

**INVESTIGATING THE ROLE OF SCHOOL GUIDANCE AND COUNSELLING
IN EDUCATION FOR SUSTAINABLE DEVELOPMENT: A CASE OF SELECTED
SECONDARY SCHOOLS IN LUWINGU AND KASAMA DISTRICTS.**

BY

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AUTHOR'S DECLARATION

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APPROVAL

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DEDICATION

I dedicate this work to my late wife –Maureen Mubanga, and to all our beloved late children – Jane, Debby, Desmond and David Mubanga, and to all our friends and relatives who have passed on. It is also dedicated to my beloved mother – Mrs. Senefa Bwalya Mubanga and my late father – Mr. Dennis Mubanga Chilebela.

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LIST OF ACRONYMS

ADMA	Additional Mathematics
AIDS	Acquired Immune-Deficiency Syndrome
COMESA	Common Market for East and Southern Africa
CRE	Christian Religious Education
DEBS	District Education Board Secretary
DESD	Decade of Education for Sustainable Development
DRC	Declaration of the Rights of the Child
EFA	Education for All
ESD	Education for Sustainable Development
ESO	Education Standards Officer
FGD	Focus Group Discussion
GMD	Geometrical and Mechanical Drawing
MESA	Mainstreaming Environment and Sustainability into African Universities
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
PEMC	Pay-roll Establishment and Management Control
PEO	Provincial Education Officer
SADC	Southern African Development Community
TD	Technical Drawing
UDHR	Universal Declaration of Human Rights
UNDESD	United Nations Decade of Education for Sustainable Development
UNEP	United Nations Environmental Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International, Children's Emergency Fund
UNO	United Nations Organization
WCED	World Commission for Environmental Development
ZEC	Zambia Episcopal Conference

ABSTRACT

Despite government initiatives and efforts of introducing School guidance and counselling services in Secondary schools, this utility service does not seem to be very viable. The purpose of this research was to investigate the role of School guidance and counselling in Education for Sustainable Development, in selected Secondary schools in Luwingu and Kasama districts of Northern Province. The objectives of the study were to investigate implementation of the School guidance and counselling teaching syllabus; to explore ways the School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development, and to ascertain whether curriculums offered in Secondary schools were career – oriented.

The study used both qualitative and quantitative approaches, with the survey design as a research technique. Semi – structured interview schedules were used to obtain information from respondents. Face to face interviews were conducted with Headteachers, Guidance teachers and Education Standards Officers, while focus group discussions were held with pupils as exploratory tools. One hundred and twenty - one (121) respondents were interviewed, comprising nine (9) Headteachers, nine (9) Guidance teachers, seven (7) Standards Officers and ninety – six (96) secondary school pupils.

Some of the findings of the study were that: The syllabus was not implemented in some schools; there were no trained manpower in schools; there were no guidance and counselling teaching and learning aids in Schools, and that some curriculums offered in schools were not career - oriented. However, guidance and counselling was identified as being a sine - quanon, sinew and quasi - holy and that all respondents interviewed were positive about re - aligning curriculums towards Education for Sustainable Development.

Based on the findings stated above, some of the recommendations made by this study were that: School guidance and counselling should be time – tabled, Government should recruit more trained human resource; there was need to diversify curriculums by re - aligning them towards Education for Sustainable Development; positions for Guidance teachers should be formalised and that there was an urgent need for government to strengthen School guidance and counselling services in all institutions of learning, and to purchase and distribute guidance and counselling teaching and learning materials to all of them.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1.Introduction

This chapter discusses the background of the study, statement of the problem, purpose of the study, specific objectives, research questions and significance of the study. A theoretical framework has also been discussed.

1.2.Background

To understand what counselling is, and what counsellors do, it is necessary to have an appreciation of the historical origins and development of this form of helping. Neukrug (2007) alludes to the point that the first counsellors were leaders of the community who attempted to provide inspiration for others through their teachings. According to Neukrug, some of these were religious leaders such as Moses (1200 BC), Muhammad (600), and the Buddha (500 BC), while others were philosophers like Lao-Tzu (600 BC), Confucius (500 BC), Socrates (450 BC), Plato (400 BC) and Aristotle (350 BC).

From these writings, it is evident that a human being has been attempting to understand himself or herself and his or her relationship with his or her society and the universe since antiquity. This long search, to understand his or her existence, behavior and condition, has been through myths, magic, beliefs in spirits, ritual and superstition. A leaf can also be learnt from Neakrug (*ibid*) who adds that other sacred arts have also been used as means of gaining introspection and as tools with which to think, talk and know about self and the world.

The view above is also supported by other writers, like Fuster (2005) and Kochhar (2010). Fuster (2005) asserts that counselling, in some way or another, has been used by different people since the beginning of mankind, for example parents, teachers, friends, elders and so on. He explains that it was to the medical practitioner or family doctor that people went most frequently, who, according to the author, was interested in helping his or her patient with such problems as worries, depressions, fears, anxieties and inner problems. Kochhar (2010) argues that guidance is as old as human civilization. He explains that in the primitive society, guidance was offered to

the young by elders in the family and to persons in distress by the family priests or the medicine men who conjured up spirits of the dead or supernatural forces to help the client.

With regards to Zambia, school guidance and counselling, according to Mwaba (2011) began in 1967, when the Career Guidance Unit was introduced in Secondary Schools. However, such units only got established in 1971. In 1987, courses for School Guidance and counselling teachers began at the Technical Vocational Teacher's College (TVTC) in Luanshya. In 1991, the then Ministry of Education through the Curriculum Development Centre, produced a School guidance and counselling teaching syllabus , which was supposed to be followed by all Secondary Schools in the country. Additionally, workshops and seminars have been held at different forums to find ways of strengthening Guidance and counselling services in Secondary Schools.

1.3.Statement of the problem

In spite of all earnest or serious government efforts of initiating guidance and counselling services in Schools, the introduction of courses for Guidance teachers in colleges, the release of a School guidance teaching syllabus and organising workshops and seminars for Ministry of Education Officials, these initiatives have yield very little. Pupils have continued leaving school without being sure of what they are to do in life, and without any sense of direction and purpose, as the majority is not aware of their potential, values, beliefs personalities, abilities and interests. They have ended up career failures, making some quarters of our society start calling for the Ministry of Education, Science, Vocation Training and Early Education to revisit School curriculums and find a solution to curb on the problem of high increasing numbers of unemployed school leavers roaming streets hours on end.

Indeed, it therefore became very imperative to investigate the role of School guidance and counselling in Education for Sustainable Development in selected Secondary Schools in Luwingu and Kasama Districts, with an enquiry into the implementation of the School guidance and counselling teaching syllabus being inevitable, as a lead to the attainment of Education for Sustainable Development.

1.4.Purpose of the study

The purpose of this study was to investigate the role of School guidance and counselling in Education for Sustainable Development and implementation of the School guidance and counselling teaching syllabus in selected Secondary Schools in Luwingu and Kasama Districts.

1.5.Objectives of the study

The study had three specific objectives:

1. To investigate implementation of the School guidance and counselling teaching syllabus.
2. To explore ways the School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development.
3. To ascertain whether curriculums offered in Secondary Schools were career-oriented.

1.6.Research questions

The present study was designed to answer the following research questions:

1. Has the School guidance and counselling teaching syllabus been implemented?
2. Does the School guidance and counselling syllabus have a role to play in the attainment of Education for Sustainable Development?
3. Are curriculums offered in Secondary Schools career-oriented?

1.7.Significance of the study

Findings of the study may be significant because they have potential to generate interest and awareness in the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE), and may stimulate further investigations. In addition, the findings may also help policy makers and other stakeholders in formulating policies that would guard against compromising the implementation of School guidance and counselling teaching in Secondary Schools. Lastly, this study might stimulate interest in finding ways and means of embedding Education for Sustainable Development into the Guidance and counselling syllabus.

1.8. Theoretical framework

This study used Rollo May's (1967) Humanistic Existential Theory, as a guide. The theory was used as a guide because Existentialists believe that Man is an intellectual. The theory believes that the human being is capable of changing his or her environment and meanings. Man is able to understand where he or she is, and who and what he or she is. The Existential theory was used as a guide, because like in guidance and counselling, the theory believes that Man has the capacity to create awareness of his or her own being. The theory further believes that a human being has the ability to transcend, or to get over his or her immediate situation. According to the theory, the human being seeks to stand out and seeks out solutions to his or her own problems. Man has the ability to think about what he or she can be, for he or she has the will and can make choices in relation to what he or she wants to become. The theory was used as a guide because like school guidance and counselling, it is developmental. Existentialists believe that Man is a being in existence and not a being in essence; man is changing, he is searching, thinking and feeling; he is growing and is choosing his goal, Makinde (1988).

The Humanistic Existential Theory was linked to the study, on the role of School guidance and counselling in Education for Sustainable Development because guidance and counselling services, like the theory under discussion, put emphasis on an individual's natural potential for growth and self-fulfillment.

Like the theory, the School guidance counsellor does not interpret or modify the pupil's behaviour, but aims at empowering a learner so that the client himself or herself is able to find solutions by exploring his or her own thoughts. Furthermore, the theory is linked to this study because as we have seen above, Existentialists believe that the human being is searching while growing, and is choosing his or her goal. The theory is thus in conformity with the aim of attaining Education for Sustainable Development whose major objective is to bring up a more authentic individual. Humanistic therapy helps people get in touch with their 'real selves' by focussing on the feelings beneath the surface of everyday behaviour.

When people become aware of their genuine positive nature, they are capable of attaining the kind of personal growth Maslow (1968) referred to as 'self-actualisation'. A self-actualised person has fully developed his or her talents, abilities and potential (Niekerk and Prins 2001). A more widespread acceptance of the Humanistic Existential Theory can help School guidance

counsellors and administrators appreciate the need to offer soft options to pupils, with a view to fostering the attainment of Education for Sustainable Development, for a better and peaceful future.

1.9. Delimitations of the study

Delimitations address how studies may be narrowed down in scope. This study therefore, confined itself to investigating the role of School guidance and counselling in Education for Sustainable Development among nine (9) selected Secondary Schools in Luwingu and Kasama Districts of Northern Province. Since the study was carried out in two Districts, these findings on the role of School guidance and counselling in Education for Sustainable Development in selected Secondary Schools in Northern Province might not be generalized to other Districts and learning institutions in the Province or the whole Country.

1.10. Limitations of the study

Limitations of the study were that it was not easy to access respondents, especially Guidance teachers and Education Standards Officers. It was not easy to access teachers mainly in Day Secondary Schools, while Standards Officers were out most of the time monitoring end of year National Examinations. The researcher had to rely on making special appointments with School Managers, District Education Board Secretaries and the Provincial Education Officer. Additionally, the researcher did not meet pupils from LEIF Secondary School due to administrative challenges. However, in spite of all shortcomings, sufficient data was collected for the dissertation.

1.11. Operational definitions of the study

Guidance: A systematic process of assisting the learner through personal, social, academic and career development so that he or she can play a meaning role in society. It is a process of helping an individual understands himself or herself and his or her world, so that he or she is able to make a right choice.

Counselling: It is an interactive process, conjoining the counselee and the counsellor. It is a systematic process designed to help the individual solve problems or plan for the future.

Sustainable Development: Is defined as ability to meet present needs without compromising the ability of future generations to meet their own needs. It is an environmental, economic, and social well-being for to-day, tomorrow and future generations.

Education for Sustainable Development: Is a broad, organised, systematic and formalised humanistic process of equipping individuals, families and communities with responsible information, skills and knowledge about planning and management of natural resources. It is concerned with promoting awareness, developing values and influencing change in human behaviours and attitudes towards the Biodiversity.

Awareness: The art of creating consciousness in individuals, families and communities through sensitization programmes

Biodiversity: This expresses the range of life on the planet-the abundance of ecosystems, animal species, fish species, and so on.

1.12. Summary of chapter one

Chapter one discussed the background of the study, statement of the problem, purpose of the study, objectives and research questions, significance of the study, theoretical framework, delimitations and limitations of the study and operational definitions. Each of these items was dealt with separately.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Chapter two reviews literature of some of the significant and relevant secondary sources to this study.

According to Kombo and Tromp (2009) literature review refers to the works the researcher consulted in order to understand and investigate the research problem. According to these authors, literature review is an account of what has been published on a topic by accredited scholars and researchers. Sidhu (2006) also feels that the survey of related studies implies locating, studying and evaluating reports of relevant researches study of published articles, books on the subjects Encyclopaedias, abstracts and related manuscripts.

From the writings above, literature review then can be seen as a very important component of any research work because it enables the researcher to understand what is already known, what others have attempted to find out, and forms the foundation upon which future studies will be built. The layout of the literature review in this study starts with definitions of guidance and counselling, reasons and importance of school guidance and counselling, the genesis of guidance and counselling from the global perspective, African, and finally the Zambian perspective, and ends with Education for Sustainable Development.

Guidance and counselling teaching in Secondary Schools has brought a lot of debate in Zambia with some quarters of society calling for the education system to be revisited. The debate has risen out of the concern that the current education system neither matches the local environment nor copes with the pace of developmental. Many youngsters today are desperate. They end up roaming streets after completing secondary education. A small number, which enters the job market, keeps on moving from one occupation to another, trying to explore within the world of work, which jobs meet their interest and capabilities.

Desperation is the same even with those that enter tertiary education. Luangala (2008), for example, refers to this long standing concern about lack of direction in youngsters, when he explains that, at the end of each academic year at the University of Zambia, a good number of

first year pre-service students, both male and female, apply to leave their teacher education programme in the School of Education to take up another programme in another School.

Indeed, as UNESCO (1998) points out, guidance and counselling in schools is supposed to provide individuals with an understanding of the world of work and essential human needs, and familiarising individuals with such terms as the dignity of “labour” and “work value”, so that pupils are made aware of what is lying before them, in pursuance of Education for Sustainable Development

2.2. Definitions of Guidance and Counselling

Guidance and counselling is a process which helps an individual to discover himself or herself to recognize and use his or her inner resource, to set goals, to make his or her plans and to work out his or her own programmes of development (Kochhar 2012). According to Kochhar (*ibid*) vocational or career school guidance and counselling is the process of helping a person develop and accept an integrated and adequate picture of himself or herself and his or her role in the world of work, to test this concept against reality and to convert into a reality with satisfaction to himself or herself and the benefit to society.

Makinde (1988) describes guidance as the process of helping an individual understand himself or her. He notes that vocational counselling is a phase of education wherein emphasis is laid on preparation for, and participation in occupations of economic and social value. The *Longman Dictionary for Contemporary English* (2003) defines counselling as advice and support given by a counsellor to someone with problems, usually after talking to them.

In any case, counselling as it is known, is not advice giving. Wren (1962) defines counselling as a dynamic and purposeful relationship between two people who approach a mutually defined problem with mutual consideration of each other. Ohlsen (1977) also defines counselling as an accepting, trusting and safe relationship to which clients learn to discuss openly what worries and upsets them, to define precise behavior goals, to acquire the essential social skills, and to develop the courage and self-confidence to implement desired new behavior.

Dyke (2003) looks at counselling as a structured conversation aimed at helping a client’s quality of life in the face of adversity. It is paramount to understand that when Dyke says that counselling is a structured conversation, he does not mean that counselling is a social

conversation but a dialogue and an interaction between two people – the counsellor and the counselee. Counselling is a facilitative rather than a prescriptive service. Egan (1998) asserts that the intention of counselling is not to solve everything by prescribing treatment, but help or assist clients to review their problems and the options or choices they have for dealing with such problems.

UNESCO (1998) defines guidance as a process, developmental in nature, by which an individual is assisted to understand, accept and use his or her abilities, aptitudes and interests and attitudinal patterns in relation to his or her aspirations. It also refers to vocational education as a process for helping individuals to choose an occupation, prepare for it, enter it and develop in it. The service is thus concerned with the pupil's choice of a future career. It is a service which helps pupils to understand the labour market or the world of work better.

Society is changing, so vocational or career education aims at availing to the pupils what job opportunities are emerging in a globalized world, and which job best suits the pupil's abilities, values and interests. The service calls for a face to face encounter between the School guidance teacher and a pupil. In addition, vocational education makes the pupil aware of the types of education and training needed to be successful in a chosen career. Partridge (1982) warns that when foresight is not given to a vocational choice, people may find that the training and education they have, offers very little scope. Schools ought to get such words seriously for guidance and counselling objectives to be achieved in schools

Fuster (2005) views counselling as a human technology to help the counselee realise where he or she is in the world, leading to understanding where he or she is with respect to where he or she wants to be, and to identify the steps which will take him or her from where he or she wants to be. According to Fuster, human beings change themselves through a learning process which consists of three stages: self exploration, leading to self understanding leading to action. He refers to this learning process as EUA.

Neukrug (2007) relates counselling to such terms as: short term, facilitative, here and now, change, problem solving, being heard and awareness; while guidance makes him think of terms like-advice, direction, on-the-surface, and advocacy and supportive. He views personal or psychological guidance and counselling as psycho educational guidance and counselling. His

assertions could be correct because guidance and counselling services deal with social, emotional and moral issues. They are sympathetic and empathetic virtues.

Perez (1965) refers to counselling as an interactive process conjoining the counselee, who is vulnerable and who needs assistance, and the counsellor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself or herself and the reality of his or her environment. Similarly, Mc Daniel and Lallas et al (1965) contend that School guidance and counselling is a service aimed at discovering capacities for social warmth and outgoingness, capacity to enjoy and work with other people and capacity to become effective members of the community.

The *New Encyclopedia Britannica* (1992) defines School guidance and counselling as a process of helping an individual discover and develop his educational, vocational, and psychological potentialities to achieve an optimal level of personal happiness and social usefulness. For the *World Book Encyclopedia* (1993) School guidance and counselling is a process of helping students make the best possible decisions about their lives. The book expounds that guidance helps students understand themselves by focusing attention on their interest, abilities and needs in relation to their home, school and community.

According to Hahn and MacLean (1955) counselling is defined as a process which takes place in a one-to-one relationship between an individual beset by problems with which he cannot cope alone, and a professional worker, whose training and experience have qualified him to help others reach solutions to various types of personal difficulties.

From all the definitions given, guidance and counselling should be seen as a service which attempts to impart a philosophy of life in the person. It is a professional help or assistance given to an individual pupil or groups of pupils on any given subject, to help them change their attitudes, feelings, thinking and behavior aspects so that they may be able to make their own decisions to solve their own problems in future.

Guidance and counselling is a helping relationship between the counsellor and the counselee which aims at helping an individual to discover who and what he or she is, so that he or she is able to recognize his or her inner resource. It helps an individual to set goals to make his or her own plans. It is a process concerned with bringing about a favourable setting for the individual's

education and includes the assistance in the choice of subjects, use of libraries, laboratories, study habits and adjustment to school life. Educational guidance and counselling is a continuous and conscious effort to assist the young in intellectual growth. The young need to be helped to explore educational possibilities beyond their present educational levels like courses, careers and scholarships available if any.

The fact, therefore, is this that guidance and counselling services do not promise pupils rose gardens. These services do not promise clients peace, justice or happiness but aim at helping them to be free to fight for all these virtues and many more.

2.3. Reasons and importance of School Guidance and Counselling

The reasons for guidance and counselling service in schools are to assist learners identify and develop a healthy self-respect for abilities and aptitudes in the choice of educational courses they have. Kochhar (2010) explains that the core aim of guidance is to help these job seeking youths form realistic career notions, so that they do not end up failures. Chisholm (1950) also points out that guidance and counselling services seek to help each individual become familiar with a wide range of information about himself or herself, his or her interests, his or her abilities his or her previous development in the various areas of living and his or her plans or ambitions for the future.

It is further important to appreciate the fact that a number of social and psychological challenges begin to arise when pupils enter the adolescent stage. Adolescence, as it is known is a transition period when pupils try to sort out all the conflicting demands and expectations of the family, community, friends and school. Individuals mostly enter secondary education at this stage. At this stage, one also begins to search for identity. According to Davidoff (1987) one wants to answer such identity questions as: Who am I? What do I believe in? Where do I belong? What sort of occupation will I pursue? Or what sort of life will I lead? Zanden (1985) explains that in his psychosocial stages of development Erik, H. Ericson refers to adolescent stage as *Identity versus Role Confusion*. Thus, the need for exquisite psychological or psycho educational guidance and counselling services in Secondary Schools.

It should, however, be realized that a critical developmental task confronting school leavers is that of making a vocational decision. The youth is faced with the fact that a lot depends on his or

her ability to find and keep a job. As Zanden (1985) has explained, adolescents usually have only vague ideas about what they are able to do successfully, what they would enjoy doing, what requirements are attached to given jobs, what the current job market is like, and what it will probably be like in the future.

Discussing the importance of guidance and counselling in schools, Partridge (1982) observes that many people go through life like square pegs in round holes. He explains that such people are frustrated and unfulfilled because they had no clear guidance early in life, and thus make wrong vocational choices. Lack of guidance and counselling in schools makes people behave like little 'dogs', trying to catch their tails, but end up with nothing. Pupils therefore need to be offered with guidance and counselling services from primary to tertiary levels.

Franklin Roosevelt, President of the United States of America, 1933 – 1945, is quoted by Zanden (1985) to have said, on the 20th of September, 1940 that, "We cannot always build the future for our youth, but we can build our youth for the future". Hendrikz (1994) agrees with the former President as he explains that it is important that the youth is helped to build a realistic idea of his or her abilities and disabilities while at the same time seeing himself or herself as someone of no less important or worth because of his limitations. Learning institutions should therefore see it as their responsibility to give pupils proper educational, vocational, social, marital, health, moral and personal or psychological guidance and counselling. This will enable them attain Education for Sustainable Development and grow into responsible future leaders.

Carney and Wells (1987) further view School guidance and counselling as a service, which aims at making pupils, realize that like pieces of a puzzle, each occupation shares characteristics with the pieces around it. These authors explain that as students acquire knowledge of the puzzle as a whole, they begin to see how their particular talents and interests may be used in various settings.

Additionally, Egan (1998) feels that the aim of counselling or helping a client must always be based on the needs of the client. According to him, the purpose of counselling is to help clients manage their own problems effectively, develop unused talents fully and to help and empower clients to become more effective and self-helpers in future. Neukrug (2007) agrees with Egan and points out that Frank Parsons (1854-1908), one of the founding fathers of guidance and

counselling presented this service as a three part process in which an individual could develop. For the sake of clarity this three part process of development is listed below as:

1. A clear understanding of himself, his aptitudes, interest, ambitions, resources, limitations and their causes;
2. A knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; and.
3. True reasoning on the relations of these two groups of facts.

Makinde (1988) crowns it all when he states that the aim of guidance and counselling in schools is to provide and interpret information pertaining to helping an individual start analyzing and examining himself or herself by relating his capabilities, achievements, and interest mode of adjustment to what new decision one has to make.

Ultimately, School guidance and counselling helps pupils develop decision making abilities that they can use to plan their education, choose an occupation, and solve personal problems. The service helps the young become independent individuals, able to accept responsibility for themselves and others while being well-adjusted members of this world. The importance of guidance and counselling and all reasons discussed above point to the fact that it is an important and facilitative service because it aims at developing individual pupils' capacities to become effective members of society.

The service is important because it helps individuals as Mc Daniel and Lallas (1965) point out, change their attitudes, feelings, thinking and behaviour aspects, so that they are able to make their own informed decisions in future. The service aims at helping an individual develop a healthy self-respect for the abilities and aptitudes and strengths one has for personal achievements in the world of work.

Explaining the reason for school guidance and counselling, Partridge (1982) is of the view that choosing a vocation and making a decision about our life's work is a major step, which determines the course and quality of our life. He explains that choices have to be given some serious thought, as wise decisions about our aims in life have to be arrived at.

Schools should reaffirm Partridge's observation and see to it that clients are accorded with proper orientation in guidance and counselling at Grades Five, Eight, Ten and Tertiary levels. At Grade Five, because pupils are entering upper primary education where they need to be assisted to plan intelligently, make a proper beginning so that they get the best out of their education. At Grade Eight, because pupils have entered secondary stage. At this stage, the pupil develops new ways of thinking, develops likes and dislikes of the school teachers and subjects. His or her intelligence and abilities begin to mature.

It is therefore important as Kochhar (2010) points out, to assist the pupil to recognize the direction in which he or she is going and to map out in general the highways that have the greatest promise of leading to his or her goals. Above all, more guidance and counselling orientations should even be offered at senior secondary and tertiary levels so that the young begin to see the real meaning and purpose of education, so that they begin to attach value to it. Only then can Education for Sustainable Development be attained.

2.4. The Genesis or History of Guidance and Counselling

This section of the Literature review discusses the genesis of guidance and counselling in different parts of the world.

We need to expeditiously understand that the development of present day School guidance and counselling services is a result of contributions by studies of human behavior, from philosophical, anthropological, scientific, psychological and sociological disciplines, which resulted in a number of reform movements.

2.4.1. The Social Reform movements of the 1800s

The 19th century saw a rise of social reform movements. These movements influenced the development of the counselling profession through social workers and educationalists like John Dewey. These people insisted on more humanistic teaching methods and access to public education. They had a common desire to help clients in more humane and modern ways. John Dewey (1859-1952) in particular, an educational philosopher, argued for a person centered education in a democratic environment. According to Robertson (1977) Dewey insisted that pupils should take an active role in constructing their educational experience.

2.4.2. Vocational Guidance in the 1800s

Makinde (1988) gives six salient features from which he believes the concept of School guidance and counselling emanated. For the sake or purpose of clarity these features are listed below, that:

1. Both human personalities and economic order are in the process of continuous change and development.
2. People differ in their patterns of potentialities and capacities for work but can qualify for a number of occupations.
3. Each occupation requires a characteristic pattern of abilities, interest and other personal qualities.
4. There are variations among individuals with respect to the nature and tempo of development through various stages.
5. The career pattern of an individual is influenced by parental and socio-economic factors, as well as unique patterns of abilities, interests and other personality characteristics, and that
6. Vocational guidance is a long process extending through the period of schooling and work life.

Apart from starting with emphasis on vocational information and planning, as can be deduced from Makinde's writing, the nineteenth century also experienced a technological advance of the Industrial Revolution, which stirred up increased division of labour and occupational complexities. During this industrial economy, machinery for bringing together jobs and workers was needed. The problem was further compounded by an increase in immigrations, mostly, to large North Eastern cities, and unrealistic ambitions of unemployed young people. Vocational guidance was thus required. Herr, Cramer and Niles (2004) explain that by the end of the 19th century, a stage was set for the development of first comprehensive approaches to vocational guidance, which would be partially based on the new science of testing.

2.4.3. The Testing Movement

Apart from the rise of vocational guidance, nineteenth century further experienced the beginning of a testing movement, which was an impact of the development of laboratory science in America and Europe. This stimulated an increase in the interest of examining individual

differences. Neukrug (2007) for example, points out that because of that interest, Alfred Binet (1857-1911), developed for the Ministry of Public Education, in Paris, one of the first intelligent tests, which was used to assist in classroom placement of children who were mentally impaired. School achievement tests were also introduced. Today, tests, such as aptitude tests are used on the labour market, and often provide a deeper understanding of the client.

2.4.4. Psychoanalysis and Psychotherapy

Occurring at the same time with the testing movement was psychoanalysis. Developed by Sigmund Freud (1856-1939), this theory ushered in a new way of viewing the development of a person, using a scientific method. Fuster (2005) writes that Freud's method, that is, psychoanalysis approach, dominated the field of psychotherapy for half of a century. Neukrug (2007) adds that Sigmund Freud and his disciples made terms like id, ego, superego, and unconscious and psychosexual development common place.

2.4.5. Modern- day counseling (1900-1950)

2.4.5.1. Experimental work in Vocational Guidance

Although the development of guidance and counselling began at the close of nineteenth century, this service gathered momentum with the onset of the twentieth century in Europe and United States of America. The first systematic work in guidance and counseling was by George Merrill in 1895 at the California School of Mechanical Arts in San Francisco, United States of America. According to UNESCO (1998) Merrill's approach provided for exploratory expenses in each trade taught by the school, and was accompanied by counseling for job placements and a follow up of graduates.

2.4.5.2. The Guidance Curriculum

Jesse B. Davis (1871-1955)

Jesse Davis, a class Counselor in Central High School, Detroit, Michigan, United States of America, is said to have developed one of the first guidance curriculums that focused on moral and vocational guidance. Neukrug (2007) explains that Jesse Davis began a School- wide programme of personality, culture and character development and vocational information in connection with regular curriculum subjects in 1907. UNESCO (1998) adds that Davis was the

first to stimulate the guidance movement from within a School system, rather than from outside. It can therefore be noted that through such programmes, Davis set the stage for guidance service in Schools.

Eli, W. Weaver (1862-1922)

At around the same time, Eli, Weaver, a New York City principal, at a Boys' High School in Brooklyn, started vocational guidance in New York City. According to Neakrug (2007) Weaver is said to have laid ground work for the New York City Vocational Guidance Survey of 1911. Makinde (1988) explains that Eli Weaver organized a number of local agencies to deal with guidance and placement, and promoted the second National conference on Vocational Guidance held in New York City in 1912.

Anne Reed (1871-1946)

Neukrug (2007) reports that Anne Reed established guidance services in Seattle School systems, and by 1910, according to the author, 35 cities had plans for the establishment of vocational guidance in their Schools. Kochhar (2010) observes that like Jesse Davis and Eli Weaver, Anne Reed advocated for social reforms and stressed the necessity for schools to prepare youngster meet the rigours of a competitive and materialistic society.

Carl R. Rogers (1902-1987)

Fuster (2005) notes that a great pioneer of the client-centered counselling therapy was Carl Rogers, of the United States in 1942. According to Fuster (*ibid*) Carl Rogers rebelled against psychoanalysis because he felt that the mode of treatment was too subjective. He objected to Freudian way of gathering data about the client and of interpreting the causes of his or her illness, following the psychoanalysis mode. Rogers introduced the client-centered counselling theory, whose major concepts are the self or self structure and self actualisation. For Rogers, the main ingredient in helping people with problems was the helping relationship. Creating rapport was cardinal.

Frank, P. Godwin

Another person, who contributed to the guidance movement, is Frank Godwin. UNESCO (1998) explains that Godwin proposed five conditions which he regarded as necessary for successful vocational guidance in a large high school, and these are:

1. The appointment of a Guidance Director with time for supervision;
2. A School organization which permits close contact between each pupil and at least one teacher of the right type;
3. The exercise of an intelligent and sympathetic helpfulness on the part of the Teacher;
4. A logical analysis of the personal characteristics of each Pupil; and
5. The adaptation of School work to the vocational needs of the community.

Makinde (1988) states that, Frank Godwin was Director of the Department of Civil and Vocational Service in Ohio, United States of America in 1911. His programmes should have direct bearing and implications on to-day's School guidance and counselling services.

Frank Parsons (1854-1908), and Systematic School Guidance

Neakrug (2007) reports that one individual, who had the greatest effect on the development of vocational guidance in America is Frank Parsons. Parsons is said to have coined the term `Vocational Guidance`, and established the Vocational Bureau in Boston in 1908. Mc Daniel and Lallas et al (1965) explain that the Bureau trained vocational counselors who worked in schools and other community agencies, and who attempted to sponsor intelligent occupational choices on the part of their clients. According to these authors, Parsons further hopes were that vocational guidance would be established in all Public Schools. He wanted to see systematic guidance in all learning institutions. Parsons anticipated a National Vocational Guidance Movement, and hoped for a society in which cooperation would surpass competition.

Neakrug (*ibid*) further explains that Parsons strongly advocated the use of tests in vocational guidance, and foresaw the importance of individual counseling. His basic principles thus ought to have implications on present-day guidance and counselling services.

2.4.6. Guidance and Counselling in China

In China guidance and counselling was influenced by two philosophers, namely, Lao-tzu and Confucius, who provided early model of child and adult development. Alweis (1969) points out that Lao-tzu and his Tao-ism school of thought or the Way of Nature, believed that there was a great unifying principle in the Universe, one which man could not fully know. He emphasized on man's oneness with nature. Snellgrove (1996) also explains that Confucius and his Confucianism philosophy of the Life of Virtue, believed that men were naturally virtuous, and that good behavior would bring out the best in them. The two, later influenced the works of Abraham Maslow and Carl Rogers.

Confucius (551- 479 BC) is China's most famous Teacher, Philosopher and Theorist. He propagated the creed of Confucianism, or the Way of Life in 6th-5th century BC. Confucianism is at times viewed as a religion and at times as a philosophy. According to the *New Encyclopedia Britannica (2005)* Confucianism affected the daily life and culture of Taoists, Buddhists and Christians alike in China before the establishment of the communist regime. It later spread to Korea, Japan and Vietnam.

Confucius developed the principles of 'right living' and ideal human relations, which formed the core of the Confucian philosophy. He focused his teachings on love, human heartedness, the virtue and that all people were perfectible. His concepts also signified the supreme moral achievement and excellence, in accord with ritual norms, loyalty to one's true nature, righteousness and piety. Confucius further taught that an individual attained nobility by means of character, rather than inheritance. His teaching was therefore a social ethic and humanistic. His appeal was primarily little reason, seldom to emotions.

According to the *New Encyclopedia Britannica (ibid)* Confucius is said to have had attracted 3000 students, of whom 72 were close disciples. Mencius (c 371-289 BC), one of his followers, developed two theories- 'The Intrinsic Goodness of Human Nature' and 'Kingly Government'. Mencius' teachings were that all people were innately good and endowed with compassion, right judgment, propriety and wisdom. He contended that Evil was Self-violation and Self-abandonment while Self-cultivation on the other hand aimed at recovering one's 'Child like heart' and serving heaven. Teachings by Confucius and Mencius influenced Abraham Maslow

who came up with a theory which can be seen as a build up to Confucianism and the theory of the Intrinsic Goodness of Human Nature.

Abraham Maslow, an American psychologist came up with a general theory of motivation. According to Jain and Saakshi (2008) Maslow called his theory the 'Needs Hierarchy Theory'. His feelings were that individual human beings had a wide range of needs which motivate them in order to survive. Maslow saw a very close relationship between human needs and motivation. He proposed five levels or hierarchy of needs which represented the order of importance to the individual. Jain and Saakshi (*ibid*) point out that Maslow indentified these needs as:

1. Physiological Needs (water, food, cloth, air, shelter),
2. Safety or Security Needs (protection against danger and security in the environment),
3. Social and Belonging or Affiliation Needs (concerns about friendship, companionship, sociability, recognition, affiliation and sense of belonging),
4. Ego, Status, and Esteem Needs (self-respect or self-esteem, self-confidence, independence, achievement, competence, knowledge, initiative, success and desire for competence) and lastly
5. Self-actualization Needs (Self-fulfillment). These are needs of the highest order. They deal with the sense of achievement, maximizing skills, abilities, potential and making new discoveries.

It is important to appreciate Maslow's theory because it helps to explain what motivates people. School Guidance teachers should direct the attention towards this theory so that they understand the types of needs which motivate their pupils. In this way, problems affecting the young will be addressed accordingly, with a view to helping individuals attain Education for Sustainable Development.

Carl Rogers also got influenced by Confucius' philosophy which postulated that men were naturally virtuous as already seen, and that good behaviour would bring about the best in them. Rogers got influenced and developed the 'Client-centered' or 'Rogerian Approach'. In his book, *Client-centered Therapy*, Rogers (1965) like Confucius sees man as being naturally good and

that any badness is generally the result of the influence of his or her society or environment. Rogers believes that man is always driving towards growth, health and adjustment and that man possesses the capacity to experience awareness of him or herself in society in which he or she belongs. Explaining the Rogerian Theory, Makinde (1988) tells that Rogers believes, if obstacles such as poverty, ignorance, illiteracy and superstition are reduced to a minimum, man will find socialised and mature answers to his problems.

Client centered approach ought to be adapted by School Guidance teachers in this modern society because it encourages them to approach pupils with open mindedness. This approach discourages Teachers, Headteachers and Parents alike from directing Pupils or imposing subjects on them. School Guidance teachers in particular should understand that this approach wants them to embrace democratic methods of counselling. They should be concerned with pupils' emotions, feelings and personality changes, so that an authentic future leader is produced.

2.4.7. Guidance and Counselling in other Countries

From America, the guidance movement spread to other countries including Australia, Britain, Canada, France, Germany, Japan, Norway, to mention but a few. Kochhar (2010) reports that, people in France, Belgian, Norway and Denmark are becoming guidance-minded. He explains that in most of these countries, adequate guidance services are available in nearly every major town.

According to Kochhar (*ibid*), in Britain, counselling centers, guidance clinics and bureaus have been doing useful work and that guidance services are undergoing a rapid process of improvement, refinement and expansion. Such remarkable progress made in such countries can be attributed to the fact that they are not only developed but well organized.

2.4.7.1 Guidance and Counselling in India

Kochhar (*ibid*) observes that as far as India is concerned, the techniques of guidance – informal and incidental, can be traced far back to the ancient times. He explains that the *Panchtantra* and *Jataka* tales are well known for their moral stories, parables and question-answer techniques in learning. Kochhar states that even before Socrates, these tales were used in India.

The teacher-taught relationship was that of the *Guru – Shishya*, with the word guru meaning ‘the one who guides’. He contends that even as an organized professional activity, guidance and counselling is more than four decades in India. He points out that while in America the guidance movement started as an attempt to fulfill the practical needs of employers and teachers, in India it began as an academic discipline. He mentions Calcutta University as one institution that enjoys the privilege of being the first Indian University to introduce guidance as a section of its department of applied psychology in 1938 to conduct research in the field of educational and vocational guidance. According to him, there are more than 20 Guidance Bureaus in India.

2.4.7.2. Guidance and counselling in Africa

With regards to African societies, there was indigenous guidance and counseling provided for the young, which enabled them to grow into responsible and productive members of their communities, prior to western influence. Erny (1981) observes that to function properly and effectively, the young were made aware of the values, beliefs and roles one had to play as a member of a particular society or ethnic group. The young were made to understand that moral values and rules of conduct did not only differ from one ethnic group to another, but also according to such elements of social life as associations, classes and castes.

Makinde (1988) supports Erny, and points out that a typical African, like his Western counterpart, believed that guidance was very much knowledge-based and full of activities in search of meaning of life and that it believed in the worth of an individual and in the awareness of the concepts of growth and development, physical, mental, intellectual, emotional, moral and social. He points out that guidance and counselling for individuals have always formed part of the African strategy for combating suicide attempts and other personality problems.

It is worth pointing out that the indigenous practitioner, as he or she is known used poetry, music and religious therapy during his or her sessions. However, mining prospectors and missionaries set patterns of new developments which led to modern states like Zambia. Subsequently, traditional teachings and cultures got destroyed.

Discussing the genesis of modern guidance and counseling in developing countries, Makinde (1988) explains that this can be dated back to 1959. That was when, according to him, a group of Catholic sisters at St. Theresa’s College, Ibadan, blazed the trail by organizing a formal careers

guidance service for their upper class students, a few months before examinations started. UNESCO (1998) reports that from Nigeria, the guidance service spread to countries like Malawi, Tanzania Swaziland and Zambia.

2.4.7.3. School Guidance and Counselling in Zambia

In Zambia, the first workshop for Careers Teachers was held in 1972, in Lusaka. The second and third were held in 1975 and 1976 respectively, in Lusaka, while the fourth and most important was held from 16th to 17th July, 1979 at former Zambia Institute of Technology (ZIT).

Mwamba (2011) reports that in Zambia, guidance and counselling services go as far back as 1967, when careers guidance in Zambian Schools was introduced. In 1970, the Ministry of Education directed all Secondary Schools to nominate teachers to be seconded to the office of the Careers Master. The careers guidance Unit was consequently established in 1971. Sixteen years later, that is in 1987, guidance and counselling courses, at Diploma level, for guidance teachers began at the Technical and Vocational Teacher's College (T.V.T.C), Luanshya.

In 1991, the School guidance and counselling teaching syllabus was produced. That was the first time that a School guidance and counselling syllabus was to be followed in Zambian Secondary schools. This was perceived as a right step taken by government because guidance and counseling programmes supplement and facilitate works done by various teachers in different subjects. School guidance and counseling is an important facilitative service in all teaching and learning set ups.

At regional level, the need for guidance and counselling in Schools has been discussed at important forums such as the Southern Africa Development Community (SADC) Ministers of Education meeting held in September, 2005 in Mbabane, Swaziland, and in August, 2008 in Lusaka, Zambia, respectively. Both these meetings called for the strengthening of School guidance and counselling programmes in all SADC learning institutions.

Mwaba (2011) points out that the recent studies on guidance and counselling have shown that school guidance services are offered in many High Schools in Zambia. She explains that there is a marked absence of attention to problems faced by pupils, and guidance services available to pupils with visual impairments in Secondary Schools. She also points out that according to

UNESCO (2000) most African School guidance services are left in the hands of teachers with high teaching loads with no training in the area of guidance and counselling.

Nonetheless, it is cardinal to point out that the importance of school guidance and counselling was repeatedly emphasized during meetings held at Mulungushi International Conference Centre in September, 2009, in Lusaka, which reviewed the school curriculum and the policy document – Educating Our Future, respectively. The Zambian government has also pledged to support guidance services in schools. The policy document, MESVTEE (1996) clearly states that it will strengthen its own child guidance and counselling services, which will in turn provide in-service training for teachers in how to deal with these and related problems.

2.5. Education for Sustainable Development

Sustainable Development has been referred to by the Brundtland Report of 1987, as development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. According to this report, the concept of Sustainable Development is supposed to help individuals understand themselves and the world. Individuals need to understand interconnections among their environment, the economy and social well being. It is imperative to point out that, it is the understanding of these interconnections that will help Man appreciate that Sustainable Development, is a pattern of economic growth in which resource use aims at meeting human needs, while preserving the environment, so that these needs can meet not only the present but also future generations.

However, for individuals to make informed decisions about responsible management and use of natural resources, and how to live within the Earth's Carrying Capacity, the need for proper information, knowledge and skills becomes crucial.

The Rio Declaration of the Earth Summit, which produced Agenda 21 of 1992, therefore recognises education as key to achieving environmental and ethical awareness, values, attitudes skills and behaviour, consistent with Sustainable Development, and for effective public participation and decision making. According to the Rio Declaration, Sustainable Development can only be achieved where people are well-informed of the challenges and have the relevant knowledge, skills and motivation to address them.

Therefore, Education for Sustainable Development becomes an important component, as it introduces a focus on the virtues mentioned above, including new challenges for multi-disciplinary and inter-disciplinary dialogue, teaching and research.

UNESCO (2005) alludes to Education for Sustainable Development as a process which prepares people of all walks of life to plan for, cope with and find solutions for issues that threaten the sustainability of our planet. According to UNESCO, understanding and addressing the global issues of sustainability that affect individual nations and communities are at the heart of Education for Sustainable Development. UNESCO further explains that these issues come from the three spheres of Sustainable Development, which are: Environment, Society and Economy. It should be observed that environmental issues like water and waste affect every nation, as do social issues like employment, human rights gender equity, peace and human security.

In addition, we should affirm that every nation wants to improve the livelihood of its people by addressing political and economic issues such as poverty reduction and other major concerns and challenges like HIV and AIDS pandemic, migrations, urbanisation, and refugees, which have grabbed global attention.

The Nations of the World therefore, through the United Nations General Assembly adopted the resolution to establish a Decade of Education for Sustainable Development (DESD), whose objectives were to facilitate needs and networking among stakeholders in Education for Sustainable Development, to foster increased quality of teaching in Education for Sustainable Development, and to develop strategies at every level to strengthen capacity in Education for Sustainable Development (UNESCO 2005).

This study hopes that the gap between the School curriculums and School guidance and counselling activities shall be bridged and filled up, as the major thrust of the latter, involves the strengthening of institutional operational capacity for consistent and systematic mainstreaming of Education for Sustainable Development into policies, programmes and learning activities. This strategy is also underscored by the implementation scheme of the United Nations Decade of Education for Sustainable Development (UNDESD). This is happening among Nations of the World, as more and more governments are advocating for the re-orientation of curriculums towards acquiring learning and teaching materials on many concepts of Sustainable

Development (Sauvé 2002), for the attainment of Education for Sustainable Development, for the benefit of future generations.

2.6. Summary of chapter two

Chapter two discussed literature on the definitions of guidance and counselling, reasons and importance of school guidance and counselling, genesis or history of guidance and counselling, and Education for Sustainable Development. Different authors have looked at guidance and counselling in different ways but have been seen as helping services. Guidance and counselling started in the United States of America and later spread to other continents. Education for Sustainable Development has been alluded to as a broad, organised, systematic and formalised humanistic process of equipping people of all walks of life with responsible information, skills and knowledge about planning and management of natural resources, and influencing change in human behaviour towards the Biodiversity.

CHAPTER THREE

METHODOLOGY

3.1.Introduction

Chapter three discusses the methodology employed in this study. It deals with concepts which include research design, research site, target population, study sample or sample size, sample and sampling procedure, data collection instruments, data collection procedure, ethical considerations and data analysis.

3.2.Research Design

This study used a survey design for the research. A survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study, Sidhu (2006). Survey questions concern people's behaviour, their attitudes and information about their background. The study opted for this method to allow for analytical complete detailed and in-depth information considering the complexity of the research at hand. In addition, a survey design was appropriate because the study was a field research, and was a case of social and behavioural sciences in nature. Surveys are concerned with describing, recording, analysing and interpreting conditions that either exist or existed (Kothari 2011).

3.3.Research Site

The study was carried out in Luwingu and Kasama districts- Kasama Boys, Kasama Girls, Luwingu, and Ituna as government secondary schools. Laura Girls and Lubushi (Grant-Aided), Chiti, Lethabo and LEIF as private secondary schools.

3.4.Target Population

The population of this study included School Headteachers, School guidance teachers, Education Standards Officers and Secondary School Pupils.

3.5.Study sample

A study sample is a small proportion of the population that is selected for observation (Best and Kahn 2003). The sample of this study comprised one hundred and twenty-one (121) respondents. These included nine (9) Headteachers, nine (9) School guidance teachers, seven (7)

Education standards Officers and ninety-six (96) pupils (i.e. 12 per school). Headteachers were picked for the study because they are the Custodians and Managers of learning institutions. They have the responsibility of creating conducive learning environments, with the whole purpose of establishing effective Schools. School guidance teachers were included in this study because they are involved in the actual day to day teaching activities. Teachers are the key persons in determining success in meeting educational goals.

Education Standards Officers could not be left out in the study because they are concerned with establishing, monitoring, evaluating and promoting the highest standards of quality education. Pupils were included because they are the major players in the educational system. Pupils are the ones, who are at the centre of the entire education process, which in fact, exists solely for their sake.

3.6.Sampling Procedure

For the purpose of this study, a non random sampling or deliberate sampling procedure was used to select respondents. Headteachers, School guidance teachers, pupils and Education Standards Officers were chosen purposively. This sampling method involves purpose or deliberate selection of particular units of the universe for constituting a sample which represents the universe (Kothari 2011). Therefore, the researcher found the non random sampling procedure to be very convenient. However, pupils were randomly picked from grades 10 and 11 classes. Only Kapoka secondary school included grade 12 pupils for focus group discussions.

3.7.Data collection Instruments

This study was both quantitative and qualitative. In collecting data for this research, semi-structured or open ended interview schedules were used. Bell (1993) refers to interviews as a quicker and cheaper method of collecting information. It is important to point out that interviews are flexible and applicable to different types of problems in that the researcher or interviewer may change the mode of questioning according to situations. Unclear responses from respondents can be clarified. At the same time, respondents will have an opportunity to ask for clarity from the interviewer where they are not clear. In interviews the researcher is able to create rapport with respondents, thereby creating an enabling environment, conducive to an open frank talk. Kothari (2004) adds that, collection of data through schedules is very useful in extensive

enquiries as it can lead to fairly reliable results because direct personal contact is established with respondents.

3.8.Data collection Procedure

Data was collected between November, 2012 and January, 2013. Semi-structured or open-ended interview schedules were employed to obtain information from Headteachers, School guidance teachers, Education Standards Officers through face to face interviews, while focus group discussions were held with pupils, as exploratory tools or methods. The aim was to obtain in-depth information about implementation of School guidance and counselling teaching syllabus in selected Secondary Schools in Luwingu and Kasama Districts, and its role in Education for Sustainable Development. Pupils were an important inclusion in the research because the study wanted to get pupils' in-depth information about their experiences in Schools.

3.9.Ethical Consideration

To conduct this study, the researcher sought written consent from relevant authorities –The University of Zambia, in order to carry out a research; The Provincial Education Officer, for him to interview Senior Education Standards Officers and visit districts, and District Education Board Secretaries in order to interview Education Standards Officers and go to schools. Permission was also sought from School Managers, for the researcher to have interviews with School guidance teachers and pupils. The researcher also observed ethical considerations by respecting the rights and opinions of all respondents. Respondents' names were not revealed. Pseudonyms were used for schools, while letters of the English Alphabet were used for Education Standards Officers. That was an indication of high confidentiality. Information obtained was exclusively for academic purposes, and not any other.

3.10. Data Analysis

Data obtained through interviews and focus group discussions was analyzed qualitatively and quantitatively by coding and grouping emerging themes. Data was then presented descriptively and in frequency tables.

3.11. Summary of Chapter three

Chapter three discussed the methodology used in this study. The study used a survey design for the research. The research site was Luwingu and Kasama Districts, while the target population comprised School Headteachers, School guidance teachers Education Standards Officers and Pupils. The study sample comprised nine (9) Headteachers, nine (9) Guidance teachers, seven (7) Standards Officers and ninety-six (96) pupils, giving a total of one hundred and twenty-one (121) respondents. The researcher used a non-random sampling procedure to select respondents. The study was both qualitative and quantitative. Semi-structured interview schedules were used to collect data, between November, 2012 and January, 2013. Data collected was kept confidentially. It was presented descriptively and in frequency tables.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1. Introduction

Chapter four presents the findings of this study. Findings are presented according to themes and issues emerging from the field. Responses start with those from Headteachers or School Managers, followed by those from School guidance teachers, Education Standards Officers and then those from Pupils. In this study, adherence to research objectives and questions was followed in order to arrive at findings. Other related factors were also looked into, to elicit information from respondents, about Education for Sustainable Development.

4.2. Headteachers' Responses on Implementation of the School guidance and counselling teaching Syllabus

In this study, the first major theme was to investigate implementation of the school guidance and counselling teaching syllabus in Secondary Schools. Table one, shows responses from Headteachers.

Table 1: Respondents' responses on whether School guidance and counselling existed, it was time-tabled, the Guidance teacher was trained, it should be time-tabled and whether it was supported by the Ministry.

		Schools with Headteachers' responses									
	FACTORS	BOWA	DONGO	ELENA	FWAMBO	ICHINGA	KAPOKA	LUNDU	MUMBA	SUNDU	REQUENCY
1	Whether the service existed	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9
2	Whether time-tabled	No	No	No	No	No	No	No	Yes	No	1
3	Whether teacher was trained	No	No	No	No	No	No	No	Yes	No	1
4	Should be time-tabled	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	8
5	Whether supported by MESVTEE?	No	No	No	No	-	Yes	Yes	Yes	Yes	4
TOTAL											23

4.2.1. Whether School guidance and counselling existed in Secondary Schools.

The general response as can be seen from table 1 was that School guidance and counselling did exist in all the nine (9) schools visited. However, at the time of this study, only Mumba Secondary school had it time-tabled.

4.2.2. Whether School guidance and counselling was time-tabled in all classes

A follow up question sought to find out from the School Headteacher of Mumba Secondary School, as to whether all classes did actually have guidance and counselling time-tabled. It was discovered that only Grades 10 and 11 morning classes had guidance and counselling time-tabled. The rest of the classes did not, while there was completely nothing for the afternoon classes. The Headteacher said that guidance and counselling could not be time-tabled in all classes due to congestions on the time-table.

Explaining why guidance and counselling was not time-tabled at Elena Secondary School, the Headteacher pointed out that at that School, pupils were given a lot of useful information and retreats which were more than enough. She said,

Pupils are equipped with moral and spiritual information which prepare them for the future. This School is Elena, a young girl who sacrificed for her mother at the age of 12. As our pupils leave School they are told to emulate Elena as their model and they behave very well.

Eight School Headteachers said that it would be better for School guidance and counselling to be time-tabled so that pupils and their Guidance teachers could have more time together. The Manager of Kapoka Secondary School said,

It is the only way everybody can see its values and relevance. That is important for schools like Kapoka because many pupils go out but only few join priesthood. So, guidance and counselling should be time-tabled. Pupils have to be prepared for the world of work. It would help the young see the opportunities of other types of work from the word go. They will have more time discussing with their Guidance teacher, who should also be a trained officer. At the moment, he said, our learners learn with fear. There is more indoctrination than counselling. As a result, they are much closed. They lack openness. Yes, it must be time-tabled.

4.2.3. Whether School guidance and counselling was receiving support from the Ministry of Education, Science, Vocational Training and Early Education.

On whether School guidance and counselling was being supported by the education sector, as a relevant and an integral part of Education for Sustainable Development, four (4) agreed that the service was receiving support. The general views by those who felt that the Ministry of Education, Science, Vocational Training and Early Education did not support the service were that: there were no trained Guidance teachers in schools, no allowances for those working as Guidance teachers, no government policy regarding the operations of guidance and counselling in schools, School guidance teachers were more of Examinations Officers as there was no job description for them and that there were no guidance and counselling teaching and learning aids in all schools.

4.3. Headteachers' Responses on Ways the School guidance and counselling Syllabus could contribute to the attainment of Education for Sustainable Development.

The second major theme was to explore the ways School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development. Table 2 shows responses from Headteachers.

Table 2: Respondents' responses on whether their teachers covered cross-cutting issues, they had knowledge about Education for Sustainable Development, curriculums were career-oriented, they supported re-alignment and whether school guidance and counselling syllabus had a role to play in the attainment of Education for Sustainable Development.

		Schools with Headteachers' responses									
	FACTORS	BOWA	DONGO	ELENA	FWAMBO	ICHINGA	KAPOKA	LUNDU	MUMBA	SUNDU	REQUENCY
1	Whether their teachers covered cross cutting issues	No	No	No	No	No	Yes	No	Yes	No	2
2	Whether they had knowledge of ESD	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	8
3	Whether curriculums were re-aligned towards ESD	Yes	No	Yes	No	No	Yes	No	Yes	No	4
4	Whether Headteachers supports re-alignment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9
5	Whether the guidance syllabus could contribute to attainment of ESD	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9
TOTAL										32	

4.3.1. Whether their teachers covered cross-cutting issues

From table 2, only two Headteachers said that School guidance teachers covered cross-cutting issues. Other Headteachers explained that it was not easy for their teachers to cover cross-cutting issues because guidance and counselling was not time-tabled and there was no syllabus to guide them.

4.3.2. Whether Headteachers had knowledge about Education for Sustainable Development

As to whether School Headteachers had an idea about what Education for Sustainable Development was, table 2 shows that all Headteachers made it clear that they knew what the concept was about.

The researcher probed further by asking what that new concept meant. School managers explained that Education for Sustainable Development referred to the type of education which aimed at making an individual independent. They said that Education for Sustainable Development referred to a type of education that could not only stand a test of time but could also meet the needs of people from one generation to another. They said Education for Sustainable Development aimed at bringing up self-reliant citizens who could utilize natural resources well, for now and future generations. According to school managers, Education for Sustainable Development aimed at providing holistic development.

The Headteacher of Mumba School said that Education for Sustainable Development aimed at providing holistic education. He explained that it embraced the idea of equipping the young with practical long- life skills in that it was not a bookish one.

4.3.3. Whether curriculums were re-aligned towards Education for Sustainable Development

Headteachers were further asked about whether School curriculums were re-aligned towards Education for Sustainable Development. On that one, four (4) said “yes”, their curriculums were re-aligned towards Education for Sustainable Development, while others said that their curriculums were not. The researcher asked his respondents to justify their answers. Bowa Head teacher said: “Yes, it is re-aligned because it covers many areas or fields.” He explained that their School offered French and Computers which made their pupils excel to higher attainments.

The Headteacher of Mumba School said that it was re-aligned because they offered practical subjects like Art, Design and Technology and Agriculture Science. Design and Technology, according to him, was promoting the gifted mind to join the world of science and technology, while Agriculture was looking at land utilization.” “All these,” he said, “are dealing with Education for Sustainable Development.”

The Headteacher of Elena said,

Our School curriculum is re-aligned towards Education for Sustainable Development because it includes such subjects as Home Economics, Computers and tailoring. These subjects are better than theories done in Mathematics because they provide practical skills which will help them in future.

The Headteacher of Kapoka School said: “Our curriculum is re-aligned in that it is diversified.” Opinions were also drawn from those who said that their curriculums were not yet re-aligned towards Education for Sustainable development. Those included Dongo, Fwambo, Ichinga, Lundu and Sundu. According to this group, their curriculums were too theoretical. They said that they needed practical curriculums in schools.

4.3.4. Whether Headteachers supported re-aligning curriculums

Headteachers were then asked about whether they did support the idea of re-aligning school curriculums towards Education for Sustainable Development, or not. To that question, all participating respondents explained that Zambia needed development in social, political, economic and cultural spheres. They said that, that could only be achieved if curriculums got re-aligned towards Education for Sustainable Development. They pointed out that since School was the foundation, re-alignment of the curriculum should start from primary so that pupils are made to grow with it, and form a strong foundation on which to build their education, employment and life.

The Headteacher of Ichinga School said,

Curriculums should be re-aligned towards Education for Sustainable Development because the current curriculum has contributed to the laze-faire we are seeing in Schools. Education for Sustainable Development will force the system to revamp production units and manual work in Schools. It will also change the mind sets of both the teacher and the pupil.

Elena School Headteacher said,

Sustainability depends upon one's education. People will learn to stand on their own. The dependence syndrome will go because emphasis shall be on self-reliance. For our School, the motto is 'Education is the Matter of the Heart'. Re-alignment of the curriculum will foster the acquisition of life skills. Education is about putting to full use what one learnt from School. Re-aligning the School curriculum will therefore help the young in how to sustain themselves and their children.

The Headteacher of Lundu Secondary School said: "Yes, the School curriculum ought to be re-aligned so that the country moves with time. We are living in a globalised environment, change is inevitable." The Headteacher of Mumba Secondary School, said,

Re-aligning the curriculum will bring the education system back to the normal track. The current curriculum is all theory. It is about schooling, note-taking, drilling and memorizing. Learning is all informationism. Education for Sustainable Development may bring back practical subjects as was the cause in the 1970s and 1980s.

The Headteacher of Sundu Secondary School also said that in fact re-aligning curriculums would add the lost value to our education system and that many people would understand the meaning of Education for Sustainable Development.

4.3.5. Whether School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development

The last objective from the second theme aimed at exploring whether School guidance and counselling could contribute to the attainment of Education for Sustainable Development.

All the Headteachers visited expressed that school guidance and counselling had a pivotal role in Education for Sustainable Development. Bowa Secondary School Headteacher expressed the view that guidance and counselling had a vital role in Education for Sustainable Development because it was the only service in School which could effectively discuss career information with pupils. According to him, School guidance and counselling was semi-holy as it dealt with holistic development of an individual – body, mind and soul. Being a religious person, the Headteacher said that the service had a crucial role in Education for Sustainable Development because counselling was a pastoral service.

The Headteacher of Dongo Secondary School said that School guidance and counselling had a role in Education for Sustainable Development in that it had all that was required to help equip the young with social, political and economic skills and produce responsible future leaders.

The Headteacher of Elena School explained that School guidance and counselling had a very important role in Education for Sustainable Development because, according to her, it was the only service that built compassion in the young. She said that School guidance and counselling had an important role in that it would help the young grow with that sense of respect for humanity and the ecosystem.

The Headteacher, Elena Secondary School, further, added that School guidance and counselling had a role to play in the attainment of Education for Sustainable Development because the service had the potential to help pupils develop individual God-given talents and capacities, to improve the quality of life and standard of living by helping in reducing poverty in their communities. She explained that the service had the propensity to help pupils recognise the sacredness and value of the country's rich natural resources.

Ichinga and Fwambo Secondary Schools Headteachers had similar sentiments. Both expressed the view that the service had a role to play in that it would strengthen and promote an understanding in the young that Education for Sustainable Development was for both wage and self-employment. The Headteacher for Sundu Secondary School said that school guidance and counselling had a role in Education for Sustainable Development in that it had the power to change people's mindsets and make them more productive. According to this Headteacher, School guidance and counselling was something that the education system could not neglect because it assisted in reducing vandalism in schools, instilled a sense of maturity and leadership qualities in pupils.

On the challenges regarding the teaching of School guidance and counselling with Education for Sustainable Development, all school managers expressed a concern that re-aligning school curriculums would not be easy, unless there was a political will.

4.4. Headteachers' Responses on whether School Curriculums offered were Career-oriented

The third major theme in this study was to ascertain if curriculums offered in Secondary Schools were career oriented. Table 3 shows responses from Headteachers.

Table 3: Respondents' responses on whether their School curriculums were flexible, pupils chose subjects and classes, their curriculums were career-oriented and whether pupils could be allowed to choose subjects

		Schools with Headteachers' responses									
	FACTORS	BOWA	DONGO	ELENA	FWAMBO	ICHINGA	KAPOKA	LUNDU	MUMBA	SUNDU	FREQUENCY
1	Whether curriculums were flexible	No	No	No	Yes	No	No	No	Yes	No	2
2	Whether pupils chose subjects	No	No	No	Yes	No	No	No	Yes	No	2
3	Whether pupils chose classes	No	No	No	No	No	No	No	No	No	0
4	Whether curriculums were career-oriented	Yes	No	Yes	No	-	Yes	No	Yes	No	4
5	Whether pupils could be allowed to choose subjects	No	No	Yes	No	No	yes	No	Yes	No	3
TOTAL											11

4.4.1. Whether their School curriculums were flexible or rigid

The first objective aimed at ascertaining whether curriculums offered in Secondary Schools were flexible or rigid. Two (2) Headteachers said, "Yes" they offered flexible and liberal curriculums. The rest said "No", they offered rigid ones.

The Headteacher of Mumba Secondary School explained that their curriculum was flexible because at their School, only English, Mathematics and Science were compulsory while the

remaining were for the learner to choose. According to him, soft options were encouraged and the number was up to individual pupil's ability and capacity to pay for examinations. The Headteacher of Fwambo Secondary School also explained that the School authority allowed pupils to choose options for their additional subjects. The Headteacher said: "School authority has come up with Six (6) core subjects that include English, French, Mathematics, Science, Geography and History. Any pupil, is however free to take as many as he or she wishes, if he or she has the capacity and ability".

Bowa School Headteacher explained that they offered a rigid curriculum because, according to him, that was government policy. Dongo Headteacher said that they still offered a rigid curriculum because of the centralized system which the school followed. He explained that since examinations were centrally set, teaching activities were also bent towards a centralised education system.

4.4.2. Whether Pupils chose subjects according to their interests and ability

Another area which was investigated was whether pupils were given opportunities to choose subjects according to their own interests, ability and capacity.

Two Headteachers said that their curriculums allowed pupils to choose subjects according to their interests, abilities and capacities. The Headteacher of Mumba Secondary School said their options included Geography, History, Pure Sciences (Physics, Chemistry and Biology) Agricultural Sciences, Art and Design, Bemba and Christian Religious Education. The Headteacher of Fwambo School said that their school had Zambian Languages, Civil Education, Christian Religious Education, Principles of Accounts and Agricultural Science for options.

Other Secondary Schools said that they did not allow pupils to choose any subjects. The Headteacher of Bowa Secondary School said that pupils were not given that opportunity. The Headteacher of Dongo Secondary School also said that the school authority simply allocated subjects to classes. He said that pupils were like beggars. They had no choice. It was either they accepted what the School gave them or they went elsewhere. The Headteacher of Elena Secondary School equally said that pupils were not given that opportunity. She said,

Curriculums are compartmentalized in all our Secondary Schools.
Pupils are expected to take whatever they find in a particular class.
Choosing a subject can only be done on a very special arrangement.

But, even then, it is better that special pupils go to another school. They have that freedom.

Kapoka School Manager said that pupils were not there to negotiate for subjects. He said that they were a single streamed school, and that pupils did not go there for subject negotiations. The scenario was the same at Ichinga, Lundu and Sundu Secondary schools.

4.4.3. Whether Pupils chose classes

The researcher also wanted to explore the practice of allowing pupils to choose classes. All School Managers said that pupils were not allowed to choose classes. The Headteacher of Sundu Secondary School explained that pupils were streamlined, following Grade 9 results. He said that Grade 9 results determine our class allocation. Those with very high marks are put in Pure Sciences (Physics, Chemistry and Biology), while the rest were scattered in General classes. He pointed out that pupils did not choose classes, just as much as they do not choose subjects.

It was the same at Elena, Fwambo, Ichinga and Kapoka Secondary Schools. The Headteacher of Dongo Secondary School said that pupils got streamlined in Grade 10 through a test. Those who did better in Mathematics and Science were put in Pure Sciences while the rest were put in other classes. They did not choose. Lundu and Mumba Secondary Schools streamlined schools based on grade 9 results. However, the situation at these two schools was that tests were also conducted in order to get pupils who could do pure sciences (Physics, Chemistry and Biology) and Additional Mathematics (ADMA).

4.4.4. Whether their School curriculums were career- oriented

The next objective aimed at ascertaining if curriculums offered in Secondary Schools were career-oriented.

The Headteacher of Ichinga Secondary School was sceptical. She said that they did not know what happened when pupils left school. She said that pupils became whatever they found in the world of work. Mumba School Headteacher said: “Yes, our curriculum is career-oriented. It is designed according to the labour or job market. It is a diversified type of a curriculum.”

The Headteacher of Elena Secondary School said,

Yes, it is career-oriented, although it is not easy to tell. Much leaves to be desired. We need to change our mind sets because education is not always about getting a job, but how one conducts himself or herself in society. It is career-oriented because we prepare the young for positive

national contributions – socially, economically, politically and culturally.

The Headteacher of Bowa Secondary School, said: “Yes, our curriculum is career-oriented because subjects are identified according to pupils’ fields and are given orientations according to their fields of interests. Subjects are put in categories to give directions to pupils.” The Head explained that those who wanted to become Engineers got a category of natural Sciences where mathematics, Physics, Chemistry and English appeared. Kapoka Secondary School Manager said that their curriculum was career-oriented. However, he expressed concerns that they had problems with those who wanted to become Engineers because the school was not offering Geometrical and Mechanical Drawing (GMD).

Sundu, Fwambo, Dongo and Lundu School Headteachers said that their curriculums were not career-oriented. The School Headteacher of Fwambo said: “Basing on the O’Levels obtained, a school leaver can do anything. Curriculums in our schools are still far from being career-oriented.” Sundu Head said: “No, it is too narrow to be career-oriented. Government need to reorient and diversify school curriculums. As for now, it is very difficult to say that the framework is related to the learner’s career.”

Dongo Headteacher also had this to say,

No, it is not really career-oriented. We are teaching these subjects without knowing exactly what and which career the learner is going to take. Pupils are simply being prepared for examinations. At the end of Grade 12, whichever way they go is theirs. Our School curriculums have no career path. It is mainly for this reason that many of those who go to the University of Zambia, for example, end up changing schools. They have no proper direction. They are not to blame but the curriculums they go through at Secondary level. That is why we are calling for the strengthening of School guidance and counselling services.

Lundu Headteacher said: “No, it is not career-oriented. This has remained a source of concern for some time now. There is no career path. What is there is only a question of pupils getting drilled for certificates. That is all.”

4.4.5. Whether Pupils could be allowed to choose subjects

The last objective aimed at ascertaining whether pupils could be allowed to choose subjects of their own interests and aptitudes.

Elena Secondary School Headteacher said that pupils ought to be allowed to choose subjects according to their own interests and capacities. However, she pointed out that some of the pupils were lazy and needed good guidance. She said that was part of Human Rights. Kapoka School Manager said that pupils should be allowed to choose subjects, for that gave them an opportunity to go for a subject of their career preference. Mumba Headteacher explained that allowing pupils to choose subjects was the best approach. He said that it motivated pupils, enhanced their confidence, attention, and improved performance. Headteachers of Bowa, Dongo, Ichinga, Lundu and Fwambo Secondary Schools had different views.

The Headteacher of Bowa Secondary School said,

No, pupils should never be allowed to choose subjects. Academic freedom should not be allowed to that level. If that is allowed, some subjects like mathematics and sciences will not be picked. The same will happen with Zambian languages and Food and Nutrition.

The Headteacher of Dongo School said that pupils ought not to be allowed to choose subjects. He said that that is why they were called pupils, unless proper guidance was provided for, by a trained guidance teacher. Ichinga Headteacher said that it was just not a good idea. Lundu Headteacher said that would create problems. He said: “There would be confusion because some subjects are rated low. Food and Nutrition is for example said to be a subject for girls only.”

A follow-up question was thus posed to find out as to what Headteachers saw as challenges facing the guidance department. Headteachers pointed out a number of challenges. These included unavailability of trained guidance teachers, lack of teaching-learning materials, lack of motivation for those teachers, unavailability of student record cards and private rooms for counselling sessions.

4.5. School Guidance teachers’ Responses on Implementation of the School guidance and counselling teaching Syllabus

The study used the same research questions and instruments to collect data from School guidance teachers. The first major theme was to investigate implementation of the School guidance and

counselling teaching syllabus in Secondary Schools. Table 4 shows responses from School guidance teachers.

Table 4: Respondents’ responses on whether School guidance and counselling was well organised, it was time-tabled, the Guidance teacher was trained, the guidance and counselling teaching syllabus was available, School guidance and counselling could be time-tabled and whether School guidance and counselling was receiving support from the Ministry of Education, Science, Vocational Training and Early Education

		Schools with Guidance teachers’ responses									
	FACTORS	BOWA	DONGO	ELENA	FWAMBO	ICHINGA	KAPOKA	LUNDU	MUMBA	SUNDU	FREQUENCY
1	Whether guidance and counselling was well organized	No	Yes	No	No	No	No	Yes	Yes	Yes	4
2	Whether it was time-tabled	No	No	No	No	No	No	No	Yes	No	1
3	Whether the guidance teacher was trained	No	No	No	No	No	No	No	Yes	No	1
4	Whether the guidance syllabus was available	No	No	No	No	No	No	No	No	No	0
5	Whether guidance and counselling could be time-tabled	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9
6	Whether guidance was supported by MESVTEE	No	No	No	Yes	No	Yes	No	No	No	2
TOTAL										17	

4.5.1. Whether School guidance and counselling was well organised

During interviews, School guidance teachers were asked if they had well organised guidance and counselling services in their schools.

Table 4 shows that four (4) said “Yes”, they had well organized guidance and counselling services in their schools, while the other five (5) said that although the service existed in their schools, it was not well organized.

4.5.2. Whether School guidance and counselling was time-tabled

The second objective aimed at establishing if guidance and counselling was time-tabled. Only one (1) School Guidance teacher said that it was time-tabled, while eight (8) said it was not. Even at Mumba Secondary School, guidance was time-tabled for Grades 10 and 11 morning classes only. Dongo Secondary School Guidance teacher explained that they only made their own arrangements as a department to talk to pupils, once a week.

Elena School Guidance teacher said: “Guidance and Counselling is a new department in our School. I depend on grade teachers to identify pupils with various problems. I have never had any guidance talk with our pupils because it is not effective”. She further explained that being a Teacher of Physics and Chemistry, she was already overloaded with 36 teaching periods per week. That according her, made it practically impossible to have School guidance and counselling time- tabled.

Bowa School Guidance teacher, like his Elena School counterpart, explained that guidance and counselling was not time-tabled at his School. He relied on subject teachers to identify pupils with various problems. Ichinga School Guidance teacher said that it was not time-tabled because it was not well organized. Lundu School Guidance teacher explained that the service was well organized at their School, though not time-tabled. He explained that the School had already put a programme in place where Guidance teachers would be meeting pupils for discussions, every forty-night, after classes. Sundu School Guidance teacher explained that the service was well organized. He said that it was even time-tabled in Term 2, 2012 but that it got removed. He bemoaned that no explanation had been given to the department. Kapoka School Guidance teacher explained that it did exist but was not time-tabled.

4.5.3. Whether the School guidance and counselling teaching syllabus was available

The researcher, next, wanted to establish if the School guidance and counselling syllabus was available in Schools. None of the Schools had a copy. All Guidance teachers explained that they had seen modules but had never seen or heard of a guidance and counselling syllabus.

4.5.4. Whether School guidance and counselling could be time-tabled

The researcher found it imperative to establish from those teachers whether School guidance and counselling could be time-tabled. All nine (9) participating respondents were affirmative. Dongo School Guidance teacher explained that it should be time-tabled for it would even help learners improve in both discipline and academic performance. He said that it would also help them discuss different problems that pupils encountered at home and at School. Lundu School Guidance teacher said that guidance and counselling ought to be time-tabled because, according to him, academic subjects alone were not enough. He said,

Yes, it should be time-tabled because this service touches on many issues of human development. It enables the School to provide holistic education. It should be time-tabled because psychological, social imbalances, drug abuse and vocational counselling will all be covered during lessons.

Fwambo School Guidance teacher felt that having it time-tabled would give them more time to interact and know their pupils better. Ichinga School Guidance teacher said that guidance and counselling ought to be time-tabled because it was a key to education. Elena School Guidance teacher said that if time-tabled, the service would have an impact. Bowa, Mumba, Sundu and Kapoka School Guidance teachers felt that having guidance and counselling time-tabled would make administrators, other teacher and pupils take it seriously, and would have an impact on the school set-up.

On the question of trained human resource, the researcher noted that as can be seen from the nine (9) Secondary Schools he visited; only Mumba Secondary School had a trained Guidance teacher.

4.5.5. Whether School guidance and counselling was receiving support from the Ministry of Education, Science, Vocational Training and Early Education

The last issue aimed at finding out whether School guidance and counselling was supported by the Ministry of Education Science, Vocational Training and Early Education sector, as a relevant and an integral part of Education for Sustainable Development.

Only two (2) Guidance teachers said “Yes”. However, even the two did point out that a lot left to be desired. Those that said, “No”, explained that if the service was supported, Schools could

have been receiving trained Guidance teachers; government would have created or formalized the position of Guidance teachers in the Establishment; Schools could have been flooded with teaching learning aids; syllabuses would have been available, and above all, government could have made a policy regarding the status of School guidance and counselling.

4.6. School Guidance teachers' Responses on Ways the School guidance and counselling teaching syllabus could contribute to the attainment of Education for Sustainable Development.

The second theme aimed at exploring ways School guidance and counselling teaching syllabus could contribute to the attainment of Education for Sustainable Development. Table 5 shows responses from School Guidance teachers.

Table 5: Respondents' responses on whether Guidance teachers covered cross-cutting issues, they had knowledge about Education for Sustainable Development, curriculums were re-aligned towards Education for Sustainable Development, they supported re-alignment and whether the guidance syllabus could contribute to attainment of Education for Sustainable Development.

		Schools with Guidance teachers' responses									
	FACTORS	BOWA	DONGO	ELENA	FWAMBO	ICHINGA	KAPOKA	LUNDU	MUMBA	SUNDU	FREQUENCY
1	Whether cross-cutting issues were covered	No	Yes	No	Yes	No	Yes	Yes	Yes	No	5
2	Whether they had knowledge about ESD	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	8
3	Whether curriculum was re-aligned towards ESD	Yes	No	No	No	No	No	No	No	No	1
4	Whether they supported re-alignment	Yes	Yes	Yes	Yes	-	Yes	Yes	Yes	Yes	8
5	Whether the guidance syllabus could contribute to attainment of ESD	Yes	Yes	Yes	Yes	-	Yes	Yes	Yes	Yes	8
TOTAL										17	

4.6.1. Whether School guidance teachers covered cross-cutting issues

School Guidance teachers were asked whether they covered cross-cutting issues during guidance lessons. Table 5, shows that five (5) Teachers were covering cross-cutting issues, and while four (4) were not. A follow-up question was asked to find out why some of the Guidance teachers were not teaching or covering that area. Ichinga School Guidance teacher said that they had no syllabus and were more involved in Examinations Entries than teaching guidance and counselling.

Elena Secondary School Guidance teacher said that she had no idea since the syllabus was not available. She also said that she did more of Examinations work than guidance and counselling. Bowa and Sundu Guidance teachers expressed similar concerns and added that most of them were overloaded with other teaching subjects. That according them made it very difficult to concentrate on guidance and counselling services.

From those five (5) who said “Yes”, career information, education tours, emotional, social and psychological aspects were brought out as cross-cutting issues.

4.6.2. Guidance teachers’ knowledge about Education for Sustainable Development

Secondly, the researcher wanted to find out how knowledgeable School Guidance teachers were, about Education for Sustainable Development. On this one eight Guidance teachers said that they had an idea about what Education for Sustainable Development was , only one Guidance teacher had no idea.

Sundu School Guidance teacher said: “Yes, it means helping the young start looking after other forms of life, and protecting their environment.” Mumba School Guidance teacher said: “Yes, Education for Sustainable Development is about identifying and developing talents and survival skills in the young.” Bowa School Guidance teacher said: “Yes, Education for Sustainable Development is about bringing up the young and empowering them with necessary life-long skills.” Elena School Guidance teacher said: “Yes, it is a kind of education which aims at providing direction to the learners.”

Lundu School Guidance teacher said,

It is that type of education which aims at making a child get an internal change, which will co-relate with development. It is the type of education which aims at enhancing vision and the value of education for life.

Kapoka School Guidance teacher explained that Education for Sustainable Development was that kind of education which was practical oriented. He said that it was the type of education which aimed at equipping the young with survival skills, than telling them theories. He said: “It is education which does not depend on white collar jobs where you talk of retiring. Education for Sustainable Development is permanent and has no retirement age.” Bowa School guidance teacher said that Education for Sustainable Development was practical as opposed to the bookish and theoretical one. He said: “Education for Sustainable Development is that type of education which aims at changing the mindset of the young, from being perpetual parasites to mature independent citizens.”

Fwambo Guidance teacher alluded to Education for Sustainable Development as that kind of education which helped an individual to be a responsible citizen for the rest of his life. He said: “Education for Sustainable Development aims at equipping the young with survival skills that are for to-day, tomorrow and the rest of one’s life, for the betterment of society.”

4.6.3. Whether curriculums were re-aligned towards Education for Sustainable Development

The researcher wanted to establish from School Guidance teachers if School curriculums were re-aligned towards Education for Sustainable Development.

Only one (1) said “Yes”, while eight (8) declined. The general opinion given was that School curriculums were not yet re-aligned towards Education for Sustainable Development because the framework was still examination oriented. Teachers said that the current curriculums aimed at producing bookish results for certificates than practical skills.

4.6.4 Whether School Guidance teachers could support the idea of re-aligning School curriculums towards Education for Sustainable Development

The next view aimed at ascertaining whether School Guidance teachers could support the idea of re-aligning School curriculums towards Education for Sustainable Development.

Eight (8) School Guidance teachers said, “Yes” while only one (1) teacher said “No”.

Elena School Guidance teacher said that re-aligning the curriculum towards Education for Sustainable Development would help pupils to come up with what they felt was good for their life and future. Bowa School Guidance teacher said it was good because it would help the young grow with innovative and creative ideas. Lundu School Guidance teacher said re-aligning the curriculum would be alright because Education for Sustainable Development called for pragmatism.

Sundu School Guidance teacher said,

Yes, we should have it re-aligned because they are the same pupils taught in School that join society. They need to be equipped with proper knowledge on the conservation of Natural Resources, being mindful of their children and other generations to come.

Dongo School Guidance teacher said that a re-aligned type of a curriculum would be able to give direction to the young. Mumba School Guidance teacher said that re-aligning the curriculum was long over-due. She said that the nation needed a curriculum which could make the young appreciate their environment. Kapoka School Guidance teacher said that once that was done the education system would even see a situation where more pupils would be accommodated. He said: “Academic excellence alone was not enough. Other talents will be discovered and learners shall excel in their own way, in different fields. Re-aligning of the curriculum shall open more and more avenues.”

4.6.5. Whether the School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development

The study also wanted to establish from Guidance teachers if School guidance and counselling could contribute to the attainment of Education for Sustainable Development. Eight (8) said that School guidance and counselling had a pivotal and important role to play, towards the attainment of Education for Sustainable Development. Ichinga School Guidance teacher declined. Sundu School Guidance teacher explained that counselling had a role in Education for Sustainable Development in that it had the ability to prepare an individual emotionally and psychologically, so that they were able to adjust accordingly. Dongo School Guidance teacher said that the service had a critical role to play, except that it was not supported by government and School

administrators. Elena School Guidance teacher said that School guidance and counselling had a role to play in Education for Sustainable Development in that it was a facilitative service. Kapoka School Guidance teacher said that the service had a vital role but government needed to come in the open with a statement.

Lundu School guidance teacher said,

School guidance and counselling has a role to play in that it widens people's sphere of operations and the virtues of interdependence and relationships between human needs and natural resources.

Mumba School Guidance teacher said that School guidance and counselling had a critical role in Education for Sustainable Development because it would help to inculcate entrepreneurship in the young from Primary to University levels. Fwambo School Guidance teacher explained that the service had a role in Education for Sustainable Development in that if used effectively, it would enhance the promotion of sustainable social and economic welfare of people.

Bowa School Guidance teacher said,

School guidance and counselling has a role in Education for Sustainable Development in that it helps individuals to discover who and what they are. Counselling is a catalyst to maturity, and that is why the education sector cannot do without it.

4.7. School Guidance teachers' Responses on whether School curriculums were career-oriented

The third major objective of this study tried to ascertain if curriculums offered in Secondary Schools in Luwingu and Kasama Districts were career oriented. Table 6 shows responses from School Guidance teachers.

Table 6: Respondents’ responses on whether curriculums were flexible or rigid, pupils chose subjects, pupils chose classes, curriculums were career-oriented and whether pupils could be allowed to choose subjects.

		Schools with Guidance teachers’ responses									
FACTORS		BOWA	DONGO	ELENA	FWAMBO	ICHINGA	KAPOKA	LUNDU	MUMBA	SUNDU	FREQUENCY
1	Whether curriculum was flexible or rigid	No	No	No	Yes	No	Yes	Yes	Yes	No	4
2	Whether pupils chose subjects	No	No	No	No	No	No	No	Yes	No	1
3	Whether pupils chose classes	No	No	No	No	No	No	No	No	No	0
4	Whether curriculum was career oriented	Yes	No	Yes	No	No	Yes	Yes	No	no	4
5	Whether pupils could be allowed to choose subjects	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	6
TOTAL										15	

4.7.1. Whether School curriculums were flexible or rigid

The first rationale was to establish if curriculums offered in Secondary Schools were flexible or rigid. Responses from table six (6) shows that four (4) School Guidance teachers said that their Schools offered liberal and flexible curriculums, while five (5) said that they offered rigid curriculums. Bowa School Guidance teacher said that they offered a rigid curriculum. He explained that pupils were given formative assessments during the course and summative was given at the end. According to him, results were determinants. Dongo School Guidance teacher said that theirs had always remained rigid. Elena School Guidance teacher said that like other schools in the province, their School offered a rigid curriculum. Fwambo School Guidance teacher expressed that their School had moved away from a rigid to a flexible curriculum. He said: “Being a Private School, we always try to move with time.” Mumba, Lundu and Kapoka Guidance teachers said that they also offered flexible curriculums.

4.7.2. Whether Pupils were given an opportunity to choose subjects

The second intent aimed at investigating with Guidance teachers if pupils were given an opportunity to choose subjects. Only one (1) said they did, while the other eight (8) teachers refused. They explained that subjects were simply imposed on pupils. They explained that pupils were not given that freedom. Pupils, according to Guidance teachers were expected to get whatever they found prepared for them by School authorities. They said that any pupil who tried to be difficult was requested to go to any other School.

4.7.3. Whether Pupils were allowed to choose classes

On choosing classes none of the teachers said they did allow pupils to do that. The researcher found it then necessary to find out from School Guidance teachers if curriculums offered in Secondary Schools in Luwingu and Kasama were career oriented. Four (4) participating respondents said, “Yes”, the curriculums they offered were career-oriented, while five (5) said, “No”, curriculums they offered were not career-oriented.

Bowa School Guidance teacher said that their curriculum was career-oriented because subjects were identified accordingly and related to pupils’ fields. Elena School Guidance teacher said that the curriculum the School offered was career-oriented, except that it was narrow. She said that the curriculum did not offer many subjects from which pupils could choose. Kapoka School Guidance teacher said that their curriculum was career-oriented. He explained that that was because of its subject combinations which helped their pupils to excel and enter any School in any University. He said: “We may have problems here and there but our curriculum is good, and, our clients pass with flying colours.” Lundu School Guidance teacher was equally affirmative. He said that their curriculum was career-oriented because pupils were able to choose subjects. He said: “Pupils choose their subjects after two weeks of intensive orientations.”

Dongo School Guidance teacher said that their curriculum was not career-oriented. He said: “The curriculum is out dated. It does not offer any direction to our clients. Nobody knows who will become what. A curriculum can only be said to be career-oriented if it offers directions, or at least predictions.” Fwambo School Guidance teacher said that it was not easy to have a career-oriented curriculum because the labour market was competitive and saturated. He said: “Career

is something that is realized at the end of Grade 12. We only encourage our pupils to work hard and get better results. There are no positions on the labour market.”

Ichinga School Guidance teacher explained that curriculums in most schools in Northern Province were not career-oriented because pupils in many Schools were forced to take subjects. The teacher explained that Ichinga School was no exception. He said: “It is the School which imposes subjects on the pupils. So it cannot be career-oriented.” Mumba School Guidance teacher said: “Yes, the curriculum is career-oriented.”

Sundu School Guidance teacher said that the curriculum was not career-oriented. He explained that pupils had different dreams but the curriculum had failed to meet their aspirations. He said: “Many pupils get very good results but end up nowhere because the curriculum does not offer any direction to our clients. They end up confused and frustrated.”

4.7.4. Whether Pupils could be allowed to choose subjects

The last idea aimed at establishing, from School Guidance teachers, whether pupils could be allowed to choose subjects according to their own interest. Six (6) said, “Yes” while three (3) said, “No”. Ichinga School Guidance teacher said that pupils should not be allowed to choose subjects but ought to be guided. Fwambo School Guidance teacher said that allowing pupils to choose subjects would cause problems. According to him Schools should continue dictating, unless guidance departments got strengthened. Bowa School Guidance teacher had similar observations. He said that allowing learners to choose subjects would create problems in schools. He explained that difficult subjects would either not be picked or would be chosen only for prestige sake.

Sundu School Guidance teacher said that at grade 10, pupils were mature enough and deserved that opportunity. He said: “Results have been poor in our province because of traditional approaches. It is high time we changed.” Elena School Guidance teacher elucidated that pupils ought to be allowed to choose subjects according to their own interests and capabilities. She explained that all that pupils required was proper guidance. She said: “Pupils should be allowed to choose subjects because they will do it according to what they would love to become. Imposing subjects on them shatters their dreams.”

Kapoka School Guidance teacher explained that allowing pupils to choose subjects would be the most ideal approach. He said that the School received many children from other Schools who came with different subjects. He said that they were forced to drop subjects which they were familiar with and made to take on something completely new. He said because of that, weaker ones were either encouraged to repeat or to go to other schools. Mumba School Guidance teacher said that Schools should allow learners to choose subjects. Lundu and Dongo School Guidance teachers had similar sentiments with those expressed by their counterparts.

The study wanted also to establish as to what other challenges guidance teachers faced in their departments. Guidance teachers said challenges were that many of them were not trained in the field. They explicated that overloads from other teaching subjects, lack of incentives, lack of support, lack of teaching materials and lack of proper job descriptions constituted challenges.

4.8. Education Standards Officers' Responses on Implementation of the School guidance and counselling teaching syllabus

Education Standards Officers have a wide range of responsibilities, all connected to educational quality assurance. This study could therefore not afford leaving these professionals out. The study used the same instrument to interview them. It targeted those based in Luwingu and Kasama Districts only. For the sake of anonymity, letters of the English Alphabet were used in this section.

The first major theme was to investigate the implementation of the School guidance and counselling teaching syllabus in Secondary Schools. Table 7 shows responses from Education Standards Officers.

Table 7: Respondents’ responses on whether Schools have well organised guidance services, guidance was time-tabled, they are familiar with guidance syllabus, it could be time-tabled, and whether guidance and counselling was supported by the Ministry of Education, Science, Vocational Training and Early Education

		Education Standards Officers’ responses							
	FACTORS	P	Q	R	S	T	U	V	FREQUENCY
1	Whether Schools have well organized guidance services	Yes	No	No	No	No	No	Yes	2
2	Whether guidance was time-tabled	No	No	No	No	No	No	No	0
3	Whether they are familiar with guidance syllabus	Yes	No	No	No	No	Yes	No	2
4	Whether guidance and counselling can be time-tabled	Yes	Yes	Yes	Yes	Yes	Yes	Yes	7
5	Whether School guidance and counselling was supported by MESVTEE	Yes	Yes	Yes	Yes	No	Yes	Yes	7
TOTAL									17

4.8.1. Whether Schools have well organised guidance and counselling services

Table 7 shows that only two (2) Standards Officers said that guidance and counselling services were well organized in Secondary Schools, while five (5) Officers said “No”. Standards Officer, P, said that guidance and counselling did exist in Secondary Schools but was not well organized. He said: “Existing is one thing, and being well organized is another. Implementation is still a problem. We do not know what has gone wrong, how we have gone wrong and where we have gone wrong.”

Standards Officer, Q, said that there were no guidance and counselling services in Schools. He said: “Guidance teachers are more involved in Examinations Entries. They are the ones who work with Education Standards Officers – General (ESO – Generals). They have no time to organize guidance and counselling because they are Examinations Officers.” Standards Officer, R, said that there was no well organized guidance and counselling in Schools. He said: “It might be there but we cannot say it is well organized. Existing is one thing and being well organized is another? It has no impact. So, it is just not there.”

Standards Officers, S, T, and U, all had a view that School guidance and counselling existed only by word of mouth. In practice there were more questions than answers. Standards Officer, U, explained that there was guidance and counselling in Schools. However, he pointed out that the picture varied from one School to another. He said that attempts to establish departments had been made in some Schools but all was dependent on the administration. The Standards Officer said,

The impediments we have with School guidance and counselling are beyond our control. On one hand, you have School Heads with their undecided attitudes. On the other hand, you have a Guidance teacher who has been appointed dubiously, because they are a 'Yes Bwana' type of a teacher. Above all, our Guidance teachers have not yet accessed any formal training. So, organization becomes a big challenge. But, yes, counselling is there.

4.8.2. Whether School guidance was time-tabled in Secondary Schools

The second idea aimed at investigating if School guidance and counselling was time-tabled in these Schools. All respondents said that School guidance and counselling was not time-tabled.

A follow-up question was put forward to establish why guidance and counselling was not time-table. Standards officer, P, said that nobody knew why it was not. Standards Officer, Q, said that it was not time-tabled mainly because Guidance teachers were also Subject teachers. He said,

These teachers are often overloaded with other teaching subjects. Teachers of Sciences, for example have Thirty Six (36) periods per week. Then they will have no room for guidance and counselling. Secondly, the School curriculum itself cannot accommodate guidance and counselling on its time-table. It is already congested.

Standards Officer, R, said that it was still being tackled in some Schools. He said that in other Schools, it was up to the Guidance teacher to find his own free time to meet his pupils, if he wanted to.

Standards Officer, S, said,

In the first place School guidance and counselling is not time-tabled because of congestions in School time-tables. Secondly, School guidance teachers are not trained. And above all, our system does not appreciate the service. It does not see any value attached to School guidance and counselling.

Standards Officer, T said that School guidance and counselling was not time-tabled because it was still seen to be an inferior activity. According to the respondent, guidance and counselling

could not be time-tabled because it was not taken seriously. Standards Officer, U said that it was not time-tabled because School administrators did not understand it. The Standards Officer explained that one Headteacher refused to accept a trained Guidance teacher at his School because the teacher had no teaching subject. Standards Officer, V said that guidance and counselling was not time-tabled because there was no directive that it should be. He said: “We need a policy statement. It is long overdue. Our current Minister is a Guidance teacher. We hope he will come to the rescue of this important service.”

4.8.3. Whether Education Standards Officers were familiar with the School guidance and counselling teaching syllabus

For the next rationale, the study wanted to establish if Standards Officers were familiar with the School guidance and counseling teaching syllabus. Only two (2) said they had ever seen one. Five (5) Officers expressed ignorance over the same. Standards Officer, P said that he had seen a copy once, but that no improvements had been made to it. He commented that the syllabus had gone into oblivion. Standards Officer, Q said that he had never seen any. Respondents – R, S, T and V expressed similar sentiments that they had never seen a copy of the School guidance and counselling syllabus. Respondent, U, said that he had seen a copy but that it had not been revised because implementation was a problem.

4.8.4. Whether School guidance and counselling could be time-tabled

The study still wanted to establish from Education Standards Officers, whether guidance could be time-tabled. All seven (7) said, “Yes”, guidance and counselling ought to be time-tabled in all institutions of learning. The general views or observations made were that School guidance and counselling ought to be time-tabled because that was the only way it was going to make an impact and teachers would have ample time to meet their pupils. Standards Officer V said that guidance and counselling was a hot issue that was drawing different opinions all the time. He said,

For us Guidance teachers, it is a must. It is the School if thought in the opposing end that always fails us. It feels that time tables are already congested, so guidance and counselling should only be a cross cutting issue. There is still a tag of war. There is still no National Policy on School guidance and counselling. Arguments are still moving to and from. This is 2013, and nobody is talking about the 2010 document

which should have given us some direction. Yes, it must be time-tabled.

4.8.5. Whether School guidance and counselling was receiving support from the Ministry of Education, Science, Vocational Training and Early Education

The next probing was to ascertain if the Ministry of Education, Science, Vocational Training and Early Education did support School guidance and counselling as a relevant and integral part of Education for Sustainable Development. Six (6) Standards Officers said that there was some support, and only one (1) Standards Officer said that there was no support at all.

Standards Officer, P, said that School guidance and counselling was supported and that was why government had put personnel in place, with a clear structure, from National to School level. He explained that the only gap was that there was no Guidance Officer at the district office. That he said was due to inertia or *I don't care* approaches by some people he did not know. He explained that anyone could see that guidance and counselling had been cascaded down. Standards Officer, Q, said that the service was to some extent being supported but the problem was with implementation. He said that there were no serious minded people at National level who could see to it that implementations were done accordingly.

Standards Officer, R, said that the service had some support but the gap was that Trainee teachers were not being taught. She said: “For better collaboration and continuity, all Teacher Training Colleges must start teaching guidance and counselling. Then this gap will be bridged.” Standards Officers, S, and U said that guidance and counselling was supported but lamented its lack of implementation. Both said that it was there by word of mouth.

Standards Officer, T, elucidated that guidance and counselling was not supported. He said that if the service was supported by the ministry, a policy could have been put in place a long time ago. He pointed out that the fact that there was no policy; no formal positions for the School guidance teacher and the District Coordinator just explained that government did not support the service. He said,

While there was a mention of guidance and counselling in the policy document, one still wondered whether that was sufficient. Our First Republican President would say – mentioning alone is not enough but implementing.

Standards Officer, V, said that the service had some support but that there were lapses here and there. He explained that among the lapses was the gap between the district and province which was created in 2003 after restructuring of the ministry. He pointed out that while there was a Senior Education Standards Officer- guidance at the province, there was nobody officially at both the District and School levels. He said that there was no support because there was no implementation.

4.9. Education Standards Officers’ Responses on Ways the School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development

The second major theme aimed at exploring the ways School guidance and counseling syllabus could contribute to the attainment of Education for Sustainable Development. Table 8 shows responses from Education Standards Officers.

Table 8: Respondents’ responses on whether teachers covered cross-cutting issues, curriculums could be re-aligned, there was a Guidance Officer at their office and whether School guidance and could contribute to the attainment of Education for Sustainable Development

		Education Standards Officers’ responses							
	FACTORS	P	Q	R	S	T	U	V	FREQUENCY
1	Whether teachers covered cross-cutting issues	Yes	No	Yes	No	No	Yes	Yes	4
2	Whether curriculums could be re-aligned	Yes	Yes	Yes	Yes	Yes	Yes	Yes	7
3	Whether there was a guidance officer at the office	No	Yes	Yes	No	No	No	No	2
4	Whether guidance and counselling could contribute to attainment of ESD	Yes	Yes	Yes	Yes	Yes	Yes	Yes	7
								TOTAL	20

4.9.1. Whether Guidance teachers covered cross-cutting issues

During interviews Education Standards Officers were asked if School Guidance teachers did cover cross-cutting issues during their class discussion in guidance and counselling. Four (4) said ‘yes’ while the other Three (3) said ‘No’. Those who said “Yes” mentioned HIV and AIDS,

Drug abuse, Gender, Life Skills and Environmental mitigations, as some of the issues that teachers covered. Standard Officer, V, said: “yes they do but Primary or Basic School teachers are much better than our colleagues in the Secondary sector when it comes to such issues. They are just bad”. Those who said, “No”, explained that it was not possible to cover any cross-cutting issues since guidance and counselling was not time-tabled and there was no syllabus in Schools.

4.9.2. Whether School curriculums could be re-aligned towards Education for Sustainable Development

Education Standards Officers were further asked if School curriculums could be re-aligned towards Education for Sustainable Development. All seven (7) Standards Officers said “Yes”, School curriculums should be re-aligned towards Education for Sustainable Development. Standards Officer, P said that the curriculum should be re-aligned. He pointed out that the curriculum reform which was already there was a two-career pathway-Technical and Academic Pathways. Standards Officer, Q said:

Re-aligning the curriculum will strengthen School guidance and counselling services in schools. That in turn will help inculcate in our pupils those forms of knowledge, skills, values and attitudes which will help them, and future generations to prosper.

Standards Officer, R, said that curriculums should be re-aligned. She explained that resistance from some camps should be expected but Education for Sustainable Development must be viewed as a vehicle to modernization. Standards Officer, S said that re-aligning the curriculum would help impart the much needed life skills in the young. He said,

The current curriculums are outdated and too bookish to rely on today. They are pedantry. As new ideas are increasing, new techniques of transmitting them must also be introduced.

Standards Officer, T, also explained that re-aligning School curriculums would facilitate the provision of holistic type of education. Standards Officer, U said that the current School curriculums needed some serious re-alignment to ensure sustainable development. He said: “The School curriculums need urgent attention, and the time for the re-alignment is now. Globalization has brought new technology so we need to move with time.” Standards Officer, V, expounded that the curriculum was the sum total of the learner’s experience. He therefore

strongly felt that there was every need to have School curriculums re-aligned so that practical aspects got included. He said,

The curriculum needs to be completely re-aligned. We have been making suggestions but our ideas just go under the bridge. We need to equip the young with skills which curb the dependence syndrome. A re-aligned School curriculum towards Education for Sustainable Development will provide the base of survival and continuity for generations to come.

4.9.3. Whether there was a Guidance Officer at the Office to co-ordinate activities

Only two (2) Education Standards Officers said ‘Yes’ while five said ‘No’. They explained that the official position was that while there was one at the Provincial Office, there was no District Guidance Coordinator.

4.9.4 Whether School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development

The last objective aimed at exploring ways guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development. All seven (7) Standards Officers who were interviewed affirmed that School guidance and counselling had a pivotal role to play in Education for Sustainable Development. Standards Officer, P, said that learners needed to be equipped with virtues, values and all aspects of human life. According to him, those could only be achieved under guidance and counselling. Standards Officer, Q, explained that School guidance and counselling had a role to play in Education for Sustainable Development because it was the only service which was directly concerned with character formation, changing of the learner’s mindset, provision of direction and talent identification.

Standards Officer, R, narrated that School guidance and counselling had a vital role in Education for Sustainable Development in that it equipped learners with study skills, career progression and created a positive attitude towards a work-culture. Standards Officers, T, U, and V, expressed similar views that School guidance and counselling had a role in Education for Sustainable Development. It was concerned with the development of the child’s mental realities – Emotional, Social and Physical to make him or her realize the virtues. Standards Officer, U, added that: “It is naïve to talk about Education for Sustainable Development with emotionally maladjusted children because they are basically unstable. Guidance and counselling is needed.”

4.10. Education Standards Officers' Responses on whether curriculums offered in Secondary Schools were career oriented

The last major theme aimed at ascertaining whether curriculums offered in Secondary Schools were career oriented. Table 9 shows responses from Education Standards Officers.

Table 9: Respondents' responses on whether Secondary Schools had flexible or rigid curriculums, Pupils were allowed to choose subjects, curriculums were career-oriented, Pupils could be allowed to choose, and whether they monitored and evaluated guidance and counselling in their schools.

		Education Standards Officers' responses							FREQUENCY
	FACTORS	P	Q	R	S	T	U	V	
1	Whether Schools had flexible or rigid curriculums	No	No	No	No	No	No	No	0
2	Whether pupils were allowed to choose subjects	No	No	No	No	No	No	No	0
3	Whether curriculums were career-oriented	No	No	No	No	No	No	Yes	1
4	Whether pupils could be allowed to choose subjects	Yes	Yes	Yes	Yes	Yes	Yes	No	6
5	Whether Officers monitored guidance	Yes	Yes	No	Yes	No	No	Yes	4
								TOTAL	11

4.10.1 Whether School curriculums offered were flexible or rigid

Education Standards Officers were asked if Schools offered flexible or rigid curriculums. All the seven (7) Standards Officers said none offered flexible curriculums. All secondary Schools offered rigid ones. Standards Officer, P said that Schools offered rigid, and not flexible or liberal curriculums. Standards Officer, Q said that Schools offered rigid curriculums.

He said,

It has been difficult, for example to accommodate guidance on the time table because of the rigidity of the School curriculum. It calls for a political will to change it. Physical Education and civic Education got accommodated because of political wills. Curriculums are prepared centrally. Schools are at the receiving end.

Standards Officer, R explained that rigid curriculums were found in all Schools in the province. Standards Officer, S said that it was not easy to find a flexible curriculum. He said all Schools run rigid and compartmentalized ones. Standards Officers, T, U and V expressed similar views. Standards Officer V added that,

Preparation of the curriculum is subject to political approval. The problem seems to be supported by our Headteachers who are also very traditional in their approach. They have made the situation worse. Headteachers do not accept changes. That is why even guidance and counselling cannot be time-tabled easily.

4.10.2. Whether Pupils were allowed to choose subjects

Education Standards Officers were also asked if pupils were given an opportunity to choose subjects in those Secondary Schools. All of them (7) said “No”, to the question. Standards Officers explained that pupils were not allowed to choose subjects of their own interests. Standards Officer, R, explained further that she was a victim to curriculums that were rigid, that gave no opportunity to pupils to choose subjects. She explained that she was forced to take Agricultural Science at Chishi Secondary School, when she wanted to continue with Home Economics in which she had done very well at junior level. She narrated that her friend who had done Book Keeping had Bemba imposed on her, instead of continuing with Principles of Accounts. She said: “There is no progression because foundations are not followed. There is no continuity. In the end we get poor results and exam malpractices.”

Standards Officers, U, and V, had the same views. Standards Officer, U, said that he had not heard of a School in the Province which allowed pupils to choose subjects. Like Standards Officer, R, respondent, U, went through the same problem at Lubanga Secondary School, where he was made to drop Geography and was forced to take Commerce. He said: “That is very retrogressive and I got frustrated and did not do well in that subject.”

Standards Officer, T, also said: “There is no democracy in Schools because there is no freedom of choice and no meritocracy. Many pupils in these Schools end up changing careers because of

rigid curriculums that do not offer soft options”. Standards Officer, V, said that pupils were not allowed to choose subjects because they were treated like empty vessels by School authorities.

4.10.3. Whether School curriculums offered were career oriented

With regards to pupil-career, the third objective tried to discover from Standards Officers if curriculums offered in Schools were career-oriented. Only one (1) said “Yes”, curriculums offered in Schools were career-oriented. Six (6) said, “No”. Standards Officer, P said that curriculums offered in Secondary Schools were not career-oriented. He explained that after completing Secondary education, many School leavers got lost because they did not go through curriculums that were tailored towards a particular career. He said that teaching was all about certification and not about what a pupil would become.

Standards Officer, Q, said: “No, School curriculums are not career oriented. Most of the topics taught in the curriculum, like polynomials (Earth Geometry), in Mathematics have nothing to do with real life.” Standards Officer, R, said that curriculums were not career-oriented. She believed that most of the subjects were there just for the sake of learning. She said,

If curriculums were career-oriented, pupils would have been allowed to continue with their foundation courses. That does not happen. You cannot have a career-oriented curriculum where there is no continuity. Pupils are forced to take on completely new subjects and made to drop what they are familiar with.

Standards Officers, S, T, and U, felt that subjects were simply imposed on pupils without career considerations. They said that while pupils followed blindly, Schools on the other hand did not know why they offered certain subjects. These professionals said that the system should start looking at subjects which were inter-related. “That is why”, they said, “Re-aligning School curriculums towards education for sustainable development should be supported by all stakeholders.”

Standards Officer, V, had a different opinion. He said that curriculums offered in secondary schools were career-oriented. He explained that Schools offered diversified curriculums whose subjects included Mathematics, English, Geography, Industrial Arts and many more. He said: “Challenges are that pupils are not being sufficiently prepared for what they find in the field, but Schools try to provide career-oriented curriculums.”

4.10.4. Whether Pupils could be allowed to choose subjects

All other things being equal, the researcher wanted to hear from Standard Officers, if pupils could be allowed to choose subjects, according to their own interests, capacities and capabilities. Six (6) said, “Yes” while One (1) said “No”. Standards Officers who said “Yes”, had a general view that allowing pupils to choose subjects would be the most ideal. They emphasized that choosing of subjects would provide some continuity at any level. Performance, according to them would improve because learners would be building on their foundations. They pointed out that vices such as examination leakages and absenteeism would be curbed because with interest, pupils would prepare themselves for examinations adequately.

With regards to absenteeism, Standards Officers pointed out that that was as a result of imposing subjects on pupils. They said that it was very common for pupils to enter and pay for such subjects but would not write an examination in that particular subject. The pupil would easily stay away. One Standards Officer gave an example of one school, where pupils were always forced to take Geometrical and Mechanical Drawing (GMD) but that pupils revolted every year. However, Standards Officer, V, had a different opinion. According to him, allowing pupils to choose subjects would create anarchy or disorder in Schools.

4.10.5. Whether Education Standards Officers did monitor and evaluate School guidance and counselling activities in Schools

Education Standards Officers were probed further by the researcher with a view to ascertaining if they monitored and evaluated School guidance and counselling activities. Four (4) Standards Officers said, “Yes”, they did monitor, while three (3) said, “No”, the service never got monitored.

Those who said they monitored explained that according to their evaluations, Guidance teachers showed some interest but received no support from administrators. They pointed out that generally, School Guidance teachers were not seen to be important in School. They observed that while there was a Senior Education Standards Officer – Guidance (SESO – Guidance) at the Provincial Education Office, there was nobody to co-ordinate guidance and counselling activities at the District Education Board Secretary’s office (DEBS’ office). That gap, according to them compounded the problem. Standards Officers further mentioned that during their monitoring,

they discovered that School Guidance teachers were either overloaded with other teaching subjects or were dealing with Examinations Entries, or issuing certificates instead of offering guidance and counselling services. Standards Officer, S, added that: “The main problem, as already seen is that guidance has no direction because it is not fully implemented.” Standards officer, V, also added that: “The real problem is lack of a National Policy on guidance and counselling. We are used to directives.”

Standards Officers, R, T, and U, had told the researcher during their interviews that guidance and counselling had never been monitored. Standard Officer, R, said: “We have never had any School guidance and counselling inspection because we have our own specializations. I for one have never.” Standards Officer, T, said,

No, there is no guidance and counselling inspection. Even the monitoring instrument does not have any space for that. Maybe after this exercise, we shall include it. I am a Guidance teacher. So it automatically comes to my mind when we are in the field. I do it out of personal interest. Otherwise it is not there, all because of lack of implementation. We have been told that the current Minister of Education is a Guidance teacher. He might make a policy statement to that effect.

Standards Officer, U, also said that there had never been any guidance and counselling inspection. He said,

It is just looked at in passing, or as a by the way. We have never gone out specifically for guidance and counselling monitoring. I have never at any time even heard of a guidance and counselling departmental inspection. There is no directive.

A follow-up question was asked to probe regarding what Standards Officers viewed could be improvements required concerning guidance and counselling departments, and challenges if any.

Education Standards Officers felt that there was need for government to make a deliberate policy to provide direction. They said that there was also need for government to formalize the position of the Guidance teacher at both District and School levels. The most serious challenge according to Education Standards Officers was the unavailability of trained human resource in guidance and counselling. That, they said, needed urgent attention.

4.11. Pupils' Responses on Implementation of the School guidance and counselling Syllabus

In his bid to consolidate findings on the role of School guidance and counselling in Education for Sustainable Development, and implementation of the Guidance teaching syllabus, the researcher included the learner. He held focused group discussions with a total of ninety-six (96) Secondary School Pupils. The first major theme was to investigate implementation of School guidance and counselling teaching syllabus.

4.11.1. Pupils' Understanding of School Guidance and Counselling

Some of the respondents explained that they knew what the service was all about while others declined. Those who said that had a good understanding clearly explained that the service was about helping pupils lead a good life. They said that School guidance and counselling provided information to School leavers about careers and human rights. One discussant in the focus group said,

School guidance and counselling aims at helping pupils make good decisions about their life and their future. It is about helping pupils in what they should do and what they should not.

However, those who declined explained that they had no idea about what the service was about and that they did not even know who their School Guidance teachers were.

4.11.2. Whether School guidance and counselling was time-tabled in their School

Respondents were then asked about whether School guidance was time-tabled or not. Some of the discussants said that guidance was time-tabled in their School while others said that it was not. A follow up question was asked where they said it was not time-tabled, as to when, how and where they met their School Guidance teachers.

Pupils who did not have it time-tabled explained that they never met their Guidance teachers because guidance was not time-tabled. They repeated that they did not even know who their Guidance teachers were because they never had lessons in guidance. They pointed out that it was not even necessary to meet the Guidance teacher because they had no problems. One pupil in the focus group said,

I have been at this School since grade eight but have never seen guidance and counselling on the School time-table. I have never even seen the School Guidance teacher. I only read about him on the notice board. It is either we have no time for him, or he has no time for us. I do not know which is which. Only God knows.

The other pupil said,

You only go to see the Guidance teacher if you have a serious problem. If it is simple, there is no need. *Kuti bakumwenamofye*. (Meaning, everybody would be suspicious). I am in grade 11. I last saw the Guidance teacher when I was in grade 8.

Still, another discussant said that he had only met their Guidance teacher when he wanted his grade 10 results. However, respondents who said that guidance was time-tabled explained that they knew their School Guidance teachers very well. They said that they even visited the guidance offices for consultations about their future careers.

4.11.3. Whether School guidance and counselling could be time-tabled

Pupils in focus groups were also asked if they could accept guidance and counselling on their time-tables, where it was not time-tabled. All discussants expressed their wish to have this facilitative service time-tabled. Pupils pointed out that there was need to have guidance and counselling time-tabled and looked forward to having it supported by all teachers and parents. They felt that guidance and counselling services would provide them with career information that would help them make informed decisions. One of the participants during group discussions said,

Guidance and counselling must be time-tabled, supported and taken seriously by all stakeholders because it will give School leavers a proper outlook of what is on the job market and what is expected of them in real life. Counselling also deals with behavioral change. So it must be time-tabled.

4.11.4. Whether School guidance did receiving support from Ministry of Education, Science, Vocational Training and Early Education

Pupils were then asked to share their views on how much support School guidance and counselling received from the Ministry of Education. Some respondents felt that there was some support. However, others felt that there was no support given to the service. They pointed out that the Ministry supported School activities like Drama, Jets and Sports, but not guidance and counselling.

4.12. Pupils' Responses on Whether School Curriculums Offered in Secondary Schools were Career-oriented

In the second objective, the researcher wanted to discover from pupils if curriculums they undertook were career-oriented.

4.12.1. Whether they were allowed to choose classes

Discussants in focus group discussion were asked if they were allowed to choose classes according to their interest. Respondents said that they were not allowed to choose classes. They explained that they were given assessment tests in term one, in grade ten, streamlined and then allocated to various classes in the second term. Discussants explained that those who did better, according to School authorities were put in classes for Pure Sciences (Physics, Chemistry and Biology) including Additional Mathematics (ADMA). Pupils explained that whether a School was single streamed or not they were not allowed to choose classes.

4.12.2. Whether they were allowed to choose subjects

Discussants were also asked if they were given an opportunity to choose subjects according to their interests and capability. Participants in the discussions said that just as much as they were not allowed to choose classes, they were not allowed to choose subjects. They explained that School authorities imposed subjects on them. One discussant said,

Subjects are just forced on us. We do not choose. Teachers use force, they command. If you argue they tell you to get a transfer and go to a School where you can be allowed to choose subjects.

Other pupils said that they were not allowed to choose subjects due to parental influence. They pointed out that at their School, parents wanted all of them to be taking French. They said that their parents had refused to have such subjects as Food and Nutrition, Zambian Languages, Literature in English, or Religious Education be introduced at their School. Pupils complained that that move had put many of them in wrong careers.

Discussing the problem of parental influence, some respondents pointed out that they had found themselves at that particular school because of 'Oral traditions'. They said that their parents were only interested in good results and better certificates. They explained that parents did not put into consideration of what was in their children's future. Some discussants said that their dreams all

along were those of becoming engineers in various fields but Geometrical and Mechanical Drawing (GMD), Metal Work and Additional Mathematics (ADMA) were not offered at their school. They further explained that they wanted to go to a Technical High School but could not, all because of their parents. They wondered what they would do with Religious Education, in the field.

4.12.3. Whether their curriculums were career-oriented

The researcher also wanted to establish from pupils, how relevant curriculums were to their careers. To this question, some discussants said that curriculums offered in Secondary School were not career-oriented. They explained that curriculums could not be career-oriented because subjects were being imposed on them. Participants in group discussions expressed their concerns over School curriculums not being career-oriented. One pupil said,

A curriculum can only be career-Oriented if we, the learners are allowed to choose subjects. I wanted to become an Accountant but I have not been allowed to take Principles of Accounts. I have been given History. Those who do not want to become Accountants are the ones that have been given Commercial subjects. So, this curriculum is irrelevant to my career. I just want to finish and go away.

Another respondent in the group echoed a friend's sentiment and explained that he was even ready to get a transfer. He said,

I want to become an Accountant. I did very well in Book Keeping at the Basic School. I have been denied an opportunity to take Principles of Accounts and I have been given Civic Education. I have been told to leave this school if I do not want to take Civic Education. I am leaving next term for the Copper belt, where I can go and continue with my subject. I must become an Accountant.

Another pupil had this to say,

Most of us are confused. We are not only forced to change subjects, but careers as well. I wanted to become a Geologist, but have been made to drop Geography and Home Economics has been imposed on me. My dreams will never become true.

Some more discussants said that School curriculums were irrelevant to their future careers. One group member pointed out that she wanted to join the Ministry of Agriculture with a view to becoming a District Agricultural Coordinator. She said that although she had done very well in Agricultural Science at the basic school, she has been given Bemba. Another respondent still complained because he wanted to become a Police Officer but had been given Geometrical and

Mechanical Drawing (GMD) and Metal Work. According to him, History, Religious Education and Zambian Languages were his subjects. He said that those subjects would have enabled him to read Law.

However, other respondents said that the curriculum they were taking was relevant to their career aspirations. One member of the focus group discussions explained that three of them wanted to become Medical Doctors and had this to say,

Three of us want to become Medical Doctors and we are taking Biology, Physics and Chemistry. I specifically want to become a Surgeon. So taking Mathematics, English, Biology, Physics and Chemistry is in line with what I want to become.

4.12.4. Whether they could be allowed to choose subjects

A follow up question was asked to ascertain if pupils would really like to have a situation where they as learners could be allowed to choose subjects. To that question respondents responded that it would be better to be given that opportunity because pupils would then choose subjects according to their abilities and interests. They explained that performance would also improve as one would be preparing according to what he or she wants to become. One discussant said that at their School their motto was, 'Education was the matter of the Heart'. Nevertheless, the pupil observed that if subjects were being imposed on them, then, education was no longer a matter of the heart.

During focus group discussions, discussants felt that they had the right to choose subjects. According to respondents, denying them that opportunity was a violation of human rights. They explained that many of them were taking wrong subjects because of School authorities that imposed subjects on them against their interests and aspirations.

4.12.5. Challenges

Pupils were finally asked to discuss what they felt were challenges pertaining to School guidance and counselling in their Schools. Respondents brought out such challenges as lack of democracy in Schools as they did not choose subjects, shortage of trained Guidance teachers, lack of career information and lack of financial and material support. All participants in discussions wanted to have School guidance and counselling implemented by having it time-tabled in all their institutions of learning.

4.13. Summary to Chapter four

Chapter four dealt with the presentation of data collected from the field. Data was presented in descriptive form and frequency tables. In some cases, verbatim was used to quote the actual words used by the respondent. Interviewees included Headteachers, School Guidance teachers, Education Standards Officers and Pupils.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1.Introduction

This chapter discusses findings of the present study which sought to investigate the role of School Guidance and Counselling in Education for Sustainable Development, in selected Secondary Schools in Luwingu and Kasama Districts. Findings have been discussed according to objectives of the study. The following were the objectives of the study:

1. To investigate implementation of the School guidance and counselling teaching syllabus in Secondary Schools,
2. To explore ways the School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development.
3. To ascertain whether curriculums offered in Secondary Schools were career- oriented.

5.2 Whether the School Guidance and Counselling Teaching Syllabus was Implemented in Secondary Schools

This study revealed that guidance and counselling did exist in Secondary Schools. This finding was in line with the study conducted by Mwaba (2011). However, these findings showed that guidance and counselling was not fully implemented. This was evidenced by the fact that out of the nine (9) Secondary Schools visited, it was only time-tabled at one (1) School. It was not being taught in those eight (8) other institutions.

Standards officer, S, explained that guidance and counselling was not time-tabled because of congestions on School time-tables. He further explained that apart from congestions, Guidance teachers were not trained. The Education Standards Officer explained that additionally, Guidance teachers were more involved in Examinations Entries than in guidance and counselling itself. He narrated that above all, the system did not appreciate School guidance and counselling services. According to him, it was just as good as not having it.

All Headteachers, Guidance teachers and Education Standards Officers, but one, said that they had never even seen a copy of the School guidance and counselling syllabus. However, the

study discovered that they were all of the view that if it had to receive the seriousness it deserved, there was need to have it time-tabled.

The study also revealed that there were no trained Guidance teachers in schools. The study discovered that due to lack of trained human resource, Schools were relying on religious persons to work as School guidance teachers. This was evidenced by three Guidance teachers. The first one said: "I am not a trained School guidance teacher, I am a District Evangelist with the New Apostolic church". The other one had this to say: "No, I am not a trained Guidance teacher per say, but a Pastor with the Pentecostal Assemblies Church". Still the third one said: "No, I am not a trained Guidance teacher. I was only appointed because I am from the Zambia Adventist University, where I did just a component in guidance and counselling".

The study further disclosed that apart from lacking formal training in guidance and counselling, Guidance teachers had very little time if any, to offer the service because they were over-loaded with other teaching subjects. This was evidenced by one Guidance teacher, who said: "I do not have really time for guidance and counselling. I teach Physics and Chemistry. I have thirty-six (36) periods per week. I am already over-loaded".

The above findings are in contrast with what Frank Godwin, one of the founding fathers of School guidance and counselling proposed, for a successful guidance and counselling in Schools. According to UNESCO (1998), Godwin proposed for the appointment of a Guidance director with time for supervision, and, a School organisation which permitted close contact between each pupil and at least one teacher of the right type so that there was concentration on School guidance and counselling. At the same time, findings agreed with observations made by UNESCO (2000) that most African School guidance services were left in the hands of teachers with high teaching loads, with no training in the area of School guidance and counselling.

This study further discovered that despite the release of the School guidance and counselling teaching syllabus, as far back as 1991, it was not available in Schools. This contradicted government's effort which perceived the release of a guidance syllabus as a right step. The unavailability of the document was evidenced by one Guidance teacher, who said: "That must be a joke of the year, because I am getting that for the first time. I have been a Guidance teacher for some time now. We have seen modules and handouts but not a syllabus per say". Education Standards Officers, Q, R, S, T and V, agreed that the syllabus was not available in all Schools.

With regards to whether School guidance and counselling was supported by the Ministry of Education, Science, Vocational Training and Early Education, as a relevant and an integral part of Education for Sustainable Development, this study, revealed that the service was not fully supported. These discoveries were evidenced by the following:

1. School guidance and counselling was not time tabled in some Secondary Schools.
2. There were no copies of the School guidance and counselling teaching syllabus in all Schools. There was not even a single copy.
3. There were no trained Guidance teachers. At the time of this study, only one trained teacher was found at Mumba Secondary School.
4. There were no Guidance and counselling teaching and learning materials in Schools.
5. Guidance and counselling departments were not equipped with modern equipment like computers, and yet we are living in the world of science and technology.
6. There was no formal position in the Establishment, for either the School Guidance teacher and, or the District guidance and counselling co-ordinator.
7. Trained School Guidance teachers were not absorbed by Secondary Schools because they had no teaching subjects.
8. There was no co-ordination, neither between the Province and Districts nor between Schools. Nobody knew who was doing what, where, when and why.
9. School Guidance teachers were more of Examinations Officers than School Guidance counsellors because they were more involved in Examinations Entries and the issuing of certificates than in counselling.
10. School Guidance teachers were overloaded with other teaching subjects, leaving no room for guidance and counselling activities.

Failure to have well organised School guidance and counselling services is also in contrast with what Frank Parsons hoped for. Parsons (1854-1908), one of the pioneers of School guidance and counselling, wanted to see, as Neukrug (2007) points out, well established, organised and systematic guidance and counselling services in learning institutions.

Having School guidance and counselling not timetabled in Schools, unveiled serious repercussions. The study disclosed that as a result, some of the pupils in some institutions did not even know who their Guidance teachers were. This was evidenced by Bowa secondary school

pupils who, during focus group discussions said that, they did not know who their Guidance teacher was because they never had any guidance lessons. Pupils in other schools raised the same concern. Because guidance and counselling was not timetabled, consequently no group guidance took place in Schools.

It is cardinal to point out that having guidance and counselling time-tabled could enhance group guidance. Group guidance ought to be seen as a very important integral part of School guidance programmes. As already seen, the most important objectives in School guidance and counselling are to help an individual to discover who and what he or she is, to mature and achieve self direction. It has also been explained that, School guidance and counselling, as UNESCO (1998) has observed, is a process of helping an individual to know how to behave with consideration toward other people, learn manners and etiquette, and understand social roles and responsibilities.

As they are known, many of such values stated above can be best experienced, discussed and learned realistically in group guidance. Kochhar (2010) supports this argument and points out that, groups are best suited for discussing educational and vocational plans, views relating to adjustment to School and social situations, opinions relating to choice of options and choosing a career.

School guidance counselling should therefore be time-tabled in Schools so that Guidance teachers are able to have closer contact with pupils. This will in turn provide an opportunity for Guidance teachers to study each pupil in a group set up, with a view to capturing individual differences and identifying Children with Special Needs.

Mwaba (2011), points out that there is a marked absence of attention given to problems faced by pupils, in guidance services available to pupils with visual impairments in secondary schools. This is a valid observation. However, one major contributing factor is lack of group guidance in Schools. If this service was time-tabled, a Guidance teacher would also easily identify Pupils with Special Needs.

Group guidance is important because it lays the foundation, develops the need, and prepares the way for individual counselling. Only then will the Guidance teacher be able to pay attention to pupils. Both 'normal' pupils and those with various challenges require group guidance.

5.3 Whether School Guidance and Counselling had a role in Education for Sustainable Development

The second objective was to establish if School guidance and counselling had a role in Education for Sustainable Development. In the first place, this study made known that some School Guidance teachers were not conversant with specific components of guidance and counselling services-Educational, Vocational and Personal or Psychological guidance. They also expressed lack of proper knowledge about cross cutting issues. This was evidenced by the fact that they referred to career information, stress management, juvenile delinquency, and Emotional and Psychological concerns as cross-cutting issues.

Standards Officer, V, confirmed the problem when he said: “Primary School teachers are far much better than our colleagues in the Secondary sector when it comes to such issues”. If School guidance and counselling has to be taken and seen as a sinew for education, then any patriotic and genuine planner and administrator should agree that Schools need sufficiently trained and resourced Guidance teachers. These findings concerning the need for a sufficiently trained Guidance teacher are in agreement with Frank P. Godwin’s proposal, who, according to UNESCO (1998) said that for a successful School guidance service, the exercise of an intelligent and sympathetic helpfulness on the part of the teacher was necessary.

As to whether School curriculum could be re-aligned towards Education for Sustainable Development, the discovery was that of over whelming affirmation from all respondents. The general opinion was that there was need to make a shift from informationism to an analytical approach, and a shift from schooling, rote memory, note taking and examination oriented to a more practical approach. It was made clear by participating respondents that the nation needed a re-aligned curriculum, designed to equip the young with various technical and business skills for self employment.

Findings amplified the idea that government has already realized that education is a prime mover of social, economic and political growth. That is why we now have the Ministry of Education, Science, Vocational Training and Early Education. The basic idea is to see how School curriculums can be re-aligned towards Education for Sustainable Development. This was evidenced by the Headteacher of Fwambo Secondary School, when he said that we needed to move way from being examination oriented which a ‘cut and paste’ approach, to that which was

practical and more relevant to a changing world. He pointed out that we needed a curriculum which would put emphasis on the learning of skills, rather than on the acquisition of knowledge and content. The Headteacher emphasised that we needed a serious re-alignment of School curriculums to ensure that Education for Sustainable Development was attained. He felt that children needed to be equipped with long- life skills.

These results were also in agreement with the policy document MESVTEE, (1996). The policy states that the School can make a notable contribution by helping learners develop life skills which can equip these young men and women for positive social behaviour. Such elements as decision making, problem solving, creative thinking and other virtues constitute a core set of life skills. All these explain just why School curriculums should be re-aligned towards Education for Sustainable Development, and why School guidance and counselling has a big role in fostering the attainment of Education for Sustainable Development.

In its quest to establish whether School guidance and counselling had a role in Education for Sustainable Development, this study discovered that the service was a *sine-qu'anon*. It was seen as a condition which an education system could not do without, if quality Education for Sustainable Development was to be attained. School guidance and counselling was found to be a service which could help the young work hard, and get involved in human resource development. School guidance and counselling was not only revealed as being a *sine-qu'anon* but identified as also being *quasi-holy*.

The Headteacher of Bowa Secondary School said that School guidance and counselling was *quasil-holy* because it had the propensity to foster education produce citizens with a change in mind-sets. He described School guidance and counselling as service which had the power to enhance education produce essential leaders with right attitudes-Body, Mind and Soul. He told the researcher that the service had the ability or capacity to enhance education produce essential leadership in all human activities - political, economic, social, cultural, defense and security, in pursuance of Education for Sustainable Development. The Headteacher explained that School guidance and counselling could facilitate the attainment of Education for Sustainable Development because it was the only service in the school set up that had the power to replace the turbulence within this young generation with a sacred calm.

Undeniably, the role of School guidance and counselling services in Education for Sustainable Development is to bring about a person who can help shape the world of tomorrow by being an active participant in national projects. This argument is supported by UNESCO (1997) which alludes to a widely agreed view that, education is the most means that society possesses to confront challenges of the future. Truly, if education per se is key to creating, applying and spreading new ideas and technologies, which in turn are critical for sustainable work, the role of school guidance and counselling in education for sustainable development is to argue for cognitive and other skills, which in turn would increase economic participation by the young for the nation's Sustainable Development.

Findings further revealed that School guidance and counselling had a role in Education for Sustainable Development in that it was an indispensable means for effective learning participation in the education system. It was revealed that the service had the capacity to make learners start appreciating the virtues of gratitude, humility, dignity and decency. Indeed, School guidance and counselling has a vital role to play in Education for Sustainable Development in that the service has the potentiality to help pupils to improve their relationship with their environment, and to contribute to the ultimate sustainability of the country's environment.

This was evidenced by the Headteacher of Elena Secondary School who pointed out that School guidance and counselling was the only service in the School set up which built compassion in the young and helped them to grow with the sense of respect for humanity and the ecosystem. Her contribution was supported by UNESCO (1991:1) which argues that, "Since early 1970s there has been a growing concern that development aimed at improving the quality of life is seriously handicapped by imbalances in the human environment which are often caused or reinforced by human behaviour."

Appreciating School guidance and counselling as a sine-qua-non and sinew was in agreement with UNESCO (2005) which suggests that we need to look for one right interpretation of Education for Sustainable Development, and that groups must consider the most appropriate approach to Education for Sustainable Development in their own interest. With regards to Zambia, our approach should be that of strengthening School guidance and counselling activities in our learning institutions. After all, the United Nations, Educational, Scientific and Cultural Organisation (UNESCO) link Education for Sustainable Development to a number of initiatives,

such as Education for All (EFA), Environmental Education, Literacy and Rural Development, to mention but a few programmes.

It is cardinal to realise that such programmes do not only aim at improving the quality of education, but the attainment of Education for Sustainable Development. As a sine quanon, a sinew and being quasil-holy, School guidance and counselling has pivotal role to play in the attainment of Education for Sustainable Development because it has every capacity to bridge the gap between science and education, and traditional knowledge and formal education in our societies.

Findings of the study further disclosed that School guidance and counselling had a role in Education for Sustainable Development in that it helped an individual navigate the vocation, social, moral and personal processes. This was evidenced by Education Standards Officer, R, who had a view that guidance and counselling had a vital role in Education for Sustainable Development in that it equipped pupils with study skills, career progression and that it created a positive attitude towards a work culture. These views are in conformity with Neukrug (2007) who explains that career counselling helps to raise a person's awareness about the chance he or she making in life, and that, adequate career counselling can assist the young in making smart choices around their work and other life roles.

It is therefore imperative to state that the role of School guidance and counselling in Education for Sustainable Development needs not be underrated, because it will not only enhance self sustainability but will also foster the development of the sense of hard work, generosity and hospitality in the young. Through proper guidance and counselling, Education for Sustainable Development would bear fruit through sustainable social and economic development.

As the Headteacher of Sundu Secondary School pointed out, School guidance and counselling has a role in Education for Sustainable Development because it is the only service which can curb indiscipline in learning institutions. According to him, School guidance and counselling is the only service which can help instill a sense of maturity and leadership qualities in pupils by making them realise that they are the future leaders. These findings are also supported by the theory of Existentialism. Existentialists believe that Psychology should be directed towards growth and human potentialities. They contend that a mature person whose many facets are harmoniously balanced is much better than a cured person. Existentialists, according to Makinde

(1988:92) assert that, “Being, is a man’s awareness of who he is, man’s definition of himself, what he makes of himself, and that a healthy individual is open to reality and makes meaning to himself.”

Furthermore, it is also imperative to affirm that the findings of the study discovered that the role of School guidance and counselling service is not only that of facilitative but equally preventive. Like in every other aspect of human development, prevention is better than cure. School guidance and counselling service has a vital role in Education for Sustainable Development in that it has the vision to guarantee that no pupil is ignorant of the effects of such vices as drug abuse, sex before marriage, early marriages, teenage pregnancies, vandalism, riotous behaviors, truancy, rudeness, arrogance, pride, peer pressure, hunger, disease poverty corruption, and so on. The argument is supported by Hendrikz (1994: 182), Daka (2003: 123) and Kochhar (2010:203).

Discussing the need and importance of group guidance and counselling in schools, Hendrikz (*ibid*) points out that other areas which are overlooked in the curriculum are the civic responsibilities of all individuals, and preparation of responsible sexual behaviour and ultimate parenthood. He argues that carefully planned programmes in which the young people have a chance to develop a basis upon which they can make well informed choices both before and after they have left school, should be an integral part of every Secondary School.

In support, Kochhar (*ibid*) explains that group guidance offers pupils the opportunity to discuss common problems. He argues that under expert leadership, students within a group can determine what their common problems are. He explains that students can then work towards a general agreement as the best to solve them. According to him, group discussions provide opportunities for free exchange of opinions and realistic analysis of attitudes. He expresses that group discussions can help the participants of the group to achieve balance judgements and desirable behaviour.

Appealing to the Ministry of Education, Science, Vocational Training and Early Education, Daka (*ibid*) narrates that most of the youths are in Schools, hence the Ministry of Education, Science, Vocational Training Early Education is duty bound to educate these youths on what sexual offences are and how these sexual offences are a ‘vehicle’ that is spreading HIV and AIDS. He argues that there is also an urgent need to incorporate defilement, rape, and incest in the school curriculum because these are mediums of HIV and AIDS transmission among pupils and the

public. The author points out that to-day, a young person can have sexual intercourse with a fellow minor and would argue that there was no offence committed. That is because whilst at school, they were not taught what defilement was.

As a preventive service, School guidance and counselling therefore, has a role of fostering assertiveness and confidence in pupils. Through group discussions, preventive behavioural life skills will be enhanced. In addition states of disillusionment and boredom will subsequently be minimised while motivation will be raised, as learners forge towards the attainment of Education for Sustainable Development.

Additionally, the role of School guidance and counselling in Education for Sustainable Development is to ensure that the overall curriculum adopted by the School system is planned with real needs of the wider community in mind. School guidance and counselling service has to do its best, through trained Guidance teachers to ensure that pupils who leave School are not merely literate but citizens with the knowledge, ability and ready to develop the special skills that their community would need, both technical and professional. People who would help transform the country's economy.

The above observation is supported by Kochhar (2010: 23) who, discussing the role of School guidance and counselling services in a surplus economy, alludes to the core aim of the service as being, "That of helping our job-seeking young men and women form realistic career notions in conformity with their capacities aptitudes and social settings so that they do not end up career failures."

As well as what has been pointed out, the role of School guidance and counselling in Education for Sustainable Development can be said of as to enhance the dignity of man and the sanctity of human life in the minds of young generation. It must address itself not just to man the tool maker (homo-faber), but also to man the reasoner (homo-sapien), man as a player whose activities are sometimes non purposeful and which transcend the immediate needs of survival (homo-ludens), and man as a hopeful (homo-esperans), whose dreams and aspirations have kept the human race progressive (Mbiti 1981:31).

Lastly but not the least, the role of School guidance and counselling in Education for Sustainable Development, is to enable the growing citizens cater for human welfare, prosperity and to

encompass all the various forms of human development – Body, Mind and Soul, to enhance a realization of their purpose for society, to foster the good life for each member of their community and to strive for the common good.

School guidance and counselling can without any doubt contribute to pupils' better understanding of some of the problems the country is facing and better ways of addressing them effectively and appropriately. Problems of inadequate water supplies by councils throughout the country, droughts, over-exploitation of land and soil, conflicts over land especially in urban areas and air pollution, to mention but a few, are examples of problems that require a heightened consciousness.

School guidance and counselling should not therefore be seen as a necessity in learning institutions alone, but in society as a whole. It has the ability to facilitate the production of citizens who can be flexible, adaptable and proficient with new trends. The service has the potential to help the education system produce leaders, who can illuminate, imagine and identify themselves with the modern society and its problems, and leaders with self awareness, knowledge, analytical and critical thinking to promote Sustainable Development.

5.4 Whether Curriculums offered in Secondary Schools were Career-oriented.

The last major objective was to ascertain whether curriculums offered in Secondary Schools in Luwingu and Kasama Districts were career-oriented. According to the operational definitions, curriculum referred to the planned content of education and experiences offered to a learner, under the guidance of a learning institution. Findings of this study revealed that these planned contents of education and experiences as offered in Secondary Schools, were not all career-oriented. Findings disclosed that hindrances to the provision of career-oriented curriculums included rigidity of these very curriculums, authoritarian or dictatorial approaches to the learning processes, parental influence and streamlining or streaming of pupils.

In the first place, there was overwhelming evidence, according to the study, from Headteachers, School Guidance teachers, Education Standards Officers and Pupils that curriculums offered in Secondary Schools were not all career-oriented due to authoritarian or dictatorial approaches found in learning institutions. Findings of the study revealed that pupils were not given any

chance or opportunities to choose subjects according to their interests, aptitude, abilities and capacities.

This was evidenced by what participating respondents said. For example, the Headteacher of Sundu Secondary School said that School curriculums were not all related to pupils' career choices. He said that pupils were blank, so, School authorities did everything for them. He explained that, what was there was a question of getting a good pass that would lead the young into anything after they left school. His colleague, the Headteacher of Fwambo secondary school also said that pupil could not be allowed to choose subjects according to the interests and aptitude because they (pupils) did not know anything about subjects. According to him, academic freedom was not supposed to be lowered to that level. He said that School authorities knew better than pupils.

Education Standard Officer, P, confirmed the above words and added that curriculums offered in Secondary Schools were not all career-oriented. He explained that after completing School, many boys and girls got lost because they went through curriculums that were not tailored for, or towards a particular career.

Since pupils were treated like tabular-rasas or blank sheets by School authorities subjects were being imposed on them. In other instances pupils were forced to drop subjects against their wishes. This was evidenced by pupils' expressions during focus group discussions. For example at Elena Secondary School one pupil said that the curriculum was not career-oriented because they were forced to change subjects. She explained that she wanted to become a Geologist but had been made to drop Geography, and then Home Economics imposed on her. Such concerns were also common in other schools.

It is essential to point out that, no pupil is a tabular-rasa. All human beings are born with innate capacities. So subjects should not be imposed on them. Indeed it should be realized that by either imposing subjects on pupils, or forcing them to drop any, such action contradicts the Universal Declaration of Human Rights (UDHRs), adopted by the General Assembly of the United Nations on 10th December, 1948, which, according Mbiti (1981: 25) states that, "Each individual should be given educational opportunities up to his or her maximum potential, ability and according to his or her talents and capacity." Educationists therefore need to understand that real and relevant education is that education which allows learning to be meaningful and dynamic. Indeed

education can only be real and dynamic if it provides a degree of independence of thought, and action based on rational thinking, and arriving at an informed decision with no dictates at all.

Authoritarian or dictatorial approaches even contradict the aims and objectives of Secondary education. According to the policy document, MESVTEE (1996) one of its aims and objectives is to provide educational experiences that will nurture skills that will enable pupils to take charge on their own learning. However, as already seen, dictatorial or authoritarian approaches do not nurture skills, and they do not enable pupils to take charge of their own learning. It is cardinal to state that pupils should be accorded with opportunities to choose subjects according to their interests and abilities. They should be presented with wide choices of alternatives and then be taken through by a trained school guidance teacher. That will make pupils not only make choices but give reasons for their alternatives.

The observation made above, is supported by Makinde (1988: 64) who argues that, “The academic content and subjects taught to each child should be based on the child’s interests, ability and aptitudes and not merely on chance factors.” According pupils, opportunities to choose subjects will in fact be in line, as it has already been seen, in line with or in agreement with John Dewey’s School of thought. Dewey advocated for a person-centered education in a democratic environment.

Self expression or open-mindedness should be encouraged by School authorities because threatening and or imposing subjects on pupils may only lead to apathy, defiance and minimum effort by pupils, leading to poor results. Long gone are the days when teachers and School administrators felt that they knew everything and that there word was final.

Another constraint found by the study, which contributed to the offering of School curriculums that were not career-oriented, was parental influence. This was evidenced by participating pupils in group discussions. At Kapoka Secondary School, for example, some of the participants explained that they found themselves at that institution because of what they termed ‘oral traditions’. Oral traditions basically cause their parents wanted to see good certificates. Pupils explained that they had wanted to go to a Technical Secondary School because their dreams were those of becoming Engineers but were pushed to Kapoka Secondary School by parents. They said that pushing them to Kapoka Secondary School, alienated them from what they wanted to become. They pointed out that they got swerved by their parents to a School that did not offer

subjects like Geometrical and Mechanical Drawing (GMD) and other technical subjects which were relevant to their dreams and aspirations. They disclosed that they were not happy but had no choice.

At Fwambo Secondary School pupils expressed disappointments that they had been taken to a School where there were no such subjects as Zambian Languages and Christian Religious Education (CRE). They said that instead they were forced to take French which was not part of what they wanted to become. These findings therefore disclosed how some pupils were made to undertake curriculums that were irrelevant to their careers due to parental influence.

It is understandable and appreciated that, according to Article 26 of the Universal Declaration of Human Rights, parents have the right to choose the kind of education that should be given to their children. It is also appreciated that parents have an obligation to educate their children and to even choose a School that they feel can provide the type of education and values they cherish most. However, it is not true to say that the child will be happy and will receive the type of education tailored to the requirements of parents. The child is an entity. He or she is a unique person. Unless consulted, that child may end up being a truant, a deviant and frustrated.

The argument made above is supported by Partridge (1982: 19) who shares the same concerns. He explains that parents often decide what the best vocation is for their children. However, the Author points out that, "Although this can be very helpful, at times it is not realistic." Partridge could be right because both parties could end up frustrated. Parents should stop choosing Schools just like they should not choose subjects for prestige. This action compromises pupils' interests, capabilities and aptitudes. Children may be biological off- springs but they should not be taken as extensions of parents' or personalities that can even fulfill their failures and wishes, for they may end up abusing both their children and the Universal Declaration of Human Rights.

It is critical to realize that parental influence, instead of being a catalyst can become a deterrent to the learning process of the child. Partridge (1982:19) agrees to the findings and explains that "When foresight is not given to a vocation choice people may find that the training they have offers little scope." These findings are also supported by Henzi (n.d.) who points out that Desmond Tutu explicitly cautions parents about today's culture of success when he argues that he does not mean letting go off discipline, because a rebellious child is really testing out the boundaries of acceptance conduct, and that is part of the painful process of growing up.

According to Henze, Tutu explains that he does mean that parents should not to push children into parental mould of success, but rather, let them experience life on their own terms. Tutu is said to have further argued that parents cannot make the young into small versions of parents or into people they wish they should have been. Tutu, according to the reporter, believes that God gives us all freedom to be authentically ourselves and so parents should give their children the same freedom.

Apart from curriculums not being career-oriented, findings disclosed that School curriculums were also very rigid. Generally, Headteachers, School guidance teachers and Standards Officers said that School curriculums were still traditional and rigid. The study disclosed that because of that rigidity, some pupils were subsequently subjected to taking irrelevant subjects. It is necessary to point out here that, to understand the nature of a curriculum, one has to look at the activity and experiences offered by a particular curriculum, rather than the knowledge and facts to be acquired. From this angle, the researcher's interpretation is that, a rigid curriculum is that one, whose activities are not flexible, is difficult to diversify, does not offer optional periods and does not easily accommodate other disciplines. It is that one which is conservative and traditional.

The study discovered such type of curriculums in Secondary Schools. This was evidenced by the Headteachers of Lundu and Fwambo Secondary Schools who said that their curriculums were traditional and rigid because of the centralized system which Schools followed. They explained that their School curriculums otherwise had no career paths.

School guidance teachers of Bowa, Dongo and Elena Secondary Schools were all of the view that School curriculums were rigid. Findings of the study were supported by the policy document, MESVTEE (1996) which laments that, over the years, many factors have contributed to undermining the standards and quality of education in Zambia. Predominantly, according to document, among these has been an exclusively compartmentalised, overloaded and inflexible curriculum.

The findings further established that offering inflexible curriculums by secondary schools was contrary to the International educational objectives and policies. UNESCO (1966:3) states that, "There should be free access to a flexible system of schools, properly interrelated, so that nothing restricts the opportunities for each child to progress to any level in any type of

education”. What this means is that rigid curriculums should be done away with, so that each pupil get opportunities according to his or her innate capacities. Instead of being denied opportunities by rigid curriculums, all pupils must progress in the education system of this country as far as their talents permit. Flexible curriculums will also allow pupils to continue with their subjects whenever they transfer from one school to another.

Mbiti (1981:26) supports the above argument when he explains that, “No one should be stopped from ‘going up the ladder’ in any case, except if he or she himself of herself lacks the ability to go up.” There is need therefore to elucidate that providing opportunities according to the talents and abilities of each individual pupil as opposed to rigidity will be in line the Ministry’s vision statement, MESVTEE (2003) which calls for the provision of quality lifelong education, relevant to individuals.

Schools should provide flexible curriculums because these will not alienate the young from realities of life. As the Pastoral letter from the Catholic Bishops, ZEC (2004:3) explains, we need an education system, ---“geared to tapping the talents and potentials of the individual and for developing personalities so that they can improve the quality of their own lives and for those around them”. The point to call for change from rigid to flexible curriculums is also recognised by the policy document MESVTEE (1996:32) which calls for the need to identify, “What is to be taught and learnt, how it is to be taught and learnt, and the evidence that satisfactory teaching and learning have taken place.” A well designed and flexible curriculum will enable each pupil to lead the fullest life of which he or she is capable. Flexibility should be upheld and employed so that school curriculums begin to expand by accommodating other disciplines and allowing optional periods. Planners ought to understand that curriculums have to be reflections of people’s views on fundamental issues like school guidance and counselling

In its quest to ascertain if curriculums offered in secondary schools were career-oriented or not, this study discovered that pupils were being streamlined in many schools. That was evidenced by Head teachers of Dongo, Elena, Lundu and Sundu secondary schools, who did say that they streamlined learners with a view to selecting those who could do Pure Sciences (Physics, Chemistry and Biology) and Additional Mathematics. For example, Sundu School Head teacher said: “Pupils are streamlined in all our schools. Tests are given to select pupils who can do Pure

Sciences and Additional Mathematics”. This was confirmed by pupils at Bowa, Lundu, Mumba and Sundu Secondary Schools that they were streamlined.

However, findings of this study revealed that streamlining pupils was not in line, and contradicted the Universal Declaration of Human Rights (UDHR) which, as already alluded to, advocates for the provision of educational opportunities to his or her maximum potential, talents and capacity. Findings were also in agreement with Stones (1975), who feels that streamlining and streaming characteristics take no account of emotional factors. Stones (1975), supports Smith (1965), who too observes that the child lacks the experience required for the guidance of its own life, and is therefore according to him, a prey to the sinister interests that battens on its own innocence.

Additionally, there is no academic proof to say that pupils put in classes for pure sciences automatically develop interest, ability and capacity. Streaming and streamlining should be done away with, and be replaced by soft options with a view to generating motivation and interest in pupils with gifted talents, capacity and potential in such subjects. That will enhance learning and reduce failing. As Kochhar (2010) points out, failure to learn can cause emotional disturbances in terms of damage it does the child’s self image. He explains that, inner emotional turmoil and mental confusion make attentiveness and perseverance impossible.

5.5. Summary to Chapter five

Chapter Five dealt with the discussions of the research findings. Although School guidance and counselling services were found to exist in some schools, they were not viable, as a lot was left to be desired. This study found out that the School guidance and counselling teaching syllabus was not implemented in many schools, as it was not even time-tabled due to the fact that there were no trained School counsellors in learning institutions; positions of both the School guidance teacher and the district co-ordinator were not formalised; there were no copies of the guidance and counselling teaching syllabus, while Teaching and Learning Aids also lacked, making it very difficult for guidance teachers to try and execute duties accordingly. These untrained Guidance teachers were found overloaded with other teaching subjects, and doing more of Examinations Entries than guidance and counselling activities.

Nevertheless, School guidance and counselling could facilitate the attainment of Education for Sustainable Development. The service was described by some respondents as being sine-quanon, sinew and quasil-holy. School guidance and counselling had a pivotal role to play in the attainment of Education for Sustainable Development because it had the propensity to change individuals' mindsets. As a facilitative and preventive service, school guidance and counselling has a very crucial role to play in attaining Education for Sustainable Development because it has the capacity to curb on such illicit behaviours as pre-marital sex, drug abuse, truancy and other immoral vices. These should be discussed during guidance and counselling lessons.

However, in view of the challenges identified and many more, there was need to re-align school curriculums towards Education for Sustainable Development. Re-aligning school curriculums would make Secondary schools start offering soft options to pupils, allowing them to choose subjects according to their own interest, and capacity. Consequently, curriculums would become more relevant to individuals' dreams and aspirations, with a view to attaining Education for Sustainable Development.

CHAPTER SIX

Conclusion and Recommendations

6.1. Introduction

Chapter six gives an overview summary of this study. The conclusion of the study was done following the set objectives. Recommendations were based on the research findings. Suggestions for future studies were also included in this chapter.

6.2. Conclusion

This study investigated the role of School guidance and counselling in Education for Sustainable Development in selected Secondary schools in Luwingu and Kasama districts of Northern Province. The objectives of the study were to investigate implementation of the guidance and counselling teaching syllabus, explore ways the school guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development and to ascertain if curriculums offered in Secondary schools were career-oriented.

In its findings, this study discovered that the School guidance and counselling teaching syllabus was not implemented in some institutions due to a number of challenges. Some of these included lack of trained human resource in this field, lack of Teaching and Learning Aids, lack of proper job descriptions for School guidance teachers and unceremonious positions of both the School guidance teacher and District co-ordinator. Some school curriculums were also not career-oriented due to such impediments as parental influence, indoctrination, and dictatorial approaches.

Nevertheless, School guidance and counselling was appreciated as a service which had a crucial role to play in the attainment of Education for Sustainable Development. This study therefore had high hopes that the findings would help bridge the gap between School curriculums and Education for Sustainable Development, by strengthening School guidance and counselling services, whose major thrust involves the strengthening of institutional and operational capacities for consistent and systematic mainstreaming of Education for Sustainable Development into policies, programmes and learning institutions. This is also underscored by the implementation scheme for the United Nations Decade of Education for Sustainable Development (UNDESD).

The study further hopes that if curriculums were re-aligned towards Education for Sustainable Development, School guidance teachers would be able to cover such cross-cutting issues as

gender, pre-marital sex, climate change, hunger, poverty, HIV and AIDS, and proper use of natural resources. Pupils would consequently be expected to become resource persons in their own communities.

By re-aligning school curriculums towards Education for Sustainable Development, the nation would be able to produce creative, innovative, critical thinking individuals, and thus the much required professionals like Doctors, Teachers, Engineers, Architects, Farmers, Economists, Politicians, the Clergy, to mention but a few, who would all contribute to the Sustainable Development of the country, for the benefits of future generations.

School guidance and counselling should therefore be strengthened in learning institutions because it has a very cardinal role to play in the attainment of Education for Sustainable Development, which is seen as an essential and major contributor towards achieving a Sustainable Future in promoting awareness, cultural values, ethics, and change in human behaviours. As a result, the country's national heritage and principles could be nurtured for generations to come.

6.3. Recommendations

A number of recommendations could be made based on the findings of the study, and aimed at strengthening school guidance and counselling, with a view to attaining Education for Sustainable Development. The following were therefore some of the recommendations made by this study:

There is need for the Ministry of Education, Science, Vocational Training and Early Education to ensure that School guidance and counselling is time-tabled in all Secondary Schools. This will enable Guidance teachers to spend more time with pupils.

The Ministry of Education, Science, Vocational Training and Early Education should create more positions for School counsellors and recruit more trained manpower to execute the guidance and counselling teaching syllabus. This will speed up implementation of the said syllabus.

Government should formalise positions of both the School guidance counsellor and the District co-ordinator. This will help close existing gaps between Schools, Districts and the Provincial

office. It will also hasten implementation of the guidance and counselling teaching syllabus and other related activities.

Government should purchase and distribute guidance and counselling teaching and learning materials. This will add value to the service and foster implementation of the syllabus and attainment of Education for Sustainable Development.

There is need to ensure that all schools start organising guidance and counselling Open-Days, to create awareness among members of the community. This will facilitate implementation of the syllabus because parents will see its need.

The Ministry of Education, Science, Vocational Training and Early Education should create linkages with other line ministries like Labour and Social Services, Home Affairs, Health, Tourism and Lands and Natural Resources. Such linkages will promote forums for career talks about the world of work and the labour market, to induce a sense of Sustainable Development in the young.

Government should diversify school curriculums and re-align them towards Education for Sustainable Development. The move will also help the ministry to implement the proposed two (2) Career pathways at the earliest possible time. This will in turn provide pupils with opportunities to choose options according to their interests. In the end Education for Sustainable Development would be attained.

The Ministry of Education, Science, Vocational Training and Early Education should stipulate or specify job descriptions for Guidance teachers. This will help them concentrate on guidance and counselling activities, instead of being overloaded with other teaching subjects.

6.4. Suggested future studies

1. Explore the provision of guidance and counselling in selected primary schools in Northern Province.
2. Examine the viability of free-food distribution in selected primary schools in Luwingu District – Northern Province.
3. Investigate the impact of guidance and counselling in selected boarding secondary schools in Northern Province.

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APPENDICES

APPENDIX 1

Interview guidelines for Head teachers

Introduction

The research intends to study the Role of School Guidance and Counselling in Education for Sustainable Development in selected Secondary Schools in Luwingu and Kasama Districts. As School Headteacher or manager, you have been purposefully selected as a participant in this study. Therefore, your sincere and honest responses to questions during the interview are very important. The information you will provide will be used by the researcher for educational purposes only and will be treated with highest confidentiality it deserves. Your identity will not be disclosed to anyone else. Kindly, be as open-minded as possible.

Theme I: Investigating whether the School guidance and counselling teaching syllabus had been implemented in Secondary schools.

1. Do you have any guidance and counselling services in your school?
2. Is school guidance and counselling time-tabled?
3. Do you have a trained guidance teacher?
4. Should guidance and counselling be time-tabled?
5. Is school guidance and counselling supported by the Ministry of Education as a relevant and an integral part of education for sustainable development?

Theme II: Exploring ways the School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development

1. Do guidance teachers cover any cross-cutting issues in their guidance and counselling lessons?
2. Education for sustainable development is a new concept,
 - a) Are you familiar with this concept?
 - b) If yes, what is education for sustainable development?
3. Is the school curriculum re-oriented towards education for sustainable development?

4. Do you support the idea that school curriculums be re-aligned towards education for sustainable development? Justify your answer.
5. Does school guidance and counselling have any role in education for sustainable development?
 - a) If yes, how?
 - b) If no, explain.
6. What challenges should be anticipated, concerning the teaching of guidance and counselling with education for sustainable development?

Theme III: Ascertaining whether curriculums offered in Secondary Schools were career-oriented.

1. Our changing society requires a re-aligned, modern, liberal and flexible curriculum or framework to cope with the current trends.
Is your school offering what people can refer to as a flexible and liberal curriculum or framework?
2. Does the school give an opportunity to pupils or learners to choose subjects of their own interests?
3. Are learners allowed to choose classes when they report in either Grade 8 or 10?
4. Would you say that the curriculum offered at your school is career-oriented? Justify your answer.
5. Should pupils or learners be allowed to choose subjects of their own interests?
What is your opinion?
6. What improvements, if any, do you feel should be made to the school guidance department?

Thank you very much for your cooperation.

APPENDIX II

Interview guidelines for School Guidance teachers

Introduction

The research intends to study the Role of School Guidance and Counselling in Education for Sustainable Development in selected Secondary Schools in Luwingu and Kasama Districts. As a School guidance teacher, you have been purposefully selected as a participant in this study. Therefore, your sincere and honest responses to questions during the interview are very important. The information you will give will be used by the researcher for educational purposes only, and will be treated with the highest confidentiality it deserves. Your identity will not be disclosed to anyone else. Kindly, be as open-minded as possible.

Theme I: Investigating whether the School guidance and counselling teaching syllabus had been implemented in Secondary Schools.

1. Does the school have well organized school guidance and counselling services?
2. Is it time-tabled?
 - a) If yes, how many periods per week?
 - b) If no, how do you meet pupils?
3. Are you a trained guidance teacher?
4. In 1991, government through the Curriculum Development Centre did produce the guidance and counselling syllabus, which was supposed to be followed by all schools.
Do you have any copy of the school guidance and counselling syllabus?
5. Should school guidance and counselling be time-tabled?
6. Does the Ministry of Education, Science, Vocational Training and Early Education support school guidance and counselling as a relevant and an integral part of education for sustainable development?
7. What challenges do you anticipate concerning the teaching of guidance and counselling with education for sustainable development?

Theme II: Exploring ways the School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development.

1. Do you cover any cross-cutting issues during your guidance and counselling lessons? Give examples of such issues.
2. Education for sustainable development is a new concept. Are you familiar with the concept?
3. Is the school curriculum re-aligned towards education for sustainable development?
4. Do you support the idea that school curriculums be re-aligned towards education for sustainable development?
5. Does school guidance and counselling have a role in education or sustainable development?
 - a) If yes, how?
 - b) If no, explain.

Theme III: Ascertain whether curriculums offered in Secondary schools were career-oriented.

1. Our changing society requires a modern, liberal and flexible curriculum, or framework, to cope with current trends. Does your school offer what people can refer to as a flexible and liberal curriculum?
2. Does your school give an opportunity to the learners to choose subjects according to their own interests, aptitude and capacities?
3. Are pupils allowed to choose classes at either Grade 8 or 10?
4. Would you say that the curriculum you offer at your school is career-oriented? Justify your answer.
5. Should pupils be allowed to choose subjects of their own interests? What is your opinion?
6. What improvements do you feel should be made to the school guidance department?
7. What challenges do you face as a guidance teacher?

APPENDIX III

Interview guidelines for Education Standards Officers

Introduction

The research intends to study the Role of School guidance and counseling in Education for Sustainable Development in selected Secondary schools in Luwingu and Kasama Districts. As a Standards Officer, you have been purposefully selected as a participant in this study. Therefore, your sincere and honest responses to questions during the interview are very important. The information you will give will be used by the researcher for educational purposes only, and will be treated with the highest confidentiality it deserves. Your identity will not be disclosed to anyone else. Kind, be as open-minded as possible.

Theme I: Investigating whether the School guidance and counselling teaching syllabus had been implemented in Secondary schools.

1. Do our schools have well organized school *guidance* and counselling services?
 - a) If yes, how?
 - b) If no, why?
2. Is guidance and counselling time-tabled in our schools?
 - a) If yes, how many periods per week?
 - b) If no, why?
3. Are you familiar with the 1991 school guidance and counselling teaching syllabus? What improvements or changes if any, have been made to it?
4. Should guidance and counselling be time-tabled?
5. Does the Ministry of Education, Science, Vocational Training and Early Education support school guidance and counselling as a relevant and an integral part of education for sustainable development? What are your views?
6. What challenges are there in secondary schools, concerning the teaching of guidance and counselling?

Theme II: Exploring ways the School guidance and counselling syllabus could contribute to the attainment of Education for Sustainable Development.

1. Do our school guidance teachers cover any cross-cutting issues during their guidance lessons?
2. Should school curriculums be re-aligned towards education for sustainable development?
3. Do you have a District guidance teacher at the District Education Board Secretary office, to coordinate guidance and counselling activities?
4. Does school guidance and counselling have any role in education for sustainable development? Briefly, explain.
5. What could be the challenges if education for sustainable development got incorporated in the school syllabus?

Theme III: Ascertaining whether curriculums offered in Secondary schools were career-oriented.

1. A school will either have a liberal and flexible curriculum or a rigid one.
What type of curriculums do our schools offer?
2. Are pupils in secondary schools given an opportunity to choose subjects of their own interests?
3. Are curriculums offered in our secondary school career-oriented? Justify your answer.
4. Should learners be allowed to choose subjects according to their own interests? What is your opinion?
5. Have you ever gone out specifically for guidance and counselling monitoring/ inspections in schools?
6. What improvements do you feel should be made to school guidance and counselling departments.

APPENDIX IV

Interview guidelines for Focus Group Discussions (FGDs) with pupils

Theme I: Investigating if School guidance and counselling has been implemented in Schools.

1. What is guidance and counselling? Do you have any idea about this service?
2. Is it time-tabled?
 - a) If yes, how many periods do you have per week?
 - b) If not, how do you meet your guidance teacher?
3. Should guidance and counselling be time-tabled? What is your opinion?
4. Is School guidance and counselling supported by the Ministry of Education, Science, Vocational Training and Early Education, as a relevant and an integral part of education? What are your views?

Theme II: Ascertaining whether curriculums offered in Secondary Schools were career-oriented.

1. There could be more than a single stream per grade in your school.
 - a) Were you given an opportunity to choose a class? How did you find yourself in that class?
2. Were you given an opportunity or chance to choose subjects of your own interest?
3. Is the curriculum you are undergoing, or the subjects you are taking related to what you would love to become in your life, or your career?
Are you happy or satisfied with the subjects that you are taking?
4. Should learners (yourselves) be allowed to choose subjects according to one's interests, abilities and capacities? What is your opinion?
5. What improvement should be made to the guidance and counselling department in your School?