The Role of Counselling Services in StressManagement among Head Teachers in Kitwe District,Copperbelt Province, Zambia

By

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AUTHOR'S DECLARATION

I Mable N Namoobe do hereby solemnly declare that this dissertation represents my own work. I further certify that the work has not been previously submitted for a degree to the University of Zambia.

Signed...Date..

DEDICATION

This work is dedicated to my dear husband David Malamba Chituta, my children, Joyce, Sungalwela, Chiyuni and Cheleka, including my two grandchildren, Taizya and Chimwemwe who were born while I was in my final year at UNZA/ZOU. They encouraged me to start my academic journey and saw me through until the end. I thank God for carrying me through this journey, I saw His hand even when things seemed tough and at stand still, He held my hand carried me on.

LIST OF ACRONYMS

AIDS   - Acquired Immunodeficiency Syndrome

ASCA   - American School Counsellors Association

HIV   - Human Immunodeficiency Virus

PTA   - Parent Teachers Association

UNESCO - United Nations Educational Scientific and Cultural Organisation

DEBS   - District Education Board Secretary

ABSTRACT

The purpose of the study was to explore the role of counselling services in stress management among head teachers in Kitwe district, Copperbelt province of Zambia. The objectives were to identify causes of stress among head teachers, investigate how head teachers use counselling services to manage stress, establish kind of counselling services used by head teachers to manage stress and to develop a counselling strategy that head teachers could use to manage stress.A sample of forty head teachers from both primary and secondary schools (both male and female) participated in the study. Questionnaires and interview schedules were used to collect data.Findings indicate that the causes of stress among head teachers were inadequate time for resting because of too much office work, in some cases it was due to not having managerial knowledge and skills of managing schools with over 3000 pupils and 70 staff and lack of orientation on the duties and responsibilities of an administrator. However, most head teachers did not utilise counselling services in their schools because they felt too senior to be counselled by their teachers. Others felt that they could never trust a teacher counsellor where confidential matters were concerned. They also pointed out that most of the school counsellors were not trained counsellors and they were too young to counsel them. As a result, some preferred to be counselled by pastors from their local churches, their peers and local elderly people. In terms of strategy,

ACKNOWLEDGEMENTS

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CHAPTER ONE - INTRODUCTION

1.1 Overview

This chapter presents background of the study, statement of the problem, purpose of the study, research questions, specific objectives, significance of the study, delimitation and limitation, theoretical framework,and definitions and terms used.

1.2 Background

This study was motivated by the quest to understand the role of counselling in stress management among head teachers in Kitwe district. Having been a head teacher and interacted with head teachers for ……………years provided an opportunity to observe that head teachers were stressed up. What was not known was how they utilised counselling services in their schools to manage their stress. In order to understand utilisation of counselling services, there was need to understand the history of counselling. It was noted that throughout history, human beings have found comfort in sharing their problems or telling their story to others. The old saying, "a problem shared is a problem half solved" tells us one of the universal human truths that when things get difficult or one has to make decisions may need some counsel. As Ndhlovu 2015 alludes counselling therefore becomes a helping relationship between a person in need of help and a trained counsellor. Similarly, Shertzer and Stone (1974) defined counselling as an interaction process which facilitates meaningful understanding of self and the environment and results in the establishment and or clarification of the goals and values for future behaviour. It involves one seeking help, who is a client and the trained counsellor. It also aims to help clients clarify their ideas in order to make informed decisions. Counselling meets all the standards for a profession and has done so for a significant period of time. It is unique from as well as connected with other mental health disciplines by both its emphasis and at times its history. It emphasises growth as well as

remediation over the course of a life in various areas of life (Smith, 2001). Counselling specialises in helping individuals, couples, groups, families and social systems that are experiencing situational, developmental, and long or short term problems. The role of counselling is to help explore one's thoughts with a professional who is non judgemental and can make the client feel less alone and more able to sort out thoughts in a productive way. When thoughts are disorganised, it can be difficult to make good choices. Counselling is a collaborative and confidential relationship which works to develop a realistic plan to help one move forward and grow to achieve the results one would be looking for. There is also a degree of awareness and understanding of yourself and others. Counselling may also improve self-esteem and helps a person to become reflective in one's personal relationship. Many situations in life leave people feeling powerless and a feeling of no choices. The hope is to help a person move from a position of self doubt or insecurity to one where they feel more in control. Whilst a little bit of stress provided workers with the motivation to increase productivity and efficiency, too much stress can be counterproductive. Providing counselling to stressed employees can have many beneficial effects. It can help reduce symptoms of anxiety, and depression, improve mental health, lower levels of sickness and increase job satisfaction and commitment. It provides an effective method of understanding the pressure caused by occupational stress and offers a supportive remedy. Stress, anxiety and pressure will continue to impact on staff, especially head teachers and efficiency, until it results in illness, depression and a decrease in job satisfaction. Offering formal counselling sessions to stressed head teachers may help them feel valued, and enable them to identify the cause of their stress and how to manage it. ……… indicates that counselling boosts morale, confidence, self esteem, productivity and efficiency and creates more relaxed working environment.

However, what is not clear is how the head teachers make use of counselling to manage their stress which involves fight or flight. This is a common response to danger in all human beings and animals. When you are afraid that someone or something will hurt you, the body naturally responds with a burst of energy so that you will be better able to survive the dangerous situation (fight) or escape it altogether (flight). Understanding how headteachers utilise counselling to manage their stress may help headteaches themselves to seek counselling and avoid developing internal stress where they worry about issues they fail to find solutions to. If this situation prolongs, they become addicted to the kind of hurried, and tensedup lifestyle that results from stress. Without knowledge about the role of counselling in managing stress head teachers may even look for stressful situations and feel stressed about things that were not stressful.Stress has adverse results if it is not attended to. It reduces productivity, can increase management pressures and more seriously, it can make people ill in many ways. It affects the brain, work performance, learning and concentration. Managing stress is directly related to personal wellbeing especially at a workplace. Chapman (2016) says that in this world, it is not easy to change a stressful situation, but one can change and reduce the exposure to those stressful situations.It is on the basis of this background that the need to investigate the role of counselling in stress management among head teachers became imperative.

1.3 STATEMENT OF THE PROBLEM

Despite efforts by governments to introduce guidance and counselling in schools, the role of counselling in management of stress among pupils, teachers and head teachers (Ray 2011) has not been given attention. In Zambia for example, despite the existence of counselling services in all schools, colleges and universities, stress continues unabated. It has been observed that head teachers continue to experience stress and what is not known is how they

manage their stress. In order to fill up this knowledge gap this study sought toinvestigate how head teachers use counselling services to manage their stress.

1.4 PURPOSE OF THE STUDY

The purpose of this study was to investigate the role of counselling in managing stress among head teachers of primary and secondary schools in Kitwe district on the Copperbelt in Zambia.

1.5 SPECIFIC OBJECTIVES

The specific objectives of this study were to:

1. Identify causes of stress among head teachers.
2. Investigate how Head teachers use counselling services to manage stress.
3. Establish what kind of counselling services were used by Head teachers to manage stress.
4. Develop a counselling strategy that Head teachers could use to manage stress.

1.6 RESEARCH QUESTIONS

The specific research questions to address the objectives are:

1. What are causes of stress among Head teachers?
2. How do Head teachers use counselling services to manage stress?
3. What type of counselling services are used by Head teachers to manage stress?
4. What strategy can Head teachers use to manage their stress?

1.7 SIGNIFICANCE OF THE STUDY

The significance of the study was to encourage productivity and performance in the workplace. If employees are unhappy, anxious or stressed, they will not be able to work well

on their job. Their productivity and performance will go down. In addition, their interpersonal relations both at home and on the job may suffer even more when they ordinarily do not have interpersonal relation issues. This creates stress and again impacts on their performance. The provision of counselling services is one way of sustaining employee performance, achieving targets and showing commitment (Cole, 1983). Therefore, the study investigated the role of counselling services in stress management among head teachers. The information generated resulted in the formulation of effective intervention measures to lessen the challenges that affect the relationship between the head teacher and the counselling teacher. This in turn is hoped that it will improve the performance of the head teacher and their relationships with teachers, pupils and the public.

1.8 LIMITATIONS

The limitation to generalising the findings of this study is that it was a case of only head teachers in Kitwe district which did not represent the views of allhead teachers in Zambia.

1.9 STUDY SITES

The study was conducted in fifteen secondary schools and twenty five primary schools. The schools were chosen because of their proximity and accessibility. Additionally, the researcher wanted to examine a diverse sample on the use of counselling services in schools.

1.10 CONCEPTUAL FRAMEWORK

The impact of stress upon human beings and physiological well-being has been occurring since antiquity or ancient times (Selye, 1993). Cognitive appraisal is central to the stress and coping processes, for it determines how an event is perceived and therefore operates an essential mediator between the event and the outcome. According to cognitive relational theory, for an event to be stressful or threatening, it must be perceived as such – (Lazarus and

Folkman, 1984). However, stress is not a property of the person, or of the environment, but arises when there is a conjunction between a particular kind of environment and a particular kind of a person to a threat appraisal (Lazarus, 1991). Head teachers are found in such a situation. Current research indicates that the way in which an individual appraises a situation may be more important to psychological well-being than the actual presence of stress. Cognitive appraisal is central to the stress and coping processes, for it determines an event is perceived and therefore operates as essential mediator between the event and the outcome. The present study examines this relationship within a transactional theory of occupational stress. According to this perspective, the appraisal of an event should be predictive of psychological well-being.

Lazarus and Folkman, (1984) argue that it is not the environment or the individual alone that create stress, but the interaction between the two. It occurs when an event is appraised as stressful and involves an evaluation of what can be done in a situation, including an assessment of the availability of resource and coping options.

Shane Schick (2007)said coping strategies and emotion focused strategies are most successful in dealing with the stress of staying perpetually up-to-date. Vijay Raghavan (2010), says that the effect of flexible work schedule, employee support, training and telecommunicating as potential coping to relieve stress. Perceived workload, role ambiguity, work facilitation and decision latitude are potential stressors. High work pressure, long hours of work and a fast paced life style weaken physical health (Charan, 2007). Kamala Balu (2002) indicates that most stress management programs focus on the individual, either assisting employees or help them to cope with job related stressors.

1.11 DEFINITIONS OF THE TERMS USED.

Education – the process of teaching, training, or learning (Kelly, 1999)

Head teacher – a teacher who is in charge of a school or the most senior teacher in a school

School of thought – how psychologists believe human beings their view of the world they live in and how they cope with it.

Strategy – a plan that is intended to achieve a particular purpose

Stress – it is the non specific response of the body to any demand for change (Hans Selye, 1936) or a state of mental or emotional tension resulting from adverse or demanding circumstances. It can be caused by both good and bad experiences.

Counselling – is mutual helping relationship between a person in of help, who is a client and a trained counsellor (Ndhlovu, 2015). It is also an interaction process which facilitates meaningful understanding of self and environment, and results in the establishment and clarification of goals and values for future behaviour.

Stress management– a way of controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning (Sedgeman, 2005). He continues to say that it is any technique developed to help someone cope with or lessen the physical and emotional effects of everyday life pressure.

1.12 ETHICAL CONSIDERATIONS

Participants' names and identity in this study remained anonymous. Consent to participate in the study was obtained for participants and permission was obtained from the District Education Board Secretary to conduct the research in Kitwe district. Participants were treated with respect and the right to understand what the researcher would share in connection with the findings for their reactions among others.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter presentsconcept of counselling, historical background of counselling and stress management, status of counselling services in schools, methods used to manage stress by head teachers and summary.

There have always been counsellors, people who listen to others and help them resolve difficulties, but the word counsellor has been misused over the years. To understand the history of the counselling profession and what counselling is and how it is similar to and different concepts such as guidance and psychotherapy, we should first look at the concept counselling.

2.2 Concept of counselling

According to Ndhlovu, (2015), counselling involves a client, the one seeking help and a trained counsellor. They establish a mutual helping between them. The aim is to help clients clarify their idea in order to make informed decisions (Ndhlovu, 2015).Its role is to deal with wellness, personal growth, career, education and empowerment concerns. This means that counsellors work in areas that involve a plethora or plenty of issues including those that are personal and those that are interpersonal. It is conducted individually, in groups and in families. Client problems may require short term or long term interventions that focus on just one person or multiple individuals who are related to each other. It also involves diverse or multicultural with varied cultural backgrounds. Those from minority cultures are helped in a variety of ways depending on their needs addressing issues like discrimination or prejudice. Counsellors not only help their clients' goals but also help their clients accomplish them. This dynamic process comes through using variety of theories and methods. It involves

making choices as well as changes. It is also lively and engaging. In most cases, it is a rehearsal for action (Casey, 1996), either internally with thoughts and feelings or externally with behaviour.There is a degree of self awareness and understanding of oneself and others. This improves self esteem and becomes reflective in your personal relationship. Life feels more enjoyable and fun as well as feeling better about oneself because one has direction, goals, confidence and is able to achieve them. Psychological studies have shown empirical studies which support counselling therapy and its mental and physical health benefits.

2.3 History of Counselling

Counselling is a mutual helping relationship between a person in need of help, who is a client and a trained counsellor (Ndhlovu, 2015). Another classic definition of counselling by Shertzer and Stone (1974: 20) is that counselling is an interaction process which facilitates meaningful understanding of self and the environment, and results in the establishment , and or clarification of goals and values for future behaviour.To understand the history of counselling, it should be realised that throughout the years, human beings have found comfort in sharing their problems or telling their story to others, the old saying, "a problem shared is a problem halved", tells us one universal truth that when things get difficult or one has to make decisions, in their life that sometimes one needs someone to listen to and hear their story, then a better idea can be found for the option. Counselling history can be traced back to the tribal times where people could come together in a group and share their experiences and sometimes their dreams. As civilisation developed, religion offered a type of counselling, usually by priests who would listen and advise parishioners on their problems.

Counselling was an infant profession in the early 1900. During this decade however, three people emerged as leaders in counselling's development: Frank Parsons, Jesse B Davis and Clifford Bears. Frank Parsons was the founder of Guidance, focused his work on growth and

prevention. His influence was great in his time and it is his body work and his efforts to help others lie at the centre of the wheel that represents the present day counselling(Ginter, 2002). Before the 1990s, most counselling was in the form of advice or information. In the United States of America, counselling developed out of humanitarian concern to improve the lives of those adversely affected by the industrial revolution of the mid to late 1800s (Abrey, 1993). In the 1930s, E.G. Williamson and his colleagues, John Darley and Donald Paterson modified Parson's theory. They used it to work with students and the unemployed. His emphasis on a direct counsellor centred approach came to be known by trait factor counselling. His pragmatic approach emphasised the counsellor's teaching, mentoring and influencing skills (Williamson, 1939).

Rogers challenged counsellor centred approach of Williamson as well as Freudian psychoanalysis, but emphasised the importance of the client, espousing a non directive approach to counselling. His ideas were widely accepted but harshly criticised because he advocated giving clients responsibility for their own growth. He thought that if clients had an opportunity to be accepted and listened to, they would begin to know themselves better and become more congruent. He described the role of the helper as being non judgemental and accepting.

Later (1950), four theories emerged that influenced the work of counsellors like psychoanalytic and insight theory of Sigmund Freud, Trait-factor or directive theories by Williamson, humanistic and client centred theories by Carl Rogers and to a lesser extent, behavioural theories by B.F. Skinner. Cognitive theories also made an appearance, as witnessed by the growth of Albert Ellis's rational emotive therapy and Eric Berne's transactional analysis (Aubrey, 1977).

While everyone agrees that counselling services and stress are culture mediated, there are knowledge gaps about exactly how counselling in stress management are utilised among head teachers in Kitwe district. Stress occurs when the human body experiences a lack of equilibrium that is perceived as threatening by that individual. Merriam Webster defined stress as one of bodily or mental tension resulting from factors that tend to alter an existent equilibrium. The American Institute of Stress defined stress as the non specific response of the body to any demand for change. Selye, (1936) noted that in numerous experiments that laboratory animals subjected to acute but different noxious physical and emotional stimuli, like a blaring light, deafening noise, extremes of heat or cold, perpetual frustration, all exhibited the same pathological changes of stomach ulcerations, shrinkage of lymphoid tissue and enlargement of the adrenals. He later demonstrated that persistent stress could cause these animals to develop various diseasessimilar to those seen in humans such as heart attacks, stroke, kidney diseases and many others. His theories attracted considerable attention and stress soon became a popular buzz word that completely ignored his original definition. Some people used stress to refer to an overbearing or bad boss or some unpleasant situation they were subjected to. For many, stress was their reaction to this in the form of chest pain, heartburn, headache,or palpitation.

Stress can refer to a feeling experience when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. Thus stress was put in a negative light and its positive effects ignored. However, stress can be helpful and good when it motivates people to accomplish more. Increases stress results in increased productivity up to a point after which things go rapidly downhill. One needs to be sensitive to the early warning symptoms and signs that suggest a stress overload and is pushing you over the hump. Such signals are often ignored until it is too late. Not infrequently, others are aware that you may be headed for trouble before you are.

2.4 Causes of stress

Anyone can suffer from stress. There is not a single profession that is immune, although some are prone to burn out and as such when looking for symptoms of stress or building a stress management plan, it should cover all areas of the business from the most senior of managers through to the most junior staff. Causes of stress range from physical (such as fear of something dangerous) to emotional like worry over your family or job. Frankenhauser's study (1991) found that workers with little control over work have higher stress levels, high BP, higher rate of stomach disorders and headaches. Loss of control, new situations, unpredictability, a threat to the ego, anticipation of negative consequences, many others are psychological conditions that can evoke stress. The degree of psychological stress is determined by the individual's assessment of a given situation, for instance, if the environment is perceived as threatening, it is more likely to engender stress. However, certain attitudes or actions can help the individual take the situation in hand and these are coping strategies.

2.5 Causes of Stress Among Head Teachers

In many cases, workload, performance management and inspection put pressure on head teachers. It should also be borne in mind that head teachers who exhibit signs of stress can frequently pass this on to staff in school who in turn suffer stress related symptoms as a result (Roberto De Vaglin, 2001). Kitwe in particular, head teachers have admitted that their stress comes from long working hours (12 hours), lack of funding to run the schools, not enough teachers to take subjects like mathematics and science, pride (not willing to seek counselling even when they dearly need it), lack of managerial skills to run a school, negative attitude

towards members of staff which they use as defence mechanism, arrogance and inexperience in problem solving.

2.6How Stress Affects People at Work

Certain psychological conditions that can evoke stress are many, for instance, loss of control, new situations, unpredictability, a threat to the ego, anticipation of negative consequences and work overload, and many others. Although there are variances in impact and job satisfaction,the presence of stress, with common causes across countries and school systems is undeniable. Excessive workloads, long hours of working and lack of time to rest all cause stress at a workplace. Lack of sufficient funds to buy teaching and learning material for teachers and pupils, equipment like computers and necessities for science laboratories, lack of adequate room for pupils to learn from stresses the head teacher. There is also excessive paper work and administrative duties that need attending to where deadlines have to be met. Several head teachers confess that they have lost morale in their work because their salary is exactly the same as that of their deputy head, which is an anomaly. Others said that their high professional qualification (degree level) has not been recognised and that they get the same salary as a diploma holder, and that is very stressful and demoralising. One very common effect of stress is tiredness, which is as a result of a sufferer not being able to sleep or having disturbed sleep or someone becoming depressed. The good training of line managers and other staff can help in identifying the wide range of stress symptoms.

2.7Other consequences of Stress

Kiecolt and Glaser et al's 2002 study of stress and the immune system categorically states that stress causes a reduction in the effectiveness of the immune system. Illness can be caused due chronic stress, especially if the stress occurs in a tandem with familial, environmental, hereditary and personal factors that encourage its presence. Such illnesses

can arise in a variety of areas like hypertension, memory problems, anxiety, frequent headaches, infections and ulcers.

2.8 Ways of Reducing Stress

Comprehensive initial and in-service training programs like professional exchange, handling conflict amicably, setting achievable goals and limits, finding time to rest, seeking counselling from trained counsellors. Delegation of duties has been found out to be very helpful in reducing stress.

In a climate of austerity and constantly changing working conditions, stress is on the rise among head teachers. Vanessa Latham looks at the legal position of teachers and schools when stress levels are running high. Information collected by the Guardian newspaper in 2012 showed that a 10% increase in stress related sick leave for teachers over the last 4 years and recent poll by the national union of teachers found morale in the profession to be dangerously low. Head teachers who have to manage sickness, absence from duty by teacher's grievance and disciplinary matters feel the impact. The best approach is to be open about the problemand try to find ways of reaching amicable solutions.

2.9 Summary and Knowledge Gap Identified

Literature review does not bring out clearly how head teachers make use of counselling services to manage their stress in their schools.

Kitwe district has a situation where 90% of head teachers were not conversant with managerial skills and this made them stressed. There was need to investigate the role of counselling in stress management among head teachers in Kitwe district of Zambia.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter presents the research design, study population, sample size, sampling technique, research instruments, data collection procedure, data analysis, ethical consideration and summary.

3.2 Research Design

A research design is a plan of the proposed research work. Khotari (2004) explains that a research design is a pre-plan of the methods that are to be used for the data collection. It takes account of the techniques that are to be adopted in the analysis, while adhering to research objectives, time or monetary resources available. Ghosh (2003) points out that research design is not a rigid plan to be followed without deviation with a series of flexible guide posts to help the research maintain the focus of the study. This study adopted descriptive survey research design which is a non experimental research method that is eligible when the research intends to collect data on occurrences such as opinions, attitudes, feelings and habits.

  3.2.1   **Study population** – The population of the study wereall head teachers of both secondary and primary schools in Kitwe district.

  3.2.2   **Study sample** – The sample size comprised of 40 head teachers from primary and secondary schools.

  3.2.3   **Sampling technique** – A stratified random sampling technique wasused to select responding schools in the district based on their geographical location. A stratified random sampling technique in this study gives a desired representation in areas such as age of the head teacher, location and gender distribution of respondents. Later

purposive sampling procedure was used to choose head teachers. The head teachers were chosen using this procedure because they were the only ones with the typical characteristics for the study.

3.2.4 **Data collection instruments** – Questionnaires and interview guides were used to collect data from the head teachers.

3.2.5 **Data collection procedure**

3.2.6 Permission was sought from the District Education Board Secretary to distribute questionnaires and carry out interviews to the head teachers. This was done in order to get a better understanding of the role of counselling services in stress management among head teachers and also get useful information for the study through the use of follow up questions. Questionnaires were distributed to respondents and they were allowed to complete them during their spare time. In order to have indepth understanding of their opinions and situation interviews were conducted with selected head teachers. The interviews were done during respondents own spare time.

Mugenda and Mugenda (1999) say that interviews are preferred due to their flexibility in data collection and that they provide room for probing which yield indepth answers about opinions, observation, perceptions, experiences, knowledge, description of activities and actors. Further, conversations employed were rich and detailed.Confirming this view,Lindlof and Taylor (2000)saythe advantage of a semi structured interview guide is that it allows for new questions to be brought up during the interview as a result of what the interviewee says. Through this instrument, the researcher was able to collect useful information related to the study.

3.3 Data Collected

The purpose of the data collection from the various head teachers was to help understand the role of counselling in stress management. It was also done so as to provide means for summarizing various input statistics necessary to calculate the percentages for the effectiveness of counselling services in stress management. It must be noted that the results and analysis found in this chapter are based on factual data obtained from the head teachers.

3.4 Data Analysis

The open and closed ended questions were personally compiled and analyzed according to the criteria in line with the objectives and were coded accordingly. Excel was used to compute statistics used.

CHAPTER FOUR: PRESENTATION FINDINGS

4.1 Overview

This chapter presents the findings on the role of counselling in stress management among head teachers in Kitwe district. The findings are presented in line with the study questions which were;

1. What were the causes of stress among head teachers?

2. How did head teachers use counselling services to manage stress?

3. What type of counselling services were used by head teachers to manage stress?

4. What strategy can head teachers use to manage their stress?

4.2 Causes of stress among head teachers

There were noticeable factors causing stress in head teachers across schools visited in Kitwe district. From the survey done, it was not the personal characteristics of the head teacher or even the type of school, but the amount of work that caused different stress levels. Although there were variances in impact and job satisfaction, the presence of stress with common causes across school systems was undeniable. Excessive workloads, long hours of working and lack of time to rest all cause stress at a workplace. In addition, insufficient funds to buy teaching and learning material for teachers and pupils, equipment like computers and necessities for the science laboratories, inadequate rooms for pupils to learn from stressedhead teacher. There was also excessive paper work and administrative duties that neededto be attended to withshort time deadlines. Further, several head teachers interviewed confessed that they had lost morale in their work because their salary was the same as that of their deputy head teacher, which was an anomaly. Others said that their high qualification

(degree level) had not been recognised and that they got the salary of a Diploma holder, to them, that was very stressful and demoralising. Another stressor wasfollowing procedures in managing school funds. Procedures cited included;being transparency through using finance committee, the Parents Teachers Association treasurer, the school Board chairperson, the Unions and two teachers. They complained that the system was too cumbersome and usually schools.These procedures took too long to put things in place, as a result, some projects were derailed and never done. Other head teachers complained of not having skills in problem solving. This was because of the age of some head teacher. For instance, some head teachers were too young to head super grade one schools as a result, they became overwhelmed by problems that the office of the head had to handle.In addition, of orientation of the newly appointed head teachers contributed to stress among some head teachers. Some of the newly appointed head teachers expected to be taken for training in how to head a school but such training never existed. These head teachers oftenly found themselves not knowing what to do with problems and demands placed to them as a result, became stressed. Some head teachers complained of long working hours and too little time to rest. They would start work at 06:45 hours and knock off at 19:30 hours or even a little later in the evening, notgiving them enough time to rest. Sometimes, an antagonistic attitude towards the head teachers by teachers causedstress in head teachers.Other causes of stress in head teachers were demands faced from outside the workplace like home, community and fellow head teachers.

4.3 How head teachers used counselling services to manage stress

Concerning how head teachers used counselling to manage their stress, findings showed that……..

Figure 1.1 shows details of responses by head teachers.

How head teachers utilised counselling to manage stress

Yes 7%

No 10%

Sometimes 0%

Never 83%
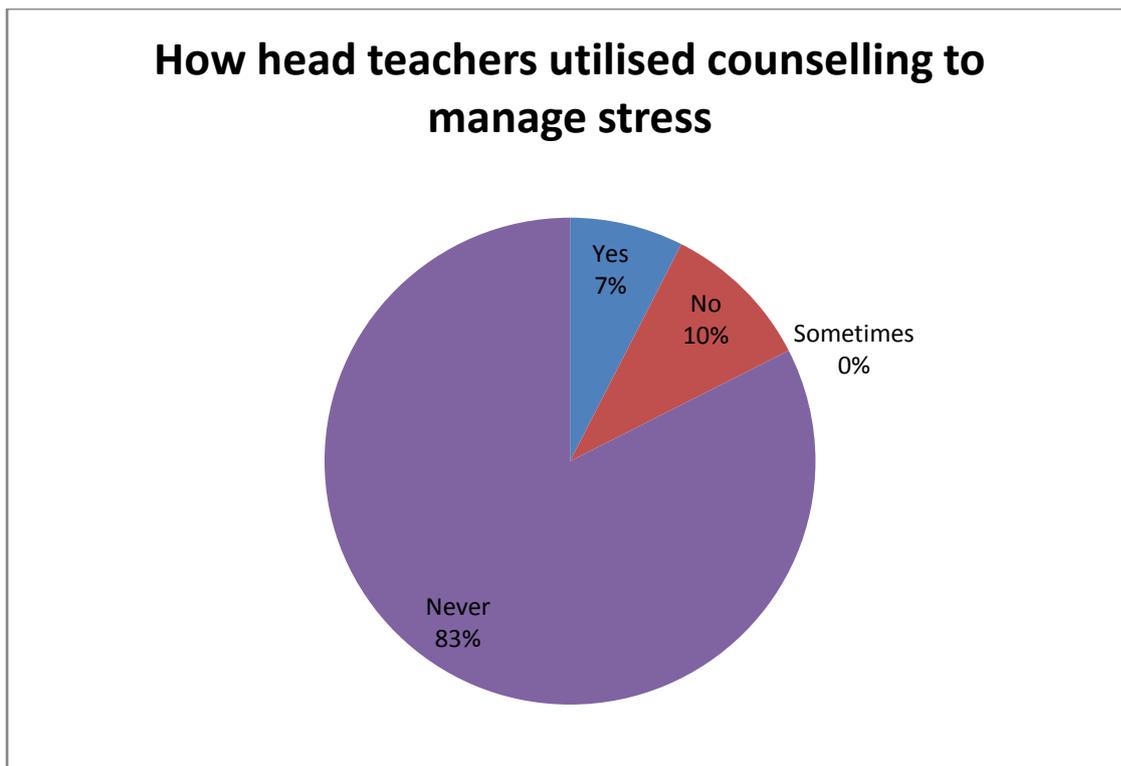
Fig 1.1 Head Teachers responses on how they utilised counselling to manage stress

4.4 What type of counselling services were used by head teachers to manage stress

As regards the types of counselling services used by head teachers to manage stress, findings show thatmost 33 out of 40 (82.5%) of head teachers never sought counselling from their school counsellors.They gave various reasons for their actions which included; lack of conducive counselling room in the school, the counsellor being their teacher or junior staff was not supposed to know the stressor head teachers were experiencing and the school counsellors did not have training in counselling. This action made it difficult to identify the type of counselling services used because head teachers never sought counselling from their school counsellors.

The few head teachers who sought counselling said they were motivated to seek counsel because the school counsellor was older than them as a result, they hoped to receive mature counsel. The type of counselling services sought were individual counselling.

However, head teachers went outside their schools to seek counselling to manage their stress. The type of counselling sought included; pastoral counselling from the clergy, traditional counselling from elderly people and peer counselling from fellow head teachers.

4.5 Strategies head teachers can use to manage their stress

In order to help head teachers to manage their stress, the study came up with the following strategies:

- Relax in bar with friends and try to ignore problems that may need counselling.
- Delegate to deputy heads and senior teachers.
- Ignore some problems until they die out.
- Avoid situations that may be the root cause of the stress.
- Sharing the problems with closely trusted individuals.
- Read the Bible.
- Avoiding all situations that may lead one to be found alone.
- Have enough rest.
- Loosening up by having quality time with the family.
- Seeking an audience with relevant stakeholders

4.6SUMMARY OF NEW KNOWLEDGE CONTRIBUTED

The study has contributed new knowledge to the body of knowledge in that before this study the causes of stress in head teachers was not clearly known but now it is known that

excessive workloads, long hours of working and lack of time to rest caused stress in head teachers.In addition, insufficient funds to buy teaching and learning material for teachers and pupils, equipment like computers and necessities for the science laboratories, inadequate rooms for pupils to learn from stressedhead teacher.

Concerning how head teachers used counselling to manage their stress, the study has brought it out that…………….was used to help head teachers manage their stress. This was done through……………….

As regards the types of counselling services used by head teachers to manage stress, findings show that…………………………..were used.

In order to help head teachers to manage their stress, the study came up with the following strategies:

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

This chapter will discuss the findings on the role of counselling in stress management in head teachers of Kitwe district. The discussion is guided by study objectives which were to;

1 identify causes of stress among head teachers

2 investigate how Head teachers use counselling services to manage stress

3 establish what kind of counselling services were used by Head teachers to manage stress

4 develop a counselling strategy that Head teachers could use to manage stress

Information collected by the guardian newspaper in 2012 showed that a 10% increase in stress related sick leave for teachers over the last 4 years and recent poll by the National Union of Teachers found that morale in the profession to be dangerously low. Head teachers who have to manage sickness, absence from duty by teachers, grievance and disciplinary matters feel the impact. The best approach was to be open about the problem and try to find ways of reaching amicable solutions.

After the investigations, the researcher found that out of the 40 head teachers that were interviewed, 33 of them never sought counselling services provided for at their schools. According to them, counselling services were not even necessary, especially those found at their schools because most of the teacher counsellors were not even trained as counsellors from reputable colleges but oriented to counsel pupils onlyand not the head teacher. Even the

trained counsellor was trained to counsel pupils and not the head teacher. Some head teachers sought counselling services in their schools only if the teacher counsellor was older than them because they would be assured of confidentiality. Pastoral counselling from their local churches was also another popular type of counselling used among the head teachers. Some preferred to take up traditional counselling because they were not only being counselled but also tapping wisdom from the elders. Peer counselling was also another popular type of counselling practiced among head teachers over a bottle of beer while relaxing in a drinking place.

5.2 SUMMARY

The discussion has revealed that head teachers do not value the counselling services found in their schools. The counsellor teachers are not made use of because the head feels superior and can only use counselling services found outside the school.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter will look at the conclusion of the role of counselling services in stress management among head teachers in Kitwe district. it ends with recommendations based on the study findings and in line with the study objectives.

6.2 Conclusion

On the basis of the findings, the study concludes that counselling has a significant role in stress management. However, most head teachers did not use counselling from their schools instead they sought it from the clergy, traditional counsellors and fellow head teachers. Some of the reasons being that school counsellors were their juniors, young and not trained in counselling.

6.2 Recommendations

The district counselling office should:

1   Sensitize head teachers on the importance of counselling services

2   Organise in service training for head teachers on how to run schools.

3 Come up with programs on how to develop problem solving skills in order to ease stress faced by head teachers.

4 Have in service training at least twice per year in order to perfect administrative skills.

Recommendation for Future Study

Future study should compare stress between male and female head teachers and the role of counselling in stress management.

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QUESTIONNAIRE

UNIVERSITY OF ZAMBIA IN COLLABORATION

WITH

ZIMBABWE OPEN UNIVERSITY

QUESTIONNAIRE FOR HEAD TEACHERS

Dear Respondent,

I am a post graduate student on distance learning with the University of Zambia in collaboration with Zimbabwe Open University. I am collecting information on the role of counselling services in stress management among Head teachers in Kitwe district. The information you give is going to be used for academic purposes only. The Ministry of Education may use the findings to assess how they can make counselling services more effective in stress management among Head teachers.

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

Thanking you in advance.

Yours faithfully,

Mable Namoobe

QUESTIONNAIRE FOR HEAD TEACHERS

I would appreciate if you took few minutes to answer the questionnaire according to your own view. I want to assure you that your responses are both valuable and confidential.

Please fill in the box.

Sex: Institution:

Position: Marital status:

INSTRUCTIONS

Choose one of the following answers and indicate using the number in the box provided

1 – Yes   2 – No   3 – Sometimes   4 – Never

1. Are counselling services available at your school?

    ....

2. Do you make use of counselling services that are available at your school? If no, give a reason.

....

....

....

....

3. Should counselling services be provided to administrators? ....

   Give a reason for your response:

   ....

   ....

   ....

   ....

   ....

4. Do you think that the Head teacher needs counselling by the teacher counsellor?

   Give a reason for your response:

   ....

   ....

   ....

5. Does the school have a room where counselling services can be carried out?

   ....

   ....

6. If no, does the counsellor ever counsel you in the school?

   ....

7. Does the school counsellor have the training she needs to do her job? ....

8. Does the counsellor get the support she/he needs from the Head teacher counsel the

   administrators, teachers and pupils?

   ……………………………………………………..

9. How comfortable are you to be counselled by your own teacher counselor?

....

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....

....

10. What causes your stress? (you can list the causes)

....

....

....

....

....

11. When you feel stressed, do you use the counselling services available in the school?

....

12. Are there any other types of counselling services that you use to manage your stress in

case you feel the teacher counsellor cannot counsel you? (You can list them)

....

....

....

....

13. Do you feel that counselling can help you relieve some stress? ....

14. What strategy do you use to manage your stress?

....

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....

....

Thank you so much for your time and help.