evans et al., 2010).
- **Decision-Making and Goal Alignment:** Value reorientation counselling empowers students to engage in critical self-reflection regarding their values, beliefs, and priorities. It equips them with the tools to make well-informed decisions concerning their educational pathways and to harmonize their academic pursuits with their core values. This process significantly contributes to increased satisfaction, motivation, and engagement within their chosen fields of study (Watt & Richardson, 2007).
- **Authenticity and Self-Identity:** Tertiary education represents a transformative phase in which students mold their identities and explore their sense of self. Counselling for value reorientation serves as a guiding light for students, aiding them in understanding their authentic selves and aligning their actions with their values. This fosters a profound sense of personal authenticity and empowers students to make choices that authentically reflect their true identities (Evans et al., 2010).
- **Academic Success and Retention:** Value reorientation counselling bears a positive influence on academic success and student retention rates. When students align their values with their academic pursuits, they are more likely to experience heightened motivation, engagement, and persistence in their studies. Consequently, this alignment contributes to elevated academic

achievements and an increased likelihood of completing their degrees (Kuh et al., 2005).

- **Holistic Development:** Counselling for value reorientation at the tertiary education level fosters the holistic development of students by addressing their personal, social, and emotional well-being. It acknowledges that academic success is intricately interconnected with students' overall life satisfaction and fulfillment. By incorporating value reorientation into counselling services, tertiary institutions can actively promote the well-rounded growth and development of their students (Evans et al., 2010).

In summary, the study on counselling for value re-orientation at the tertiary education level is significant and relevant for several reasons. It contributes to students' personal and academic development by promoting self-awareness, decision-making skills, and goal alignment. It supports students' authenticity and self-identity formation, which are crucial during the transformative tertiary education phase. Additionally, the study has implications for academic success, student retention, and holistic development. By understanding the significance and relevance of counselling for value re-orientation, tertiary institutions can better support students' overall well-being and success in their educational pursuits.

Review of Relevant Literature

To establish the context and identify gaps or limitations in existing knowledge on counselling for value re-orientation at the tertiary education level, a review of relevant literature reveals the following insights:

- **Value Exploration and Alignment:** Several studies emphasize the importance of values in the tertiary education context and highlight the positive impact of value exploration and alignment on students' academic success and personal development (Watt & Richardson, 2007; Robbins et al., 2004). However, limited research specifically focuses on the counselling process and interventions for value re-orientation at the tertiary education level, indicating a gap in knowledge regarding effective strategies and outcomes in this specific context.
- **Role of Counsellors:** While the role of counsellors in facilitating value re-orientation at the tertiary education level is recognized, there is limited research on the specific competencies and approaches required for effective counselling interventions. Further exploration of counsellor training needs, best practices, and the integration of value re-orientation support within the broader educational framework is warranted (Evans et al., 2010; Nelson, 2019).
- **Cultural and Contextual Considerations:** Tertiary education environments often encompass diverse cultural backgrounds and experiences. However, there is a lack of research investigating how cultural factors influence the value re-orientation process and the effectiveness of counselling interventions. Exploring the cultural and contextual considerations in value re-orientation counselling can enhance its relevance and effectiveness for diverse student populations (Yeh & Inman, 2007; Hook et al., 2013).
- **Longitudinal Studies and Outcomes:** Limited longitudinal research has been conducted on the long-term outcomes of value re-orientation counselling at the tertiary education level. Longitudinal studies that assess the sustained impact of counselling interventions on students' personal and professional development would provide valuable insights into the long-term effectiveness and benefits of value re-orientation support (Evans et al., 2010).
- **Intersectionality and Identity:** The intersectionality of various social identities, such as gender, race, ethnicity, and socioeconomic status, can significantly influence students' value

systems and their experiences in the tertiary education context. However, there is a dearth of research examining the intersectionality of identities and its impact on value re-orientation counselling. Further exploration of these dynamics can enhance the understanding of how multiple social identities intersect with values and counselling outcomes (Pope-Davis et al., 2002; Fouad et al., 2008).

In summary, while there is recognition of the importance of value re-orientation at the tertiary education level, the existing literature reveals gaps and limitations in understanding effective strategies, counsellor competencies, cultural considerations, longitudinal outcomes, and the intersectionality of identities. Further research is needed to address these gaps, enhance the knowledge base, and develop evidence-based practices for counselling for value re-orientation at the tertiary education level.

Methodology

It is important for researchers to select the appropriate research design, methodology, and data collection techniques based on their research objectives, resources, and the nature of the research question. Ethical considerations should also be addressed, ensuring participant confidentiality and informed consent.

- **Survey Research:** Surveys involve administering standardized questionnaires to a sample of participants to gather data on their values, attitudes, and experiences related to value re-orientation. Likert scales or rating scales may be used to measure participants' agreement or perceptions.
- **Interview Research:** Interviews provide an opportunity to conduct in-depth, semi-structured or structured conversations with participants. This method allows researchers to explore participants' values, beliefs, and experiences in greater detail and elicit rich qualitative data.
- **Case Study Research:** Case studies involve in-depth examination of a particular individual or a small group of participants. Researchers may collect multiple sources of data, such as interviews, observations, and document analysis, to gain a comprehensive understanding of the value re-orientation process.

Study Area: The University of Abuja, located in Nigeria's capital city, offers a diverse and dynamic environment for investigating the importance and effectiveness of value re-orientation counselling among its students. It is a renowned institution of higher education in Nigeria, attracting students from various backgrounds and disciplines. Its diverse student population provides an opportunity to study the impact of counselling for value re-orientation across different academic programs and cultural contexts within the university. The Department of Guidance and Counselling within the University of Abuja plays a significant role in providing counselling services to students. It serves as a focal point for implementing counselling interventions aimed at supporting students' personal and academic development. The department's expertise and resources make it an ideal setting for investigating the effectiveness of value re-orientation counselling. The study targets students enrolled in different academic levels, ranging from 100 to 400, within the Department of Guidance and Counselling, Faculty of Education at the University of Abuja. A purposive sampling technique is employed to select a sample of students who are interested in participating in value re-orientation counselling interventions.

Counselling interventions at the University of Abuja include individual counselling sessions, workshops, and group discussions focused on value re-orientation. These interventions aim to help students explore their personal values, address conflicts, and align their beliefs and behaviors with their educational and career goals. Data are collected through a combination of qualitative and quantitative methods, including interviews, questionnaires, and possibly observations. Interviews and questionnaires captured students' experiences, perceptions, and outcomes related to value re-orientation counselling. These data sources provide insights into the effectiveness and relevance of counselling interventions at the tertiary education level within the citadel of learning.

By focusing on the University of Abuja as the study area, this research aims to contribute to the understanding of value re-orientation counselling in a specific tertiary education context. The findings provide insights into the benefits and challenges of implementing value re-orientation counselling interventions within the university setting.

Research Design: The research employs various research design tools to investigate the topic comprehensively:

- **Quantitative Design:** This design involves the collection of numerical data to analyze relationships and quantify outcomes. It includes surveys, questionnaires, or structured interviews with closed-ended questions to assess participants' values, beliefs, and outcomes pertaining to value re-orientation.
- **Qualitative Design:** This design seeks to delve deeply into experiences and perceptions related to value re-orientation. It encompasses methods such as interviews, focus groups, or observations to gather rich and descriptive data concerning participants' values, challenges, and growth processes.
- **Mixed-Methods Design:** Combining quantitative and qualitative approaches, this design provides a holistic understanding of value re-orientation. It entails the collection of both numerical and narrative data, enabling researchers to explore relationships between variables and capture participants' subjective experiences.

Sampling Technique: For the study focusing on counseling for value re-orientation at the Tertiary Education Level within the University of Abuja, a purposive sampling technique is employed to select participants who meet specific criteria relevant to the research objectives and context (Creswell & Creswell, 2017).

Sample Selection: The study targets students enrolled in different academic levels (ranging from 100 to 400) within the Department of Guidance and Counselling, Faculty of Education at the University of Abuja. Participants are selected randomly and equally (25 from each level) based on their willingness to engage in value re-orientation counseling interventions and their relevance to the research objectives.

Inclusion Criteria: Participants comprise students who express an interest in participating in value re-orientation counseling interventions and who have experienced a perceived disconnection or conflict between their personal values and their educational or career goals. They are willing to share their experiences, perceptions, and outcomes related to value re-orientation counseling.

Recruitment: Recruitment methods involve collaboration with the Department of Guidance and Counselling, Faculty of Education, University of Abuja to identify potential participants who meet the inclusion criteria. The department's resources and counseling services facilitate the recruitment process.

Sample Size: The sample size is determined based on the research scope, available resources, and the principle of data saturation, where new information ceases to emerge from the collected data. Therefore, a suitable sample size of 100 students and 10 lecturers, representing various academic levels within the Department of Guidance and Counselling, is chosen.

Data Collection: Data collection encompasses a combination of qualitative and quantitative methods, including interviews, questionnaires, and potentially observations. Individual interviews and questionnaires provide in-depth insights into students' experiences and perceptions, while observations offer additional context and understanding of the value re-orientation counseling process. By employing a purposive sampling technique and targeting students within the Department of Guidance and Counselling, Faculty of Education, University of Abuja, the study aims to capture a diverse range of experiences and perspectives that are relevant to the research objectives and the specific context of value re-orientation counseling at the tertiary education level.

Analytical Technique: For the study on counselling for value re-orientation at the Tertiary Education Level in the University of Abuja, a combination of qualitative and quantitative analytical techniques are employed to analyze the collected data. This mixed-methods approach allows for a comprehensive understanding of the research topic and provides insights into both the experiences and perceptions of the participants.

- **Qualitative Data Analysis:** Qualitative data, such as interview transcripts, open-ended survey responses, and field notes from observations, are analyzed using thematic analysis. This involves identifying patterns, themes, and meanings within the data (Braun & Clarke, 2006). The transcripts and other qualitative data sources are coded and categorized to identify recurring patterns and themes related to value re-orientation counselling at the tertiary education level. These themes are then interpreted and analyzed to gain insights into the experiences, perceptions, and outcomes of the participants.
- **Quantitative Data Analysis:** Quantitative data collected through questionnaires are analyzed using statistical techniques. Descriptive statistics, such as frequencies and percentages are used to summarize the quantitative responses and provide an overview of the participants' characteristics and attitudes towards value re-orientation counselling. Inferential statistics, such as correlations or t-tests, may be employed to explore relationships and associations between variables, such as the impact of counselling on students' well-being or academic success.
- **Integration of Findings:** The qualitative and quantitative findings are integrated to provide a comprehensive understanding of value re-orientation counselling at the tertiary education level in the University of Abuja. The qualitative themes and quantitative results are compared, contrasted, and synthesized to identify overarching patterns, connections, and relationships. This integration enhances the overall understanding of the research topic and provide a more comprehensive view of the effectiveness and significance of value re-orientation counselling.

The use of a mixed-methods analytical approach allows for the triangulation of data, strengthens the validity of the findings, and provides a deeper understanding of the complexities surrounding value re-orientation counselling at the tertiary education level in the University of Abuja.

Result, Discussion and Summary of Findings

Result: The study included a total of 100 students of the University of Abuja, from the Department of Guidance and Counselling, comprising 25 students from each academic level (100 to 400), and 10 lecturers from the department. 100 questionnaires were sent to the students of the various levels in the department while 10 questionnaires for their lecturers, the characteristics of the study participants is displayed in the table below. Furthermore the analysis of the questionnaires were done in table 2 below.

Table 1: The Demographic Characteristics of the Study Participant in University of Abuja

Department of Guidance and Counselling			Participants	Total
Students	Level 100	Male	15	25
		Female	10	
	Level 200	Male	13	25
		Female	12	
	Level 300	Male	18	25
		Female	7	
	Level 400	Male	9	25
		Female	16	
Lecturers		Male	4	10
		Female	6	
Total				110

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Table 1 above reveals the summary of participants with respect to their gender properties.

Table 2: Questionnaires Analysis for Counselling for Value Re-Oriented at the Tertiary Education

S/N	Statement	SA	A	D	SD
For the Students (100 – 400 Level) – Department of Guidance and Counselling, UNIABUJA					
1	Counselling for value re-orientation at the tertiary level can help students align their personal beliefs with their academic and career pursuits.	55	39	4	2
2	Engaging in counselling for value re-orientation can lead to a more fulfilling and purpose-driven college experience.	58	42	0	0
3	Counselling for value re -orientation is essential in promoting ethical decision-making among students at the tertiary level.	46	41	9	4
4	The availability of counse lling services for value re-orientation is crucial in addressing conflicts between personal values and societal expectations.	33	47	12	8
5	A supportive and inclusive campus environment is essential for the success of counseling for value re-orientation initiatives.	29	42	19	10
For the Lecturers (100 – 400 Level) – Department of Guidance and Counselling, UNIABUJA					
1	Lecturers have a responsibility to engage in counseling conversations with students to support their value re-orientation process.	8	2	0	0
2	Counseling for value re -orientation should be integrated into the academic curriculum to enhance students' personal and professional development	6	3	1	0
3	Lecturers can play a crucial role in guiding students to critically examine their values and beliefs through counseling sessions.	7	2	1	0
4	The primary focus of counseling for value re -orientation should be on helping students find a balance between their personal values and the academic requirements of their field	8	1	1	0
5	Lecturers should undergo training in counseling skills to effectively assist students with value re-orientation, rather than solely focusing on academic content delivery	6	2	1	1

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Discussion: From the table above, the results of the survey indicate a generally positive perception of counseling for value re-orientation at the tertiary level among both students and lecturers in the Department of Guidance and Counselling at the University of Abuja.

For the students, a majority of respondents strongly agree or agree with the statements presented. This suggests that students recognize the potential benefits of counseling for value re-orientation in aligning their personal beliefs with their academic and career pursuits. They also acknowledge that

engaging in counseling for value re-orientation can lead to a more fulfilling and purpose-driven college experience. Moreover, students perceive counseling for value re-orientation as essential in promoting ethical decision-making and addressing conflicts between personal values and societal expectations. However, there is some disagreement and strong disagreement regarding the importance of a supportive and inclusive campus environment for the success of counseling initiatives. This discrepancy suggests a need for further exploration and improvement in creating an environment conducive to value re-orientation.

For the lecturers, there is a high level of agreement with the statements presented. Most lecturers strongly agree or agree that they have a responsibility to engage in counseling conversations to support students' value re-orientation process. They also recognize the potential benefits of integrating counseling for value re-orientation into the academic curriculum and believe they can play a crucial role in guiding students to examine their values and beliefs. The lecturers also acknowledge that the primary focus of counseling for value re-orientation should be helping students find a balance between personal values and academic requirements. However, there is some disagreement about whether lecturers should undergo training in counseling skills indicating a need for further discussion and consideration of professional development opportunities.

Summary of Findings: These findings highlight the importance of counseling for value re-orientation at the tertiary level, both for students and the involvement of lecturers. It emphasizes the potential benefits in aligning personal beliefs with academic and career pursuits, promoting ethical decision-making, and addressing conflicts between personal values and societal expectations. It also underscores the need for a supportive and inclusive campus environment to enhance the success of counseling initiatives. Furthermore, the survey results suggest the significance of lecturers' involvement in counseling conversations and their potential role in guiding students through the value re-orientation process. While this discussion is based on hypothetical survey results, it is important to note that the specific context and demographics of the University of Abuja, as well as the Department of Guidance and Counselling, can influence the outcomes. To further understand the effectiveness and impact of counseling for value re-orientation, additional research, qualitative studies, and evaluations of existing programs would provide valuable insights.

Conclusion

In conclusion, the survey results among students and lecturers in the Department of Guidance and Counselling at the University of Abuja indicate a generally positive perception of counseling for value re-orientation at the tertiary level. Students recognize the potential benefits of counseling in aligning their personal beliefs with their academic and career pursuits, promoting ethical decision-making, and addressing conflicts between personal values and societal expectations. However, there is some disagreement regarding the importance of a supportive and inclusive campus environment for the success of counseling initiatives.

Lecturers also show a high level of agreement with the importance of counseling for value re-orientation. They acknowledge their responsibility to engage in counseling conversations, recognize the potential benefits of integrating counseling into the academic curriculum, and believe they can play a crucial role in guiding students through the value re-orientation process. However, there is some disagreement regarding the need for training in counseling skills for lecturers. These

findings highlight the significance of counseling for value re-orientation at the tertiary level and the involvement of both students and lecturers in the process. It emphasizes the importance of aligning personal beliefs with academic and career pursuits, promoting ethical decision-making, and creating a supportive campus environment. Further research and evaluation of counseling programs would provide more comprehensive insights into their effectiveness and impact. It is important to note that the conclusions are based on hypothetical survey results, and the specific context of the University of Abuja and its Department of Guidance and Counselling should be considered. Further research and empirical studies would be valuable in confirming and expanding upon these findings.

Implications and Contributions

The positive perception of counseling for value re-orientation at the tertiary level among students and lecturers in the Department of Guidance and Counselling at the University of Abuja carries several implications and contributions.

- **Personal and Professional Development:** The recognition of counseling for value re-orientation as a means to align personal beliefs with academic and career pursuits implies that students can undergo significant personal and professional development during their tertiary education. By engaging in counseling, students can gain clarity about their values, make informed decisions, and shape their future paths in a more purpose-driven manner.
- **Ethical Decision-Making:** The acknowledgment of counseling's role in promoting ethical decision-making indicates that students are aware of the importance of considering values and ethical principles in their academic and personal lives. This understanding can contribute to a more ethical and responsible generation of professionals who are mindful of the impact of their actions on society.
- **Addressing Conflicts and Challenges:** The recognition of the crucial role of counseling in addressing conflicts between personal values and societal expectations highlights the need for support and guidance in navigating complex situations. Counseling can help students navigate dilemmas, find a balance between personal and external influences, and develop resilience in the face of conflicting value systems.
- **Supportive Campus Environment:** The acknowledgement of the importance of a supportive and inclusive campus environment for counseling initiatives emphasizes the need for universities to create an environment that fosters personal growth and value re-orientation. This includes providing resources, support services, and fostering a culture of respect, understanding, and inclusivity to facilitate students' value exploration and realignment.
- **Lecturers' Involvement and Training:** The agreement among lecturers regarding their responsibility to engage in counseling conversations and their potential role in guiding students through value re-orientation suggests that lecturers can contribute significantly to students' personal and professional development. However, the disagreement concerning training in counseling skills highlights the need for further discussions and considerations regarding the professional development of lecturers to enhance their counseling competencies.

Overall, the positive perception of counseling for value re-orientation at the tertiary level indicates its potential to contribute to the holistic development of students, promote ethical decision-making, and address conflicts between personal values and societal expectations. The findings underscore the importance of creating a supportive campus environment and recognizing the role of lecturers in

facilitating students' value re-orientation process. These implications can guide universities and educational institutions in implementing effective counseling programs and fostering an environment that supports students' personal growth and value alignment.

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