

**NATURE AND BENEFITS OF GUIDANCE AND COUNSELLING  
SERVICES OFFERED IN SELECTED PUBLIC SECONDARY  
SCHOOLS IN MANSA DISTRICT**

**BY**

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**A Dissertation Submitted to the University of Zambia in Partial Fulfillment of  
the Requirements for the Award of the Degree of Master of Education in  
Educational Psychology**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2015**

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## **DECLARATION**

I, Mwape Joseph do hereby declare that this dissertation presents my own work and that it has not been previously submitted for the award of a degree or any other qualification to the University of Zambia or any other University. All references have been adequately acknowledged.

Signature: .....

Date:.....

**APPROVAL**

The University of Zambia approves this dissertation of Mwape Joseph as fulfilling part of the requirements for the award of a Degree of Master of Education in Educational Psychology.

**Signature**

**Date**

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## **DEDICATION**

I dedicate this work to my late mother Docas Chibale, my wife Saphy and my children: Chomba, ‘Mayo’ Chibale and Mapalo who I’m deeply indebted to for their selfless patience, support and tireless endurance during my pursuit of this course. Being on a self- sponsorship, I struggled for the fees and there were times when my wife and children went without food just to see me through this course.

## **ACKNOWLEDGEMENT**

In the first place I would like to thank the Almighty God for his abounding mercy and love that he has continued to show in my life. I would like to express my sincere gratitude to my supervisor Dr. Ecloss Munsaka for his tireless constructive guidance and encouragements rendered to me throughout the course of this work.

Many thanks also go to the management, staff and pupils of Kabunda Girls, Mabumba Day and Mansa Secondary schools where data was collected from. I'm as well grateful to my head teacher Mrs. Siame C. Ivy for her invaluable support and understanding.

I'm also deeply indebted to Mr. and Mrs. Mukosa of UNZA who helped me in many ways throughout my stay at the University of Zambia. I can't forget to appreciate the support I got from various friends such as Mr. Shanzi Geoffrey my course mate, Mrs. Kadinka Grace Shimishi, Fr. Kaoma Godfrey, Ms. Chisangano Eularia of Mukuba University, Ms. Chisangano Cynthia and Mr. Kainga Victor.

May I also thank my lovely and caring wife, Saphy, who persevered a lot during the course of my study. Thanks also to all my family members and other friends too numerous to mention who helped me in one way or another.

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## **ACRONYMS**

<b>AIDS:</b>	Acquired Immune Deficiency Syndrome
<b>HIV:</b>	Human Immuno Virus
<b>G &amp; C:</b>	Guidance and Counselling
<b>MESVTEE:</b>	Ministry of Education, Science, Vocational Training and Early Education
<b>KG:</b>	Kabunda Girls Secondary School
<b>MB:</b>	Mabumba Boarding Secondary School
<b>MD:</b>	Mabumba Day Secondary School
<b>UNESCO:</b>	United Nations Education Scientific and Cultural Organisation

## **ABSTRACT**

The importance of guidance and counselling services in Zambian schools cannot be over emphasized. That's why as early as 1971, a guidance and counselling unit was established in schools and reorganized in 1990. This study therefore, investigated the nature and benefits of guidance and counselling services offered in public secondary schools in Mansa district because most of the local studies were concentrated along the line of rail. Three objectives guided the study which were: to identify the challenges pupils in secondary schools face; to find out the nature of services offered by the guidance and counseling department to pupils; and to determine the ways in which pupils benefit from guidance and counseling services offered. A case study of three public secondary schools in Mansa district was used to conduct this study. The sample size was 66 of which 60 were pupils, 3 guidance and counselling teachers and 3 head teachers. Questionnaires were used to collect data from guidance and counselling teachers and pupils. To crosscheck pupils' response, the focus group discussion was also used. Interviews were used to collect data from head teachers.

The study revealed that pupils were facing a lot of challenges which were educational/academic, career/vocational and social/personal related challenges. With regards to the nature of guidance and counselling services offered, the study revealed that not all the components of guidance and counselling services were offered. Only examination talks were reported to be significantly offered. Records to show the existence of the rest of the activities were not there. The schools sampled had no guidance and counselling program to follow and teachers were not trained but just seconded to the section. The study also revealed that pupils had not benefited much from the services offered because most of such services were not offered.

The study concluded that even though pupils faced a number of challenges, little was done in the provision of guidance and counselling services in the schools sampled and many pupils did not benefit much. Therefore, it was recommended that guidance and counseling should be taught to all student teachers so that as they graduate, they will have skills in various guidance and counseling services. The department should also be introduced in schools for guidance and counselling with the head of department responsible. Finally, teachers trained in guidance and counselling should be deployed in public secondary schools and materials be distributed.

# CHAPTER ONE

## INTRODUCTION

This chapter gives an overview of the study by looking at the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, theoretical framework and operation definitions.

### **1.1 Background:**

Many scholars, such as Thungu, wandera, Gachie and Alumande (2012) and Kochhar (2013) have emphasized the need for the provision of guidance and counseling services in schools because they help pupils deal with the day to day problems that they face. Furthermore, Watts and Kidd (2000:489) argue, "No child and no adult is sufficient unto himself. Only by the help he receives from others can the decisions of life be made". This statement has stressed the fact that the need for guidance and counseling services in schools cannot be over emphasized as pupils need them for them to grow and develop into useful members of society. This is particularly important for pupils in secondary schools as they spend most of their time away from their parents. Teachers must therefore play a role of parents in order to help pupils shape their lives.

According to MESVTEE (2012) learners in the secondary school system come from a diversity of learning backgrounds. This means that there is diversity in their entry socio-economic and academic profiles, which translates into a differential in their behaviour patterns. It is also common knowledge that today's child is seen as developing, needing not only academic knowledge but also information about the psycho-social dynamics and changes that are coupled with being a member of a family, society and nation.

Kochhar (2013) discusses that guidance is a broad term that is applied to a school's programme of activities and services that are aimed at assisting students to make and carry out adequate plans and to achieve satisfactory adjustment in life. Guidance can be defined as a process, developmental in nature, by which an individual is assisted to understand, accept and utilize his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/or her

aspirations, (Kochhar, 2013). Guidance as an educational construct involves those experiences, which assist each learner to understand him/or herself, accept him/or herself and live effectively in his/or her society. This is in addition to the learner having learning experiences about the world of work and people therein.

Counseling is usually viewed as one part of guidance services. It is subsumed by the general term, guidance, in that it is one service within guidance rather than a synonym. It is difficult to think of one definition of counseling, however, MESVTEE (2012) argues that counseling is a process and this process involves a person who offers help to expresses care and concern towards the person in need of help in order to facilitate that person's personal growth and positive change through self-understanding.

Kundu (2015, p. 455) defines counselling as “a process in which a relationship between a professionally trained counselor and an individual seeking help to adjust effectively with a personal concern of educational, vocational or personal - social (psychological) field.” Counseling therefore, denotes a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people understand and clarify their views of their life-space, and to learn to reach their self-determined goals through meaningful, well-informed, choices and through resolution of problems of an emotional or interpersonal nature.

According to Kochhar (2013), the goal of guidance and counseling is to make it possible for an individual to see and explore his/or her unlimited endowed options. Educationally, guidance should involve those experiences which assist each learner to understand and accept him/herself so as to live effectively in society. Therefore, down through the ages, a scheme of guidance and counseling has been found to be essential for all categories of learners. At the higher education level, this need becomes accentuated as we have the greatest mix of interests, preferences and cognitive competencies in the school system.

Realizing the important need for guidance and counseling services especially to pupils, Okumu (2010) discusses that formal guidance and counseling services were first introduced in America by 1913 as vocational guidance although traces for the foundations of counseling and guidance

principles can be made to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. Okumu (2010) further argues that there is also evidence to argue that some of the techniques and skills of modern-day guidance and counseling were practiced by Catholic priests in the Middle Ages through the dedication to the concept of confidentiality within the confessional practices. In the 1920s and 1930s there was an expansion of counseling roles beyond working only with vocational concerns but also with social, personal, and educational aspects of a student's life which also needed attention.

Later on, guidance and counseling services were spread all over the world including Africa. UNESCO (1998) indicates that African Ministers of Education resolved to introduce guidance and counseling services in their schools due to a growing number of problems and challenges encountering pupils in schools especially the girl adolescents. In South Africa, for example, Euvrard (1992) explains that guidance and counseling services were introduced in white and coloured schools by 1967 and extended to schools for the blacks in 1981.

In Botswana, Navin (1989) argues that guidance and counseling services were introduced in schools in 1963. They were introduced to provide pupils with career and tertiary education information and also to help them deal with their personal and interpersonal problems. Maluwa-Banda (1998) also indicates that guidance and counseling services were introduced in all Malawi's secondary schools in the 1990s. The services were introduced to help pupils develop skills to deal them with their many social, personal, educational and vocational challenges.

Zambia did not remain behind in terms of guidance and counseling provision in schools. Ministry of Education (2001) explains that in 1971, careers guidance unit was introduced in Zambian schools and career guidance offices were appointed. They worked under the administration of psychological services at the Ministry of Education Headquarters. Furthermore, career teachers were appointed in schools. Since then, the unit has undergone a number of transformations and now guidance and counseling teachers are trained at Luanshya Technical and Vocational Teachers College, National In-service Teachers' College (Chalimbana) and Zambian Open University. In fact the University of Zambia has also introduced a Masters

Degree in Guidance and Counseling. This is in an effort to provide the educational sector with trained guidance and counseling teachers.

Nkhata (2010) discusses that Guidance and Counseling section in Zambian schools is tasked to provide guidance and counseling services in order to help pupils deal with their problems and make informed decisions. Such services therefore, must be relevant to the needs and experiences of pupils in order to help them deal with their day to day problems that they are confronted with. Guidance and counseling teachers must spend their time observing and interacting with pupils in order to acquaint themselves with the problems affecting their pupils. They should develop a program that will be responsive to the needs of the learners and not just any other service.

Several studies that have been conducted in different parts of the country on guidance and counseling services in schools revealed that the necessary services were provided in most secondary schools. For example, a study conducted by Tuchili (2008) in Lusaka and the other one conducted by Kasonde, Ndhlovu and Phiri (2009) in selected schools in Central, Southern and Copperbelt provinces both indicated that guidance and counseling services were provided in the schools visited. This was also confirmed by the study done by Nkhata (2010) in selected schools in Southern Province and the other one done by Makumba (2013) in selected schools in Mumbwa. The above studies all reported that pupils benefited from the services offered to them.

One commonality about all the studies conducted in the country is the fact that to a larger extent, they were all done along the line of rail. Furthermore, despite such efforts done by the Ministry of Education in general and the schools in particular, reports coming from schools, especially those in rural areas, are disturbing in that a number of pupils are reportedly involved in a number of illicit activities such as drug abuse, alcohol abuse and illicit sex resulting in teenage pregnancies, (MESVTEE, 2012). This state of affair therefore, calls for research to be conducted especially in schools far away from the line of rail where evidence of studies done is scanty. The need to scrutinize the nature and benefits of guidance and counseling services offered to pupils in schools especially in public secondary schools where most of such reports come from cannot be over emphasized.

MESVTEE (2013) argues that by 2010, there were over 15,000 teenage pregnancies among school going girls in Zambia. The number remained high even in 2011 at 12,285 while 2012 recorded an increase to stand at 14,849. In 2013 the ministry of education recorded 14,928 teenage pregnancies among school going pupils. The statistics show that while the trend for girls in primary schools is reducing, the one for girls in secondary schools, especially those in grades 8 and 9 keeps increasing. Furthermore, Kasonde et al. (2009) in the study conducted in selected high schools in Central, Southern and Copperbelt provinces revealed that cases such as beer drinking, vandalism, peer pressure, bad company, lack of parental guidance and smoking were mostly prevalent in most secondary schools.

Although guidance and counseling services do not and cannot make pupils perfect, according to the Kochhar (2013) argues that guidance and counseling services can help pupils deal with their day to day problems by solving them. This therefore, may help reduce a number of illicit activities among school going pupils which is not a case in most public secondary schools in Zambia. The reduction in illicit activities can therefore be achieved if relevant guidance and counseling services are provided to pupils and if pupils themselves find them beneficial.

The question that remains unanswered, therefore, is whether the purported guidance and counseling services offered to pupils in public secondary schools are beneficial to them so as to help them deal with their day to day problems given the escalating number of illicit activities reported. It is against this background that this study sought to investigate the nature of guidance and counseling services offered to pupils in secondary schools and the ways in which such pupils benefit from such services.

## **1.2 Statement of the Problem**

Despite evidence of guidance and counseling services being provided in some secondary schools, most pupils are reportedly failing to deal with their day to day problems as confirmed by the escalating number of illicit activities involving pupils such as drug/ alcohol abuse and teenage pregnancies, (MESVTEE, 2013; Kasonde et al., 2009). Furthermore, although a number of studies have been conducted on this topic in different parts of the country, such studies concentrated mostly along the line of rail.

In fact, a study by Tuchili (2008) conducted in Lusaka on the evaluation of guidance and counseling services recommended that a study also be done in rural areas such as Mansa district to ascertain the nature and ways in which pupils benefit from such services. This study therefore, sought to investigate the nature and ways in which guidance and counseling services offered in public secondary schools in Mansa district benefit the pupils.

### **1.3 Purpose of study**

The purpose of the study was to investigate the nature and benefits of guidance and counseling services offered to pupils in public secondary schools in Mansa district.

### **1.4 Objectives of the Study**

The specific objectives of this study were as follows:

1. To identify the challenges pupils in public secondary schools in Mansa district face which are dealt with by guidance and counseling section.
2. To establish the nature of guidance and counseling services offered to pupils in public secondary schools in Mansa district.
3. To determine the ways in which pupils benefit from guidance and counseling services offered in public secondary schools in Mansa district.

### **1.5 Research Questions**

1. What challenges do pupils in public secondary schools in Mansa district face which are dealt with by guidance and counseling section?
2. What is the nature of guidance and counseling services offered to pupils in public secondary schools in Mansa district?
3. How do pupils benefit from guidance and counseling services offered in public secondary schools in Mansa district?

## **1.6 Significance**

This study is expected to add on the existing literature about the provision of guidance and counseling services in public secondary schools in Zambia especially in other parts of the country where data is currently scanty. This study will particularly be useful to the Ministry of Education in strengthening policies on guidance and counseling in public secondary schools in Mansa District. It is also hoped that this study will provide information that can be beneficial to school administrators and guidance teachers so as to help them provide quality guidance and counseling services to their pupils. This will in turn help pupils deal with their day to day problems adequately and consequently reduce on illicit activities.

## **1.7 Delimitation**

This study was conducted in three selected public secondary schools in Mansa district, Luapula province. The schools were Mansa Boarding, Kabunda Girls Boarding and Mabumba Day Secondary Schools.

## **1.8 Limitations**

The study was only conducted in three public secondary schools therefore results from this study may not be generalized to represent all secondary schools in Mansa district in particular and Luapula Province in general. However, it is hoped that the results of this study has given an insight of what the picture is like in public secondary schools in Mansa district.

## **1.9 Theoretical frame work**

This study was guided by the humanistic theory of learning and counseling. This is also called person centred or third force psychology because it focuses on a whole person as an individual and also this humanistic psychology was preceded by two other important theories called behaviorism and psychoanalysis, (O'Connor & Lages, 2007). This approach to education is based on the works of humanistic psychologists, most notably Abraham Maslow and Carl Rogers.

According to Munsaka (2011) the humanistic approach to learning was not intended to be a learning theory but rather as a general theory to explain how well a person can realize full human potential regardless of who, where and what they are. All approaches within the humanistic theory seek to engage the whole person; therefore, the intellect, feeling, social life capacities, and artistic and practical skills are all important focuses for growth and development of an individual. Important objectives include developing children's self-esteem, their ability to set and achieve appropriate goals, and their development toward full autonomy, (Cornelius & Harbaugh, 2010).

This theory was chosen in that it best describes the characteristics that schools should adopt if the guidance and counseling services offered to pupils are to be beneficial to them. There should be positive regard and unconditional love for every pupil by the guidance and counseling teachers as they offer guidance and counseling services to pupils. Furthermore, such services should aim at helping pupils deal with their own problems by making right choices. Pupils should be viewed as rational, socialized, forward moving and realistic and that the anti social behaviour, hostility and other unwanted tendencies are just reactions to the frustration of more basic impulses of love, belonging and security, (Munsaka, 2011).

Since according to Patterson (1977), people are basically cooperative, constructive and trustworthy, pupils are therefore capable of developing the necessary characteristics. Using this theory, it can be contended that the escalating illicit activities within public secondary schools may be to a certain extent be reduced if necessary guidance and counseling services are offered so as to benefit pupils in order to help them deal with their day to day challenges of life. This is because Kochhar (2013) argues that the focus of guidance and counseling services is the individual not the problem as they endeavour to promote growth of a person in self direction.

#### **1.10 Operational definitions:**

***Benefit:*** the help that one gets from a guidance and counseling program or service which in turn enables pupils to improve their behaviour, academic achievements and future wellbeing.

**Challenges:** these are educational, career and/or personal/social problems that pupils face

**Guidance and counseling services:** A program or service intended to assist individuals, of any age and at any point throughout their lives, to make personal, social, educational, training and occupational choices and to manage their careers and lives.

**Educational guidance and counseling:** This is an aspect of guidance and counseling which concerns itself with assisting the pupils in their curriculum and school life choices.

**Vocational/career guidance and counseling:** This is an aspect of guidance and counseling which addresses the learners' problems as regards to vocational and career choices.

**Personal and social guidance and counseling:** This is an aspect of guidance and counseling that deals with the very personal problems that pupils meet as individuals and also as social beings.

**Guidance and counseling teacher:** an educator trained and qualified to work in secondary/primary schools to provide academic, vocational/career, and personal/social competencies to all pupils through a school guidance and counseling program.

**Illicit activities:** These are unlawful activities or such activities that are not legally permitted among pupils in Zambian secondary schools.

**Nature of guidance and counseling services:** The different and specific types of guidance and counseling services offered to pupils in public secondary schools.

**Public secondary school:** These are schools owned and controlled by government.

**Satanism:** The practice, portraying or/and experiencing of some evil or cruel behaviour which happens mysteriously and perceived to be as a result of evil powers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focuses on relevant literature on the nature and benefits of guidance and counseling services offered to pupils in public secondary schools. The reviewed literature was done in line with the study objectives that included the challenges pupils in secondary schools face, the guidance and counseling services offered to pupils and the benefits of guidance and counseling services offered to pupils in public secondary schools. The study reviewed various studies and works done in the western world and African countries especially those talking about guidance and counseling services provision in Zambian schools. They include a study done by Tuchili (2008) in selected schools in Lusaka province and the other one done by Kasonde et al. (2009) conducted in Copperbelt, Central and Southern provinces. The other local studies reviewed were those by Nkhata (2010) and Makumba (2013) conducted in Southern province and Mumbwa district respectively.

#### **2.2 Challenges pupils in secondary schools face**

Pupils in public secondary schools face various challenges and problems worldwide that need the guidance and counseling services. For example, Watts and Kidd (2000:489) argue, "No child and no adult is sufficient unto himself. Only by the help he receives from others can the decisions of life be made." in addition, the Ministry of Education has realized that pupils face a lot of challenges that demand guidance and counseling services. MESVTEE, (2012) points out that, learners in the secondary school system come from a diversity of learning backgrounds and therefore there is diversity in their entry socio-economic and academic profiles, which leads to them having different behaviour patterns. Moreover, today's child just like any other child should be seen developing, thereby needing not only academic knowledge but also information about the psycho-social dynamics and changes that pose a number of challenges.

According to Manitoba Education, Citizenship and Youth (2007), pupils face problems that can be considered to be crisis in nature. The following illustrates some crisis situations that pupils are

likely to be found in and they include: child protection/neglect/abuse, a situation where a pupil has been neglected by his/her parents or guardians. This is serious because secondary school pupils need support both morally and financially and failure to address their plight may lead to some of them stopping school due to financial constraints.

The other problem that secondary school pupils have to face is keeping up with their academics. Lippman (2001) argues that while a secondary school is not quite as tough as college, it still carries with it some academic responsibility. When pupils mix in family life, extracurricular activities, sports, and hanging out with friends, those don't leave them much time for homework or any other academic work. This is because many secondary school pupils choose to participate in extracurricular activities such as football, basketball, baseball, band, speech, or debate. Most of the time, they have to practice for these programs every day. Then they have games or concerts or performances that they have to do well in. This puts more pressure on them in addition to the other issues that they have to deal with. So, dividing time and balancing up between academic work and extracurricular activities become a problem.

Kochhar (2013) argues that pupils in secondary schools face problems with making decisions about major career or just higher education in general. A high school counselor should give ideas and prospect for secondary school pupils regarding their decisions after high school. This is a common problem for this level because some pupils are unsure of what they want to do with their lives after secondary school and need more details and information about their individual skills and academic performances.

Pupils also find themselves in threat making or threat receiving. Some pupils bully their friends and sometimes reach the extent of beating up their fellow pupils. This becomes a challenge and both perpetuating the vice and the victims need to receive guidance and counseling services. This is because if pupils are not helped in dealing with this issue, schools will continue being unsafe places to learn at. It is therefore important that counselors detect this and provide the necessary services or refer them to other professionals (Baldry & Farrington, 2000).

Legters and Mcdill (1994) argue that pupils in secondary schools also face a challenge of dealing with peer pressure. As peer pressure is most powerful during secondary school, it is also a

common problem that they are pressured into drinking alcohol, illicit sex that result in teen pregnancy or trying drugs in order to get their peers' approval. A counselor is an advocate in raising awareness of these abusive substances and illicit activities to pupils. They should develop programs to educate students on the risks and health hazards of substance abuse and also engaging in premarital sex.

Manitoba Education, Citizenship and Youth (2007) further point out that pupils in secondary schools also face challenges dealing with societal pressures. They regularly have to deal and face problems with societal pressure. Regardless of which school they belong to, pupils will face pressure to do things they probably shouldn't be doing. For instance, they will be pressured to send and watch pornographic materials on line, and a host of other items. The other biggest societal pressure in today's culture, according to Manitoba Education, Citizenship and Youth (2007), is dressing in a sexual manner. Girls are being taught by friends that they're supposed to look 'sexy' at a very young age, and it is leading to a host of issues. This has been perpetuated even by the media especially Televisions and social media such as face book.

On the African continent, studies have been done on the challenges faced by pupils in secondary schools. For example, Mapfumo and Nkoma (2013) in a study done in Zimbabwe postulate that there is much to be done in African high schools with respect to guidance and counseling. This is because society today is host to a number of social and economic problems, particularly among youth. These include unwanted pregnancies, drug abuse, sexual abuse, poor classroom discipline, low learning motivation, and poor academic performances. These are among the main challenges that pupils in secondary schools face and need to be dealt with by guidance and counseling services.

On the Zambian scene, pupils have also been reported by a number of studies to be experiencing challenges just like any other pupils worldwide. For example, a study by Tuchili (2008) conducted in Lusaka district indicated that pupils face various challenges that range from educational, personal/social and vocational/career challenges. The study revealed that pupils, especially those in secondary school, face some educational problems which include subject selection and combination of subjects and examination anxiety which are dealt with by the guidance department. The study also indicated that personal/ social problems include stress

especially after the loss of some one. Vocational problems were also revealed such as problems with career selection.

A study conducted by Kasonde et al. (2009) in selected high schools in Central, Copper belt and Southern Provinces also revealed that beer drinking, late coming to school, vandalism, peer pressure, bad company, lack of parental guidance, smoking, teachers not coming to teach when they should, male teachers being too friendly to female pupils, fighting, insulting and wearing wrong uniforms are some of the causes of indiscipline behaviour among secondary school pupils. Such problems therefore call for the provision of guidance and counseling for such pupils so that they are able to deal with them.

In addition, a study by Nkhata (2010) conducted in selected high schools in Southern province indicated that pupils face challenges of beer drinking, sexual abuse of girls mostly by male teachers, bullying, peer pressure and difficulties in sharing their problems with others. These challenges are common in almost all the studies done in the country and appropriate guidance and counseling services are needed to enable pupils overcome them.

Furthermore, Makumba (2013) conducted a study in Mumbwa district and revealed that majority of the pupils face sexual abuse problems and also problems related to boy/girl friend relationship. Therefore sex related problems such as defilement and rape, including challenges to deal with boy/girl friend related issues become a real challenge among pupils in secondary schools majority of whom have no one to open to and share their problems. This results in traumas and psychological problems that negatively affect their academic performance. A study further indicated that alcohol and drug abuse were also rampant among the pupils.

Challenges concerning teenage pregnancies and HIV and AIDS have also remained a source of concern in secondary schools. According to MESTVEE (2012), by 2010, there were over 15,000 teenage pregnancies among school going teenagers in Zambia. The trend for 2011 remained high at 12,285 which is still a high rate. Despite the trend revealed by these statistics, discussion of subjects such as sexual health, sexuality and HIV are still regarded as inappropriate in many

areas of the country, especially in rural communities. Therefore, young people in Zambia do not get appropriate guidance on how to avoid pregnancy and other related illicit activities.

A study conducted in Zambia by the Women and Law in Southern Africa-Zambia with the support of Avon Global Center for Women and Justice and Cornell Law School International Human Rights Clinic (2012) revealed that sexual harassment and violence affect adolescent girls at all levels of schooling and ages and in all types of school settings, whether urban or rural. Fifty-seven students (54% of students interviewed) said that they had personally experienced some form of sexual violence or harassment by a teacher, student, or men they encountered while travelling to and from school. In total, 88 students (84% of students interviewed) reported that they had personally experienced such abuse or knew of classmates who had experienced it.

Furthermore, Women and Law in Southern Africa-Zambia et al. (2012) indicated that of the girls interviewed, more than half said that they knew of teachers at their current or former school who had sex or entered into relationships with students. Some students described that teachers who ‘proposed love’ to them or their classmates used the promise of money for food, school fees, and other necessities or small luxuries to attract pupils into sexual relationships. In other instances, teachers gave the girls they were dating preferential treatment by helping them to pass even when they did not deserve good marks or refraining from punishing them when their classmates were punished. Some teachers retaliated against girls who refused their advances or broke off a relationship, for example, by sending students out of class or punishing them when they did not do anything wrong.

Women and Law in Southern Africa-Zambia et al. (2012: 31) further reported that, “Unsafe abortion is yet another problem arising from sexual violence and pregnancy. Many women and girls may resort to unsafe abortions, which endanger their lives and health. One girl in a rural school told us about the unsafe abortion that had taken the life of her cousin, a 16-year-old schoolgirl.” From this, it can be deduced that unsafe abortion is another challenge faced by pupils in public secondary school. These unsafe abortions result from illicit sex, rape or defilements.

### **2.3. Nature of Guidance and Counseling services offered in schools**

Experts all over the world agree that guidance and counseling are made up of three major components in the form of educational, vocational and personal-social services (UNESCO, 2000). According to Denga (2001), guidance is a broad field containing services in the form of appraisal, information dissemination, placement, decision-making, orientation, evaluation, referral, follow-up and also counseling. Counseling in the actual sense is a method of guidance emphasizing normally one-on-one relationship between counselors and counselees during which counselees share with counselors' personal important matters that affect their lives in significant ways.

Mapfumo and Nkoma (2013) also argue that guidance is often focused on the dissemination of information. Using the information provided by counselors, counselees are then expected to reach and enact informed decisions. This conceptualization, although by no means universally accepted, should be used in schools because it also suggests two complementary delivery strategies for services in schools: information dissemination to groups of individuals (normally classes) and the assistive

conversations that occur in one-on-one relationships between counselors and counselees, (Mapfumo & Nkoma, 2013).

In the Zambian context, according to MESVTEE (2012), guidance and counseling services in schools usually deal with situational and environmental conditions which are offered through four approaches that include the following: Educational/academic guidance, vocation/career guidance, personal/social guidance and counseling services.

Under educational guidance therefore, the guidance and counseling department in schools should conduct registration and orientation of new pupils. This focuses on pupils from the primary and basic schools being inducted or introduced to the secondary school life. Hartman (1999) postulates that orientation services are concerned with ensuring that the problems involved at those transition points where pupils move from a familiar situation to an unfamiliar one are reduced. These are services that are given to pupils to help them adjust to a new situation, school activities and social activities.

During orientations, there is familiarization with important sites and locations on campus thereby showing them the physical layout of the school so that they know where the classrooms and other facilities such as the library, dining hall, health centre and many other important places are located. This reduces late reporting for lessons due to not knowing where exactly a particular area is.

Mwamwenda (1995) discusses that choice of electives is also done during orientation because teachers give their teaching and personal history to pupils. This enables pupils to understand their teachers better and results in more effective teacher-pupil interaction. They are also oriented on the type of subjects and subject combination so that they know the suitable subject for a particular job. Furthermore, they are assisted with study methods, note-taking, writing skills and research skills for academic success.

Pupils should also be helped to adequately prepare for tests and examinations so as to reduce anxieties during tests and examinations. The guidance and counseling teacher should organize

programs that will target examination guidelines, rules and examinations to all pupils well in advance. Those pupils finding challenges in certain subjects should also be provided with remedial work programmes while highly talented pupils should also be provided with challenging tasks to make their learning interesting, (Rutondok, 2000).

Makinde, (1990) discusses that academic/education guidance and counseling is mainly on the curriculum-related needs of the learner. For example courses to enroll, how to carry out assignments and projects, how to prepare for examinations, effective study habits, and how to remedy weaknesses in particular courses are some of these needs. These form the core of the business the learner routinely engages in academic institution.

In *Zambian schools*, MESVTEE (2012) describes that educational guidance is , as it can be distinguished from any other form of guidance, concerned with the provision of assistance to pupils in their choices in and adjustment to the schools' curriculum and school life in general. Educational guidance is therefore essential in a school guidance and counseling service. Guiding young people to pursue the right type of education in which, for example the right balance is met for accommodating the human resource needs of a nation.

Apart from education guidance, schools also provide vocational or career guidance. Kochhar (2013) indicates that vocational/career guidance involves a process of helping individuals to choose an occupation, prepare for, enter into and progress in it. Vocational/career happiness requires that a person's interests, aptitudes and personality be suitable for his/her work. It plays its part by providing individuals with a comprehension of the world of work and essential human needs, thus familiarizing individuals with such terms as dignity of labour and work value.

Kochhar (2013) further argues that vocational/ career guidance includes such activities as career week/days which are conducted by the guidance and counseling teacher to raise awareness among pupils, especially those at the senior secondary level. During this period, different professionals can be called to have a talk with pupils about their professionals; how good they are, how to become one and the entry qualifications. Furthermore, different colleges and universities can be invited to talk to pupils about the programmes they offer and the entry requirement to such programmes. Some business communities and government agencies that

employ school leavers can also be called to have a talk with pupils. This draws pupils to reality out there in the field so that even as they leave secondary school they will know what is in stock for them.

The other component of guidance and counseling services, according to MESVTEE (2012), is personal and social guidance. This is the process of helping an individual on how to behave with consideration to other people. Primarily, personal and social guidance helps the individual to understand oneself, how to get along with others, manners and etiquette, leisure time activities, social skills, family and family relationships and understanding masculine and feminine roles.

MESVTEE (2012) argues that social and personal Guidance should involve activities that will target issues that will help pupils respect others and also themselves. It should be a process that helps learners to develop interest in and liking for self, self-awareness and character formation.

Personal and social guidance should also help pupils to solve personal problems such as emotional conflicts, anxieties, frustrations, fears, poor self image, indecision, alcohol and drug abuse, unwanted pregnancies, the effects of the HIV and AIDS epidemic, delinquency, suicide, inability to set goals in life, dependence on other people and inability to change and proper handling of unsuitable behaviour in order for them to grow into responsible citizens.

Manitoba Education, Citizenship and Youth (2007) discusses that schools should conduct awareness campaigns at least once a year where popular musicians, academicians, footballers and other people within community whom pupils regard highly should have a talk with them. Brochures about the evils of involving oneself in these vices should be given freely to pupils and should be accessed so that they learn more about how to avoid such. Furthermore, activities should also include drama during school assemblies or other important gatherings to portray the evils of drug abuse, casual sex, and alcohol abuse. Guidance and counseling teachers should also organize video shows especially during weekends to show the dangers of involving into illicit activities such as the ones mentioned above. This will help pupils understand issues as some are persuaded to do so by friends while others do it out of ignorance, (Barret, 1986).

Apart from the above mentioned components of guidance that take place in schools, there is also counseling series that go on in Zambian secondary schools. According to the Ministry of Education, schools should provide one to one services that will help pupils deal with their

problems. MESVTEE (2012) postulates that counseling in schools is essentially concerned with bringing about desirable personality changes voluntarily and consciously in the pupils. The counselor, who is a teacher in this case, provides a warm and non-evaluative atmosphere to help or stimulate the pupils to make suitable choices while thinking aloud in various alternatives open to them.

MESVTEE (2012) further indicates that schools must have activities that will help pupils deal with emotional distress and behavioural difficulties that arise when an individual struggles to cope with developmental stages. For example; anxiety over a career decision, lingering anger over an interpersonal conflict, insecurity about getting in the field of work, depressive feelings when bored with school work, excessive guilt about a serious mistake, a lack of assertion and confidence, grief over the loss of a loved one, disillusionment and loneliness after parents' divorce, failure in examinations, inability to make friends and also conflict with teachers among many others can be dealt with by counseling in a group or individually.

In Zambia, various studies have been conducted to determine the nature of guidance and counseling services offered in schools. For example, a study conducted by Tuchili (2008) in Lusaka indicated that all the schools visited were providing various services in education/academic, vocational/career and social/personal guidance and counseling and such services were well known by all the pupils. The study revealed that services such as subject combinations, career choice, counseling, anxiety and emotional stress were offered in those schools visited. This study also revealed that schools posters about various guidance and counseling services were pasted on notice boards and announcements were made during the pupils' assembly. Other services included inviting professionals to give talks on different careers.

A study by Kasonde et al. (2009) conducted in selected high schools in Central, Copperbelt and Southern provinces showed that the majority of pupils and teachers said that the guidance and counselling unit provided pupils with information on entry requirements for higher institutions, subject choice, selection of a career path and counseling services although some personnel that talked to pupils were not qualified, lacked confidentiality and also that the information given was scanty.

Another study conducted by Nkhata (2010) in boarding secondary schools in Southern province indicated that schools provided guidance and counseling services such as vocational guidance services that included information on entry requirements into colleges and universities, information on different careers and information on various job opportunities. Under the education/academic guidance, services such as study skills for examination preparations were offered and orientations to new pupils were also done although subject selection and combination were not done in most schools. Under the social/personal services, the study further indicated that pupils were helped to deal with their problems through counseling services. But the study indicated that trained guidance and counseling teachers, office spaces and other resources were not adequate. Furthermore, the study also indicated that teachers providing such services were not qualified and had not received any training.

The above findings were also confirmed by the study conducted by Makumba (2013) in Mumbwa district. The study revealed that a number of services under the three components of guidance and counseling services were provided although they were not provided as they could have been. The study also indicated that the pupils were only helped in most guidance and counseling services when they approached their teachers and schools had no official program to follow. The guidance and counseling teachers had no essential information on pupils to use in helping them or provide follow ups after providing counseling to them. However, study skills, career talks and counseling services to abused children and those abusing alcohol and drugs were offered.

#### **2.4. Benefits of guidance and counseling services to pupils.**

Before discussing the benefits of guidance and counseling services to pupils, it is important to discuss the parameters of guidance and counselling provision which will be beneficial to pupils. According to Gysbers (2004), for effective guidance and counseling provision in schools, both modes that include guidance and counseling should

be employed. The rationale for this is such that there are many good decisions that pupils in schools will be able to make for themselves when sufficient and appropriate information is provided.

Additionally, Mapfumo and Nkoma (2013) argue that there are other good decisions for which pupils need the listening, questioning and relating skills of counselors to reach the sort of decisions that are personally meaningful to them and that improve the quality of their lives. This simply means that an appropriate guidance and counseling service provision will be able to benefit pupils in such a way that pupils will be able to make good decisions that will be translated into quality of life for such pupils. What is cardinal therefore is the functional guidance and counseling program in schools.

Guidance and counseling services should provide pupils with different benefits such as personal-social benefits, career and vocational benefits and scholastic-academic benefits. In America, for example, under personal and social benefits, Lonborg and Bowen (2004) and Lapan (2001) explain that effective school guidance and counseling services create a safe school environment. This leads to greater students' feelings of safety in schools. In this kind of environment therefore, pupils have a sense of belonging and being secure.

Furthermore, Bruckner and Thompson (1987) state that in America, students were able to make friends and hold their temper down as a result of the school guidance and counseling services they would have received from schools. Therefore, the felling of insecure together with increased violence and indiscipline behaviour are reduced. In schools where there is a high rate of violence and indiscipline cases it is an indication that guidance and counseling services do not adequately benefit pupils.

Under scholastic-academic benefits, Gerler (1985) reports that school counseling services in America positively influence the affective, behavioural and interpersonal domains of children's lives and as a result affect students' achievement positively. It was also established in America that effective school guidance and counseling results in an increase of behaviours related to achievement such as improved study habits, efficient use of time and greater academic effort (Otwell & Mullis, 1997). Furthermore, Gerler and Herndon (1993) add that effective School Guidance and Counseling services in America improve classroom behaviour, reduce students' anxiety and improve self concept.

The other benefit is that of career and vocational benefits. Okey, Snyder and Hackett (1993) and Jones (1993) all discuss that in America, students who received School Guidance and Counseling services reported that they learnt about careers, developed a clearer idea about possible careers for themselves, learned things about themselves and had been encouraged to learn more about careers. Furthermore, such pupils worked towards their career path with less anxiety about life after high school.

According to Gysbers, Lapan and Blair (1999) in Gysbers and Lapan, (2001), a comprehensive guidance and counseling programme should show evidence of school counselors having more time with pupils in an effort to promote public understandings of their programmes or services and there should be less time spent on routine clerical tasks. Pupils benefiting from a guidance and counseling program should therefore report meeting their school counselors more frequently. Furthermore, comprehensive guidance and counseling services that benefit pupils had also been reported to be impacting positively on pupils' academic achievement, good attendance and good classroom behaviour as well as enabling school climates and the development of pro-social behaviour among pupils, (Gysbers & Lapan, 2001).

On the African continent, Maluwa-Banda (1998) supports the above findings when she states that Malawian secondary school guidance and counseling services help students understand their own interests, abilities and potentialities and develop them to the full. Students who have benefited from guidance and counseling services are able to identify their educational and

vocational opportunities with fewer problems and are able to state various benefits in line with their educational, career and personal/social benefits.

Mapfumo and Nkoma, (2013) also argue that guidance and counseling services in Zimbabwe are structured like any other comprehensive programme in developed countries and their evaluation focuses on the key components of comprehensive programmes elsewhere. The Zimbabwean guidance and counseling programme is made up of three principal components.

The first is the curriculum, itself comprised of three major areas: career planning and exploration, knowledge of self and others, and educational and vocational development. Pupils benefit from such services by becoming aware of various vocational/career opportunities out there for them. Furthermore, their educational strategies will be tailored towards achieving their dream career, (Mapfumo, 2001).

The second component of the Zimbabwean comprehensive programme is made up of responsive services which are reactive in nature. Starr (1997) in Mapfumo and Nkoma (2013) discuss that such services are normally not proactively offered by the school counselor only but also by pupils, other teachers or members of the communities. These services benefit pupils emotionally and psychologically as they include counseling for pupils with personal or emotional challenges and needs. Consultations with teachers and other staff, and consultation with the advisory committee of the school are made by pupils and they have reduced stress, reduced fear and increased confidence of themselves.

The third and final component of the Zimbabwean guidance and counseling program deals with the system of support related to the management activities required to run the programme. These are services which include professional development opportunities for counselors and other members of staff, community outreach programmes, consultations with teachers in the school, consultations with practitioners in other schools, consultations with the advisory council as well as research-based activities related to the programme. These services benefit pupils in that no matter what problem they might be having, the outreach program and the partnership between the school and the community will enable pupils meet someone to talk to and consequently

receive help. Some of those professionals can even connect vulnerable pupils to relevant organisations that can give them appropriate help, (Gazzola & Samson, 2004 & Gysbers & Henderson, 2006 in Mapfumo & Nkoma, 2013).

The benefits to which pupils benefit from guidance and counseling services can also be assessed in terms of their output. If effectively implemented and offered, guidance and counseling services have been reported to bring about a number of benefits for the pupils who take part in the program. For example, Sink and Stroh (2003) argue that some studies have shown that school counseling programmes have a positive effect on students' academic achievement and that they reduce test and examination anxiety. Counseling programmes can also assist students with decisions about the right college and general further education.

In Zambia, several studies have been conducted to try and ascertain the benefits of guidance and counseling services in schools. For example, studies conducted by Tuchili (2008); Kasonde et al. (2009); Nkhata (2010) and Makumba (2013) respectively all revealed certain parameters for a beneficial guidance and counseling program. The parameters include the provision of various guidance and counseling services in schools, availability of trained school guidance and counseling teachers to offer such services, evidence of the provision of various guidance and counseling services such as records, timetabling of services and positive responses from pupils themselves and other stakeholders.

In a study conducted by Tuchili (2008) in Lusaka, it was established that pupils were aware of guidance and counseling services provided by their schools and that majority of them had

benefited from such services. The study revealed that Pupils benefited in such ways as developing the study skills, gaining knowledge of entry requirements into tertiary education, knowledge of various careers out there in the field, developed skills in dealing with the loss of the beloved one and other personal and interpersonal issues.

A study by Kasonde et al. (2009) also revealed that both pupils and teachers perceived the guidance and counseling services to be effective although a substantial number of pupils of about 31% were of the view that those services were ineffective due to the fact that pupils did not utilize them as they thought that the counseling unit lacked confidentiality and at times instilled a sense of fear in them. But both teachers and pupils said that most of the parameters indicated above were present in schools and most pupils were satisfied with the services provided. Furthermore, pupils benefited in such ways as being able to choose the right subjects, developed knowledge of various careers and were aware of various entry requirements to higher education.

In another study conducted by Nkhata (2010) in selected boarding schools in Southern province it was reported that both pupils and teachers had indicated that guidance and counseling services were provided in schools and pupils had benefited from them although some services were nonexistent. For example, subject selection and combination were not offered. The study also indicated that head teachers of the schools visited had indicated that the guidance and counseling were inadequate and their benefits to learners compromised because the teachers providing such services were not qualified and had not received any training. But the study indicated that many of such services were offered and pupils had benefited in different ways. Pupils had shown reduced anxiety during examinations due to examination talks given to them. The guidance teachers were keeping records of the activities in their schools.

Finally, a study by Makumba (2013) conducted in Mumbwa district revealed that teachers and pupils had indicated that guidance and counseling services were provided and had benefited pupils in those schools. The schools lacked office adequate accommodation for guidance and counseling services, poor record keeping of the services provided, no teacher's guide and syllabus to follow when providing such services and lack of other essential materials needed for quality provision of guidance and counseling services.

Moreover, Makumba (2013:80) argues, “Most teachers are not trained in guidance and counseling, this aspect leaves one to wonder what sought of counseling pupils receive from teachers who have little or no knowledge about guidance and counseling.” But in spite of the above shortcomings, the study indicated that many more services were offered and pupils benefited as they developed skills to help deal with their problems. Girls were reported to benefit more from the services as they were counseled when sexually abused and most of them were served from being married off. Boys also received counseling and they reduced on abusing alcohol and drugs.

## **2.5 Summary of literature reviewed and identified gap**

The chapter has reviewed international and local related literatures on the challenges faced by pupils in secondary schools, guidance and counseling services offered and the benefits of guidance and counseling programs or services to pupils. Various issues on the subject have been brought out. The literature reviewed has indicated pupils in secondary schools face numerous challenges that they are supposed to overcome. Such challenges can be successfully overcome if pupils are offered the necessary guidance and counseling services. The services should include educational/academic, vocational/career, social/personal guidance and counselling services.

The reviewed literatures have also indicated that a beneficial guidance and counseling program leads to many benefits among pupils ranging from improved academic performance, personal and social behaviour and informed career choices. Benefits have likewise been reported in terms of improved academic performance and good behaviour. The reviewed literature have also indicated that guidance and counseling services should also be found to reduce the extent of indiscipline and disruptions caused by pupils in school and their classes.

On the personal social level pupils who have benefited from school guidance and counseling services should report a sense of belonging, safety and a more positive school environment. With respect to vocational planning, studies have attributed guidance and counseling programmes with improving the preparedness of students for the future and increasing the information they received on careers and tertiary institutions. With regards educational/academic guidance and counseling services, studies have indicated that such services should deal with pupils overall academic issues

In light of the above reviewed literature, it is evident that studies conducted in the country have mostly been concentrated along the line of rail or close to the major towns in our country leaving out the most rural provinces and districts such as Mansa. Moreover, the reviewed literature have all indicated the positive influence of guidance and counseling services on pupils where such services are properly offered. However, little or no literature has indicated the nature and benefits of guidance and counseling services in schools far away from the line of rail such as those in Mansa district. This is despite a number of illicit activities being reported from most Zambian secondary schools, especially those in rural areas. Hence, this study was conducted to fill the above information gap.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter describes the methodology that was applied in carrying out this study. The chapter will be discussed under the following sub themes; research design, target population, study sample, sampling procedures, research instruments, data collection procedure, data analysis and ethical considerations.

#### **3.2. Research design**

According to Kombo and Tromp (2006:71), “A research design can be thought of as the structure of research.” In this case, a research design is a plan that guides the researcher in collecting, analyzing and interpreting data. This study used a case study research design. Young in Ghosh (2011) argues that a case study explores and analyses the life of a social unit that can be a person, family, an institution and cultural group or even the whole community. Since the study sought to

describe in detail the nature and benefits of guidance and counselling services offered in selected public secondary schools, the case study was therefore appropriate for this study and it adopted a qualitative approach.

### 3.3. Study Population

Kasonde (2013:35) points out that, “A population is a group of individuals, objects or items from which samples are taken for measurement.” The study population in this study therefore comprised all public secondary schools head teachers, all guidance and counseling teachers and all pupils in three selected secondary schools in Mansa district.

### 3.4. The sample size

The sample size was 66 altogether; 3 head teachers, 3 guidance and counseling teachers and 60 pupils. Of the 60 pupils, 20 were sampled from each school of which 4 came from each grade and the four comprised 2 boys and 2 girls per grade.

#### 3.4.1. Characteristics of Pupil Respondents

**Table 1:** Gender of pupil respondents per school sampled

<b>TYPE OF SECONDARY SCHOOL</b>	<b>NUMBER OF GIRLS</b>	<b>NUMBER OF BOYS</b>	<b>TOTAL</b>
Day Secondary School	10	10	20
Girls Boarding Secondary School	20	0	20
Core Boarding Secondary School	10	10	20
Grand Total	40	20	60

#### 3.4.2. Characteristics of Guidance and Counselling Teacher and Head teacher Respondents

**Table 2:** Gender of guidance and counselling teacher and head teacher respondents

<b>CATEGORY OF RESPONDENTS</b>	<b>NUMBER OF FEMALE</b>	<b>NUMBER OF MALE</b>	<b>TRAINED IN GUIDANCE &amp;</b>	<b>TOTAL</b>
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			<b>COUNSELLING</b>	
Head teacher	1	2	0	3
G & C teacher	0	3	0	3
Grand Total	1	5	0	6

### **3.5. Sampling technique**

According to Kasonde (2013) sampling technique is a research plan that explains how the respondents for the study are to be selected from the population. It is also a process that will help the researcher select respondents, places or things to study on. This study therefore used purposive sampling for selecting three public secondary schools, three head teachers and guidance and counseling teachers because they were the only ones in the area possessing rich information for the study. Stratified random sampling was used to select 60 pupils, 20 from each school and 4 from each grade. From each school, pupils were first placed in their classes, then according to gender and finally, a simple random sampling was performed in each class to ensure that all grades and both genders were represented.

### **3.6. Data collection instruments**

In this study, triangulation was used by employing three different methods of data collection namely; semi-structured interviews, questionnaires and focus group discussion. This was done in order to ensure validity and credibility of the findings, (Cohen & Manion, 2000). Semi structured interview schedules were used to collect data from the head teachers. This was to allow the respondents to open up and produce information on guidance and counseling services offered in their schools. Questionnaires were used to collect information from guidance and counseling teachers and pupils. Kombo and Tromp (2011) argue that questionnaires enable the researcher to collect unbiased data and cover a wide area within a short period of time.

Focus group discussions guide coupled with a voice recorder were also used to collect more data from pupils to consolidate the data that was collected using questionnaires. In order to conduct focus group discussion, already picked respondents were put in three groups; two comprising seven members while one consisted of six members. Then they were given twenty minutes to discuss the issues presented to them. The cell phone was used to record the discussions. This was

used because a focus group discussion is an interactive event guided by an interviewer to stimulate participants, guide discussion and probe in order to obtain highly detailed and specific group data that meet the research objectives, (Shedlin & Schreiber, 1994). All the data collection instruments have appeared as appendices.

### **3.7. Data collection procedure**

Ethical clearance was sought from the ethical committee of the University of Zambia and the Permanent Secretary of the Ministry of Health, then a letter of introduction was obtained from the Directorate of Research and Graduate Studies of the University of Zambia and it was presented to the Provincial Education Officer in Luapula Province in order to get permission to conduct research at Mansa, Kabunda Girls and Mabumba Secondary schools. Then the researcher visited the schools and got again permission from the Head teachers before making appointments on the days to collect data from the head, guidance and counseling teachers and pupils. On the agreed days, the researcher distributed questionnaires to the teachers and pupils. Then, focus group discussions involving five pupils per group were also held on the agreed days at each school. Lastly, interviews were conducted with the head teachers at each school. The process took two months. Voice recorder was used to record the interviews and focus group discussions. The researcher transcribed and translated data recorded on the voice recorder because head teachers and the pupils were using English and 'Icibemba' which the researcher understood.

### **3.8. Data analysis**

Qualitative data collected from semi-structured questionnaires, focus group discussions and interviews were analysed using thematic categorizations for easy narrations while quantitative data was presented in tables and figures to generate frequencies and percentages.

### **3.9. Ethical consideration**

Ethical issues need to be anticipated and dealt with by the researcher (Creswell, 2009). To start with, clearance was sought from the ethical clearance of the University of Zambia, see Appendix

vi, and the Permanent Secretary of the Ministry of Health, see Appendix vii. Then an introductory letter was collected from the Assistant Dean Post Graduate, School of Education, see Appendix v, and then permission was gotten from the Provincial Education Officer- Luapula Province to conduct research in the three public secondary schools in Mansa District, see Appendix viii. Furthermore, informed consent was sought from the respondents after informing them about the study and its importance to the education sector, see Appendix ix. In addition, respondents were assured of data confidentiality and that data would only be used for the academic purposes. The researcher also assured respondents that their names and those of the schools would be concealed unless permission was sought from them to have their identity disclosed as a show case for certain achievements made in their school.

## **CHAPTER FOUR**

### **PRESENTATION OF THE FINDINGS**

#### **4.1. Introduction**

This chapter presents the findings of the study which aimed at investigating the nature and benefits of guidance and counseling services offered in public secondary schools in Mansa district. The findings are presented according to the objectives. Objectives of the study were: to identify the challenges pupils in secondary schools face that are dealt with by guidance and counseling department; to find out the nature of services offered by the guidance and counseling department to pupils in public secondary schools and finally; to determine the ways in which pupils benefit from guidance and counseling services offered in public secondary schools in Mansa district. The findings from the pupils are presented alongside those from guidance and counseling teachers and head teachers. While actual words said by respondents have been used as much as possible in the descriptions, other words have been paraphrased. Quantitative data is presented in form of tables and figures.

## **4.2. Challenges faced by pupils in public secondary schools which are dealt with by guidance and counseling services**

To discuss the challenges faced by pupils in public secondary schools, three main themes emerged; whether pupils faced any challenges, main challenges faced by pupils that need guidance and counseling services and finally, the prevalence of challenges commonly faced by pupils.

### **4.2.1. Whether pupils faced any challenges**

The following were the responses by pupils, guidance and counselling teachers and head teachers:

#### **4.2.1.1. Pupils' responses**

The study revealed that all the sixty pupil respondents from all the three public secondary schools reported that they faced numerous challenges that demanded for guidance and counseling services. This was also echoed during the focus group discussion.

For example, one pupil stated that,

*We face a lot of problems as pupils and mostly, we need someone to talk to, someone we can trust, someone who can keep secrets and a person who is experienced.*

Another pupil from a different school pointed out,

*There a lot of problems that we face but mostly teachers don't understand our position. You find that before you explain the teacher shouts at you or insults you but what they forget is that we face challenges and our parents are far away and they don't even allow us to call them on phone to tell them our problems.*

The similar remarks were also echoed by other pupils at a different school where one girl noted;

*You know sir, as girls we face a lot of temptations. You need to look good; your friend has a nice phone and a lot of food which you don't have and many other challenges which we face. So, yes we face a lot of challenges and problems sir.*

#### **4.2.1.2. Guidance and counseling teachers' responses**

The study also revealed that all the three teacher respondents reported that pupils faced various challenges that needed guidance and counseling services.

#### **4.2.1.3. Head teachers' responses**

The study revealed that all the three head teacher respondents reported that their pupils faced a lot of challenges that needed the services of the guidance and counseling teachers. For example, one head teacher said,

*It is obvious that every one experiences some challenges in life and may require help from the more experienced person. This is the same with our pupils. These are experiencing most of the things in life for the first time and are away from their parents so they face many challenges.*

Another head teacher noted that if pupils in the twentieth century faced different challenges, how about those in the twenty first century where there are a lot of problems that have been brought about by globalisation and technology? She further noted that pupils at her school faced various challenges too numerous to mention one by one.

A different head teacher had this to say,

*Challenges are part of life. All human beings; be it young or old face some challenges in their day to day endeavours. So, certainly, pupils face some challenges.*

#### **4.2.2. Main challenges faced by pupils that need guidance and counseling services**

The following were the findings first from pupils, then from guidance and counseling teachers and finally, from head teachers:

##### **4.2.2.1 Pupils' responses**

Pupils reported the main challenges they were facing as illustrated on the table below:

**Table 3: Pupils' responses on the main challenges that they faced**

Type of challenges pupils face	Frequency			
	<b>KG 20</b>	<b>MB 20</b>	<b>MD 20</b>	<b>Total 60</b>
Study skills problems	14	19	16	49
Subject combination problems	16	14	13	43
Problems with settling at school	16	9	15	40
Problems in coping with academic pressure	14	19	19	52
Fear of tests and examinations	15	13	10	38
Problem in choosing a right career and tertiary institution	12	13	14	39
Problem in finding job opportunities	16	16	18	50

Peer pressure, drug/alcohol abuse, illicit sex and boy/girl friend intimate relationship	14	15	14	43
Problems in dealing with issues of HIV/AIDS and teenage pregnancies	12	19	19	50
Problems in coping with a loss of a beloved one	17	19	18	54
Problems in paying school fees	12	20	15	47
Physical abuse	13	13	15	41
Verbal abuse	14	10	12	36
Sexual abuse	8	6	6	20

During the focused group meetings conducted for all the respondents, many more challenges came out. For example, one girl at one school pointed out,

*Most teachers here propose love to girls and if you refuse, the teachers hate you to a point of finding faults in you and punishing you every time even without doing something wrong. Its hell!*

Another girl at the same school said,

*The problem of teachers proposing girls is common. Even some madams like insulting girls that they are prostitutes. It is a big problem here. Then some subjects like Mathematics and Physics are too difficult for some of us. That is another problem we face because even if you read you still fail.*

The other pupils brought out many more challenges. For example, one pupil at a different school noted that he had experienced mockery of junior pupils by senior pupils and prefects who abuse them sometimes physically. Another pupil at the same school indicated that he faced challenges in paying school fees as his parents could not afford the high school fees.

Another pupil at a different school lamented,

*We face a lot of problems especially when it comes to some teachers who verbally and physically abuse us by beating and insulting us. Sometimes they don't understand us because there are things which we do due to ignorance and just because our friends are doing them; things such as spending a lot of time on face book instead of studying.*

The study also revealed rather a unique challenge by pupils at one school. For example, one girl disclosed that abortions were rampant among the girls as they just rent houses in the villages away from their parents. Therefore, some male teachers, boys and local businessmen, even those from Mansa town, end up having unprotected sex with the vulnerable girls who struggle to meet their daily needs.

For example, one girl said,

*There are a lot of problems here especially abortion, in fact, three girls last year alone died due to abortion!*

Another one added,

*This school is not taking care of us, especially girls. The head teacher is only after money from pupils. We just rent houses and some girls go out even with big people and tax drivers and there are pregnancies and abortions! Yes, three died!*

Pupils also reported that some boys indulge themselves in alcohol/drug abuse and in illicit sex because they too just live on their own in villages where they rent houses.

#### **4.2.2.2. Guidance and counseling teaches' responses**

The study revealed that under educational/ academic challenges, all the three guidance and counseling teacher respondents reported challenges with study skills, choosing optional subjects especially amidst the new curriculum, and general problems in mathematics and sciences as the major challenges displayed by pupils in all the three public secondary schools.

Under career/vocational challenges, the study showed that all the teachers from the three public schools reported that their pupils faced challenges in choosing the right career/to pursue after

completing grade twelve, challenges in finding jobs during holidays or when they complete grade twelve, challenges getting information about requirements for various universities and colleges available and few very few role models for some jobs such as lawyers.

Under the social/personal challenges, the study showed that all the teachers reported issues of HIV/AIDS, teenage pregnancies, girl/boy friend relationships, peer pressure, use of social media such as face books and what's up on their cell phones, various challenges by those on re-entry policy, various challenges due to poverty as many pupils fail to meet education costs, issues of abortions among female pupils, issues of alcohol/drug abuse especially among boys, 'Satanism' practices among girls and loss of beloved ones.

#### **4.2.2.3. Head teachers' responses**

The study revealed that the three head teacher respondents brought out various issues with regards to the main challenges faced by pupils.

For example, one head teacher noted,

*Pupils, not only at this school but all over, face various challenges such as: teenage pregnancies, illicit sex, HIV/AIDS, drug/alcohol abuse, low pass rate in mathematics and sciences, challenges coping up with the new curriculum in terms of new subject arrangements, challenges in handling unpleasant situations, challenges in choosing the right career and being aware of the general requirement for entry into various tertiary learning institutions.*

Another one pointed out that,

*The Twenty first century pupils are not like us who passed through secondary education when the challenges were less with no human rights and internets. Nowadays, there are cell phones and pupils are exposed to so many illicit activities and spend most of their time on internet watching pornography; on and on face book chatting. Even when as the school we confiscate these phones*

*and punish them when found, they still find other means and buy new ones. This is a complicated generation and needs guidance and counseling services continuously from professional counselors.*

Yet another one said,

*Among the challenges that pupils face include choosing the right options for their dream career, boy/girl relationships, how to study and manage their time, dealing with peer pressure and challenges brought by the internet*

#### **4.2.3. The prevalence of challenges commonly faced by pupils**

The following were the findings first from guidance and counseling teachers and then, from head teachers.

##### **4.2.3.1. Guidance and counseling teachers' responses**

All the three teacher respondents reported that the above stated challenges faced by pupils were very prevalent in all the three schools.

##### **4.2.3.2. Head teachers' responses**

The study revealed that head teachers reported that challenges to do with academic issues such as low performance levels in mathematics and sciences were very high and pupils generally did not do well in such subjects. Other challenges discussed above were as well reported to be quite prevalent although the statistics in all the schools were not available at the time. But one head teacher disclosed,

*Issues to do with illicit sex are worrying as a number of pupils are suspected to perform abortions and last year the school lost about three girls who died due to suspected unsafe abortions. This is how critical this issue is.*

### **4.3. Nature of Guidance and Counseling services offered in public secondary schools to help pupils deal with their challenges**

Under the nature of Guidance and Counselling services offered in public secondary schools, the following themes emerged: Pupils' Knowledge of the School Guidance and Counseling program, Time tabled Guidance and Counseling classroom lessons, Conduction of orientation for new pupils especially grades 8 and 10, Nature of guidance and counseling services /activities offered, Preparedness of schools in providing guidance and counseling services, Resources mobilization for guidance and counseling services and organisation of Guidance and Counseling program in schools.

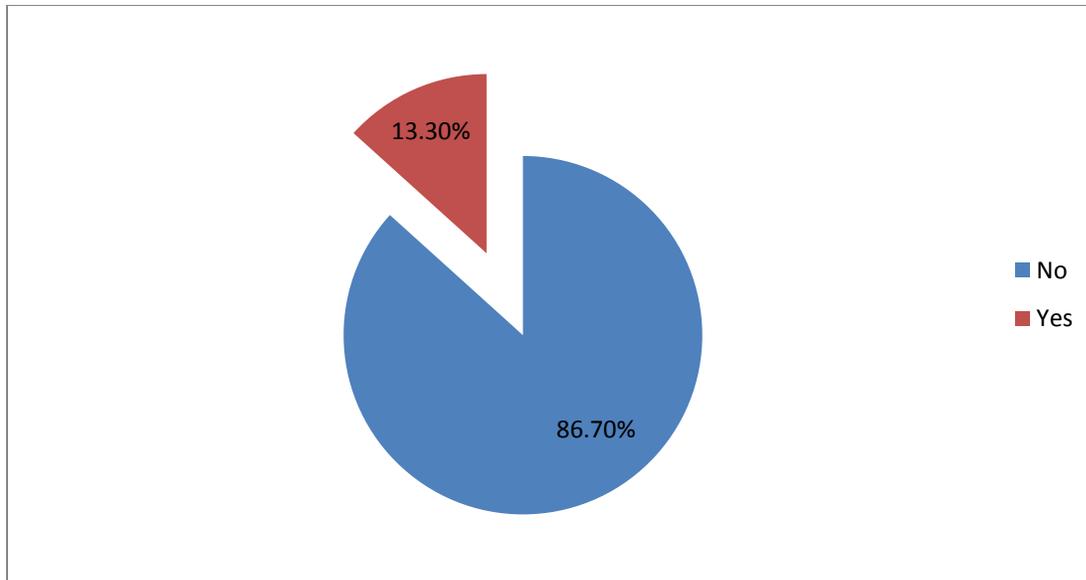
#### **4.3.1. Pupils' Knowledge of the School Guidance and Counseling program**

The following were the responses from pupils, guidance and counselling teachers and head teachers:

##### **4.3.1.1. Pupils' responses**

The responses from the pupil respondents are as illustrated on the figure below:

**Figure 1. Whether School G and C Program is well known by pupils**



As the figure above shows, the study revealed that of the total 60 pupil respondents drawn from all the three public secondary schools, 52 (86.7%) reported that their schools did not have any guidance and counseling program at all. Of the 52 pupil respondents 16 were from Kabunda Girls Secondary School, 18 were from Mansa Boarding secondary school and the other 18 were from Mabumba Secondary School.

#### **4.3.1.2. Guidance and counselling teachers' responses**

All the three guidance and counseling teacher respondents reported that their schools were providing some guidance and counseling services although there was no school program to follow.

#### **4.3.1.3. Head teachers' responses**

The study revealed that none of the schools had a guidance and counseling program in place that could be shown. Even the head teacher's office notice boards had nothing to show that the program was there in any of the schools.

### **4.3.2. Time tabled Guidance and Counseling classroom lessons**

The following were the responses from the pupils, guidance and counselling teachers and head teachers.

#### **4.3.2.1. Pupils' responses**

The study revealed that none of the 60 pupil respondents drawn from all the three public secondary schools reported that they were taught guidance and counseling in their classrooms. The study further revealed that guidance and counseling was not even timetabled in their classes.

#### **4.3.2.2. Guidance and Counselling teachers' responses**

All the three guidance and counseling teachers reported that guidance and counseling was not timetabled at their schools.

#### **4.3.2.3. Head teachers' responses**

All three head teachers also revealed that guidance and counseling was not timetabled due to the fact that schools had no qualified teacher to specifically offer guidance and counseling. Moreover, they all noted that the seconded teachers could not offer it because they had no materials and had their own subjects which they were trained and qualified to teach.

### **4.3.3. Conduction of orientation for new pupils especially grades 8 and 10**

The responses from the pupils, guidance and counselling teachers and head teachers were as follows:

#### **4.3.3.1. Pupils' responses**

The study revealed that none of the 60 pupil respondents drawn from all the three public secondary schools reported that there was orientation conducted when they reported in grades 8 and/or 10.

#### **4.3.3.2. Guidance and counseling teachers' responses**

All the three guidance and counselling teachers reported that their schools conducted orientations in specific classes for grade tens and eights by class teachers and subject teachers.

#### **4.3.3.3. Head teachers' responses**

All three head teachers revealed that orientation of grade tens and eights are done in classes by class teachers and subject teachers but since pupils did not all report at once, schools found it

difficult to conduct orientations for all of them at once. Hence, some other components of orientation such as showing pupils the entire school premises were not done.

#### **4.3.4. Nature of guidance and counseling services /activities offered**

The following were the responses from the pupils, guidance and counselling teachers and head teachers on the nature of guidance and counselling services/activities offered:

##### **4.3.4.1. Pupils' responses**

The study revealed the following findings as illustrated in the following table:

**Table 4: Nature of guidance and counseling services offered by public secondary schools**

<b>Nature of Guidance and counseling service offered</b>	<b>Frequency</b>			
	<b>KG 20</b>	<b>MB 20</b>	<b>MD 20</b>	<b>Total 60</b>
Study skills and subject combination	4	7	6	17
Remedial work	2	1	0	3
Examinations and test rules/awareness talks	14	16	12	42
Career talks and requirements for different universities and colleges	4	2	5	11
Talks from different professionals invited by the school	4	2	2	8
Some organisations give talks on HIV/AIDS, drug/alcohol abuse and teenage pregnancies	8	3	6	17
Individual/group counseling sessions	3	1	2	6
Adequate number of guidance and counseling teachers	2	1	4	7
Enough office for guidance and counseling services	6	1	5	12
Brochure and other guidance and counseling writings around the schools	4	0	2	6

During the focus group meetings conducted for pupil respondents at the different schools, the study revealed that all the three public secondary schools in Mansa district did not have a guidance and counseling program in place and not many services were offered. For example one pupil at one secondary school narrated,

*This school does not offer any guidance and counseling services to us, there has never been any lesson conducted in my class and iam sure not even in any other class. The only meaningful talks are held when the camfed people who sponsor some girls here come.*

Another pupil at a different school also pointed out,

*There is nothing that takes place in terms of guidance and counseling at this school. The guidance office only offers grade nine results and conducts examination registration to both pupils and those who register to use this school for rewriting grade twelve examinations.*

Yet, another pupil disclosed that pupils were left to deal with their own issues despite most of them renting houses and rooms in the villages. She said,

*The guidance and counseling teacher becomes active during examinations. When we have problems, there is no teacher whom we can say can help us because most of them are just interested in collecting school fees from us. Even the matron just shouts at us and you cannot even tell her any problem.*

#### **4.3.4.2. Guidance and counseling teachers' responses**

All the three guidance and counseling teacher respondents reported that their schools offered talks on examination preparations, registration of pupils for examinations such as grade nine, grade twelve and general certificate of education candidates. The teachers also responded that they were involved in issuing of examination results slips to clients.

Further, all three guidance and counseling teacher respondents indicated that their schools offered some talks about subject combination especially amidst the new curriculum. These were the main activities carried out by the guidance and counseling department in all the three schools.

#### **4.3.4.3. Head teachers' responses**

All three head teachers reported that the teachers offered pupils with examination talks, subject combination talks, emotional support for those with various issues and even moral support. They indicated that teachers talk to pupils in their classes although no formal guidance and counseling was going on.

#### **4.3.5. Preparedness of schools in providing guidance and counseling services**

The following were the responses from guidance and counselling teachers and head teachers:

##### **4.3.5.1. Guidance and counseling teachers' responses**

All the three guidance and counseling teacher respondents reported that schools were not much prepared in the provision of guidance and counseling services in terms of human resource, materials, office space and finances. This was due to the fact that none of the three schools had a trained and qualified guidance and counseling teacher, materials to use were not available, office space was just for issuing statement of results and keeping certificates and the finances were not allocated to them for guidance and counseling activities.

##### **4.3.5.2. Head teachers' responses.**

All the three head teacher respondents reported that their schools were not very prepared to offer guidance and counseling services fully because the schools lacked materials such as syllabus and books for guidance and counseling lessons. They also noted that schools had no trained and qualified guidance and counseling teachers. The ones seconded to do the work were not trained and were also overloaded with other duties such as teaching their own subjects in which they were specialized.

All the three head teachers also indicated that schools had guidance and counseling offices but they were not spacious enough to be used for counseling services. They further revealed their schools did not offer counseling session at their school.

For example, one head teacher explained,

*There is no specific syllabus and books for guidance and counseling services instead; teachers tackle most issues as cross cutting issues which are dealt with within the already existed subjects*

He went on to say,

*There are no counseling sessions done in a specific room for counseling per say but we counsel pupils as need arises. The school has no trained counselors to specifically deal with such issues therefore, even the room for such services is not there.*

Another head teacher pointed out,

*The province have never sent any trained qualified guidance and counseling teachers to put up a program and enable the office of the head teacher to look for the room for counseling services. As you have seen, the gentleman working as guidance teacher is just seconded and has no expertise needed to carry out such duties.*

The third head teacher also said,

*We have problems of lack of adequate classroom and office accommodation so the small room you saw is all what we have at the moment. In terms of counseling sessions, we do it although there is no official program for pupils and teachers to follow.*

#### **4.3.6. Resources mobilization for guidance and counseling services**

The question about resource mobilisation was only asked to the head teachers only.

All the three head teachers had reported that they had identified teachers to help in the guidance and counseling section although not trained. Funds and offices were also said to be provided although not adequate.

One head teacher narrated,

*You see young man; the office tries to offer what it can although there are so many challenges the school is supposed to deal with. I have improvised the guidance and counseling teacher and the office is there although not enough.*

Another head teacher explained,

*In terms of resource mobilization, the school tries its level best. There is a teacher seconded, the room is there and the funds when available are also given to the office.*

The third one also discussed,

*We try to do what we can but the responsibility of sending human resource is the ministry's responsibility. Pupils also face a lot of problems to pay so financially, the school also faces challenges.*

#### **4.3.7. Organisation of Guidance and Counseling program in schools**

Under this theme, the following were the responses from Guidance and Counselling teachers and head teachers. Pupils were not required to respond anything under this theme.

##### **4.3.7.1. Guidance and counseling teachers' responses.**

All the three guidance and counseling teachers indicated that there was no formal guidance and counseling program to be followed. Pupils were only talked to as need arises and in their classes by subject and class teachers.

#### **4.3.7.2. Head teachers' responses.**

All the three head teacher respondents had little to say on the organisation of the school guidance and counseling program because none of the schools had a program in place. But all of them reported that they had tasked teachers to be talking about important issues affecting pupils in classes. It was also noted that various talks were done during assembly.

Another head teacher said,

*Announcements and talks are done during assembly when all pupils are sensitized on a number of issues affecting them.*

#### **4.4. Ways in which pupils benefit from guidance and counseling services offered in public secondary schools**

Various themes emergent in trying to discuss the ways in which pupils benefited from Guidance and Counselling services offered in public secondary schools and they include: pupils benefiting from the guidance and counseling services offered by the schools, perceptions on the skills developed due to Guidance and Counseling services offered by the schools, counseling sessions conducted in a year and the total number of pupils involved, rating of Guidance and Counseling services offered in schools in terms of their benefits to pupils and other comments from head teachers on the provision of guidance and counseling services in their schools

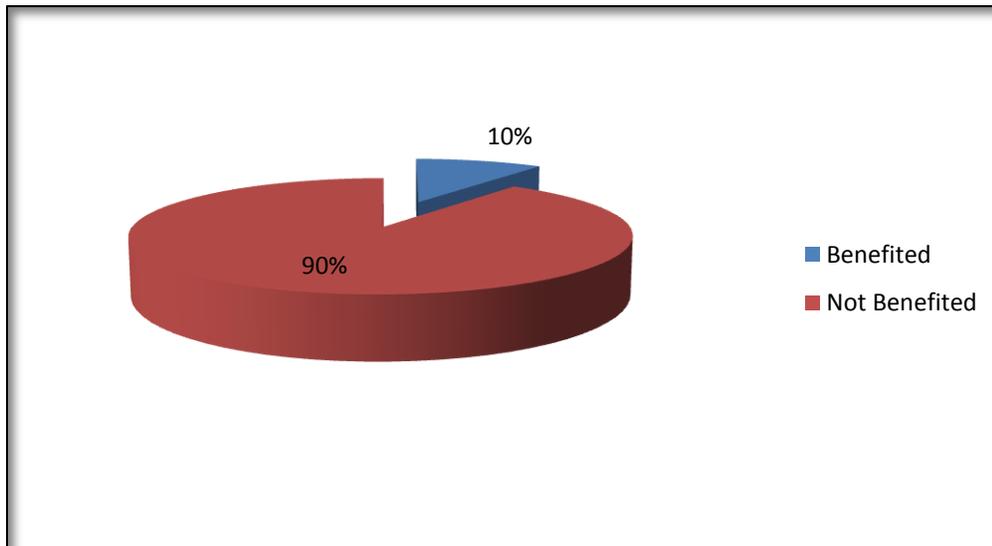
##### **4.4.1. Pupils benefiting from the guidance and counseling services offered by the schools**

The following were the responses from pupils, Guidance and Counselling teachers and head teachers:

##### **4.4.1.1. Pupils' responses**

Pupils' responses on whether they benefited on guidance and counseling are as illustrated in the figure below:

**Figure 2. Pupils who reported to have benefited from the Guidance and Counseling services offered in public secondary schools**



As shown above, of the 60 pupil respondents drawn from all the three secondary schools, only 6 (10%) reported to have had benefited from the services while 54 (90%) reported not to have had benefited from the guidance and counseling services.

#### **4.4.1.2. Guidance and counseling teachers' responses**

All the three guidance and counseling teachers reported that pupils did not benefit much from the guidance and counseling services.

#### **4.4.1.3. Head teachers' responses**

All three head teachers indicated that their pupils had benefited from the services which were offered although a lot needed to be done to make the services more beneficial.

### **4.4.2. Perceptions on the skills developed due to Guidance and Counseling services offered by the schools**

The following were the responses from pupils, Guidance and Counselling teachers and head teachers on this issue:

#### **4.4.2.1. Pupils' responses**

**Table 5. Perceptions on the skills developed due to Guidance and Counseling services offered**

Skills developed due to Guidance and Counseling services offered in schools	Frequency			
	KG 20	MB 20	MD 20	Total 60
Study skills	5	1	6	12
Settle well	5	1	5	11
Reduced anxiety during exams	8	9	7	24
Seek help from teachers	6	6	8	20
Knowledge of different professions	1	4	4	9
Seek different jobs	1	3	5	9
Deal with peer pressure	3	5	2	10
Deal with issues of HIV/AIDS	8	5	5	18
Avoid alcohol/drugs abuse	8	5	4	17
Avoid illicit sex and teenage pregnancies	4	6	5	15
Seek counseling services	4	4	6	14
Behave well at school	3	4	5	12
See little misbehaviour at this school	2	2	1	5

On whether there was any other way pupils benefited from guidance and counseling services provided by their schools apart from the ones discussed above, the study revealed that pupils had not benefited much.

During the focus group discussion, pupils reported that they had not benefited much from guidance and counseling services because in most cases those services were not offered. For example, at one school a pupil disclosed,

*I have personally benefited nothing from the school guidance and counseling services because if they are offered at this school then iam not aware. Everything that I know I just learnt them myself.*

The scenario at other schools was not different from that of the first school. Pupils explained that that despite facing a lot of challenges, especially that their parents were very far and could not talk to them, the school had done very little to enhance the operations of the school guidance and counseling department. They said that at that time their schools did little, even the matrons and patrons were not doing much. For example, one pupil complained,

*We face a lot of problems but we don't have the teacher we can tell. So, we just tell our friends who are also not experienced and end up telling others, so most of the time, we choose to keep our problems to ourselves which negatively affect our learning. We just visit the guidance office when we are registering for examinations.*

Another pupil from a different school also reported,

*This is a time when secondary schools are faced with a lot of problems. We need the care of guidance and counseling teachers but even the matrons and patrons do not do anything apart from shouting at us. I personally have not benefited anything from the school in terms of how to deal with my problems because there is nothing. I just try to keep myself safe.*

#### **4.4.2.2. Guidance and counseling teachers' responses**

All the three guidance and counseling teacher respondents reported that pupils did not develop many skills. Under the education/academic guidance, the study showed that pupils were able to learn about the dos and don'ts during examinations and they were reduced cases of malpractice during examinations.

Under the career/vocational guidance, the study revealed that all the three respondents reported that pupils had not benefited much as formal services were currently not offered in schools. The guidance and counseling services were just offered informally with no program for them.

Under the social/personal guidance, all the three guidance and counseling teacher respondents revealed that mostly, pupils were talked to by teachers in general and that some signs of good behaviour were observed among some pupils after being talked to. The study revealed that none of the three schools had any record to show the provision of this type of guidance and counseling at any school.

#### **4.4.2.3. Head teachers' responses**

All three head teacher respondents reported that as the result of the guidance and counseling services provided to pupils, they had observed reduced cases of missing candidates for examinations, examination malpractices and sneaking out of lessons. They further revealed that the schools' expectations were not accomplished as many more things needed to be done in order to have a successful guidance and counseling program though out the year.

#### **4.4.3. Counseling sessions conducted in a year and the total number of pupils involved**

Under this theme, responses were only solicited from guidance and counselling teachers and head teachers.

##### **4.4.3.1. Guidance and counselling teachers' responses**

All the three guidance and counseling teacher respondents reported that no formal counseling sessions had ever happened and therefore, no pupil had been attended to. Mostly, pupils were informally advised by various teachers and no record was available in any school.

##### **4.4.3.2. Head teachers' responses**

The findings showed that none of the three head teacher respondents was able to give the number of pupils who had accessed the services because there was no deliberate policy of recording and they all reported that cases were dealt with as they happened informally so there was no record at any school.

**4.4.4. Rating of Guidance and Counseling services offered in schools in terms of their benefits to pupils**

The following were the ratings by pupils, Guidance and Counselling teachers and Head teachers:

**4.4.4.1. Pupils’ responses**

Pupils rated the guidance and counseling services provided in terms of their benefits as illustrated below:

**Table 6: Pupils’ Rating of Guidance and Counseling services offered in schools in terms of their benefits to them**

Nature of Guidance and Counseling services	Rating (frequency)															
	Very Much				Much				Not Much				Not at all			
	KG	MB	MD	Total	KG	MB	MD	Total	KG	MB	MD	Total	KG	MB	MD	Total
Education/Academic	0	0	0	0	3	3	5	11	5	6	5	16	12	11	10	33
Career/Vocational	0	0	0	0	2	3	0	5	0	3	3	6	18	14	17	49
Social/Personal	0	0	0	0	2	3	3	8	7	6	5	18	11	11	12	34
Counseling	0	0	0	0	0	0	0	0	3	4	5	12	17	16	15	48

As shown on the table above, none of the 60 pupils rated any nature of guidance and counselling services provided at their school to be very good. Majority of the pupils; 33 out of 60, 49 out of 60, 34 out of 60 and 48 out of 60 rated educational/academic, career/vocational, social/personal and counseling services respectively to be not at all beneficial to them. Only 11 out of 60, 5 out of 60 and 8 out of 60 reported to have benefited much from education/academic, career/vocational and social/personal Guidance services respectively.

**4.4.4.2. Guidance and counselling teachers’ responses**

The ratings by the guidance and counseling teachers are as illustrated in the table below:

**Table 7. Guidance and Counseling Teachers’ rating of Guidance and Counseling services offered in terms of benefits to pupils**

Component of Guidance and Counseling	Rating by each school in terms of pupils benefiting		
	Kabunda Girls Secondary School	Mansa Boarding Secondary School	Mabumba Day Secondary School
Education/Academic	Much	Much	Not Much
Career/Vocational	Not Much	Not at all	Not at all
Social/Personal	Not Much	Not Much	Not Much
Counseling	Not at all	Not at all	Not at all

As shown above, all the three guidance and counseling teacher respondents reported that pupils were not benefiting much from most guidance and counseling services such as career/vocational, social/personal and counselling services except education/academic services which two of them reported that pupils had benefited much.

#### **4.4.4.3. Head teachers’ responses**

All the three head teacher respondents reported that there was no deliberate policy in their schools to evaluate the guidance and counseling services especially that the section had no qualified teachers to do the work and those seconded had also their own subjects to teach making it difficult to evaluate. The study further revealed that all the three head teacher respondents reported that their ratings of the school guidance and counseling services were below what was supposed to be done or expected as not much was happening in schools.

#### **4.4.5. Other comments from head teachers on the provision of guidance and counseling services in their schools.**

One head teacher explained,

*There is a very serious need for having highly trained guidance and counseling teachers who should devote their time and energy to helping pupils. These teachers; at least a female and male per school, should have no any other subject*

*to teach but just draw up a guidance and counseling program that should be time tabled and well known by all stakeholders.*

Another head teacher stated,

*There is a great necessity to turn or make or simply graduate the guidance and counseling section into a department so that more trained teachers in the field can be deployed to the schools and their mandate spelt out. This will allow all learners to be attended to and iam sure in that case the services will be more beneficial to all learners unlike the current situation.*

The third and final head teacher also added,

*Today's pupils are left on the loose. They are not like the pupils of yesteryears when there were no human rights. Nowadays pupils should be helped to take responsibility and be made to know that whatever one decides to do there are repercussions. It is therefore imperative that the guidance and counseling department is enhanced by having trained personnel who can start and implement the guidance and counseling program. As things are right now, issues are just dealt with uphazardly.*

#### **4.5. Summary**

This chapter has presented the findings of the study in line with the objectives. The study found out that pupils faced challenges such as study skills, subject combination problems, problems with settling at school, problems in coping with academic pressure, fear of tests and examinations, problem in finding job opportunities, peer pressure, drug/alcohol abuse, illicit sex, boy/girl friend intimate relationship, HIV/AIDS, teenage pregnancies, abortions, problems in coping with a loss of a beloved one, problems in paying school fees, low pass rate in mathematics and sciences, physical abuse, verbal abuse and sexual abuse.

On the nature of guidance and counseling services provided in public secondary schools, the study revealed that no school had a planned guidance and counseling program and the main services provided in all the three school were tips given to pupils prior to writing examinations, giving of statement of results and registration of candidates for examinations. The study further revealed that the rest of the services were either done unplanned with no record to show that they took place or were not offered due to having untrained guidance and counseling teachers. The other related resources such as materials, office space and finances were inadequate.

On the benefits of guidance and counseling services to pupils in public secondary schools, the study found out that pupils did not benefit much from such services because there was no program in place. Furthermore, the teachers seconded to offer guidance and counseling were not trained and qualified to offer such services and therefore, most important services that should have been conducted were not conducted. Hence, the pupils' benefits from guidance and counseling services were not much. Most of the skills that a significant number had reported to have developed were in the component of education/academic guidance and counseling services. Skills in the other components such as vocation/career, social/personal and counselling sessions were not much as earlier indicated.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.1. Introduction

This chapter discusses the findings of the study which aimed at investigating the nature and benefits of guidance and counseling services offered in public secondary schools in Mansa district. The discussion of findings is presented based on the objectives of the study which were: to identify the challenges pupils in secondary schools face that are dealt with by guidance and counseling department; to establish the nature of services offered by the guidance and counseling department to pupils in public secondary schools and finally; to determine the ways in which pupils benefit from guidance and counseling services offered in public secondary schools in Mansa district. The discussion of findings from the pupils has been integrated with those from guidance and counseling teachers and head teachers.

#### 5.2. The challenges faced by pupils in secondary schools that are dealt with by guidance and counseling department

A number of challenges faced by pupils were indicated by pupils themselves, guidance and counseling teachers and head teachers in public secondary schools. The study revealed that all the three categories of respondents reported that pupils in public secondary schools face numerous challenges that need guidance and counseling services. This was through responses such as, *“We face a lot of problems as pupils and mostly, we need someone to talk to, someone we can trust, someone who can keep secrets and a person who is experienced,”* which was said by one pupil during the focus group discussion. The study further revealed that guidance and counseling teachers also reported that pupils in schools were facing a lot of challenges. Head teachers also confirmed this scenario during the interviews. For example one head teacher said, *“It is obvious that every one experiences some challenges in life and may require help from the more experienced person. This is the same with our pupils. They are experiencing most of the things in life for the first time and are away from their parents so they face many challenges.”*

The above findings are consistent with Watts and Kidd (2000) who argued that every person; child or adult, has various challenges and cannot be sufficient unto him/herself unless with the help he/she receives from others. In addition, the findings are also in line with the Ministry of Education which has realized that pupils face a lot of challenges that demand guidance and counseling services. MESVTEE (2012) points out that, learners in the secondary school system come from a diversity of learning backgrounds and therefore, there is diversity in their entry socio-economic and academic profiles that pose a number of challenges.

On the actual challenges faced by pupils in public secondary schools which demanded for guidance and counseling services, the study revealed that over 36 (60%) pupil respondents indicated that they were facing challenges in study skills, subject combination, settling at school, coping with academic pressure, fear of tests and examinations, choosing a right career and tertiary institution, finding job opportunities, peer pressure, drug/alcohol abuse, illicit sex, boy/girl friend intimate relationship, dealing with issues of HIV and AIDS and teenage pregnancies, coping with a loss of a beloved one, paying school fees, physical abuse, verbal abuse and sexual abuse. These were the most common challenges to all respondents.

The above challenges were echoed during the focus group discussions. In fact many more challenges came out during the focus group discussion. Pupils, especially girls reported that they also faced challenges with some male teachers who 'propose love' to them. They reported that if they refused they were threatened and some of them suffered punishments without doing anything wrong. It was further revealed that cases of teenage pregnancies were high resulting, in most cases, to illegal abortions. It was reported that at one secondary school about three lives were lost due to illegal abortion related cases.

These revelations are in consistency with what a number of scholars have argued. For example, Legters and Mcdill (1994) argue that secondary schools pupils face challenges in dealing with peer pressure. As peer pressure is most powerful during secondary school, it is also a common problem that they are pressured into drinking alcohol, illicit sex that result in teenage pregnancies or trying drugs in order to get their peers' approval. In addition, the above findings can also be said to be in line with those of a study conducted by Kasonde et al. (2009) in selected

high schools in Central, Copper belt and Southern Provinces which revealed that beer drinking, peer pressure, bad company, lack of parental guidance, smoking and male teachers being too friendly to female pupils were among the main challenges faced by pupils.

On the revelations by pupils that male teachers were ‘proposing love’ to female pupils and that as a result of teenage pregnancies, some girls engaged themselves in unsafe abortions; these revelations are consistent with the findings of the Women and Law in Southern Africa-Zambia et al. (2012) which reported that more than half of the girls interviewed knew of teachers at their current or former school who had sex or entered into relationships with pupils. Some pupils explained that teachers who ‘proposed love’ to them or their friends used the promise of money for food, school fees and other necessities to attract girls into sexual relationships. The study, furthermore, indicates that unsafe abortion was another challenge faced by public school pupils which results from illicit sex, rape or defilements and endangers their health. These findings were also revealed in this study.

Findings from guidance and counseling teacher respondents and head teacher respondents were not different from those of pupils. Under the educational/ academic challenges, the study revealed that pupils faced challenges with study skills, choosing optional subjects and general problems in mathematics and sciences. Under career/vocational challenges, the study shows that pupils faced challenges in choosing the right career/to pursue after completing grade twelve, challenges in finding jobs during holidays or when they complete grade twelve, challenges getting information about requirements for various universities and colleges available and having few good role models.

Under the social/personal challenges, the study shows that both guidance and counseling teacher and head teacher respondents reported that pupils faced various challenges. For example, challenges related to issues of HIV and AIDS, teenage pregnancies, girl/boy friend relationships and peer pressure. Others included the use of social media such as ‘face books’ and ‘what’s up’ on their cell phones, various challenges due to poverty as many pupils failed to meet educational costs, issues of abortions among female pupils, issues of alcohol/drug abuse especially among boys, Satanism practices among girls and emotional issues due to a loss of a beloved one. Some

of these revelations came from responses from head teacher. For example, one head teacher responded,

*The Twenty first century pupils are not like us who passed through secondary education when the challenges were less with no human rights and internets. Nowadays, there are cell phones and pupils are exposed to so many illicit activities and spend most of their time on internet watching pornography; on and on face book chatting. Even when as the school we confiscate these phones and punish them when found, they still find other means and buy new ones. This is a complicated generation and needs guidance and counseling services continuously from professional counselors.*

The revelations by the study therefore confirm the works of several scholars. For example, Manitoba Education, Citizenship and Youth, (2007) argues that pupils are pressured to send and watch pornographic materials on line and girls are being taught by friends that they are supposed to look 'sexy' at a very young age. This has been perpetuated even by the media especially Televisions and social media such as face book. A study conducted by Tuchili (2008) in Lusaka also indicated that pupils face various challenges that range from educational, personal/social and vocational/career challenges. The study revealed that pupils, especially those in secondary schools faced some educational problems which included subject selection and combination of subjects and examination anxiety.

Furthermore, revelations of the study on teenage pregnancies are in line with MESTVEE (2012) which indicates that by 2010, there were over 15,000 teenage pregnancies among school going teenagers in Zambia. The trend for 2011 remained high at 12,285 which is still a high rate. The findings are also in consistency with a study by Makumba (2013) in Mumbwa district which also revealed that majority of the pupils faced sexual abuse problems and also problems related to boy/girl friend relationship. Therefore sex related problems such as defilement and rapes, including challenges to deal with boy/girl friend related issues remain a real challenge among pupils in secondary schools.

### **5.3. Nature of guidance and counseling services offered to pupils in public secondary schools**

The study revealed that of the total 60 pupil respondents drawn from all the three public secondary schools, 52 (86.7%) reported that their schools did not have any guidance and counseling program at all. The study also revealed that none of the 60 pupil respondents drawn from all the three public secondary schools reported that they were taught guidance and counseling in their classrooms and that it was not even timetabled. The study further revealed that none of the 60 pupil respondents drawn from all the three public secondary schools reported that there was no orientation organised and conducted when they reported in grades 8 and/or 10.

The above findings from the pupils on the provision of guidance and counselling services contradicted those from guidance and counselling teachers and head teachers. The findings from guidance and counselling teachers and head teachers indicated that although the school had no formal program, some services were offered. They reported that orientation for new pupils especially for grades eight and ten were done in classes by class teachers and subject teachers. They also indicated that although guidance and counseling was not timetabled, teachers teach it as a cross cutting issue. The disparities in these findings may be attributed to the fact that guidance and counseling teachers and head teachers were aware of the implications of not conducting such services so they might have tried to show that they were at least doing something. The other thing might be that such services could have been provided uphazardly without pupils noticing that they were actually offered such services.

The above findings from pupils are in contradiction with what many scholars have argued regarding what the nature of guidance and counseling services should include. For example, according to Denga (2001), guidance is a broad field containing services in the form of appraisal, information dissemination, placement, decision-making, orientation, evaluation, referral, follow-up and also counseling. All these programs should be well known to pupils. Furthermore, Mapfumo and Nkoma (2013) argue that guidance and counseling services should be offered in two complementary delivery strategies in schools: information dissemination to groups of individuals, normally classes following a class timetable, and the assistive conversations that

occur in one-on-one relationships between counselors and counselees. But the current study revealed that none of such parameters were present in the public secondary schools visited.

The study further revealed that over 42 (70%) of the 60 pupil respondents drawn from all three schools reported that their schools did not offer services such as study skills, subject combination, remedial work, and career talks. It further indicated that even the requirements for different universities and colleges and talks from different professionals invited by the school were not offered. The pupils also reported there were no different organisations invited to give talks on HIV/AIDS, drug/alcohol abuse, illicit sex and teenage pregnancies. Individual/group counseling sessions were also not offered. Only about 18 (28%) pupil respondents reported that their schools offered such services and those could have only received such services 'accidentally' since schools did not have a program in place.

The above findings from pupil respondents were also confirmed during the focus group discussion. From the discussion, it became clear that of the main components of guidance and counseling services that were supposed to be offered in public secondary schools, the three public secondary schools visited in Mansa district were only offering examination requirement talks under the educational/academic guidance and counseling. This came to light during the focus group discussion. For example, one pupil reported,

*The guidance and counseling teacher becomes active during examinations. When we have problems, there is no teacher whom we can say can help us because most of them are just interested in collecting school fees from us. Even the matron just shouts at us and you cannot even tell her any problem.*

The above was also confirmed by the fact that 42 (70%) of the pupil respondents submitted that their schools offered services and talks on examinations and test rules/awareness especially prior to examinations.

The above findings from the pupil respondents might be taken to be true because all the three guidance and counseling teacher respondents reported that their schools were only offering talks on examination preparations, registration of pupils for examinations such as grade nine, grade twelve and general certificate of education candidates. The teachers also responded that they were involved in issuing of examination results slips to clients. These findings were also

confirmed by those from the head teachers. All three head teacher respondents reported that the teachers offered pupils with examination talks. Both teachers and head teachers indicated that talks on subject combination was carried out especially amidst the new curriculum but over 40 (67%) pupils indicated that they had not been counseled on subject selection and combination. This contradiction can be attributed to the fact that most of the pupil respondents were not affected by the new curriculum and could therefore not have had such talks.

The above revelations confirm that most public secondary schools do not offer adequate guidance and counseling services required as from the above it is clear that only some services under the education/academic component were offered. The vocational/career and social/personal guidance including counseling sessions were not conducted in those schools. These are in line with the findings of Makumba (2013) who in his study conducted in Mumbwa district indicated that although teachers and pupils indicated that guidance and counseling services were provided in schools, they were not provided as they were supposed to be provided. Furthermore, Nkhata (2010) discovered that subject selection in most of the schools were nonexistence.

However, the above revelations by the current study contradict with those of a study by Kasonde et al. (2009) conducted in selected schools in Central, Copperbelt and Southern provinces. It revealed that most of the pupils (60%) in that study agreed that the guidance and counselling unit helped them in choosing subjects and gave help to pupils in the selection of a career path. The study further reported that most of the respondents indicated that the guidance and counselling unit advised them to work towards their career choices. It further indicated that the majority of pupils and teachers said that the guidance and counselling unit provided pupils with information on entry requirements for higher institutions. The contradictions between the findings of the current study and those of Kasonde et al. (2009) might be due to the fact that the current one was done in a rural part of Zambia and monitoring of guidance and counseling services in such schools might not be as enhanced as the ones along the line of rail.

With regards to the resources, the pupils' responses indicated that their schools did not have adequate guidance and counseling teachers and there were inadequate writings or brochure around the school to communicate some guidance and counseling messages. For example, out of

the total number of 60 pupil respondents, only 12 (20%) respondents indicated that their schools had enough office for guidance and counseling services. Furthermore, only 7 (11.7%) respondents reported that their schools had adequate number of guidance and counseling teachers and only 6 (10%) respondents indicated that their schools were providing pupils with brochures and that there were writings around the schools communicating guidance and counseling messages.

The findings from the pupil respondents about inadequate guidance and counseling teachers, inadequate office space and lack of materials for guidance and counseling were in line with the findings from teachers and head teachers. For example, all the three guidance and counseling teacher respondents reported that schools were not much prepared in the provision of guidance and counseling services in terms of human resource, materials, office space and finances. This was due to the fact that none of the three schools had a trained and qualified guidance and counseling teacher, materials to use were not available and the office space was just for issuing statement of results and keeping certificates.

Similar sentiments were expressed by all three head teachers who indicated that their schools were not very prepared to offer guidance and counseling services fully. They noted that their schools lacked materials such as syllabus and books for guidance and counseling lessons. They also admitted that schools had guidance and counseling offices but they were not spacious enough to be used for counseling services. They further noted that schools had no trained and qualified guidance and counseling teachers and even those seconded to do the work not enough and were also overloaded with other duties such as teaching their own subjects.

The above findings are in line with those of a study by Nkhata (2010) conducted in the selected boarding schools in southern province. It indicated that there was need to improve guidance and counseling materials and resources that included more trained guidance and counseling teachers, office space and other materials. But Tuchili (2008) in a study conducted in Lusaka indicated that various guidance and counseling writings were pasted on the notice boards. Tuchili (2008) further indicated that schools were prepared to offer necessary guidance and counseling services. The contradiction between the findings of Tuchili's study and the current study might be attributed to the fact that Lusaka is the urban area and capital city of Zambia and therefore, many

things in most schools are in place as opposed to rural schools such as those visited in Mansa district.

On the organisation of the guidance and counseling program, all the three guidance and counseling teachers indicated that there was no formal guidance and counseling program to be followed but pupils were talked to as need arises and in their classes by subject and class teachers. Head teachers also indicated that they had tasked teachers to be talking about important issues affecting pupils in classes and also that various talks were done during assembly with pupils. For example, one head teacher said, *“announcements and talks are done during assembly when all pupils are sensitized on a number of issues affecting them.”*

The above revelations shows that formal guidance and counseling services were not taking place in the public secondary schools visited. According to the Ministry of Education, schools should also provide one to one services that will help pupils deal with their problems. MESVTEE (2012) argues that the counselor, who is a teacher in this case, provides a warm and non-evaluative atmosphere to help or stimulate the pupils to make suitable choices while thinking aloud in various alternatives open to them. Therefore, group guidance and counseling conducted in classes and during assembly should not be the only way of organizing guidance and counselling activities.

Furthermore, the current study revealed that only teachers were offering guidance and counseling services. That practice is against the recommendation of some scholars such as Kochhar (2013) who points out that services such as vocational/ career guidance should include such activities as career week/days. During this period, different professionals can be called to have a talk with pupils about their professionals; how good they are, how to become one and the entry qualifications.

From the findings above from all the categories of respondents, it seems clear that the visited public secondary schools in Mansa district had not been offering the required guidance and counseling services. The nature of guidance and counseling services offered in the visited schools comprised mainly of very few activities under the educational/academic guidance and counseling leaving out the other components such as vocational/career, social/personal and

counseling sessions. This is against the requirement for the required nature of guidance and counseling services that must involve all the areas as MESVTEE (2012) recommends.

#### **5.4. Ways in which pupils benefit from Guidance and Counseling services offered in public secondary schools**

In the determining the ways in which pupils benefited from guidance and counseling services offered in public secondary schools, various areas were asked. Firstly, the study revealed that of the 60 pupil respondents drawn from all the three secondary schools, only 6 (10%) reported to have had benefited from the services offered while 54 (90%) indicated that they had not benefited much from the guidance and counseling services offered. This was echoed during the focus group discussion. For example, one pupil argued, *“I have personally benefited nothing from the school guidance and counseling services because if they are offered at this school then iam not aware. Everything that I know I just learnt them myself.”*

The above findings from pupils are almost with what guidance and counselling teachers and head teachers reported. For example, all the three guidance and counseling teachers reported that pupils did not benefit much from the guidance and counseling services. Additionally, all three head teachers indicated that their pupils had benefited from the services which were offered although a lot needed to be done to make the services more beneficial.

These findings might be attributed to the fact that the guidance and counseling departments were not offering all the services supposed to be offered in order to benefit pupils. This is in line with Gysbers, (2004), who argues that for effective guidance and counseling provision in schools, both modes; guidance and counseling should be employed. But to the contrary, the current study revealed that public secondary schools visited only offered examinations related talks and guidance.

The findings of the current study also contradict with those by the study conducted by Tuchili (2008) in Lusaka province and the one by Kasonde et al. (2009) conducted in Central, Copperbelt and Southern provinces. The two studies indicated that the necessary guidance and counseling services were provided in the schools they visited and that both pupils and teachers

found them to be more beneficial. These contractions could be attributed to the fact that most components of guidance and counseling services were offered in the schools visited during the two studies while those schools visited by the current study most components of guidance and counseling services were not offered.

With regards to the actual skills developed among the pupils due to guidance and counseling services offered and ways of benefiting from such services, the study revealed that out of the total number of 60 respondents, more than 36 (60%) of them indicated that they had not developed any skill due to guidance and counseling services. A number of them indicated during the focus group discussion that many of the skills they had developed were not as a result of guidance and counseling services offered in schools but through other avenues because many of such services were not offered in their schools. For example, one pupil complained,

*This is a day secondary school with a lot of problems. We need the care of guidance and counseling teachers but even the matrons and patrons do not do anything apart from shouting at us. I personally have not benefited anything from the school in terms of how to deal with my problems because there is nothing. I just try to keep myself safe.*

However, a significant number of pupil respondents, up to 24 (40%) out of 60 (100%), indicated that they had benefited from guidance and counseling services provided by developing various skills. They indicated that they had benefited from the guidance and counselling services in terms of developing skills to seek help from teachers, study skills and skill to deal with HIV and AIDS. Others, though a small number ranging from 18 (30%) to 5 (8) reported that they had benefited by developing various skills such as knowledge of different professions, seeking different jobs, dealing with peer pressure, dealing with issues of alcohol/drugs, dealing with issues of boy/girl friend, dealing with illicit sex and teenage pregnancies, seeking counseling services and a skill to behave well at school. However, 24 (45%) of pupil respondents indicated that they had developed enough skill to prepare and deal with examinations and tests. This significant percentage can be attributed to sensitizations that were taking place in secondary schools prior to writing examinations and tests.

The findings from guidance and counselling teachers and head teachers seem to agree with those from pupils. For example, all the three guidance and counseling teacher respondents reported that pupils did not develop many skills. Under the education/academic guidance, they reported that pupils were able to learn about the dos and don'ts during examinations and they were reduced cases of malpractice during examinations. Under the career/vocational guidance, the study revealed that all the three respondents reported that pupils had not benefited much as the services were currently not offered in schools formally. The situation was the same with social/personal guidance. All the three guidance and counseling teacher respondents revealed that mostly, pupils were talked to by teachers in general and that some signs of good behaviour were observed among some pupils after being talked to but there was no record to prove that.

All three head teacher respondents also reported that as the result of the guidance and counseling services offered to pupils, schools had observed reduced cases of missing candidates for examinations, examination malpractices and sneaking out of lessons. They further revealed that the schools' expectations were not accomplished as many more things needed to be done in order to have a successful guidance and counseling program throughout the year.

The above revelations of a small number of pupils who indicated that they had developed various skills due to guidance and counseling services in vocational/career and social/personal guidance and counselling services are a testimony that pupils did not access such services in their schools as such services were not provided. This is in contrast to the findings of the study by Kasonde et al (2009) that confirmed that a good number of pupils had indicated that various guidance and counseling services were offered in their schools and that they were satisfied with them. The number of pupils not attaining important skills to deal with their challenges in the current study is higher due to the fact that all the three schools visited did not have a program in place and the few services indicated were offered haphazardly.

With regards to the number of counselling sessions that had been conducted, all the three guidance and counseling teacher respondents reported that no formal counseling sessions had ever happened and therefore, no pupil had been attended to formally and mostly, pupils were informally advised by various teachers with no record available in any school. Moreover, the

findings showed that all the three head teacher respondents also indicated that there was no record to show the number of pupils who had accessed counselling services as there was no formal counselling program. This is despite about 14 pupils indicating that they had developed a skill to seek counselling services. The 14 pupils who reported so might be among those who could have been counseled informally.

With regards to the actual ratings of the guidance and counseling services provided in schools to pupils in terms of pupils benefiting from them, none of the pupils indicated that they had benefited very much in any of the components of guidance and counseling services. The study also revealed that 11 (18.3%), 8 (13.3%) and 5 (8.3%) had indicated that they had benefited much in education/academic, social/personal guidance and career/vocational guidance and counselling services respectively. None of them had indicated that he/she had benefited much in counselling services. Furthermore, the study revealed that 18 (30%), 16 (26%), 12 (20%), and 6 (10%) had indicated that their benefits in, social/personal, counseling education/academic and career/vocation services respectively were not much. Lastly, the study revealed that the majority of the pupil respondents; 49 (81%), 48 (80%), 34 (56.7%) and 33 (55) indicated that they had not benefited at all from the career/vocational, counselling, social/personal and educational/academic guidance services respectively.

In terms of rating the pupils' benefits from the different components of guidance and counseling services, the study revealed that all the three guidance and counseling teacher respondents indicated that apart from education/academic guidance and counseling services which they indicated to be ranging from Much to Not Much, career/vocational, social/personal and counseling services ranged from Not Much to Not at all. These findings really are not different from what pupils had indicated. The responses from head teachers were not any different from what pupils and guidance and counselling teachers had reported. The study revealed that all the three head teacher respondents reported that head teacher respondents' general rating of all the components of guidance and counseling services was below what was expected as not much was happening in schools.

From the above findings on the general rating of guidance and counseling services offered in terms of pupils benefiting from them, it is clear that to a larger extent, all the three categories of respondents agreed that pupils did not benefit much from guidance and counseling services in schools. This was mostly because of the absence of such services in schools. These revelations by the current study is contrary to the findings of a study by Nkhata (2010) which indicated that many pupils in selected boarding schools in Southern Province got help from guidance and counseling services provided in schools in almost all the areas..

On the concluding comments by head teachers on the nature and benefits of guidance and counseling services offered in their schools, the study revealed that all the three head teacher respondents admitted that their schools were not doing much in terms of provision of guidance and counseling services. One of the contributing factors reported was that teachers tasked to help in the department were not trained and had other duties such as teaching their subjects. They further indicated that even the few services available in schools were not benefiting most pupils as they should have been because there was no formal guidance and counseling program in all the schools visited that could be assessed or evaluated. For example, one head teacher argued,

*There is a very serious need for having highly trained guidance and counseling teachers who should devote their time and energy to helping pupils. These teachers; at least a female and male per school, should have no any other subject to teach but just draw up a guidance and counseling program that should be time tabled and well known by all stakeholders.*

The above observations by head teacher respondents are in line with the findings of the study by Makumba (2013) that many teachers offering guidance and counseling services in schools were not qualified and one would wonder how beneficial such services would be to learners since the providers were not well equipped to deliver quality guidance and counseling services.

## **5.5. Summary**

This chapter has discussed the findings of the study which aimed at investigating the nature and benefits of guidance and counseling services offered in public secondary schools in Mansa

district. The discussion of findings was based on the objectives of the study. The findings were from the pupils, guidance and counselling teachers and head teachers which have been integrated in the discussion. The challenges that pupils in secondary schools face which are dealt with by guidance and counseling department were the first ones to be discussed.

Among the leading challenges that the study revealed were those to do with study skills, subject combination, settling at school and coping with academic pressure. Others included fear of tests and examinations, choosing a right career and tertiary institution, finding job opportunities and peer pressure. The other challenges were drug/alcohol abuse, illicit sex, boy/girl friend intimate relationship, dealing with issues of HIV/AIDS and teenage pregnancies. Coping with a loss of a beloved one, paying school fees, physical abuse, verbal abuse, sexual abuse, some male teachers 'propose love' to girls, illegal abortions and use of social media such as face books and what's up were also reported to be among the many challenges which pupils were facing.

These above challenges were also found to be among the ones facing pupils by various scholars both within and outside the country. Scholars such as Legters and Mcdill, (1994), Kasonde et al. (2009), Tuchili (2008), Women and Law in Southern Africa-Zambia et al. (2012), Manitoba Education, Citizenship and Youth (2007), MESTVEE (2012) and Makumba (2013) all indicate various challenges similar to the ones cited above.

Concerning the nature of services offered by the guidance and counseling department to help pupils in public secondary schools deal with their problems, the findings clearly showed that only unlike the revelations by many local studies cited, the revelations by the current study indicated that not all the components of guidance and counselling services were offered. The study revealed that very few services on educational/academic guidance and counseling services that included examination talks were offered. Records to show the existence of the rest of the activities that involve career/vocational and social/personal guidance and counselling services were not there.

The study revealed that schools did not have any guidance and counseling program in place to follow and there was no record to show that guidance and counseling was being taught in classes as it was not timetabled. The study also revealed that the majority of the pupils were not offered with organised orientation talks when they reported to their various schools as new pupils and no

deliberate activities on study skills. Talks on subject combination were reported to be conducted but pupils were not given freedom to choose optional subjects. Schools visited during the study were also found not to be doing much in offering remedial work, had little activities on career talks and very little was done on requirements for different universities and colleges. The study also reported little or no talks from different professionals invited by the school visited and little activities from different organisations invited to give talks on HIV/AIDS, drug/alcohol abuse, illicit sex and teenage pregnancies. There was also no evidence of counseling sessions.

On the ways in which pupils benefit from guidance and counseling services that are offered in public secondary schools, the study revealed that most of the pupils had not benefited much from the guidance and counseling services. The study indicated that many of the skills pupils had developed were not as a result of guidance and counseling services because most of such services were not available in schools and none of the three schools visited had any record to prove their provision. The low percentages of pupils who indicated that they had developed various skills due to guidance and counseling services offered in their schools are a testimony that most of pupils did not access to guidance and counseling services because there was no program so even those reported to be offered not many had accessed them.

The study also indicated that the rating of guidance and counseling services in terms of pupils benefiting from them was below what was expected as not much was happening in schools. From these findings, it is clear that to a larger extent, most pupils did not benefit much from guidance and counseling services in schools. These findings contradict with those of other studies such as Tuchili (2008), Kasonde et al (2009), Nkhata (2010) and Makumba (2013) who indicated that the guidance and counseling services in schools were benefiting pupils.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1. Introduction**

This chapter presents conclusion of the study and recommendations drawn from the findings of the study. The study was conducted to investigate the nature and benefits of guidance and counseling services offered in public secondary schools in Mansa district.

#### **6.2. Conclusion**

Arising from the interpretations from the tables and figures as well as descriptive data, it can be concluded that pupils in public secondary schools in Mansa district sampled in this study face numerous challenges that need to be dealt with by the guidance and counseling department. Among the common challenges include those to do with study skills, choosing appropriate optional subjects in line with pupils' career preference and peer pressure. It can also be concluded that using drugs/alcohol, illicit sex and illegal abortion were happening in schools. From the revelations, mostly by pupils, it can also be concluded that sexual abuse especially of girls by teachers still remains among major challenges in schools this study sampled. Furthermore, challenges to do with choosing the right career, lack of information about various tertiary institutions and dealing with HIV/AIDS were among many challenges pupils were facing. It can therefore be concluded pupils face various challenges.

Concerning the nature of guidance and counseling services provided in public secondary schools to help pupils deal with their challenges, the study revealed that all the three schools visited were not providing services in all the components of guidance and counseling. The only services provided by the guidance and counseling section were examination/test talks about rules and regulations which helped to reduce anxiety among pupils during examinations and tests. The rest of the services in educational/academic were not provided. The study also indicated that main activities with regards to vocational/career and social/personal guidance and counseling services were not offered by the section. Formal counseling sessions which should be recorded were nonexistence in all the schools sampled. From these findings, it can be concluded that not having

trained guidance and counselling teachers to plan and execute such services could have contributed to the many activities not happening in schools. This was mainly coupled with the non existence of the guidance and counselling program to follow.

With regard to the ways in which pupils benefit from guidance and counseling services provided in public secondary schools benefit pupils, the study revealed that since most services were not provided in the schools visited. For example, schools had no guidance and counseling program in place and had no record of the activities happening in schools so it was difficult to evaluate its benefits to pupils based on that. But from the pupils themselves, teachers and head teachers' points of view, the guidance and counseling services offered in schools were not benefiting pupils much because most of such services were not formally offered. However, since the study revealed that pupils had developed some skills to deal with examination stress due to examination talks, it can be concluded that guidance and counselling services when properly offered to pupils can be beneficial in many ways.

From the above, it can be said that unlike some schools such as those in Lusaka, Southern, Central and Copperbelt provinces where various studies conducted had revealed that most guidance and counseling services were offered and pupils had benefited very much from them, the three schools visited in Mansa district were not providing adequate services that could benefit pupils. Even the few services reported to be provided by the teachers seconded to guidance and counseling section did not benefit more pupils as very few of them accessed them.

Considering the many challenges pupils were facing and the nature of guidance and counselling services reported to be offered in the public secondary schools sampled, it is imperative to say that a lot needs to be done. For sure pupils in public secondary schools in Mansa district face a lot of challenges that demand for guidance and counseling services. However, not many of such services are offered, therefore, pupils have not benefited in many ways and have not developed many skills to help them deal with their day to day challenges. Hence, the many reported illicit activities among pupils may, to some extent, be due to non availability of necessary guidance and counseling services in public secondary schools.

The schools sampled in this study therefore failed short of their expectation to offer guidance and counseling services to their pupils regarding the specifications of the humanistic theory. There was lack of positive regard and unconditional love for every pupil by the guidance and counseling teachers and the schools as the whole. Furthermore, such services did not aim at helping pupils deal with their own problems by making right choices. Since pupils should be viewed as rational, socialized, forward moving and realistic which the study has revealed the opposed, it can be concluded that the anti social behaviour reported such as hostility and other unwanted tendencies are just reactions to the frustration of more basic impulses of love, belonging and security which guidance and counselling services should help address.

### **6.3. Recommendation**

Based on the study findings, the following are the recommendations made to the Ministry of Education, Science, Vocational Training and Early Education:

1. Since it was revealed that the teachers seconded to the guidance and counselling unit were not trained and qualified to handle guidance and counselling services, the study recommends that guidance and counseling should be taught to all student teachers so that as they graduate they will go out in the field with skills in various guidance and counseling services.
2. Since the study revealed that there was no program designed for guidance and counselling services and that it was also not timetabled, the study recommends that guidance and counselling department should be introduced in schools with the head of department responsible so as to oversee its operations.
3. The study also revealed that in all the three schools sampled, no trained guidance and counselling teacher was found. It is therefore, recommended that trained guidance and counseling teachers should be deployed in public secondary schools with the sole responsibility of providing guidance and counseling services.
4. The study also revealed that there were no materials available in the schools sampled for guidance and counselling services. It is therefore recommended that teacher's guides and other materials in guidance and counseling be distributed to all schools

5. Since the study revealed that not much was happening in the schools sampled in terms of guidance and counselling provision, the study recommends that the ministry should strengthen the supervision and monitoring of guidance and counseling provision in schools, especially those in rural areas.

### **6.3. Recommendations for future research**

1. Further studies should be done to cover grant aided schools in order to have a comparative data in this area of study.
2. A study should be done on a large scale to cover the whole province so that the picture of guidance and counseling services offered in the whole province can be ascertained.
3. A study should be done on the challenges facing pupils in day secondary schools especially in rural areas.

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## APPENDIX I



# THE UNIVERSITY OF ZAMBIA

## DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

# SCHOOL OF EDUCATION

## DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

### Questionnaire for Pupils in selected public secondary schools on the nature and benefits of guidance and counseling services offered in public secondary schools in Mansa district.

Dear respondent, you have been selected to participate in a study on nature and benefits of guidance and counseling services offered in public secondary schools. This study will benefit schools in general as the information which will be provided will help strengthen the provision of guidance and counseling services in schools. The information you are going to give will only be used for academic purposes and will also be treated confidentially. There is no need to indicate your name in order to maintain your privacy. You are free to decline or participate in this study.

#### INSTRUCTIONS

Please either tick in the appropriate box or give brief answers in the spaces provided as the question guides.

#### A. Respondent's Bio data:

1. Gender:      Male                       Female

2. Age.....( Write in the space provided)

2. Grade .....(Write in the space provided)

3. Type of school: Core Boarding  Girls Boarding  Core Day

**B. Questions related to the challenges pupils in secondary schools face which are dealt with by guidance and counseling department**

4. Do you face any challenges that can demand guidance and counseling services or any help from teachers? Yes  No

5. If your answer to question 4 above is yes, please indicate what these challenges are by ticking in the list provided below :

a. Problems with how to study:

b. Problems with subject combinations:

c. Problems concerning settling at this school ( Iam not oriented on many things at this school)

d. Problems coping with academic pressure (I don't do well in some subjects)

e. Fear of examinations or tests:

f. Don't know how to look for a job or get into any university/college when I complete school:

g. Don't know most of the job opportunities and professional available out there:

h. Peer pressure concerning drug/alcohol abuse, illicit sex and boy/girl friend relationships:

i. Problems with issues of HIV/AIDS and teenage pregnancies:

j. Problems concerning how to cope up with the loss of a beloved one:

k. Problems with school fees:

l. I have been abused: Physically  Verbally  Sexually

m. List other problems that you may face which are not listed above if there is any:

i.....

ii.....

iii.....

iv.....

**C. Questions related to the nature of guidance and counseling services offered in secondary schools to help pupils deal with their challenges**

6. Does your school have a guidance and counseling programme which is well-known by the pupils?

Yes

No

7. Do you have guidance and counseling lessons in your class which are even time tabled?

Yes/

No

8. Did you have orientation when you reported at this school in grade 8/10?

Yes/

No

9. Tick from the following list the guidance and counseling services which your school conduct:

- a. Study skills and subject combinations:
- b. Remedial work to pupils with problems in various subjects:
- c. Talks about examination requirements and preparations:
- d. Career talks and requirements for different colleges and universities:
- e. Invite different professionals to talk to pupils about different jobs out there in the field:
- f. Invite different organisations to talk about peer pressure and drug/alcohol abuse, teenage pregnancies, illicit sex and HIV/AIDS:
- g. Individual and/or group counseling to pupils with various personal/social problems such as loss of a beloved one, abuse cases, academic problems and many others:
- h. There are adequate teachers who offer guidance and counseling services to pupils:
- i. There is an office for guidance and counseling services:
- j. Specify any other services that your school conducts to help pupils with various problems which are not mentioned above

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



Excellent                      Good                      Fair                      poor                      Very poor

B). Personal/social guidance

Excellent       Good       Fair       poor       Very poor

C). Career/vocational challenges

Excellent       Good       Fair       poor       Very poor

**END OF QUESTIONNAIRE, THANK YOU VERY MUCH FOR PARTICIPATING.**

**APPENDIX II**



**THE UNIVERSITY OF ZAMBIA**

**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

# **SCHOOL OF EDUCATION**

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

### **FOCUS GROUP DISCUSSION WITH PUPILS IN PUBLIC SECONDARY SCHOOLS ON THE NATURE AND BENEFITS OF GUIDANCE AND COUNSELING SERVICES OFFERED IN PUBLIC SECONDARY SCHOOLS IN MANSA DISTRICT.**

I am Joseph Mwape as the introductory letter states and a student at the University of Zambia, Directorate of Research and Graduate Studies under the department of Educational Psychology, Sociology and Special Education doing a Master of Education in Educational Psychology. I'm carrying out a research on nature and benefits of guidance and counseling services offered in public secondary schools in Mansa district. This study will help strengthening the provision of guidance and counseling services in public secondary schools so as to benefit pupils. With your permission, iam going to ask you some questions in connection with the guidance and counseling programme of this school and the extent to which it benefits you. This is a recap to questionnaires which you filled earlier on. This is just to ensure that if there were areas where you were not clear, through this discussion I can clarify. Please, contribute as much as you can. Obviously, there are no 'wrong' or 'right' comments.

The information that you give will be used for this study only and your identity will be protected. Everything possible will be done to make sure that your responses cannot be traced to you. Do you have any questions? Are you willing to participate?

The discussion will be in three important areas which have to do with the challenges that you as pupils face that demand for the provision of guidance and counseling services, the guidance and counseling services that your school offers you and finally the extent to which you as pupils benefit from such services.

**PART A. topic related to challenges faced by pupils which are dealt with guidance and counseling services**

1. What are the academic/education challenges that you as pupils face at this school?
2. What are the career/vocation challenges that pupils face at this school?
3. What are the personal/social challenges that pupils face at this school?

**PART B. topic related to the nature of guidance and counseling services provided by the school**

4. What are the academic/education guidance and counseling services provided at this school to help pupils deal with academic/education challenges?
5. What are the career/vocation guidance and counseling services provided at this school to help pupils deal with career/vocation challenges?
6. What are the personal/social guidance and counseling services provided at this school to help pupils deal with personal/social challenges?

**PART C. topic related to the ways to which guidance and counseling services benefit pupils**

7. In which way and to what extent have you, as pupils, benefited from the guidance and counseling programme of your school?
8. Have the accomplishments of the guidance and counseling programme/meet your expectations as pupils?

**END OF THE DISCUSSION, THANK YOU VERY MUCH FOR PARTICIPATING**

**APPENDIX III**



**THE UNIVERSITY OF ZAMBIA**

**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

# SCHOOL OF EDUCATION

## DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

**Questionnaire for guidance and counseling teachers in selected secondary schools on the nature and benefits of guidance and counseling services offered in public secondary schools in Mansa district.**

Dear respondent, you have been selected to participate in a study on the evaluation of the nature and benefits of guidance and counseling services offered in secondary schools by providing information in this questionnaire. This study will benefit schools in general as the information will help strengthen the provision of guidance and counseling services in schools. The data you give will only be used for academic purposes and will also be treated confidentially. There is no need to indicate your name in order to maintain your privacy. You are free to decline or participate in this study.

### INSTRUCTIONS

Please either tick in the appropriate box or give brief answers in the spaces provided as the question guides.

#### A. Respondent's Bio data:

1. Gender:      Male                       Female

2. Qualification in Guidance and Counseling

Bachelors Degree  Diploma  Other..... (Specify)

3. How long have you been working as guidance and counseling teacher?

0-5 years  6-10 years  Above 10 years

4. Type of school: Core Boarding  Girls Boarding  Core Day

5. Total number of Pupils at this school:.....Boys .....Girls .....Total

**B. Questions related to the challenges pupils in secondary schools face which are dealt with by guidance and counseling department**

6. Do pupils at this school face any challenges that can demand guidance and counseling services? Yes  No

7. If the answer to question 6 above is Yes, list the main challenges they face under the following headings:

a. Educational challenges:

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

b. Career/vocational challenges:

.....  
.....

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.....  
c. Social challenges:

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d. Personal challenges:

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.....  
.....

9. How prevalent are education challenges at this school?

Very prevalent  Prevalent  Average  Not prevalent

**C. Questions related to the nature of guidance and counseling services offered in secondary schools to help pupils deal with their challenges**

9. Does this school provide any guidance and counseling services to pupils?

Yes  No

10. If the answer to question 9 is yes, list the main activities that are carried out under the following heading:

a. Educational guidance

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

b. Career/Vocational Guidance

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.....  
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c. Personal Guidance

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d. Social Services

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.....

11. How prepared is the school to provide the above guidance and counseling services in terms of:

a. Human resource:

Very adequate  Adequate  Average  Inadequate

Very inadequate

b. Materials:

Very adequate  Adequate  Average  Inadequate

Very inadequate

c. Office space:

Very adequate  Adequate  Average  Inadequate

Very inadequate

d. Finances:

Very adequate  Adequate  Average  Inadequate

Very inadequate

**D. Questions related to the ways to which guidance and counseling services benefit pupils in secondary schools.**

12. Do pupils benefit from the guidance and counseling services provided to them?

Very Much       Much       Average       Not much       Not at All

13. If the answer to question 12 is either very much, much or average, state ways in which they have benefitted under the following heading:

a. Personal/ social guidance

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

b. Career planning and exploration

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

c. Educational/academic guidance:

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

14. How many counseling sessions have you conducted this year and how many pupils have benefited?

Sessions :.....(Please write the number in the space provided)

Pupils that have benefited..... (Please write the number in the space provided)

15. How would you generally rate your school's guidance and counseling services in terms of their benefits to pupils under the following career/ guidance heading?

A. Education/academic guidance

Very Much  Much  Not Much  Not at All

B. Career planning and exploration

Very Much  Much  Not Much  Not at All

C. Personal/ social guidance

Very Much  Much  Not Much  Not at All

**END OF QUESTIONNAIRE, THANK YOU VERY MUCH FOR PARTICIPATING.**

**APPENDIX IV**



**THE UNIVERSITY OF ZAMBIA**

**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

# **SCHOOL OF EDUCATION**

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

### **IN-DEPTH INTERVIEW WITH HEADS OF PUBLIC SECONDARY SCHOOLS ON THE ON THE NATURE AND BENEFITS OF GUIDANCE AND COUNSELING SERVICES OFFERED IN PUBLIC SECONDARY SCHOOLS IN MANSА DISTRICT.**

I am Joseph Mwape as the introductory letter states and a student at the University of Zambia, Directorate of Research and Graduate Studies under the department of Educational Psychology, Sociology and Special Education doing a Master of Education in Educational Psychology. I'm carrying out a research on the nature and benefits of guidance and counseling services offered in public secondary schools in Mansa District. This study will help strengthening the provision of guidance and counseling services in public secondary schools so as to benefit pupils. This is because policy makers and you administrators will be aware of the extent to which these services benefit your pupils and make necessary adjustments where need be.

With your permission, iam going to ask you some questions in connection with the guidance and counseling programme of this school and the extent to which it benefits pupils at this school. Please, respond as candidly as you can. Obviously, there are no 'wrong' or 'right' answers. Iam just trying to understand what you do as a school and the extent pupils benefit from what you do in guidance and counseling.

I need to know what you do to make sure the programme does what it has to do. Please, inform me any other guidance-related activities that you perform which i may miss from the questions that i intend to ask you. I shall also be delighted if you have written documents that give weight to what you will say. Please, do not produce any documents if the school has decided that the documents should not be made available to outsiders like me. The information that you give will be used for this study only and your identity will be protected. Everything possible will be done

to make sure that your responses cannot be traced to you. Do you have any questions? Are you willing to participate?

The questions I will ask you are in four important areas which have to do with the information about you and your school, the challenges that your pupils face that demand for the provision of guidance and counseling services, the guidance and counseling services that your school offer to pupils and finally the extent to which your pupils benefit from these services.

**PART A (Head teacher and school information)**

School:.....

Gender of head teacher.....

Qualifications:.....

Training in guidance and counseling:.....

Experience as head of school:.....

Type of school: Core Boarding  Girls Boarding  Core Day

Number of pupils:.....Boys.....Girls.....Total.....

Number of trained guidance and counseling teachers:.....Males.....Female.....Total

**PART B. Questions related to challenges faced by pupils which are dealt with guidance and counseling services**

1. Do your pupils face any challenges that demand for guidance and counseling services?
2. Tell me some of the challenges/problems that are common among your pupils
3. How prevalent are these problems (give statistics if possible)

**PART C. Questions related to the nature of guidance and counseling services**

Tell me something about your interest in guidance and counseling. Do you have guidance and counseling programme in your school?

4. Does the guidance and counseling programme in your school have a specific curriculum which the guidance teachers follow? What are the components of this curriculum? Is it possible for you to show me a copy?
5. How have you organised to make sure that the guidance and counseling programme in your school runs effectively? Tell me everything that you have done as manager of the school.
6. Do you have enough trained guidance and counseling teachers at your school?
7. Are there guidance and counseling office and counseling sessions going on at this school?
8. As in every educational programme resources are very important. Tell me what resources you have been able to mobilize specifically for the guidance and counseling programme of your school.

**PART D. Questions related to ways to which guidance and counseling services benefit pupils**

9. What are some of the good things that have come out of the guidance and counseling programme of your school? Tell me if the accomplishments of the guidance and counseling programme/meet your expectations as the school.
10. How many pupils have been able to access these services this year?
11. Tell me how you evaluate the guidance and counseling programme of your school. To what extent has your programme been a success and benefit pupils?
12. Is there anything you would like me to know that I haven't asked?

**END OF THE INTERVIEW, THANK YOU VERY MUCH FOR YOUR TIME**