

**AN ASSESSMENT OF THE EFFICACY OF SCHOOL GUIDANCE AND
COUNSELLING IN ACADEMIC PERFORMANCE OF LEARNERS WITH
SPECIAL EDUCATIONAL NEEDS IN SELECTED SECONDARY
SCHOOLS IN MONGU DISTRICT.**

BY

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A dissertation submitted in partial fulfillment of the requirements for the award of the degree
of Master of Education in Special Education.

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AUTHOR'S DECLARATION

I, Mulemwa M. Bruce, declare that this dissertation is my own work and has not been submitted for a degree at the University of Zambia or any other university.

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CERTIFICATE OF APPROVAL

This dissertation by Mulemwa M. Bruce is approved as partial fulfilment for the award of the Master of Education Degree in Special Education by the University of Zambia.

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DEDICATION

This dissertation is dedicated to Bridget, my friend and life partner. I further wish to dedicate this work to Mr. Mulonda and all my course mates for the support and encouragement they gave to me during the period of my post-graduate studies.

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LIST OF ABBREVIATIONS

| | | |
|-----------|---|----------------------------------------------------------------------------------|
| AIDS | – | Acquired Immune Deficiency Syndrome |
| ASCA | - | American School Counsellor Association |
| HIV | – | Human Immuno-deficiency Virus |
| LSEN | – | Learners with Special Educational Needs |
| MoE | – | Ministry of Education |
| MoESVTEE | - | Ministry of Education, Science, Vocation Training and Early Education |
| NAGCAZ | - | National Guidance and Counselling Association of Zambia |
| SEN | – | Special Educational Needs |
| SGC | – | School Guidance and Counselling |
| SPE & SNE | - | Sport and Culture’s School Psychological Services and Special Needs Education |
| UNESCO | – | United Nations Educational, Scientific and Cultural Organization |

ABSTRACT

Many learners in secondary schools, especially learners with special educational needs, experience difficulties in excelling academically. This study thus sought to assess the efficacy of school guidance and counselling services in enhancing academic performance of learners with special educational needs in selected secondary schools in Mongu district. The study adopted a descriptive research design. The targeted population was all secondary school learners with special educational needs as well as all the guidance and counseling teachers from five secondary schools in the study area. A sample of 60 learners and 20 guidance and counseling teachers participated in the study. Data was collected using semi-structured questionnaires. The collected data was analyzed through descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) and thematic analysis.

The findings of the study were that the school guidance and counseling services currently provided to learners with special educational needs in secondary schools were not useful in enhancing their academic performance. This was attributed to inadequate trained guidance and counseling teachers. There was a significant positive relationship between the availability of trained guidance and counseling teachers and the rating of the usefulness of the school guidance and counseling programme by both the teachers and learners.

The study thus recommends that the guidance and counseling teachers be professionally trained in career guidance and counselling so as to effectively assist learners with special educational needs to make academic progress. There is also need for the school guidance and counseling departments to be equipped with adequate and relevant career information in order to diversify the learners' level of career awareness. Finally, there is need for the government through the MoESVTEE to evaluate the guidance and counselling curriculum in order to develop a curriculum which efficiently addresses the needs of learners with special educational needs.

CHAPTER ONE

INTRODUCTION

This chapter focuses on the background to the study, statement of the problem, purpose of study, objectives, research questions and the significance of the study. This chapter also covers the delimitation, limitations of the study and definition of terms.

1.1 BACKGROUND TO THE STUDY

This section covers the description of guidance and counselling, history of guidance and counselling, and the importance of guidance and counselling.

1.1.1 Description of Guidance and Counselling

Guidance is the process of helping the individual to understand himself or herself and the environment in order to fully utilize his or her potentialities. Lee (1993) also describes it as a developmental process by which the individual is assisted to understand, accept and utilize his abilities, aptitudes, interests and attitudinal patterns in relation to his aspirations. Schmidt (2003) points out that guidance is a process of helping people with their problems, and also as a process in which one person assists another in either a person-to-person or group encounter. The assistance may take many forms educational, vocational, social, emotional or moral. Counselling is also the heart of guidance services because it is the service through which all other guidance activities are brought together for the benefit of the individual.

Counselling has been defined as an activity designed to help clients to understand and clarify their views of their life-space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or

interpersonal nature (Makinde, 1990). Lee (1993) contends that counselling is done in two ways; individual counselling and group counselling. Individual counselling is a one to one relationship between the client and the counselee. In group counselling, the counsellor is involved with a group of counsees. In addition, counselling may be preventive and curative. The Counsellor believes in the individuality of people. To the counsellor, every individual is a unique special person, who is capable of developing his or her potentials fully. Gerler (1985) reports that school counselling services positively influence the affective, behavioural and interpersonal domains of learners' lives and as a result affect the learners' academic achievement positively.

1.1.2. History of Guidance and Counselling

Guidance and counselling are concepts that have existed for a long time. Otwell and Mullis (1997) have alluded to the idea that people have sought through the ages to understand themselves, offer counsel and develop their potential, become aware of opportunities and, in general, help themselves in ways associated with formal guidance and counselling practice. In most communities, there has been, and there still is, a deeply embedded conviction that, under proper conditions, people can help others with their problems. Some people help others to find ways of dealing with, their problems including academic performance.

UNESCO (1998) noted that the first systematic guidance service was first practiced in the United States of America in the 19th Century by George Merrill at California School of Mechanical Arts in San Francisco, California. George explained to the learners the contents of each trade so that they could use that information to choose a specific vocation or career path. This was followed by counselling for job placements and a follow up service for the graduates.

Ginn (1924) points out that the development of vocational guidance in the United States begun by a pioneer in the field of guidance and also a social and political reformer Frank Parson in 1909. He coined the term ‘Vocational guidance’ in his book ‘Choosing a vocation’ and was often credited with being the father of the guidance movement.

The other people who contributed to the guidance movement were: Goodwin (1911), Weaver (1912), and Davis (1913). Goodwin organized a city-wide guidance programme for the City of Cincinnati, Ohio, USA in 1911. Weaver introduced guidance services to New York City Schools in 1912. He organized other agencies to practice guidance and placement. Further, Davis (1913) began his work on guidance and influenced schools to have school programmes on personality, culture and character development and also promoted vocational information which was related to the regular curriculum subjects. He was the first to introduce educational guidance services to the school system. In the countries which pioneered the practice of educational guidance in schools, educational guidance laid the foundation for learners’ increased academic performance. Educational guidance helped increase academic performance in schools through imparting of better study skills, raising the motivation to learn and increasing the learners’ efficient use of study time.

Mwamwenda (1995) posits that, for a long time now in African countries, when students are enrolled into secondary schools they normally participate in orientation services. During orientation, teachers should give their teaching and personal history to learners. This enables students to understand their teachers better and results in more useful teacher-learner interaction.

Learners will also have to be shown the physical layout of the school so that they know where the classrooms and other facilities are located (Rutondoki, 2000).

In Zambia, guidance and counselling services were adopted in 1992 by Ministry of Education with the view to improve academic performance of learners and curb juvenile delinquency in schools (MoE, 1992). In 2002 a circular to help revitalise guidance and counselling in schools was written by Ministry of Education and later in 2003 an association called National Guidance and Counselling Association of Zambia (NAGCAZ) was formed. The mandate of NAGCAZ was to enhance professionalism among guidance and counselling teachers in the country.

1.1.3. Importance of Guidance and Counselling

According to Madhuku (2005), if the collaboration between teachers and learners is good, learners learn in a practical way. Young people develop degrees of freedom in their lives as they become aware of options and take advantage of them. At their best, guidance and counselling should enable learners to throw off ‘chains,’ that contribute to their poor academic performance, manage life situations usefully as well as find themselves in suitable careers.

Unprecedented economic and social changes have, over the years, transformed the ways in which we manage our lives. Consequently, not all the lessons of the past can usefully deal with the challenges of modern times. Useful guidance and counselling, especially in institutions of learning has now become imperative as it is a useful tool in attaining improved academic performance. To this effect, boys and girls, and young men and women, need to be guided in the

relationships between health and the environment, earning skills, knowledge, and attitudes that lead to success and failure in life (Rutondoki, 2000).

The need for counselling has become paramount in order to promote the well-being of the learner. Useful counselling services should help to improve the self-image of learners and facilitate achievement in life tasks. Counselling should empower girls and boys to participate fully in, and benefit from, the economic and social development of the nation. The importance of guidance and counselling services in educational institutions cannot be over-stressed taking into consideration the need to ensure that educational institutions produce quality graduates. Sandhu, (2000) noted that it is through comprehensive and quality guidance and counselling programmes that educational institutions will be able to produce graduates with appropriate skills and knowledge, as well as relevant attitudes and values. In this view, it is plausible to be reassured that all educational institutions should endeavour to produce quality graduates by maximizing the learners' potentials and interests through the implementation of well-resourced and managed guidance and counselling programmes.

Gora, Sawatzky and Hague (1992) state that the increase in diverse learner problems and the current economic situation have made the need for counselling services even more critical than in the past. Mapfumo (2001) adds that learners experience immense psychological pressures in today's world. Madhuku (2005) concurs with Gora et'al (1992) and Mapfumo (2001) when she states that there are a number of socioeconomic and psychological problems which disturb the learning process of learners. In other words, the growing number of social, economic and family problems has resulted in an increased need for School Guidance and Counselling services. For

example, Paisley (2001) calls for school guidance and counselling services to be restructured so that they become responsive to the existing social, economic and political realities within today's complex and diverse society.

Mwamwenda (1995) states that school guidance and counselling services should address the following three domains namely: personal or social, vocational or career and educational guidance and counselling. Personal or social guidance and counselling deals with self-identity, social skills, relationships, conflict resolution, personal loss or other problems. Vocational or career counselling includes information about course requirements, post-secondary or tertiary institutions, career path planning, potential employers and job hunting. Educational guidance and counselling provides information about educational opportunities beyond secondary school, promotion or achievement, learning strategies and study and test-taking skills.

Graham-Migel (1999) reiterates that comprehensive school guidance and counselling services address the developmental needs of learners in three domains namely personal, vocational and educational. Thus, the most important function of school guidance and counselling services is to study individual learners in order to discover their abilities, interests and needs, thereby helping them to make useful adjustments to school life and to give shape to their future plans. Rutondoki (2000) states that complete school guidance and counselling services should be continuous. Counselling should begin when the learner enters school and should carry that learner into adult life. Counselling can be preventive in the sense that counselees receive help in order to avoid certain problems. For example, they may be exposed to a study skills programme before embarking on any studies in order to avoid problems in studying which in turn may negatively affect their academic performance.

Borders and Drury (1992) conducted a study on the role of school guidance and counselling and found that school guidance and counselling interventions had a substantial impact on learners' educational and personal development. This finding supports the need for useful school guidance and counselling in an effort to help learners in various situations for optimum academic performance. Gerler and Herndon (1993), state that many educators take it for granted that learners know how to succeed in school when, in fact, many never learn about attitudes, behaviours and other factors that contribute to achieving success. Educators should offer guidance and counselling services to learners to cultivate attitudes and behaviour leading to a fruitful life. Otwell and Mullis (1997) believe that guidance and counselling is important in schools because it increases behaviours related to achievement such as academic achievement.

Although guidance and counselling services have existed for a long time in schools now, many issues that guidance and counselling services seek to alleviate or eradicate continue to escalate. For instance, problems like drug abuse, physical and emotional abuse, undesirable sexual behaviour, peer-pressure, unrest in schools, violence, acts of arson and many others have persisted. In fact, Ziramasnga (1999) points out that worldwide today, learners experience social, personal and academic problems both at school and at home. These problems also include living in distressed families, for example, where parents are divorced or separated, where family conflict occurs and where diseases such as Acquired Immune Deficiency Syndrome (AIDS) are rampant. Others have special educational needs (SEN) that require specialised attention from teachers. These problems negatively affect the learners in their school endeavours. UNESCO (2002) adds that the human immune-deficiency virus (HIV) and AIDS pandemic has made

millions of learners end up as orphans with an uncertain future. There is need therefore to determine the usefulness of the guidance and counselling services provided.

For learners with special educational needs (LSEN), the problems they face at school are compounded by their significant difficulties in acquiring certain concepts, understanding the taught subject content, socialising with friends and getting acquainted with the school environment. These difficulties inevitably present significant challenges on the academic performance and career choices of LSEN (Purser, 1981). LSEN therefore require much support and particular attention from the education policy makers and all categories of educators if they are to make meaningful and substantial academic progress and end up in worthwhile careers.

In Zambia, school guidance and counselling as an educational support programme was put up to assist the individual learner when he or she has problems of concentration and, in general, personal or social problems that affect mental stability and or school performance (MoE, 2001). However, the performance, progression and career choices for learners with special educational needs (LSEN) still seems to leave much to be desired. For instance, very few who enrol in grade one remain in school up to grade twelve. In addition, among the few who endure to stay in school, only a limited number manage to sit for secondary school leaving certificate examinations and get good grades. There was need therefore, to determine the efficacy of guidance and counselling services in enhancing the academic performance of learners with special educational needs in selected schools in Mongu district. It is also imperative to note here that, throughout this paper, the words efficacy and usefulness have been used interchangeably.

1.2 STATEMENT OF THE PROBLEM

The provision of guidance and counselling services to LSEN in Zambian educational institutions has existed as a policy directive for over two decades now. The Education Act (2011) subsection 23 affirmed that, “Counselling and career guidance shall be an essential component of learner welfare at all levels of the education system and shall be part of the overall management and administration of educational institutions.” However, despite the availability of guidance and counselling services in Zambian schools, learners with special educational needs still face high incidences of academic difficulties leading to their poor progression rates (MoE: 2010). This problem motivated the researcher to determine the efficacy of guidance and counselling services in enhancing the academic performance of learners with special educational needs in selected schools.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to assess the efficacy or usefulness of school guidance and counselling services in enhancing the academic performance of learners with special educational needs in selected schools in Mongu district.

1.4 SPECIFIC OBJECTIVES

The study was guided by the following objectives:

- a) to determine the usefulness of guidance and counselling services in enhancing the academic performance of learners with special educational needs.
- b) to investigate the extent to which learners with special educational needs access guidance and counselling services in schools.

- c) to establish the factors which impede on the usefulness of the guidance and counselling services offered to learners with special educational needs.

1.5 STUDY QUESTIONS

The study questions for this research were as follows:

- a) How useful are guidance and counselling services in enhancing the academic performance of learners with special educational needs?
- b) To what extent do learners with special educational needs access guidance and counselling services in schools?
- c) Which factors impede on the usefulness of the guidance and counselling services offered to learners with special educational needs?

1.6 SIGNIFICANCE OF THE STUDY

It is envisaged that the study may benefit school counsellors, LSEN, researchers, policy makers and administrators in the Ministry of Education, Science, Vocation Training and Early Education (MoESVTEE). School counsellors may have a set of criteria as a basis for improving the usefulness of their guidance and counselling services for learners with special educational needs. They may also have the information needed to make a number of decisions related to what types of guidance and counselling services to provide, how these should be provided and when to provide them to benefit learners with special educational needs. Such information will make the school counsellors more useful in the execution of their duties, thereby maximally benefiting the learners with special educational needs. In other words, awareness of school counsellors and

learners' perceptions will enable secondary schools to continue to improve the usefulness of their service delivery towards learners with special educational needs.

In addition, learners with special educational needs may particularly benefit from the increased awareness of the available guidance and counselling services in the schools. Learners with special educational needs may also have increased participation by being allowed to suggest improvements in the guidance and counselling services and how they are implemented.

Furthermore, policy makers and administrators may have information on which to base their future policies on school guidance and counselling services from the results of this study. Thus, the findings and recommendations from the present study may help in improving the usefulness of the Zambian secondary school guidance and counselling services towards learners with special educational needs.

This study may also add to the existing literature in Zambia on the usefulness of school guidance and counselling services from learners' and school counsellors' perspective. Furthermore, the study may provide researchers with baseline information that could be useful in future school guidance and counselling research, especially studies designed to improve the usefulness and value of the school guidance and counselling services for learners with special educational needs.

1.7 DELIMITATION OF THE STUDY

This study was conducted in selected schools in Mongu district, Western province. The schools sampled for the study were, Sefula Secondary School, Sefula School for the Visually Impaired,

Kanyonyo Secondary School, and Kambule Technical Secondary School made up the list of schools in which the study was conducted.

These schools were purposively selected because they were within the researcher's reach and the learners in the schools possessed the characteristics of the population which the researcher required.

1.8 LIMITATIONS OF STUDY

The study sampled only 80 respondents from the five schools. The number of participants in the study was small compared to the target population of the province and the nation at large. Therefore, generalisation of these findings needs to be done with caution

1.9 DEFINITION OF OPERATIONAL TERMS

Career - a job or occupation regarded as a long-term or lifelong activity.

Counselling - This is a relationship which exist between a counsellor and a counselee in order to provide solution a problem encountered by the counselee.

Counsellor - Is one who counsels, assists or help the students or an individual to solve academic and psychological problems.

Counselee - Is one who seeks advice or help from the counsellor in solving his/her personal problems.

Disability – any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

Efficacy – usefulness.

Guidance - This is an assistance given to an individual either by an adult or counsellor in order to help them discover themselves and cope with life situation.

Guidance and counselling - a process of helping the individual to understand himself and his world better and thus be better equipped to solve life problems and overcome obstacles to his or her personal growth, which could be educational, vocational, social or personal.

Impairment – any loss or abnormality of psychological, physiological or anatomical structure or function.

Learner - somebody who studies or learns to do something, usually in a school or any educational institution.

Pedagogy - the science or profession of teaching.

Special Educational Needs (SEN) – these are learning difficulties or disabilities that make it harder for a child to learn easily compared to other children of about the same age and gender.

1.10. SUMMARY

This chapter has covered the background to this study emanated from the need to determine how useful guidance and counselling services are to learners with special educational needs. In addition, the chapter covered the statement of the problem under investigation, purpose, objectives and research questions. The chapter also presented the significance of the study and delimitation of the study. This chapter has also covered the study limitations and the definitions of terms used in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents review of relevant literature on the efficacy of guidance and counselling services in enhancing academic performance of learners with special educational needs. It begins with the history of guidance and counselling. It then presents related literature on the usefulness of guidance and counselling services in enhancing the academic performance of learners with special educational needs, investigate the types of guidance and counselling in helping learners with special educational needs to improve their academic performance and establishes relevant literature on factors which impede on the usefulness of guidance and counselling services in enhancing the academic performance of learners with special educational needs. It ends with a summary bringing out gaps identified in the available literature on this study.

2.2. SCHOOL GUIDANCE AND COUNSELLING: A HISTORICAL PERSPECTIVE.

Guidance and Counselling is a process of helping people by assisting them in making decisions and changing behaviour. The purpose of a school guidance and counselling program is to impart specific skills and learning opportunities in a proactive and preventive manner which ensures that all learners can achieve school success through academic, career, and personal or social development (Murdock, 2004). Counselling in particular, denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. Makinde (1990) also adds that counselling is designed to help clients to understand and clarify their views of their life-space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature.

Historically, guidance and counselling in schools was introduced for different reasons in various countries. Schmidt (1997) states that school guidance and counselling services began in the United States of America in the early 1900s. The purpose of introducing school guidance and counselling in was to assist learners with their educational development and career aspirations. Gysbers and Henderson (2001) and Herr (2001) assert that school guidance and counselling services were introduced in the United States of America during the Industrial Revolution, a period of rapid industrial growth, social protests, social reform and utopian idealism. Guidance was introduced to address the negative social conditions associated with the industrial revolution. Hughes (1971) adds that school guidance and counselling in United States of America had its origin in vocational issues. The focus was on assisting learners to choose and to prepare for an occupation. Similarly, Paisley and McMahon (2001) stated that in the United States of America, school counselling evolved from an early focus on career and moral development to today's comprehensive, developmental and collaborative school counselling services.

Schmidt (1993) indicated that the negative effects of industrial growth and the corresponding neglect of human conditions necessitated the introduction of school guidance and counselling services in the United States of America. He further stated that an increasing divergent population entering schools necessitated the introduction of school guidance and counselling services. After the 1900s, the world wars were the next major events that had an impact on the development of school guidance and counselling services. School guidance and counselling services thus also arose as a response to the social crisis brought about by the wars. Learners needed counselling to overcome the traumatic war experiences they had undergone together with their families, relatives and friends.

Taylor (1971) conducted a study which focused on why school guidance and counselling were introduced in most schools in Britain. The study employed both qualitative and quantitative methodologies and revealed that school counselling was introduced in British schools in reaction to the changes in society, in family life and in schools which created conditions where greater attention to individual needs was necessary. He further stated that social pressures from urbanisation, decline in family tradition and the industrial revolution led to the introduction of vocational counselling. Developments in urbanisation and the industrial revolution created emotional turbulence among learners. They were studying under higher anxiety levels as competition levels had become stiffer.

In Britain (Zeedyk et'al, 2003) and the United States of America (Akos & Galassi, 2004), the new situations were observed to always lead to a considerable period of stress and anxiety. The stress and worry resulted in a decrease in academic performance, school attendance and self-image. In the United States of America, Hughes (1971) adds that developmental, social or other problems of adjustment at the beginning of the secondary school period may seriously divert a learner's energies and attention from academic pursuits. Additionally, learners also face pressures to choose careers. Owing to these factors, vocational counselling came in handy to help them in their vocational or career plans.

Yuk and Brennan (2004) added that, in Hong Kong, school guidance and counselling services were introduced in the 1950s because of the increased variation in learners' background, increased developmental, personal and social problems, lack of motivation towards school work, disruptive behaviour in the classroom and the rise in juvenile delinquency. The school guidance

and counselling services were introduced to help learners overcome the above problems and this lead to better school adjustment and improved academic achievement. Klingman and Ajzen (in Karayanni, 1985) state that school counselling services were introduced in Israeli schools in 1960. They also explain that the services were introduced to cater for learners' career needs and learning disabilities.

Globally, as a branch of applied psychology, school guidance and counselling has been primarily tasked with a role to deal with problems or behaviour that interferes with the academic progress and or social acceptance of learners in the school system. School guidance aims at assisting learners through educational, vocational and occupational challenges. School counselling on the other hand focuses on helping learners to overcome personal, socio-emotional problems and problems of adjusting to the environment in general (Lee, 1993).

Gerler (1985) reports that school counselling services in the United States of America positively influence the affective, behavioural and interpersonal domains of learners' lives and as a result affect students' achievement positively. Otwell & Mullis (1997) add that it was also established in the United States of America that useful school counselling results in an increase of behaviours related to achievement such as improved study habits, efficient use of time and greater academic effort.

Bowers and Hatch (2002) also carried out a study on the benefits of school guidance and counselling. The study was quantitative in nature and involved over two thousand students in high school. They concluded that useful school guidance and counselling services in the United States of America improved classroom behaviour, reduced learners' anxiety and further

improved self-concept. Schmidt (1993) stated that useful school counselling services in the United States of America assisted learners in becoming able learners. This assistance is achieved through helping teachers to adopt useful teaching methods and creating safe classroom environments.

In addition, Besley (2002) conducted a qualitative study on the rationale for provision of guidance and counselling in Scotland and concluded that useful school guidance and counselling services removed some barriers to learning that learners may face and consequently, teachers concentrate on their major task of teaching. This results in better academic results for all learners. Related to the above is the view by Schmidt (2003) that American school counselling helps learners develop education strategies that will allow them to meet academic requirements and at the same time develop soft skills and attitudes that are typically learned in applied contexts.

Lapan, Gysbers and Petroski (2001) also carried out a study on the usefulness of useful guidance and counselling programme in Missouri, United States of America. The study found that school counsellors who were more fully engaged in providing learners with a unique network of emotional and instructional support services were more likely to exert a positive impact than counsellors who did not implement such activities. After researchers controlled for differences between schools due to socioeconomic status and enrolment size, learners attending middle schools with more fully implemented comprehensive programmes reported that they earned higher grades, school was more relevant for them, they had positive relationships with teachers,

they were more satisfied with their education and they felt safer being in school. This was as a result of useful counselling programmes provided in their schools.

Furthermore, another study was done in Gwinnett County, Georgia in the United States of America by Mullis & Otwell and Watts & Thomas (1997) on the relevance of school counselling. The study, which employed a survey design, found that school counsellors significantly impact learners' academic performance and can increase the on-task, productive behaviour of learners and reduce disruptive behaviours. The Behaviour Rating Checklist used in the study indicated statistically significant decreases in disruptive behaviours and significant increases in productive, on-task behaviours for both the third grade and the fifth grade learners tested. Besides where there is no quality counselling, it difficult to help learners with disruptive behaviours.

Borders and Drury (1992) also conducted qualitative and quantitative studies in the United States of America that showed increased academic achievement, academic persistence, school attendance and positive attitude towards school and other rewarding behaviours as a result of valuable school guidance and counselling. Hughes (1971) add that academic achievement in American schools is to be best understood within a comprehensive framework that includes activities such as problem solving, classroom performance, work-based performance, standardised test scores and vocational skills development. However, although many studies world over have clearly shown that useful school guidance and counselling can significantly improve academic performance and career choices, no study has been done to ascertain whether guidance and counselling services are useful in improving the academic performance of learners with special educational needs.

This study thus investigated the efficacy of guidance and counselling services in improving the academic performance of learners with special educational needs.

2.3. SCHOOL GUIDANCE AND COUNSELLING: AN AFRICAN PERSPECTIVE

In African countries, Mwamwenda (1995) posits that when students are enrolled into secondary schools they normally participate in orientation services. During orientation, teachers should give their teaching and personal history to learners. This enables students to understand their teachers better and results in more useful teacher-learner interaction. Learners will also have to be shown the physical layout of the school so that they know where the classrooms and other facilities are located (Rutondoki, 2000).

Zeedyk et al (2003) state that useful school guidance and counselling services operate some type of transition support services. The services include primary school learners visiting the secondary school they intend to attend, thereby gaining the opportunity to meet new teachers, talk with older students and tour the school buildings. Other strategies include providing information leaflets to new secondary school learners and their parents and having older learners return to their schools to talk with incoming learners.

Maluwa-Banda (1998) conducted a case study to determine the usefulness of guidance and counselling on secondary school going learners in Malawi. The study was descriptive in nature. The study established that secondary school years are important in the adjustment of learners because they represent the transition from the comparatively sheltered life in the primary school to the freedom and responsibility of either tertiary education or employment. Almost everything

the learner encounters is new; new teachers, learners, curricular programmes, physical facilities, rules, regulations and services. The learners need help in orienting himself or herself to all these new factors.

Rutondoki (2000) supports the above idea when he states that in Uganda, learners newly admitted into secondary school feel socially and psychologically at a loss in the new environment. The learners no longer enjoy the psychological support of their parents and former teachers. Such students need orientation or adaptive services to help them adjust and familiarise themselves with the new situation in the school they have joined. This transition presents learners with problems of an educational, vocational, social and personal nature. Useful school counselling services play a crucial role in helping learners negotiate these challenges. For instance, secondary school students are assisted with study methods, note-taking, writing skills and research skills for academic success (Mwamwenda, 1995). Learners may also be assisted in choosing subjects, careers and friends. Learners receiving guidance and counselling services are better adjusted because the services give them an opportunity to acquire pertinent information about that which is required of them and how they can perform better in school. Better-adjusted learners are those who are able to live productively, to overcome their problems as they arise or to face objectively their strengths and limitations.

Hartman (1999) supports the above argument that school guidance and counselling services are useful because they offer orientation services that ensure that the learners are not overwhelmed by strange situations, but learn how to cope successfully with such experiences. Some of the new situations the world-over, which learners may find themselves in are: when they first enter

secondary school where they meet several teachers and subjects, when they are called for school, college or job interviews, and when one or both of their parents die.

Brown (1972) highlights survival orientation as one of the important components of useful school guidance and counselling services. Survival orientation is a brief session designed to acquaint all new learners with their new learning environment, to present information about school life and to give advice on useful study procedures. The school counsellor's role is not to give a lecture but to talk with the new learners about their future school life. The counsellor gives the learners adequate academic survival information.

School guidance and counselling was introduced in white and coloured South African schools in the 1960s through the South African National Education Policy Act 39 of 1967 (Euvrard,1992). Bernard, Pringle and Ahmed (1997) report that guidance was later introduced into the black education system in 1981. Dovey and Mason (1984) argue that guidance services were introduced in Black South African schools in 1981 as a social control measure, namely, the services were aimed at nurturing a spirit of submission among black learners. Mathabe and Temane (1993) point out that school guidance and counselling services in South Africa were originally seen as an instrument for the government imposition of religious, cultural and vocational ideologies and value systems.

A study on Zimbabwean secondary schools conducted by Chireshe (2006) regarding the effectiveness and usefulness of school guidance and counselling services revealed that there were differences between the level of the school guidance and counselling services in Zimbabwean

secondary schools and the international arena. For instance, school guidance and counselling services policy in Zimbabwe was not mandatory as compared to the international policies. The Zimbabwean school guidance and counselling services were not always planned for at the beginning of each year; learners and parents were not regularly involved in needs assessment while the services were not frequently evaluated in comparison with those in the international arena. The study further revealed that the usefulness of the Zimbabwean secondary school guidance and counselling services was negatively affected by lack of resources and training in guidance and counselling and non-counselling duties performed by school counsellors.

Navin (1989) states that school guidance and counselling services were introduced in Botswana in 1963 to provide students with career and higher education information. The learners also had problems with personal and interpersonal issues and in choosing school subjects. Maluwa-Banda (1998) states that the Malawian Ministry of Education and Culture officially introduced school guidance and counselling services in all secondary schools in the early 1990's in reaction to the many social, personal, educational and vocational concerns, issues and problems that had surfaced in the 1990s among secondary school learners. UNESCO (1998) also clarifies that many African Ministers of Education have realised the growing number of social problems that affect African adolescents, particularly girls. These ministers resolved to introduce school guidance and counselling services in their countries to solve these problems. UNESCO (1998) further states that school guidance and counselling services were introduced in African countries to counteract unprecedented economic and social changes in African countries. Adegole and Culbreth (2000) add that the gradual breakdown of the extended family network in many parts of Africa has led to the introduction of school counselling.

Mutie and Ndambuki (2002) conducted a case study in some secondary schools in Nairobi, Kenya on establishment of peer counselling experience among selected learners with visual impairments (learners with special educational needs). The findings of the study revealed that peer counselling was essential for the general development and growth of learners. School with useful peer counselling services improved in academic performance, self-advocacy or awareness, discipline and competitive attitude in most learners with visual impairment. In addition, the development of an useful system to ensure availability of assistive devices, financial support good will and in- service training of school counsellors' enhanced counselling services and ultimately met the intended objectives of providing counselling services.

In Zambia, a study by Kasonde-Ngandu, Ndhlovu and Phiri (2009) regarding the status of guidance and counselling services in schools revealed that, out of 858 learners who participated in the study, 628 (73.2%) indicated that guidance and counselling services were available in their schools. Similarly, out of the 52 teachers who participated in the study, 39 (75%) of them indicated that guidance and counselling services were available in their schools. The study further revealed that both the learners and teachers perceived the guidance and counselling services to be less useful although a substantial number of learners were of the view that these services were useful. However, despite many studies highlighting the fact that guidance and counselling services are being provided in Zambian schools, no study has been done to ascertain the usefulness of guidance and counselling services in enhancing the academic performance of learners with special educational needs. This study therefore assessed whether the school guidance and counselling services in Zambia are useful in enhancing the academic performance of learners with special educational needs. In the event that the services do not result in the above

benefit, the study sought to establish the impeding conditions and suggest ways or recommendations to enable the services avail learners with special educational needs in schools with the above benefit.

2.4. RATIONALE AND USEFULNESS OF SCHOOL GUIDANCE AND COUNSELLING

2.4.1. Guidance and counselling helps improve learners' academic performance

Noble et'al (2006) have asserted that learners' academic accomplishments and activities, perceptions of their copying strategies and positive attributions, and background characteristics (i.e., family income, parents' level of education, guidance from parents and number of negative situations in the home) were indirectly related to their composite scores, through academic achievement in high school. Important to point out, among the important background characteristics that are related to learners' composite scores are special educational needs.

Clearly, all learners face a lot of problems in developing positive study attitudes and study habits. Guidance and counselling is one of the factors through which a learner can improve his or her study attitudes and study habits and is directly proportional to academic achievement. Learners who are properly guided by their parents and teachers have always performed well in examinations. The guidance and counselling from parents and teachers positively affects learners' performance. In fact, many studies have affirmed that there is a positive relationship between proper guidance and counselling of learners and learners' academic performance. For instance, Hussain (2006) noted that the guidance and counselling from parents and teachers indirectly affect performance of the learners. In addition, Mushtaq and Khan (2012) posited that

the learner should be able to perform well if they are properly guided and counselled by their parents and teachers.

While there is debate amongst researchers regarding the usefulness of counselling interventions, proponents of this type of intervention still abound. In alluding to this, Bleuer (1987) reported that teachers' and counsellors' descriptions of learners with special educational needs and their behaviours suggest that they conduct a cost-benefit analysis. It is evident that the cost improved academic performance includes alienation from friends who are no-achievers, while the benefits include impressing friends, gaining the teachers' and parents' approval and much better academic performance.

Lapan, Gysbers and Sun (1997) also revealed that American schools with effective pedagogy as well as a useful school guidance and counselling services had learners reporting that they had earned higher grades, their education was preparing them for their future, their schools made more career and college information available and their school had a more positive climate. Okey, Snyder and Hackett (1993) and Jones (1993) conducted a study on the usefulness of guidance and counselling in schools. They found that in the United States of America, learners who received school guidance and counselling services reported that they learnt about careers, developed a clearer idea about possible careers for themselves, learned things about themselves and had been encouraged to learn more about careers. Maluwa-Banda (1998) supported the above when he states that Malawian secondary school guidance and counselling services help learners understand their own interests, abilities and potentialities and develop them to the full. Learners are also helped to identify educational and vocational opportunities.

In general, school guidance and counselling teachers study behaviour, protect and promote mental health, and apply the principles of psychology to improve school adjustment and learning achievements. Schmidt (2003) explains that the importance of these roles in assisting learners with special educational needs cannot be over-emphasised. Specific services, however, depend on the competencies of the school counsellor and the needs of the particular school system being served.

Studies by Sandhu, (2000) in the United States of America revealed that professional school counsellors are employed in elementary, middle, junior high and high schools. They serve a vital role in maximizing learners' success. Apart from counselling learners who are referred to them on a one-to-one basis, school counsellors are expected to promote equity and access to rigorous educational experiences for all learners. They support a safe learning environment and work to safeguard the rights of all members of the school community (Lapan et'al, 1997). Guidance and counselling teachers address the needs of all the learners through culturally relevant prevention and intervention programs that are a part of a comprehensive school counselling program (Gybsers and Henderson, 2006). School counsellors are expected to identify a philosophy based on school counselling theory and formulate a practice that recognizes the need for all learners to benefit from the school counselling program.

Organized guidance and counseling programmes is imperative in schools for all boys and girls if purposeful actions are to be taken and useful life streams entered into, and if unwise choices are to be minimized and harmful behaviour prevented. According to a study by Schmidt (2003), such guidance programme makes for usefulness in learners' education and up-bringing because it includes consideration of the instructional program of the school, the climate of the home, and

the community forces in terms of the needs of the learners. It is the function of organized guidance programs to assist each learner in looking at, trying out and appraising his developmental progress.

According to Erford (2003), the transformative roles of school counsellors were leaders, advocates, collaborators, counsellors and coordinators as well as data users. As leaders, school counsellors are also engaged in system wide change to ensure learners' success. They help all learners gain access to rigorous academic preparation that will lead to increased academic achievement, and ultimately, greater opportunities.

Sandhu (2000) contends that trained and qualified school counsellors also have a duty to advocate for the success of every learner, including the learners with special educational needs, by working to ensure that learners' needs at every level of education are addressed. They organize community activities to provide support for high standards for all students and advocate for exposing learners to experiences that will broaden their career awareness and knowledge. School counsellors support, promote and believe in every learner's ability to achieve in school.

A survey by UNESCO (2000) further revealed that school counsellors are additionally tasked with the responsibility to consult with teams to solve problem in order to respond to concerns that may be present in the school, such as equity and cultural diversity issues. Bowers & Hatch (2002) also added that, besides working as a counsellor, school counsellors are coordinators. They coordinate resources for learners, families and staff in order to enhance learners' achievement. Lastly, school counsellors assess and interpret learners' needs in order to identify barriers of learning, recognize differences in culture and develop goals for the school's comprehensive counselling and guidance program. They also use data to implement systemic

change. Systemic change occurs when policies and procedures are examined and changed in light of new data. This change occurs as a result of the involvement of all critical players in the school system. This can be very helpful for learners with special educational needs.

Gerler (1985) reports that school counselling services in the United States of America positively influenced the affective, behavioural and interpersonal domains of learners' lives and as a result affect learners' achievement positively. It was also established in America that useful school counselling results in an increase of behaviours related to achievement such as improved study habits, efficient use of time and greater academic effort. Gerler and Herndon (1993) adds that useful school guidance and counselling services in the United States of America can improve classroom behaviour, reduce students' anxiety and improve the self-concept of the learner.

Schmidt (1993) further conducted another study on the benefits of school guidance and counselling in the United States of America and stated that useful school guidance and counselling services assist learners in becoming able learners. This assistance is achieved through helping teachers to adopt useful methods in their pedagogy and creating safe classroom environments.

Besley (2002) also conducted a study in Scotland and found that school guidance and counselling services was useful in removing some barriers to learning that learners may face and consequently, teachers concentrate on their major task of teaching. This results in better academic results. Related to the above is Carnevale and Derochers' (2003) revealed that in the United States of America, useful school guidance and counselling helps learners develop education strategies that will allow them to meet academic requirements and at the same time

develop soft skills and attitudes that are typically learned in applied contexts. Lapan and Kosciulek (2003) add that academic achievement in American schools is to be best understood within a comprehensive framework that includes activities such as problem solving, classroom performance, work-based performance, standardised test scores and vocational skills development.

Borders and Drury (1992) conducted a study in the United States of America and found that increased academic achievement, academic persistence, school attendance and positive attitude towards school and others as a result of school counselling. Lee (1993) also conducted a study in the same country and found that American classroom guidance lessons led by counsellors can positively influence learners' academic achievement in mathematics. Otwell and Mullis (1997) also confirm that, in the United States of America, improved academic achievement resulting from receiving useful school guidance and counselling services. Hui (1998) reports similar experiences in Hong Kong. Needless to emphasise, American learners, parents and teachers viewed the school guidance and counselling services as having a positive impact on learners (Hughey et'al, 1993) whilst Canadian school counsellors viewed themselves as having an impact on classroom behaviour problems (Gora et'al, 1992).

Clearly, the studies cited in the literature above have shown that useful school guidance and counselling can significantly improve academic performance and career choices, no study has however been done to find out if guidance and counselling services are useful in improving the academic performance and career choices for learners with special educational needs. This study thus sought to investigate whether school guidance and counselling services are useful in

enhancing the academic performance of learners with special educational needs in Mongu district. The study also investigated the factors that may have been impeding the usefulness of school guidance and counselling services in enhancing the academic performance of learners with special educational needs.

2.4.2. Guidance and counselling can aid learners to identify and select appropriate careers

A study by Otwell and Mullis (1997) established that in the United States of America, school guidance and counselling results in an increase of behaviours related to student drive and achievement such as improved career choices, study habits, efficient use of time and greater academic effort. Gerler and Herndon (1993) adds that school guidance and counselling services in the United States of America can improve learners motivation, classroom behaviour, reduce students' anxiety and improve self-concept. Kochhar (2013) explains that every vocation or career needs a certain educational and professional background and preparations and only those having them can succeed. Hence the need for counselling services to learners for a right choice of a vocation. Arrangements must always be put in place to assist the learners to have a reasonable estimate of their abilities and limitations, strike a balance between their aspirations and those of their parents, between their interests and the availability of opportunities. This is particularly vital for learners with special educational needs. Learners have to be helped in developing an integrated and adequate picture of themselves and of their role in the world of work. This kind of assistance can direct learners make decisions and choices involved in planning a future and building a career.

Schmidt (1993) states that useful school counselling services in the United States of America assist learners in becoming career focussed and able learners. This assistance is achieved through

helping teachers to adopt useful teaching methods and creating safe classroom environments. Besley (2002) adds that useful school guidance and counselling services in Scotland remove some barriers to learning that learners may face and consequently, teachers concentrate on their major task of teaching. This has also led to learners being motivated to study hard because of the focus on the various careers they aspire for while at the same time necessitating better academic results. Related to the above is Carnevale and Derochers' (2003) view that American school counselling, helps learners develop education strategies that will allow them to meet academic requirements and at the same time develop soft skills and attitudes that are typically learned in applied contexts. Lapan and Kosciulek (2003) explain that academic achievement in schools in the United States of America is to be best understood within a comprehensive framework that includes activities such as problem solving, classroom performance, work-based performance, standardised test scores and vocational skills development.

In Canada, school counsellors play a significant role in career development. Hartman (1999) after carrying out his study on the Canadian education system explained that the school counsellors, provide learners with experiences that increases knowledge of occupations, training path, life styles, employment-seeking skills, decision making strategies and above all, knowledge of self. Taylor (1971) states that British school counsellors help learners to find careers and employers to find suitable employees. They provide up to date information about occupations for parents and schools as well as learners. They also carry out a follow-up on the young people in employment and if it is needed, they provide further help and guidance. Thus, the counsellors should be knowledgeable about job market trends, local job opportunities and requirements. Ahia

and Bradley (1984) lament that Nigerian learners have career needs that can only be effectively met by school counsellors rather than parents or relatives.

Ibrahim et'al (1983) state that counsellors assist learners in selecting institutions of higher learning and provide information regarding financial aid and scholarships. Tatar (1995) supports the above idea when he states that Israeli school counsellors provide information not only about their own school but also about other educational options, namely, parallel schools and institutions to attend after graduation. This means that school counsellors should not only talk of employment in the formal sector but should also dwell on the concept of self-employment. The school counsellor has to educate learners on how to form successful cooperatives.

Effective school counsellors organise and implement career guidance programmes for learners that include an assessment of their career maturity and career planning (American School Counsellor Association (ASCA) role statement 1981). Other key roles of school counsellors include organising career trips. Stead (1987) for example, points out that, in South African schools, counsellors organise trips to career exhibitions. The counsellor also visits feeder schools, community service sites, colleges and universities, the local career centre and make arrangements for speakers and field trips.

Hartman (1999) further states that in vocational guidance, useful Canadian school guidance and counselling services enable learners to develop decision-making skills to the point of being capable of making realistic choices from short term to longer term. That is, learners are assisted in assessing their aspirations, values, interests and aptitudes when making career decisions and

plans. Taylor (1971) notes that British school counselling services help students throughout their secondary education, to plan their vocational and educational progress.

Recently, Kasonde-Ng'andu, Ndhlovu and Phiri (2012) conducted a qualitative study on the relevance of guidance and counselling services offered on learners' career choices in selected schools in Zambia. The study found that learners got wrong information or took wrong subject combinations because most of the personnel that were offering career guidance were not qualified. This in turn negatively limited the usefulness of school guidance and counselling in enhancing the career choices of learners.

Indeed, the school guidance and counselling services help learners learn of possible future educational and vocational opportunities. This is an integral part of career guidance and helping learners to make appropriate career choices. This study hence establishes how guidance and counselling services are useful in enhancing the academic performance of learners with special educational needs through improved career and educational guidance.

2.4.3 Guidance and counselling can help improve learners' discipline

Lapan (2001) argues that in the United States of America, school guidance and counselling services create a safe school environment. Lapan, Gysbers and Petroski (2003) added that this engenders greater student feelings of safety in schools. In this kind of environment, students have a sense of belonging. Bruckner and Thompson (1987) also added that in the United States of America, learners were able to make friends and hold their temper down as a result of the school guidance and counselling services they received.

Siann, Draper and Cosford (1982) posit that the main criterion in assessing the usefulness of school guidance and counselling services being offered to learners is whether or not the school counsellors were seen as helpful in problem situations. Wiggins and Moody (1987) state that in the United States of America, learners surveyed gave excellent ratings to the school guidance and counselling services they received. Earlier on, Leviton (1977) found that the majority of American students revealed that the school counsellors had been helpful with learners' problems and juvenile delinquency. Lee (1993) argues that learners who participated in school guidance and counselling services in American schools viewed themselves more positively and began to predict their own success in school. Armcost (1990) reported that many learners in the United States of America indicated that they preferred to talk to the school counsellor about personal problems other than any staff.

Euvrard (1996) points out that South African high school guidance services operate in a preventive way and equip learners with information, skills and attitudes which enable them to successfully negotiate the challenges of adolescence. Adolescents are helped to develop social skills in getting along with the opposite sex. Thus, useful school counselling services result in fewer personality or social maladjustments. The above argument is supported by Rowley, Stroh and Sink (2005) who state that useful school guidance and counselling services in America help learners acquire developmental competencies such as establishing and maintaining peer relationships. This study thus aims to find out if learners with special educational needs are also able to improve academically by being disciplined in school and learning in a safe environment due to school guidance and counselling.

2.4.4. Guidance and counselling helps learners to understand themselves better.

In educational development, counsellors assess learners' abilities and provide services for parents to learn about their children's development and progress in American schools (Schmidt, 1993). Brown (1972) argues that American school counsellors identify learners with problems in study habits and attitudes that affect their studies. When these habits are identified, the counsellor helps the learners to understand how they are negatively impacting on his performance. This usually works for learners especially if the habits and attitudes are discovered early.

Schmidt's (1993) and Brown's (1972) observations are related to Hartman's (1999) point that Canadian school counsellors assist learners with the sequencing of educational experiences and the acquisition of skills deemed essential to their individual achievement and academic performance. The counsellors help the learners to improve their study habits and attitudes so that they realise their best potentialities. This study thus particularly establishes the efficacy of school guidance and counselling in enhancing the academic performance of learners with special educational needs in Mongu district, western province.

2.4.5. Guidance and counselling help to maximise collaboration between all stakeholders

Parents and teachers need each other's assistance in understanding learners (Paisley, 2001). It is the role of the school counsellor to assist parents and teachers in this endeavour. American school counsellors present guidance and counselling lessons to parents and teachers (Schmidt 1993). School counsellors make presentations to parents on various aspects of child development, adolescent behaviour and communication skills. Ibrahim et'al (1983) posited that useful American school counsellors provide guidance and counselling services to parents to help

them understand their children for maximum academic performance and better selection of valuable careers.

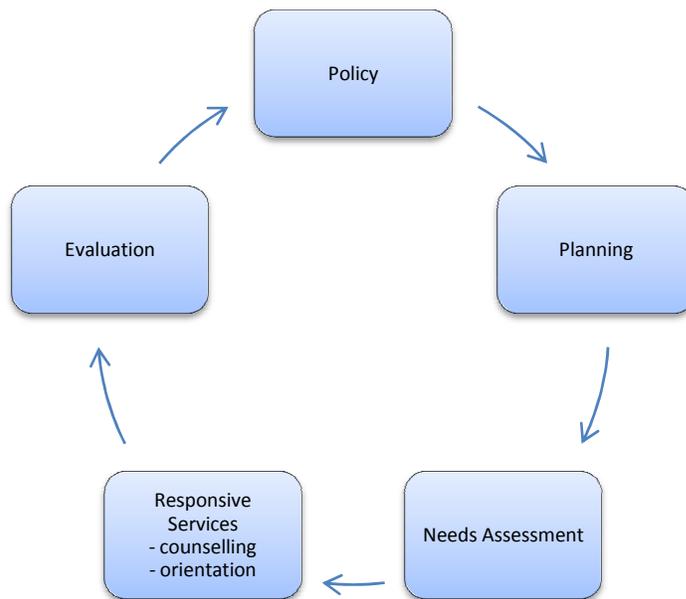
Borders and Drury's (1992) views after conducting a study on counselling in American secondary schools are that useful school counsellors provide parents with additional understanding of children and adolescent development in order to strengthen the role of parents in the promotion of social and emotional growth in children. Presentations by counsellors to teachers usually follow requests from teachers who want learners to receive specific information or skills about particular concerns. At times teachers may be uncomfortable about sensitive issues, such as sexual development in adolescence and require school counsellors to assist in planning and presenting guidance lessons to address these concerns. Since teachers are the learners' first line-helpers in schools, they need information to provide initial services to learners. According to Schmidt (1993) in the United States of America, the American School Counsellors' Association (ACSA) establishes teachers' needs at the beginning of each year. These needs are used to plan appropriate in-service workshops.

Carlson (1991) also carried out another study on American School guidance and counselling and argued that in the United States of America, in-service workshops with teachers and presentations to parent groups are all vital to the understanding and marketing of the guidance and counselling services. The in-service workshops also provide an indirect service to a larger number of learners. Gora et al. (1992) state that the major roles of Canadian school counsellors include among others, providing useful school guidance and counselling services are counselling learners and consulting with parents and other school staff.

Needless to emphasise, the review of literature in this section has brought out many reasons for the provision of school guidance and counselling services. Although the services may be usefully helping the majority of learners in the Zambian education system, it is not clear whether the services are also useful in ensuring that the services also fully benefit learners with special educational needs at secondary school level. This study thus assesses whether guidance and counselling services are useful in enhancing academic performance of learners with special educational needs in Mongu district.

2.5. CHARACTERISTICS OF A FUNCTIONAL SCHOOL GUIDANCE AND COUNSELLING PROGRAMME

Figure 1: The Characteristics of a Functional School Guidance and Counselling Programme.



Source: Chireshe (2006).

2.5.1. Policy

A policy is generally a kind of guide that delimits action (Starling, 1979). Ranney (1986) defines policy as a declaration and implementation of intent. It can be a statement with guidelines that indicate how a group of people should behave in given circumstances or a statement of rules which give direction and influence behaviour in given circumstances. Put simply, we can say it is whatever government chooses to do or not to do. In the light of the above definitions, school guidance policy gives certain guidelines or rules about how those involved in the planning, decision-making and implementation should behave in given circumstances, namely, a policy on school guidance and counselling services gives direction to school counsellors in managing school guidance and counselling activities. The policy also gives a sense of confidence to the school counsellors.

A mission statement is a short official statement that an organisation makes about the work it does and why it does it (MacMillan English Dictionary, 2002). It can be said to be a telling but concise presentation of the philosophy that drives an organization. A mission statement for school guidance and counselling services is therefore a presentation of the values of the services.

A study by Borders and Drury (1992) conducted in the United States of America found that school guidance and counselling should have written policies to ensure that the intervention and decisions made in schools are well considered. The policies also act as important sources of information for school communities. It was further reviewed that schools running useful school guidance and counselling services have mission statements and policy documents in place.

Gysbers and Henderson (2001) also add that, in the United States of America, the school guidance and counselling mission statement delineates who delivers the school guidance and counselling services, what competencies students should possess as a result of the learners' involvement and how the service is organised. To ensure usefulness, the American policy also spells out the value of the school guidance and counselling services as an equal partner in the education system and provides reasons why learners need to acquire the competencies that will accrue to them as a result of their participation in school guidance and counselling services.

Reynolds and Cheek (2002) report that, in Ireland, the National Centre for Guidance in Education (NCGE) (2003) states that useful school guidance and counselling services evolved from the Education Act of 1998 that states that students should have access to appropriate guidance to assist them in their educational and career choices. The Texas Legislature passed the Developmental Guidance and Counselling Programmes Act in 2001 that requires the implementation of comprehensive school guidance and counselling services.

According to Hui (2002), in Hong Kong, the official policy document on school guidance and counselling services lists the reasons for introducing guidance curricula in schools. School guidance and counselling services are seen as a way of fostering positive behaviour and assisting learners in personal, social and school adjustment. School guidance is regarded as an essential aspect of the teachers' work. It is further reported that the Hong Kong Education Commission introduced a whole school approach to school guidance as an educational policy in 1990. This followed the concept that a school's provision of guidance services is considered as an indicator of quality education. Howieson and Semple (2000) mention that, in Scotland the official policy is

that school guidance and counselling services should be evaluated and learners have a role to play in school guidance and counselling services evaluation.

Some African countries (Uganda, Malawi, Zambia, South Africa, Botswana and Nigeria) also have school guidance and counselling services policies. For instance, Rutondoki (2000) points out that the Ugandan White Paper on Education demands that career guidance and counselling be established in all secondary schools. Maluwa-Banda (1998) states that the Educational Policy in Malawi has introduced school guidance and counselling services in all secondary schools. Functional and useful school guidance and counselling services have concise national and school programmes defined and communicated to both staff and learners. Clear policy guidelines help school counsellors, teachers and learners to know what to expect from the services.

In South Africa, there is the Revised National Curriculum Statement Grades R-9 for schools of 2000 that provides guidelines for the implementation of school guidance and counselling services (Life Orientation Document, Department of Education, Pretoria (2002)). There is also the National Curriculum Statement Grades 10-12 Life Orientation of 2003. Life orientation is a compulsory subject for Grades 10-12 offered as from 2005. Life Orientation prepares learners to be successful by helping them to study usefully and make informed decisions about subject choices, careers and additional and higher educational opportunities (National Curriculum Statement of Life Orientation Grades 10-12, Department of Education Pretoria, 2003). Botswana has the Policy Directions in Guidance and Counselling of 1985 (Navin, 1989). The Botswana Government has a Guidance and Counselling division which is headed by a Director (UNESCO, 2000).

The Ministry of Education in Zambia established a school guidance service unit to spearhead the implementation of the school guidance and counselling services (UNESCO, 1998). Similarly, the Nigerian Government has the Third National Development Plan of 1975 and the National Policy on Education of 1981 that mandates all schools to offer school guidance and counselling services (Adegoke and Culbreth, 2000). This study thus aimed to assess the usefulness of school guidance and counselling services in enhancing academic performance of learners with special educational needs in Mongu district.

2.5.2. Planning

Planning involves goal setting and development of methods and strategies for goal attainment. During planning, decisions on what is to be done, how to do it, and the route to follow to achieve the goals are made. From the above description, plans for school guidance and counselling services provide an essential framework for delivery of the services. Successful planning in school guidance and counselling services ensures a structured response to learners' personal, social, educational and career guidance needs. The plans for useful school guidance and counselling services includes all guidance and counselling activities, classroom sessions with learners, individual counselling, meetings with administration, parents, support agencies and orientation.

In the United States of America (Reynolds and Cheek, 2002; Schmidt, 1993) and in Ireland (NCGE, 2003) the planning of school guidance and counselling services is done at the beginning of every year. Gibson (1990) also established that in the United States of America, school guidance and counselling services plans show the audiences to be addressed, the information to

share with these audiences, the purpose of the information and the methods to be used. The American planning situation is related to the one practised in Finland. In Finland, the school guidance and counselling services plans consist of goals of the services, how the services are to be implemented, the responsibilities of all the key stakeholders and how the services will be evaluated (Lairio and Nissila, 2002). In other countries such as Scotland, a plan gives the objectives of the school guidance and counselling services (Howieson and Semple, 2000).

Although planning is essential, it has been a challenge due to the problem of inadequate qualified human resource. Mapfumo (2001) revealed that there was a serious shortage of human resources at the inception of the school guidance and counselling services when he says that there was only one Education Officer for Guidance and Counselling in charge of over 1500 schools with millions of students in Zimbabwean schools. By the end of 1991, there were only four Education Officers responsible for guidance and counselling in the whole country and this negatively affected the implementation of services (Secretary for Education, Sport and Culture, 1991).

A comparative study by Lairio and Nissila (2002) found that in Finland, there were adequate full-time school counsellors, but very few Zimbabwean schools have full-time school counsellors. The majority are part-time counsellors. An earlier study by Mapfumo (2001) had also come to the conclusion that qualified guidance and counselling staff were not adequately available in schools and thus urged the schools to obtain the services of Educational Psychologists from the Ministry of Education, Sport and Culture's School Psychological Services and Special Needs Education (SPS and SNE) Department.

The Schools Psychological Services and Special Needs Education National Conference (December, 1998) reported that the school guidance and counselling services had little funding. Chivonivoni (2006) confirmed the above picture when he found that most school headmasters did not allocate any money to the school guidance and counselling services department. This resulted in difficult monitoring and running of the school guidance and counselling services. The SPS &S NE National conference (December, 1998) also reported that the school guidance and counselling services were threatened by the 'main' school curriculum overload, hence leaving little time for the school guidance and counselling services. The main school curriculum consists of subjects like English language, Shona, Mathematics, Geography, Physics, Biology, Agriculture, and Chemistry that consume time.

A study by Chireshe and Mapfumo (2005) in Zimbabwe found that school administrators did not give adequate time for the school guidance and counselling services. The time factor supports Ndanga's (1991) finding that while Zimbabwean school headmasters appreciate the value of guidance and counselling services, they expressed the problem of fitting it into the timetable. There is no time to be set aside for school guidance and counselling services. There are thus problems with timetabling Guidance and Counselling in secondary schools (Ramushu, 2000). The school guidance and counselling services are affected by the unavailability of time and the poor counsellor-learner ratio (Zindi & Makotore, 2000). As in Zimbabwe, non-availability of time is experienced in Malaysia (Lloyd, 1987) and the United States of America (Paisley & McMahan, 2001).

Maturure (2004) states that Zimbabwean school counsellors cannot attend to all learners because the school counsellors have higher workloads. Mudhumani (2005), Badza (2005) and Chivonivoni (2006) state that there is need for more resource allocation including time to enhance the services' usefulness. As in Zimbabwe the shortage of school guidance and counselling resources is faced in America (Reynolds & Cheek, 2002), Malawi (Maluwa-Banda, 1998) and South Africa (Bernard et'al, 1997).The Child and Law Foundation: Zimbabwe (2003) recommended that each school should have a team of female and male teachers equipped with basic counselling skills and referral information to assist students in distress. The administration should support this team by providing space for confidential, uninterrupted counselling and removing other co-curricular activity loads that may compete with this service. The useful utility of available resources for reliable guidance and counselling depends on the training of school counsellors and administrators.

2.5.3. Needs Assessment

Needs assessment is the identification of the needs of those to be served or beneficiaries. It can be said to be a formal process that determines the gaps between what is and what should be. Rimmer and Burt (1980) view needs assessment as an approach for involving students, families and the community in setting goals and priorities for the school guidance and counselling services.

In South Africa, needs assessment is an integral part of any school guidance and counselling services (Euvrard, 1996). In Botswana it has been established that needs assessment determines school guidance and counselling services goals and objectives (UNESCO, 2000). Needs assessment also allows services evaluation. The results of needs assessment determine priorities.

Marais (1998) recommends that the contents of future South African syllabuses for school guidance and counselling services should be based on the needs of the learners. Needs assessment should focus on the personal, social, educational and vocational needs of learners, parents and teachers to provide balanced and comprehensive school guidance and counselling services.

School counsellors who offer useful services begin by obtaining the necessary information on which to make appropriate and accurate decisions. Thompson, Loesch and Seraphine (2003) argue that in American schools, useful assessment of learners' counselling needs is a crucial component in the implementation of useful school guidance and counselling services. Rye and Sparks (in Lusky and Hayes, 2001) state that in the United States of America, needs assessment is the first step in establishing goals and objectives for which school guidance and counselling services will be held accountable. Useful school counsellors conduct needs assessment to determine learners' strengths and weaknesses in American schools (Borders and Drury 1992). According to Leviton (1977), surveying the needs of students in American schools helps the school counsellor to become more aware of student priorities for school guidance and counselling services.

Recommendations of a study conducted in Nigeria by Euvrard (1992) emphasised the importance of finding out what learners themselves indicate as their needs before initiating school guidance and counselling programmes. Wells and Ritter (1979) argue that in American schools, learners' ideas are valuable as they are the primary consumers of school guidance and counselling services. It is crucial that the services offered meet the learners' needs. However, school guidance and

counselling services providers have presumed it unnecessary to ask the beneficiaries of the services about what they need or to evaluate what services they have received.

It has been also established that in the United States of America, lack of learners' needs assessment results in students receiving similar guidance and counselling information regardless of their individual needs (Alexitch and Page, 1997). Thus, there is often a mismatch between learners' needs and delivered guidance and counselling services because the service provider is unaware of the learners' needs. This mismatch results in learners not benefiting from the guidance and counselling services. In other words, less useful services result from the fact that the school guidance and counselling services are not relevant to the actual needs of learners for these services are designed with little or no research into what these needs are.

Ahia and Bradley (1984) note that in Nigeria, no definite student needs assessment has been conducted to provide a base for useful school guidance and counselling services. As in Nigeria, a study by Euvrard (1992) established that little useful research has been done in the area of students' guidance and counselling needs in South Africa such that although the legislation and official manuals suggest that the learners' needs and wishes be taken into account, the actual services and syllabuses offered are not based upon any supporting research. It is further stated that in South Africa, the question of whether there is a close match between what learners actually need and what the guidance and counselling services intends to achieve cannot be answered because little research has been done into what students actually need. However, there has been an improvement in this area in South Africa. The National Curriculum Statement of

Life Orientation Grades10-12, Department of Education, Pretoria (2003) outlines how to assess the performance of the learner in order to establish his or her needs.

2.5.4. Responsive Services

UNESCO (2000) states that responsive services are services that are tailored to meet students' concerns regarding their health, personal-social, educational and career development. These concerns will be established through needs assessment. Responsive services include counselling and orientation services.

2.5.4.1. Counselling

In Canada and in America students are provided with occupational, educational, personal, social information and all other types of information needed by all learners for planning and self-adjustment (Hartman, 1999). The counselling services can either be given to an individual student or to a group of learners sharing common concerns (Hartman, 1999). UNESCO (2000) states that in Botswana, counselling services are regarded as a social service based on the recognition of the individuals' uniqueness, dignity, value and respect. During the counselling services, individuals are offered an opportunity for self-knowledge and self-development through individual or group interventions. Understanding and knowledge of oneself and the environment gained through counselling leads to personal development and good decision-making.

Hartman (1999) argues that in Canadian schools, useful school guidance and counselling services offer educational counselling which is a process of offering information to learners who need assistance in making decisions about aspects of their education, such as the choice of subjects, courses, and choice of high school and college. Developing educational plans that are in

line with one's career and life goals, is also discussed when educational counselling is done. Educational counselling increases a student's awareness of educational opportunities (UNESCO, 1998). Learners are provided with information on learning styles and study methods. How learners' attitudes, interests and work habits affect their educational results is also discussed.

In Zambia, a study by UNESCO (1998) found that educational information is also provided during personal and social counselling of learners. Personal and social counselling deals with emotional distress and behavioural difficulties that arise when individuals struggle to deal with developmental stages and tasks. Personal-social counselling also aims to help learners develop and maintain healthy and useful interpersonal relationships. The other aim is to improve the learners' self-understanding and self-esteem. The study further found that, in Zambia, personal and social counselling awaken adolescents to educational and vocational opportunities. The learners are empowered and taught to develop positive attitudes towards themselves. The result is that learners acquire the ability to acknowledge areas of expertise and develop the freedom to make positive choices in life.

Occupational information can be obtained through occupational studies, vocational counselling, leaflets and career workshops (Hartman, 1999). Vocational counselling involves school counsellors having individual contacts with learners whom they counsel in order to facilitate career development. UNESCO (1998) further points out that the learners are helped to become aware of the many occupations to consider and decide what to do after school.

2.5.4.2. Orientation

MacMillan English Dictionary (2002) defines orientation as information or training given to learners before they start new activities. In this study, the focus is on learners from the primary school being inducted or introduced to the secondary school life and those in the secondary school being introduced to the world of work and further studies. From this standpoint, orientation services are concerned with ensuring that the problems involved at those transition points where students move from a familiar situation to an unfamiliar one are reduced. According to Hartman (1999), these are services that are given to learners to help them adjust to a new situation, school activities and social activities.

2.5.5. Evaluation

Evaluation entails putting a value judgment on something or determination of worth. In this section, emphasis will be on the place and modalities of evaluation in useful school guidance and counselling services from international literature. Borders and Drury (1992) state that in the United States of America, school guidance and counselling services evaluation has historically consisted primarily of reports on kinds of services offered, percentages of school counsellor's time spent on each activity and the number of learners served.

Manitoba Education and Training (1991) states that in Canada, guidance and counselling services evaluation should constantly improve the services so that they remain dynamically responsive to the changing needs of learners, the school and society. Schmidt (1993) also views evaluation in school guidance and counselling in the United States of America as both an on-going process of collecting data from learners, parents and teachers to assessing services and

activities and an annual process of gathering feedback regarding the guidance and counselling services as a whole. It examines how well particular services meet intended goals.

Schmidt (1993) also states that in American schools, evaluation activities of the usefulness of school guidance and counselling services focus on determining whether school counsellors achieve their objectives and whether the guidance and counselling services are useful in helping learners achieve the set goals and objectives. In other words, it is a continuous process aimed at identifying beneficial services and useful methods of services delivery. Hughey, Gysbers and Starr (1993) also see evaluation of guidance and counselling in American schools as a means of improving the delivery of services to learners. A study by UNESCO (2000) indicated that, in developing countries such as Botswana, evaluation seeks to provide objective evidence of whether the services have met their desired objectives. The school will be able to establish whether the services are useful or not.

Goals of school counselling services must be clearly defined and agreed upon by all who will participate in the evaluation process. Many scholars in America agree that the process of evaluating school guidance and counselling services should be shared by the people involved, for example, counsellors and those benefiting from the services (Schmidt, 1993). Counsellors must therefore seek input from learners, parents and teachers. There should be agreement on what should be evaluated and what constitutes evidence of accomplishment of services goals. Clear descriptions of services goals and objectives help the beneficiaries understand the counsellor's unique role in the school.

All people who participate in or are served by the school counselling services should be involved in the evaluation process. However, most school guidance and counselling services evaluations in Canada are conducted without the consumers' input (Hiebert, 1994). Learners, teachers and parents should provide some input in the evaluation process (Hughey et'al, 1993). UNESCO (2000) states that in Botswana, useful evaluation procedures consider the following: deciding when to evaluate, deciding what precisely to evaluate, deciding whom the evaluation is intended to serve, deciding who should conduct the evaluation, deciding what questions the evaluation should address, planning the evaluation study and deciding how to report the evaluations.

Counsellors should be willing to set specific evaluation criteria for themselves and work with the beneficiaries of their services. They must know how much time they have to indicate performance and establish criteria that they believe can be met within a specific time frame. According to Reynolds and Cheek (2002) the following criteria have been used in evaluating both the usefulness and effectiveness of American school counselling: academic achievement, school attitudes, setting realistic goals, improvement in reading, peer relations, personal adjustment and reduction of inappropriate behaviour. The evaluators try to establish whether learners demonstrate improved academic achievement, positive school attitudes, appropriate behaviour, improved personal adjustment and set realistic goals as a result of receiving school guidance and counselling services.

2.6. SUMMARY

This review of literature has shown that the provision of school guidance and counselling to assist different categories of learners world over has existed for many years. Important to add, the need to ensure provision of school guidance and counselling has been developing for over a

thousand years, and it continues to take on different shapes. Yet, the rationale and disposition that are embedded in this education programme tend to endure. Clearly, the nature of all theory is to guide thinking and practice; therefore, useful school guidance and counselling should guide teachers' thoughts, which will inevitably shape their behaviour and that of their learners. Because the nature of all knowledge is fluid and temporary, responsible provision of useful school guidance and counselling especially to learners with special educational needs thus requires guidance and counselling practitioners to commit to a life-long pursuit of improving their understanding of various guidance and counselling techniques and of the broader processes called pedagogy and learning.

This chapter has also brought out the usefulness and value of guidance and counselling services at a global and African level, but none on Mongu district. The literature review presented has also indicated that there are many reasons for the provision of school guidance and counselling services. However, although the services may be generally useful to the majority of learners in the Zambian education system, it is not clear whether the services are also useful or fully benefit learners with special educational needs at secondary school level. This study thus sought to fill this knowledge gap by assessing the efficacy of guidance and counselling services in enhancing academic performance of learners with special educational needs in Mongu district. The study also made further efforts to determine the factors which impeded the efficacy of the school guidance and counselling services provided to learners with special educational needs in Mongu district.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents the methodology that was employed in the study. It begins with the description of research design which was employed, the study site, pilot study, population, sample size, sampling procedures, research instruments used for data collection. Additionally, it also describes the procedures for data collection and how data was analysed in order to answer the research questions. Finally, it outlines ethical issues that were considered in the process of data collection.

3.2. RESEARCH DESIGN

A case study design was employed in the study. The design helped to have an in-depth understanding of the usefulness of school guidance and counselling in enhancing the academic performance of learners with special educational needs in Mongu district. In addition, because the study sought to understand the context of respondents, a case design was ideal. The use of this design was consistent with that of Kombo and Tromp (2006) who pointed out that a case study design is used to describe a unit in detail, in context and holistically. It is also a way of organizing educational data and looking at the object to be studied as a whole. A group of learners with special educational needs were studied as a single entity. This allowed for a detailed and in depth study to determine the usefulness of school guidance and counselling in enhancing the academic performance and career choices of learners with special educational needs.

The study also employed the triangulation technique by using both qualitative and quantitative methods. According to Weiss and Bucuvala (1998), triangulation results in a stronger research design and more valid and reliable findings. In triangulation, the advantage of one method compensates for disadvantages in another and that studying from different perspectives gives a fuller picture.

3.3. STUDY POPULATION

In this study, all the learners with special educational needs as well as teachers who provided guidance and counseling at Sefula Secondary School, Sefula School for the Visually Impaired, Kanyonyo Secondary School, Kambule Technical High School and St. John's Secondary School were included in the study population.

3.4. STUDY SAMPLE

The total sample for this study was 80 respondents. The sample size comprised 60 learners with special educational needs and 20 teachers who provided guidance and counselling in the four selected schools in Mongu district.

Furthermore, out of the 20 teachers, ten were female while the other ten were male. In the learners category of respondents, the total sampled was 60. Gender balance was also observed here by ensuring that 30 were girls and another 30 comprised of boys. The respondents sampled in the learners' category were all LSEN. In particular, the respondents in the category of learners had an impairment falling within visual impairment, physical impairment, learning difficulty and health impairment.

3.5. SAMPLING TECHNIQUES

The study employed purposive sampling and stratified random sampling procedures. Purposive sampling was used to select teachers who offered guidance and counselling services, and the learners with special educational needs. Orodho and Kombo (2002) state that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues being studied. Black (1999) observes that purposive sampling ensures that those people who are unsuitable for the sampling study are already eliminated, so only the most suitable candidates remain.

With time constraints and need for appropriate respondents for the study purpose, the sampling procedure was used. The results of purposeful sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Orodho and Kombo, 2002). The type of purposive sampling that was used in this study is an extreme case sampling because it focused on special cases that were rich in information and in this case the teachers who were directly responsible for providing guidance and counselling to learners. In order to select the learners with special educational needs from different schools, stratified random sampling was used. Learners were classified in stratas of schools and then simple random sampling procedure was used. Simple random sampling procedure was used to ensure that each learner had equal chance of participating in the study.

3.6. RESEARCH INSTRUMENTS

The research instruments used in this study were: focus group discussion guide, semi-structured questionnaires, as well as guidance and counselling evaluation checklist.

3.6.1. Focus Group Discussion Guide

Subjective responses from learners and teachers were collected using focus group discussions. According to Black (1999), a focus group discussion is a group discussion of 5-12 persons guided by a facilitator during which members talk freely and spontaneously about a certain topic. The purpose is to obtain in-depth information on concepts, perceptions and ideas of the group. Therefore, using focus group discussion guides, the study was able to get the perceptions of learners and teachers on the usefulness of guidance and counselling services in enhancing academic performance of learners with special educational needs.

3.6.2. Semi-structured Questionnaire

The use of the questionnaire helped to gather data within a shortest possible time. In addition, it helped to collect qualitative data on the extent to which LSEN accessed guidance and counselling services. According to Cohen, Manion and Morrisin (2007) a questionnaire increases the external validity of the study done in the natural setting. Questionnaires were administered to both teachers of learners. The semi-structured questionnaire was chosen because it allowed the researcher to use the same question items to all selected respondents from different schools while at the same time allowing respondents to give explanations on the topic.

3.6.3. Evaluation Checklist

The guidance and counselling evaluation checklist was used to collect primary data from the guidance teachers. It allowed the researcher to establish the factors that impeded the usefulness of school guidance and counselling in enhancing the academic performance and career choices of learners with special educational needs. This instrument helped to verify the data obtained through the use of focus group discussion guides and questionnaires.

3.7. DATA COLLECTION PROCEDURE

Permission to conduct the research was sought from the Provincial Education Officer and the District Education Board Secretary as well as the respective School managers of the four schools selected. The researcher then went to administer questionnaires to learners in the selected schools. Firstly, the researcher administered 80 questionnaires to respondents in order to obtain quantitative data. In terms of qualitative data, focus group discussions were held with twelve respondents. These were randomly sampled from the selected five schools. The groups comprised six learners (three males and three females) and six teachers (three females and three males). Each focus group had six participants; learners on their own and teachers on their own.

3.8. DATA ANALYSIS

The study employed both qualitative and quantitative methods to analyse data. Subjective responses were analysed qualitatively using thematic analysis. Therefore, qualitative data from semi-structured questionnaires and focus group discussions was collected and put into identified themes and categories after which interpretations and discussions was be done (thematic analysis). Objective responses from structured questionnaires were analysed quantitatively using the Statistical Package for Social Sciences (SPSS) to generate frequencies. The responses were further presented in form of graphs, tables and statistical figures so as to give meaning to the findings.

3.9. ETHICAL CONSIDERATIONS

Ethical issues were taken into consideration in this study. In the first place, consent was sought from the respondents on their participation in the study. In addition, the data which was collected was kept confidential and only used for research purposes. The researcher also ensured that names and personal details of the respondents were not revealed or published.

3.10. SUMMARY

This chapter presented the methodology that was used in the study. A case study design was used to ascertain the usefulness of guidance and counselling to learners with special educational needs. Eighty (80) respondents participated in the study. They consisted of sixty (60) learners with special educational needs and twenty (20) guidance and counselling teachers. The respondents were selected through stratified sampling, simple random and purposeful sampling procedures. Instruments for data collection included questionnaires, interview schedules as well as a guidance and counselling checklist. Both qualitative and quantitative methods were employed in the study. Qualitative data was analysed thematically while quantitative data was analysed using the SPSS. Ethical issues were also taken into consideration.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

In this chapter, the findings of the study are presented. The findings are presented according to the research questions. The research questions were: how useful are guidance and counselling services in enhancing the academic performance of learners with special educational needs? To what extent do learners with special educational needs access guidance and counselling services in schools? and which factors impeded on the usefulness of guidance and counselling services offered to learners with special educational needs in Mongu district?

4.2. Usefulness of guidance and counselling in enhancing academic performance

4.2.1 Learners' Views

Learners with special educational needs in the selected secondary schools were asked to state whether they viewed guidance and counselling as being useful in enhancing their academic performance. Most of them were of the view that guidance and counselling services were generally less useful. Many respondents further indicated that guidance and counselling services in their schools did not help them to improve academically. For example, one respondent stated that:

most times when we need the guidance and counselling services, the guidance and counselling teachers are unavailable. In fact, it is difficult to have time to be advised or helped. The teachers are just too busy with teaching.

Respondents also stated that when the opportunity to be counselled is accorded, it was done in a crowd. To this effect, one of the respondents said that:

most of the time, counselling is done in the school hall and we fail to really get helped. It would be better if guidance and counselling could be provided to us frequently in smaller groups or individually in an office.

Most (45 of the 60) of the respondents indicated that guidance and counselling services were not being offered to the satisfaction of learners. Respondents stated that guidance and counselling services should be done individually or on a one to one basis. One of the respondents said: “*when you are counselled alone, it is easier to explain what you are experiencing, be understood and consequently get helped.*” Some respondents further indicated that guidance and counselling seemed to be a waste of time because it was not helping them since it could only be provided to them when the teachers felt like and not when the learners themselves need the services to be provided to them. They also stated that some of the guidance and counselling teachers’ show bias towards the learners without special educational needs. One of the respondents said that:

teachers sometimes fail to understand my special educational needs and carefully help me, as a result I do not feel encouraged to go for counselling. Most guidance and counselling teachers also seem to only like dealing with learners without special educational needs.

Respondents additionally indicated that they did not know how important guidance and counselling services were to them. They also pointed out that they did not even know that the services were available for them. One respondent said that:

it could be very useful for the guidance and counselling teachers to sensitize learners on the availability and importance of the guidance and counselling services in the school. As it is, I do not even know that guidance and counselling can help me in my academic work. All learners would benefit from increased awareness of the times when the services should be accessed.

Another respondent said: *“if guidance and counselling can be time-tabled and made compulsory, am sure all learners would benefit fully. It should also be observed by school administration that the guidance and counselling teachers fully attend to guidance and counselling responsibilities and not just focus on other teaching duties.”* Furthermore, respondents were of the view that many guidance and counselling teachers should be trained and distributed in schools. One respondent echoed that *“the more trained guidance and counselling teachers we have, the better. Because we are going to have options to choose from as learners when we have problems and in need of counselling. Some teachers are not good to us and you can try to get help from a different one if they are many.”* Respondents indicated that guidance and counselling can help them improve academically because they can be highly motivated to study if they were counselled. They indicated that if they could be given study skills frequently, they would excel in their education. One of the respondents said:

Personally, since I received guidance and counselling on improving my academic performance, I have benefited through increased participation in class and useful study skills. I also use my time wisely now. This is not what I would do some time back. Guidance has really helped.

Learners with special educational needs were asked to state whether they viewed guidance and counselling teachers as being useful in enhancing their academic performance. Most of the learners were of the view that guidance and counselling teachers were not useful. The respondents said guidance and counselling teachers in their schools did not help them in making appropriate career choices. One respondent stated that:

The available guidance and counselling teachers seem to be biased towards the career choices and options for able bodied learners (learners without special educational needs). All the motivational speakers they bring are people who had no special educational needs. I would have loved to see a role model who has succeeded.

Respondents also stated that when the opportunity to learn about careers is accorded, the time is inadequate. They were of the view that lack of knowledge on better career options contributed to their lack of motivation to perform better in class. One of the respondents said that:

teachers rarely give us opportunities for career talks. Last term, only one career talk was organised for the whole school in the hall. The invited guests who came arrived almost when we were about to knock off. They just spent a few minutes to talk to us and then we were released. That was the only time we had a chance to get information on careers this year. We do not even know when another opportunity will come.

4.2.2. Teachers' views on the usefulness of guidance and counselling

Teachers were also asked to state whether they viewed guidance and counselling as being useful in enhancing academic performance of secondary school learners with special educational needs. The teachers were of the view that guidance and counselling services were not useful. Many

respondents further indicated that they guidance and counselling services in their schools did not significantly help learners to improve academically. One respondent stated that:

most times when learners need the guidance and counselling services, we are unavailable. In fact, it is difficult to have time to counsel learners because we are just too busy with non-counselling duties.

Respondents also stated that when the opportunity to be counselled is accorded, the time is short and usually in a crowd. One of the respondents said that:

in order to try and help as many learners as possible, we provide guidance and counselling in the school hall most times. We invite motivational speakers to motivate the boys and girls in the quickest time they can by sharing their life stories and achievements.

Teachers also stated that guidance and counselling services providers needed more information on career prospects for children with special educational needs. One respondent said: “*We do not have sufficient information and resources as teachers to accurately provide guidance and counselling on the appropriate career choices for children with special educational needs so that their level of participation in class can be enhanced.*”

4.3. Extent to which learners with special educational needs accessed guidance and counselling services in schools.

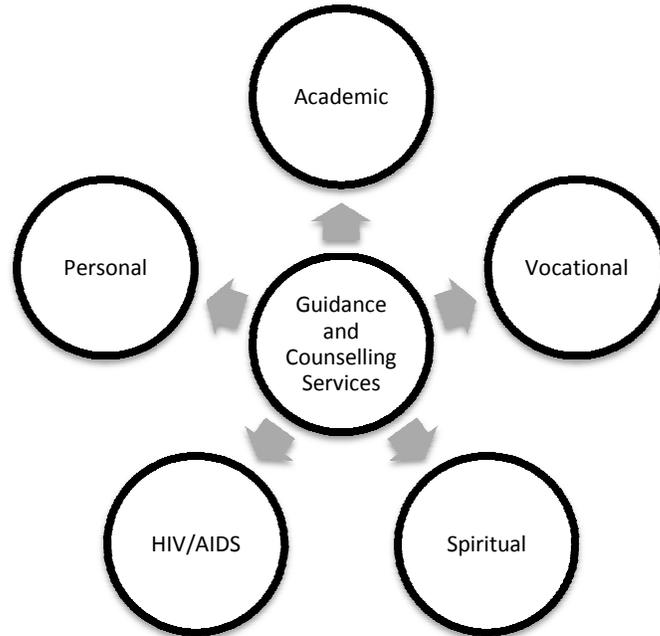
The study sought to establish the extent to which secondary school learners with special educational needs accessed guidance and counselling services. To that effect, responses were sought from guidance and counselling teachers and LSEN.

4.3.1 Teachers' Views

This section presents the views of guidance and counselling teachers at Sefula Secondary School, Sefula School for the Visually Impaired, Kanyonyo Secondary School, Kambule Technical High School and St. John's Secondary School. Eight of the guidance teachers said that learners with special educational needs did not often come for guidance and counselling services, another eight of the guidance and counselling teachers said learners often came for guidance and counselling services, while four of them said learners very often come for counselling.

As regards the type of guidance and counselling service sought, they said most of the time, learners with special educational needs accessed educational, personal, vocational guidance and counselling or spiritual counselling. Most of the respondents also added that the extent to which learners with special educational needs accessed guidance and counselling was too limited because, while most types of guidance and counselling were available in schools, the guidance and counselling programmes lacked a lot of facilities and faced numerous challenges. One of the teachers in fact pointed out that, *“Our school does not possess all the requirements for effective provision of guidance and counselling to learners. Learners, including SEN learners see no need to come for sessions. Learners' access to the service is very limited.”*

Figure 2: Categories of Guidance and Counselling Services Available in Schools.



Source: *Field Data, 2014.*

When teachers were asked on the categories of guidance and counselling services available in schools which learners with special educational needs could access, they all affirmed the availability of Academic, Vocational, Spiritual, HIV and AIDS and Personal counselling.

Table 1: Views of guidance and counselling teachers on how gender influences guidance and counselling services attendance.

| Gender of respondent | Learners come for counselling | | | Total |
|----------------------|-------------------------------|-------|-----------|-------|
| | Very often | Often | Not often | |
| Male | 01 | 03 | 06 | 10 |
| Female | 03 | 05 | 02 | 10 |
| Total | 04 | 8 | 8 | 20 |

Source: *Field data 2014*

It is observed from the study results that learners often went for counselling when a woman was doing the counselling compared to when a man was doing the counselling.

Table 2: Views of guidance and counselling teachers on how age influences learners' attendance for guidance and counselling.

| Age of counsellors | Learners come for counselling | | | Total |
|--------------------|-------------------------------|------|---------------|-------|
| | Very much | Much | Not very much | |
| 22-39 years | 05 | 04 | 01 | 10 |
| 40-55 years | 01 | 04 | 05 | 10 |
| Total | 04 | 10 | 06 | 20 |

Source: Field data 2014

Age of the counsellor according to the study results has implications on the extent the learners went for counselling. This is revealed by results on the table that younger counsellors had received more learners for counselling.

4.3.2. Learners' views on the extent to which they accessed guidance and counselling.

This section presents the views of learners on the frequency with which they accessed guidance and counselling.

Table 3: Learners' rating of the frequency with which they received guidance and counseling.

| GENDER | FREQUENCY OF ACCESING COUNSELLING | | | TOTAL |
|------------------|-----------------------------------|-------|-----------|-------|
| | VERY OFTEN | OFTEN | NOT OFTEN | |
| MALE | 3 | 11 | 16 | 30 |
| FEMALE | 2 | 9 | 19 | 30 |
| TOTAL | 5 | 20 | 35 | 60 |
| TOTAL (%) | 8.3 | 33.3 | 58.4 | 100 |

Source: Field Data, 2014.

The learners said that they accessed guidance and counselling services. However, 35 out of 60 learners said they did not often access guidance and counselling services, 20 mentioned that they often had access to guidance and counselling services whenever they sought the services while five learners said they very often accessed guidance and counselling services.

On who the learners approached when they need counselling, they said that they approach grade teachers, deputy head teacher or their parents and very rarely approach the guidance and counselling teacher. They sighted lack of confidentiality by some guidance and counselling teachers. The learners with special educational needs further said that the guidance and counselling teacher collaborates with the disciplinary committee an aspect that makes them shun guidance and counselling services. Those from the mission school said that they accessed guidance and counselling from the guidance and counselling teacher when in need of guidance and counselling services and also they approached the school chaplain. However, they said that the chaplain was always accessible than the guidance and counselling teacher who was at times not easily accessed. Furthermore, learners with visual impairments said that they find it difficult to access the guidance and counselling teacher's room. The learners suggested that guidance and counselling teacher be provided with a counselling room. The other learners said that the guidance and counselling teacher's room should be located in a place where its accessibility can be easy.

On what type of counselling they sought most them said that they sought educational, personal or spiritual counselling. One of the respondents echoed that, *"I usually feel like being advised*

regarding my studies, Christian life and my life in general. So I look for teachers to help me with better ways to lead my life and study.”

Table 4: Distribution of learners who sought guidance and counselling services.

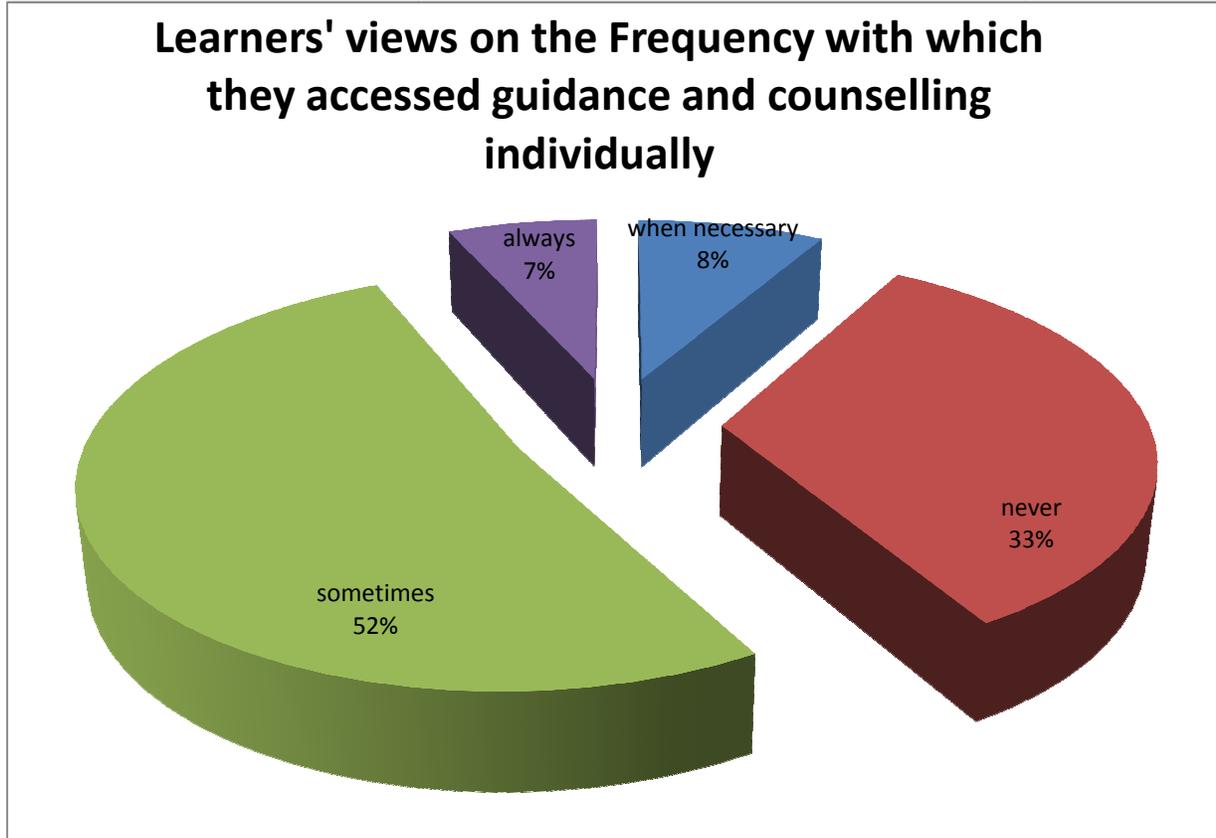
| GENDER | FREQUENCY OF SEEKING COUNSELLING | | | TOTAL |
|-----------|----------------------------------|-----------|-------|-------|
| | ALWAYS | SOMETIMES | NEVER | |
| MALE | 05 | 16 | 9 | 30 |
| FEMALE | 09 | 13 | 8 | 30 |
| TOTAL | 14 | 29 | 17 | 60 |
| TOTAL (%) | 23.3 | 48.4 | 28.3 | 100 |

Source: *Field Data, 2014.*

Regarding the need for guidance and counselling when learners had problems related to academic performance, 14 of the learners stated that they always sought guidance and counselling when they had problems related to academic performance, 29 of them indicated that they sought the services sometimes but 17 learners mentioned that they never sought the services. The respondents indicated that extent to which the school guidance and counselling services provided met the expectations of the learners in the secondary schools was limited. In alluding to this, one of the respondents said that:

I went for guidance and counselling once when I came to this school after passing my grade nine examinations at the basic school. I wanted to ensure that I improve my school performance at secondary school. But since I went there, I have never gone back and it has been two years now. I did not feel encouraged to go back. I expected the teacher to guide me on better study skills but he looked troubled and felt pity on me because I do not have eye sight. He did not even give me another appointment date.

Figure 3: Frequency with which learners accessed guidance and counselling individually



Source: *Field Data, 2014.*

Regarding the frequency with which learners received guidance and counselling individually, 31 of the learners indicated that they sometimes received guidance and counselling individually, five learners mentioned that they always received guidance and counselling individually, four learners stated that they received the services individually when necessary while 20 learners indicated that they never received guidance and counselling individually.

The learners with special educational needs also said that they access guidance and counselling services. However, a majority (35 of the 60) of the learners said they not very often accessed

guidance and counselling services, while a few (25 of the 60) said they often accessed guidance and counselling services. One of the learners said:

since I started learning at this school two years ago, no one has ever approached me to tell me of the importance of guidance and counselling services or that the services are there to help me. Therefore, I have not gone for any counselling. Even the others who went say it is scary to talk to the teacher.

On who they approached when they need counselling learners said that they approached grade teachers, deputy head teacher or their parents and very rarely approached the guidance and counselling teacher. The learners who had accessed the services but do not frequently go there stated that;

I have not gone back to be counselled since the last time I went. I did not see any reason to return there since the teacher was using a lot of English and I did not understand some of the things she was saying. And every time someone is seen there, people start mocking him thinking that he is an offender in the school.

It also came to light that the frequency with which learners with special educational needs accessed guidance and counselling services in schools was affected negatively by lack of confidentiality and a restrictive environment when it comes to the accessibility of the counselling room. The learners suggested that guidance and counselling teacher be provided with a counselling room. In fact, one of the respondents said that;

the other learners said that the guidance and counselling teacher's room should be located in a place where someone going there is not seen by everyone but also at a place where its accessibility is be easy.

4.4. Factors affecting the usefulness of guidance and counselling in enhancing academic performance

4.4.1 Teachers' views

Most of the teachers indicated that guidance and counselling services were not provided to satisfactory standards. Respondents stated that guidance and counselling services must have an element of continuity. One respondent said: *“Immediately a learner comes for counselling, it is important that the learner is offered follow up sessions and put on observation in an effort to ensure that the guidance and counselling services offered are evaluated.”* Some respondents further indicated that guidance and counselling seemed unsupported by both policy and school administrators. They also stated that resources towards guidance and counselling are provided only at the head teacher’s discretion. One of the respondents said that:

There is no policy framework which mandates head teachers to provide or allocate sufficient time and resources to ensure that all learners receive the necessary guidance and counselling throughout their secondary school years. The lack of policy has also made it difficult for each learner to receive guidance and counselling whenever it is necessary. There are no resources for important guidance and counselling activities such as home visits and parental meetings.

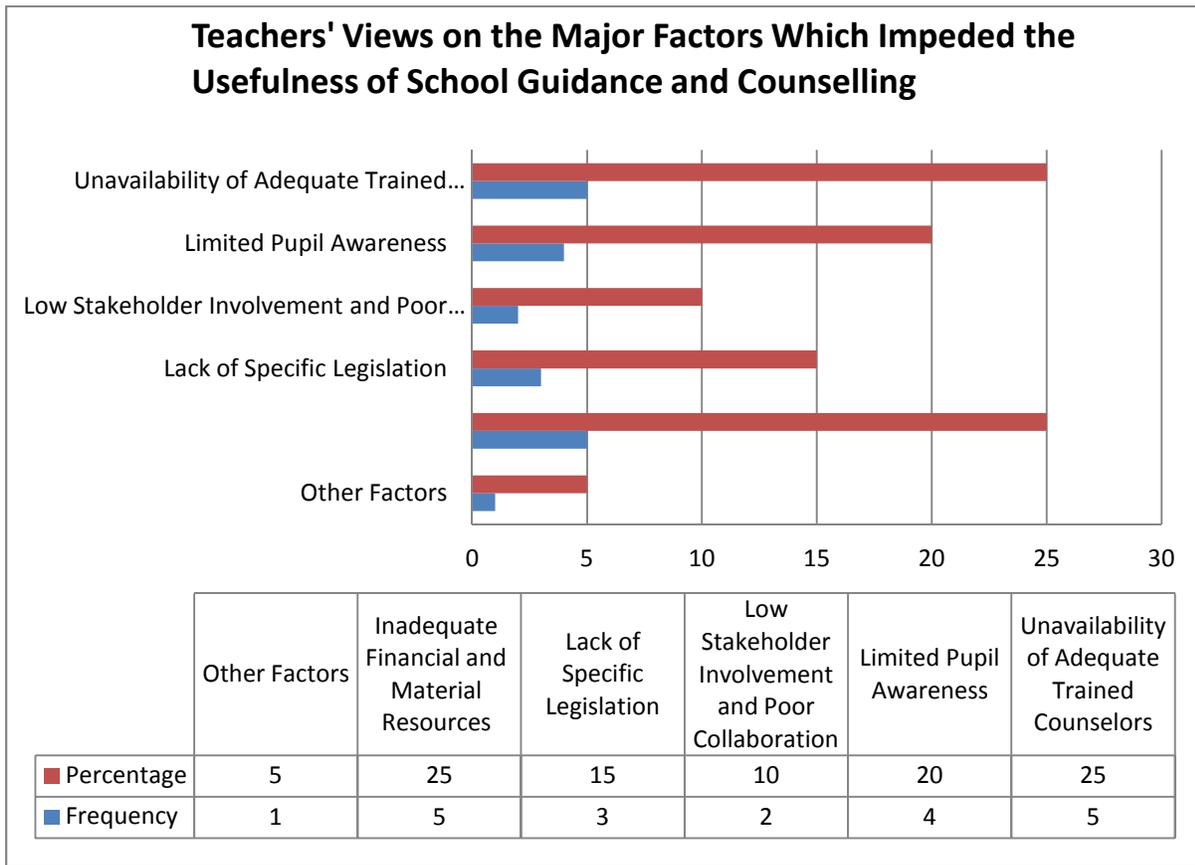
Another guidance and counselling teacher added that:

When learners with special educational needs come for the guidance and counselling services, I feel inadequate as the guidance and counselling teacher. In fact, it is difficult to have time to even begin to counsel the learners, I just postpone the appointments and hope to improvise by inviting a specialist teacher to help counsel the learner on that particular aspect.

Respondents also stated that learners with special educational needs also do not seriously seek guidance and counselling services on how to improve their academic performance. One of the respondents said that:

Since I became a counsellor at this school three years ago, no learner with special educational needs has ever approached me to request for information on career options available in the world of work. Learners with special educational needs seem to not have the drive or desire to work. They feel someone will find work which is appropriate for them. This ultimately contributes to their limited motivation and low academic.

Figure 4: Teachers’ views on the major factors which have impeded the usefulness of school guidance and counselling programme



Source: Field Data, 2014.

Regarding the teachers' views on the major impediments faced by guidance and counselling services in relation to enhancing learners' academic performance and career choices, five teachers stated that the usefulness of guidance and counselling in enhancing their academic performance was impeded by unavailability of trained counsellors, another five of the teachers mentioned inadequate financial and material resources, four teachers noted that school guidance and counselling was impeded by limited learners' awareness but three teachers mentioned that guidance and counselling services were not very useful due to lack of specific legislation. In addition, two of the teachers mentioned low stakeholder involvement and collaboration while one teacher pointed out that the usefulness of school guidance and counselling was being impeded by other factors.

Most of the teachers were of the view that guidance and counselling services were significantly affected negatively by many factors. One respondent stated that:

Guidance and counselling services are being negatively affected by the fact that only a few of us are available to offer guidance and counselling. Worse still, most of us have limited knowledge on how to provide useful guidance and counselling to learners with special educational needs.

The above finding is also in line with the findings obtained through the observation checklist (Appendix. 5) where it was seen that most schools did not have adequate trained guidance and counselling teachers, a guidance and counselling policy and lockers for confidential material. Respondents also stated that most guidance and counselling teachers had negative attitude towards learners with special educational needs. It was also clear that there was stigma associated with being seen at the counselling centre. For this reason, very few learners seek

guidance and counselling services. Another respondent said: *“Learners seem fear to being seen at the counselling centre because other learners think it is a place where people with big problems go. Most times, other learners would make fun of the one who was seen at the counselling centre for a long period of time.”*

Another respondent echoed that there is also an overload on the teaching duties and this has affected the usefulness with which they provide guidance and counselling services. She pointed out that, *“Guidance and counselling is not prioritised. It is like a secondary responsibility and not even supported as their duty by the school administrators. When one reserves time to provide guidance and counselling, he or she is viewed as just doing the learners a favour. There is no enforced law mandating the provision of guidance and counselling to learners.”*

Other respondents cited the fact that teachers were not motivated to provide useful guidance and counselling. This is because there are no resources steadily reserved to promote the provision of useful guidance and counselling services. One of the teachers pointed out that:

There are no resources to implement important activities like home visitations and field trips to the industries where learners can be advised in the home set up and be shown some particular jobs which they can look forward to respectively. Home visitations and exposure to industries can help the learners significantly.

One teacher also pointed out that stakeholder involvement was limited and this constituted a significant impediment to the implementation of useful school guidance and counselling. He explained that, *“Parents and learners are not willing participants in the provision of guidance and counselling. They seem to have negative attitudes and less awareness on the rationale for*

guidance and counselling in schools. This has remarkably hindered their participation in the implementation of the programme in general. In the end, there is no way school guidance and counselling can be very usefully implemented.”

The guidance and counselling teachers further reported that learners with special educational needs face challenges when accessing guidance and counselling services. The following challenges were said to be hindering the smooth access of learners with special educational needs for guidance and counselling services: They said guidance and counselling teachers are very committed with teaching subjects and are rarely in offices. In fact, one of the teachers pointed out that, *“Guidance and counselling was not time tabled and was thus overshadowed by the so called examinable subjects. Also there were no office spaces for most guidance and counselling teachers.”* Last but not the least the learners with special educational needs said did not have much knowledge about the benefits guidance and counselling services offers.

4.4.1.1. Teachers’ views on what should be done to ensure increased usefulness of school guidance and counselling programme in enhancing academic performance of learners with special educational needs.

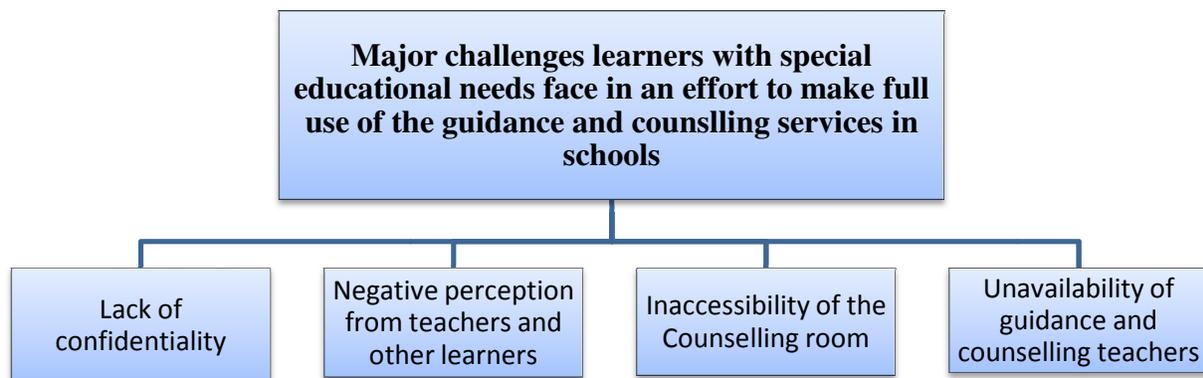
Regarding the view on what should be done to address the impediments to school guidance and counselling, the following were the main suggestions which were brought forward. Six teachers were of the view that the government should ensure that there is availability of adequately trained counsellors and, while five teachers suggested the need for adequate financial and material resources for counselling in schools. Four of the teachers indicated the need to improve learner awareness on the importance of guidance and counselling services as a measure to increase the usefulness of guidance and counselling services. Additionally, it was also suggested

by three teachers that there is need for increased calls for stakeholder involvement and collaboration while the remaining two teachers emphasized the importance of rigorous lobbying for specific legislation on the provision of guidance and counselling services and other measures such as improvement of confidentiality and establishment of strong guidance and counselling committees.

In view of the challenges, one of the guidance and counselling teachers further suggested that, *“Guidance and counselling should be strengthened by emphasising its value to the school administrators, the teachers and all the learners including the learners with special educational needs by equipping all stake holders with the guidance and counselling skills.”* Furthermore, it was revealed that guidance and counselling should have a slot on the school time table and that it should be compulsory for all learners.

4.4.2 Learners’ views on the factors that negatively affect their access to guidance and counselling.

Figure 5: Learners’ views on the major challenges they face in trying to access school guidance and counselling.



Source: *field data 2014.*

When learners with special educational needs were asked to mention the major challenges they faced in an effort to make full use of the guidance and counselling services available in schools, they brought out lack of confidentiality, negative perceptions from teachers and other learners, inaccessibility of the counselling room and unavailability of guidance and counselling teachers.

4.5. SUMMARY

This chapter presented the findings of the study in line with the study objectives. The study found out that the guidance and counselling services currently provided in schools are less useful when it comes to enhancing the academic performance of learners with special educational needs.

As regards the extent to which learners with special educational needs access guidance and counselling, the respondents have posited that the learners with special educational have very limited access to guidance and counselling in schools currently. When they have access to guidance and counselling, they usually access academic, personal and or spiritual counselling.

The following were the major factors that impede on the usefulness of guidance and counselling in enhancing the academic performance of learners with special educational needs: unavailability of adequate trained guidance and counselling teachers, inadequate financial and material resources for counselling, limited learner awareness on the importance of guidance and counselling services, low stakeholder involvement and poor collaboration and lack of specific policy on the provision of guidance and counselling services.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. INTRODUCTION

In this chapter, the findings of the study are discussed. The findings are presented according to the objectives of the study. The objective of the study were to: determine the usefulness of guidance and counselling services in enhancing academic performance of learners with special educational needs, investigate the extent to which learners with special educational needs accessed guidance and counselling services in schools, and to establish the factors which impede on the usefulness of guidance and counselling services offered to learners with special educational needs in Mongu district.

5.2. Usefulness of guidance and counselling services in enhancing the academic performance of learners with special educational needs.

Regarding usefulness of guidance and counselling in enhancing the academic performance of learners with special educational needs, the study found that 81 per cent of the learners and 74 per cent of the teachers were of the view that the guidance and counselling services currently provided in schools were not very useful to learners with special educational needs due to the fact that they had difficulties accessing the services whenever they needed them. This means that, although guidance and counselling services are vital for improved academic performance of learners and available in schools, they are not benefiting learners with special educational needs.

It is therefore hoped in line with this finding that the government should employ strategic measures to ensure that guidance and counselling services are implemented in a comprehensive

manner so as to make them become useful to all learners, learners with special educational needs inclusive. On the other hand, the majority of the teachers who held the view that guidance and counselling services provided in schools were not very useful gave the reason that there was need for more trained counsellors in schools since the available ones already had limited time to provide guidance and counselling services due to mammoth non-counselling duties which they had to attend to on a daily basis. The finding is also consistent with the views of Oye et al (2012) who conducted a study on guidance and counselling in Nigerian Schools and found that inadequacy of counsellors in schools contributed to the inadequate provision of counselling services.

Needless to emphasise, it can also be added that the guidance and counselling services provided to learners with special educational needs were viewed to be not useful because most of the teachers also noted that the guidance and counselling programmes in schools lacked many of the characteristics of a functional guidance and counselling programme. For instance, many of the teachers revealed that guidance and counselling programmes in schools lacked clear cut school policies, needs assessment and evaluation. Due to these short comings, the efficacy of the guidance and counselling programmes was made limited.

The following are some of the major reasons as to why the guidance and counselling services were viewed as less useful by the learners and teachers: unavailability of adequately trained counsellors, inadequate financial and material resources for counselling, limited learner awareness on the importance of guidance and counselling services, low stakeholder involvement and collaboration as well as lack of specific legislation on the provision of guidance and

counselling services. The study has also revealed that, due to the less usefulness of the guidance and counselling services provided in the schools, classroom participation, performance in classroom exercises, class tests and final examinations is generally poor for most learners with special educational needs.

On the other hand, a few learners who had strong awareness regarding the importance of guidance and counselling services and consistently sought and accessed guidance and counselling services indicated that their academic performance was enhanced to a significant level due to improved results in class exercises and class tests. Regarding the few learners they consistently dealt with, teachers remarked that the guidance and counselling services were seen as useful in enhancing the academic performance of learners with special educational needs. This finding is consistent with the observation by Borders and Drury (1992) who conducted a study on the benefits of guidance and counselling which showed that increased academic achievement, academic persistence, school attendance and positive attitude towards school and others resulted from school guidance and counselling.

Furthermore, most of the respondents across both categories (learners and teachers) pointed out the need for implementation of a number of measures in an effort to make guidance and counselling services useful in enhancing academic performance of learners with special educational needs. The following were some of the main suggestions which were brought forward: the government should ensure that there is availability of adequately trained counsellors and, adequate financial and material resources for counselling in schools. The need to improve learner awareness on the importance of guidance and counselling services was also suggested as

a measure to increase the usefulness of guidance and counselling services. Learner awareness on the importance of guidance and counselling could be improved by sensitising all pupils on the availability and efficacy of guidance and counselling services for all learners in school. These suggestions were put forward because respondents noted the inadequacy of trained guidance and counselling teachers as well as limited awareness of the LSEN regarding the importance and availability of guidance and counselling services. This is in line with the findings from the study conducted by Kasonde-Ngandu et'al (2012) which revealed that not all schools had qualified teachers to provide guidance and counselling services.

Finally, due to the need to increase the involvement of parents and other stakeholders in the provision of guidance and counselling services, it was suggested that there is need for increased calls for stakeholder involvement and collaboration as well as rigorous lobbying for specific legislation on the provision of guidance and counselling services. Parents are necessary in the guidance and counselling process because they possess vital information about the learners' behaviour, attitude and interests since they spend much time with them.

5.3 Extent to which learners with special educational needs accessed guidance and counselling services in schools.

As regards the extent to which learners with special educational needs accessed guidance and counselling, the study found out that 58 per cent of them did not access guidance and counselling services. This finding indicates that the rate at which learners with special educational needs access guidance and counselling services in schools is low. This is probably the reason why

most learners have also pointed out that guidance and counselling services provided was not useful to them.

It was also evident that the guidance and counselling services provided did not meet the expectations of learners fully. This impacted negatively on the extent to which learners accessed guidance and counselling services, and consequently on the efficacy of the guidance and counselling services provided. Needless to point out, due to limited access to guidance and counselling services by learners with special educational needs, the efficacy of the guidance and counselling services provided to learners with special educational needs was made limited. Learners with special educational needs expected to be equipped with effective study skills, better time management skills and knowledge on appropriate careers to look forward to from the guidance and counselling services available in schools.

On the other hand, many teachers showed ignorance on how to help learners with special educational needs while few of them mainly showed pity. It can also be added that planning as one of the main characteristics of a functional guidance and counselling services is not being accorded maximum effort and time. It would thus be vital for the government to design an effective system for monitoring guidance and counselling services in secondary schools to ensure that guidance and counselling programmes in schools possess the characteristics of a functional guidance and counselling programme so as to make the provision of guidance and counselling services useful especially to learners with special educational needs.

Moreover, it was also found that learners with special educational needs had difficulties accessing counselling rooms in schools or approaching the school guidance and counselling teachers. They instead approached grade teachers, deputy head teacher or their parents and very rarely approach the guidance and counselling teacher when they needed guidance and or counselling services. They cited lack of confidentiality by some guidance and counselling teachers as their reason for not going to counsellors. The learners with special educational needs further said that the guidance and counselling teacher collaborated with the disciplinary committee an aspect that makes them shun guidance and counselling services. This definitely suggests that guidance and counselling teachers must avoid being part of the disciplinary committee in their schools.

When it came to the type of counselling they frequently accessed, the learners with special educational needs said that when they usually accessed educational, personal or spiritual counselling. The learners accessed educational, personal and spiritual counselling mainly because these were the guidance and counselling services available in schools.

Furthermore, the study findings also revealed that learners with special educational needs accessed guidance and counselling from the guidance and counselling teachers and the school chaplain when in need of guidance and counselling services. Some learners preferred to go to the school chaplain because he or she was always closer to them and accessible than the guidance and counselling teacher who were not easily accessed most times. Specifically, learners with visual impairments said that they find it difficult to access the guidance and counselling teacher's room. The difficult in accessing the counselling room can also be attributed to the limited access

of guidance and counselling services by learners with special educational needs and consequently the services being rated as not useful.

In view of the difficulties with accessing guidance and counselling, the learners advised that guidance and counselling teachers be provided with a good and strategically located counselling room. The other learners reported that the guidance and counselling teacher's room should be located in a place where its accessibility can be easy. Most of the guidance teachers (40%) said that learners with special educational needs not very often come for guidance and counselling services and very few (20%) guidance and counselling teachers said learners very often come for counselling. This is obviously because of the low awareness of the learners with special educational needs regarding the importance and availability of guidance and counselling services. They however contended that most of the time, learners with special educational needs accessed educational, personal, vocational guidance and counselling or spiritual counselling.

It was also observed from the study results that learners with special educational needs went for counselling though on a minimal levels when a woman was a counsellor. In addition, it was learnt that the extent that learners went for counselling ranged from much to not much with the female counsellors and not very much with the male counsellor. Another factor that seemed to affect the rate at which learners with special educational needs accessed guidance and counselling was the school guidance and counselling teacher's age. The age of the counsellor according to the study results has implications on the extent the learners went for counselling. This is in line with Schmidt (1993) who explained that female and relatively young counsellors

are sometimes viewed as friendly mothers and more accommodating and thus a majority of students prefer to approach them when they need advice on a number of issues.

Important to point out, all the guidance and counselling teachers mentioned that learners with special educational needs face challenges when accessing guidance and counselling services. They stated a number of challenges that were said to be hindering the smooth access of learners with special educational needs for guidance and counselling services. The fact that guidance and counselling teachers are very committed with teaching subjects and are rarely in offices was top on the list. The teachers further said that guidance and counselling was not time tabled and was thus overshadowed by the so called examinable subjects. In most schools, it was also observed that there was inadequate office space set aside particularly for guidance and counselling teachers.

Last but not the least, the study further revealed that the learners with special educational needs did not have much knowledge about the benefits guidance and counselling services offers. In line with this finding, Gerler (1985) commends that school guidance and counselling teachers and the learners' parents must bring the learners to the knowledge of the fact that school guidance and counselling services have great potential to positively influence the affective, behavioural and interpersonal domains of a learner's life and as a result affect the learner's academic achievement positively.

In view of the limited access by learners with special educational needs to guidance and counselling services, the guidance and counselling teachers said that guidance and counselling

should be strengthened by emphasising its unique value to the school administrators, the teachers and all the learners including the learners with special educational needs. It was also viewed that this was tenable by equipping all stake holders with the guidance and counselling skills. Furthermore, it was advocated for that guidance and counselling should have a slot on the school time table and that it should be compulsory for all learners.

5.4. Factors which impede on the usefulness of guidance and counselling services in enhancing the academic performance.

Regarding the factors which impede on the usefulness of guidance and counselling services in enhancing academic performance of learners with special educational needs, 71 percent of the learners and 93 percent of the teachers agreed that school guidance and counselling services faced a number of challenges.

5.4.1. Unavailability of Adequate Trained School Counsellors

The study revealed that there was inadequate human resource for school guidance and counselling services in most schools. It was revealed that nine out of twenty teachers (45 percent) were not trained in guidance and counselling and sixteen of the twenty teachers (80 percent) who participated in the study had a diploma or certificate as their highest academic qualification. This impeded on the efficacy of the guidance and counselling services offered to learners with special educational needs by negatively impacting on the implementation of the services. Kasonde-Ngandu, Ndhlovu and Phiri (2012) revealed that not all schools had qualified teachers to provide guidance and counselling services.

In addition, due to high teacher to learner ratio, guidance and counselling teachers had limited time to implement school guidance and counselling programmes. This can also be attributed to the limited number of learners with special educational needs who accessed guidance and counselling individually. The fact that the 85 percent of the learners had little or no chance of accessing the service at an individual level can also be said to have contributed to the learners rating guidance and counselling services as not being useful. The inadequacy of time for school guidance and counselling services is in line with the findings of Chireshe and Mapfumo (2005) and Chivonivoni (2006) which state that there is limited time for school guidance and counselling services in Zimbabwe. Zindi and Makotore (2000) and Maturure (2004) also recorded complaints about the poor counsellor to learner ratio in Zimbabwe.

The study has further revealed that the few available counsellors were overburdened with non-counselling duties. Non-counselling duties were substantially viewed as leading to school counsellors being ineffective. This finding confirms international literature in the United States of America (Reynolds & Cheek, 2002), Malawi (Maluwa-Banda, 1998) and South Africa (Stead, 1987) which found that school counsellors performed non-counselling duties which prevented them from offering counselling services.

Chireshe (2006) also explained that quality of guidance and counselling services in Zimbabwean schools was negatively affected by the unavailability of adequately trained counsellors and the over-load of the few available counselling with non-counselling duties. The finding is also consistent with the views of Oye et al (2012) who conducted a study on guidance and counselling in Nigerian Schools and found that inadequacy of counsellors in schools contributed

to the ineffective provision of counselling services. For instance, in some schools it was found that there was only one counsellor handling the guidance and counselling programme and it was difficult to usefully provide these services satisfactorily to the learners with special educational needs due to the work load.

5.4.2. Inadequate Financial and Material Resources for Counselling

Materials are vital in ensuring provision of guidance and counselling programmes. The study has found that most schools were inadequately furnished with the required financial and material resource to sustain useful school guidance and counselling programmes. This finding is consistent with Chireshe (2006) who carried out a study on guidance and counselling in Zimbabwe and reported that provision of school guidance and counselling services were affected negatively by the inadequacy of financial and material resources.

In addition, Mutie and Ndambuki (2002) emphasised that, there is need for the development of a functional system to ensure availability of materials in the form of assistive devices, financial support good will and in-service training of school counsellors in an effort to ensure enhanced guidance and counselling services and ultimately meet the intended objectives of providing guidance and counselling services. As a result of inadequate funding, the schools had problems of poor infrastructure for conducting guidance and counselling sessions. Consequently, issues of privacy and confidentiality also arose and became outstanding on the list of factors impeding on the efficacy of school guidance and counselling services in academic performance of learners with special educational needs.

5.4.3. Limited Learner Awareness on the Importance of Guidance and Counselling Services

Results from the focus group discussions indicated that most learners were not aware of the importance and kinds of guidance and counselling services available in the schools. This inevitably affected the interest in the guidance and counselling services offered in the schools. This finding is consistent with Oye et'al (2012) who stated that lack of awareness on guidance and counselling activities available in schools affected provision of counselling to learners in need of the services.

Due to limited awareness, most learners also viewed the guidance and counselling services as part of the disciplinary system in the school. Most learners revealed that learners who received guidance and counselling were those who misbehaved or had cases of indiscipline. According to the learners, counselling was seen as a solution to social anxiety and problems such as drug and alcohol abuse. This view held by learners due to lack of awareness on the importance and types of guidance and counselling services available negatively affected their interest to access the guidance and counselling offered in the school.

Low awareness levels of the provision and importance of school guidance and counselling among learners with special educational needs was also attributed to the negative attitudes towards guidance and counselling. This is viewed to have led to few learners with special educational needs accessing the service.

5.4.4. Low Stakeholder Involvement and Poor Collaboration

Findings from the study have revealed that non-involvement of stakeholders also negatively affected the usefulness of the school guidance and counselling services provided. The study found that parents and other stakeholders did not participate in the implementation of the school guidance and counselling programmes. The guidance and counselling teachers seemed to have alienated the other stakeholders despite full awareness of the valuable contributions and support they could offer. Similar to this finding is the view of Mutie and Ndambuki (2002) who conducted a study on school guidance and counselling and found that lack of team work of school administration, teaching staff and the community made the work of the guidance and counselling teachers very difficult.

Parents are among the major stakeholders in the guidance and counselling process. When teachers were asked on why they alienated parents in the guidance and counselling process, they explained that most parents contacted were busy and too reluctant to help with the school guidance and counselling programmes. Clearly, most parents choose to stay back and not to participate because of the distance to schools and the fact that they are usually not involved in the planning of the programmes. The problem of low stakeholder involvement and poor collaboration among stakeholders was also observed to have led to other problems such as poor monitoring and low financial support from the government.

Another salient category of stakeholders whose limited participation was noted are the head teachers. This also negatively affected the usefulness with which school guidance and counselling programmes operated. This is in line with the findings of a study by Campbell and

Dahir (1997) on the national standards for school counselling programmes conducted in Britain. The study revealed that lack of support from the school administrators was one of the factors that affected the usefulness of the guidance and counselling programmes implemented.

5.4.5. Lack of adequate knowledge of the National Policy on the Provision of Guidance and Counselling Services

The study found that most of the schools did not have guidance and counselling policy. Where the school had guidance and counselling policy, it was clear that most of the teachers and learners did not have full understanding of the policy and what it implied. This was attributed to lack of adequate knowledge of the national policy on the provision of guidance and counselling services. Most guidance and counselling teachers did not have adequate knowledge of the national policy on the provision of guidance and counselling services. This impacted negatively on their ability to formulate and implement policies to support the provision of useful guidance and counselling services. Inability to formulate and implement policies to support the provision of useful guidance and counselling services was brought out as one of the major impediments to the provision of school guidance and counselling. This led to lack of sensitization on school guidance and counselling policy to both learners and teachers.

Poor or lack of policies and appropriate legislation has also led to inadequate or lack of funding and low administrative will to ensure the useful provision of school guidance and counselling. Chireshe (2006) in line with this finding also conducted a study on the usefulness of school guidance and counselling in Zimbabwe and found that the usefulness of school guidance and

counselling in Zimbabwe was impeded by lack of mandatory school guidance and counselling policy.

Lack of specific legislation was also attributed to inadequate time being allocated to school guidance and counselling as well as lack of confidentiality and privacy. This discouraged learners from making efforts to access guidance and counselling. In the final analysis, the usefulness of the guidance and counselling services provided in schools was negatively affected.

Finally, most of the learners and teachers who took part in the study suggested a number of measures in an effort to make guidance and counselling services useful in enhancing the academic performance of learners with special educational needs. The following were the main suggestions which were brought forward: the government should ensure that there is availability of adequately trained counsellors and, adequate financial and material resources for counselling in schools. The need to improve learners' awareness on the importance of guidance and counselling services was also suggested as a measure to increase the usefulness of guidance and counselling services. Needless to add, it was also suggested that there is need for increased calls for stakeholder involvement and collaboration as well as rigorous lobbying for specific legislation on the provision of guidance and counselling services.

5.5 SUMMARY

This chapter presented the discussion of findings of the study in line with the objectives. The study found out that the guidance and counselling services currently provided in schools are generally not useful when it comes to enhancing the academic performance of learners with

special educational needs. Additionally, most learners with special educational needs have not realised or have not been well informed on how useful school guidance and counselling services can be in enhancing their academic performance.

As regards the extent to which learners with special educational needs access guidance and counselling, only 43 percent of them reported that they accessed while the majority (58 percent) did not access the guidance and counselling services despite the services being available in their schools. This affirmed that the extent to which learners with special educational needs access guidance and counselling services in schools is too limited. Due to limited access, therefore, the efficacy of guidance and counselling services in enhancing academic performance of learners with special educational needs in schools is negligible and not appreciated.

Furthermore, the study revealed the following as the outstanding factors that impede on the guidance and counselling services in enhancing academic performance of learners with special educational needs: unavailability of adequate trained guidance and counselling teachers, inadequate financial and material resources for counselling, limited learner awareness on the importance of guidance and counselling services, low stakeholder involvement and poor collaboration and lack of specific legislation on the provision of guidance and counselling services.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

In this chapter, the conclusion is drawn on the basis of the findings of the study and thereafter recommendations based on the findings and literature implications of the study are made. Finally the chapter ends by suggesting areas for further research based on the findings and literature implications of the study.

6.1. CONCLUSION

The findings of this study cast doubts as to the efficacy of the current guidance and counselling services being provided to learners with special educational needs in the secondary schools in Mongu district. Thus, the poor quality of guidance and counselling services being provided and the limited access that learners with special educational needs have when it comes to accessing the services according to this study is linked to the poor academic performance and low progression levels among the learners with special educational needs as documented by several studies (Savolainen, 2000; and MoE, 2010; 2011.)

On the basis of the findings of this study therefore, it could clearly be concluded that the school guidance and counselling services currently provided at secondary school level of education in Mongu district are not useful in enhancing academic performance of learners with special educational needs. The limited access and quality of the school guidance and counselling services at secondary school level of education in Mongu district are to a greater extent being escalated and perpetuated by the inadequacy of both human and financial resources.

In addition, the lack of training in guidance and counselling with particular reference to learners with special educational needs and the school counsellors' performing of a number of non-counselling duties, have both compromised the usefulness of the school guidance and counselling services in enhancing the academic performance of learners with special educational needs in secondary schools in Mongu district.

6.2. RECOMMENDATIONS

The following are the recommendations:

- In order to enhance the usefulness of guidance and counselling to LSEN, the government should ensure adequate and timely funding of the training of more qualified guidance and counselling teachers to make guidance and counselling in schools more relevant and useful for all learners.
- When it comes to increasing the extent to which LSEN access guidance and counselling services, the MoESVTEE must ensure an even distribution of qualified counsellors in all educational institutions throughout the country to increase the extent to which learners access guidance and counselling services.
- Finally, due to the need to alleviate the impediments to guidance and counselling, the training course for guidance and counselling teachers must include a component on special educational needs in order to equip them with adequate knowledge to make them competent in counselling all learners in schools, learners with special educational needs inclusive.

6.4. AREAS FOR FURTHER RESEARCH

Arising from the research findings of this study, some other aspects of this study area may not have been studied and these areas may need to be studied. The areas of the study which may be studied include:

1. Research into the usefulness of guidance and counselling in enhancing the academic performance of children with special educational needs nation-wide.
2. Factors affecting the usefulness of guidance and counselling in enhancing the academic achievements for each special educational needs category.
3. There is also need for studies into the perceptions of administrators and parents on the usefulness of school guidance and counselling in enhancing the academic performance of children with special educational needs.
4. Finally, future research is also needed to definitely answer some of the questions about how school guidance and counselling can be implemented usefully for learners with special educational needs.

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Appendix 1: Questionnaire for Learners

Dear Respondent,

I am a postgraduate student at the University of Zambia collecting information on the efficacy of school guidance and counselling (SGC) services in enhancing academic of learners with special educational needs. The information you will give is strictly for academic purposes.

Kindly answer all the questions in this questionnaire freely, correctly and honestly. All the answers you give will be treated confidentially.

INSTRUCTIONS:

- Give your answers either by writing in the blank spaces provide or by ticking were appropriate.
- Please try as much as possible to make your answers specific. Your truthful and specific answers will be greatly appreciated.

A: PERSONAL INFORMATION

1. Gender. a) Male [] b) Female []
2. Age range. a) 10- 15 years [] b) 16 – 20 years [] c) 21 years and over []
3. What is your level of special educational needs category?
4. What grade are you doing?
5. How do you classify the location of your school?
a) Urban [] b) Peri-Urban [] c) Rural []

B: EFFICACY OF GUIDANCE AND COUNSELLING IN ENHANCING ACADEMIC PERFORMANCE.

6. How often do you receive guidance and counselling lessons at school?
a) Always [] b) Sometimes [] c) When necessary [] d) Never []
7. How often do you individually receive guidance and counselling privately?
a) Always [] b) Sometimes [] c) When necessary d) Never []
8. Do you go for counselling when you have problems with academic performance?
a) YES [] b) NO []
9. How often do you go for guidance and counselling when you have academic problems?
a) Very often [] b) Often [] c) Rarely [] d) Very rarely [] e) Never []
10. How would you rate your academic performance after receiving guidance and counselling on academic performance for a period of time?
a) Improved [] b) Same [] c) Worsened [] d) Not sure []
11. If the answer to question 10 above is 'improved,' in which ways do you think guidance and counselling helps to improve academic performance?
a) imparting good study skills []
b) motivating to study hard and succeed []
c) encouraging classroom participation []

- d) helping to plan and use time wisely []
- e) assisting to identify subject areas where one can do better []
- f) encouraging to seek help from teachers and friends []
- g) helping to stock required school material []
- h) Others (please specify)

12. How would you rate the usefulness of SGC in enhancing your academic performance?
 a) Very High [] b) High [] c) Average [] d) Low [] e) Very Low []

C: EXTENT TO WHICH LEARNERS WITH SPECIAL EDUCATIONAL NEEDS ACCESS GUIDANCE AND COUNSELLING.

- 13. How often do you also seek guidance and counselling?
 a) ALWAYS [] b) SOMETIMES [] c) NEVER []
- 14. How would you rate the frequency with which you access guidance and counselling?
 a) Very often [] b) Often [] c) Not Often []
- 15. Whom do you approach when you need guidance and counselling services?
 a) Headteacher/ Deputy headteacher []
 b) School Chaplain []
 c) Grade Teacher []
 d) Guidance and counseling Teacher []
 e) Others (please specify)

D: CHALLENGES FACED BY GUIDANCE AND COUNSELLING IN ENHANCING ACADEMIC PERFORMANCE OF LSEN.

- 16. Do you agree that SGC faces numerous challenges in trying to help you improve academic performance?
 a) Strongly Agree [] b) Agree [] c) Disagree [] d) Strongly Disagree []
- 17. What factors do you think impedes the usefulness of guidance and counselling services in enhancing your academic performance.
 a) Lack of adequately trained counselors at the school []
 b) Limited periods for SGC on the school time table []
 c) Limited contact sessions for individual counselling []
 d) Other (please specify)

- 18. What do you think should be done to ensure that guidance and counselling effectively helps you to improve academically?
 e) Bring more trained counselors at the school []
 f) Increase the periods for SGC on the school time table []

g) Increasing the contact sessions for individual counselling []

h) Other (please specify)

.....
.....
.....

Thanks for finding time to answer this questionnaire

- c) encouraging classroom participation []
- d) helping to plan and use time wisely []
- e) assisting to identify subject areas where one can do better []
- f) encouraging to seek help from teachers and friends []
- g) helping to stock required school material []
- h) Others (please specify)

13. How would you rate the usefulness of SGC in enhancing their academic performance?
 a) Very High [] b) High [] c) Average [] d) Low [] e) Very Low []

C: EXTENT TO WHICH LEARNERS WITH SPECIAL EDUCATIONAL NEEDS ACCESS GUIDANCE AND COUNSELLING.

14. How often do LSEN seek guidance and counselling?
 a) Very often [] b) Often [] c) Not Very Often []
15. How often do you provide guidance and counselling to LSEN?
 a) Very often [] b) Often [] c) Rarely [] d) Very rarely [] e) Never []
16. Do you think guidance and counselling services are currently provided are adequate to enhance the academic performance of LSEN?
 a) YES [] b) NO []

17. Which category of guidance and counselling services are available in your school? (Tick as many as applicable).

- a) Vocational []
- b) Academic []
- c) Spiritual []
- d) HIV/AIDS []
- e) Personal []
- f) Others (please specify)

18. What is your view on the influence of the guidance and counselling teacher's sex/gender on the frequency with which LSEN come for counselling?

- a) Very Often [] b) Often [] c) Not Often []

19. What is your view on the influence of the guidance and counselling teacher's sex/gender on the frequency with which LSEN come for counselling?

- a) Very Much [] b) Much [] c) Not Much []

D: CHALLENGES FACED BY GUIDANCE AND COUNSELLING IN ENHANCING ACADEMIC PERFORMANCE OF LSEN.

20. Do you agree that SGC faces numerous challenges in trying to help LSEN improve academic performance?

- a) Strongly Agree [] b) Agree [] c) Disagree [] d) Strongly Disagree []

21. What factors do you think impede the usefulness of guidance and counselling services in enhancing the academic performance and career choices of LSEN.

- a) Lack of adequately trained counselors at the school []
- b) Limited periods for SGC on the school time table []
- c) Limited contact sessions for individual counselling []
- d) Other (please specify)

.....
.....

22. What do you think should be done to ensure that guidance and counselling effectively helps LSEN to improve academically and make appropriate career choices?

- a) Bring more trained counselors at the school []
- b) Increase the periods for SGC on the school time table []
- c) Increasing the contact sessions for individual counselling []
- d) Other (please specify)..... []

Thanks for finding time to answer this questionnaire

Appendix 3: Focus Group Discussion Guide For LSEN.

I would like to have a discussion with you on the efficacy of guidance and counselling in enhancing the academic performance of learners with special educational needs (LSEN). There are no right or wrong answers. Please freely share your true feelings and opinions with me. The discussion will be kept confidential. Please feel free to participate.

1. Let's start by talking about the provision of guidance and counseling, are the two services provided to you?
2. How often do you receive guidance and counseling?
3. What factors determine the number of times you receive guidance and counseling? Give your views
4. Are you satisfied with the number of times in which you receive guidance and counseling? Give reasons for your answer.
5. In which major areas do you think guidance and counseling helps you. Give reasons for your answers.
6. Do you think guidance and counseling helps you to improve your academic performance? Give reasons for your answer.
7. What are the ways in which guidance and counseling helps you to improve your academic performance? Give reasons for your answer.
8. Do you face challenges in accessing guidance and counseling services?
9. How can these challenges be overcome? Explain your suggestions.

Appendix 4: Focus Group Discussion Guide

For Teachers

I would like to have a discussion with you on the efficacy of guidance and counselling in enhancing academic performance of learners with special educational needs (LSEN). There are no right or wrong answers. Please freely share your true feelings and opinions with me. The discussion will be kept confidential. Please feel free to participate.

1. Let's start by talking about the provision of guidance and counseling to learners with special educational needs (LSEN), are the two services provided to them?
2. How often do LSEN receive guidance and counseling?
3. What factors determine the number of times LSEN receive guidance and counseling?
Give your views
4. In which major areas do you think guidance and counseling helps LSEN. Give reasons for your answers.
5. Do you think guidance and counseling helps LSEN to improve their academic performance? Give reasons for your answer.
6. In which ways do you think guidance and counseling helps LSEN to make appropriate career choices? Explain your answers.
7. Do you think guidance and counseling helps LSEN to make appropriate career choices?
Explain your answers.
8. What challenges do you face as guidance and counseling teachers in trying to effectively provide guidance and counseling towards enhancing academic performance and career choices of LSEN?
9. How can these challenges be overcome? Explain your suggestions.

Appendix 5: Observation Checklist

A guidance and counselling evaluation checklist that was used to ascertain the availability of the basic requirements for guidance and counselling at each of the selected schools. In the checklist below, (*) represents a tick, G/C stands for Guidance and Counselling while 1 to 5 represents selected schools in Mongu district. The schools are Sefula School for the Visually Impaired (1), Kanyonyo Secondary School (2), Sefula Secondary School (3), Kambule Technical secondary School (4) and St. John's Secondary School (5).

| Key Aspect | Indicator | Available | | | | | Unavailable | | | | |
|-------------------------------------|------------------------------------------------|-----------|---|---|---|---|-------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Counsellor (S) | Counsellor (s) Trained | | | * | * | * | * | * | | | |
| G/C Department | Counselling office | | | * | * | * | * | * | | | |
| | Office Clearly labelled and easily accessed | | | | | * | * | * | * | * | |
| | Appropriate counselling furniture | | | | | * | * | * | * | * | |
| G/C Committee | G/counselling committee | * | | * | * | * | | * | | | |
| | Committee meetings/Activity plan | | | * | | * | * | * | | * | |
| | Learners' counselling committee | | | | | | * | * | * | * | |
| G/C Policy | Availability of Counselling policy/ guidelines | | | * | * | | * | * | | * | |
| | Policy understood among all stakeholders | | | * | | | * | * | | * | |
| G/C Implementation | Time table for counselling | * | | * | | | | * | | * | |
| | Involvement of all teachers | | | * | * | | * | * | | * | |
| | Community linkage of counselling | | * | | | | * | | * | * | |
| | Kind of counselling services | * | * | * | * | * | | | | | |
| | Programme implementation according to plan | | * | | | | * | | * | * | |
| | Counselling Sensitisation | | * | * | | | * | | | * | |
| Referral Services | Follow up activities | * | | | | | | * | * | * | |
| | Collaboration among stakeholders | | | * | * | | * | * | | * | |
| G/C Monitoring | Internal/external monitoring | | | * | | | * | * | | * | |
| | Confidentiality and privacy | * | | | | | | * | * | * | |
| G/C materials and Strategies | Counselling materials | | * | * | | | * | | | * | |
| | Motivational talks | * | | * | | | | * | | * | |
| | Home visitations | | | | | | * | * | * | * | |
| G/C Record Keeping | locker for confidential materials | | | | | * | * | * | * | * | |

Source: field data 2014.

Appendix 6: Consent form for participants

Consent Form

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Special Education. I am conducting a research on the efficacy of guidance and counselling in enhancing academic performance of learners with special educational needs (LSEN). I need to get your sincere opinion in order for me to accurately write on the above topic. The Ministry of Education Science Vocational Training and Early Education has given me the permission to conduct the study. I am assuring you that the information you are going to give will be kept confidential. If you are willing to take part in this study, please write your name in the spaces provided below. Should you feel at any point of the study, like during a discussion, interview or answering a questionnaire that you cannot continue, you are free to withdraw.

Participant's Name:

Signature:

Date: