THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

EVALUATION OF SCHOOL GUIDANCE AND COUNSELLING SERVICES PROVISION IN SELECTED SCHOOLS IN LUSAKA DISTRICT

BY

ABIGAIL MUKUWA- TUCHILI

A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

UNZA LUSAKA 2008
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2008
DEDICATION

This dissertation is dedicated to my late husband Professor Lawrence Musonda Tuchili, who strived so hard to translate into reality my late father Mr Mark Mukuwa’s dream to give me a better education.
DECLARATION

I, Abigail M. Tuchili, declare that this dissertation represents my work. It has not been previously submitted to the University of Zambia or any other university, or any tertiary institution, for the award of a degree or any other qualification. All references have been adequately acknowledged.

SIGNATURE.................................................................

DATE.................................................................

18/06/08

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APPROVAL

The University of Zambia approves this dissertation of Abigail M. Tuchili as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Psychology (M.Ed. Psychology).

SIGNATURE: .................................................................................................................................

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ABSTRACT
A case study of three selected schools was conducted in Lusaka district to find out how School Guidance and Counselling Services are being offered to pupils. This was an evaluation of the programme that has been operational in Zambian schools since it was reorganised in 1990.

Data collection procedures involved focus group discussion with pupils, and interviews with heads of schools and Ministry of Education staff. Questionnaires were also used to collect information from guidance teachers or school counsellors, class teachers and pupils. The data revealed that group guidance is offered to all pupils by class teachers. Counselling is only available to individual pupils who may experience emotional or social problems. It also revealed that all components of guidance namely educational, vocational/career, emotional and personal-social are offered. All pupils who may need help are given attention.

However, the data also revealed that a lot still needs to be done to improve on the way the services are offered to pupils. Some of the issues that still need to be addressed include training more teachers in guidance and counselling, provision of office space and materials, and ensuring that guidance teachers work full time on offering Guidance and Counselling and that they are not given a teaching load.

The key findings of the study were:

- Group guidance is offered to all pupils by class teachers.
- Counselling is only available to individual pupils who may experience emotional or social problems.
- All components of guidance namely, educational, vocational/career, emotional and personal-social are offered in schools. However, vocational counselling only targets grade 12 pupils.
- Although, a lot has been done, there is still need to improve on the quality of delivery of counselling services to pupils.
• Some of the issues that warrant attention include: training more teachers in Guidance and Counselling, provision of office space and materials and ensuring that guidance teachers work full time on exclusively offering Guidance and Counselling.
CHAPTER ONE

1.0. INTRODUCTION

The Ministry of Education (MOE, 1996) emphasizes the need for Guidance and Counselling services to be offered to all pupils. The programme was re-introduced in the Zambian schools in 1990. The aim of the Guidance and Counselling programme is to prepare and help pupils to cope with any difficulties they may encounter either in school or later in life, or indeed both. It is also meant to help an individual pupil to expand his or her self-understanding and that of other people in order to enhance his or her holistic development.

School Guidance and Counselling Services are those services that are offered to pupils beside their formal lessons within the school environment. These include personal, emotional, social, educational and vocational support. These services are for the basic concern of the individual pupil. They constitute an integral part of the pupil’s all round education.

School Guidance Services in Zambia started in 1967. This was an initiative of the Ministry of Education. The main focus then was the guidance of pupils into vocations based on pupils' capabilities. This was the responsibility of career teachers, now called either guidance teachers or school counsellors. For some time, it seemed the country had adequate human resources; hence the Guidance and Counselling programme became less popular. However, in 1990, the Guidance and Counselling programme was re-introduced and with expanded functions. This time, its functions include: counselling, reducing drop-out rates, offering psychological help to abused pupils, sensitising pupils on issues of subject combinations and career choice, drug-abuse and HIV/AIDS, referrals of pupils with learning difficulties to school counsellors, reducing examination anxiety among pupils, preventing delinquency, counselling of pupils with emotional and social problems.

After decentralisation, the aims of the unit were to: offer guidance and counselling to all pupils in basic and high schools; help pupils in their personal, social, educational (academic), vocational needs; and to help pupils cope with psychological problems (MOE, 2000).
Government policy emphasizes the need to strengthen School Guidance and Counselling services (MOE, 1996; 2000). School Guidance and Counselling services should be offered to all pupils from Grades 5 through to 12 because they contribute to the holistic development of the pupil.

Schools are expected to nurture pupils in a way that would enable them to function as acceptable members of society. Guidance and counselling should help pupils to develop desirable attitudes towards other people, solve their own problems and to acquire skills for proper adjustment for self and society. These are intended not only for a pupil who already has problems but also for the individual who, though developing normally, would benefit from the services through class or group guidance and access information from the guidance teacher/school counsellor.

It is important to note that even though the Guidance and Counselling Services programme has been in place since 1990 and the government has been spending money on it, it has not been evaluated comprehensively to determine its effectiveness. Apart from the career component (one of the issues in Guidance and Counselling), - Chilala's (2002) study, which established that provision of equal access to technical secondary school education may have succeeded in terms of the numbers enrolled, but in terms of preparing pupils for the world of work in order to balance gender representation in technical fields, it has not performed very well. The question one may seek to ask is whether or not pupils are benefiting from the School Guidance and Counselling services programme. It is therefore not known whether or not the School Guidance and Counselling programme is achieving the goals for which it was intended.

This study was focused on how the Guidance and Counselling services are being offered and it also examined to what extent the pupils are benefiting from the intended goals.
1.2. Statement of the problem

In 1990, the Ministry of Education reintroduced Guidance and Counselling Services in the Zambian schools. The services were to be offered to all pupils. Several years have passed to show some effect of how the programme has been operating. However, up to now, only the career component of the programme has been evaluated to determine effectiveness of the services. This study being reported on was designed to yield information on the operations of the services. It also sought to examine the extent to which school guidance and counselling services are benefiting pupils.

1.3. Purpose of the study

The purpose of the study was to find out whether or not Guidance and Counselling Services are benefiting the pupils.

1.4. Objectives of the study

The objectives of this study were to find out whether:-

1. Guidance and Counselling services were available in visited schools.
2. Pupils were aware of Guidance and Counselling services in the school.
3. Schools had capacity to offer Guidance and Counselling.
4. Guidance and Counselling services offered in schools met pupils' needs.
5. Pupils actually used the Guidance and Counselling services.
6. Pupils were given guidance on selecting subject combinations.
7. Career talks were organised for pupils.
8. There was a decline in delinquent behaviour among pupils.
9. There had been a reduction in drop-out rates among pupils.
10. There had been a reduction of examination anxiety among pupils.
11. Pupils experiencing emotional stress got help to handle the stress.
1.5. Research Questions

1. Are Guidance and Counselling services available?
2. How are pupils made aware of the Guidance and Counselling programme?
3. Do the schools have the capacity to offer Guidance and Counselling services?
4. How is the school Guidance and Counselling programme run in a school?
5. Do pupils actually use the Guidance and Counselling services?
6. How are pupils helped in selecting of subject combinations?
7. How are career talks organised for pupils?
8. Is juvenile delinquency declining among pupils in schools?
9. Has there been a reduction in drop-out rates among pupils?
10. Has there been a reduction of examination anxiety among pupils?
11. How are pupils with emotional stress handled?

1.6. Significance of the study

The research findings may assist the policy makers and officers in the Guidance and Counselling section in the Ministry of Education to address the identified gaps and ensure that pupils benefit from the School Guidance and Counselling programme. The findings may also assist the guidance teachers to improve on quality service delivery.

1.7. Theoretical Framework

This study was based on Maslow’s needs theory. The Basic assumption underlying the needs theory is that all individuals can be characterised by their ‘needs’ and that their behaviour can be explained and understood by analysis of these needs. The main focus of the present study however, was to establish whether school Guidance and Counselling services provision was meeting pupils’ needs.

In line with this theory, teachers should aim to meet the four types of guidance needs of children namely; remedial, immediate, exploratory and developmental. Efforts of Guidance and Counselling programmes should be directed at meeting a variety of the children’s needs, with special emphasis on the enhancement of self concept and the encouragement of genuineness (Nelson, 1972; Akinade, 2004).
1.8. Limitations

This study had some limitations, the most important of which are as follows:

- Collection of information during teaching hours may have affected the data collected from pupils as they might have wanted to be in class attending a lesson. At school C (a secondary school for boys) data was collected on Wednesday afternoon which is usually a free afternoon for pupils. Those selected may have wanted to be in class studying or in the playground to spend their free time.

- What people say either in written form or verbally may not be what they do. So, the results may not be a true reflection of what actually happens in the selected schools.

- The ideal situation would have been to compare what was obtaining in the schools before the re-introduction of guidance and counselling in 1990 with the current situation. But this was not possible as it needed availability of the data sourced before introduction of GCS.

- To verify the issue of dropping out among pupils, registers for grade levels for the last three years were supposed to be scrutinised but permission was not given to use these documents.

1.9. Operational Definitions

Career talks: Meetings organised for pupils where information on career choice is provided.

Counselling: Helping a pupil make an informed decision from the available choices.

Delinquency: This is anti-social behaviour exhibited by some pupils such as truancy or absenteeism, tendency towards vandalism, and substance abuse.

Dropping out: This refers to pupils stopping school for various reasons.

Emotional stress: This refers to a time when the mind is unable to cope with the pressure exerted on it.

Examination anxiety: Refers to apprehension caused by a perceived lack of adequate preparation for an examination.

Guidance: Giving direction to a pupil so that he or she grows into a responsible person.

Group Guidance: Guidance given to a class or group of pupils.
CHAPTER TWO

2.0. LITERATURE REVIEW

This chapter is a review of the literature related to School Guidance and Counselling Services (GCS) provision. The review discusses the issues in terms of which a GCS programme may be evaluated. These include: availability of the services, pupils' awareness of GCS, capacity of a school to offer GCS, operations of GCS, pupils' use of GCS, guidance on subject combinations, information on career choice, delinquency, dropping out, examination anxiety and emotional stress.

2.1 Definition of Guidance and Counselling

In this study the terms Guidance and Counselling are used independently to mean different things. Guidance is defined as giving direction to an individual pupil so that he or she grows into a responsible person leading a fulfilling life. Guidance is helping an individual to understand himself or herself in relation to his or her world (Shertzer and Stone 1966). As Lindhard (1985) and Gibson and Mitchell (2007) state, guidance is an activity in which the teacher brings pupils or students into contact with the world as it really is and helps them to make choices wisely in their day to day lives. It may be said that guidance is forward looking and thus preventive. Counselling, on the other hand, is curative in that it aims to help an individual to accept a problematic situation which he or she is faced with, by way of helping him or her to make an informed decision from any available choices. In a nutshell, while guidance is given before one faces a problem, counselling is given to a person already facing a problem. In this study, this is the way these two terms are used.

2.2 Historical Perspective

Guidance and Counselling Services (GCS), as part of education provision, has a long history, so that there have been changes in its objectives and practices. A historical overview may enable us to appreciate the evolution of GCS over the years by reviewing the original objectives and practices and the ones that have been added on along the way up to the current situation. This may also enhance our understanding of what GCS is.
The first systematic effort at providing guidance and counselling was started in the United States of America in the 19th Century by George Merrill at California School of Mechanical Arts. He explained to learners what each trade involved and demanded, and on the basis of such information the students then chose what trade to pursue (UNESCO, 1998). Guidance and counselling then spread all over America in this form of help to the college youths in choosing a vocation or career. With the advent of the industrial revolution, there was a growing demand in the industry for the "right" persons for the "right" jobs. The employers, and most probably other educators too, realised that the young could neither choose nor prepare themselves for the "right" jobs. Guidance and counselling thus gained speedy progress, taking within its fold other aspects of a child's needs such as educational, personal, and social (UNESCO, 1998; Bhatnagar and Gupta, 1999 vol. 1). As Bhatnagar and Gupta (1999 vol. 1) and Gibson and Mitchell (2007) state, the historical roots of guidance and counselling lie in man's instinctive desire to prepare his offspring for a happier and more productive life. This explains the enthusiasm with which employers, educators, and the youth received the services as part of formal education.

In Africa, formalisation and integration of Guidance and Counselling services into formal education began in the late fifties (Napier, 1972; UNESCO, 2000), in such countries as Nigeria. In Malawi, Tanzania, Swaziland and Zambia, it did not exist until the late sixties (UNESCO, 2000). Some of the objectives for it were similar to those in the American case; namely, to help the young choose vocations or careers. However, in the case of Africa, the additional objective was to reduce examination anxiety among the young. This anxiety was due to the fact that many children went to school but failed to adequately prepare for examinations. They also left school without knowing what they were supposed to do in life, such as what career to pursue.

Prior to western influence, most African traditional societies had various forms of guidance and counselling services that helped young people to become acceptable members of their society with definite useful roles (UNESCO 2000). This may explain why the practice was also easily received in Zambia when it was made part of the formal education. In modern times now, African countries have added more objectives, namely helping children to cope with psycho-social and emotional problems.
In Zambia school guidance and counselling services started in 1967. There have been several changes in the way these services have been offered to pupils just like in other African countries. The changes are in relation to the added objectives such as: reducing drop out rates, helping learners with learning difficulties, guiding pupils in selecting subject combinations, reducing examination anxiety among pupils, reducing delinquent behaviour, and assisting children cope with emotional or social problems. These objectives were added when the programme was reintroduced in 1990, to address various other issues affecting pupils.

Some scholars like Gibson and Mitchell (1990; 2007) and Bhatnagar and Gupta (1999 vol.1) note that guidance is viewed as an integral part of education needed by all children. This means it is not a service meant only for a few who may need it at problem points, but also for all children as they may encounter problems at various stages of development. Guidance is supposed to be preventive while counselling is a curative process. They aim to help each pupil solve problems of vocational and personal - social nature which confront them throughout life, especially at certain crucial stages of development.

In this study, the aim was to establish whether pupils were guided or counselled to deal with issues that confront them and whether they are benefiting from the programme. Benefiting was taken to mean pupils getting help to deal effectively with emotional stress, reduction in examination anxiety, reduction in dropping out of school, getting information on subject combinations, and receiving information on career guidance.

In summary, these are the issues in terms of which GCS may be evaluated: availability of services, pupils' awareness of guidance and counselling, capacity of schools to offer guidance and counselling services, operations of GCS, and whether pupils use the service, receive guidance on subject combinations and career choice, reduction in delinquency, dropping out, examination anxiety and emotional stress. In the next section, each of the issues is discussed in some more detail.
2.3 Measures of Effectiveness

2.3.1 Availability of Guidance and Counselling Services in schools

In this study availability of GCS refers to actual provision of the services in a visited school. According to the Zambian Education Policy, Guidance and Counselling is supposed to be offered to all pupils (MOE 1996; 2000). This means all pupils should get guidance from the teachers and counselling from guidance teachers or school counsellors whenever there is need. Pupils need guidance to make the right decisions and to either deal or cope effectively with any problems they may encounter.

Guidance and counselling is supposed to be offered to pupils not as a stand alone subject, as it does not appear on the school timetable, but either as integrated in all the lessons or as an extra curricular activity (MOE 2000). Guidance teachers are supposed to find time to offer guidance and counsel to those who may need it. To help pupils develop their abilities and talents, GCS is supposed to be available to all pupils in a school. Nelson (1972), Hill (1965) and Rao and Reddy (2003) are of the view that the period when a child is in school is most crucial for the development of all his potentialities and capabilities. It is during this period that abilities and skills are developing, habits, interests and attitudes are being formed and emotional and social adjustments are taking place. The guidance and counselling programme should thus be both adjustive and developmental for this school stage. The point is that this is a time when each child should be nurtured to strive towards self actualisation, so that each individual is provided with an opportunity to become what they are capable of becoming.

Morden guidance efforts are directed towards easing some of life’s difficult moments for the child, meeting some of his or her needs, helping him or her to understand himself or herself and his or her feelings, and changing the personality, the demands placed upon him or her and the ways in which he or she responds to others (Nelson, 1972; Shaw, 1973; Lindhard, 1985; Pandey, 2006). Through guidance and counselling, pupils are supposed to develop a sense of awareness of themselves as individuals. Guidance and counselling services are supposed to assist pupils develop holistically.
In a study aimed at evaluating GCS, the first question to answer has got to be availability in a school of such services any way. This study took this as the first thing to do.

2.3.2 Pupils' awareness of GCS
Once it is established that GCS are available in a school, the question that arises is that of pupils' awareness of the services. This may be whether school authorities inform pupils of the services and how awareness messages are given to pupils. Awareness of GCS in this study refers to pupils' knowledge of the existence of the services in a school. This is important knowledge for pupils as it would determine whether or not they use the services. As (Shaw, 1973; Rao and Reddy, 2003; Gibson and Mitchell, 2007) state, guidance and counselling constitutes an integral part of a pupil's education. For pupils to benefit from the service, it may thus mean that they have to be aware of the services and actually use them as often as need arises. School authorities must therefore ensure that pupils are sensitised on the availability of the services and the need to gain access to them.

2.3.3 Capacity to offer GCS
Capacity is just a potential. If it is established that a school has capacity, the next question that arises is that of whether and how it uses that capacity. The capacity referred to in this study includes resources such as: teachers, office space, time allocated to GCS and literature related to guidance and counselling. Shaw (1973) and Sharma (2005) note that if guidance and counselling has to benefit pupils, it must be offered by skilled personnel (Shaw 1973). However, it is important to note as Shaw (1973) also states that guidance and counselling 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 (MOE 1996; 2000) 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.
2.3.4. Operations of GCS

Once it is established that GCS is available in a school and that pupils are aware of the services, the question that should arise is how the services operate. Operations of GCS in this study refer to the way in which the services are run in a school. This may determine its effectiveness. Guidance and counselling services may be offered as subjects taught in school (Shaw 1973; Sharma 2005), or may be integrated in other subjects, or indeed as extra curricular (MOE 2000). Class guidance may be given to groups of pupils while individual counselling may be given to pupils who may require this, as need arises (Lindhard 1985; Pandey, 2006). It must however, be mentioned that there may be variations in the manner in which the services are provided to pupils.

2.3.5 Pupils' use of GCS

When it is established how GCS operates in a school, the question that is to be answered is whether or not pupils actually use the service. Pupils' use of the services in this study refers to pupils getting guidance and help to solve problems they may face. As Lindhard (1985) notes, pupils are expected to use GCS as class guidance or counselling, as individuals. Shaw (1973) and Sharma (2005) also note that guidance and counselling constitutes an integral part of education. This may mean the use of guidance and counselling services either as integration in subjects or as extra curricular activities. Use of GCS also includes pupils that are emotionally stressed, getting counselling from guidance teachers or school counsellors.

2.3.6 Guidance on Subject Combinations

Teachers are supposed to give guidance to pupils in selecting subject combinations. A question that arises when a school offers guidance and counselling is whether or not pupils are guided in selecting subject combinations. Subject Combinations in this study refer to subjects a pupil selects to meet the required number of subjects he or she is expected to take at the given grade level.

As Lindhard (1985), Makinde (1985) and Rao and Reddy (2003) note, information is supposed to be given on subject combinations, depending on the learner's career choice.
made during guidance and counselling sessions. One of the objectives of the Zambian GCS programme is to provide information for pupils to make wise decisions on subject combinations. What should be established however is whether pupils in Zambian schools are given useful information to guide them on subject combinations. We would know if this is happening by finding out if pupils say they get guidance on subject combinations.

2.3.7 Guidance on Career Choice
Career choice in this study refers to the choices pupils ought to make in terms of the type of job one would wish to pursue. This type of guidance and counselling is aimed at giving help to pupils who have questions about the choice of career (Makinde 1988; Bhatnagar and Gupta 1999; Sharma, 2005).

Guidance and counselling should prepare learners for adult life, as well as help them to acquire appropriate attributes and values. In a study of a system of a re-organised secondary education in New Delhi, Bhatnagar and Gupta (1999) found that each pupil had to make his or her choice of a career when they entered senior secondary. For a right choice at the right time, it is essential that each child is helped to prepare well for this important step in life. Teachers should provide pupils with information on various careers. This would enable pupils to match their subject combinations with their career choices. We would know if this is happening if career talks are organised by the school authorities.

2.3.8 Delinquency
One of the objectives of the Zambian GCS programme is to reduce delinquency among pupils. Delinquency in this study refers to anti-social behaviour exhibited by some pupils, such as: truancy or absenteeism, tendency towards vandalism, and substance abuse. In this study it also includes such vices as: fighting, insulting, dogging lessons, and cheating.

There may be various causes of delinquency among children. Studies by Hamid (1972) seem to suggest that delinquency was as a result of incompatible relations between
parents and children. Cases of delinquency among pupils are supposed to be addressed by the school guidance teacher or school counsellor and if need be the parents or guardians have to be involved. It is important in a study aimed at evaluating GCS to find out how common delinquency is among pupils in Zambian schools; and if so to suggest what could be done to reduce it. This may be measured by the number of cases handled by the school over a given period of time.

2.3.9 Dropping out
In the GCS Zambian programme, one of the objectives is to reduce drop out rates among pupils. In this study dropping out refers to a pupil stopping school for various reasons such as inability to pay school fees, responsibility to head a household, pregnancy, or just any failure to progress to the next grade level. Detjen and Detjen (1963) have thoroughly discussed the issue of dropouts. They state that many slow learners are potential delinquents and dropouts because of dislike for school, discouragement, frustration, failure and unhappiness. It is indicated that truancy also develops gradually from almost unnoticed beginnings. A teacher can help potential dropouts by taking personal interest in them, being friendly and helping them to make friends. It is usually said ‘there are fewer real problems in class attendance of a cheerful teacher’.

Among the functions of guidance and counselling, one is to help pupils make a good beginning. In an investigation on dropouts, Mehdi (1993) states that almost 65.4% of pupils’ dropout at the end of the elementary school stage as a result of lack of incentive for or interest in further studies. He says they are ignorant of the possibilities that a good and complete education can open up before them. It is further stated by Bhatnager and Gupta (1999 vol. 1) and Rao and Reddy (2003) that one of the functions of a good educational guidance programme in elementary school is to prevent school children from early leaving (dropping out) and thus pave the way for a better development. In a study evaluating a GCS programme there is need to find out if drop out rates have reduced in schools.
2.3.10 Examination anxiety

Another objective of the GCS Zambian programme is to reduce examination anxiety among pupils. Examination anxiety in this study is apprehension caused by a perceived lack of adequate preparation for examinations. This may lead to pupils cheating in examinations. Pupils thus need to be guided to prepare well for examinations to eliminate this anxiety. If no guidance is given for pupils to adequately prepare for examinations, incidents of cheating may occur. The major disadvantage of lack of guidance and counselling to pupils, as noted by Shertzer and Stone (1966) and Pandey (2006), lies in the fact that counselling for examination is offered only at crisis points. If examination anxiety is to be reduced among learners, guidance and counselling is supposed to facilitate effective preparation for examinations. The present should be used as a foundation for children's self-direction to actualise their goals. As such, present experiences should be used as a building block for a child's future. One way we would know if examination anxiety is still common among pupils is if they state that incidences of cheating in examinations are still common.

2.3.11 Emotional stress

One of the objectives of the GCS is to help pupils deal effectively with emotional stress. In this study emotional stress refers to a state of the mind when the mind is unable to cope with the pressure exerted on it. In a study of factors contributing to pupils' emotional stress, Williams (1973) noted that; "the home environment can sometimes contribute to pupils' emotional stress". Pupils who come to school from backgrounds that have parents or guardians with inconsistent behaviours such as: rejection, over protectiveness, or who are rarely at home become emotionally stressed. Such pupils need help and understanding because they carry a heavy load of emotional problems, not of their own making but which negatively affect their school attendance and performance.

Teachers are expected to have enough contact time with pupils and to create a stable environment for pupils to learn. Other than this, communicating with parents or guardians could play a role in a child's development, because a child's life is made up of
the life spent at school and at home. His or her feelings, attitudes, interests and ambitions are products of the two environments. As such, one of the objectives in a study such as this one ought to be to find out whether pupils who exhibit emotional stress are given help either or cope with the problems they may encounter.

2.4 Summary of Literature Review

Some scholars [like Shaw 1973, Ohlsen 1974, Bhatnager and Gupta 1999; Vol 2 and Akinade, 2004] have suggested that a guidance programme must be systematically and routinely evaluated in order to determine its continuing effectiveness. The guidance personnel, in particular, must be sensitive to whether the services they provide effectively reach children who are their concern.

This study is a small scale evaluation of the GCS programme in Zambia. It was designed to find out how guidance and counselling services have been operating in schools. The issues that needed investigating include: availability of GCS, pupils’ awareness of GCS, capacity of a school to offer GCS, operations of GCS, whether pupils actually use GCS, guidance on subject combinations, guidance on career choice, reduction on: delinquency, dropping out, examination anxiety and emotional stress.
CHAPTER THREE
3.0. METHODOLOGY

This chapter describes the methodology of the study in terms of the following aspects: the design, the population, sample size, instruments, data collection procedures and data analysis.

3.1 Design
A cross-sectional case study design was used. The data is mainly qualitative presented in form of what respondents were saying, but also quantitatively, presented in form of frequencies of certain response types.

3.2 Study Sites
This cross-sectional case study involved one school in the north, one in the central and another in the southern part of Lusaka. The study focused upon the extent and availability of services offered by the institutions, the number of staff offering GCS in each visited school and facilities. Detailed descriptions of the prevailing conditions in the selected schools are outlined in the results.

3.3 Population and Sampling
Three schools were randomly selected for use in this case study. The target population for this case study consisted of pupils in the three schools in Lusaka district. The rationale for choosing Lusaka schools was that the schools might have enough personnel and materials to offer guidance and counselling. This was based on what was said orally by guidance officials at pilot stage that most resources are concentrated in schools in Lusaka. The other reason was that due to stressful situations in urban areas, the pupils might need the services more than their counter parts in rural areas. It may be used as a basis for determining how the programme has been operating since it was re-introduced operating.
Schools that were part of the study were selected using random sampling within three clusters. Numbers were assigned to all schools in Lusaka district. These were written on pieces of paper and placed in a box. Pieces of paper were randomly picked from the box. Those with the assigned numbers matching those picked from the box were used in the study.

At each of these schools, random sampling of pupils was used to ensure each respondent had an equal chance to be picked from the intended grade levels used. Two boxes were used. Each of the boxes had pieces of papers with a number written on it. Pupils were asked to pick a piece of paper from the first box. Later pieces of paper were picked from the second box and those pupils with matching numbers picked from the second box were part of the sample. This was done to ensure that respondents had an equal chance to be selected (Cohen and Marion, 1998). The pupils used in focus group discussions included those who had undergone counselling and volunteered to be part of the sample; while the rest were also picked randomly among those who had responded to the questionnaire. This was because school administrators suggested that those for the focus group discussions be picked from those that were already able to respond to the questionnaire along side those who had been counselled.

3.4 Sample School Characteristics
These were one grant aided secondary school with pupils from grades 8 to 12 (School C), one basic school with pupils from grade 1 to 9 (School B) and one high school with pupils from grades 10 to 12 (School A). Data was collected from a total of 220 respondents. These included 198 pupils, 16 class teachers, guidance teachers/counsellors, 3 heads of schools and 3 Ministry of Education officials. The pupils in the sample were aged between 10 and 20 years old. This age group was used as it was assumed that they may require a lot of guidance in areas of life such as educational, social, emotional and vocational support. They may also require counselling depending on what is going on in their lives at a given time.
More pupils were selected at grade 9 and 12 level than the other grades. This was because it was thought that at each of these schools, the pupils in these grade levels may have been at the school longer than those in lower grades. They may also have had the chance to use the services or have information about other pupils who may have used the services.

**Proportions of the schools**

An equal number of respondents (one third of the total sample) from each school were involved in the study.

**Heads who responded**

One head and two deputy heads of schools were interviewed. These were two males and one female. Each selected school was thus represented by either the head or the deputy.

**Officials who responded**

Three Ministry of Education officials were interviewed. These were at headquarters, province and district levels. The representation was one principal guidance officer (headquarters), a senior guidance officer at the provincial office and a district guidance coordinator at the district office. These are the officers responsible for planning and coordinating the implementation of school guidance and counselling programmes at their levels.

**3.5 Research Instruments**

Researcher-administered questionnaires, and interview guides were used to elicit data. The data from questionnaires was supplemented by in-depth interviews and focus group discussions with pupils. Questionnaires are attached as appendices.
3.6 Data collection procedures

Permission to collect information from the schools was sought by the student and given by heads of schools visited and the dates and times were also agreed upon with the heads of schools prior to collecting information. Data was collected partly towards the end of term one and in the second week through to the sixth week of term two of 2007. All data was collected during normal working hours; that is between 08:00 hours and 17:00 hours. At each school the deputy head distributed questionnaires to each selected class teacher and to the guidance teachers involved in the study. The teachers were asked to complete the questionnaires in their free time. Each teacher had one questionnaire.

A focus group discussion with pupils at schools ‘A’ (Secondary school for girls) and ‘B’ Basic school for both boys and girls were held during class time (or teaching hours). Pupils who were part of the sample and the researcher were given a separate classroom to use by the deputy head.

Data from the heads of schools and education officials was collected at the agreed times on which the appointments were given. The main intention in this study was to collect qualitative data. All the data was collected using pen and paper. The general atmosphere in all the schools at the time of data collection was as would be expected on any teaching school day.

Data Analysis

All collected data was coded and is presented as descriptions of what was said by respondents and as responses from questionnaires. The main focus of the study was on how effectiveness GCS was.
CHAPTER FOUR

4.0. RESULTS

This chapter presents the results of the study on Guidance and Counselling Services (GCS). Qualitative data is organised in line with reviewed issues and presented as descriptions. The issues reviewed are; availability of GCS, pupils’ awareness of GCS, capacity of a school to offer GCS, operations of GCS, pupils’ use of GCS, guidance on subject combinations, information on career choice, reducing: delinquency, dropping out, examination anxiety, and emotional stress among pupils. Actual words said by respondents are used as much as possible in the descriptions. The quantitative data is presented in form of tables.

4.1 Availability of Guidance and Counselling Services

Pupils’ responses

It was necessary to find out whether GCS was available in the visited schools. This information was important as availability was one of the measures of effectiveness. The following question was asked: ‘Does the school offer guidance and counselling? Below are the responses from the pupils’ questionnaire.

Table 1: Availability of GCS

<table>
<thead>
<tr>
<th>School</th>
<th>Yes frequencies</th>
<th>No frequencies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ‘A’ (High school) single sex- girls</td>
<td>40 (33.1%)</td>
<td>35 (47.3%)</td>
<td>75 (38.5%)</td>
</tr>
<tr>
<td>School ‘B’ (Basic school) Co-ed.</td>
<td>20 (16.5%)</td>
<td>27 (36.5%)</td>
<td>47 (24.1%)</td>
</tr>
<tr>
<td>School ‘C’ (secondary school) single sex-boys</td>
<td>61 (50.4%)</td>
<td>12 (16.2%)</td>
<td>73 (37.4%)</td>
</tr>
<tr>
<td>Total</td>
<td>121 (62.1%)</td>
<td>74 (37.9%)</td>
<td>195 (100%)</td>
</tr>
</tbody>
</table>

The responses from the pupils seem to suggest that GCS is available in the visited schools. To probe further, on the responses from the questionnaire, the same pupils, but this time in a focus group discussion responded as follows to the same question:

- Yes, the guidance teacher gives guidance
- Yes, guidance is offered

20
- Yes, the teachers in the school offer guidance and counselling
- Yes, counselling is given
- No

There general impression from responses from the group discussion indicated that Guidance and Counselling was available. However, the ‘No’ responses might mean that some pupils did not know of the availability of GCS.

Pupils were also asked to mention the types of services offered under GCS. In a questionnaire, they were asked to tick all types from options given. The question was: ‘What type of services does the school guidance and counselling programme at your school offer?’ The question was asked to individual pupils in a questionnaire. The responses were as presented in the table below.

**Table 2: Types of GCS**

<table>
<thead>
<tr>
<th>Service/school</th>
<th>Career choice</th>
<th>Emotional stress</th>
<th>Educational (as class guidance)</th>
<th>Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ‘A’</td>
<td>30 (34.1%)</td>
<td>12 (25.5%)</td>
<td>20 (16.7%)</td>
<td>8 (38.1%)</td>
</tr>
<tr>
<td>School ‘B’</td>
<td>8 (9.1%)</td>
<td>5 (10.6%)</td>
<td>40 (33.3%)</td>
<td>1 (4.8%)</td>
</tr>
<tr>
<td>School ‘C’</td>
<td>50 (56.8%)</td>
<td>30 (63.8%)</td>
<td>60 (50%)</td>
<td>12 (57.1%)</td>
</tr>
<tr>
<td>Total</td>
<td>88 (100%)</td>
<td>47 (100%)</td>
<td>120 (100%)</td>
<td>21 (100%)</td>
</tr>
</tbody>
</table>

The frequencies in the table show the types of services offered. As can be seen from the table, some pupils said they got career and educational or class guidance, counselling and emotional stress as part of the services under GCS.

During focus group discussions, individuals in response to the question ‘what type of services does the school guidance and counselling programme at your school offer?’ responded as follows:
- Educational/academic or class guidance
- Career
- Counselling for pupils with problems
- Help for Emotional stress

4.2 Awareness of Guidance and Counselling Services

Pupil responses

Pupils' awareness of guidance and counselling services provision in the schools was very important to this study. This was because pupils would only use the service if they knew of its existence; and we would only determine how effective it was if it was being used. A question was asked as follows: 'Are you aware of guidance and counselling services in the school?' This was to pupils in a researcher administered questionnaire. Pupils were asked to mark either 'Yes' or 'No'. In the table below are the frequencies of the responses.

**Table 3: Responses on Awareness**

<table>
<thead>
<tr>
<th>School</th>
<th>Yes frequencies</th>
<th>No frequencies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ‘A’ (High school) single sex-girls</td>
<td>40 (33.1%)</td>
<td>35 (47.3%)</td>
<td>75 (38.5%)</td>
</tr>
<tr>
<td>School ‘B’ (Basic school) Co-ed.</td>
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<td>47 (24.1%)</td>
</tr>
<tr>
<td>School ‘C’ (secondary school) single sex-boys</td>
<td>61 (50.4%)</td>
<td>12 (16.2%)</td>
<td>73 (37.4%)</td>
</tr>
<tr>
<td>Total</td>
<td>121 (62.1%)</td>
<td>74 (38.8%)</td>
<td>195 (100%)</td>
</tr>
</tbody>
</table>

121 of the pupils said they were aware, 74 said they were not aware. More pupils at high schools A and C (101) were aware than those at basic school B (20). This might mean that pupils at high school level needed the services more than those at basic school level. This could explain why they used the services more than those at the basic school level. It might also mean pupils at high school needed more guidance in their adolescence stage that may require guidance and counselling.

In order to cross check the responses from the questionnaire, it was important to get the same information through discussions with pupils. In the focus group discussion at high school level the following question was asked 'Are you aware of guidance and counselling services in your school?'
In response to the same question, some pupils individually in focus group discussions responded as follows:

- No.
- Yes.

There were more of the ‘Yes’ responses than the ‘No’. We may thus say that pupils were aware of GCS in the school.

Teachers' responses

To find out whether school authorities create any awareness of availability of guidance and counselling services in the school, teachers were asked to explain what is done to create awareness of guidance and counselling among pupils. Teachers were asked to respond to the following instruction: ‘Explain what is done to make pupils aware of guidance and counselling services’ This was asked to find out if school authorities had put measures in place to create awareness of guidance and counselling services among pupils. The responses were as follows:

- Posters are pasted on the school notice board. (At two of the schools selected for the study the posters pinned on the school notice board showed proof of this as they were some at the time of data collection).
- Class teachers are supposed to let pupils know about it.
- Announcements are sometimes made during assembly.

Heads of schools were not asked the same question on creating awareness. This was because it was assumed that responses from the teachers on this issue were adequate. The results seem to suggest that efforts were made to make pupils aware of the provision of the service at least in the schools visited.

4.3 Capacity to offer GCS

Teachers' Responses

Teachers were asked in two questions in a questionnaire as follows: Does the school have a guidance office?, Does the school have any instructional materials on guidance and counselling? The answers from the 15 teachers were ‘Yes’ but not adequate literature.
Heads Responses

To effectively offer guidance and counselling services to pupils, materials or resources and facilities such as office space and books are among the items that schools should have. To find out more on this issue, the following question was asked: Does the school have material/resources to offer guidance? The responses were:

- School has two guidance teachers (both not trained - school A)
- School has two teachers (one is trained, the other is not - school B)
- School has two teachers (school C)
- Resources are available but they are not adequate.
- The provincial office has given the school materials such as books but they are not enough.
- Guidance office is shared there is need to create a room for counselling purposes (response from all three schools).
- Guidance and counselling is not time tabled, it is offered when time is available.

The responses seemed to suggest that for the three selected schools in the study, capacity to offer guidance and counselling was available but not adequate. It was also mentioned by the heads of the three schools that they got support from the district and provincial offices in terms of resources to offer guidance and counselling.

Education staff's responses

The three MOE officials interviewed over the capacity of schools to offer GCS said:

- Schools are given books and various literature on GCS.
- Numbers of qualified teachers in GCS is not adequate but each school has someone responsible.
- Office space is not available in most schools, even here at the district, the office is shared with another office.
- GCS is not time tabled, it would be better offered if time tabled.

The responses of the MOE officials suggest that schools had capacity to offer GCS but that there was room for improvement on this service delivery.
4.4 Operations of GCS  

Teachers’ responses  
In the study it was important to find out how School Guidance and Counselling Services operate. This was necessary because improvement of the service would be based on how the services are delivered at school level. The teachers were asked to state whether the school offers guidance and counselling to all pupils.

The responses were:

- The school has two people responsible for the operations in GCS office.
- The school gives guidance to all pupils but counselling is only for those who need specific help.
- Class or group guidance is given to all pupils during class or before classes start.
- Counselling is only for those who exhibit emotional or social problems.

The responses seemed to suggest that guidance was available to all pupils in form of class or group guidance. Counselling was however, only available to those pupils who have social or emotional problems. This was the case in all the three selected schools.

Heads of schools’ responses  
The heads of the schools as overall administrators of all programmes in the school were asked how school guidance and counselling operates in the schools. This information was necessary to get because services would be improved upon if people got to know of the operations of guidance and counselling and authorities in MOE were informed about the same. The following question was asked: ‘How is the school guidance and counselling programme run in your school?’ This was during the interviews held with heads of selected schools. The responses were:

- Through the guidance office. We have two teachers.
- We have a guidance office in the school and teachers responsible do the work.
- The guidance office runs the programme for the school.
To get a clear explanation of what happens, a follow up question was asked as follows: 'can you briefly explain how it is done? The responses were:

- Group (class) guidance is given to groups of pupils by class teachers.
- It is not easy and possible for the guidance teacher to attend to all pupils because they have classes to teach as well so they mostly handle referral cases.
- The guidance teachers mostly handle cases to do with counselling because it is not possible to attend to all pupils.
- Pupils with problems that need immediate attention are referred to the guidance teacher for help.

To probe further the heads were asked to explain what they thought would be the best way to run guidance and counselling? The responses given were:

- By having trained teachers in guidance and counselling to help pupils.
- The teachers we have are doing a good job but what they do can be improved if they specialise in guidance and counselling.
- Each school should at least have two trained teachers in guidance and counselling.
- The guidance teachers should have training in guidance and should not have teaching loads.
- Guidance teachers to just concentrate on guidance and not teach any class. This would help them attend to many pupils.

When asked what would be the ideal number of guidance teachers required for the school, all heads interviewed said two would be adequate especially if the teachers did not have a teaching load. They said it would give them more time to concentrate on guidance.

The responses seemed to suggest that there was need for guidance teachers to train in guidance and counselling. It also seemed to suggest that if the teachers were to give quality help to pupils, they should not have a teaching load.
Furthermore, the heads were asked to explain whether all pupils received appropriate guidance and counselling services. The responses were as follows:

- Pupils get guidance from class/grade teachers at the start of each day before lessons start.
- What they get is appropriate because all get group guidance.
- Those who have specific problems get help. All pupils get help when need arises.
- Referrals are made if need be but as at now teachers manage whatever problems pupils may have.

The discussions seemed to suggest that all pupils got some form of guidance from school. Those that had problems that needed counselling were referred to the guidance teacher/school counsellor for further help. If need be, parents/guardians are called in to be part of the counselling process.

Education staff’s responses

To get more information on the operations of school guidance and counselling education staff responsible for this section in MOE were interviewed. It was necessary to interview these officers because these are the officers who coordinate the services at district, province and headquarters level for the ministry. A question was asked as follows: ‘How is the school guidance and counselling programme run in your district/province?’ The responses were as follows:

- The programme is implemented based on activities in the annual work plan.
- Core issues of guidance, training guidance teachers are organised by MOE.
- There is a guidance teacher in every school though not every teacher is trained in guidance and counselling.
- Each district has a guidance coordinator who coordinates work in the schools.
- The ministry manages the guidance and counselling system in the schools.

The education staff were then asked to: ‘Briefly explain what would be the best way to run school guidance and counselling.’ The responses were:

- To have teachers trained in guidance and counselling.
• Teachers who handle guidance should not have teaching loads.
• Have office space reserved for guidance and counselling.
• Provide more resources for guidance and counselling provision.

The officials were further asked what would be the ideal number of guidance teachers required per school. Each of the three officials interviewed said a minimum of two per school would be ideal. They also said these should have specific training in guidance. The officials were then asked to explain whether all pupils received appropriate guidance and counselling services. The responses were as follows:

• No because teachers spend most of the time teaching.
• Guidance teachers do dual roles, so they spend less time on guidance and counselling issues; so what pupils get is not appropriate.

The responses from the education staff seem to suggest that there was a system in which operations of guidance and counselling were supposed to be done.

4.5 Pupils’ use of GCS

After it was established that pupils were aware of GCS, it was important to find out whether they used the services. The following question: Have you used the guidance and counselling services? They were more ‘Yes’ than ‘No’ responses from the questionnaire. To probe further on the same question, Pupils were asked to explain why they had or had not used the service but this time in a focus group discussion. The responses were:

• I have not used the service because I have not had the need to do so.
• No, because I have no personal problems.
• Most of the times when we want to see the guidance teacher, the office is locked. The guidance teacher spends most of the time teaching. (More than one pupil said this in group discussion at each school).
• I needed help so I had to talk to the guidance teacher.
• I used the service when I was sent there by the class teacher. This was after my brother who used to pay my school fees died. My grades went down I could not study or learn well so the grade teacher sent me to see
the guidance teacher. I then asked the pupil to explain if the service was useful. The response was:

- I felt better to have someone listen to me. I had not talked to anybody like that since my brother died, it hurt so much. Slowly I saw the need to begin to work hard again. The guidance teacher talked to me about three times in that month. My grades are now good again.

The responses of the pupils who had used the services seemed to suggest that some pupils in the visited schools used the services. While some seemed to have used the service, others had not; this might mean some may not have the need to use the services. Some may want to use the service but they said the guidance teacher was not always available because the guidance teachers also had teaching loads.

The discussion seemed to suggest that for those who had used the service, it was helpful to them. We may thus conclude that the services were helpful to pupils who used them.

4.6 Guidance on Subject combinations

Pupils’ responses

Information on subject combinations was necessary to determine whether pupils got help. This information was important because most pupils had only come to realise at a time they intend to enter a tertiary institution that they did not have the right subject combinations required for a particular career. What we needed to find out here was whether pupils were guided in the choice of subjects to take at school. A question was asked as follows; ‘Do you get advice on subject combinations?’ The question was asked to individuals in a questionnaire. Pupils were to choose ‘Yes’ or ‘No’. Table 4, shows the frequency of responses.
Table 4: Responses on guidance about subject combinations

<table>
<thead>
<tr>
<th>Name school of</th>
<th>No</th>
<th>Yes</th>
<th>Missing results</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School ‘A’ (High))</td>
<td>31 (43.1%)</td>
<td>41 (40.6%)</td>
<td>3 (75%)</td>
<td>75 (38.5%)</td>
</tr>
<tr>
<td>School ‘B’ (Basic)</td>
<td>17 (24.6%)</td>
<td>21 (20.8%)</td>
<td>1 (25%)</td>
<td>47 (24.1%)</td>
</tr>
<tr>
<td>School ‘C’ (Secondary)</td>
<td>24 (33.3%)</td>
<td>49 (48.5%)</td>
<td>-</td>
<td>73 (37.4%)</td>
</tr>
<tr>
<td>Total</td>
<td>72 (36.9%)</td>
<td>101 (51.8%)</td>
<td>4 (100%)</td>
<td>195 (100%)</td>
</tr>
</tbody>
</table>

From the frequencies in the table, 101 pupils said guidance on subject combinations was given, while 72 said guidance was not given. This seems to suggest that some form of guidance was given on subject combinations.

In focus group discussions, a question to pupils was asked as follows: ‘How do you pupils get guidance on subject combinations?’ This was asked to each group. This was meant to compare the responses with those from the questionnaire. The responses from the discussions were as follows:

- We do not choose the subjects. We learn all that is taught by the teacher. (this response was from grade 7 pupils)
- We do not choose option subjects. For example if you are in 10A you take History and 10B you take Geography.
- We are put in classes based on the results at grade 9. (response from pupils in high school)
- Teachers do not give information but parents sometimes decide what subjects to take.
- The compulsory subjects, we all take them in the school. Yes, help is given on what subjects to take.

So to probe further pupils were asked another question as follows: explain exactly what happens. This was asked to get more information on what was done. The answers were as follows:
• There is not much freedom to choose as when one chooses they look at your grade 9 results. Like say if one got high grades in Science and Mathematics you are put in a class doing pure sciences at beginning of grade 10.
• For me I had to take Commerce as an option instead of Art because that is what my dad wanted.

Based on responses from the pupils, we may say at basic school level up to grade 7, pupils learn all subjects offered in a school. At upper basic level, that is grade 8 and 9, pupils have compulsory subjects to be taught to all pupils. The pupils choose options from those offered in the school. However, at grade 10, pupils are put in classes based on the performance in the grade 9 results. Unfortunately, they are not asked what career they would want to pursue. Hence we may say it is not always likely that guidance may be available.

Teachers’ responses
It was necessary to compare the responses from pupils with those of the teachers. The information was important as we needed to compare with what pupils’ responses were for us to get a correct picture of what happens in a school. Thus the following question was asked: ‘Does the school help pupils in selecting subject combinations? This question was asked to find out if pupils got guidance on subject combinations.

The responses were as follows in a questionnaire:

• Guidance is given on optional subjects.
• Parents play a role as they may decide what the child may take in terms of options.
• They are put in classes according to performance especially when they just come in the school for the first time.
• Compulsory subjects like the core subjects are taught to all pupils.

The responses seemed to suggest that teachers tried to give help to pupils on optional subjects both at upper basic and high school level. It also emerged that some parents may have an influence on what options their children take.
4.7 Information Career Choice

Pupils’ responses

Pupils look forward to pursuing a career of their choice. Information on various careers and entry qualifications is supposed to be available to pupils as early as possible in the school system for them to make right choices based on their ability and wishes. It was thus important to find out whether career talks were organised for pupils. It is from these career talks that more information on career choices may be availed to pupils. The following question was asked: ‘Does the school organise any career talks for pupils?’ This was to pupils in a questionnaire. There were both ‘Yes’ and ‘No’ responses as reflected in the table below:

Table 5: Responses on Career Choice

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ‘A’</td>
<td>65 (44.2%)</td>
<td>13 (27.1%)</td>
<td>78 (40%)</td>
</tr>
<tr>
<td>School ‘B’</td>
<td>12 (8.2%)</td>
<td>25 (52.1%)</td>
<td>37 (19.0%)</td>
</tr>
<tr>
<td>School ‘C’</td>
<td>70 (47.6%)</td>
<td>10 (20.8%)</td>
<td>80 (41.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>147 (75.4%)</td>
<td>48 (24.6%)</td>
<td>195 (100%)</td>
</tr>
</tbody>
</table>

The responses from the table seem to suggest that career talks were organised for pupils as 147 (75.4%) out of 195 pupils said career talks were organised for them, while 48 (24.6%) said no talks were organised. The ‘No’ responses may have been responses of pupils who may not have attended any career talks or may not be sure of these talks.

In the focus group discussions, pupils were asked whether career talks are organised for them. This was to verify answers given in the questionnaire. The responses were:

- ‘Yes’
- ‘No’

Based on the ‘Yes’ and ‘No’ responses, pupils were asked to explain further how this is done. They responded as follows:

- Yes but this is only given to grade 12s mostly in term 2 or 3.
• Sometimes people from different places are called to talk to us. (responses from grade 12 pupils)
• The guidance teacher calls people to talk to us on different job issues like how to enter college. (Responses from grade 12 pupils).
• Not for us but only grade 12 pupils attend career talks (responses from grade 9, 10 and 11 pupils).

The discussion seemed to suggest that pupils got information on career choice and that career talks were organised but pupils wished these could be organised much earlier before they got to final year in school. It was further found out that these career talks were organised by the guidance teachers with authority from the head. These talks may either be held in the school or pupils may take a tour to an institution.

Teachers' responses
Teachers' views on career choice were also important to the study. There was need to find out from teachers whether career talks were organised for pupils. This was to verify information from pupils on whether or not they got information on career choice. In the questionnaire, the question was asked as follows: 'Does the school organise career talks for pupils?' The responses from the 16 teachers who responded to the questionnaire, was 'Yes'.

In the same questionnaire, teachers were asked to explain how and why career talks were done. The explanations given were:

• Career talks are only organised for grade 12 pupils, because the other pupils will also get an opportunity to attend when they are in the last grade.
• The guidance teacher invites people in various fields to talk to pupils.
• Sometimes certain materials on certain jobs are given to pupils especially grade 12s to read.
• Career talks are organised for grade 12s to give them information on different jobs.
Heads’ responses

In this study, it was important to find out from head teachers if career talks were organised for pupils. This was meant to compare answers from pupils and teachers with regard to the same issue. A question was asked as follows: ‘Does the school invite professionals to hold career talks?’ This was to the heads of schools in an interview. The responses were as follows:

- Yes professionals are invited in various fields to give talks with pupils.
- Various people in different professions are asked to come to the school to share information on college entry qualifications.
- I call people from various fields to hold talks with pupils.

A follow up question was asked to the heads; ‘Are all pupils supposed to attend the talks?’ This was asked to find out whether the career talks were meant for all pupils. The responses were:

- The talks are only organised for grade 12 pupils.
- This is only for grade 12s.
- Only those in the final grade attend the talks.

We further asked if organising talks for grade 12’s only did not disadvantage the other pupils. The response was that:

- It may disadvantage other grades but when they get to final grade, information would be given to them.
- There are too many pupils in the school. Those in grades lower than 12 would get information in grade 12.
- Those in lower grades may need the information later.

The responses seemed to suggest that school authorities decided who attended the professional talks without asking whether or not other pupils were interested in the information. It is, however, important to note that if such talks were given early enough pupils would decide much earlier what career path to follow, avoiding a situation where they complete school (as at grade 12) without deciding what they intend to be (Original objective which was: to guide pupils in career choice).
**Education staff's responses**

To further find out information on whether career talks were held in schools, interviews were held with Education staffs. These are the staff responsible for coordinating School Guidance and Counselling Services provision in the Ministry. The following question was asked; ‘Would you be in a position to know whether schools invite professionals to hold career talks with pupils?’ The responses were:

- Some do, others do not.
- They do invite professionals, some request for help from our offices to get the professionals.
- It depends on the school and the one in-charge, from the information I have, most schools do.
- Some organise motivational talks in conjunction with our offices and seek support.
- Yes they do and they send reports to this effect.

The responses seemed to suggest that MOE officials were aware that school authorities organised career talks for pupils. Professionals in various fields were invited. The Ministry officials said they had also been organising career exhibitions in conjunction with various organisations since 2005. These were held at provincial and national level. These were meant for school pupils and other out of school youths to have access to information on various careers.

**4.8 Delinquency**

**Pupils' responses**

Delinquency among pupils is an issue that school guidance and counselling should address as it may affect them (pupils). It was important to find out whether delinquent behaviour was common among pupils. The following question was asked: ‘How common is delinquent (bad) behaviour among you pupils?’ This was in a questionnaire to individual pupils. Pupils were given options to choose from. Below are the frequencies of responses:
Table 6: Responses on Delinquency

<table>
<thead>
<tr>
<th>Sex of pupil</th>
<th>Very common</th>
<th>Not common</th>
<th>Rare</th>
<th>Not responded</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>34 (81.0%)</td>
<td>23 (36.5%)</td>
<td>40 (44.9%)</td>
<td>1 (0.5%)</td>
<td>97 (49.7%)</td>
</tr>
<tr>
<td>Male</td>
<td>8 (19.0%)</td>
<td>40 (63.5%)</td>
<td>49 (55.1%)</td>
<td>-</td>
<td>98 (24.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>42 (21.5%)</td>
<td>63 (32.3%)</td>
<td>89 (45.6%)</td>
<td>1 (0.5%)</td>
<td>195 (100%)</td>
</tr>
</tbody>
</table>

In table 6 above, 63 pupils stated that delinquent behaviour was not common, 89 stated that it was rare while 42 said it was very common. More females than male pupils said it was very common.

In the focus group discussions, pupils were asked the question; ‘How common is delinquent (bad) behaviour among pupils?’ Responses were as follows:

- Yes some girls have bad behaviour. (responses by girls)
- Yes some pupils do not behave well
- It is not common but sometimes, others show bad manners.
- Some girls do not behave well; they are picked up by men.
- We have some in our class they like pinching or stealing.
- In my class pupils like dodging classes. I think it is bad manners.

Pupils were further asked to give examples of common delinquent behaviour in school. This was meant to ensure that they were clear of what they were saying. They responded as follows:

- Fighting, insulting, stealing of things such as pens/pencils and sometimes exercise books.
- Dodging classes especially if one does not do well in that subject.
- Being picked or dropped at school by men who are not your parent or guardian.

It may thus be concluded that delinquent behaviour existed in visited schools although it might not be common.
Teachers’ responses

It was important to find out from teachers whether juvenile delinquency was common among pupils. This would determine what measures needed to be put in place to address this. The following question was asked: ‘Is juvenile delinquency common among pupils in the school?’ This was in a questionnaire to teachers. The responses were:

- Some pupils exhibit bad behaviour.
- It is not common, but behaviours like fighting, bullying others or dodging classes exist.
- It is not very common but it exists.

The responses seemed to suggest that juvenile delinquency was not common and may not be a source of concern for school authorities.

4.9 Dropping out

Pupils’ responses

Pupils drop out of school for various reasons. In this study, it was important to find out whether or not dropping out of school was common among pupils. This was because this could only be addressed if it was identified as a problem among pupils. In the questionnaire, pupils were told to; ‘Explain whether dropping out of school was common among pupils.’ The responses were:

- ‘Yes’ some pupils stop school (responses from Schools A and B)
- ‘No’. Not in this school. (responses from School C)

During focus group discussions, there was need to cross check answers from questionnaire with those from focus group discussions. This question was asked; ‘Is dropping out of school common among pupils?’ The responses were:

- Yes some stop school to work as maids like x in our class
- Some girls in our class have stopped school madam because they are pregnant. (School A)
- Pupils in our class like y, x and z stopped school because they had nowhere to stay.
- X stopped school to look after the mother who is sick. She has not come to school from last term.
- No, in this school stopping school is not common (School C)

The discussion seemed to suggest that dropping out of school for various reasons other than failure still existed. Pupils at school ‘A’ said dropping out of school was common at the school. The pupils attributed this not only to failure to progress to the next grade level but various reasons ranging from pregnancies to lack of fees or simply dislike for school. Pupils at school ‘A’ actually said dropping out due to pregnancies had become common since the introduction of the re-entry policy.

**Teachers’ responses**

Information from pupils on dropping out needed to be verified with that from teachers. If it was discovered that dropping out of school was common, teachers would have to guide and counsel pupils against effects of dropping out. Other measures would also be put in place to help pupils progress until completion. The following question was asked: ‘Is dropping out of school common among pupils? This was in a questionnaire. The response from all teachers who responded to the questionnaire was ‘No’. It was difficult to say whether or not this was true as it contradicted responses from pupils.

**Heads’ responses**

To further investigate the issue on dropping out, head teachers were asked to provide information on dropping out among pupils. If this was identified as a problem among pupils, measures would be suggested on how to reduce it. This information was difficult to get from all the three schools because none of the three school heads was willing to give such information. In fact each school head said there were no drop outs.

The researcher thus presumed that no school head wanted to be associated with the issue of drop outs because it reflects badly on the school. This contradicted pupils’ responses in focus group discussions; as pupils said dropping out still exists in the visited schools.

During the interview with one of the heads, the facial expression in response to the question on drop outs did not match with his words. The facial expression exhibited
some doubt as this head teacher struggled to select the words to use. The researcher assumed that this head did not want to tell the truth in order to preserve the image of the school. The information on dropping out could not be verified in all the three schools as the documents could not be availed. It was intended to use the documents such as registers of each class used for at least the last three years to determine whether the numbers and names on roll were the same or they had reduced or changed. This poses a limitation to the study.

4.10 Examination Anxiety

Pupils' responses

Cheating in examinations takes place when pupils have not adequately prepared for examinations as is expected of each pupil. This causes anxiety which leads to malpractices (cheating). It was imperative to find out whether or not examination anxiety which leads pupils to cheat was common among pupils in schools. This information was necessary as education authorities would only put measures in place to stop the vice if found to be common in schools. The following question was asked: ‘Is examination anxiety common in your school?’ This was in a questionnaire to pupils. Pupils had to answer with either a ‘Yes’ or ‘No’. There were both ‘Yes’ and ‘No’ responses.

Table 7: Responses on Examination Anxiety

<table>
<thead>
<tr>
<th>School</th>
<th>Yes responses</th>
<th>No responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>45 (80.4%)</td>
<td>27 (19.4%)</td>
<td>72 (36.9%)</td>
</tr>
<tr>
<td>School B</td>
<td>11 (19.6%)</td>
<td>40 (28.8%)</td>
<td>51 (26.2%)</td>
</tr>
<tr>
<td>School C</td>
<td>-</td>
<td>72 (51.8%)</td>
<td>72 (36.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>56 (28.7%)</td>
<td>139 (71.3%)</td>
<td>195 (100%)</td>
</tr>
</tbody>
</table>

Table 7 shows frequencies of the yes and no responses to whether examination anxiety is common among pupils. 56 (28.7%) pupils of the 195 pupils said it was common while 139 (71.6%) said it is not common. It seems that cheating in examinations may still exist. This is based on the responses of pupils (56) who said ‘Yes’.
To verify whether or not the responses from the questionnaire would match those in the focus group discussions, a question was asked to pupils as follows:

'Is examination anxiety common in your school?' The responses were as follows:

- In our class pupils like cheating especially during end of term tests because of fear of the tests.
- No it is not common for us to cheat in tests or examinations because teachers at this school teach well. (School C)
- We are given time to read every day so there is no need to fear or cheat.
- We learn a lot and study hard so there is no cheating.
- No one can heavily be punished if found cheating. (School C)
- Sometimes some are tempted to cheat by those who sell papers which are not real.

To probe further from pupils, the question was asked as follows: 'Has there been a reduction of examination anxiety (fear) among pupils?' The responses were:

- There are less incidences of cheating, so I can say there is less anxiety.
- Teachers at this school work very hard to cover as much work as possible and we (pupils) are encouraged to study hard. This has helped us to prepare for examination; therefore, there is less fear of the examination.

The responses seemed to suggest that examination anxiety was reduced as pupils prepared adequately for examinations. This may be the reason for reduced reported cases of cheating in examinations in the visited schools.

**Teachers' responses**

It was logical to find out information on examination anxiety from teachers. This was because most teachers invigilate examinations and so may have valuable information on the same. The question was asked as follows: 'Were there any reported examination malpractices last year, in your school?' The responses from the 16 teachers who responded to the questionnaire were, 'No.'
Education staff’s responses
To be sure whether examination anxiety had reduced or not, there was need to ask the question to education staff as well. This is because such malpractices are usually reported to them. The education officials were asked the question; ‘Has there been reported cases of examination malpractices by pupils to your office in 2005/2006?’ the responses were as follows:

- Numbers of malpractices have reduced.
- No cases were reported for the said period.
- When cases are reported they are handled right away.
- The ministry has put in strict measures, malpractices have reduced.

The responses seemed to suggest that examination anxiety had reduced because fewer incidences are reported.

4.11 Emotional Stress
Pupils’ responses
Stress may be harmful to an individual if not handled properly. Stress may also affect pupils’ performance at school. It was important to find out how pupils who exhibit emotional problems were helped or handled. This would determine how school guidance and counselling was handling such issues and how effective it was. The following question was asked: ‘Explain how pupils with emotional problems are helped?’ This was in a questionnaire to pupils. The responses were:

- They are sent to speak with the guidance teacher.
- They get help from the guidance teacher.
- Class teachers refer pupils with problems to the school guidance teacher. (150 pupils said this)

In the focus group discussion, pupils were asked as follows; ‘Explain how pupils who exhibit emotional stress are helped or handled. Some of the responses from pupils who received help from the service provided were as follows:
• (Pupil M): my mum was very sick. I missed school for a month. When I finally came back to school, I could not do the work well as my mum was still unwell. The grade teacher talked to me and sent me to get help from the school.

• The grade teacher talked to me and sent me to get help from the school counsellor. She talked to me once a week for four weeks. I started to work hard again.

• (Pupil X): my brother who was keeping me died suddenly in an accident, I was very disturbed and I wanted to stop school in grade 11 because I had many problems, I was helped by the guidance teacher who talked to FAWEZA to help me.

• My parents divorced after a lot of shouting and fighting each other for many months. It affected my school work. I lost interest in many things and I did not want school anymore. Was talked to many times by the guidance teacher. Later l liked school again (Pupil ‘T’ grade 12)

From the responses given, it may be said pupils get help to overcome the social or emotional problems they encounter. This may mean the services being offered are effective.

**Teachers’ responses**

Teachers help pupils with the emotional problems they may encounter. Alternatively, they may refer them to the guidance teacher. It was thus important to find out how pupils with emotional stress are handled as follows:

‘How are pupils with emotional stress helped?’ This was to teachers in a questionnaire.

The responses were as follows:

• Pupils who exhibit emotional stress were counselled individually.

• Class teachers refer pupils that have personal problems of a social or emotional nature to guidance teacher/school counsellor for further help.

• Those children who show emotional disturbance are talked to by the school counsellor.

• More help is given to them depending on the nature of the problem.
From the responses we may say that pupils with emotional or social problems had gotten the help they may have required.

4.12 Summary of Findings
The study sought to find out pupils’ benefits on the effectiveness of School Guidance and Counselling. The responses seem to suggest that pupils did benefit from the guidance and counselling services programme. This is based on what was obtaining at the time data was collected from the schools. In the next chapter the information is discussed.
CHAPTER FIVE

5.0. DISCUSSION OF RESULTS

The results in this study suggested that GCS was available in the visited schools. This was clearly indicated in such responses as ‘guidance is offered at this school, yes counselling is given, and yes the guidance teacher gives guidance.’ The results also suggest that components of guidance and counselling, namely- Guidance on subject combinations and Career choice, Counselling, reduction of dropping out, examination anxiety and emotional stress, are offered in the schools. These are in line with types of services that are supposed to be offered as outlined by Shertzer and Stone (1966); Makinde (1988); UNESCO (2000), Rao and Reddy (2003, Akinade (2005) and Geldard (2007).

This study established that pupils were aware of Guidance and Counselling Services provision in the schools. This was clear from responses from pupils and teachers such as ‘yes, posters are pasted on the notice board, announcements are made during assembly’ as means of creating awareness among pupils. The results also revealed that more pupils at high school level were aware of the service than those at basic school. This could mean that the services are not so much publicised at the lower levels of the education. The Ministry of Education (2000) states that Guidance and Counselling should be available to all pupils especially from grade 5 to 12. This is in line with what is suggested by other authors like Rao and Reddy (2003) and Pandey (2006).

Although results pointed to the fact that pupils said they were aware of the guidance and counselling services being offered in schools, not all those aware of the services got help even when they needed to do so. This may imply that more activities should be availed to pupils. This would be in agreement with writings by Rao and Reddy (2003) and Sharma (2005).

It was revealed in this study that schools had capacity to offer GCS. The visited schools had the space, materials and personnel to offer GCS even though it was also clear that these resources were not adequate. This was revealed from responses such as ‘guidance and counselling resources are available but not adequate, the guidance office is
available but shared. There is need to create a room for counselling’. The results of this study also suggested that even though there were trained teachers in GCS to offer the services, they were not adequate. This may be a challenge that MOE has to address if quality services are to be delivered. This was in line with literature by Sharma (2005).

In this study, results also suggested that of the three schools visited; all of them had office space and few materials on GCS. Each of them had two guidance teachers and among them some were not trained (specialised in guidance and counselling). It was further revealed that the guidance teachers were not only responsible for providing guidance and counselling but they also had teaching loads. In addition, in terms of communication network, the results of this study revealed that GCS is coordinated by the district office which reports to the provincial office and the provincial reports to headquarters. This implies that planning of guidance and counselling activities was coordinated at all levels. The results agree with studies by Rao and Reddy (2003) and Sharma (2005).

Although the results of this study suggested that pupils were guided in selecting subjects to take as options, they had no freedom to do so with regard to optional subjects. This was clear from the responses such as ‘in grade 10, we are given classes where optional subjects have been allocated. For example, 10A takes History while 10B takes Geography. So, when you go to 10A you have no choice but to take History even if you wanted to do Geography. The question that may be posed was whether it was possible for our education system to allow pupils choose what subjects to take while still in lower grades based on their ability or interest. The results also suggested that optional subjects offered at a school depended on the staff specialised in those specific areas or subjects. This may limit the options available to pupils. The results also suggest that some parents make decisions on what optional subjects their children may take. This was clear from such responses as ‘I had to take Commerce as an option instead of Art because that is what my dad wanted.’ This was in line with the writings of Lindhard (1985), Rao and Reddy (2003), and Sharma (2005).
The responses of this study suggested that pupils got information on career choice. This was made available to pupils through the career talks organised by school authorities and career exhibitions introduced by guidance and counselling section of MOE. This was confirmed by responses such as 'professionals are invited in various fields to hold talks with pupils.' However, the results also raise some concerns such as; the career talks and exhibitions are not available to all pupils but only to those in grade 12, apart from that they rather come too late at the end of the learning process when grade 12 are about to be ushered in the world of work. This can be seen from responses such as 'the talks are only organised for grade 12 pupils, only those in the final grade attend the talks, those in lower grades will need the information later'. This means that the School Guidance and Counselling section needs to reorganise the way these talks are availed to pupils so that all can benefit. The results also indicate that career exhibitions have been held annually for the last two years. These exhibitions provide more information to pupils on career choice. However, it was established that these had only been held at national and provincial levels but not at district let alone at school levels. This creates a gap in terms of information flow as only those pupils privileged to attend benefited. To some extent it also defeats the policy to provide guidance and counselling to all pupils from grade 5 to 12.

With reference to the issue of delinquency, the results suggested that juvenile delinquency still existed in schools. This was clear from the responses such as 'this is a school with teenagers, so one can not expect children at that age to be perfect; in my class pupils like dodging classes I think it is bad manners'. The challenge for school authorities would be to come up with measures to continuously reduce delinquent behaviour among pupils especially that which may affect pupil performance. This was in line with arguments by Lindhard (1985), Makinde (1988) and Pandey (2006).

The findings of this study suggested that dropping out of school was still common among pupils. During focus group discussions pupils said that dropping out of school for various reasons still exists. Some of the responses to confirm this were thus: 'some girls in our class have stopped school madam because they are pregnant; yes some stop school to work as maids like 'X' in our class; X stopped school to look after the mother who is sick. She has not come to school since last term'. What was not known from the
study was the numbers of, or the rate at which, pupils dropped out because heads of schools were not willing to discuss the issue. This was because it would have reflected badly on the school.

The results moreover suggested that examination anxiety had reduced among pupils because they were fewer cases reported to MOE in 2005/2006 in the visited schools. It could mean that pupils prepare adequately for examinations and thus it had resulted in reduced examination anxiety which led to cheating. Nevertheless, it must be mentioned that during focus group discussions some pupils said that some forms of cheating still existed. Pupils mentioned that some pupils cheated even during end of term tests.

It was revealed in this study that pupils with emotional stress were given help to cope with strenuous situations. Pupils that exhibited emotional stress were counselled. This was evidenced from the responses such as 'those children who show emotional disturbance are talked to by the school counsellor; class teachers refer pupils who have personal problems of a social or emotional nature to guidance teacher/school counsellor for help; Pupil (X) said my brother who was keeping me died suddenly in an accident, I was very disturbed and I wanted to stop school in grade 11 because I had financial problems, I was helped by the guidance teacher who talked to Faweza to help me'. This is in agreement with Gillis (1984), Makinde (1988) and Pandey (2006).

In addition the results of this study suggested that GCS was not time tabled in the visited schools. It was usually offered to pupils in form of class or group guidance at the start of a lesson or during assembly. This may affect the quality of guidance as not much work may be covered in this area. The results also suggest that most of the teachers who offer guidance and counselling are not trained in GCS. This affects quality of services offered.

Finally, the results suggest that pupils in the selected schools were aware of the Guidance and Counselling services in the schools. The responses also suggested that for those pupils who had used the services they had benefited from them. This means that there was need to continue offering the services but improve on the quality of the service.
CHAPTER SIX
6.0. CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSION
It can be concluded from the study that provision of GCS was available in the visited schools but was not very effective. It must however, be noted that pupils who had a chance to use GCS had benefited from the service. It may be concluded that unless the School Guidance and Counselling section of MOE puts in measures to ensure that pupils at all levels of the school system were aware of the Guidance and Counselling services in the schools and used the services, they would not benefit from GCS. From the results of the study, we may conclude that there are challenges that School Guidance and Counselling section needed to address, especially the issues that may hinder quality provision of the services and making it accessible to all pupils.

It was also concluded from the study that MOE needed to orient or train more teachers to offer guidance and counselling as low numbers of teachers offering GCS affected the effectiveness of the service delivery. It was concluded from the results that career talks were not held in remote parts of the country yet, hence MOE should devise a way in which more pupils including those in the rural areas can benefit from the service more so the career talks.

It can be concluded from results of the study that dropping out still existed among pupils, hence the challenge for MOE was to address causes of dropping out or to ensure that it was reduced from whatever the current levels that may be.

It would be concluded that cheating in examinations still existed among pupils thus the challenge for teachers was to find ways to ensure that pupils were prepared adequately to avoid cheating during examinations.

All in all, it can be concluded that pupils who had used GCS had benefited from the services. However, a lot more needed to be done to improve on quality service delivery or the purpose for which GCS was reorganised would be meaningless.
6.2. RECOMMENDATIONS

Based on the above findings, the following recommendations were made:

- Training more teachers in Guidance and Counselling.
- The Ministry officials and school authorities should provide office space and materials to offer Guidance and Counselling.
- Guidance teachers or school counsellors should work full time on exclusively offering Guidance and Counselling.
- Career talks organised by school authorities and information on the same should be available to all pupils not only grade 12s.
- Career exhibitions should be held at school, district and provincial level.
- The Ministry of Education should ensure that each school has at least two trained teachers in Guidance and Counselling.

6.3. RECOMMENDATIONS FOR FURTHER RESEARCH

1. Further studies should be done to cover rural areas in order to have comparative data which could be a better basis for planning to improve quality delivery because problems that may be faced in rural areas are different from those in urban areas.

2. Studies should be done on a large scale to cover more provinces determine the extent to which these services were benefiting pupils and basis for generalising the data.
REFERENCES


APPENDICES

APPENDIX I

SCHOOL GUIDANCE AND COUNSELLING SERVICES

RESEARCHER ADMINISTERED QUESTIONNAIRE FOR PUPILS

Instructions:

- Please answer all questions
- Write in the space provided

Section A.

1. Name of School

2. Sex
   A. Male
   B. Female

3. Number of years at the current school? (  )

4. What Grade are you? (  )

5. How old are you? (  )

6. What is the occupation of your parent/guardian?
   Male parent/guardian
   Female parent/guardian

7. How many kilometres is your home from school? (  )

Section B

8. Does the school offer guidance and counselling services?
   A. Yes
   B. No
9. Are you aware of guidance and counselling services in the school?
   A. Yes
   B. No

10. If the answer to question 8 is yes, have you used the services?
   A. Yes
   B. No

   Give reasons
   ..............................................................................................................
   ..............................................................................................................

11. What type of services does the school guidance and counselling programme at your school offer?
   A. Career
   B. Counselling
   C. Educational/academic
   D. Emotional stress

12. Does the school guidance and counselling programme meet your needs as a pupil?
   A. Yes
   B. No

   Give reasons for your answer
   ..............................................................................................................

13. Who do you feel the guidance teacher/school counsellor is concerned with mostly?
   A. Bright pupils
   B. Average pupils
   C. Truant pupils (Offending, malingerer)
   D. Delinquent pupil (Offending, naughty)
   E. All of these
14. If you had a choice, would you prefer a male/female guidance teacher/school counsellor?
   A. Male
   B. Female
   Give reasons why you say so ..........................................................

15. Explain how pupils with personal or emotional problems are helped?
........................................................................................................

16. Do class teachers at your school offer you guidance?
   A. Yes
   B. No

17. Does the class teacher help you with any problems you might have?
   A. Yes
   B. No

   If yes, explain how?...........................................................................

   If no, explain why? ...........................................................................

Section C

18. Does the school organize orientation programmes on school operations for parents?
   A. Yes
   B. No

19. Is examination anxiety common in your school?
   A. Yes
   B. No
20. Do you pupils get guidance on subject combinations?
   A. Yes
   B. No

21. Does the school organise any career talks for pupils?
   A. Yes
   B. No
   If yes, explain how they are done

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

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

   If no, explain why

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

22. Is dropping out of school common among pupils at your school?

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

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

23. How common is delinquent (bad) behaviour among pupils at your school?
   A. Very common
   B. Not common
   C. Rare

24. If you had a problem with whom would you feel free to discuss it?
   A. Friend
   B. Class teacher
   C. Parent/Guidance
   D. Guidance teacher/school counsellor

   Give reasons why?

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

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

25. What problems would you want Guidance and Counselling to emphasise?

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

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

   Thank you
APPENDIX II

SCHOOL GUIDANCE AND COUNSELLING SERVICES

INTERVIEW GUIDE FOR PUPILS

Instructions:

• Please answer all questions.

Section A. Profile (sign the consent form)

Section B

1. Does the school offer guidance and counselling services?

2. Are you aware of guidance and counselling services in the school?
   
   If the answer to question 2 is yes or no; explain why you have/have not used the service.

3. What type of services does school guidance and counselling programme at your school offer?

4. Do you think the school guidance and counselling programme is suited to pupils’ needs?

5. Give reasons for your answer in 4.

6. Who do you feel the guidance teacher/school counsellor is concerned with mostly?

7. Explain why.

8. If you had a choice, would you prefer a male/female guidance teacher/school counsellor? Give reasons for your answer.

9. Explain how pupils with personal problems are helped.

10. Do class teachers at your school offer you guidance?
11. Do you think it is the teacher's job to help you with any problems you might have?

12. Does the school organise orientation programmes for parents?

13. Is examination anxiety common in your school?

14. Do you pupils get guidance on subject combinations?

15. Does the school organise career talks for pupils?

16. Is dropping out of school common among pupils?

17. How common is delinquent (bad) behaviour among pupils?

18. If you had a problem, with whom would you feel free to discuss it?

Why?
What problems would you want guidance and counselling to emphasise?

Thank you
APPENDIX III
SCHOOL GUIDANCE AND COUNSELLING SERVICES

COUNSELLORS AND CLASS TEACHERS

This questionnaire is to be completed by class teachers and guidance teachers. Tick or write word/sentence in the space provided. Your answers will be treated in the utmost confidence.

Section A. Profile of Respondent

1. Sex
   A. Male  ( )
   B. Female  ( )

2. How old are you?
   A. 20 and less  ( )
   B. 21 – 30  ( )
   C. 31 – 40  ( )
   D. 41 and above  ( )

3. How long have you been teaching?
   A. 0 – 4  ( )
   B. 5 – 9  ( )
   C. 10 – 14  ( )
   D. 15 – 19  ( )
   E. 20 and above  ( )

4. What grade(s) do you teach?
   ...........................................................................

5. What is your highest professional qualification?
   A. Primary teacher's Certificate  ( )
   B. Secondary teacher Diploma  ( )
   C. University Degree  ( )
6. Are you trained in guidance and counselling?
   A. Yes ( )
   B. No ( )

7. Are you a class teacher or Guidance Teacher/School Counsellor?
   A. Class teacher ( )
   B. Guidance teacher/School counsellor ( )

8. What is the size of your class(s)?
   ........................................................................

Section B. Guidance and Counselling

9. Does the school offer guidance and counselling?
   ........................................................................

10. Explain what is done to make pupils aware of guidance and counselling services in the school.
    Write in full
    ........................................................................

11. Where there any reported examination malpractices last year, 2006 in your school?
    Yes ( )
    No ( )

12. Does the school help pupils in selecting subject combination?
    Yes ( )
    No ( )
    Give reasons for your answer ..........................................................
    ........................................................................

13. Does the school hold career talks for pupils?
    Yes ( )
    No ( )
14. How often are pupils with learning difficulties given help?
   Never ( )
   Rarely ( )
   Often ( )
   Frequently ( )

15. Is dropping out of school common among pupils in the school?
   Yes ( )
   No ( )

16. Is juvenile delinquency common in the school?
   Yes ( )
   No ( )

17. If yes to 16, what could be the reason?
   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................

18. How are pupils with emotional stress helped?
   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................

19. Is there an orientation programme for new pupils in the school?
   Yes ( )
   No ( )

20. Are pupils given group Guidance and Counselling?
   Yes ( )
   No ( )

21. If yes what issues/topics are addressed?
   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................

22. Do parents show interest in Counselling for pupils?
   Yes ( )
   No ( )
23. Does the school help pupils to develop individual abilities and interest?
   Yes ( )
   No ( )

   If yes, explain how .................................................................
   ...........................................................................................

24. Does the school help pupils on any unsupportive home or family relationship?
   Yes ( )
   No ( )

   If yes, how? .................................................................
   ...........................................................................................

   If no, why? .................................................................
   ...........................................................................................

25. State whether the school prepares pupils adequately for further education or employment?
   ...........................................................................................

26. Do you think the school Guidance and Counselling Programme helps to develop pupils holistically?
   Yes ( )
   No ( )

27. Give reasons to question 27 above
   ...........................................................................................
   ...........................................................................................

28. Do you have anything else to say on how guidance and counselling is working?
   ...........................................................................................
29. With respect to the number of Guidance Teachers/School Counsellors available, Would you wish?

Number remains the same   ( )
Number is increased        ( )
Number is reduced          ( )

Section C. Facilities and Resources

30. Does the school have a guidance office?

Yes    ( )
No     ( )

31. Does the school have any instructional materials on guidance?

Yes    ( )
No     ( )

If the answer to question 32 is 'no', briefly explain why

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

Thank you.
APPENDIX IV

SCHOOL GUIDANCE AND COUNSELLING SERVICES

INTERVIEW SCHEDULE FOR HEADS OF SCHOOLS

Please answer the following questions

1. What is your position?
2. Sex
3. How old are you?
4. How long have you served as an administrator?
5. What is your highest professional qualification?
6. Are you trained in guidance and Counselling?
7. How is the school Guidance and Counselling programme run in your school? (What is done to make pupils aware of guidance and counselling services at the school?)
8. Briefly explain what would be the best way to run school guidance and counselling?
9. How many qualified guidance teachers/school counsellors does the school have?
10. What would be the ideal number of Guidance teachers/school counsellors in your school?
11. Explain whether all pupils receive appropriate Guidance and Counselling services?
12. Does the school invite professionals to hold career talks with pupils?
13. Explain how pupils with emotional stress are helped?

14. Has there been a reduction of examination anxiety among pupils?
15. Kindly provide information on dropouts in your school as below? Dropouts for various reasons)

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16. Does the school have enough materials/resources to offer guidance?

17. Do you have anything else to say on how guidance and counselling is working?

Thank you
APPENDIX V

SCHOOL GUIDANCE AND COUNSELLING SERVICES

INTERVIEW SCHEDULE FOR MINISTRY OF EDUCATION STAFF

Please answer the following questions

1. What is your position?

2. Sex

3. How old are you?

4. How long have you served as an administrator?

5. What is your highest professional qualification?

6. Are you trained in guidance and Counselling?

7. How is the school Guidance and Counselling programme run in your district/province?

8. Briefly explain what would be the best way to run school guidance and counselling?

9. How many qualified guidance teachers/school counsellors does the district/province?

10. What would be the ideal number of Guidance teachers/school counsellors in your district/province?

11. Explain whether all pupils receive appropriate Guidance and Counselling services?

12. Would you be in a position to know whether schools invite professionals to hold career talks with pupils?

13. Have there been reported cases of examination malpractices by pupils reported to your office? (2005/2006)

14. Does the district/province have enough materials/resources to offer guidance?

66
15. Outline the components of guidance and counselling offered by the ministry.

16. What else can you say about how the guidance and counselling programme is working in the district/province?

*Thank you*
APPENDIX VI

CONSENT FORM FOR PUPILS

Self-Introduction
My name is Abigail Tuchili. I work for Ministry of Education HQs, at Curriculum Development Centre. I have to conduct discussions with pupils like you. The purpose is to find out how school guidance and counselling is operating. I would like to ask you to take part in the group discussions. Your participation is voluntary and any information you give will be kept confidential. If you have any questions with regard to this study, I will be more than willing to answer them.

Thank you

'I consent (agree) to participate in the group discussions.'

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APPENDIX VII
CONSENT FORM FOR TEACHERS

Self Introduction
My name is Abigail Tuchili. I work for Ministry of Education HQs, at Curriculum Development Centre. I am conducting a survey on the operations of school guidance and counselling. In order to do this, I have to collect information from class teachers and guidance teachers or school counsellors like you. The purpose is to find out your views on how school guidance and counselling has been operating. I would like you to participate in the study. Any information you give will be kept confidential. I will be more than willing to answer any questions you may have in regard to this study.

Thank you

'I consent to participate in the study.'

........................................................
Signature

........................................................
Date
APPENDIX VIII

CONSENT FORM FOR EDUCATION STAFF AND HEADS OF SCHOOLS

Self Introduction
My name is Abigail Tuchili. I work for Ministry of Education HQs, at Curriculum Development Centre. I am conducting a survey on the operations of School Guidance and Counselling. In order to do this, I am conducting interviews with Ministry of Education staff and Heads of schools like you. The purpose is to find out how school guidance and counselling has been working. As one of the members of staff/head, I would like to ask you to participate in the research by answering my questions. Any information you give will be kept confidential. If you have any questions regarding this study, I will be more than willing to answer them.

Thank you.

' I consent to participate and will take part in the interview.'

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

Signature

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

Date