

**AN EXPLORATION OF FACTORS AFFECTING PROVISION  
OF GUIDANCE AND COUNSELLING SERVICES IN  
INCLUSIVE SECONDARY SCHOOLS IN SOUTHERN AND  
LUSAKA PROVINCES, ZAMBIA**

**By**

**Hamainza Welcome Luyando**

A Dissertation submitted to the University of Zambia in partial fulfillment of the  
requirement of the Degree of Master of Education in Special Education

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**DECLARATION**

I, HAMAINZA WELCOME LUYANDO declare that this dissertation is my original work and has not been presented for a degree anywhere. This work has not been published with any other University. Works drawn from other sources have been acknowledged.

Signature of author:.....Date:.....

Name: .....

**CERTIFICATE OF APPROVAL**

This dissertation of Hamainza Welcome Luyando has been approved as fulfilling the partial requirements of the award of Master of Education in Special Education of the University of Zambia.

Signatures

Examiner ..... Date .....

Examiner ..... Date .....

Examiner .....Date .....

## **DEDICATION**

This dissertation is dedicated to my parents LEE Hamainza and Michelo Hamilimo for the devotion and support provided throughout my life. I have been able to obtain my goals and dreams because of their continued motivation and encouragement. I say thank them so much.

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## LIST OF ACRONYMS

ASCA	American School Counselling Association
CDG	Comprehensive Developmental Guidance
DEBS	District education Board Secretary
EEDA	Education and Economic Development Act
FAWEZA	Forum for Women Educationist of Zambia
GCE	General Certificate Examination
GCS	Guidance and Counselling Services
GCP	Guidance Counselling Programme
MoE	Ministry of Education
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
PTA	Parents Teacher's Association
SPSS	Statistical Package Social Sciences
UN	United Nations
UNESCO	United Nations Education Scientific and Cultural Organization

## Abstract

The purpose of the study was to explore factors negatively affecting the provision of GCS in inclusive secondary schools in Southern and Lusaka Provinces. The specific objectives of the study were to: explore factors affecting the provision of guidance and counselling services in selected inclusive schools in Lusaka and Southern provinces; determine the extent of guidance and counselling services provision in inclusive secondary schools; determine beneficiaries of GCS in inclusive secondary schools. It was carried out in two provinces, (Southern and Lusaka) of Zambia. The population for the study were 4 inclusive secondary schools in Southern and Lusaka Provinces. The target population was eighty (80) pupils, eight (8) school counsellors, 4 head teachers.

Descriptive survey design was used for the study. Simple random sampling procedure was used to select learners. Purposive sampling procedure was used to select school counsellors and head teachers. The primary data was collected by the use of questionnaires and interview schedules.

Thematic analysis was used to analyze qualitative data while quantitative data were analyzed using the statistical package for social sciences (SPSS) computer programme. Qualitative data were organized and presented in common themes while quantitative data were presented in pie charts, tables and graphs.

The study found out that the following factors negatively affected the provision of GCS in inclusive secondary schools; inadequate of spacious and conducive rooms specifically for guidance and counselling, lack of enough time for counselling, inadequate materials such as books, inadequate of support from fellow members of staff and administration, counsellor-learner ratio was very high, dual roles as a school counsellor and teacher, non examinable subject, cultural practices and beliefs, and inadequate of training in counselling and special education (sign language and braille).

Based on these findings, the researcher recommended that the Ministry of Education and the Teaching Service Commission should come up with clear policy guide lines on appointments of counsellors, training of counsellors, workload, remuneration and responsibilities of school counselors, all teacher training institutions and universities should review their programmes to ensure that they include more mandatory courses on guidance and counselling, school counsellors should be freed from other responsibilities that may interfere with their responsibilities as counselors, implying that head teachers should relief guidance counsellors of heavy teaching loads so as to allow them to practice effectively. It was also recommended that teachers should be trained on career guidance and counselling to improve their competences by organizing in-service trainings, seminars and workshops. In addition, the study should be carried out on challenges in school guidance and counselling services provisions for learners with disabilities in inclusive secondary schools in Zambia.

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

This chapter focuses on the background, statement of the problem, purpose of the study, objectives and significance of the study. It also presents delimitation, limitation of the study and operational definitions of terms.

### 1.1 Background

Internationally, School Guidance and Counselling services provisions dominate the educational discourse because they have proved to be a panacea for most of the myriad of challenges experienced by both children with disabilities and those 'without' disabilities (DeRosier, 2004, Cobia, 2007, Morgan& Brand, 2009).

In Zambia, guidance and counselling has been there in the society; counselling was manifested in the relationship between elders and young people. Counselling was seen in ceremonies such as initiation ceremonies. The idea of setting up guidance and counselling in Zambia was initiated around 1967. However this did not materialise as planned. It is only in 1970 when secondary schools were directed by the Ministry of Education to start running a guidance unit in the schools by nominating teachers to take up the responsibility of careers work in each school in order to get started in guidance and counselling service provision to pupils. Thus in 1971 a careers guidance unit was established with the appointment of career guidance officers (MoE, 2001). These officers worked under the administration of Psychological Services at the Ministry of Education Headquarters. The main duties of the careers guidance officer were to co-ordinate, organise and inspire the work of careers teachers in all secondary schools.

The functions of the Psychological Services Units were later transferred to the Examination Council of Zambia in 1981. In 1990, the Unit at the Ministry of Education was then renamed School Guidance Services, responsible for career guidance, issues related to HIV and AIDS, child abuse, psychological life skills and many others as an integral part of its operations (MoE,2003).

UNESCO (2000) states that Guidance services in schools have for a long time been left in the hands of teachers who are overloaded with classes to attend to and in most cases have no formal training in guidance and counseling. The question is, to what extent do these factors affect the provision of Guidance and Counselling Services in schools? The recent opportunities for free and universal education have brought in new dimensions of problems in schools and the nation at large. Africa in general and Zambia in particular have not been spared from these problems. It is common to see children going to school without knowing what they are supposed to do and leaving school with little or no idea on what type of jobs to find on the labour market, what training programmes are available and career path to follow. This has led to many school leavers today ending up in streets and quite a number, move from one job to the other trying to explore which jobs meet their interests and capabilities. (Tuchili, 2008).

The essence of incorporating guidance and counselling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Based on these and more, career officers and counsellors were appointed to take the responsibilities in sensitizing learners on the needs for effective career choice. In Zambia, despite career guidance services being provided in schools, learners are seen leaving school with little or no idea on the type of job to find in the world of work. This situation made the researcher wonder how guidance and counselling services are provided in schools.

The importance and existence of guidance and counselling in our educational system is recognized in the 2011 Education Act. In addition, the 1996 Educating our Future Policy Document states in part that ‘the Ministry will strengthen school guidance and counseling servicing, and through career teachers, it will disseminate information relating to post basic education training and employment opportunities’.(MoE,1996)

The Ministry of Education, Science, Vocational Training and Early Education attaches great importance to the need of having an effective guidance programme aimed at preparing youths for future roles and productive lives.

As an individual goes through the secondary level of education, he/she encounters, at times, situations which require him/her to take correct and appropriate educational, vocational and social decisions. Given that learners spend more time in learning institution than at their homes, it is vital that Schools have well established and maintained guidance and counselling departments (Owino, 2005). Therefore, the need for guidance and counselling services in all learning institutions cannot be overstated. Globally, it is evident that learners at all levels of learning have needs that call for guidance and counselling services, which if unattended could lead to numerous disciplinary issues and wastage, (Waititu and Khamasi, 2007). The ever growing complexity of society coupled with social problems like HIV and AIDS and the rapid development of science and technology, place a heavy demand on education. The school as one of the most important of our social institutions is required to adapt quickly to these changing patterns and to help prepare the citizens for tomorrow's challenges. This means that counselling in the educational system has an important role to play in meeting these challenges. Counselling in the educational system should aim at helping the human being; men and women alike, to develop their capacities to the fullest which include intellectual, social, physical and capacities (UNESCO, 1997).

Kochhar (2000) considers guidance necessary to help the pupil with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. Bhatnagar and Gupta (1999) are of the opinion that for better learner achievement, it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programmes must include this aspect of pupil support. Guidance and counselling play a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students through the provision of educational, personal and vocational counselling, (Abid Hussain, 2006). Anti-social behaviour in secondary school is on the rise. To this effect, how pupils with anti-social behaviours are helped is a matter of concern.

The role of Guidance and Counselling is critical in addressing psychological issues in order to produce well balanced and productive learners. Some learners attend school with minds 'flooded' with anxiety, illnesses from HIV, trauma and distress. Others due to these experiences

resort to alcohol, substance abuse, transactional sex, etc. to obtain good marks and other favours. Yet others, the loss of parents limit their opportunities to effective learning. For this reason, the education system has placed guidance officers at various levels of the system. The question is, to what extent are guidance and counselling services (GCS) provided in inclusive secondary schools in Zambia.

Professional teacher-counsellors need to go through rigorous training over a period of time for them to be able to do their duties diligently and skillfully. In Nigeria, for example school counsellors provide watered-down guidance services to children with disabilities because of lack of training in Special Needs Education (Alutuand Azuka, 2006). This also obtains in the Netherlands (Armstrong and Barton, 2007), the UK (Ferguson, 2008), and Australia (Foreman and Arthur-Kelly 2008). The training of school counsellors in Special Needs Education is therefore pivotal in the effective provision of GCS to learners with disabilities in the international arena. While the situation is known in other countries, it is not so for Zambia.

In secondary schools to-date there is also limited programmed or time-tabled system of guiding and counselling learners. In some cases this duty is left to discipline masters and sometimes to class masters and heads of schools. At secondary school level of education, learners seek educational opportunities, information of all kinds and any other help pertinent to educational pursuits. These needs are catered for by educational guidance and counseling. At this level, learners are helped with subject choice, study techniques and tests and examinations. Biswalo (1996) points out that sometimes during subject choice, pride of placing as many learners as possible in prestigious streams, such as science, takes precedence over actual abilities, interests and aptitudes of learners. He said this unfortunate situation has been born out of the lack of genuine educational guidance and counseling services in secondary schools. Zambian educational system might not be an exceptional.

School counselling programmes have significant influence on addressing discipline related problems. Baker and Gerler (2001) in California, reported that pupils who participated in a school counseling programme had significantly less inappropriate behaviors and more positive attitudes toward school than those pupils who did not participate in the programme. Another

study by Barki and Mukhopadyay (2008), in Namibia, reported that group counselling provided by school counsellors significantly decreased participants' aggressive and hostile behaviors.

As pupils develop from childhood through adolescence, they face unique sets of challenges. Mastery of these academic, cognitive, social, emotional, and cultural challenges will, in turn, prepare pupils for success in the next phase of their development, including post-secondary education. Pupils with disabilities in inclusive schools are no exception to the aforementioned problems/challenges faced by the so-called 'normal children' in mainstream schools. Pupils with disabilities experience diverse unique personal, educational and vocational challenges (Rose & Meyer, 2002; Smart, 2009; Tomlinson, 2001). Such challenges include the failure to cope with the dynamic society because of functional limitations. Therefore, school counsellors play a key role within the schools' support services by facilitating the proactive development of competencies needed by learners in the areas of school success, personal decision making, career exploration, goal setting, self esteem, and interpersonal relationship skills. Additionally, during the course of their development, a number of learners experience problems which call for the remediating interventions of school counsellors to prevent negative perceptions and inappropriate coping behaviors from becoming patterns which affect current academic performance and future growth. School counselling is an integral aspect of the total school plan. It is planned, sequential, developmental, and designed for delivery to all pupils at all levels of education as a regular component of their school experience. School counselling services are essential for presenting learners with options for post-secondary study and helping pupils recognize their potential for rigorous academic study, (Wylie, 2004).

Majoko (2013) postulated that SGC services provisions help pupils to make realistic educational, personal and vocational choices and eventually choose an occupation, prepare for it, enter it and develop it. School counsellors guide and counsel children in mainstream schools to choose educational and vocational courses that are commensurate with their potentialities and capacities.

SGC services provisions is supposed to foster learners with and without disabilities with the attitudes, knowledge, skills and understandings that contribute to effective and efficient teaching and learning in school and life (Bemak & Cornely, 2002; Cook & Kaffenberger, 2003; Hanish & Guerra, 2000). SGC services provisions are also said to help pupils with disabilities to explore

the world of work in relation to knowledge of self and to make informed career decisions (Sink & Stroh, 2003). SGC services provisions further assist children with disabilities to acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others (Abrams & Gibbs, 2000; Metz, 2002; Obiozor, 2009; Smith, 2006; Tomlinson, 2001). While there is a lot of research that have been done in this area, not much has been done to bring the status of guidance and counselling in Zambia.

Therefore, pupils most often entering tertiary institutions are often confused about their career goals. This appears to be due to the gap between what they did in secondary school and what they need to study in a tertiary institution. This problem is mainly experienced by pupils of African descent, who have had little or no exposure to Guidance and Counselling in their schools. Zambia is not spared from this scenario, (Mwamba, 2009). As a result, this observation demonstrates the need for effective psychological services, specifically Guidance and Counselling, to be introduced or conducted effectively in secondary schools to all learners.

The Mercury, May 21, (2002) quoted Dr Ravi Naidoo, the Director of Student counselling at the University of Natal, saying that 'the impact of not having proper guidance and counselling is that learners are not aware of the job opportunities that exist out there and have no understanding of the careers that will suit their abilities and quality traits'. Attributing the high drop-out rate at tertiary institutions to the absence of guidance in schools, he added that "while access to university has increased, the output of African graduates has taken a dive and this is directly attributed to students enrolling for wrong qualifications". This demonstrates the need for Guidance and Counselling in schools, especially schools in disadvantaged communities.

The Ministry of Education, Science, Vocational Training and Early Education has implemented and institutionalized guidance and counseling programmes in schools. A study by Kasonde-Ng'andu, Ndhlovu and Phiri (2009) confirmed that guidance and counselling was available in Schools. Despite the availability of Guidance and Counselling teachers in schools, examination malpractices have attained an alarming proportion and have also become endemic in educational systems in Zambia. Examination Council of Zambia (2011) through the Information Education and Communications Specialist said that 311 candidates were involved in examination

malpractices during the 2010 Grade 9 and Grade 12 examinations. Of this number, 231 pupils were in grade 12 and 80 were in grade 9.

Even after the Ministry of Education Science, Vocational Training and Early Childhood Education working together with the Examination Council of Zambia, unions, teachers and pupils, cases of leakages still happened in 2013 examinations. To this effect, the Times of Zambia (22/10/2013) reported that the teachers' union on the Copperbelt called for the nullification of the exams. The secondary teachers' union said writing examinations that have leaked defeats the purpose of sitting for exams. This call was as a result of a lot of papers that were stolen and feared that the same papers could have spread to all parts of Zambia through email and other fastest means of sending and receiving information. Hence, the secondary teachers' union urging the Examination Council of Zambia, to cancel all the examination papers that had been written and issue new ones. This call of nullification of results depicts a gloomy picture of the alarming cases of examination malpractices in Zambian schools more especially secondary schools. This may imply that guidance and counseling has not been very successful in these institutions (secondary schools). This situation left the researcher with a question; what factors affect the provision of guidance and counselling in inclusive secondary schools?

Secondary school pupils are in the adolescence stage which, as already noted is characterized by intense developmental changes. These changes cause confusion and restlessness and departure from socially acceptable behaviour to a more disturbing manner of behaviour (Wotuka, 2002). Adolescents have a higher tendency of rebellious behaviour, emotional instability, and antisocial behaviour than any other stage in life. Some of them experience problems of sexuality and HIV and AIDS for which they require psychological support and counselling. Counselling is very important at this stage because adolescents try all sorts of adjustment mechanisms to get their needs fulfilled.

Where it is properly done, guidance and counselling can be the most effective method of maintaining school discipline as compared to the use of corporal punishment, suspension or expulsion (Wotuka, 2002). Use of guidance and counselling as a method of solving discipline related problems makes pupils feel closer to the teacher, thereby establishing a friendly relationship. This enables the teacher to get to the root of the problem. Thus, guidance and

counselling have a long lasting effect since pupils have the freedom to talk and to realize the consequences of their behaviour (Ayieko, 1988).

The school head teachers provide the environment through which guidance and counselling services thrive and also appoints the teacher counsellor. The teacher counsellor provides the actual services. To be effective in their work, they need to have proper perception of guidance and counselling services. Despite the existence of guidance and counselling in our secondary schools, there seems to be an upsurge of indiscipline. A report from Chikankata secondary school indicated that about 12 pupils were caught red-handed having sex in the dormitory, (Times of Zambia, 17/03/2013). These pupils were suspended from school. All these happenings may be an indication that guidance and counselling services are not effective, hence the need for this study to explore factors that affect its provision in secondary schools.

Premature school termination (dropout) is also becoming an increasingly more difficult problem as more careers require education well beyond the high school level. Counsellors are in a unique position to assist pupils with career guidance and help them establish meaningful goals including the completion of a basic education. In a similar situation, Nkhata (2010) quotes the Ministry of Education (2007) which indicated that dropping out of school was another problem facing pupils in secondary schools. The dropout rate of the pupils in grades 10 to 12 was higher for girls (2.05%) than that for boys (0.82%). In addition, the completion rate was lower for the girls (17.22%) than for the boys (22.22%). The disparities in the dropout rates and completion rate were attributed partly to inadequate guidance and counselling services. The above revelation is of great concern, hence, this study sought to explore factors affecting the provision of guidance and counselling services in secondary schools.

Guidance Counselling Services can only be provided by a teacher who is competent in terms of knowledge and skills in Guidance and Counselling. What is not clear is that despite availability of guidance and counselling services in most schools in Zambia, deviant behaviour among pupils is escalating.

It was against this background that this study sought to explore factors that are negatively affecting the provision of guidance and counselling services in inclusive secondary schools in Lusaka and Southern provinces of Zambia.

## **1.2 Statement of the problem**

Ministry of Education (1990), reintroduced guidance and counselling services in the Zambian schools. These services were to be offered to all pupils. A study by Kasonde-ng'andu, Ndhlovu and Phiri (2009) confirmed the availability of guidance and counselling services in secondary Schools. Despite the availability of guidance and counselling services in Secondary Schools, deviant behaviour among learners has been escalating. As a result, the school system has been grappling with a number of deviant behaviour patterns among pupils including substance abuse, riots, teenage pregnancies, abortions, vandalism, crime, class boycott, demonstration, violence, use of abusive language, lack of adherences to school rules and school authorities, examination malpractices, absconding from school, writing or painting graphics on school walls and many other vices perpetrated by pupils. This situation was puzzling because it was assumed that the presence of Guidance and Counselling Services in secondary schools would reduce the number of deviant behaviour. In view of the above, the present study sought to explore factors negatively affecting the provision of GCS in inclusive secondary schools.

## **1.3 The purpose of the study**

The purpose of this study was to explore factors that affect the provision of guidance and counseling services in inclusive secondary schools in Lusaka and Southern Provinces.

## **1.4 Specific objectives**

The study was guided by the following specific objectives:

1. To explore factors negatively affecting the provision of guidance and counseling services in selected inclusive secondary schools.
2. To determine the extent to which guidance and counseling services are provided in inclusive secondary schools.
3. To determine the beneficiaries of guidance and counselling services in inclusive secondary schools.

### **1.5 Research questions**

The study was guided by the following research questions:

1. What are the factors negatively affecting the provision of guidance and counseling services in inclusive secondary schools?
2. To what extent are guidance and counseling services carried out in inclusive secondary schools?
3. Who are the beneficiaries of guidance and counselling services in inclusive secondary schools?

### **1.6 Significance of the study**

The results of this study may help shed more light on the challenges facing providers in the provision of guidance and counseling services in secondary schools. In addition, it may provide vital information to education planners which can be used to come up with a policy on how to strengthen guidance and counseling programmes in secondary schools. The results of this study may also assist education administrators to understand fully the need for having trained guidance and counselling teachers as well as the need to support guidance and counseling programmes in secondary schools. Lastly, as the direct consumers of guidance and counseling services, learners stand to benefit when the remedies recommended are instituted to improve the provision of guidance and counseling services in secondary schools.

### **1.7 Delimitation of the study**

This study will be focused on four (4) inclusive secondary schools in Southern and Lusaka Provinces. Targeted schools were Munali girls, Kabulonga boys, David Livingstone and Kalomo secondary schools. These schools were chosen because they have special education units, hence making it easy to locate pupils with disabilities.

### **1.8 Limitation of the study**

The sample of 92 participants that was employed in the study from 3 districts, Livingstone, Kalomo and Lusaka (Southern and Lusaka Provinces) was rather small compared to the rest of the country. It could have been better to have a large sample from all the Provinces of Zambia. Regardless of this limitation, the findings are consistent with the local and international literature. Therefore, the findings of the study may be generalized.

## **1.9 Operational definition of terms**

**Counselling:** Biswalo (1996), defines counseling as a process of helping an individual to accept and use information and advice so that he/she can either solve his present problem or cope with it successfully.

**Guidance:** Guidance is leading the person psychologically, emotionally and even spiritually to some newer ways of meaningful living.

**Inclusive education:** type of learning where the able bodied and children with disabilities learn together in the mainstream. Inclusive education is concerned with the education and accommodation of ALL children in society, regardless of their physical, intellectual, social, or linguistic deficits. Inclusion should also include children from disadvantaged groups, of all races and cultures as well as the gifted and the disabled (UNESCO, 2003).

**Inclusive school:** An inclusive school is, a place where every pupil belongs, is accepted, supports and is supported by his/her peers and other members of the school community in the course of having his/her educational needs met

**School guidance and counseling services:** refers to those services that are offered to pupils besides their formal lessons with the school environment. These include personal, emotional social, education and vocational aspect.

**School guidance counselor:** trained school staff that provides individual and group counseling for students.

**Discipline masters:** leaders in charge of the planning, organization, development and monitoring of matters relating to discipline at school.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0: Overview**

In this chapter relevant literature on factors affecting the provision of guidance and counseling services in selected secondary schools practicing inclusive education in Southern and Lusaka Provinces were reviewed. Kombo and Tromp (2006:62) define literature review as “an account of what has been published on a topic by other scholars and researchers”. The literature review has been presented according to the following subheadings, types of guidance services offered in inclusive secondary schools, challenges in the provision of guidance and counseling services in secondary schools, roles of guidance and counselling services in schools.

#### **2.1 Types of guidance services offered in schools**

The purpose of GCS in schools is to help pupils in the selection of educational courses and profitable occupations; help to place pupils in jobs and in the next stage of education and training. They also serve to improve pupils study skills and maintenance of mental health (Phiri and Ndhlovu, 2006). This section reviews literature on the different types of guidance services that are expected to be found. Experts agree that guidance and counselling are made up of three major components; educational, vocational and personal-social services (UNESCO, 2002).

##### **2.1.1 Vocational guidance**

Nkhata (2010) defines Vocational guidance as the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career. The purpose behind assisting the youth to choose, prepare, enter and progress in a vocation is the optimum growth of the individual.

Vocational guidance services help learners to select suitable vocations after they have considered their strengths, limitations, preparation, educational and professional qualifications. These are meant to prepare learners for a particular career by selection of relevant course and programme. Therefore, through vocational guidance services, learners are supposed to be provided with detailed information on cut off points, subject combinations, duration of training, and the

application procedures and training commencement dates for courses at institutions of higher learning.

With respect to vocational planning, Lapan *et al.* (1997) on the impact of more fully implemented guidance programs on the school experiences of high school students, have attributed guidance and counselling programmes with improving the preparedness of students for the future and increasing the information they received on careers and colleges when compared with schools that did not run effective guidance and counselling programmes.

A study conducted by Mwamba (2011), in Zambia on guidance services in high schools, reports that the objectives for vocational guidance services include the clarification of the type and extent of the decision the learners with visual impairment make and the goals they seek to attain. Pupils can commit themselves to discovering more about themselves in terms of their interests, needs and abilities through vocational guidance services in order for them to make progressive choices. Another study by Mukhwana (2005), in Kenya, reports that secondary school learners joined institutions of higher learning without proper course choices, leading to poor performance and constant career changes in university and working life. Lack of career guidance and counselling programmes provision in secondary schools has hampered professional development of many learners and youth. Dunford (2003) emphasizes the importance of career guidance to those who want to go for training since it has financial implications. Vocational guidance services therefore assist learners (both with disabilities and those without disabilities) to select suitable vocations according to an individual's strengths, limitations, educational and professional qualifications.

Mcwhirter, Rasheed and Crothers (2000) in Finland on career development, found that there was an increase in career decision-making and vocational skills self-efficacy when high school learners were provided with vocational and guidance services. They indicated that learners felt better able to make career-related decisions and perform career-related tasks than those who never received guidance services. The findings further revealed that learners exposed to guidance services also increased their expectation of pursuing and obtaining a satisfying career.

A study to examine what factors led to young adult's decision-making on career path was undertaken by Meyer, et al (1995) in Netherlands. It consisted of 586 enrolled learners with

visual impairments in high schools aged between 15 and 19 years with 50% males and 50% females. The study revealed that most pupils with visual impairment in high schools received little or no vocational guidance services outside the home. It also revealed that 56% of the learners did not find anyone to assist them in the school on career prospects or options while 20.6% and 18.3% of the learners found teachers and counselors helpful respectively. The study further revealed that 16.1% of them felt the school had assisted them with career choices. This implies that most of the school counselors were not trained to handle learners with disabilities and most of vocational information was not written in braille. Majoko (2013) reported that there is a shortage of formal professionally prepared and trained school counsellors. Some of these pupils are therefore; likely to be deprived of guidance and counselling services provisions. Therefore, provision of guidance and counselling services is necessary to help both pupils with and without disabilities investigate the world of work in relation to knowledge of self and to make informed career decisions. The above revelation is of great concern because the school counselor is supposed to assist all learners with career choices.

### **2.1.2 Educational guidance**

This is advice given to learners helping them make suitable decisions regarding education.

Mwamba (2011) reported that educational guidance services are important as a means to mitigate problems faced by pupils. It should also be provided at crisis point when pupils with disabilities have difficulties in making choices on which subject combination is right and what mode of communication to use (Braille or Large prints). Educational guidance services have an essential role to play in making sure that pupil's educational decisions are grounded in sound decisions and pupils are helped to develop effective self-management in education and career path.

The importance of educational guidance services was highlighted in a study by Hatten (2001) who investigated the effects of educational guidance on the pass rate at 'O' level for pupils with visual impairment in Texas school for the blind. The findings were that those learners who were subjected to guidance and counselling services did well at 'O' levels results. According to Bhatriagar and Gupta (1994) for better learner achievement, it was necessary to help learners make progress in their education by developing good study skills. Kochhar (2006) also found that guidance services can guide learners in developing good study habits by providing study skills which reduces stress in learners for them to adequately prepare to sit for examination.

In the process of guiding both, learners with disabilities and without disabilities, educational guidance services play a very important role in removing or alleviating problems that would otherwise have impeded on their academic performance. This is confirmed by Kochhar (2006) who found that there was better learner achievement with a healthy educational guidance system in schools for learners with visual impairment. Learners who passed through the hands of a guidance services provider to assist in developing good skills and choice of subjects had reduced stress in them.

The importance of educational guidance services was highlighted in a study by Omoegun (2006) who investigated the effects of educational guidance on the academic achievement of the adolescents in the Lagos state secondary schools in English comprehension. In the study the experimental group was exposed to educational guidance services in the group counselling while the control group was not. Ten standard comprehension passages were used to generate pre-and post-test scores, and t-test statistics was employed to analyze the generated data. The results of the study revealed that the educational guidance intervention was effective and thus promoted adolescents' academic achievement in English comprehension. Despite the importance of educational guidance services elaborated above, examination performance in Zambia is still poor. Therefore, the study sought to explore factors affecting Guidance and Counselling Services in secondary schools.

### **2.1.3 Personal guidance services**

Hatlen (2001) states that personal guidance services are directed at assisting both learners with disabilities and those without disabilities on problems of social and personal nature. These problems may spring from family, friends, teachers and society relationships at large. The learners with disabilities in high schools might feel insecure and frustrated when they fail to meet their personal, parental and societal set goals. They are sometimes affected by the feeling of inadequacy, jealousy of their siblings, domination of adult, lack of love or affection from people around them. Furthermore, difficulties in mobility and inferiority among others add to their feelings of inadequacy. The above revelations is of great concern as personal guidance services are meant to help learners realize that it is natural to experience periods of turmoil and that they should work to the limit of their capacity with full knowledge that they may not be as capable as other pupils.

According to Mutie & Ndambuki (2003), adolescent students in secondary schools worldwide face numerous social, personal and academic problems at school and at home today than before. Many adolescent students are stressed and affected by HIV and AIDS pandemic as they care for the ailing and dying parents or relatives (Johnson, 2002), while some are coming from distressed families where parents are divorced or separated and where there is constant conflict within the family. According to Ndondo (2004), it is evident that some adolescent students in secondary schools experience child abuse, pressures from peers to concede to sexual practices before marriage, experiment with drugs and sex while at the same time parents and teachers expect them to excel in academic work. These conflicting pointers and problems affect students' academic schooling to the extent that some drop out of school. School drop-out is considered a source of bigger future problems that include prostitution, drug abuse, crimes that lead to murder and unemployment. As a result of these foreseeable problems, there is need for effective implementation of Guidance and Counselling services in schools. Failure to provide guidance and counselling services may promote increased numerous antisocial behaviours such as drug and alcohol abuse, irresponsible sexual behaviours, teenage pregnancies, gangsters, truancy, prostitution, increases in school dropouts and outbreak of school violence among many other problems (Nziramasanga, 1999).

A study conducted by Tompson (2006) found that in most American schools social and personal guidance and counselling led to significant and sustainable reduction in suicidal tendencies and withdrawal syndromes in learners with visual impairment in high schools.

A study by was conducted Egbochuku and Aihie (2009) on the influence of peer group guidance and counselling and school influence on the self-concept of adolescents in the Nigerian secondary schools. Sixty-eight high school learners from three schools, one for boys, one for girls and the other one for co-educational school in Benin City formed the sample. Using the pre-test-post test control group experimental design, the findings revealed that social and personal guidance increased the learners' self-concept.

In United Kingdom, Wagner and Macgowan (2006) found that social and personal guidance led to significant and sustainable reduction in abuse of alcohol and marijuana among the high school pupils. In their study a sample of 289 pupils were referred for school based substance abuse counselling. Of these 180 were exposed to group counselling while 109 of them were offered

treatment as usual for substance abusing pupils in the school system in which the study took place. The findings supported the contention that school-based group counselling could lead to significant and sustained reductions in pupils' alcohol and marijuana abuse in secondary schools. On the social level students who participated in school guidance and counselling programmes reported a sense of belonging, safety and a more positive school environment (Lapan, Gysbers & Sun, 1997). They also had higher expectations in life (Mau, Hitchcock & Calvert, 1998) and more effective social skills.

Therefore, provision of personal guidance and counselling services should help learners with and without disabilities to better understand their opportunities, make appropriate adaptations and decisions based on this insight further, this could lead to accept personal responsibility for their specific choices and adhere to courses of action which are in tandem with their uniqueness and potentialities. But what is not known is whether social and personal guidance is provided effectively as there is still evidence of pupils in secondary school portraying ant-social behaviour.

## **2.2 Challenges in the provision of guidance and counseling services in inclusive secondary schools.**

Many challenges affect the provision of guidance and counseling services in schools at global and national level exist.

### **2.2.1 Guidance and Counseling not being time tabled**

Globally time is among the critical resources affecting provision of school guidance and counselling services for children. In Ethiopia, Alemu, (2013), found that school counsellors do not have adequate time to holistically address the educational, personal and vocational concerns of children. Similarly, in the USA, Smith et al. (2001), school counsellors perform clerical duties, carry out administrative tasks and are totally responsible for Special Needs Education case management and assessment work. In Kenya, school counsellors administer SGC services provisions for children during evenings and weekends because they have obligations just like other teachers leaving them with little time to guide and counsel children (Karangu & Muola, 2011). Consequently, children in Kenya are likely to receive poor SGC services as school counsellors are unlikely to establish and reinforce warm and trusting relationships with them. In

Botswana, in contrast, SGC services provisions for children are time-tabled (Stockton et al, 2010).

Teacher counsellors are loaded with lessons just like the other teachers, leaving them with little time for counselling (Tumuti, 1985). They do counselling during the evenings and weekends. Counselling is not provided for in the teaching time table and therefore teacher counsellors lack time to offer the service (Mwirigi, 2002). If principals have a positive perception on the effect of workload on the guidance and counselling services, they are likely to apportion work in such a way to give the counsellor ample time for counseling duties. A survey conducted on 20 secondary school counselors from Malawi revealed that they were all full-time classroom teachers and had no formal training (Maluwa-banda, 1998). Hence they may not be effective in their counselling. The Zambian scenario is really not much known.

In a study by Mutie and Ndambuki (1999), in Kenya on whether the guidance and counseling programmes had been timetabled or not, majority said it was not. In any case, both teachers and learners indicated that guidance and counseling takes place when a need arises. This revealed that guidance and counseling was done haphazardly in most schools. This really affected the effectiveness of the programmes or teacher-counselor, as MOEST (1977) noted that lack of specific time set aside for guidance and counseling was hampering the success of guidance and counseling programmes. It, therefore, became necessary to advocate for specific times set aside for school timetable for guidance and counselling programmes.

Choge and Ndegwa (2001), add that the provision of the guidance programmes must be made in the school time table as well as in the budget to facilitate guidance activities such as maintenance of cumulative records, arranging for career and orientation talks, screening of films or plant tours. The availability of adequate time for SGC services provisions is likely to result in school counsellors according children with disabilities adequate opportunity to take responsibility of their own guidance and counselling.

Similarly, according to the US Department of Education (2003), the availability of programme schedule and staff roles and responsibilities are very crucial for the effective implementation of guidance and counseling programmes. In the present study, however, Guidance and Counseling

did not have clearly defined roles and responsibilities. School counsellors were preoccupied with routine works coming from the school head teacher. While American School Counselling Association (ASCA) states that school counselors should spend at least 70% of their time offering direct service to learners, the present study showed that most school counselors spent their time on guidance and counseling activities like being unit leaders and other managerial activities. In Zambia the scenario is not strange as guidance and counselling is not time tabled in most secondary school leading to compromising the standards of GC delivery. Therefore, this leaves a lot to be desired. There is need for the government to come up with a proper guideline and policy so that GC can be time tabled to avoid doing things in a disorganized matter.

### **2.2.2 Roles of guidance counsellors in inclusive secondary schools**

Denga (2001) reports that lack of clarity on the guidance counsellors' roles in schools cuts across virtually all spheres, from counselor preparation to counselor duties in schools. For instance, in most universities and counselor-training institutions in Nigeria, the training process may be somewhat confused. The argument of some counselor trainers is that the counsellor in training should first be a teacher for that would assist him/her in getting to know the pupils.

School counsellors have traditionally been expected to fill diverse and often conflicting roles. They have been called to act in the capacity of confidant, disciplinarian, consultant, scheduler, politician, administrator, psychologist and academic helper. The ambiguity about counselors' roles and expectations has created confusion among teachers, support staff, parents, and students. Lambert et al. (1994) note "in some schools, counselors are told to focus much of their time on record keeping, administrative responsibilities, or crisis interventions with pupils. There is little time for comprehensive career exploration and planning for life after graduation". This situation leaves a lot to be desired as far as challenges in the provision of guidance and counselling services in inclusive secondary schools are concerned.

Similarly, in Nigeria, Esere (1998), reports that, though guidance and counselling has been institutionalized in the nation's educational and training systems, a number of factors still militate against its functional operations. Where they exist, counsellors in most schools have no clear-cut roles to perform in the school counselling programmes they are to implement. School

counselling is still presented in most schools as an auxiliary function, subject to head teachers', teachers', parents' and learners' attitude and acceptance (Esere, 1998). Thus, guidance and counselling in the nation's secondary schools is still struggling to find its feet, as many still do not believe that more than one specialist is needed for guidance and counselling. The traditionalists deny the need for professional counsellors because in the traditional ideology, every elderly person in the closely knit extended family system is expected to give guidance and counselling to his/her brothers and sisters that are traceable by blood relation. Their view is that religious figures, parents, teachers and elders could do all the counselling that a child needs and as such there is no need for a professional. Even school administrators of the old authoritarian order think that teachers who opt for guidance and counselling are 'escaping' from teaching which to them is the primary and most important function of the school (Omoegun, 2006). Toward this end, guidance counselors, where they exist, in most schools are made to teach and some are converted to mere clerks!

Furthermore, if the contemporary counselors hold dual roles in schools it may negatively affect their delivery of guidance and counseling services to the learners, parents, administration and fellow teachers. For instance, a counselor who also has normally work load of a subject teacher and required to perform the duties of a counselor, sometimes even loaded with other duties, may be ineffective due to the work overload. A counselor with more roles may fail to help the needs of his or her clients because may be the time when he or she is approached maybe occupied with other works in another place. Therefore, counselors' boundaries can become confused and responsibilities and accountability can conflict.

Beale (2004) also reported that one of the factors that contribute to counselors having difficulties in the provision of guidance and counseling services in schools is the pressure to perform non-counseling duties. It has been noted that many school counselors spend much of their time doing school duties at the expense of providing guidance and counseling services to the students.

Bardhoshi and Duncan (2009).observed that over the years, the profession of school counselling has faced a lack of clarity regarding the school counsellor's role, function and identity. A review

by Murray (1995), indicated that the role of the school counsellor reflects a history of unclear definition and confusion.

Although professional school counsellors and the American School Counselling Association (ASCA) have been focusing on reconfiguring the identity of school counsellors and expanding it beyond the historical guidance model, incongruence between advocated and actual school counsellor duties is evident (Lambie and Williamson, 2004). As differences of opinions regarding the role of the school counsellor still exist among school head teacher (Shoffner and Williamson, 2002), it is important to assess this impediment to the establishment of appropriate roles for the school counsellor. American administrators who do not value School Guidance and Counselling Services view these services as non-essential and give the services lower priority (Chireshe Regis, 2005).

Similarly Stichel and Yang (1993), states that the implementing of SGC services in Taiwan is sometimes hindered by ambiguity in the expectations of school counsellors and teachers regarding the school counsellor's role. The above revelation is of great concern as non clarity of the role of school counselors would negatively affect the provision of GCS in secondary schools.

### **2.2.3 Parental involvement in Guidance and counselling programmes in schools**

Parents and relatives counsel their children on all matters of life, personal projects management and ways of solving daily problems (Biswalo, 1996). Traditionally, guidance and counselling has always been done without any formal training or knowledge obtained from formal school system but rather through experience, age and wisdom (Amukoa,1984).In most African families, the general guidance and counselling was the duty of senior members of the family, parents, uncles, aunts, and grandparents. Today, as the pressure of the socio-economic and political factors continue, informal counseling has become eroded and out dated as people in their communities have become more individualistic (Cook, Heppner and O'Brien, 2002). Migrations of parents from rural to urban areas and from country to country, modernization and urbanization have all resulted in a sense of isolation among the youths who have lost traditional familial social networks (Chang, 2000).

Wangechi, in her research done in Kenya, reported that, Guidance and Counseling programme only 50% of the schools involves parents and to a very limited extent only. This is an anomaly

since parental involvement and participation in Guidance and Counseling is a prerequisite for the efficient and effective implementation of the programme. As O'Brien (2002) states, it is difficult to conceive of any worthwhile system which would not aim to involve parents. The cooperation of parents may be crucial both in enabling children to derive maximum benefit from educational and other opportunities and in helping them to cope successfully with problems involving choice.

Through the support and role-modeling that is provided by fully engaged parents, teachers, and other concerned adults, children and adolescents are able to learn how to manage challenges. Learning to deal with challenges empowers them to overcome obstacles and seize opportunities. In some cases, a pupil's adaptation to adult figures and role models appears to be a type of mirroring, though in other cases, it is more goal-oriented or self-directed (Scarborough and Luke, 2008)

Taylor and Buku (2006) further point out that personal counselling should also be extended to parents so that they would help to meet the child's adjustment needs at school. It means adjustment problems of the child may arise in terms of separation of parents' child rearing, single parent roles, emotional and psychological stress; legal issues and financial responsibilities. They further explain that as a result of feeling of guilt, devalued self-concept in the child, problem children caused by divorcing of parents, and feeling of failure, regret, and depression accompanying divorce. Due to this, parents need marriage or family counselling for stability at home, as the home stability will enhance the child's psychological stability and adjustment at school towards his/her academic work.

Gander and Gardner (1984) as cited by Mathatha Viola, (2013) conducted a study on the effect of parental aspirations and expectations on career development and career choices in both disabled and non-disabled young people. The study found that youngsters frequently interacted with their parents as they approached adolescence. In turn, parents influenced them through indications that they were expected to take over the family business or follow the parents' profession hence, career development. Similarly, Turner et al. (2003) found that parents had various intentions regarding the career development of their children. It is for this reason that parental involvement in guidance and counselling programmes is very important for the development of the child.

In a longitudinal study conducted by Whiston and Keller (2004) on the parental involvement as a determinant of career development of young adolescents with visual impairments in the United States of America, it was found that parental involvement influenced what the child learnt about work and work experiences. The study also reflected parental attitudes about school and work which in turn, had a long term impact on their children's' career choices, decisions and plans. Ferry (2006) conducted a study on parental influence on careers of learners with visual impairments in the rural Pennsylvania. Findings indicated that parents frequently interacted with their children, by so doing, and as the school leaving age drew nearer, the aspirations of their children tended to move closer to the occupation level of their parent even though earlier they were closer to the occupational goals common in their schools. This resulted in career development.

Patton and McCrindle (2001) also conducted a longitudinal study in Queensland, Australia on how the family influenced career development of learners with disabilities. The study found that as parents engaged in quality interactions or discussions with their children, they influenced their children's' career development through indications that being adults, they knew what was better for their children. Additionally, as children engaged in quality interactions with their parents, their self esteem and ability to make decisions increased.

Similarly, Sebald (1989) reported that as parents interacted with their children, they strongly influenced them in their career development through the career advice they gave them. Consequently, they developed career decision making skills.

Mutie and Ndambuki (1999), reported that many students come from families which are not able to provide for their needs adequately. There is also a gap in the range of sympathetic adults who could be turned to in times of need. This gap was formally filled by adult brothers and sisters, friendly aunts and grandparents, within the traditional set-up. Families are also not equipped to provide job-related information. Such information can come from agencies whose job it is to supply relevant and adequate materials. The family is also not equipped to supply information on the labour supply and demand trends. Majority of parents are not even trained to help their

children to develop sound study techniques. A comprehensive guidance in schools would therefore, be useful in supplementing the efforts made by parents in guiding their children.

Rice and Leffert (1997) reveal that today's parents look to schools for the provision of Guidance and Counselling services to their children with personal, social, educational and career problems. Nziramasanga (1999) in Zimbabwe revealed that because of many socio-economic and political pressures imposed on the family today, parents tend to dedicate little time to guidance of their children. The study by UNESCO (2002) concurs with Nziramasanga's (1999) findings that Native African parents today have become more concerned with earning money such that they have simply become less occupied with their traditional roles and practices that formerly contributed to the positive upbringing of their children. According to Makinde (1993), modern parents put excessive expectations on schools to provide solutions to issues related to indiscipline of their children. Given the scenario that children spend most of their time (8 hours) in schools and an average of about four hours with their parents at home, their personal and social development has become the responsibility of the institutions of learning so much that Career-Guidance and Counselling services provision have become an integral need for the secondary education programmes. Guidance and Counselling services provision have become even more critical now than ever before.

In contrast to Nziramasanga's, 1999 findings, Valene et al. (2005) carried out a study in the United Kingdom on guidance in Scottish schools. The findings showed that parents in the schools where their children learn provide guidance and counselling to the learners. The parents indicated as well that they were involved in the school guidance programme and were happy about the services provided in the schools. From this literature, it has shown that guidance and counselling services in Scottish schools were provided and parents were satisfied. In the Zambian scenario the involvement of parents in promoting social behavior (not abusing drugs, good moral) remains unclear as anti-social behaviours are still on the rise.

#### **2.2.4 Dual roles of a school counsellor**

The dual role of Guidance staff, serving both as School counsellors and subject educators makes them inaccessible and affects their effectiveness in the provision of quality service. As one pupil puts it *'one minute you are getting a row for not doing your maths homework and then you are*

*meant to tell him your problems'*. Research by Sempe and Howieson (2000) shows that a common suggestion from pupils was for full-time guidance staff who would not have a subject-teaching role. In a research done in Essex, United Kingdom, most educators believed that their schools needed the services of a school counsellor, whose role would not be limited to the crisis' counselling of 'problem' children only but from whose attention even 'normal' children could benefit. Such an individual must be free from any substantial teaching commitment. Should also be allowed to have a critical say in policy formulation and whose expertise should be used to sensitize staff to understand the importance of GCS in schools.

In America, effective school counselors reduce non- counseling duties in order to do their core business (Reynold & Cheek, 2002). They argue that in developing countries, increased demand for teachers by parents and governments have led to additional working hours, curriculum planning, controlling students' discipline and supervisory duties, thus leaving little time for teachers to counsel students. Furthermore, Lapan (2001) explains that due to the workload of G&C teachers in school, teachers assist them in the provision of guidance and counseling and enable them to have more time with pupils with severe problems in American schools.

Contrarily, in South African Schools, counselors are sometimes given heavy administrative and teaching loads making counseling to diminish (Chireshe, 2006). In Kenya, the introduction of FPE in primary schools has left teachers with challenges such as heavy workload and hence have very little time to offer to the learners (MOEST, 2004).

Similarly, Ondima et al. (2012), observed that Guidance and Counselling teachers are not sufficiently relieved from their teaching duties to have adequate time to devote to Guidance and Counselling. They argued that teacher counselors are overburdened with heavy work. Similarly, Sima, (2004) in his research recommended that, there is need to reduce the teaching workload of the teacher counsellors so as to allow them more time to provide guidance and counselling services.

MbuguaWango (2006) reported that counselling in schools had limited time. The teacher in Kenya for instance is also a subject teacher and has to attend to several lessons. Due to the number of students in the school, s/he is often unable to attend to all of them. In addition, the

student has no obligation to come back for another session if the counselling is voluntary and the teacher therefore, has to make the best of the opportunity when a student makes a visit. The teacher conducts counseling when s/he is available, for example, during break, lunch time, after school or when s/he has no lesson or there is an urgent need.

To be able to fulfill their roles and responsibilities, school counselors must be free to provide direct services to all pupils rather than burdened by administrative and/or clerical tasks. Of greatest concern are the assigned administrative responsibilities that conflict with the counselor's role as pupils advocate and those that interfere with the delivery of a comprehensive guidance and counseling programme to pupils. It is beneficial for school administrators, faculty, parents, and the community to have a clear understanding of the role of a school counselor in implementing the guidance and counseling programme. They should expect a fully certified school counselor to function in a professional and accountable manner in his or her basic roles.

The study by Nyakan et al (2012), on Assessment of Challenges facing Secondary School Guidance and Counselling Teachers in Nyamira District, Kenya, revealed that teacher counsellors handled the normal workload (more than 18 lessons) per week and only 9.6% handled less than 18 lessons per week. This means that teacher counsellors have little time to dedicate to provision of guidance and counselling services and this has compromised the quality of the counselling services provided. The researcher's concern was whether Zambian school counsellors have been spared from this scenario.

### **2.2.5 Training of school guidance and counsellor**

The training of school counsellors affects the provision of SGC services for pupils the world over. In Ethiopia Alemu,( 2013), and in Nigeria Eyo, Joshua & Esuong, (2010), said school counsellors without formal professional preparation and training in SGC are incompetent to address in totality the educational, personal and vocational concerns of children. Owing to the professional incompetency of their school counsellors, learners in the above cited countries are unlikely to receive SGC services provisions that are conducive to their holistic development.

The shortage of formally professionally prepared and trained school counsellors is a worldwide cause for concern (Brigman& Lee, 2008). For instance, in Scotland (Lehr & Sumararh, 2002), and Hong Kong (Yuk Yee & Brennan, 2004), there is a shortage of formally professionally

prepared and trained school counsellors. Some of the children in the above mentioned countries are therefore likely to be deprived of SGC services provisions.

Sadly, the vast majority of both elementary and secondary school counsellors today are unaware of the talents of the pupils they serve and are unable to provide the types of specialized services that these pupils require. The primary cause of this deficit appears to be the reported lack of attention that school counsellor training programme give to the gifted and talented as a special population. According to a 2005 study of nationally accredited graduate programme in school guidance counseling in Minneapolis, U.S.A (Peterson and Wachter, 2008). The preparatory curricula for most guidance programmes provided little, if any, information concerning the characteristic, social and emotional development or differentiated counseling needs of high ability pupils.

Clearly, without any educational or training, few practicing school counselors may not have sufficient knowledge about the special guidance and counseling needs of gifted and talented pupils. To be effective with his/her population and may be unaware of the complexity of related concerns and unequipped to respond appropriately to them (Peterson, 2007).

In a study conducted by Elijah and Crawfordsville (2005) on meeting the guidance and counselling needs of the gifted students in school settings , they said because school counselors are typically required to attend special education case conferences in their buildings or districts as part of their assigned duties, they tend to have some familiarity with students with special needs. Some school counselors may have even taken courses during their graduate training or attend training, seminar, or workshops that pertain to the education of “at risk” or special populations of students such as those with learning disabilities, physical handicaps, emotional disorders, or other exceptional needs. Therefore, most school counselors, whether through education or experience have acquired at least some minimal knowledge of the issue associated with special services students and the programmes and accommodations designed to help these students more fully develop educationally. The above observation is very important if all pupils are to benefit from GCS provided to them.

UNESCO (2000) stated that most African schools guidance services were left in the hands of teachers having high teaching loads with no training in the area of guidance and counseling. The implication of this finding was that while guidance services may be available in schools, many pupils were in school without accessing the services. The scenario was compounded by the fact that in most cases, guidance services were limited to graduating pupils in high and junior schools or officers in such places required to handle matters to do with examination registration. Most pupils graduated from these schools with little or no idea on what type of jobs to find on the labour market, what training programme are available and career paths to follow.

Phiri (2005) agrees with this assertion by saying, 'although guidance services were provided in schools, there were a lot of challenges encountered. In spite of these challenges the findings concluded that the school counsellors tried their best to offer the services to the pupils. Tuchili (2008), in her study evaluated school guidance and counseling services in one of the basic schools and two day high schools in Lusaka, Zambia. The findings of the study were that while pupils profited from guidance services, there were still a number of challenges encountered and needed redress. Some of the challenges included the need to train and orient teachers in guidance services provision and provide career talks to pupils in schools to reduce on examination malpractices.

Suradi (1992) also in his study on the need for a more effective guidance programme for Malaysian Youth in India confirms that school counselors face a variety of constraints which hinder successful provision of guidance and counseling services at the school level. These constraints include: lack of counseling skills, lack of cooperation from administrators, teachers and parents, poor response from students, lack of facilities; and misperceptions from teachers and administrators.

Shaw (1973) and Sharma (2005) note that if guidance and counselling has to benefit pupils, it must be offered by skilled personnel. However, it is important to note as Shaw (1973) also states that guidance and counseling services should not be limited only to those teachers with special skills but that where trained personnel are not available, teachers may be tasked with such responsibility. The Ministry of Education (1996) states that teachers may be identified and

recommended by heads of schools to work as guidance teachers. These could then be oriented or trained to provide the services to pupils. Guidance personnel, in particular, must be sensitive of the extent to which the services they provide effectively reach the children who are their concern.

In a similar study conducted by Nyakan et al (2012) in Kenya, on the Assessment of Challenges facing Secondary School Guidance and Counselling Teachers, the findings from the study indicated that only 38.1% of the teacher counsellors had obtained professional training. This means that 61.9% of the guidance and counselling service providers were untrained in guidance and counselling. These findings also agree with Ngumi's (2003) views who argues that even the trained teachers do not cover sufficient courses in guidance and counselling to enable them effectively render the guidance and counselling services. Oladele (1987), as cited by Yirgalem Alimu (2013), observed that the quality of counseling services rendered depends a great deal on the training of the counselors. The fact that only 38.1% of the 100% respondents indicated that they had professional training, leaves a lot to be desired as far as quality provision of GCP is concerned.

#### **2.2.6 Guidance and counselling resources in inclusive secondary schools**

School Guidance and Counselling services in American schools have adequate resources, equipment and space (Lehr & Sumarah 2002). In addition, they have appropriate space within the school setting to adequately provide confidential counselling and consulting services for students, teachers and parents. Each school should have a counselling centre with a reception area, private offices and conference rooms for group sessions (Borders & Drury 1992), and there should be secure storage areas for student records.

Counselling centres usually store and display career and college materials in an area where students can have access to this information. In America, counselling centres are located in such a way that everyone in the school has equal access (Schmidt 1993).

In America, effective School Guidance and Counselling services have the following materials; computers for computer-assisted career guidance programmes, career choice exploration materials, self-development resources, college catalogues, test taking skills packages, booklets that help students address developmental needs such as adjusting to their physical changes,

handling peer pressure and preventing substance abuse, newsletters, brochures and pamphlets (Borders and Drury 1992,).

On the contrary, lack of resources has negatively affects the School Guidance and Counselling services in Zimbabwe. Benza and Ndanga (1990) report that the School Guidance and Counselling services in the midlands educational region is negatively affected by lack of relevant resources material and special rooms for counselling sessions. The above statement is supported by Ngoro (1994) and Mashanyare (1997) who state that many rural secondary schools in Zimbabwe lack the necessary resources for the effective implementation of School Guidance and Counselling services. The necessary resources include guidance and counseling pamphlets and rooms for individual counseling (Chireshe, 2006).

Egbochuku (2008) surveyed the quality of guidance and counseling services offered to learners in secondary schools in sixteen (16) secondary schools comprising four hundred and twenty (420) respondents in Edo state, Nigeria. The study revealed that the quality of guidance services and facilities such as accommodation, bookshelves, and tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials needed by the school, counselor to carry out quality guidance and counseling services in their school, were inadequate. As much as other countries may have adequate resources, there are still a number of countries facing challenges and needed redress. Zambia's situation remains unknown.

### **2.2.7 Attitude of head teachers, school counselors and pupils**

An attitude is 'a fairly stable opinion regarding a person, objects or activity, containing a cognitive element (perception and beliefs) and an emotional element (positive or negative feelings)' (Wade and Tarvis, 1993). Attitudes have been found to negatively affect the implementation and provision of SGC services in China (Hui, 2002 as cited by Chireshe (2006). In American negative attitude of some school administrators, counselors and learners affect the provision of the SGC services (Reynolds and Cheek, 2002). The above situation obtains in Malawi (Maluwa-Banda, 1998). Gysbers and Henderson (2001) established that in American schools, SGC services are often seen as ancillary-support services, placing school counselors mainly in remedial reactive roles that are not seen as mainstream education.

Bardo et al. (1978), add that administrators and teachers in American schools may be 'concerned about allocating resources for anything outside their conventional perception of classroom activities'. There is generally a lack of appreciation for the contributions school counselors make in schools (Lusky and Hayes, 2001). Myrick (1984) found that administrators and the general public in America are openly critical and are beginning to question the value of counselling positions.

Ramushu, (1988) and Mashanyare (1997) as cited by Chireshe (2006) report that some Zimbabwean school head teachers do not support the School Guidance Counselling services, for example, they allocate the School Guidance Counselling services to the least qualified teachers. The proceedings from the SPS and SNE national conference (1997) show that the School Guidance Counselling services are given low status by the Zimbabwean Ministry of Education, Sports and Culture's head office. Chireshe and Mapfumo (2005) ascertained that school administrators were perceived as having negative attitude towards the School Guidance Counselling services.

The attitudes and contributions of heads of schools are important factors in the effective provision of guidance and counselling programmes. The attitudes of heads of schools to guidance and counselling programmes in high schools have not always been favourable (Mapfumo, 2001; Chireshe & Mapfumo, 2006). This however, is not strange in Zambia to see how head teachers and fellow teachers down grade the school counselors and more that there is unavailability of a binding policy from the ministry or government.

### **2.2.8 Monitoring of guidance and counselling programmes in schools**

Mapfumo (2001) reveals a serious shortage of human resources at the inception of the School Guidance 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. 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). In Finland Lairio & Nissila (2002) stated that there are fulltime school counsellors, but very few Zimbabwean schools have full-time school counsellors. The majority have part-time counsellors (Mapfumo 2001). Mapfumo (2001) urges 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&SNE) Department. The School Psychological Services and Special Needs Education (SPS& SNE) National Conference (14-18 December 1998) reported that the School Guidance Counselling services had little funding. Chivonivoni (2006) confirmed the above picture when he found that most school head teachers did not allocate any money to the School Guidance Counselling services department. This resulted in difficulty in monitoring and running of the SGC service.

### **2.3 Provision of guidance and counselling services in inclusive secondary schools.**

The extent to which guidance and counselling services are provided will determine the effectiveness in fostering pupils' attitudes, knowledge, skills and make informed career decisions.

#### **2.3.1 Availability of guidance and counselling services**

Ministry Of Education policy (1996) states that Guidance and counselling services are supposed to be offered to all pupils. School Counsellors are expected to provide these services to pupils regardless of their abilities. They should also direct adolescent pupils away from participating in the anti-social behaviors such as drug and alcohol abuse, prostitution and irresponsible sexual behaviours, teenage pregnancies, gang banging and any other forms of school violence.

Studies by Owino (2005) and Nwachukwa (2007) revealed that absence of effective Guidance and Counselling services in secondary schools system precipitates unprecedented rise in the crime wave, violence among learners, fuels cultism, wrong career choices, and wrong subject combinations. The increase in diverse learner problems such as these, reported by Zimbabwean newspapers ten years after the introduction of Guidance and Counselling programme in secondary schools are a clear indication that something is not right with the implementation of the programmes which in turn emphasizes the importance of the present study. In Zambia, a local newspaper reported 12 learners at Chikankata secondary school caught red handed having sex in the dormitory. Similarly Post newspaper (25.05.14) reported that in Zambia about 14,800 school girls per year become pregnant and drop out of school. The provision of Guidance and Counselling services may help improve the anti-social behavior amongst secondary school learners. What is not known in Zambian scenario, however, is the extent to which guidance and counselling services are offered in inclusive secondary schools.

### **2.3.2 Levels of professional training in guidance and counselling of school counsellors**

To be a counsellor, one requires training on the use of counselling theory and techniques to assist clients change behaviour. Teacher trainees take a compulsory course in guidance and counselling while practicing teachers are supposed to be provided with in-service courses (Republic of Kenya, 1976). Seminars and workshops help counsellors to keep pace with developments in the profession. Most teacher counsellors are not formally trained in guidance and counselling and therefore, their perception of their role may be that of a discipline master rather than that of a helper. Their professional training as teachers does not adequately cover this element of their work as school counsellors.

The training of school counsellors affects the provision of School Guidance and Counselling services for children the world over. In Ethiopia (Alemu, 2013), South Africa (Mahlangu, 2011), Namibia (Mushaandja, Haihambo, Vergnani & Frank, 2013:82), Uganda (Chireshe, 2008a:iv; Rutondoki, 2000) and Japan (Lau & Suk-Chun, 2008; Yagi, 2008), school counsellors without formal professional preparation and training in School Guidance and Counselling are incompetent to address in totality the educational, personal and vocational concerns of children. Owing to the professional incompetency of their school counsellors, children in the above cited countries are unlikely to receive School Guidance and Counselling services provisions.

Professional preparation and training is a conduit for equipping school counsellors with specialized skills, knowledge, attitudes and understandings that are pivotal in effective provision of School Guidance and Counselling services to children with disabilities (Myers & Johnson, 2007).

With intensive professional preparation and training in SGC, school counsellors can adapt their priorities and interventions to be commensurate with the diverse unique dynamic needs of the children with and without disabilities and the society while maintaining the sound base of their purpose and mission (Bauer et al. 2000). Intensive formal professional preparation and training in School Guidance and Counselling is therefore, foundational in the effectiveness of the school counsellors in the management and administration of School Guidance and Counselling services provisions for pupils with disabilities in the international fraternity.

In Nigeria, school counsellors render watered-down responsive services to pupils with disabilities because of lack of training in Special Needs Education (Alutu & Azuka, 2006). This

also obtains in the Netherlands (Armstrong & Barton, 2007), the UK (Ferguson, 2008), and Australia (Foreman & Arthur-Kelly 2008). The training of school counsellors in Special Needs Education is therefore pivotal in the effective provision of School Guidance and Counselling services to children with disabilities in the international arena. The present study therefore, sought to establish the extent to which School Guidance and Counselling services were provided in inclusive secondary.

### **2.3.3 Awareness of Guidance and Counselling services by pupils**

Kochhar (2000) considered guidance and counselling necessary to help the pupils with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. A study conducted by Nkhanedzeni (2003) on Guidance and Counselling services in secondary Schools: Problems, implications and solutions reported that about 51 % of pupils were not aware of the services available. This might have meant that the programme existed but pupils were not aware of the services either because of poor marketing and lack of learner orientation, or the guidance programme did not exist at all.

Therefore, it is upon the school authority, school counselors and all stakeholders to ensure learners are sensitized on the availability of Guidance and Counselling services and the need to gain access to them.

### **2.3.4 Effectiveness of Guidance and Counselling Services provided in schools**

Some studies have indicated that School Guidance and Counselling services being offered in schools are not effective. Maluwa-Banda (1998) reveals that Malawian school counsellors perceived the School Guidance and Counselling services being offered in Malawi as weak and having little impact, if any, on the student population. In Canada, students were generally dissatisfied with the type of services they received from school counsellors (Alexitch & Page, 1997). The explanation for this dissatisfaction may be that students are often not provided with information that is tailored to their individual needs and characteristics and that all students are given similar types of services (Hutchinson & Bottorff in Alexitch & Page, 1997). Chapman, DeMasi and O'Brien (1991) reported that in America, parents generally held a low opinion of the effectiveness of school counselling services offered to their children. In relation to Zambia, it is

not clear how effective are the guidance and counselling services provided in inclusive secondary schools.

### **2.3.5 Guidance and counselling facilities in secondary schools**

For guidance and counselling activities to thrive there must be adequately furnished and conducive spacious office facility for group and individual counselling sessions and to accommodate two auxiliaries to the counsellor. The counsellor needs a cabinet, shelves and other hardware for data storage. According to Adana (2000), the provisions of these facilities are of utmost importance for the counsellor to carry out his or her functions in the school guidance programme otherwise human resource development will remain a mirage in a number of countries in Africa including Zambia. As a result, delivery of provision of Guidance and Counselling Services will be difficult in the absence of resources. The provisions of material resources or facilities and support services determine the extent to which the Guidance and Counselling Programme achieve its intended goal. It was therefore, the concern of the present study to find out the extent to which Guidance and Counselling Services are carried out in inclusive secondary schools in relation to facilities.

### **2.4 Roles of guidance and counselling services in secondary schools**

Guidance and counseling services play an integral part in the overall pupils' services department of any secondary school. Yirgalem (2013) says that, the rationale to offer guidance and counseling services to secondary school pupils is clear. The secondary school years are a period of academic, social, personal, emotional and intellectual growth for most adolescents. By resolving physical, emotional, social and academic difficulties of the pupils and by helping students understand their learning strengths and weaknesses; their academic achievement can be improved and their overall development can be enhanced. On top of this, the increasing complexities in the society, industrial and technological development, changes of the nation's educational system and increasing number of pupils necessitated the provision of effective guidance and counseling services more than any other time. Thus, supporting adolescents in all aspects of their development is very critical to their success. School systems must be ready, willing and able to deal with challenges that adolescents face in going through the transitions.

Educationally, guidance and counselling services' role is to help the pupils adapt to school, make educational decisions and choices by informing them about educational facilities (Ilgar, 2004). Canel, (2007) says, these services help pupils choose the most appropriate elective courses and pupils club for their interests and abilities and help them learn more effectively by introducing them to effective study methods. Counseling and guidance services also help the pupils with learning difficulties to use their potential to the fullest. School counsellors would spot superior pupils or pupils who need special education and offer them the help they need. They help the pupils choose an upper school and they carry out practices for reducing examination anxiety (Yesilyaprak, 2001).

Darling-Hammond and Bransford (2005) in a study conducted on information and choices of subjects in a senior school in San Francisco, USA found that there was little evidence that subject choice by school pupils with visual impairments was considered a planned exercise. Their findings showed that 35% of pupils had not received any information; pamphlet of subjects' combination on offer by all schools in the study.

Another study was conducted by Hudesman et al. (1986), to compare the impact of structured and non-directive counseling styles on academic performance of high-risk students. Results indicated that students in structured counseling condition had higher grades than those in non-directive counselling condition at the end of term. Francis et al (1987), also examined the positive effects of counseling on student's communication patterns, study habits and academic achievement. The secondary school guidance programme should be a part of the total school programme and complement learning in the classroom. It should be child centered, preventive and developmental. The guidance programme should aim at maximizing the students' potential by encouraging their social, emotional and personal growth at each stage of their development.

Personally, guidance and counselling services help an individual to know and understand himself/herself, accept his/her superior and limited features and develop himself/herself, trust himself/herself, develop effective interpersonal relationships, become a personally and socially balanced and harmonious individual (Yesilyaprak,2001). Thus, they enable the continuously developing individual to manage the developmental tasks at various developmental stages. Counseling and guidance services also aim to prevent, adjust and better the adaptation,

development and other personal problems of the individual in educational or other environments (Ozbay, 2004). The counseling and guidance services' role is to offers services concerning developmental needs of the individual in personal and social areas such as developing awareness about interpersonal relationships beginning from the early ages; working on communication skills, life skills social skills, problem-solving skills, decision-making skills; working on anger management, dealing with peer pressure and developing healthy relationships with the opposite sex (Canel, 2007).

Ndhlovu (2009) conducted a study on the situational analysis of accessibility of HIV and AIDS counselling by pupils with hearing and visual impairments in selected schools of Zambia. The findings of the study were that out of 110 respondents with hearing impairment, only 29% had access to HIV and AIDS counselling. Most (71%) of the respondents did not have access to HIV and AIDS counselling in schools. Regarding pupils with visual impairment, only 24% of the 103 respondents indicated to have had access to HIV and AIDS counselling in schools. The majority (78%) of the respondents with visual impairment indicated that they did not have access to HIV and AIDS counselling in schools.

Moyles (2007) conducted a study in India which surveyed 200 pupils with various impairments' experiences and perceptions of school guidance. The findings showed that for pupils who had an encounter with a counsellor, half of them found the experience rewarding while the other half found it unbeneficial. Pupils who expressed dissatisfaction with the experience were asked to specifically point out things they found unrewarding to them. Most of them pointed out that the process of counselling was lacking confidentiality since information shared to the counsellors leaked to parents, teachers and other staff in the school. There is need, therefore, to ensure that roles of guidance and counselling services benefit pupils with and those without disabilities in schools.

Vocationally, counseling and guidance service's role is to help a pupil perceive himself/herself or herself realistically, by knowing his or her weak and strong points. He/she should feel the need to develop his/her weak points and make use of opportunities for developing his/her weak points; search for job opportunities suitable for himself/herself; possess the skills that working life requires such as communication, taking responsibility decision making (Cakır, 2004) and

problem solving and makes professional plans (Quast, 2003). Furthermore, the school counsellors should provide services that will help the pupils who are obliged to start working upon finishing primary or secondary education to be oriented and placed in a job appropriate for his/her interests and abilities (Baysal, 2004).

Guidance and counselling services plays a key role in preparing pupils who can successfully transition to the next level, whether for further education or a job. Jarvis and Keeley (2003) called for school counsellors to provide career development interventions in new paradigm where not only narrowly focuses on a career decision making, but also assisting them in gaining necessary employability and self-management skills. In order to be effectively responding to the changing employment needs, Feller (2003) suggested for career counsellors to help pupils by providing guidance and counselling services to understand the reality of workplace. These mean not only fewer entry-level or livable wages jobs are available to new workers who are lacking basic skills but also for pupils who have inability to access and gain market-driven occupational proficiencies, retrieve, and disperse information through technology, as well as to make sure students remain motivated and self-directed. Furthermore, guidance and counselling services' role is to help pupils understand how economic fluctuations impact on employment options, job growth, job security and how to maintain competitiveness during economic downturns (Feller, 2003).

It is of great importance that the pupils carry out personal, social, educational and vocational developmental tasks. The principal aim of counseling and guidance services is to help the students accomplish successfully the developmental tasks of the developmental stages they are in (Dogan, 2001). It is necessary to attend to the students' educational, vocational, emotional and social development bearing in mind their development, needs and problems. The school counsellor's role is to offer a sufficient level of services in educational, vocational, personal and social areas; services affecting the individual directly such as appraisal, psychological counseling, information gathering and outreach, orientation and placement, follow-up, orientation; and services affecting the individual indirectly such as consultation, research and evaluation, and public and family relations. As much as roles of serving pupils with disabilities do not differ from those functions performed to the other pupils, the school counsellor would need skills and knowledge in special education. This study was designed to explore the above issues pertaining to Zambian scenario.

## **Summary**

Extensive literature related to the factors affecting provision of guidance and counselling services in schools has been reviewed. However, there is still knowledge gap on the factors affecting provision of guidance and counselling services in inclusive secondary schools in Lusaka and Southern provinces of Zambia. In addition literature does not show the extent to which guidance and counselling services are provided in inclusive secondary schools in Lusaka and Southern provinces and the beneficiaries of these services.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Overview**

This chapter presents the methodology that was used in the study. It begins with the description of the research design that was employed, target population, sample size, sampling procedures and research instruments. It also describes the data collection procedures and how this data was analyzed in order to answer the research questions. It further describes the ethical considerations that were made during data collection. It ends with a summary.

#### **3.1 Research Design**

A research design is a plan of study (Oppenheim 1996). Huysamen (1987) views a research design as “a preconceived plan according to which data are to be collected and analysed to investigate research hypotheses”. Borg and Gall (1989:47) add that a research design refers to “all the procedures selected by a researcher for studying a particular set of questions or hypothesis.” This indicates that a research design is a programme that guides the researcher as he or she collects analyses and interprets data. It is a logical model of proof that allows the researcher to draw inferences concerning causal relationships among the variables under investigation.

##### **3.1.1 Descriptive Survey Design**

The study employed a descriptive survey design. According to Lokesh (1984) descriptive research studies are designed to obtain pertinent and precise information concerning the status and phenomena and whenever possible, to draw valid general conclusions from the facts discovered. This design was deemed appropriate as it enabled the researcher to collect primary data on factors affecting provision of Guidance and Counselling Services in inclusive secondary schools in Southern and Lusaka Provinces.

This study used this design over other designs to enables the researcher obtain in depth information which could be used to facilitate the generalization of findings to the larger population. It was also found to be ideal for gathering data for purposes of describing certain perceptions, opinions, attitudes, relationships and orientations held by a population too large to

observe directly. The research in this study used survey questionnaires and qualitative interview guides to solicit views and opinions about factors affecting provision of guidance and counselling services in inclusive secondary schools in Southern and Lusaka Provinces.

### 3.2 Research sites

The study was conducted at David Livingstone secondary, Kalomo secondary, Kabulonga boys secondary and Munali girls' secondary schools. The sites were chosen because they are inclusive secondary schools.

**Table 1: Study sites**

PROVINCE	TOWN	SITE
SOUTHERN	Livingstone	David Livingstone secondary school
	Kalomo	Kalomo secondary school
LUSAKA	Lusaka	Munali Girls Secondary school
	Lusaka	Kabulonga boy secondary school

### 3.3 Population

Mugenda and Mugenda (1999) define population as a complete set of individuals, cases or objects with some observable characteristics. The study population consisted of all head teachers, school counsellors and all learners in inclusive secondary schools in Southern and Lusaka provinces.

### 3.4 Sample size

Kothari (2011) states that sample size refers to the number of items to be selected from the universe. The study sample comprised of ninety two (92) respondents; eighty (80) grade 11 and 12 learners, eight (8) school counsellors and four (4) head teachers from Livingstone, Kalomo and Lusaka districts of Southern and Lusaka Provinces respectively.

### 3.4.1 BIOGRAPHICAL DATA OF RESPONDENTS

**Table 2: Biographical data of learners**

Gender	Learners		Total	%
	Able bodied	Disabled		
Male	32	8	40	50
Female	32	8	40	50
Total	64	16	80	100

Source: Fieldwork, 2014

The table above shows that there were 16 learners with disabilities while 64 were without disabilities.

**Table 3: Biographical data of school counsellor**

Gender	No# of School counsellors	Guidance and Counselling Training		Qualification		
		Yes	No	Cert	Diploma	Degree
Male	3	-	3	-	-	-
Female	5	3	2	1	1	1
Total	8	3	5	1	1	1

Source: Fieldwork, 2014

The above table shows that only three female counsellors out of a total of eight were trained in guidance and counselling.

**Table 4: Biographical data of head teachers' respondents**

Gender	No# of Head teachers	Qualification		Training in counselling		
		Degree	Masters	Cert	Dip	Degree
Male	2	2	-	-	-	-
Female	2	2	-	1	-	-
Total	4	4	-	1	-	-

Source: Fieldwork, 2014

The above table shows that of the four head teachers, only one female head teacher was trained in guidance and counselling at a certificate level.

### **3.5 Sampling procedure**

The sample of pupils was drawn using a simple random sampling procedure. This provided each element an equal probability of being included in the sample. Purposive sampling procedure was used to select pupils with disabilities, school counsellors and head teachers. This procedure was chosen because it helped to select the head teachers and school counsellors that had the information relating to the study. Kombo and Tromp (2006) state that the power of purposive sampling lies in selecting information-rich cases for in-depth analysis related to the central issues under study. According to Leedeey (2000) a purposive sampling technique is when the researcher consciously decides who to include in the sample.

### **3.6 Research Instruments and Data collection procedures**

Kothari (1997) defines a research instrument as a tool or device chosen by the researcher to collect required information. Two research instruments were used to collect qualitative and quantitative data for the study. These were; questionnaires and interview schedule respectively.

#### **3.6.1 Questionnaires**

Questionnaires were used to collect both qualitative and quantitative data from school counselors and learners. A questionnaire is an instrument that contains questions aimed at obtaining specific information on a variety of topics (Kombo and Tromp, 2006). The questionnaire was chosen

because it allowed the researcher to use the same question items to all respondents. It was also chosen because it could be presented to each respondent in exactly the same manner to minimize the role and influence of the interviewer. In addition, results obtained could easily be objectively compared. Questionnaires were administered to eighty (80) learners and eight (8) school counsellors.

### **3.6.2 Interview schedule**

One way of learning about things we cannot observe is by asking people who have or are experiencing such situation to tell us. In this study, a semi-structured interview guide was used to collect in-depth qualitative data from four (4) head teachers. As argued by Lindlof and Taylor (2000), the advantage of a semi-structured interview schedule is that it allows for new questions to be brought up during the interview as a result of what the interviewee says. Through this instrument, the researcher was able to collect useful information related to the study.

### **3.7 Validity and Reliability**

Validity refers to truthfulness. The validity of an instrument is a determination of how well the instruments reflect the abstract concept being examined (Saunders et al. 2011). Reliability refers to how consistent a measuring device is (Nueman, 2000). A measurement is said to be reliable or consistent if the measurement can produce similar results if used again in similar circumstances. The researcher performed a pilot study to examine the reliability and validity of the instrument. In order to enhance reliability of the findings, data collected were verified by using triangulation and respondent validation.

Triangulation was done by comparing different kinds of data from different instruments to see whether they collaborated. Respondent validation was done by verifying the results with respondents and by relating the findings with the evidence from the available literature. In order to ensure that the findings were valid, the researcher cross-checked the respondents' responses with those of other respondents that were obtained by different instruments. For instance, data collected by interviews from head teachers were cross-checked with data collected from questionnaires.

### **3.8 Data analysis**

Data analysis was done using qualitative and quantitative methods. Thematic analysis was used to analyze qualitative data. Responses to open ended questions were recorded and then grouped into categories or themes that emerged. Descriptions of each theme were done. For instance, factors that affect the provision of guidance and counselling services in secondary schools were described. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS version 16) in order to obtain frequencies, percentages, charts and graphs in an accurate and fast way.

### **3.9 Ethical consideration**

The study took into account all possible and potential ethical issues. Respondents were assured of high levels of confidentiality. In addition, the respondents were informed that the information gathered was purely for academic purposes and no names would be revealed or used. As rightly noted by Wimmer and Dominick (1994), the principle of confidentiality and respect are the most important ethical issues requiring compliance on the part of the researcher. The basic ethical requirements demanded that the researcher respects the rights, values and decisions of the respondents. In addition, during research, respondents' responses were neither interfered nor contested by the researcher. Informed consent was obtained from both the respondents and the people in charge of the places where the research was carried out. All respondents received equal treatment.

### **3.10 Summary**

This chapter presented the methodology that was used in the study. A descriptive survey design was used. Ninety-two (92) respondents participated in the study. They were selected through simple random and purposeful sampling procedures. They consisted of eight (8) guidance teachers, four (4) head teachers and eighty learners. Instruments for data collection included questionnaires and interview schedules. Both qualitative and quantitative methods were employed in the study. Qualitative data was analyzed thematically while quantitative data was analyzed using the SPSS computer programme. Ethical issues were also taken into consideration.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0 Overview

This chapter presents the findings of the study on the provision of guidance and counselling services in inclusive secondary schools in Southern and Lusaka Provinces.

The findings are presented according to the research questions. The research questions of the study were:

1. What are the factors affecting the provision of guidance and counselling services in schools?.
2. To what extent are guidance and counselling services carried out in inclusive secondary schools?
3. Who are the beneficiaries of guidance and counselling services in inclusive secondary schools?

#### 4.1 Factors affecting the provision of guidance and counselling services in inclusive secondary schools.

This section presents the views of learners, school counsellors and head teachers on the factors that affect the provision of guidance and counselling in secondary schools.

##### 4.1.1 Views of pupils on factors affecting the provision of guidance and counselling services in secondary schools

Learners pointed out several factors which they viewed to have affected the provision of guidance and counselling services to inclusive secondary school. These include:

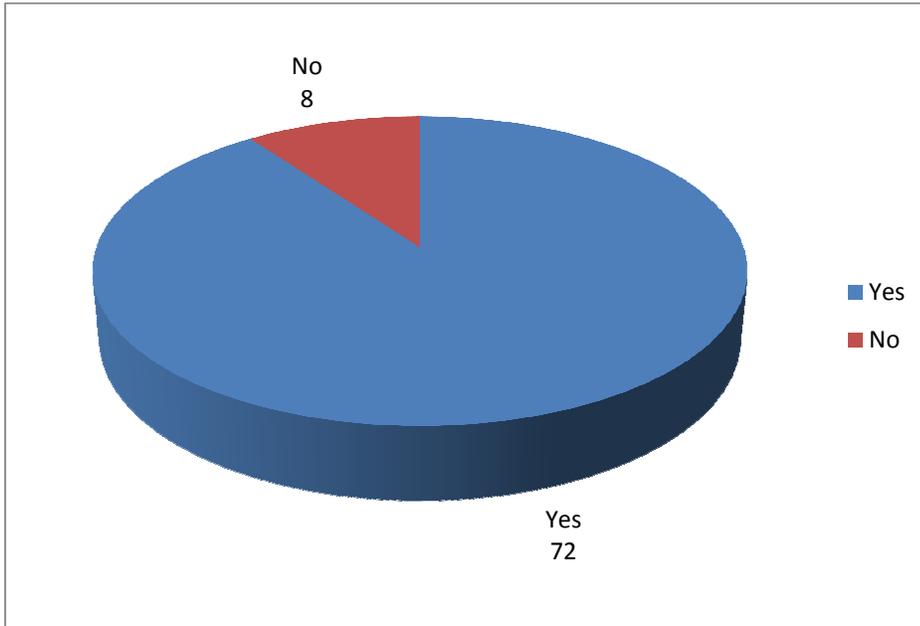
##### **Guidance and counselling not examinable subject**

Findings showed that out of 80 pupils who participated in the study, (56)70% of them indicated that guidance and counselling was not taken seriously by school counsellors because it was not examinable. As a result, it was viewed as an inferior subject. One respondent said;

*'it seems school counsellors look at guidance and counselling as an inferior subject. They do not concentrate much on guidance and counselling. But when it comes to examinable subjects, they are very committed'.*

### Allocation of guidance and counselling on the school time table

Findings indicated that out of 80 pupils who participated in the study, 72 of them indicated that guidance and counselling was not allocated time on the school time stable. 8 of the pupils indicated that it was on the school time table as shown in figure 1 below.



**Figure 1: Guidance and Counselling not on the time table.**

### Cultural practices and beliefs

Concerning cultural practices and beliefs, 42 (53%) pupils indicated that they were not free to seek guidance and counselling services from the school counsellor with opposite gender while 38 (47%) pupils indicated that they were free to seek guidance and counselling services. One girl said;

*“The school counsellor finds it difficult to handle issues concerning sex. He always refers us to the matron who is not even trained in counselling. He would always say you are like my daughters or sons, I cannot discuss such issues with you”.*

Another girl from the same school said:

*Our school counsellor is too traditional. He would not be comfortable discussing sensitive issues with us more especially with the opposite sex.*

A boy from a different school:

*School counsellor does provide guidance and counselling services, though not adequately. She will always say it is against our culture and tradition.*

#### **4.1.2 Views of school counsellors on factors affecting the provision of guidance and counselling services in inclusive secondary schools.**

##### **Monitoring of guidance and counselling**

As regards to how often guidance and counselling is monitored by the district or provincial personnel was undertaken, 5 said it was done yearly while 3 indicated that monitoring was not done at all. These findings are shown in figure 2.

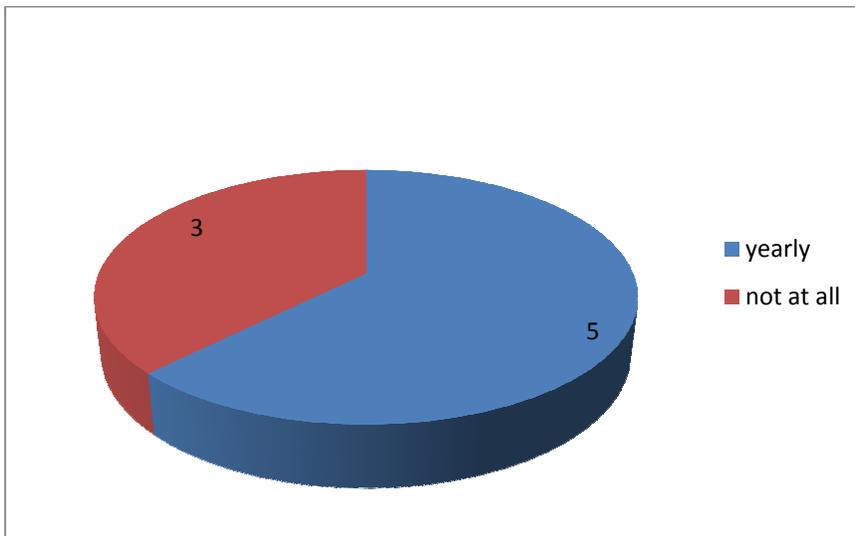


Figure 2: Monitoring of guidance and counselling by district and provincial personnel

Asked further to explain how lack of monitoring affects their provision of guidance and counselling, 6 said it really affected their delivery while 2 said their work was not affected in any way. One counsellor commented that,

*Non monitoring of guidance and counselling affects the provision of GC in that we may not know whether we are doing the rightful things or not. The other thing is, it lowers our morale.*

Another counsellor from a different school said,

*We might miss out latest theories of guidance and counselling if monitors do no visit us. The other point is that you get the confidence when you are told of the direction.*

Asked whether they had all the necessary materials needed for the provision of guidance and counselling services, all the eight (8) school counsellors said they did not have all the necessary material such as counselling book, pamphlets etc.

Concerning the relationship between the administration and school counsellor, half of them (4) said that the relationship was very good while the other half (4) indicated that the relationship was not good.

On the number of other teaching subjects periods per week, findings show that one (1) of the counsellors said had between 7 and 18 periods of teaching per week while the other seven (7) counsellors said they had between 19 and 30 periods of teaching per week. One counsellor commented,

*Apart from the classroom workload, one is required to attend to so many programmes such as examination issues, scripture union, (FAWEZA-Forum for African Women Educationalists of Zambia) and many more. These programmes make it difficult for us to find enough time for guidance and counselling related issues.*

As regards how often they meet as guidance and counselling district association to share challenges encountered in the services provision, findings indicated; 7 (Seven) counsellors said the association never met at all while 1 (One) counsellor indicated termly.

Concerning different cultural practices and beliefs, findings indicated; 5 (five) counsellors said they had problems providing counselling services to learners because of the cultural beliefs, while the other 3 school counsellors said they had no problems with that. One counsellor said;

*Learners do not trust us. Some parents claim that we teach their children about sex. Culture prescribes that we do not talk about sex related issues with learners, yet pregnancies are occurring even in our school.*

### **4.3.3 Views of school head teachers on factors affecting the provision of guidance and counselling services in secondary schools.**

When asked whether they were professionally trained in guidance and counselling, only one head teacher out of four said she was trained while the other three said they had no training.

Concerning guidance and counselling being time tabled, all the four (4) head teachers indicated that it was not time tabled. One head teacher said;

*Previously guidance and counselling was time tabled but now because of the new curriculum, it's not possible to put it on the time table due to time constraints. Lesson will be now running from 07:30 to 15:00 hours.*

Regarding the challenges encountered by head teachers in the running of guidance and counselling services in secondary schools, multiple reasons were cited such as; incompetent school counsellors, limited time to slot guidance and counselling on the time table, position of the guidance and counselling not being on the establishment hence making it difficult for the head teacher to appoint a full time school counsellor, and lack of finances to stock the guidance office with necessary materials. One head teacher said;

*As much as I appreciate the importance of guidance and counselling services in the school and the need of a full time counsellor, there is little I can do in the absence of the policy. If the position was in the ministry establishment, it would have been easy to have a full time counsellor or reduction of the workload of the school counsellor.*

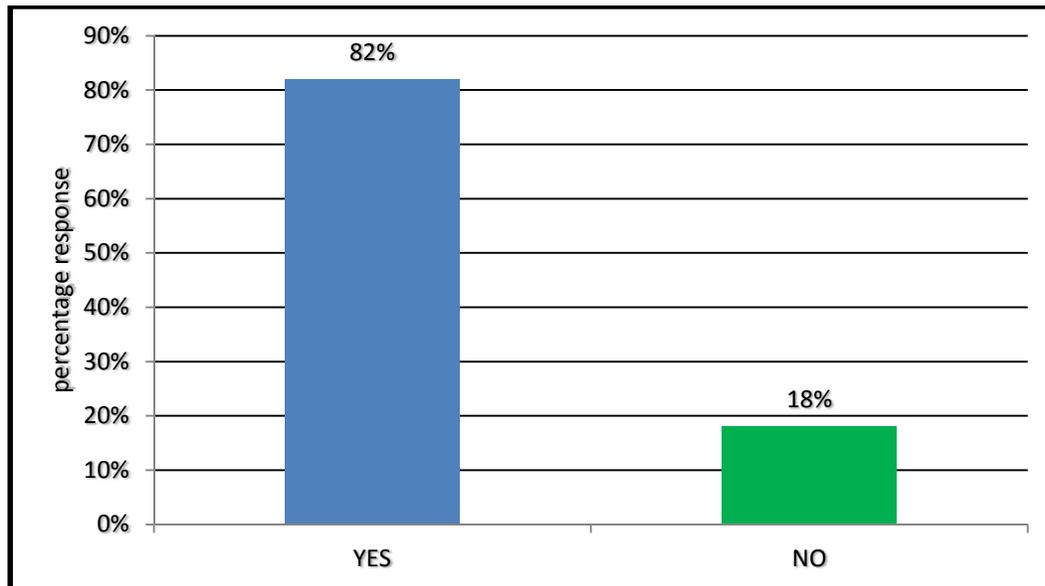
As to whether they had any suggestions on how the department could be improved, all the four head teachers' responses include the following; the need to have guidance and counselling time-tabled, allocating more money to the department and also having a full time school guidance and counselling teacher.

### **4.2 To what extent is guidance and counselling services provided in secondary schools?**

This section presents the views of learners, school counsellors and head teachers at David Livingstone secondary, Kalomo, Munali girls and Kabulonga boy secondary on the extent of guidance and counselling services provision in secondary schools.

#### 4.2.1 Views of the learners on the extent of guidance and counselling provision in school.

Findings showed that out of 80 learners who participated in the study, 65 (82%) of them indicated that guidance and counselling was provided. See figure 4.



**Figure 4: Provision of guidance and counselling in secondary schools**

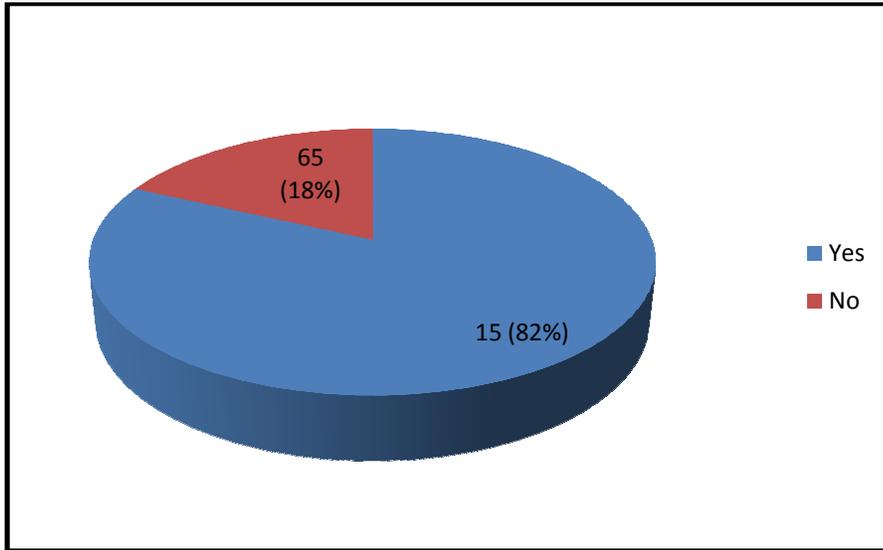
When asked if the Guidance and Counselling services in their schools were adequate for all their students, this is how the counsellors or guidance teachers responded: 56 (70%) of the respondents indicated that their schools do not provide adequate Guidance and Counselling to their students and 24 (30%) felt they were making a worthwhile contribution to their students. This is an indication that pupils were not satisfied with guidance and counselling services.

When asked further to give reasons for their responses, majority said that information provided to them did not tailor to their individual needs. The other reasons were that school counsellors lacked confidence, and are rarely found in the office. One respondent said;

*I think the reason why school counsellors lack confidence in themselves is because they lack professional training in counselling and special education. The other reason might be lack of material resources such as counselling books, pamphlets and brochures which they can read.*

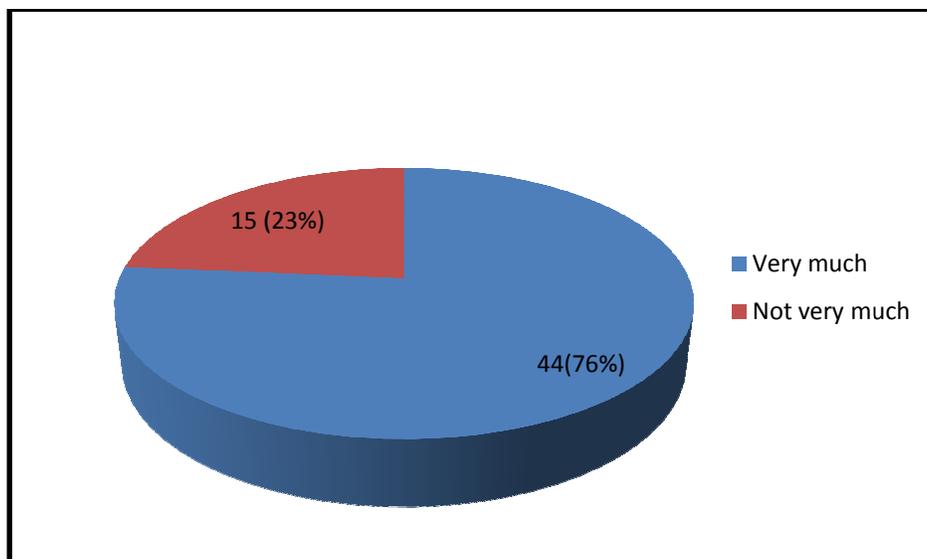
### Responses on the Availability of guidance and counselling office

As regards the availability of guidance and counselling office, 65 (82%) indicated the presence of the guidance and counselling office. Details are shown in figure 5 .



**Figure 5: Availability of guidance and counselling offices**

Asked further whether the office was easily accessible, findings revealed that of the 59 pupils who had said GCS were provided, 44 (76%) indicated that it was easily accessible though always crowded with learners. 15 (23%) indicated that it was not very much accessible because the school counsellors were rarely found in their offices as they had other duties to perform. Details presented in figure 6 below.



**Figure 6: Accessibility of guidance and counselling services in secondary schools**

Asked whether guidance and counselling was time tabled, 74 (92.5%) indicated that guidance and counselling was not on the school time-table while 6 said it was on the time-table.

**Table 5: whether guidance and counselling was time-tabled**

TIME-TABLED		NOT TIME-TABLED	
Frequency	Percent (%)	Frequency	Percent (%)
6	7.5	74	92.5

Source: Fieldwork, 2014

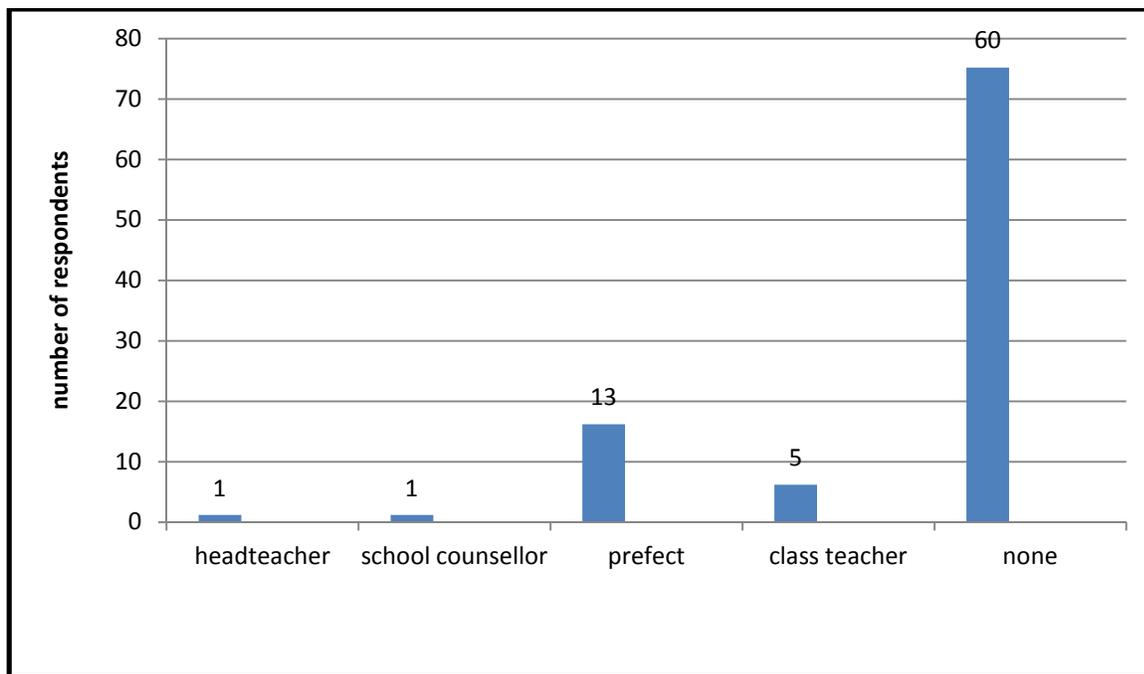
Asked whether guidance and counselling helped pupils get rid of stress, 42 (52.5%) learners indicated that the guidance and counselling services were helpful in getting rid of stress while 38 (46.5%) said they were not helpful at all.

**Table 6: Whether guidance and counselling helped pupils to get rid of stress.**

YES		NO		NO RESPONSE	
Frequency	Percent %	Frequency	Percent %	Frequency	Percent %
42	52.5	38	47.5	0	0

Source: Fieldwork, 2014

As regards to the person who oriented pupils on their first day of reporting at school, 60 (75%) said none, 13 (16.2%) prefect, while 5 class teacher, 1 of them said head teacher and school counsellor respectively. These findings are shown in figure 7.



**Figure 7: People who oriented them on the first day at school**

**Table 7: Whether pupils were helped in subject selection**

YES		NO		NO RESPONSE	
Frequency	Percent %	Frequency	Percent %	Frequency	Percent %
33	45.8	39	54.2	0	0

As regards to whether pupils had received any help in choosing subjects, 39(48.8%) indicated that they did receive help while 41 (51.2%) did not.

A further question was asked to those who said they were helped to choose subjects in the above question, to state who assisted them. The findings indicated that of the 33 pupils who indicated that they were assisted, 10 pupils indicated that they were assisted by the class teacher, 8 were assisted by a counselor, 7 were assisted by parents/guardian, 2 were assisted by friends, 5 indicated that they were assisted by head teacher and 3 learners indicated that no one assisted them.

**Table 8: Persons who taught them study skills**

	Teacher		Counsellor		Parents		Friend		None	
	Freque ncy	Percent	Freque ncy	Perce nt	Freque ncy	Perce nt	Freque ncy	Perce nt	Freque ncy	Percent
Lear ners	49	68.1	10	13.9	6	5.6	4	5.8	3	4.2
Total	49	68.1	10	13.9	6	5.6	4	5.8	3	4.2

Source: Fieldwork, 2014

Asked which people taught them study skills, 69 (93.4%) indicated that it was teachers, counsellors, parents, and friends.

Concerning who they shared with personal or social life problems, 6 of them indicated that they shared with teachers, 19 (23.8%) cited the counsellor, 21 (26.2%) said parents, 31 (38.8%)

indicated that they shared with friends and 3 of them did not share their personal or social problems with anyone.

#### **4.2.2 Views of school guidance and counsellor on the extent of guidance and counselling provision in secondary schools**

From the findings, 3 indicated that counselling was very much provided while 5 said counselling was not very much provided. Reasons cited for counselling not being provided effectively included; lack of time due to overload work, inadequate materials to uses for counselling, some situations were challenging, hence need for training or specialization, cases of learners still involved in beer drinking, pre-marital affaires absenteeism are on the increase, uncooperative fellow teachers and lack of expertise in sign language and Braille.

##### **Availability of guidance and counselling office**

When asked whether the school had a counselling office, all said they had counselling offices. One female counsellor said;

*Even though guidance and counselling office is there, it's not used for counselling issues alone, but also examination issues and used as a department. The room is not spacious, it has no suitable furniture and poor ventilation, making it difficult to execute the duty.*

On whether the guidance and counselling office was easily accessible, majority indicated that it was not very easily accessible. One respondent said;

*The office is not very easily accessible by pupils due to the load of work. I find it difficult to dedicate more time for guidance and counselling because of the teaching load I have. It would have been better if the subject was on the time table and examinable.*

The other respondents said;

*The office is not easily accessible because it is shared by other teachers who are not counsellors. As a result pupils feel there is no privacy hence, shunning the services.*

##### **Availability of guidance and counselling services to all learners**

Findings showed that out of 8 school counsellors who participated in the study, 5 of them indicated that it was available to both learners with disabilities and those without disabilities. 3 of

the school counsellors indicated that it was not available to all the learners. Of the 3 who indicated that GCS were not available to all learners, they gave the following reasons: lack of communication between school counsellors and learners with disabilities more especially those with hearing impairment, learners with disabilities not trusting school counselors, teachers with the special education skills not referring learners with disabilities for counselling but opted to counsel them, themselves even when they did not have counselling skills.

Asked whether Guidance and counselling was on the time table, findings showed that out of 8 school counsellors who participated in the study, all of them indicated that it was not time tabled. One respondent even said;

*It is difficult to provide guidance and counselling in these schools because it is not on the time table. You rarely budget time properly. Therefore, counselling is mainly done when there is need.*

Asked whether the guidance and counselling had good facilities to enhance effective guidance and counselling provision. The majority said proper facilities were missing. One respondent said;

*The office has no cabins, shelves, where confidential documents can be kept. Even the offices themselves are not conducive for counselling. They are small and their location does not encourage pupils accessing the services.*

#### **4.2.2 Views of school head teachers on the extent of guidance and counselling provision in secondary schools**

When asked whether guidance and counselling services were provided in secondary schools, the findings showed that all the head teachers (4) who participated in the study, indicated that GCS were provided, though with challenges.

On how they rated the guidance and counselling services provided in inclusive school, all the respondents said the services offered were not very effective due to some challenges faced by both school counsellors and administration. Findings revealed multiple reasons; guidance and counselling not being on the time table, untrained guidance and counselling teachers, inadequate

resources allocated to guidance department and lack of financial support from the Ministry of Education. One respondent said;

*As much as I appreciate the importance of guidance and counselling in the secondary schools, in the absence of a local policy to reduce the workload of the school counsellor there is nothing I can do. If I reduced the workload for the guidance and counselling teacher there will be a query as to why low load when there is no such a provision in the ministry. Therefore, I have no option but to allocate normal period to school counsellors.*

When asked whether they were trained in guidance and counselling, only 1 (one) said she had done some training at a certificate level. The other 3 (three) said they did not have any training apart from attending seminars and workshops. One respondent said;

*The only training I have is when I attended a 2 days' workshop on guidance and counselling services, which I feel was not enough. However, through reading books and journals I would say I have basics.*

Asked whether the school had a room specifically for Guidance and Counselling, all the 3 (three) head teachers indicated that there was an office for guidance though not specifically for guidance and counselling. Only 1 (one) head teacher indicated that a room specifically for Guidance and Counselling was available. One respondent said;

*We have a room which is used for guidance and counselling but even other teachers also use it as we have a shortfall of rooms. When there is a session other teachers are supposed to give room to the school counsellor.*

*Another respondent said;*

*We have a room specifically for guidance and counselling but it is too small and the ventilation is not good. It's better than nothing anyway.*

#### **4.4. Beneficiaries of guidance and counselling services in secondary schools**

This section presents the views of pupils, school counsellors and head teachers on who receive more guidance and counselling services between pupils with disabilities and those without disabilities.

#### **4.4.1. Views of learners on beneficiaries of guidance and counselling services in secondary schools**

When asked on how often they met the guidance and counselling teacher, pupils with disabilities said they rarely met the school counsellor, while those without disabilities indicated that they met the guidance and counselling teacher termly.

On how often learners accessed guidance and counselling services, all pupils with and without disabilities said very rarely.

As regards to ways in which guidance and counselling services provision could be improved in secondary schools, they cited the following; having a well labeled and spacious counselling rooms specifically for guidance and counselling only, training more teachers in GC and special education, opening up of library where counselling related literature can be found, slotting guidance and counselling on the time table, training more peer counselling, having dedicated school counsellors, having full time school counsellors in schools, having more school counsellors at one school, counsellors should be trustworthy and respectful, guidance and counselling position should be attached to an allowance to motivate counsellors, sensitization on the importance of guidance and counselling to learners and teachers.

#### **4.4.2 Views of school guidance and counsellors on beneficiaries of guidance and counselling services in secondary schools.**

Asked on who were the beneficiaries of guidance and counselling services in inclusive secondary schools, 7 (seven) counsellors said all the pupils benefit from guidance and counselling services while 1 (one) school counsellor said not all pupils benefit from these services. One respondent said;

*We also counsel pupils with disabilities though there are many challenges. In most cases when counselling a learner with hearing impairment, we invite a teacher from the special unit to come and help interpret. This has made learners avoid accessing these services as they see it as lacking confidentiality. Therefore, learners without disabilities are more free to seek guidance counselling services as no third person will not be invited to interpret.*

Another respondent also added that;

*Pupils with disabilities seem not to trust school counselors as they are not like them hence not coming for counselling. Even their teachers in special education units do not refer pupils who need help to the department for help.*

Concerning whether pupils (with disabilities or without disabilities) feel free to seek guidance and counselling services from the department, 6 (six) counsellors said learners with disabilities are not free to seek guidance and counselling services while 2 (two) indicated that learners were free to seek guidance and counselling. As regards to how often they met pupils without disabilities all the eight (8) counsellors said they often met learners without disabilities more especially when there was need.

On whether learners with disabilities receive equal guidance and counselling services as pupils without disabilities, five (5) counsellors indicated that they did not receive equal guidance and counselling as learners without disabilities, while three (3) of them said they received equal guidance and counselling services as learners without disabilities. A further question was asked why the disparities, the five (5) counsellors indicated lack of communication more especially with learners of hearing impairment and visually impaired as counsellors lacked training in handling learners with special needs and lack of trust by learners with disabilities towards counsellors and lack of cooperation from fellow teachers more especially those with special education background.

Asked on ways in which guidance and counselling services can be improved in secondary schools practicing inclusive education, counsellors gave multiple responses that included; provision of spacious counselling room, giving allowances to guidance teachers trained or working in this department, having guidance and counselling on the time table, supportive members of staff, reduction of workload for school counsellors so that they can devote more time to guidance and counselling, more money allocated to the department so that needed resources can be purchased such as lockable cardboard, literature, furniture, computers and many more, effective guidance and counselling association where counsellors could share ideas and experiences, training of counsellors in skills related to handling pupils with disabilities, having full time counsellors, all schools to have individual policy on guidance and counselling,

sensitization on the importance of counselling especially to pupils with disabilities and all trainee teachers to do basic skills in handling pupils with disabilities,

#### **4.4.3 Views of school head teachers on beneficiaries of guidance and counselling services in secondary schools**

As regards to the beneficiaries of guidance and counselling services, three (3) head teachers said pupils without disabilities receive more guidance and counselling services. When further asked to give reasons, the following were reasons cited; pupils being close and easy communication with counsellors unlike their friends (learners with disabilities) more especially those with hearing impairment, while only one (1) said they both received equal services. One respondent said;

*Most counsellors are not trained in sign, braille or how to handle learners with disabilities. This really made it difficult to counsel such clients. Learners also were not free to seek for help from such school counsellors who could not speak their language.*

Concerning suggestions on how guidance and counselling services could be improved, head teachers gave multiple responses that included; more training of guidance and counselling teachers, more funding to this sector so that more materials could be bought, the involvement of parents in guidance programmes, making guidance and counselling as a compulsory subject which should be on the time table, by the way of motivating school counsellors an allowance should be attached to the position, the position of guidance teacher should be put in the government establishment at both district and school level, a deliberate policy should be put in place where guidance teachers should have very few periods in order to have more time for guidance and counselling issues, frequent monitoring by the district and provincial officials, all trainee teachers should have basic counselling skills and basics in special education.

#### **4.5 Summary**

This chapter presented the findings of the study in line with the study questions. The study found out that guidance and counselling services in inclusive secondary schools were provided, though not effective. The findings of this study also showed that when faced with problems, pupils chose to report most of their cases to the class teachers than the guidance teachers as they felt that the guidance and counseling teachers did not keep confidentiality. Additionally, all

respondents indicated the availability of guidance office, though requisites materials were lacking in most of the guidance offices.

As regards to factors that negatively affect the provision of guidance and counselling services in secondary schools, the following were cited; lack of frequent monitoring from district and provincial officials, few trained school counsellors, mistrust towards counsellors, few counsellors in schools leading to high learner-counsellor ratio, counsellors having very little time for guidance and counselling, inadequate materials for counselling, attitudes of some counsellors, guidance and counselling not being on the time table, different cultural and beliefs and lack of financial support from the Ministry of Education, Science, Vocational Training and Early Education.

On the beneficiaries of guidance and counselling services, the study found that both pupils with disabilities and those without disabilities benefitted from guidance and counselling services. However, pupils with disabilities benefitted less from guidance and counselling services compared to those without disabilities. Reasons advanced were that school counsellors were not trained in special education, pupils not having confidence in the school counsellors as they fear of leakage of information and sometimes the attitude of some counsellors towards learners with disabilities was not good.

The study revealed the following as ways in which guidance and counselling services could be improved in inclusive secondary schools; It was necessary to allocate more time for guidance and counselling, training was required specifically in guidance and counselling, teaching load for counselling teachers in schools should be reduced to allow them more time to attend to students. The teacher counsellors were therefore in agreement that if they were allocated less teaching load they would have more time for guidance and counselling and thus concentrate more on the students who need assistance.

## **CHAPTER FIVE**

### **DISCUSSION OF RESEARCH FINDINGS**

#### **5.0 Overview**

This chapter discusses the findings of the study in line with the objectives which were; to determine the status of guidance and counselling provision in secondary schools, to establish factors affecting the provision of guidance and counselling services in secondary schools and determine who receives more guidance and counselling services between pupils with disabilities and those without disabilities.

#### **5.1 Factors that negatively affect the provision of guidance and counselling services in secondary schools**

Respondents indicated a number of factors that negatively affect the provision of GCS in secondary schools. Common among them were; lack of training in guidance and counselling for school counsellors; inadequate resources; and lack of basic support to guidance and counselling programmes, lack of supervision and monitoring by official from the district and province. This is due to lack of knowledge and skills on the subject content, being a non-examinable subject.

On how often Guidance and Counselling Programmes were monitored by the head teachers, district or provincial officials. The study revealed that monitoring was not conducted regularly. This was evidenced by most school counsellors (62.5%) who indicated that it was done yearly while 37.5% indicated that monitoring was not done at all. This finding is consistent with, a study conducted in Botswana by Shumba (2012), who examined the implementation challenges of Guidance and Counselling services and revealed that teachers were not adequately equipped through training to teach the subject. The study also revealed that heads of schools and district officials did not supervise the implementation of the subject mainly due to lack of knowledge and skills on the subject content. The above studies generally indicate that factors such as lack of skills, misunderstandings regarding the implementation of guidance and counselling services, and confusion with regards to teachers, heads of schools and district officials in service delivery contribute to programme ineffectiveness. Therefore, the implementation of the Guidance and

Counselling Programmes to achieve its aims, goals and objectives may be negatively affected. This calls for the MEVTEE to periodically organize seminars and workshops at all levels to equip personnel with basic guidance and counselling theories and techniques, and special education skills.

Guidance and Counselling not being examinable is one of the factors cited by respondents. Students viewed the subject as irrelevant and inferior since it was non-examinable and was misconstrued as a worst of study time in preparation for examinable subjects. This finding is consistent with the findings of Nziramasanga Commission (1999) which pointed out that, non-examinable subjects were ineffectively taught because they were regarded as inferior, such that they were merely conveniently time-tabled, but their time was usually used for the revision of examinable subjects. Similarly, studies have been carried out where heads of schools are criticized for encouraging subject-teachers of examinable subjects to use the time allocated for guidance and counselling services for examinable subjects; in Kenya, (Makinde, 1988; Nyamwake and Magaki, 2013), and in Zimbabwe, (Chireshe, 2006). Similarly, Rosenberg et al. (2009) in Chireshe (2006) found that some teachers used life orientation periods to do more 'important' subjects. It can therefore, be deduced that factors such as lack of skills, misunderstandings regarding the implementation of guidance and counselling services, and confusion with regards to teachers and heads of schools in service delivery contribute to programme ineffectiveness.

From the findings, school counsellors revealed that guidance and counselling was looked upon because it was not examinable. This has led to teachers and head teachers advocating for the removal of the subject from the school main time-table where it appeared. This could have being the reason why guidance and counselling subject was removed from the main time table. For instance, 3 of the visited school said previously GC was on the main time table. There have been no proper reasons given for the removal though one head teacher said it was due to the new curriculum. This is as a result of not being knowledgeable in guidance and counselling implementation. The head teacher as the head of the school is responsible for planning, executing, appraising, and interpreting the various programmes and activities of the school (Ministry of education, 1977). To a large extent, the success of the school counselling

programme depends on the support of the school head teacher through the provision of funds and facilities.

The other factor affecting the provision of Guidance and Counselling Services was lack of adequate guidance and counselling training for teacher counsellors. This was highlighted by school counsellors and head teachers, where of the 8 school counsellors only 2 were trained. One head teacher was of the view that, school counsellors avoided counselling learners with disabilities because they had no skills to handle such clients. This finding is supported by UNESCO (2000) who stated that most African schools guidance services were left in the hands of teachers having high teaching loads with no training in the area of guidance and counselling. The implication of this finding was that while guidance services may be available in schools, many learners were in schools without accessing the services. This is evident from responses by head teachers and school counsellors where they said guidance services were mainly offered to the examination grades. This is in conformity with UNESCO (2000), which put it that in most cases, guidance services were limited to graduating learners in secondary schools in such places required to handle matters to do with examination registration. This has led to many learners graduating from these schools with little or no idea on what type of jobs to find on the labour market, what training programme are available and which path to follow.

Furthermore, as regards to inadequate quality facilities and quality counselling services. Visited schools which confirmed providing guidance and counselling programmes cited lack of resources as the major barrier for effective implementation of guidance and counseling programmes. This study established that all the visited schools had guidance and counselling offices, even though not specifically for guidance and counselling department. It was revealed that guidance and counselling rooms were always crowded with learners, not seeking counselling services but seeing other teachers occupying the same room. They were also very small with requisites missing. This is a great challenge which conforms to Achieng (2003) who views that without a private accommodation, delivery of counselling services will not be effective. Similarly, Kiragu (2000) found that most school counselling offices did not have the basic guidance and counselling facilities such as references books, guidance and counselling manual and career resources materials. Majoko (2013) postulated that physical facilities also impact on GCS provision for pupils. Poorly planned physical resources result in poor quality GCS

provisions for pupils due to space inadequacy, inaccessibility and lack of privacy. However, the school counsellors and the head teachers revealed that Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) does not support the schools in terms of materials to be used in guidance and counselling. The onus is, therefore, on the MESVTEE to send more materials in schools, build modern facilities and send school guidance teachers for refresher courses in order to improve the services.

The study also revealed that guidance and counselling was not on the school time table which affects the delivery of guidance and counselling services in secondary schools. Respondents said GCS were offered when the need arose. It was considered to be a matter of urgency. Meaning whenever there was an issue needed to be attended to, the school counsellor would deal with the issue first before attending to the class. On guidance, it was usually offered to learners in a group in class or during assembly and this was not done regularly. These findings are consistent with Mutie and Ndambuki (1999) who conducted a study in Kenya on whether Guidance and Counselling programmes had been time tabled or not, the majority said had no programmes organized and put on timetable. In any case, both teachers and students indicated that Guidance and Counseling takes place when need arises. This reveals that Guidance and Counseling is done haphazardly in most schools. This really affects the effectiveness of the programmes or teacher-counselor as MOEST (1977) noted that lack of specific time set aside for Guidance and Counseling was hampering the success of guidance and counseling programmes. It, therefore, advocated for specific times set aside for school Guidance and Counselling programmes on the time table.

Similarly, Mutie and Ndambuki (1999) as cited by Choge and Ndegwa, (2001) added that the provision of the guidance programmes must be made in the school time table as well as in the budget to facilitate guidance activities such as maintenance of cumulative records, arranging for career and orientation talks, screening of films or plant tours.

The other factor cited for affecting the provision of Guidance and Counseling Services is the workload of guidance counsellors. The study revealed that 7 school counsellors of the 8 indicated having more than 18 periods per week. And even the 1 counsellor who had less than 18

periods had other duties such as examination issue, religious organizations, and many more. The findings are in conformity with Nyakan, P. et al (2012) who revealed that school counselors handled the workload (more than 18 lessons) per week and 9.6% handled less than 18 lessons per week, hence having limited time for guidance and counseling programmes. This implies that school counsellors are overloaded with work for them to find adequate time for Guidance and Counseling Service provision. Similarly MbuguaWango (2006) reported that counselling in schools had limited time. He reported that a school counsellor in Kenya for instance, is also a subject teacher and has to attend to several lessons. Again due to the number of pupils in the school, she is often unable to attend to all of them. This concern was also echoed by one school counsellor who said, *the school is too big for the two counsellors*. Therefore, what came from the study was the need to reduce the school counsellor's workload. The finding conforms to that of Sims (2004) who alluded to the need to reduce the teaching workload of the teacher counsellors so as to allow them more time to provide Guidance and Counseling Services. This finding was also echoed by Maluwa-banda, (1998) who pointed out that if head teachers had a positive perception on the effect of workload on the guidance and counselling services, they are likely to apportion work in such a way to give the counsellor ample time for counselling duties. This heavy workload impacted negatively on the delivery of guidance and counselling services. Because of pressure to produce good results, the teacher counsellors may concentrate more on teaching than on counselling (Tumuti, 1985). These findings are in agreement with several studies that found out that teaching is the priority and counselling is done on a part-time basis when the school counsellor is free (Egbochuku, 2008; Gathuthi et al., 2007; Ng'ang'a, 2004; Mwangiri, 2002; Wanjohi, 1990; Republic of Kenya, 1976). Therefore, school counsellors need adequate time to be able to carry out their counselling duties effectively.

Mistrust towards counsellors was cited as one of the factors that affected the provision of guidance and counselling. This was evidenced from the response school counsellors gave saying whenever they had a client with hearing impairment; they had to invite someone who was knowledgeable to interpret for them. From the findings, this has led to learners shunning counselling services. They have mistrust towards schools counsellors due to the compromised confidentiality. This finding is in line with Moyles (2007) who circled out a study in India which surveyed 200 pupils with various impairments' experiences and perception of school guidance.

The findings showed that for pupils who had an encounter with a counsellor, half of them found the experience unrewarding while the other half found it beneficial. Pupils who expressed dissatisfaction with the experience were asked to specifically point out things they found unrewarding to them. Most of them pointed out that the process of counselling was lacking confidentiality since information shared to the counsellors leaked to parents, teachers and other staff in the school.

On the relationship between the school counsellors and administration, the study showed that majority of the respondents indicated of a healthy relationship. For guidance and counselling programme to be truly effective, counsellors and administrators must work together with a common goal in mind. One aspect of school effectiveness is the extent to which the head teacher introduces and manages a programme of guidance and counselling of the children. When the relationship is healthy, the administrator will see to it that the guidance and counselling programmes receive the support it deserves though under difficult conditions. The study conforms to that of Sutton and Fall (1995) who reported that school counsellor effectiveness was influenced by school climate. The report went further to say, in schools with effective counselling programmes; head teachers generally provided enthusiastic support for the programmes and encouragement to the counsellors.

Similarly, Wanjohi (1995) noted that in secondary schools where head teachers had a positive attitude towards guidance and counselling services, there happened to be positive response from students towards it and therefore, they do not experience alarming cases of indiscipline. The finding is also in line with that of Gathuthi, Wambui & Kimengi (2007) who identified some of the roles of administrators that would contribute to successful guidance and counselling programme. They include provision of material resources, ensuring learners' awareness, ensuring teacher counsellor competency and involving other teachers in the programme. This report is in conformity with the findings of Harris-Bowlsbey (2003) who postulated that administrators and school counsellors have to recognize the importance of guidance and counselling in secondary school. He called on administrators to collaborate with counsellors as well as provide more funding and time for counsellors. A contrast here is recorded from the study undertaken by Suradi (1992) who observed that school counsellors face a variety of constraints which hinder successful provision of Guidance and Counseling Services at the school

level. These constraints include lack of cooperation from administrators and misperceptions from administrators. Such a situation may lead to an ineffective guidance and counselling delivery. This study revealed that even if there was healthy relationship between school counsellors and administrators, the administrators did not ensure availability of all guidance and counselling facilities so as to help implementing an effective Guidance and Counseling Services delivery.

On the counsellor-pupil ratio in schools, the study found that there was poor counsellor-pupils ratio in school. This has greatly affected the provision of guidance and counselling services. The American School Counselors Association (ASCA, 2007) suggests an ideal proportion of 1:100 or a maximal proportion of 1:300. Nevertheless, in the present study the counselor-student proportion was about 1:1000. In some schools one may find that there is only one or no counselor handling the guidance and counseling programme and one person cannot effectively perform these functions satisfactorily due to the work load, while in other schools career masters are asked to carry them out.

Different cultural practices and beliefs were also cited as one of the factors affecting the provision of Guidance and Counseling Services in secondary schools. This was in line with the assertion made by Rutondoki (2000) who argued that in Uganda, different cultural practices and beliefs do not cater for Guidance and Counseling Services; hence some parents tend to resist these services because they are not part of their culture. Similarly, Mushaandja J. et al. (2013) reported that school counsellors were ready to counsel learners; there were cases in which learners did not trust them and did not disclose their problems to them. The teacher counselors attributed the lack of trust to learners' cultures and also parental influence. However, Owino (2005), argued that given that learners spend more time in learning institutions than at their homes, it is vital that schools have well established and maintained guidance and counseling department.

## **5.2 Extent to which guidance and counselling is provided in an inclusive secondary schools**

With regards to the extent to which guidance and counselling services were provided in inclusive secondary schools, majority (82%) of the pupils indicated that it was provided. However despite

the pupils reporting that they were provided with guidance and counseling services in their schools, 18% of the pupils reported that they were not provided with guidance and counselling. This means that a proportion of the pupils do not benefit from guidance and counselling services in their schools. The above revelation is of great concern as guidance and counseling services are meant to benefit all the pupils in school for them to attain their full potential in their education endeavors.

This study established that in all selected schools, guidance and counselling offices were available. School counsellors complained that even though they had guidance and counselling offices, they were not conducive for quality delivery of guidance and counselling services. This was because some offices were used for multi-purpose. The rooms are small, have no lockable cupboards to store confidential file. These findings were in contrast with Egbochuku's (2008), who reported that the facilities such as accommodation, bookshelves, and tables with drawers, cupboard for storing pamphlets or files, finance, time and psychological test materials are needed by counsellors to provide quality guidance services in schools were inadequate and negatively impact the effective delivery of quality guidance services. Therefore, it is evident from the findings that guidance facilities in offices were inadequate hence need for the Ministry of Education Vocational and Early Childhood Education to ensure the availability of facilities for guidance and counselling services which may result to an effective delivery of Guidance and Counseling Services. Conducive guidance room enhances confidentiality and privacy, which is needed for effective provision of Guidance and Counseling Services to learners in need.

Asked whether guidance and counselling helped them get rid of stress and examinations anxiety. The study revealed that 42 (52.5%) pupils were helped to get rid of stress and examinations anxiety, while 38 (47.5%) indicated that they were not helped. This could have been due to lack of time to devote all the times as they are loaded with teaching work just like their fellow teachers. The above revelation is of great concern as Guidance and Counseling Services are meant to benefit all learners in secondary schools for them to attain their full potential in their education endeavours. It also helps pupils to be responsible citizens.

The study also revealed that majority (75%) of the respondents were not oriented by anyone on their first day of reporting to school, 13 (16.2%) indicated prefects, 5 (6.2%) class teachers and 1 (1.2%) said school counsellors and head teachers respectively. This may mean the induction of

new learners to Guidance and Counseling Services was taken casually by school counsellors and administrators yet it is very important. They took it for granted that learners will find their way out.

On subject selection, the study found that majority were not helped by anyone 33 (45.8%), while 8 (28.6%) by counsellors and others by class teachers, parents, friends or head teachers. This might mean the school counsellor and administrators were ignorant of how the process was supposed to be conducted. The most disadvantaged and vulnerable are learners with disabilities. The finding is supported by Phiri (2005) who observed that inducting learners in a new environment (school) is a critical area more especially for learners with disabilities. These are vulnerable people who need support for them to be able to compete in society. Similarly, Kalabula and Mandyata (2002) allude to the fact that more learners with disabilities (VI) end up taking a course of study limited to available learning or teaching materials. Therefore, it is imperative that new learners are inducted and helped to select suitable subject which will help them fit well in the world of work. But to do this, school counsellors need to be knowledgeable and skilled in guidance and counselling issues.

On the awareness of guidance and counselling services offered in the school, about 51 % of learners are not aware of the services available. This may mean that the programme exists but learners are not aware of the services either because of poor marketing and lack of learner orientation or the guidance programme does not exist at all.

### **5.3 Beneficiaries of guidance and counselling services in secondary schools**

Findings showed that majority of the respondents indicated that pupils with disabilities received less Guidance and Counseling Services as compared to learners without disabilities. Reasons given were that, pupils with disabilities lacked confidence in school counsellors, communication barrier in case of those with hearing impairment, teachers from the unit never made referral case to the counselling department as they felt school counsellors lacked some skills to handle such learners (clients), lack of team work between teachers from the unit and school counsellors, attitude of some school counsellors towards learners with disabilities, schools counsellors were not easy to access due to some other commitments. The finding of the current study concurs with Barr et al (2008) who reveal that most school counsellors are ineffective and inefficient in managing and administering Guidance and Counseling Services provisions for children with

disabilities because they lack in-depth training in Special Needs Education. Similarly, in Nigeria, (Alutu & Azuka, 2006) school counsellors who are not trained in Special Needs Education render watered-down responsive services to children with disabilities. School counsellors without training in Special Needs Education lack the theory and practice of Guidance and Counseling Services provisions for children with disabilities. The above situation obtains in the Netherlands (Armstrong & Barton, 2007) and the UK (Ferguson, 2008). In the same vein, unfortunately Foreman and Arthur-Kelly (2008) articulate that in Australia, school counsellors who are not trained in Special Needs Education ineffectively and inefficiently plan SGC services provisions for children with disabilities.

Both pupils with and without disabilities benefit from guidance and counselling services provided by school counsellors. Though those with disabilities benefit less from the guidance and counselling services provide compared to pupils without disabilities. This is most school counsellors do not have knowledge and skills in special education. For instance when they want to counsel a pupil with hearing impairment, they will have to call a third part come and interpret. This has led to their being ineffective and inefficient.

#### **5.4 Summary**

This chapter has discussed the findings of the study based on the objectives. It started by discussing factors that affect the provision of guidance and counselling services in inclusive secondary schools. Cited were lack of training in guidance and counselling for school counsellors; inadequate resources; and lack of basic support to guidance and counselling programmes, lack of supervision and monitoring by official from the district and province. This is due to lack of knowledge and skills on the subject content, being a non-examinable subject.

On the extent to which guidance and counselling services are provided in inclusive secondary schools, majority (82%) of the pupils indicated that it was provided though not to the expectation. Reasons given were as follows; guidance office not conducive, learners not aware of the services available in schools, learners not helped much in stress and examinations anxiety and majority of the learners were not oriented on the first day at school.

Concerning the beneficiaries of guidance and counselling services in inclusive secondary schools, findings showed that learners with disabilities received less Guidance and Counseling Services as compared to learners without disabilities. Reasons given were that, learners with disabilities lacked confidence in school counsellors, communication barrier in case of those with hearing impairment, teachers from the unit never made referral case to the counselling department as they felt school counsellors lacked some skills to handle such learners (clients), lack of team work between teachers from the unit and school counsellors, attitude of some school counsellors towards learners with disabilities, schools counsellors were not easy to access due to some other commitments

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Overview

This chapter concludes the study, also makes some recommendations and suggests areas of further research based on the findings of the study.

#### 6.1 Conclusion

Based on the findings in line with the objectives, the study found that GCS were to a great extent provided in inclusive secondary schools. Despite almost all respondents acknowledging the availability of GC offices in schools, the conclusion from the results of the study was that the Guidance Counselling offices were not conducive for effective delivery because, they were always clouded, small and other facilities were lacking.

As regards to factors affecting the provision of GCS in secondary schools, it was clear from the findings that there were many factors that hinder effective GCS delivery. These included; lack of spacious and conducive rooms for guidance and counselling, lack of time for counselling, some situation are complicated for counsellors, inadequate materials such as books, School counsellors are not sufficiently relieved from their teaching duties to have adequate time for guidance and counselling, lack of support from fellow members of staff, poor proportionality of school counsellors and learners and Most school counsellors lack skills and knowledge in special education and counselling, Inadequate monitoring and supervision from educational administrators, attributed to lack of knowledge on the subject matter.

It can be concluded from results of the study that teacher training institutions and universities had no mandatory courses on Guidance Counselling. Of those institutions and universities offering GCP, more practical and challenging situations are lacking in the curriculum and also skills in special education to accommodate, the would be client with disabilities.

As regards the beneficiaries of guidance and counselling services in an inclusive secondary school, the study concluded that both pupils with and without disabilities benefitted. It must however, be noted that pupils with disabilities did not have more chances to use the services than

those without disabilities. This was due to the lack of skills by the school counsellors in special education.

## **6.2 Recommendations**

Based on the findings and in line with the study objectives, the following recommendations were made.

1. The Ministry of Education Science Vocational Training and Early Education and the Teaching Service Commission should come up with clear policy guide lines on appointments, training of counsellors, workload, remuneration and responsibilities of school counsellors.
2. All schools should provide basic resources for guidance and counselling which include a counselling office equipped with reference books, lockable cupboards as well as adequate career resource materials.
3. All teacher training institutions and universities should review their programmes to ensure that they include more mandatory courses on guidance and counselling and special education.

## **6.3 Recommendation for further research**

1. This study was limited to only 4 selected schools from Lusaka and Southern Provinces, to this effect, there is need in future to broaden the study on a larger scale in order to involve other provinces in Zambia.
2. Challenges in school guidance and counselling services provisions for learners with disabilities in Zambian inclusive primary schools need also to be explored in future studies.

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**Appendences**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION**

Appendix 1

**Questionnaire for pupils**

**Serial no: .....**

Dear pupil,

I am a post graduate student at the University of Zambia. I have the pleasure of informing you that you have been selected to participate in this study. You are required to give relevant and objective information which would assist in finding out how as a pupil you view the provision of guidance services at your school.

This study is purely academic therefore; all responses will be treated as confidential. You need not give the details of your identity.

**SECTION A: Personal details**

(i) What is the name your school?.....District.....

(ii) What is your age?

Below 15 years [ ]

Between 16- 19 [ ]

20 and above [ ]

(iii) What is your gender?

Male [ ]

Female [ ]

(iv) In which province is your school located? .....

**Answer the following questions:**

**SECTION B: To explore factors negatively affecting the provision of guidance and counseling services in selected inclusive schools.**

1. Is guidance and counseling on the school/class time-table? Yes [ ] No [ ]

2. How many periods do you have per week?

a. Less 6 [ ] b. 7 – 18 [ ] c. 19 – 30 [ ] d. 31 – 42 [ ]

3. What do you think could be the challenges in the provision of guidance and counseling services in inclusive secondary school?

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**SECTION C: To what extent is guidance and counselling services carried out in inclusive secondary schools?**

4. Does your school offer guidance and counselling services?

a. Yes [ ] b. No [ ]

5. If yes, do you think it is effective to you?

- a. Very Much [ ] b. Much [ ] c. Not Very Much [ ] d. Not Much [ ]

6. Give reasons to support your response

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.....

7. Does the school have an office for guidance and counselling?

- a. Yes [ ] b. No [ ]

8. If YES, does the office have good facilities to enhance effective guidance and counselling provision?

- a. Yes [ ] b. No [ ]

9. Is guidance and counselling services provided to all the pupils?

- a. Yes [ ] b. No [ ]

10. Is guidance and counselling on the school time table?

- a. Yes [ ] b. No [ ]

11. Does counselling help you to get rid of stress and examination anxiety?

- a. Yes [ ] b. No [ ]

12. On the first day you reported to this school, who oriented you?

Head teacher [ ] School counselor [ ] Prefect [ ] Class teacher [ ] None [ ]

13. a. When you first reported to this school, were you assisted in choosing what subjects to take?

Yes [ ] No [ ]

b. If the answer in question 6a above is YES, who helped you choose subjects?

Class teacher [ ] Counselor [ ] Parent/Guardian [ ] Friend [ ]

Head teacher [ ] None [ ]

14. Who do you share with in case of personal or social life problems?

Teacher [ ] counselor [ ] Parent/Guardian [ ] Friend [ ] None [ ]

**SECTION D: Who are the beneficiaries of guidance and counselling services in inclusive secondary schools?**

15. How often do the guidance and counselling teacher meet

a. Weekly [ ] b. Termly [ ] c. Monthly [ ] d. Rarely [ ]

16. Who are the beneficiaries of guidance and counselling services in inclusive secondary schools?

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.....  
.....

17. Do all the pupils (with disabilities and without disabilities) provided with equal guidance and counselling services in inclusive schools?

a. Yes [ ] b. No [ ]

18. Give reasons to support your response

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

19. Do all the pupils (with disabilities and without disabilities) provided with equal guidance and counselling services?

a. Yes [ ] b. No [ ]

20. Give reasons to support your response

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**SECTION E: Ways to mitigate factors that negatively affect the provision of guidance and counseling services in inclusive secondary schools**

21. Suggest ways in which the provision of guidance and counseling services in your school could be improved.

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.....

**THANK YOU FOR PARTICIPATING IN THE STUDY**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION**

Appendix 2

**QUESTIONNAIRE FOR SCHOOL COUNSELOR**

**serial no:.....**

**Dear Respondent,**

The predicament is that although many schools are seen to provide guidance and counseling services, there have been concerns over the increase of problems like indiscipline, drug abuse, teenage pregnancies, drop outs, and cheating in examinations. The researcher therefore, wonders what factors affect effective provision of guidance and counseling services in secondary schools.

In order to find answers to the knowledge gap cited above, the researcher is conducting a study on the provision of guidance and counseling services in secondary schools practicing inclusive education. You have been randomly selected to take part in the study by virtue of being a school counselor. If you are willing to participate in this study, answer the questions in this questionnaire. In order to keep your identity anonymous, do not write your name anywhere on this questionnaire.

**Instructions**

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

**SECTION A: PERSONAL DETAILS**

1. Name of school.....

Province

.....

2. What is your age? 24 – 30yrs [ ] 31 – 35yrs [ ] 36 – 40yrs [ ]  
41 – 45yrs [ ] 46 – 50yrs [ ] 51 – 55yrs [ ]

3. How many years have served as a school counselor? .....

4. What type is your school?

Secondary [ ] Primary [ ] Mission [ ] Private [ ] GRZ [ ]

5. What is your gender?

a. Male [ ]

b. Female [ ]

**SECTION B: TO EXPLORE FACTORS NEGATIVELY AFFECTING THE PROVISION  
OF GUIDANCE AND COUNSELING SERVICES IN SELCETED  
INCLUSIVE SCHOOLS.**

6. Is guidance and counseling on the school time table?

a. Yes [ ] b. No [ ]

8. How is the relation between the school counselor and the administration?

a. Very good [ ] b. Good [ ] c. Bad [ ]

7. How many teaching periods do you have per week?

b. Less 6 [ ] b. 7 – 18 [ ] c. 19 – 30 [ ] d. 31 – 42 [ ]

8. How many hours have you allocated per day on when pupils could visit for counselling and other matters?. .....

9. How often do you meet as a Guidance and Counseling District Association to share the challenges encountered?

a. Termly [ ] b. Monthly [ ] c. Weekly [ ] d. Not at all [ ]

10. Are you trained qualification in guidance and counseling?

- a. Yes [ ]
- b. No [ ]

11. If **YES**, what is your qualification?

- b. diploma [ ]
- c. certificate [ ]
- d. degree [ ]
- e. masters [ ]

12. What are the major problems do you think make guidance and counseling ineffective in inclusive secondary school?

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**SECTION C: TO WHAT EXTENT IS GUIDANCE AND COUNSELLING SERVICES CARRIED OUT IN INCLUSIVE SECONDARY SCHOOLS.**

13. Do you offer guidance and counselling services in the school?

- b. Very much [ ]
- b. much [ ]
- c. not very much [ ]

14. Give reasons to support your response

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15. Do you have an office for guidance and counselling?

b. Yes [ ] b. No [ ]

16. If YES, is it easily accessible?

a. Yes [ ] b. No [ ]

17. Give reasons for your response

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18. Is guidance and counselling services provided to all the pupils?

b. Yes [ ] b. No [ ]

19. Does guidance and counselling office has good facilities to enhance effective guidance and counselling provision?

b. Yes [ ] b. No [ ]

**SECTION D: WHO ARE THE BENEFICIARIES OF GUIDANCE AND COUNSELLING SERVICES IN INCLUSIVE SECONDARY SCHOOLS?**

20. Who are the beneficiaries of guidance and counselling services in inclusive secondary schools?

.....

.....  
.....

21. Do all the pupils (with disabilities and without disabilities) provided with equal guidance and counselling services?

a. Yes [ ] b. No [ ]

22. Give reasons to support your response

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**SECTION E: Ways to mitigate factors that negatively affect the provision of guidance and counseling services in inclusive secondary schools**

23. Suggest ways in which the provision of guidance and counselling services can be improved in inclusive secondary schools?

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.....  
.....

**THANK YOU FOR PARTICIPATING IN THE STUDY**

## Appendix 3

### **INTERVIEW GUIDE FOR HEAD TEACHERS**

1. Are you formally trained in guidance and counselling?
2. Is guidance and counselling allocated time on the school time table?
3. What challenges do school counsellors face in the provision of guidance and counselling services?
4. Does the school provide guidance and counselling services to all pupils?
5. If Yes, is it provided effectively?
6. As school administration do you provide for guidance counselling services in terms of personnel, room, materials, training plan and other matters
7. Who are the beneficiaries of guidance and counselling services in inclusive school?
8. Do all the pupils provided with equal guidance and counselling?
9. Suggest ways in which guidance and counselling services provision could be improved in this school.