



**AN EVALUATION OF THE PERFORMANCE OF GUIDANCE AND
COUNSELLING PROGRAMME IN HANDLING PUPIL INDISCIPLINE CASES: A
CASE OF SELECTED SCHOOLS, CHADIZA DISTRICT**

BY

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A Dissertation submitted to The University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements for the award of the Degree of Master of Education in Educational Management.

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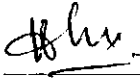
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Dedication

I dedicate this work to my humble and beloved parents, my father Mr Levison Chimbala Tembo(MHSRIP) and my mother Mrs Fatinees Banda Tembo who sacrificed so much for us to compete well in this competitive world. I will always remember and love you dear Parents.

Declaration

I declare that the dissertation hereby submitted to The University of Zambia in collaboration with The Zimbabwe University, for a degree of master of Education in Educational Management has been researched and written by me. All the quotations used in this study have been acknowledged by quotation marks, and that it has not been submitted to any institution rather than The University of Zambia by me towards this programme.

Signed: 

Date 25/08/2016

Approval

This dissertation by Tembo Harrison is approved as partial fulfilment of the requirement for the award of the degree of Master of Education in Educational Management by The University of Zambia in collaboration with The Zimbabwe Open University.

Examiner's Signature

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Lastly, off course not the least to my headteacher Chadiza Boarding Secondary School I say thank very much for granting me permission to be out of the station during the time of this research.

Tembo Harrison

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Abstract

This study was an evaluation of the performance of guidance and counselling programme in handling pupil indiscipline cases in Secondary Schools of Chadiza District of Eastern Zambia. Four objectives guided this research, which were to:

Determine how established the guidance and counselling units in the selected Secondary Schools are; assess how the guidance and counselling units are structured in the schools; identify how the guidance and counselling units handle pupil indiscipline cases and explore the strategies that guidance and counselling teachers could employ in order to effectively handle indiscipline cases.

The research has argued that guidance and counselling units in Secondary Schools in their current structure may not be the right answer to deliver the right performance in handling pupil indiscipline cases. The research has proposed alternative strategies in order for teachers to effectively employ in handling pupil indiscipline cases. Key issues identified by this research include: Guidance and counselling units were available in Schools but not properly structured; through a well structured guidance and counselling unit, some of indiscipline cases in secondary schools could be addressed

I have used qualitative research methodology in this study. The respondents in this research were drawn from two Secondary Schools, of which one was a Boarding and the one was a Day so that a balanced outcome could be generated from the two forms of Schools. The study also argued that there is need for guidance and counselling teachers to employ the right strategies in order to effectively handle indiscipline cases. The research has equally revealed that there are no trained guidance and counselling teachers in guidance and counselling; meaning that those who teach guidance and counselling teach other subjects they are specialized in. The study has revealed that such teachers are overloaded with work.

Although a lot has been done on guidance and counselling, studies revealed that indiscipline cases in Schools have continued. Findings also revealed that administrators were not giving guidance teachers enough room in handling indiscipline cases in schools as they felt that such cases are basically in the office of the deputy headteacher.

Studies equally revealed that in rural schools there was an imbalance in terms of gender in guidance section as there are more males than females.

Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
BACR	British Association of Counselling and Psychotherapy
CASSON	Counselling Association of Nigeria
GC	Guidance and Counselling
GRZ	Government of Zambia
HIV	Human Immune Virus
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MOE	Ministry of Education
NAGCAZ	National Guidance and Counselling Association of Zambia
PTA	Parent Teachers Association
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNZA	University of Zambia

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CHAPTER ONE:

1.1 Introduction

This chapter outlines a brief description of the inception of guidance and counselling services from World view, African view, as well as in the Zambian view. The chapter also presents the statement of the problem, the purpose of study, objectives of the study, research questions, the significance of the study, operational definitions as well as ethical considerations.

1.2 Background

In this modern age, there is an emphasis of imparting good morals to learners as a way of preparing them to becoming useful citizens of tomorrow. One of the obvious ways to do this is through guidance and counselling. At School level, pupils are faced with several problems such as examination related cases, socio- psychological problems pupils indulging themselves in drug abuse, prostitution, truancy, coupled with financial challenges. In the light of these problems, parents expect Schools to provide solutions to the problems their children are facing. As to whether Schools are adequately doing this important exercise is what this study intended to establish.

Robson (1996:12) adds that 'Social experimentation in drugs and sexual relationships has left some casualties among students. A significant number of students indulge in drugs, prostitution, truancy, poor discipline and other misdemeanours (Robson: 1996), Nzimaramasanga (1999:67), Steinberg and Morris 2001:86). The outcome of the above problem is equally summarised by Lines in (Davies 2003:915) who views school as a hive of activity where teenage difficulties and peer group tension arise. Similarly Elkins (1990:17) further argues that schools should move into a leadership role in dealing with the emotional and family problems of their students.

Additionally Nziramadanga (1999) attests that because of many pressure imposed on the family, parents tend to have little time with their children to give them necessary guidance. The parents expect the school to provide solutions to problems facing their children in secondary schools. UNESCO (2002:2) adds that "African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people. Rapid sociological changes emanating from modernisation and urbanisation stress students as well.

As though that is not enough there is also an increase in divorce rate in a number of single-parent headed families all over the world which is also a stressing factor for parents making , hoping schools would facilitate it to their children as cited by (Yurk Yee and Brennan 2004:58).

Gora, Sawatzky and Hague (1999) further elaborate that the increase in diverse student problems and the current economic situations have equally made the need for effective counselling services even more critical than in the past.

Madhuku (2005) concur with Gora (1994) and Mapfumo (2001) when she maintains that there a number of socio-economic and psychological problems which disturb the learning process of students. The growing number of socio- economic and family problems requires more school guidance and counselling services. To a lesser extent I consider the observation made by Paisley (2001)who calls for guidance and counselling units to be restructured away from their current state so as to make them become responsive to the existing social, economic and political realities in today's' complex and diverse society. The argument one may still advance from the above quotations is that are guidance and counselling units any better in the absence of the much needed programmes which comes from this well structured guidance and counselling units in these schools?.

1.3 Statement of the Problem

In recent years, studies in School guidance and counselling services (Tuchili; 2008, Kasonde, Ndlovu and Phiri 2009, Nkhata, 2013) have shown that guidance and counselling services are being offered in Secondary Schools in Zambia. Secondary Schools Pupils are unique in that most of them are adolescence. During this period they depend on their peers and teachers for guidance and counselling in regulating their behaviour towards education. Several studies have been conducted on the relevance of guidance and counselling services in Secondary Schools as well. Even after efforts by the government through the Ministry of General Education to curb indiscipline, cases such as drug abuse, fighting, and immoral conduct including proffering among the School pupils in Zambia are still on the increase.

The current study would therefore evaluate the performance of guidance and counselling in handling pupil indiscipline in Secondary Schools.

1.4 Aim of the Study

To evaluate the performance of the guidance and counselling programme in handling pupil indiscipline cases in Secondary Schools of Chadiza District.

1.5 Objectives of the Research

- (i) To determine how established guidance and counselling units are in the selected Secondary Schools.
- (ii) To assess how the guidance and counselling units are structured in Secondary Schools.
- (iii) To identify how the guidance and counselling units handle indiscipline cases in selected Secondary Schools.
- (iv) To explore the strategies that guidance and counselling teachers could employ in order to effectively handle indiscipline cases.

1.6 Research Questions

- (i) How established is guidance and counselling unit in your School?
- (ii) What is the structure of the guidance and counselling unit in your School?
- (iii) How do guidance and counselling unit effectively handle indiscipline cases in your School?
- (iv) What strategies could guidance and counselling teachers employ in order to effectively handle indiscipline cases in your School?

1.7 Significance of the Study

The findings from this study may help to improve the operations of the guidance and counselling units in Secondary Schools in Chadiza, thereby reduce cases of indiscipline.

1.8 Theoretical Framework

Psychoanalytic theory of counselling was used to guide this study. The theory was first propounded by Freud. According to Freud, behaviour is determined by irrational forces, unconscious motives, biological and instructional drives as these evolve through key psychosexual stage in the first six years of life (Corey, 2005). The main goal in this theory is to make unconscious conscious and then strengthen the ego so that the behaviour of people is based on reality. The study used this theory because according to Freud, a guidance and counselling teacher must be a therapist as well as an educator of the learners. He or she must take time to resolve problems his or her pupils are facing during the school time. In schools, counsellors need to help pupils. Psychoanalytic theory of counselling includes development and organization of the mind, influence of external environment, the importance of family

and the attitude of society. This is the only theory of human psychology which has been influential in helping learners; BACP (2006).

The study used this theory because it is the corner stone of modern counselling.

Many techniques used today in counselling derive some fundamental formulation from this theory. The theory encourages learners to express themselves freely in order to reveal the unconscious contents that can help in helping the learners (Fisher and Greenberg, 1977).

Through guidance and counselling, learners are helped to understand what happens to them as they undergo biological changes. Psychoanalysis has also proven to be of helpful to parents and teachers in the upbringing of the children during their education life. Pupils need to be helped in modifying their personality and character structures.

Additionally, using this theory the childhood experiences are reconstructed, discussed, interpreted and analysed; BACP (2006). Moreover using this theory, teachers are likely to provide a relaxed atmosphere where all the learners can express themselves freely eventually be able to make better decision. This can as well help the teachers to know what is troubling their learners. Similarly, through guidance and counselling, learners are helped in building their characters, improve their behaviour and help them in making their career choices. This study, therefore, intends to establish whether guidance and counselling units in Secondary Schools is being applied in handling pupil indiscipline in Secondary Schools as psychoanalytic theory implies.

1.9 Limitations to the Study

This study only confined to the selected Secondary Schools in Chadiza district, as such it is not possible to generalize the findings to other parts of the Country.

1.1.1 Operational Definitions

Guidance: Giving services to a pupil (learner) so that he or she grows into a responsible citizen.

Guidance Services: Organised procedure and process to achieve a helping relationship.

Counselling: a skilled activity in which the counsellor helps the 'client' to understand their problems, take responsibility for them and develop ways of overcoming them using their own inner resources.

Indiscipline: A situation where students set aside the school rules and regulations and do whatever they like and leave undone what they are expected to do

Stress: The bodily changes that can take place when the external pressures on an individual reach an intolerable pitch causing weakened performance in the given task.

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

School Guidance Counsellor: A School professional who provides individual and group counselling to pupils.

1.1.2 Ethical Considerations

Ethical considerations were taken into account in this study by assuring all the respondents were treated with maximum confidentiality. The names of all the respondents in this study remained anonymous. The researcher sought permission from the school manager and obtained consent from the actual participants before interviewing them. The respondents were guaranteed that the data collected was to be used for academic purposes only. The researcher further ensured that the data obtained would not be shared with anyone in order to maintain the levels of confidentiality. Confidentiality was also ensured by using pseudonyms for the participants in the study so as to hide their identity. The respondents were fully informed about the aim of the study. (See Appendices)

CHAPTER TWO: Literature Review

2.0 Introduction

To remain focussed on the research, the literature review will be generated from the themes as well as objectives of this study which tries to evaluate the performance of the guidance and counselling programme in handling pupil indiscipline cases in Secondary Schools. The literature covers the back ground of guidance and counselling from Global, African as well as Zambian perspectives.

Definition of guidance and counselling

2.1 Guidance

The term guidance is derived from its root word 'guide' which means to direct, pilot, manage, steer, aid, assist, lead, inform or show the way (Makinde; 1993). Therefore, people view a counsellor as a person who directs or steers the counselee (client) in a certain direction or path or to a certain course of action. The UNESCO (2000) Says guidance is a process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns, in relation to his/her aspirations. Guidance as an educational construct, involves those experiences that assist each learner to understand him/herself, accept him/herself, and live effectively in his/her society. Guidance is therefore a process that builds up a human character rather than a single event. Agreeing with this, Tolbert in Kochhar (2013) adds that guidance is the total programme or all the activities and services engaged by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustment in all aspect of his daily life. In other words the definitions raised by these scholars suggest that guidance facilitates pupils throughout their lives to manage their own educational, training occupational, and personal, social and life choices so that they reach their full potential and contribute to the development of a better society.

2.2 Counselling

Counselling is the consultation, discussion, exchange of ideas and/or advice (Makinde, 1993:42). The British Association of Counselling and Psychotherapy (BACP, 2006) attests that, Counselling takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose.

This therefore looks at counselling as a helping relationship, between a counsellor and client which has to be done voluntarily. It does state clearly that counselling is not advice giving but rather an exploration of the issue of difficulty. While, MESVTEE (2013) holds that counselling are important to produce a well-balanced individual who will fit in society and contribute positively for his or her own good and society at large. The four areas of guidance and counselling are personal, social, vocational and educational. It is further said that these should be provided to the learner in a well-balanced manner in order to develop a holistic individual. According to MESVTEE (2013), these four components of counselling revolve around the following three main areas: learning to live, learning to learn, and learning to work. In other words one may also say, Counselling is a helping process that uses safety engendered by a special kind of relationship to help individuals to get access to a greater part of their personal resources, as a means of responding to the challenges of their life. It uses specific skills and techniques in that relationship to help people become more competent, more contented and more creative. It does not deal primarily with the mentally ill but with normal individuals facing all the difficulties involved in domestic, work-oriented and social life. Similarly, this definition captures the three basic principles of counselling:

- That counselling is a process whose aim is to help or assist the individual;
- It involves a relationship; and,
- That it entails the use of certain techniques and skills.

It also emphasizes on the safety of that relationship, for instance in a code of regulation for counsellors. That “it does not deal primarily with the mentally ill but with normal individuals facing all the difficulties ...” captures the phenomenon that counselling deals with all kinds of people facing all types of difficulties or issues in life including what Egan (2002) refers to as management skills. The BACP (2006) definition captures what goes on in a counselling session. It also refers to both the counselling training and the need to explore various aspects of life: In the counselling sessions the client can explore various aspects of their life and feelings, talking about them freely and openly in a way that is rarely possible with friends or family.

Bottled up feelings such as anger, anxiety, grief and embarrassment can become very intense and counselling offers an opportunity to explore them, with the possibility of making them easier to understand. The specific goals of counselling therefore would be:

- (a) To help the individual access a greater part of their personal resources

This is the means of enabling them to regain their (lost) energy and get back on track (Egan, 2002);

b) To enable or help the individual to live more competently and/or with contentment (BACP, 2006; McGuiness, 1998); and,

c) To improve the mental health and reduce psychological disturbances (Egan, 2002; McGuiness, 1998).

In effect, counselling enables or helps the individual to live a more fully satisfying life. This is so also in the school as explained by Hornby and Hall (2003:4):

Counselling in schools involves helping students individually or in small groups to deal with the concerns or difficulties they are experiencing.

Counselling would appear to enable the person to make a meaningful positive change and lead to a better life. It aims at helping people come to terms with their situation (difficulties, missed and desired opportunities etc.) and identify ways and means of coping more effectively and resourcefully. Hornby, and Hall (2003:45) on counselling and empowering children and young people state:

The goal of counselling in school needs to go beyond the initial focus of helping to solve students' immediate problems. Counselling should be seen as the first step along the path to facilitating the development of young people so that they become all that they can be. Counselling and supporting students with difficulties should be seen as a means of beginning the process of empowering young people to fully utilise their potential. Ndanga (1994) adds that education counselling is a process of rendering services to pupils who need assistance in making decisions about important aspects of their education, such as the choice of course, and studies, decision regarding interest, and ability, and choices of college and school. Education counselling increases a pupil's knowledge of educational opportunities.

Empowering young people would involve helping them to develop a sense of mastery and control over their lives and several other skills such as problem solving and decision making abilities, and this is in line with the person centred approach adopted in this study. However, despite these definitions, my argument is that, much emphasis of counselling here concentrate on counselling as it can be applied in general as opposed to education counselling and how it can be an answer in handling pupil indiscipline cases in schools which is the main focus my study.

This can also be observed from Makinde (1994) who views counselling as a service designed to help an individual to analyse himself or herself to his or her capabilities, achievements, interests and mode of adjustments to what new decision he or she has made or has to make. A school counsellor tries to help learners to better understand themselves in relation to their present and future decisions or problems. Counselling helps individual pupils or learners to change their attitude and behaviour. After being counselled in relation to any problem, a positive change is expected from the learners or any person counselled by a counsellor. This study intends to establish if the above services could be what the study may establish.

According to Strong (2003), counselling involves talk, that is, between the counsellor and the client. There is therefore a need to pay attention by focussing curiosity during the talk on the client. This is because talk in counselling “invites reflection and inquiry” that the client attaches value to. This in turn prompts the client to exchange information with the counsellor. Indeed, talk, according to Strong, is the primary means of influencing each other in the counselling relationship. That influence does not result only from the exchange of information; it results from the human relationship (Rogers, 1951, 1983). This is a good pointer on the need for both verbal and non-verbal communication in counselling.

In this study, this will become apparent in the need for an appropriate counselling room to facilitate the talk. I agree with the views of some authors who have argued that counselling demands special environment to facilitate talking. However as to whether this is being followed in Schools is what this research is going to investigate.

For Strong (2003), such a realisation of the need to pay careful attention to the conversation between the counsellor and the client (good listening skills) and make the client feel worthwhile is only prevalent when the client gets what they came for in counselling. For example, in the school, young people are looking for help or assistance to enable them to cope with adolescence. It would appear that clients are looking for a new meaning, an insight or an option that is useful and that they can adopt, that they find applicable to them in their life or experience. The client might get this instinctive thought, invention, suggestion, idea, reasoning or ‘I know what to do now’ in the counselling process or as a result of that process. It is also through such kind of talk that the counsellor and the client (teacher and pupil for instance) communicate understanding and through the resulting actions may understand and coordinate with other. In this study, the counselling relationship is investigated as to how

meaningful it is to the individual students. Such talk, even if of an expert (professional) nature, should be used to bring about meaningful change on the part of the client.

Thus, it must be warm, genuine and a moment of 'meaning – making' with the client (Rogers, 1961, 1980).

Therefore my study intends to establish whether professional talks to pupils with social problems are being offered to pupils in secondary schools.

2.3 Guidance and Counselling

While some people tend to use the terms guidance and counselling in opposition to one another, others would prefer a more reconciliatory approach, but the opposite maybe the case. This is because while aspects of guidance are much more concerned with provision and interpretation of information, counselling is concerned with feelings of the heart; it is more to do with helping as a process. Counselling is more of an interacting relationship rather than giving advice or information. Counselling must be client centred and information in counselling is highly confidential. Thus, on one hand, the two terms might complement each other and this would rather be in a continuum but the distinction between them should be clear to the practising counsellor.

In the professional counselling world, the distinction between guidance and counselling is clearly made. Makinde (1993:50) for instance makes the following distinctions between guidance and counselling: Guidance and counselling lies in the role of information. Information is required in guidance (informing, advising, advocating, assessing) but in counselling, the role of information is "more modest" and the concern is in helping the client meet their need. Therefore, in my research, counselling is supposed to be recognised as one programme in guidance in school.

While to a lesser extent I agree with Bowers and Hatch (2000) who examined the relevance of guidance and counselling with particular attention of evidence on the mental health and behaviour of adolescents, however their study had serious weaknesses and contradictions as it lacked coherence due to the fact that it considered Learners to have mental health rather than looking at them to have an academic challenge which require the attention of a school counsellor, hence I see it to have a serious gap hence the need to carry a thorough study.

2.4 Types of Guidance and Counselling Provided in Schools

There are various types of guidance and counselling services provided in schools but according to Makinde (1981) the major service area of guidance and counselling is

educational, vocational and personal. Educational guidance and counselling assists learners in their curriculum and school life choices. Vocational guidance and counselling helps learners to choose and prepare for a career that is well-matched with their interests and aptitudes while personal and social guidance and counselling assist the individual to behave appropriately in relation to other members of the society. Coyle (2008) said guidance and counselling is understood to have three main roles which are: personal, educational and vocational guidance and counselling. The ordinary meaning attached to counselling is that of consultation, discussion, exchange of ideas and/or advice; Makinde (1993).

Similarly, Mapfumo and Nkhoma (2013) hold that the main aim of counselling in Schools is to help pupils gain an insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions. Then to alter maladjusted behaviour as while as assisting pupils to move into the direction of fulfilling their potential, or achieve an integration of conflicting elements within themselves. This, therefore, means that if we were to revisit these explanations above, then the interest could be do the targeted schools have these types of guidance and counselling in place?.

Historical Perspectives of guidance and counselling in Education System:

2.5 Global Perspective

The field of developmental guidance, at all levels of a school system, is relatively new. In relation to the teaching profession, school guidance is in its early stages.

To understand the importance and direction of developmental guidance today, it is important to understand the origins of the field. As the 20th Century began, the concept of developmental guidance did not exist. School counsellors did not exist. Aside from academic instruction, teachers were the main providers of student career guidance (Schmidt, 1993)

Michigan high school teacher Jesse B. Davis is credited with providing initial educational and vocational counselling to students.

Later, as a high school principal in 1907, he mandated that guidance be included as an element of his school's English classes (Wittmer, 1993).

Around the same time, Eli Weaver was implementing his version of guidance in New York. In his program, Weaver required students, with help from teachers, to formulate career plans. Additionally, he helped create teacher guidance committees in an attempt to help students

cultivate their strengths. The goal was for students to use those strengths to find suitable employment after high school (Stone & Bradley, 1994).

Frank Parsons is also a key figure in the evolution of guidance and counselling. Remembered by some as the "Father of Guidance," he instituted a scientific selection process to assist students in choosing a career path. Later Parsons trained vocational counsellors to assist in educational facilities. He was instrumental in getting students and educators alike to think about career development (Muro & Kottman, 1995). As Parsons was known as the "Father of Guidance," William H. Burnham has been credited with being the "Father of Elementary Guidance" (Faust, 1968). Burnham contributed a rationale for developing guidance specifically for the elementary schools. He was the first to promote programs and activities in an elementary setting that were both preventative and developmental in nature (Baruth & Robinson, 1987).

World conflict has been instrumental in the development of guidance and counselling, especially in the element of career testing. Early in World War I, army recruits were randomly assigned military occupations without regards to aptitude or ability. Early results of system proved disastrous. Battlefield performance suffered because some soldiers had been assigned tasks they simply weren't able to accomplish. Recruits who were illiterate were mistakenly thrust into officer positions (Aubrey, 1982). By World War II, the armed services had learned from its mistakes.

Testing was developed that measured recruits' intelligence and ability. These tests were used to screen and classify inductees into suitable positions. After the war, professional educators adapted some of the tests to use with students. Thus, the guidance and counselling movement expanded to include the elements of testing and measurement. As noted by Tembo (1980) guidance and counselling began in response to some of the Conditions and demands made by different people in working institutions in the United States of America. During the nineteenth century, division of labour and growth of technology increased industrial development led to the development of vocational guidance and counselling, Frank Parson main concern was trying to alleviate people's basic problems. Merville (1973) noted that the most important contributor to the modern guidance and counselling was the national vocation guidance association which came into existence in 1913. Even to date it has continued to influence school counselling.

From a long time, African societies had various forms of counselling, which include traditional counselling. The literature from global perspective suggests that guidance and

counselling was merely preparing the pupil towards the field of work after School as recorded by Stone and Bradley (1994) who said, the goal of guidance and counselling was for students to use guidance to find a suitable employment after high school. While, Madhuku(2005) look at guidance and counselling in line with testing and measurement of pupils ability in educational related issues. Therefore the main conclusion one may have from the above, suggests that guidance focussed much on preparing a pupil towards employment rather than using guidance unit as a vehicle in handling pupil indiscipline cases in secondary schools, and this is the path my study intends to evaluate.

2.6 Introduction of Guidance and Counselling Services in Africa

UNESCO (1998) affirmed that the literature on guidance activities in Africa is somewhat sparse.

However, guidance activities can be traced in Nigeria in the 1950s.

In other countries such as Malawi, Tanzania, Swaziland and Zambia guidance did not exist until 1960s. Idowu (2004) says that the genesis of formal guidance and counselling in Nigeria dates back to 1959, a year in which a group of Catholic Reverend Sisters at St. Theresa' College, Oke-Ado, Ibadan organised a formal careers guidance programme for the graduating final year students. Professionals were invited to give vocational talks to the students

The Careers Day conference as it was later christened, gave learners an opportunity to interact with, listen to and ask questions from the professionals about labour market and the fields of work. Later that formed the basis of the Ibadan

Careers Council in 1962 which was later transformed into Nigerian Careers Council in 1967 with the participation of other states of the federation.

Denga (1986) says Nigerian civil war of 1967 disrupted the activities of the council but in 1976, the Counselling Association of Nigeria (CASSON), an offshoot of the Nigerian Careers Council, was launched.

The activities of CASSON provoked the development of guidance through conferences, publications, seminars and other professional activities of individual members or the collective efforts of the organisation. The Kenyan government also recognised the need for school guidance and counselling. In 1971, guidance and counselling was introduced in Kenya through the recommendation of Kenya Education report. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counselling be taught using subjects like Religious Education, Social Education and Ethics to

enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). As a result guidance and counselling played a role in preventing examination malpractice in the Kenyan education system.

Chileshe (2006) says the introduction of the school guidance and counselling services as supportive services to learners was started in Zimbabwe after its Independence in 1980. In 1983 the establishment of the Schools Psychological Services (SPS) within the Zimbabwe Ministry of Education, Sport and Culture provided a platform that responded to the personal, educational and career needs of students in schools. Similarly, Ndanga (1994) said that an increase in responsiveness in the range of individual differences in intelligence, interests, motivation and needs as a result of the expansion in Zimbabwean education resulted in the introduction of school guidance and counselling services in schools. Learners were guided and counselled against many vices including examination malpractice.

UNESCO (1998) said that in 1963 Botswana introduced school guidance and counselling in the education system.

Since 1985, after a policy direction seminar on guidance and counselling, Botswana directed her emphasis on making guidance and counselling an integral part of education process its role is to deal with personal, social, vocational and educational needs of learners.

Since the Jomtien declaration on Education for All (EFA) in 1990, there has been an increase in gender sensitive policies especially in Africa evidenced in several conferences on women issues and the education of girls and women. These include the Pan African Conference on the Education of Girls' (Ougadougou, Burkina Faso, 1993) and the Fourth Conference on Women (Beijing, China, 1995). The result in Africa for example was the conglomeration of African Ministers of Education in which a consensus was reached on the need for guidance and counselling services to be an integral part of the education of children. In 1994, UNESCO welcomed a proposal for guidance and counselling from the African Ministers of Education as a way of addressing these new trends within the African cultural context.

The UNESCO programme on Guidance, Counselling and Youth Development for Africa was a response to the growing number of social issues faced by African young people, particularly girls. These were, among others, adolescent pregnancies, unemployment, street children, child prostitutes, HIV victims, drug abuse in the young and school dropouts as raised by

African Ministers of Education. Since then, they have continued their appeal to UNESCO to support their countries in implementing this programme. The programme is based on the premise that young people particularly girls are without the support they need in the adolescent years, that the situation is not better for those going to school, and that education through Intervention strategies such as life skills through counselling needs to take the lead in addressing these issues. The argument raised in the above quotations by UNESCO (1994) suggests that counselling services was a preserve for girls on the expense of boy child. However in this respect, I intend to differ in that the focus was departing from inclusive education where both the girl and the boy are suppose to be given equal opportunity towards education, hence even counselling services are suppose to be administered to both.

The UNESCO programme on guidance and counselling (UNESCO, 2006) is planned around the needs of girls, but does not exclude boys meaning that if the situation is left unrecognised a boy child may not be assisted towards learning.

This is because the programme was a follow-up activity to various international declarations and platforms for action that identified girls and women as being amongst the most vulnerable groups especially in Africa such as: the Sixth Conference of Ministers of Education and those responsible for Economic Planning in Africa (Dakar 1991); the Pan-African Conference of the Education of Girls (Ouagadougou, 1993); the World Population Conference (Cairo, 1994); and, the Fourth Conference of Women (Beijing, 1995). Their vulnerability makes good provision of guidance and counselling in schools especially important.

Aubrey (1982) says guidance and counselling in most African countries was introduced to substitute corporal punishment which was the only tool used to deter indiscipline among pupils. Above all literature equally revealed that in Africa historically counselling was more of preparing a child towards employment as documented by, Idowu;(2004) who said guidance and counselling was to help the learner towards labour market and field of work. From the literature review on Africa, it is evident that guidance and counselling is provided just as it is at world level.

However, the provision of this service seem to have alot of challenges in the sense that schools have neglected the crucial part of using guidance and counselling as a means to address indiscipline cases in Secondary Schools, hence the goal of my research.

2.7 Establishment of Guidance and Counselling in Zambian Schools

Ministry of Education (2003) said that the introduction of guidance and counselling services in Zambia dates back to 1967. In 1970, the Ministry of Education instructed all secondary schools to appoint teachers as careers masters.

These appointed teachers helped learners in career choices. In 1971, Career Guidance Unit was established in Zambia. An officer under the psychological services at the Ministry of Education headquarters in Lusaka was appointed to coordinate, organise and inspire the work of careers teachers in secondary schools. In 1981, the operations of psychological services were transferred to Examination Council of Zambia.

Ministry of Education (2003) says in 1990, the career guidance unit was renamed School Guidance Services and was responsible for career guidance and even embraced HIV and AIDS related issues, child abuse and life skills. Guidance and counselling included: educational, personal, social or vocational guidance and counselling. Head teachers were mandated to appoint guidance and counselling teachers who reported to district coordinators who in turn reported to Senior

Education Officer- Guidance at the provincial headquarters. Senior Education Officers- Guidance reported to the Principal Education officer- school guidance at the Directorate of Teacher Education and Specialised Services in Lusaka.

In order to have trained guidance and counselling teachers a course on Guidance, Counselling and Placement was introduced at Technical and Vocational Teachers College and at National In-Service Training College respectively. However, as to whether teachers from these colleges created any positive impact in secondary schools in what this research intends to establish.

In 2003 an association called National Guidance and Counselling Association of Zambia (NAGCAZ) was formed with Dr Phiri the current Minister of Education, Science, Vocational Training and Early Education (2015) as its first Chairperson.

Its role was to enhance professionalism among guidance and counselling teachers in the country. A study by Kasonde-ng'andu, Ndhlovu and Phiri (2009) conducted in Central, Copper belt and Southern provinces assessed the impact of guidance and counselling services offered in high schools in order to ascertain its significance to the changing needs of Zambian children in schools.

The findings revealed that guidance and counselling services were available in schools and its impact was significant.

However, this study did not evaluate the performance of the guidance and counselling programme in Schools in an effort to minimise or rather to eliminate indiscipline cases among pupils, an aspect this current study intends to establish.

2.8 The structure of guidance and counselling units in Schools

In order for the guidance and counselling unit to operate effectively, there is need for a school to come up with the structure which is well balanced in terms of gender, so that pupils can freely access services at these centres. However Aloyce (2014) observed that counselling programmes did not receive the serious attention that it deserved from teachers and headteachers in many African countries therefore they were unwilling to participate in counselling services. Because of such syndrome, most of the teachers were not active in guidance and counselling related cases. Akubane (1991) echoes that school counselling and guidance is enhance state-wide, professional, organisational and other stakeholders at the state and local level work together to establish common goal and expectations for their comprehensive school counselling program. Whilst this is the case, the challenge in secondary schools in an event where teachers who are the stakeholders have low morale in counselling services. Even the programme of coming up with structure of guidance and counselling in schools remains are mere dream. Over the years, much research has been done to illustrate on school counsellor's role and not on how other Stakeholders can involved in helping the guidance unit. For instance, administrators are stakeholders who are expected to encourage counsellors and teachers to work cooperatively. They are to support and assist with the development and implementation of the school's comprehensive counselling and guidance program.

Furthermore, parents and guardians are stakeholders who are also supposed to work as partners with school guidance teachers to help their pupil achieve success. For example, parents or guardians often serve on committees such as in the Parent and Teacher Association (PTA), in order to take part in decisions that affect their children but as to whether they do participant in counselling issues still remains a serious concern. In addition to administrators and parents, teachers also serve as stakeholders. Teachers who are not trained guidance teachers are supposed to work as partners with school counsellors to develop and infuse

guidance activities into class instruction. It is necessary for teachers and counsellors to work together in order to help each student attain achievement (Bowers & Hatch, 2002).

Lastly, pupils are the main recipients of school counselling services. In other words, they are the primary beneficiaries of the individual counselling, group counselling, and classroom guidance provided by the school counsellor. The school counsellor assists pupils in attaining the attitudes and skills to be successful. Various stakeholders' perceptions of the school counsellor's roles and functions have been studied over time.

However, as to whether secondary schools have included these stakeholders in guidance and counselling committees for the effective performance in minimising or rather eliminating pupil indiscipline in our schools have not been assessed at all. Ibrahim, Helms, and Thompson (1983) looked at how administrators, parents, and the business community view the school counsellor, but did not look at how guidance units can be fully structured. The study proclaimed that "students were not included in the sample group because of the cost and complexity of drawing a sample group of students" (p. 597).

As to whether there are established guidance and counselling structures in Secondary Schools in Zambia becomes necessary and is what this study would find out.

2.9 How guidance and counselling units' handle Pupil indiscipline cases in Schools

Indiscipline among pupils in public secondary schools is a problem that has persisted over the years throughout the world, Zambia inclusive. Acts of indiscipline by pupils sometimes result into destruction of property and poor performance in examination among other negative outcome. Consequently schools lose their role of socializing learners and instead produce members of the society with unacceptable behaviour. Several Scholars have defined indiscipline differently.

Lines (2006) define indiscipline as acts of lawlessness and disorder individually or collectively precipitated against the established norms, in this case, the school. Although guidance and counselling was focused on career development, contemporary socio-economic issues (unemployment, drugs, unstable families, truancy) have necessitated the incorporation of professional guidance and counselling in secondary schools. This is because guidance and counselling is safe to apply for holistic development of children, notwithstanding. Albert (2012) says guidance and counselling plays a pivotal role in students' behaviour management

and correction in schools. Counselling can be used both as a curative measure in addressing school discipline and to avert/or correct indiscipline among pupils. It is further recorded that most of these children generally lack courtesy, respect, self control, decency, and social etiquette. The values they portray are disrespect towards authority, promiscuity drug abuse, addition behaviour and carefree style. To curb such behaviour, it requires the services of a dedicated guidance teacher. Now the question one may pose is, are guidance and counselling teachers in Secondary Schools taking up their role in curbing indiscipline in Schools?

School counsellors have traditionally been expected to fill diverse and often conflicting roles. They have been called to act in the capacity of confidant, disciplinarian, consultant, scheduler, politician, administrator, psychologist and academic helper. The ambiguity about counsellors' roles and expectations has created confusion among teachers, support staff, parents, and students. Ettinger, Lambert, & Rudolf (1994) note "in some schools, counsellors are told to focus much of their time on record keeping, administrative responsibilities, or crisis interventions with students. There is little time for comprehensive career exploration and planning for life after graduation" (p.25). Indiscipline can also be seen as any action considered to be wrong and not generally accepted as proper in a set up or society, Gysbers and Henderson; (1994). Finding out if what the literature is stating becomes a concern of the current study.

Witter (1993) as cited in Yurk and Brennan (2004) says that indiscipline is any act or behaviour of an individual or group of people that is not in conformity with the general accepted pattern of standard norms in the society. It involves lack of obedience to constituted authority or law of a nation or organisation. According to Maddy-Bernsterin (1994) attests that school indiscipline is any mode of behaviour, action and conduct which deviates from the established and approved rules and regulations of a school and the acceptable code of behaviour, action, norms and ethics of the society at large. Therefore behaviour that does not conform to acceptable and permitted standards is considered as act of indiscipline.

When schools fail to clearly define the counsellor's role, school administrators, parents with special interests, teachers, or others may feel their agenda ought to be the guidance program's priority. The results often lead to confusion and criticism. Additionally, the changing terminology concerning the guidance program compounds the situation

Traditionally, the guidance program was considered to be an ancillary student service that remained isolated from the instructional program and designed mainly to encourage students

to attend college. Furthermore, counsellor's work was reactionary and crisis-oriented in assisting students with everyday life occurrences (Walz & Ellis, 1992).

Adding to the confusion is the perception that school counsellors place students in classes based on their personal biases.

Some teachers feel that counsellors reserve classroom space or counselling time for students they favour as the best measure to address possible indiscipline which maybe noticed; (Maddy-Bernstein, 1994).

In fact, Professional school counsellors examine their own biases and stereotypes and understand that they are ethically bound to avoid preferential student misbehaviour. Ultimately, school counsellors are cognizant that students are to be held responsible for all wrong their decisions. In turn, students must be aware of and understand all their options if they are to make informed decisions.

It has also been observed that in many learning institutions, which include, among others, primary (even nursery), secondary as well as higher learning indiscipline is the order of the day. In different national as well as private media a term hardly passes without announcing an act of indiscipline among pupils in these institutions. Therefore, Schools are expected to institute disciplinary measures to inculcate self-discipline and maintain discipline in schools. Indiscipline according to Pereoride (1995), means unruly behaviour, disobedience and general disorder. Indiscipline among students come out clearly when they flout their school rules, refuses to do their assignments, cheat in examinations and participate in immoral parties or riots either in school or elsewhere.

Similarly, Dittiniya (1996) contends that indiscipline is any act that does not conform to the societal values and norms. Indiscipline takes many forms and shapes depending on how it is being carried out in its assorted forms. Indiscipline is also a destructive and undeserving element to progress, training or mode of life in accordance with the rules.

Eden (1982) argues that indiscipline as a violation of school rules and regulations is capable of obstructing the smooth running and orderly functioning of the school system and should be consequently avoided through perfect orientation of Students and imposition of positive sanction in case of obvious violations of the disorder. As to whether such acts are being experienced in Secondary Schools is what this study intends to establish.

While indiscipline according to Akubue (1991) says in typical classroom, the teacher is likely to encounter insolence, class disruption, failure of students to comply with orders,

general apathy, fighting, cheating damaging the school properties, failure to obey prefects, neglect of rules and united habit in dress. For effective management of a school, discipline is important and goes hand-in-hand with good performance. It is discipline that harmonises members of the school institution promote peace and dignity. It is, therefore important to give pupils the skills, besides the classroom instructions, which will make them morally mature, and responsible members of the society. The recent studies on the public schools have indicated that student discipline is the most significant problem facing our schools and occupies most of the administrator's time: Bryman (2008).

Although efforts has been made to discuss many challenging issues which come along with indiscipline in schools, this research concerns itself so much with how guidance and counselling units in secondary schools can handle pupil indiscipline cases so as to achieve high performance.

2.10 Strategies Teachers can employ in order to effectively handle indiscipline cases in Schools

School guidance and counselling is expected to use a variety of preventive and intervention strategies in order to effectively handle indiscipline cases in their schools. By employing the right strategies in guidance programmes, pupils can be assisted in overcoming some of the barriers to learning which can make strong connections with educational opportunities in their schools, hence ensuring that every child learns in safe and supportive environment. The idea in employing strategies is to prevent threatening behaviour from ever occurring. According to Kinyanjui(1978), strike do not just happen but they are often a result of continued unresolved problems by the school authorities. Kinyanjui noted that there were more strikes in boys' schools than in girls' school and targets is often the headteacher, the school offices and the school properties. This study was best on the premise that the likelihood of such danger school be predictable and that it can be detected and/or averted before it occurs if teachers in the were prepared for it. While I agree with the above study, the argument I advance is that the research did not look at what strategies can be used by teachers can employ in Boarding as well as Day Secondary Schools in order to effectively handle pupil indiscipline cases.

Additionally other research (Mutic and Ndambuki; 2011) show that the use positive behaviour support is one of the best strategy while punishment is another alternative.

However this research did not reveal the form of punishment which can rightly be employed to a pupil as in an effort to effectively handle indiscipline cases in schools.

Similarly another study carried out by Gordon in Khotari (2004) indicated that the best strategy in handling indiscipline cases in our pupils is by setting realistic goals. Realistic goals allow us to objectively measure progress towards an identified desired outcome. Unfortunately as to which goals may be considered to be realistic were never thoroughly examined in his study. Therefore this research tries to argue that the above findings did not generate the operational strategies that teachers can employ in order to effectively handle pupil indiscipline cases in secondary schools.

2.11 The Research Gap Addressed

While I agree that several studies have been conducted at Global, Africa as well as Zambian levels as regards to guidance and counselling in schools, NO research has been conducted in Zambia on The evaluation of the performance of guidance and counselling programme in handling pupil indiscipline cases in Chadiza District of Eastern Zambia. The significance of this research therefore, it is the first of its kind in this area. The study departs from most of the studies on guidance and counselling. Other than just identifying important aspect of guidance and counselling, this study went a mile by evaluating the performance of guidance and counselling in Chadiza District, an area which is predominately rural, but yet with high levels of indiscipline cases among pupils in both Boarding as well as Day Schools. This research, therefore, focuses much on all aspects of guidance and counselling in Secondary Schools.

CHAPTER THREE: Research Methodology and Methods

This chapter presents the methodology for my research. The chapter covers the following subtopics, The Research Design, The Study Area where the research took place, study population, study sample, sampling techniques, instruments used in data collection, procedure for data collection as well as a conclusion based on what the chapter would have dwelt on.

3.1 Methodology

The methodology employed in this study is qualitative. Although this research adopted qualitative approach, some simple statistical figures are used as part of analysing data.

3.2 Research Design

This research was designed as a qualitative case study. Kothari, (2004) says design is the arrangement of the conditions for the collection and analysis of data in the manner that aims to combine relevance to the research purpose with economy in procedure. Hamel (1993) elaborates that a case study is an in-depth study of the cases under considerations, she further emphasizes that case studies employ various methods such as interviews, participant observations and field notes.

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 techniques to be adopted in the analysis, while adhering to research objectives, time or monetary resources available.

Gosh (2003) points out that a research design is not a rigid plan to be followed without deviation, but a series of flexible guide posts to help the research maintain the focus of the study.

This study adopted a qualitative descriptive study 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. Creswell (2009:4) says that "... a qualitative research is a means of exploring and understanding the individual or group attributed to a social human problem." This entails that an individual or group becomes the hub of the study. Additionally, a general overview of the research design, methods and sampling methods for the selection of research participants, triangulation techniques and data collection are equally used. The triangulations techniques are used to allow the researcher employ other possible methods.

Additionally, Kombo and Tromp (2006) say qualitative research is a systematic collection, analysis and interpretation of data in order to provide descriptions and accounts of social events and objectives of research in their natural settings.

The study does not interfere with the respondent's environment but undertakes the study right in its natural state. Bryman (2008) says that a qualitative research design has various characteristics: It is inductive or contextual, naturalistic, process bound, meaning oriented or descriptive. Boon and Biklen (1998) say that qualitative research is inductive. By being inductive it entails that no hypothesis or theory is provided but the aim is to see a phenomenon take shape as data is being collected and examined thus making it contextual.

Hammersely and Atkinson (2009) say that by being naturalistic it means that qualitative research is undertaken in a natural premises or location of the participant.

They further explain that the researcher does not interfere in the routine life of the participants or their social or natural setting. Information is collected from the respondents without disturbing their day to day way of life.

The significance of the naturalistic characteristic of the qualitative research is that it recognises the entirety of the human being that is, the motives, the values, the beliefs, intentions and the discourse because all these are imbedded in the social and cultural aspects of people.

Boon and Biklen (1998) explain that qualitative research design is process bound; meaning the researcher is not only interested in the outcome of the revelation of the results of the research but also on what goes on before one makes a conclusion. In addition, Pettigrew (1997: 338) in Bryman (2008) looks at the process as being "... a sequence of the individual and collective events, actions and activities unfolding overtime in context."

This design does not, therefore, distort the participant routine but gather the data within that context. The characteristic of a qualitative research design being descriptive survey implies that the research adopts an exploratory nature of data collection rather than dwelling much on figure description.

The direct quotations of the participants are used so as to stick as close as possible to the participants' point of view. In this regard the researcher tries as much as possible to understand the social phenomenon from the perspective of the participants.

The aforementioned attributes of a qualitative descriptive survey research design were put into consideration by the researcher to evaluate the performance of guidance and counselling programme in handling pupil indiscipline cases at Chadiza Boarding and Chadiza Day Secondary Schools of Eastern Zambia.

3.3 The Study Area

All the interviews were conducted in Chadiza district of Eastern Zambia, precisely at Chadiza Boarding and Chadiza Day, utilising the school managers, the teachers as well as the pupils.

3.4 Study Population

The study population composed of all the School Managers, guidance and counselling teachers, class teachers and pupils from all the Secondary Schools of Chadiza District of Eastern Zambia.

3.5 Sample Size

The sample size comprised 60 respondents of whom 30 were from School A and the other 30 from School B.

Out of this total sample, 12 were teachers with 6 from each of the two Schools but holding different positions ranging from school managers, guidance and counselling teachers including class teachers. The 48 pupils were equally sampled from the two schools.

3.6 Sampling Techniques

To sample the 60 respondents who participated in this study purposive sampling technique was used. Kombo and Tromp (2006) state that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues under study. In this case, the pupils, the guidance and counselling teachers, class teachers as well as the school managers were believed to have rich information on guidance and counselling services being offered in the schools under study.

3.7 Research Methods

To carry out this study, the researcher used various methods such as semi-structured interview, focus discussions, Documentary analysis, as well as checklists observations.

3.8 Interviews

Interviews are a systematic way of talking and listening to people and are another way of collecting data from individuals through conversations (Cohen; 2011).

Semi-structured interviews were used to collect data from respondents. All the interviews were conducted in English to allow the interviewer do it thoroughly without the aid of an interpreter. Interviews were done to individual respondents. The interviews focused on several themes as they related to the research objectives. Interviews were not digital but the research took notes during the interview process. All the interviews conducted outside learning hours to avoid disturbing school programmes.

3.9 Focus Group

Focus group discussions was used in this to solicit information from the pupils who were ready to shade more light on the evaluation of the performance of the guidance and counselling programmes in handling pupil indiscipline in Schools

Maximum of eight (8) respondents were taken on for a focus group discussion at a time and each discussion lasted about thirty (30) minutes. The discussions allowed group members to spontaneously give their views on the performance of guidance and counselling programmes in their schools.

3.2.0 Documentary Analysis

Realising that disciplinary issues in schools are usually documented, it was ideal for the researcher to enrich the findings concerning indiscipline cases by interacting with deputy headteachers who are chairpersons for discipline in schools.

Weiss (1998:260) attests that documents are “A good place to search for answer”. They provide a useful check on information gather in an interview.” He further adds that when “other techniques fail, to resolve a question, document evidence can provide a convincing answer”. Another view shared by Hammersley et al, (1995:156) about documentary evidence is that it would be hard to conceive of any approaching ethnographic account without some attention to documentary material in use”. Apart from providing evidences, Weiss (1998) has noted that documentary analysis also allows the analyst to become thoroughly familiar with material and helps to save on time. Therefore, using documentary as a method, first hand information concerning indiscipline a cases in schools.

3.11 Checklists

The researcher went further in sourcing information by using checklists. The designed checklist exercise aimed at checking pupil's perception on the performance of guidance and counselling programme in handling pupil indiscipline cases. The checklists also acted as an effective tool of the consistency of the findings through the focus group discussions and the interviews conducted with the pupils, teachers as well as school managers. The data was jotted down in the notebook as part of the findings and as a way of consolidating to the interview, documentary analysis and focus group discussion results.

3.12 Research Instruments

To gather data, the following research instruments were used: Interview guide, Focus Group discussion guide, Checklists guide as well as documentary analysis guide.

3.13 Data Analysis

Kothari, (2004: 122) says data analysis refers to “the processing, editing, coding, classification and tabulation of collected data so that they can be amenable for analysis”

In this research data was generated from the themes which were derived from the literature review, objectives as well as from the whole data collected for the whole study.

CHAPTER FOUR: Presentation of the Findings

4.0 Introduction

This Chapter presents the findings collected through in-depth interviews, focus group discussions, documents analysis, observations and checklists of the study. The findings from the participants have been divided into four parts, generated from the themes as well as research questions raised from this study. In order to be focussed in the presentation thematic approach has been used on the finding which dwelt on the following among others, Determining the establishment of guidance and counselling programmes in schools, Assessing how the guidance and counselling units are structured, Identifying how guidance and counselling units handle pupil indiscipline cases and Exploring the strategies that guidance and counselling teachers could employ in order to effectively handle indiscipline cases in their Schools. The findings from the pupils are presented first followed by those from teachers as well as school managers. However where possible the presentations from the two groups of the respondents have been presented comparatively to avoid some repetitions.

4.1 Availability of established guidance and counselling units in schools:

Responses from the Participants

On whether Schools had established guidance and counselling programmes, the majority of pupils from the two schools indicated that guidance and counselling programme were available. This was revealed during focus group discussions held separately at School A and B where the research was conducted. The same view was shared by their teachers, as indicated by one member of staff who had this to say:

Yes sir, our school is an old school with alot of pupils. Therefore guidance and counselling programmes are as old as the school itself. It is not possible to have a school of this size without guidance and counselling because that is where much of the information such as examinations as well as other sensitive documents are kept.

As regard to pupil's awareness of the duties of the guidance and counselling teachers in their schools, the findings have shown that the majority of the pupils were fully aware of the duties of their school counsellors (see Fig 4.1.0)

Figure 4.1.0 Pupils knowledge of the duties of guidance and counselling Teachers in Schools.

School	Yes Frequency	No Frequency	Total Frequency
A	24	0	24
B	22	2	24
Total	46	2	48

Some pupils even went further to specify some common duties performed by their guidance and counselling teachers, which included issuance of certificates to pupils who complete school, entering of candidates names towards examinations just to mention but a few. Although pupils were fully aware of the duties of the school counsellors, the findings from both School A and School B are that a good number of them did not seek services from the unit as indicated in figure 4.1.1 below:

Figure 4.1.1 Pupils accessing guidance and counselling services per term

Number of times	School A	School B
	Frequency	Frequency
Many times	7	5
Once	4	8
None	13	11
Total	24	24

The findings revealed that there were an insignificant number of the pupils who visited guidance and counselling centres per term in the two Schools. However teachers revealed the low number of visits to guidance centres by the pupils could be due to the inadequate number of guidance teachers available for them as most of the teachers were merely assisting in this section.

One teacher from School B said in her own words:

You see, I'm a teacher of science, but because female teachers in this school are very few and that the school has no guidance teacher who is female, the headteacher had no option but simply appoint me to assist in this section. Unfortunately the school has also a problem of science teachers, meaning that in natural science we have more teaching periods, making it equally difficult to attend to pupils in guidance office on the expense of teaching the subject I'm trained in. You see, when standards officers come to observe me, they will definitely monitor me in my subject which is science and not guidance and counselling because there,

I'm simply helping and it is not my field of study. Therefore I work in guidance only when I'm not teaching.

Although findings revealed that the majority of the pupils did not visit guidance and counselling units in a term in their schools, many respondents felt that teachers assigned to work in this section were always available to assist the pupils whenever possible. (See Figure 4.1.2

Fig 4.1.2 Frequency of Guidance and counselling Teachers assisting Pupils at the Centre

Number of assistance	School A	School B
	Frequency	Frequency
Many times	14	12
Once	8	8
None	2	4
Total	24	24

The findings above reveal that in both schools, slightly over half of the guidance and counselling teachers do assist pupils at their centres. The high number of the respondents who indicated that they were being assisted at the guidance section may suggest that teachers were willing to work in this department. However, while the review indicated that pupils were being attended to, one teacher had this complaint:

The low number of pupils coming to our office (guidance and counselling) is mainly because of lack of interest some of these pupils have to interact with us (teachers) in this department. The majority of them only ask for assistance during entering them in final registers for their leaving examinations. Even during the same period, those whose information is clear in the register, have nothing to do with us. So how do we dream that such a pupil wants our assistance or not? We've tried to sensitise them so that they could be coming to us for other services but it seems they are comfort.

As regards to types of guidance and counselling programmes offered at the two schools, findings revealed that a good number of programmes were being offered. The majority of teachers as well as pupils acknowledged that both schools do offer different types guidance and counselling programmes in their schools. During focus group discussions, some pupils revealed that guidance department was not only for entering pupils for final examinations, but they equally assist pupils in other types of programmes. To substantiate on this, one senior staff at school b had this to say:

Types of guidance and counselling programme offered in this school are many Sir! Although there are a variety of such programmes, our pupils normally prefer using a few programmes to others. For instance, records are there because we have guidelines handbook from the ministry (MOE) of the programmes we as a school are mandated to offer such as social and emotional, stress, career talks, educational issues and some types. However, of these it's like our pupils mainly request for educational related issues such as things to do with examinations. Very few seem to be requesting for other types of guidance and counselling, but types are a variety

Regarding to different types of guidance and counselling programmes offered by the visited schools, majority of the pupils expressed higher satisfaction with them (see figure 4.1.3)

Figure 4.1.3: Pupil’s level of satisfaction with School Counsellors services

School	Yes	No	Total Frequency
A	20	18	38
B	4	6	10
TOTAL	24	24	48

From the findings above, it can be deduced that pupils are really happy with the services of their teachers while those who indicated unsatisfactory the numbers were really negligible. However, although findings from pupils indicated satisfaction on school counsellor’s services, teachers had their own observations to make as shown by one participant from one school that had this to say:

Although we may satisfy pupils expectations at our School teachers in this section were not well trained as such, but they are doing it out of their interest. However their training is through experience because they have worked in this section for a long time. So I would say they are as good as someone who is trained for the job because we don’t record any problems with exam related or otherwise.

It was also revealed as regards to teachers gender, findings indicated that male teacher were more accommodative to pupils concerns in comparison to their female counterparts. (see figure 4.1.4)

Figure 4.1.4: Teachers gender accommodative to Pupils concerns

Sex	School A	School B	Total frequency
	Frequency	Frequency	
Males Only	12	15	27
Females Only	9	7	16
Both	3	2	5
Total	24	24	48

As seen from the outcomes above, pupils from both schools are of the view that male teachers are more accommodative to them compared to female staff. However pupils indicated that given a chance to choose the teachers gender to work in guidance and counselling department, findings were that the majority of the pupils indicated that the ideal situation is to have both attending to them since boys and girls had unique problems which may require the attention of a similar gender attending to them freely. One pupil from School A had this to say in her own words:

It is actually very necessary for guidance and counselling committee to have both sexes because it is easier for us (pupils) to express our problems to them. As you know, as Africans it is sometimes difficult for us to interact with the opposite sex freely even if they are teachers. So, when the section is well balanced, with both males and females being represented, it gives us freedom to visit them without any negative feelings. So I'm saying when the guidance and counselling committee has only males, the girls would be dis-advantaged, but when both are there it would be balanced.

Although people talk of gender, to some extent it does not work in certain cases.

4.2 Structures of guidance and counselling Units in Secondary Schools

Findings from the study regarding structures of guidance and counselling committces, it was revealed that none of the visited schools had the right structure of guidance unit (committee) in place as demanded in the guidelines of the administration of guidance and counselling guide of the MESVTEE (2013) which stipulates that the composition of the guidance Committee in a school shall include the following:

- Guidance teacher (School Counsellor)
- Two other teachers (Male and Female)
- Two learners (male and Female)
- One PTA or Board representative

Unfortunately, no school at the time of the research had a well structured guidance and counselling unit in place. When the researcher tried to interview one guidance and counselling teacher from a visited school, this is what he had to say:

The thing is, many Schools feel when the School has a number of teachers working in guidance office, and it makes up guidance and counselling committee. That is not the case. According to guidance guidelines on guidance and counselling on the education system is suppose to be, a headteacher, guidance teacher, two other teachers (male and female) two learners (male and female) then at least one P.T.A or Board representative.

Now when you look at this composition very few Schools would claim to have such an arrangement. All what we have in schools are not the approved combinations of school guidance committees but a group of members in guidance section. As you can see our staff chart in this office we're only three of us, two males and a lady, would you call that a guidance and counselling structure? Not at all, so we have to do something about it if we are to have solid structures in schools.

The same views were also held by the majority of the teachers from both school A and school B. (see figure 4.1.5)

Figure 4.1.5: Availability of guidance and counselling structures in Schools.

Teacher's Responses	School A	School B	Total
	Frequency	Frequency	Frequency
Yes	0	0	0
No	6	6	12
Total	6	6	12

From the results revealed above, the findings were that in the two visited schools, although guidance and counselling teachers are available and the programmes of guidance are in operational, sadly, schools lacked a formidable structure of guidance and counselling as required in the guidance guidelines of the ministry of general education.

It was further revealed that, coupled with none availability of guidance and counselling committees in these schools problems of the facilities where guidance teachers could effectively operate from. One participant from School B had the following lamentation:

Because of limited rooms, guidance committee operate not necessary in its own room but mostly in one of the store rooms. However, when there are issues to be discussed we usually take advantage of social sciences departmental room since guidance is under this department. However, for the sake of examinations, the School has better and well secure strong rooms.

4.3 How the Guidance and Counselling Units handles pupil indiscipline cases in Schools

On how guidance and counselling units in the visited schools handles pupil indiscipline cases, several respondents came from both the teachers as well as the pupils.

Findings indicated that by comparison, cases which are commonly committed by pupils in School A which happened to be a Boarding were not the same as those committed by the pupils in School B, a Day school. During focus discussions held at the two schools, the following information was recorded. (See figure 4.1.6)

Figure 4.1.6): Common indiscipline cases in Schools:

Type of indiscipline.	School A	School B	Total
	Frequency	Frequency	
Drug abuse (beer drinking)	3	8	11
Immoral conduct	4	5	9
Proffering	3	1	4
Missing lessons	3	4	7
Fighting	2	0	2
Out of bounds	6	0	6
Any other	3	6	9
Total	24	24	48

As shown above regarding the common indiscipline cases committed by pupils in secondary schools, findings revealed that in School A, (Boarding School) the majority of the cases pupils find themselves in are out of bounce. This is a case in which pupils go out of the school campus without any form of permission from the School authorities. It was revealed that mostly pupils usually go out of bounds during weekends. One administrator at this School had this to say:

You see, these pupils are funny. From Monday to Friday, you may think they are responsible boys and girls. But during weekends, that is when most of them commit offenses, especially out of bounce. Last term alone, you cannot believe if I tell you that my office being the chairperson of discipline in school, send eight pupils home for out of bounce related cases. From this number, two were given forced transfers because they repeatedly found themselves in similar cases. Now if such is the case, where eight pupils per term are involved in these cases, then even the community around this school will start misunderstanding us thinking that we are not responsible.

In fact if there is a serious case a pupil can commit in a boarding school then out of bounce is one of them. Our fear as a school, we really don't know what these pupils usually do there. Mostly for boys they go and sell things they steal from their friends here, while girls they follow their men. So you can see that these are bad activities they involve themselves whilst in

the Boma. They can be attacked without us knowing, which means their parents will be on us. So to defend ourselves, we usually send them home to call their parents. First offenders are warned, but once they repeat, then we have no option but giving those open transfers.

However findings also revealed that whilst in School A out of bounce was prevalent, School B recorded beer drinking as the most common case. Similarly, findings indicated that proffering is high a boarding school compared to a day school. When the research interacted with pupils from the two schools, it was discovered that period when proffering is high at School A is towards the end of the term. This may suggest that it could during the period when pupils have no pocket money which they were given by their parents as they were coming into school at the beginning of the term. Meanwhile, at School B such cases were low since pupils come from their homes, therefore they usual leave all the valuable items home and only carry books with them to school.

As regards to common cases presided by guidance and counselling units in these schools, majority revealed that, there are many more cases which are also tackled by guidance office,(See fig 4.1.7)

Figure 4.1.7: Other issues (problems) presided by guidance committees

Issues Presided Upon	School A	School B	Total frequency
	Frequency	Frequency	
Possession of cell phones	2	3	5
Poor dressing	1	2	3
Funny hair cuts	0	1	1
Pregnancy cases	2	1	3
Total	6	6	12

Findings in the table above indicate that the two schools had other disciplinarily cases which may not be too common but guidance and counselling units usually also handle. As regards to pupils to be in possessions with the cell phones whilst in school, the researcher was told by school authorities that, although it may not be by policy of the ministry of education that pupils in schools are not suppose to be allowed to use the phone as schools, we don't allow these devices in schools for various reasons.

Findings, in fig 4.1.6 shows that at School B that majority of the pupils carry phones to School compared to the other School. However, more pregnant cases are recorded at School A in comparison to School B. From the document analysis in a boarding school where the research was conducted, it revealed that even though pregnant cases were high at this school, authorities did mention that the majority of these cases were coming from home. This came when the researcher wanted to find out where the source of these pregnant cases came from. It was revealed that the cases were generated from their homes when they go for the holidays. To substantiate this one administrator had this to say:

According to our records, most of the pregnant cases are coming from their homes. For example, for the past three years, no single pregnant case recorded had a case within school. But instead, all the cases we have had presided upon had their source from outside school. In this case, I'm happy to inform you that, as far as I know, that may not mean that, s a school; we may not have immoral conduct amongst these pupils. Issues of such nature may be that but I would say they are insignificant as at now.

Findings from the pupils further revealed that in most of the cases presided on by the guidance and counselling, pupils had different perceptions as regards to confidence they have in their teachers. (See fig 4.1.8)

Figure 4.1.8 Pupil’s confidence in their Teachers

Level of Confidence	School A	School B	Total
	Frequency	Frequency	
Much confidence	23	22	45
Less confidence	1	2	3
No confidence	0	0	0
Total	24	24	48

Findings in clearly indicates that pupils in both schools have much confidence in their guidance and counselling teachers. As demonstrate by the figures above, very few said they were not confident with the way counsellors help them in guidance cases towards promoting discipline in school. As for those who said they were confident with their guidance teachers they had their own reasons as quoted from one pupil who said:

Frankly speaking guidance team in our School I would say it is very effective. Why I have said so is that, when it comes to recording keeping, such as keeping certificates for those who finished School some years back, we are able to have update information. If someone by whatever reasons gets another persons’ certificate, it is easier to make a follow-up and trace

the person responsible. We have done this on several occasions. Again we have helped a lot of vulnerable children by connecting them to different organisations. This I would say is an indication that we are very effective. This infact is one way to effectively handling of indiscipline in School, because when pupils discover that the School through guidance is helping to find them sponsors, their behave is somehow regulated, hence good moral behaviour is upheld on our School

The researcher was concerned with the pupils who indicated that they had no confidence in their guidance and counselling teachers, one participant in group four during focus discussions lamented:

There is need for guidance and counselling teachers to have well prepared programme in which they deliberately meet pupils of all grades, educating them on some of the cases which pupils may not be aware of. Some of us (pupils) are found in disciplinary cases possibly because we don't know that some of what we do is forbidden by our school. For example, some of our friends have been found with cases, within two days of their being enrolled in this school. This simply means it is possible that some pupils commit certain cases unknowingly

Apart from guidance and counselling teachers it was revealed that where possible, some personnel although they are not in guidance office they equally come to the aid of the pupils to explain to them on the dangers of indiscipline as pupils. The findings are as shown below (See fig 4.1.9)

Figure 4.1.9): Other officers who assist pupils in explaining on dangers of indiscipline cases in school:

School	Class Teachers	School Managers	Total
A	11	13	24
B	13	11	24
Total	24	24	48

Findings revealed that in the two visited schools, other officers have also taken a deliberate effort to assist pupils in explaining to them on the dangers of indiscipline cases to learners. At School A for instance, findings did indicate that School managers usually talk to their pupils concerning upholding to discipline in school. One of the teachers did mention that during school assemblies, the headteacher usually warn the pupils on the dangers of being indiscipline at school. While at School B, senior member of staff revealed that as a school, they had a deliberate school policy in which classteachers are suppose to sensitise pupils during class registration to spare at least five minute talking about school rules. The following words were quoted from one administrator:

As a school, we have put up a deliberately policies in which each class teacher is expected to spare some minutes during registration in the morning. during this period our pupils are supposed to be reminded of our expectations in terms of discipline in this school. However, this does not mean that as administration we do not warn them over the same, it is our duty to do that which is right. But the major challenge is that our school is still in its infant, meaning that we do not have enough rooms to accommodate all the pupils at once.

Therefore, we have some classes which report in the morning while others come in the afternoon. In this respect we have problem to meet all of our pupils at once. So we depend on our able classteachers who are doing a recommendable job to continuously remind them on good discipline in school so that when they are caught in a web, they have no one to blame rather than themselves.

The statement above may suggest that classteachers at School B are also performing duties of guidance and counselling teachers as a way of handling pupil indiscipline cases.

However, it was further revealed that in an effort to handle indiscipline cases in the visited schools, guidance and counselling teachers did mention that they were some challenges as they handle cases. One the School Managers had this say in his own words:

One of the major challenge that we face is that once we have discipline a child, certain parents, you know, go to higher offices, seek sympathy there and then you receive a letter to say you rein state such a child back into school. So I'm saying influence from people high up there in the higher positions sometimes tends to dictate situations (or decisions) in the School, which I think is not proper. That's one major problem I have so far faced.

The researcher had an opportunity to interact with pupils to give their views on how best teachers can fairly handle indiscipline cases concerning them. One pupil from School A during focus group discussion was quoted in her own words:

One of the major problems that we face is that once we have a simple disciplinary case, we are forced to go and call our parents regardless of where we are coming from. Some of us (pupils) are coming from far places, so to invite parents over simple cases is not only costly on our part, but also unfair to our parents who are made to abandon their work to come for simple disciplinary cases. I feel guidance and counselling committees should be fair enough to determine the type of cases which can warrant CPs (calling parents). Because of this that is why I said, am not happy with their services.

While at School B some pupils equally had their own views regarding effective ways of handling them. From focus group discussions, alot of views, and notable was held by one pupil who was heard saying:

At times pupils are not treated equally by the guidance and counselling teachers. Some are favoured because they are in relationship with our fellow pupils. Just because they know a certain pupil they will not be treated like any other. To a larger extent there are some disparities. The ones who are not known by teachers will be treated unfairly.

From the statement of the pupil the findings could be that as much as guidance and counselling teachers handle pupil indiscipline cases, not all of them are doing the work professionally well. Contrary to pupil's perception on how indiscipline cases are handled in

schools, teachers had their own side as noted by from words of one administrator from school who said:

Another challenge in maintaining discipline in our School is over protection of erring pupils under the government 'access' to education concepts, where expelling erring pupils is now almost non-existence

4.4 Strategies Guidance and Counselling Teachers could employ in order to effectively handle Pupil indiscipline cases in Schools.

On whether there are some strategies that guidance and counselling teachers could employ in order to effectively handle pupil indiscipline cases in school, several suggestions were registered from both teachers as well as pupils.

Pupils had their own views on how best their teachers could handle indiscipline cases for the mutual benefits of both the teachers as well as the pupils themselves. During focus group discussion at one of the two schools where the research was conducted, several findings on pupil's perception on this were recorded: At School A one pupil said in his own words:

The School administration should make sure that teachers who are appointed to work in guidance and counselling should be those who are interested in pupil's affairs. Some of the teachers in guidance and counselling are not available to us (pupils). Sometimes their language is not good because they seem not to care about our problems.

We need those who are mature enough to work in the department, unlike where some of them (guidance teachers) are almost our age mates, who take things we share with them lightly.

Where School counsellors are sharing with everything which is discovered during disciplinary sittings is not good because some of us are now seen as if we are serious problems. When a pupil has been forgiven by the disciplinary committee, it is important to keep it us confidential. But when they are shared openly like that, we are considered as being stubborn.

The lamentations from this individual pupil may have suggested that to some extent pupils may not be very comfortable to be labelled as problematic meanwhile, it was simple an event rather a permanent behaviour. Further findings were that once the disciplinary case have been discussed in confidence are suppose to be treated just like that.

However teachers in the visited schools had their own views on possible measures which could be instituted in order to effectively handle pupil indiscipline cases in schools. The researcher had an opportunity to interview teachers from the two schools to get their views on the best strategies which could be employed in order to tackle indiscipline cases in their schools. Several suggestions come from individual teachers had different opinions; (See figure4.1.9)

Figure 4.2.0: Teachers views on curbing Pupil indiscipline in Schools.

Possible Strategies	School A	School B	Total frequency
	Frequency	Frequency	
Manual Punishment	3	2	5
Involving Parents	2	1	3
Forced Transfers	1	3	4
Corporal Punishment	0	0	0
Total	6	6	12

Findings were that at School A, half of the teachers who were interviewed proposed manual instant manual punishment to the erring pupil are supposed to be instituted immediately the offence is committed. It was revealed that when punishment to offenders is given alot of time from the time the offence is committed to the time punishment is instituted, eventually the punishment may lose its meaning.

While responses from School B revealed that the majority of the teachers felt that forced transfers was the best alternative in curbing indiscipline cases in schools. As to why forced transfers to the erring pupils, one teacher had this to say:

I think forced transfer is the better option because we are dealing with local pupils who may want to bring the culture from their homes into school. Here, we have some pupils who feel they are more than a teacher simply because their parents have the status around this area, therefore they would love to carry that status from their homes wherever they go including in school. We have specific families who have failed to control their own children thinking that school would mould them. I think this is not possible so I strongly feel to help such pupils forced transfer may help such pupils to realise the importance of education.

Findings in the table above indicate that from the two schools, the least option is corporal punishment. This may suggest that teacher due to government policy in forbidding corporal punishment in learning institutions, schools inclusive.

Further findings revealed that in an effort to institute some strategies to curb indiscipline cases, Pupils had own their views which they feel pose as challenges. One pupil from School A in one focus group discussion had this to say:

However, as regards to the above accusation levelled to the guidance and counselling unit interms of unfair strategies of handling pupil indiscipline cases, one senior member of staff who happens to sit on disciplinary committee did explain to me how the

One of the major problems that we face is that once we have a simple disciplinary case, we are forced to go and call our parents regardless of where we are coming from. Some of us (pupils) are coming from far places, so to invite parents over simple cases is not only costly on our part, but also unfair to our parents who are made to abandon their work to come for simple disciplinary cases. I feel guidance and counselling committees should be fair enough to determine the type of cases which can warrant CPs (calling parents). Because of this, that is why I said I am not happy with some of the strategies being instituted by guidance and counselling in this school.

Further findings revealed that teachers in both schools had clear procedures in addressing indiscipline cases in schools. It was revealed that strategies to handle indiscipline cases were made aware to stakeholders such as parents and pupils themselves. It equally was observed that at no point did guidance and counselling units in the visited schools carried serious disciplinary procedures against a pupil without notifying their parents who in this case are serious stakeholders in maintaining pupil discipline in schools. As a matter of procedure this is what one teacher was quoted saying:

A good number of our pupils have already signed commitment forms over cases such as out of bounds and beer drinking. By doing so it helps us to regulate their behaviour because they know that any repeat of bad behaviour would automatically send them home without even calling their parents for another disciplinary sitting. However, it has to be noted that these commitment forms are signed by both the erring pupil and the parent. The whole idea is that no party should complain, when a verdict is passed in an event where the pupil continues behaving otherwise.

On whether there could be other strategies which could be employed as a way of handling indiscipline cases in schools rather than what were suggested, one guidance teacher from school was quoted in his own words:

All the teachers have to be involved in responding to pupils by being closer to them and treat them as their own children. Wrong doers should be shown love mostly by the teachers. When a pupil has gone wrong, they should not be condemned completely to an extent of chasing them from School. This would mean sending more youths in the streets. I feel each teacher today should have counselling skills.

The findings here indicate that within the guidance and counselling personnel, there were strong observations that indiscipline cases were not the preserve of the guidance teachers alone but even other teachers who may not be trained in guidance, counselling and placement, as revealed in the statement above.

SUMMARY OF THE FINDINGS

This chapter presented the findings of the study that was conducted at two Secondary Schools in Chadiza District of Eastern Zambia. Opinions from the pupils and teachers on the performance of guidance and counselling programme in handling pupil indiscipline cases in Schools were explored extensively. A number of interesting trends have been identified in the data from the two Secondary Schools.

The findings also indicated that there were striking differences of opinions on matters of indiscipline and how guidance and counselling teachers can effectively handle them. It was revealed that indiscipline cases which are committed by pupils in School A which in this case is a Boarding may not be the same with those in School B which is a Day School although to a larger extent they are cases which are prominent in both Schools.

5.1 CHAPTER FIVE: Discussion of the Findings

This chapter discusses the findings of the study carried out from two Secondary Schools in Chadiza District of the Eastern Zambia. To do this some assumptions to evaluate the performance of the guidance and counselling programme in handling pupil indiscipline cases were advanced and then investigated at School A, a Boarding and School B, Day Secondary both happened to be public Institutions. Some pupils, teachers as well as School managers were interviewed in order to get their views on various perceptions under this study. The section discusses the responses from the respondents according to what the respondents advanced.

The results from this study indicated that guidance and counselling programme was available in the two visited Schools. As regards to pupil's knowledge of the duties of the guidance and counselling teachers the findings also suggested that most of the pupils were fully aware of the roles of these teachers. This maybe in line with Coyle (2008) who said guidance and counselling is understood to have three main roles which are personal, educational and vocational guidance and counselling. It revealed that the majority of the respondents expressed knowledge of what guidance and counselling teachers ought to do in Schools. .

Results also further indicated that the majority of pupils who had time to visit the counselling centre seem to appreciate the duties of guidance and counselling teachers. This maybe in line with Albert (2012) who explains that guidance and counselling plays a pivotal role in student's behaviour management and corrections. Counselling can be used both as a curative measure in addressing school discipline and to avert/or correct indiscipline among pupils.

Although results provided to the fact that pupils said they were aware of the guidance and counselling programme offered by School, not all of them accessed these services. The findings could be in line with writings of Mutie and Ndambuki (2011) who said more activities should be available to pupils. This may imply that pupils do not have interest in seeking for guidance and counselling services when need arises. As revealed, half of the respondents had not yet accessed guidance and counselling services in these Schools.

The study established that those guidance teachers are to some extent available to offer assistance to the pupils although the number still suggests that alot need to be done, a good number seem to agree to this a point. While as regards to the types of guidance and

counselling offered in Secondary Schools, it was revealed that much of what were offered were educational issues. This may be line with Neuman (2003) who attests that in Schools counsellors are told to focus much of their time on record keeping, administration responsibilities on the expense of indiscipline. Research also showed that participants were satisfied with the services rendered by their guidance teachers since they met most of their expectations.

It was also revealed that male guidance teachers are more accommodative to pupils compared to their counterparts. This could mean that females are to some extent not available when they are needed by clients in this section to offer help. However, reasons as to why such may be the case may not be so clear, but one may simply infer that due to some house duties such as cleaning, taking care of the entire family could be the possible reason for the low response of the female guidance teachers towards pupils.

However, slightly over half of the respondents suggested that they would prefer to be attended to by both male and female guidance and counselling teachers in Schools.

Such unfortunate behaviour from certain guidance and counselling teachers is definitely against the ministry of general education as documented in the Vision (2030) which records, that exemplary work ethics, honesty, high human and ethical values, quality consciousness and the quest for excellence is the desire of this nation. In the study findings also revealed that in schools there are no proper guidance and counselling structures rather than a group of only teachers appointed by the school administration to work under this office.

Unfortunately an arrangement where some stakeholders are left out in guidance and counselling structure may not be in line with Akube (1991) who echoes that school counselling and guidance is enhance-state wide, professional, organisational and other stakeholders at the state and local level work together to establish common goal and expectations for their comprehensive school counselling programme. Further results revealed that a significant number of the respondents showed great confidence in their guidance in that they were able to keep things which were private as confidential after discussing with the guidance teachers. The findings agreed with Strong (2003) who stated that, for any guidance and counselling programme to succeed, there is need for the guidance teacher to uphold the code of ethics and keep high levels of confidentiality of the client's information. It is

therefore imperative for the guidance and counselling teachers to maintain confidentiality as much as possible.

The findings further revealed that guidance and counselling teachers in the surveyed schools could spare their time from their busy schedule explaining on the dangers of guidance and counselling to their pupils.

This would automatically indicate that the guidance section is to some extent doing everything possible to make pupils be aware of the dangers of being indiscipline towards learning. However despite the pupils reporting that guidance and counselling teachers took time to explain to them the dangers of being indiscipline as learners, results indicated that there were some indiscipline cases which came out prominent in the responses of the participants. This may suggest that they could be some unresolved issues in school which may rapture into pupils being indiscipline. This is in line with Kinyanjui (1978) who says, strike do not just happen but they are often a result of continued unresolved problem by the school authorities.

Since the research was conducted at Schools with unique arrangements, the results indicated that cases which were common at School A were far different from School B. At the day school studies revealed that the common indiscipline recorded are combination of beer drinking coupled with missing lessons while at the Boarding was mainly out of bounds cases. This could mean that it may be difficult to monitor the drinking habits of pupils in day schools since they do interact with many other people after knocking off from School, while those in Boarding they usually go out of School during weekend when teachers are relaxing at their homes. This could be in line with, Makinde (1994) who argues that lack of guidance and counselling services during certain period of the day disadvantage pupil's interests of career interest, self awareness and character formation in our learning institutions. The importance of guidance and counselling cannot be overemphasised, just like Muti (1999) echoes that counselling helps pupils meet their therapeutic needs by helping them make decision or plan any form of change.

It was also revealed that rather than school counsellors, pupils are equally assisted by other officers. At School A for instance, findings were that school managers usually meet pupils during school assemblies every after a week to sensitise them on the dangers of being indiscipline in school. *Besides meeting the pupils during assemblies, findings were that each*

head of department was assigned a stream to assist pupils in maintaining high levels of discipline in school. While at School B findings were that classteachers were also given a task of performing duties of a school counsellor to help pupils in understanding school rules so that they may not find themselves with cases in school. From this one may be right to conclude that schools are doing everything possible to maintain high levels of discipline in secondary schools.

Similarly the results revealed that guidance teachers need to employ other strategies in order to effectively handle indiscipline cases in Secondary Schools. It was further established that most of the guidance and counselling teachers were not trained in this field.

The results also revealed that slightly over half of the participants indicated that common issues guidance section presided on are educational as opposed to other issues. However findings were that in the two schools guidance and counselling section did not have operating rooms instead they were using shared rooms.

As regards to the availability of guidance and counselling committees, the results showed that none of the two schools had formidable committee in place. It was also discovered that at school B, there was no room for guidance room; instead they were operating from a strong room for keeping examinations, meaning that during examination period, pupils in this school have no access to guidance and counselling services which is against the policy of ministry of education. Findings equally indicated that most of the teachers were not even aware of the combination of the guidance and counselling committee in a School, this may be against the guidelines on the administration and management of guidance and counselling in the education system, MESVTEE (2013) which stipulates that the combination of the guidance committee in an institution shall include the following:

Headteacher;

Guidance teacher (School Counsellor)

Two other teachers (male and female)

Two learners (male and female) and

One PTA or Board representative

However it was further revealed that in the two surveyed Schools there were some misconceptions that when a group of teachers operate in guidance office they constitute a committee. Therefore there is an urgent need for the relevant authorities to educate the

Schools on the proper combination of guidance committees in learning institutions as outlined in the guideline of the ministry of education.

There are disparities as regards to indiscipline cases committed by pupils in Boarding Schools compared to those at Day School. At Boarding common cases were out of bounce, well at day the most prevalent were missing lessons. These disparities could be as a result of differences in freedom enjoyed by the pupils at the two Schools. Additionally studies revealed that guidance and counselling does not treasure in sending ailing pupils out of school, because through such many pupils could be forced to drop out of School.

Mostly when a pupil commits an offence as guidance office, the common punishment is counselling and involving pupils in simple manual work. The studies also established that girls are mostly affected by indiscipline cases in the two Schools where the surveys were conducted. The highly recorded cases were immoral related which may have be increased due to high levels of poverty since the schools are located in rural place where many people are peasant farmers. The results also revealed that guidance committee does not only concentrate on handling indiscipline cases in Schools but also other issues in helping the learner in realising their goals. This is in agreement with MESVTEE (2013) guidelines which records that the function of guidance committee includes mobilisation of resources required to carry out the activities.

However it was also established that guidance committees in Schools were not very effective in handling indiscipline cases as they were not fully involved by the school authorities.

If guidance is to be relevant to Schools, there is need for this section to be fully involved as recorded by Davies (2003)

While as regards to the challenges the school face in providing guidance and counselling programme apart from the internal factors, facts on the ground revealed there are always some external interference among within the stakeholders in the name of providing education for all. This includes certain directives Schools receive from higher offices forcing Schools to take up measures in line with promoting pupils access to education as recorded in Vision (2030). Teachers also indicated that apart from what the guidance and counselling teams were doing in handling pupil indiscipline in Schools, there are other members of staff could help in combating bad behaviour of pupils in Schools. This was in line with literature from Albert (2011) who argues: how much support guidance teachers will render to the discipline policy

in a School largely depends on the relationship that they obtain between other members in School including administrators.

Finally, the results suggested that due to inadequate training of teachers in guidance, counselling and placement, limited strategies are being applied to handle indiscipline cases in schools. This is in line with Khotari (2004) who argues that the best strategy in handling indiscipline is by setting realistic goals. This may suggest that some of the strategies teacher may employ in handling indiscipline may not only be unrealistic but also unfair to the pupil as it may make the dislike school.

CHAPTER SIX: Conclusions and Recommendations

6.1 Introduction.

This chapter covers the conclusion of the findings on the study which was carried out on two selected Secondary Schools in Chadiza District of Eastern Zambia. To do this some evaluations of the performance of the guidance and counselling in handling pupil indiscipline were advanced by some pupils and teachers who were interviewed from the sampled Schools in order to get their views on various themes under the study. The section also suggests some recommendations made by the researcher to different authorities based on the findings of the study.

6.2 Conclusion

Arising from the findings from the respondents, it can be concluded that guidance and counselling programme were available in Secondary Schools. However it was established that most of the guidance teachers in these Schools were not trained for the job. This means that there was more of what it could be considered as job on training towards guidance and counselling services.

Additionally the study also revealed that in these Schools there are no adequate rooms (offices) where guidance teachers could effectively operate.

In this regard it can be concluded that guidance teachers had problems discharging their duties well in the absence of specialised rooms for counselling

As regards to the availability of guidance committees it was discovered that no single School had approved composition. What came out from the findings were that Schools only had teachers in this section who constituted guidance section as opposed to the Ministry of Education guidelines which stipulates that the guidance committee should be a combination of the School head teacher, guidance teachers(male and female) pupils (male and female) and at least parent.

In this regard it can be concluded that most Schools were ignorant about the right composition of the guidance committees in Schools.

It can also be concluded that unless the School authorities could fully involve guidance teachers in managing guidance and counselling programme in Schools, they may not be as effective as expected. It was also revealed that indiscipline cases which were common at Boarding Schools were not the same as those in Day Schools. In this case one may be right to

conclude that Day Schools had unique indiscipline cases compared to Boarding Schools. Therefore School managers are supposed to be aware of the sources of cases if at all they are to manage their indiscipline cases well in their Schools.

It was also concluded from the results that the most victims in indiscipline cases in the sampled Schools were girls. This was because most girls are more vulnerable to issues such as immoral conduct than the boys. For example it was established that the sources of most such cases were from their homes rather than School.

From the results of the study we may as well conclude that pupils to some extent were satisfied with the services rendered by certain guidance teachers although there were other teachers whose behaviour leaves much to be desired. Therefore it can be concluded that some guidance teachers were failing their duties as they could not attend to their clients accordingly.

As regards to the gender which is accommodative to pupils concerns, it was concluded that male guidance teachers were easily approachable compared to females. It may further be concluded that female guidance teachers are fond of treating pupils unfairly whenever issues are taken to them. In this regard it may be concluded that pupils prefer to be attended to by both gender as long as they could lessen to their concerns. It can be concluded that pupils in the surveyed Schools had confidence in their guidance teachers as they discharge their duties.

However, it was equally concluded that guidance and counselling committees were not adequately handling indiscipline cases in Schools due to external inference, such as certain directives from higher offices in the name of pupil's access to education. It was also concluded that guidance committees in Schools were not very effective as most of the issues which should have been handled by the guidance teachers were being done by the School management.

The study further revealed that the performance of the guidance and counselling programme in handling pupil indiscipline cases was met with a lot of challenges. The challenges include lack of trained counsellors, unbalanced ratio between male guidance teachers compared to the females in that there were more male teachers than females hence disadvantaging a girl child. Other challenges included lack of specialised rooms for counsellors and failure by the School authorities to involve guidance teachers during disciplinary sittings in Schools.

Moreover it was also established that the guidance teachers in Schools were not working effectively due to the fact that they were overloaded with periods to teach other subjects they were trained in, on the expense of guidance programme in which they were merely assisting. In this respect, the other conclusion could be that guidance teachers had no enough time to handle counselling related cases which resulted in them being considered as not performing to the public expectations. All in all it can be concluded that issues of handling indiscipline cases in Schools cannot be left in the hands of one group but combined efforts may address the problem adequately.

6.3 Recommendations

The findings of this study have a number of implications for both guidance teachers and other authorities. As has been argued by Aloyce (2014) who says for the teaching and learning process to take place effectively in a School, or for a School to maintain standards that are necessary for the attainment of its goals, a healthy disciplinary climate is needed. The study therefore has the following recommendations to make to the relevant authorities:

- Ministry of education is supposed to deploy more trained guidance teachers in Schools as way of enhancing professionalism in guidance and counselling department.
- School authorities should allocate specialised rooms (offices) where counselling exercise can take place unlike the current situation where guidance teachers are sharing rooms with other members of staff. This may reduce client's morale to fully express their challenges to the school counsellors.
- There is need for the ministry to balance up the gender as there are more male teachers in rural Schools than females making it difficult for the School management to allocate equal number of male and female guidance teachers attending to pupils in guidance and counselling.
- For pupils to access guidance services adequately, there is need for counsellors to keep themselves available whenever they are needed.
- School authorities should ensure that any disciplinary action taken toward an erring pupil is not aimed at punishing a pupil but the undesirable behaviour. In other words, such action should be impersonal by not being used for revenge or venting one's frustrations.
- There is need for the Ministry of general education to sensitise Schools on the right composition of the guidance committees as required in the current guidelines for

administering guidance and counselling in learning institutions unlike the current state where only teachers make up guidance committee leaving out other stakeholders, such as parents and pupils themselves.

- For effective performance of the guidance and counselling in handling pupil indiscipline cases in Schools, external interference from politicians as well as other officers (higher above) should be minimised as doing so undermines the authority of the Schools to maintain pupil discipline.

6.4 Recommendations for the future Research

Investigate the perception of school managers towards their guidance and counselling teachers for effective managing pupils with learning difficulties.

Studies should be done to explore the effectiveness of male guidance teachers in comparison to female guidance teachers in Secondary Schools.

Studies should be done to assess how guidance and counselling section can effectively facilitate dialogue amongst teachers with social problems for effective lesson delivery.

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APPENDIX 1

PUPILS FOCUS GROUP DISCUSSION GUIDE

The information collected from this discussion will be treated with the utmost confidentiality and anonymity. Please try to express yourselves as honestly as you can.

1. Do you have guidance and counselling at your School?

2. Are you aware of the duties of guidance and counselling teachers in your School?

3. During your stay in this School, how many times have you been helped by guidance and counselling teachers in accordance with their duties?

4. Would you please give reasons for the answer you have just raised?

5. What type of services do guidance and counselling teachers normally offer to pupils in your School?

6. Do you think the services rendered by guidance and counselling teachers meet your expectations as a pupil in this School?

7. If guidance and counselling teachers are not meeting your expectations, what do you think are the reasons?

8. What type of guidance and counselling teachers seem accommodative to pupils whenever they are faced with challenge?

9. Given a choice which gender of guidance and counselling teachers would you prefer to attend to your needs in your School

11. Would you please give reasons for the choice for the gender you have just mentioned?

12. How much confidence do you have in your guidance and counselling teachers, especially when it comes to revealing issues considered confidential to you?

13. Do guidance and counselling teachers help you in explaining on the dangers of indiscipline as a pupil?

15. Would you please state at least any four indiscipline cases committed by pupils in your School?

16. Apart from guidance and counselling teachers, who else assist you to understand your challenges in School?

17. Do you think there is anything the administration in can do to improve the effectiveness of guidance and counselling teachers in your School?

18. In your view, what do you think your school administration can do to improve the operation of guidance and counselling?

19. What advice would you wish to share with guidance and counselling teachers in order to effectively handle indiscipline cases in your School?

Thank you for your Cooperation.

APPENDIX 2

INTERVIEW GUIDE FOR TEACHERS AND SCHOOL MANAGERS

The information collected from this interview will be treated with the utmost confidentiality and anonymity. Please try to answer the questions as honesty as you can.

- 1. Do you provide guidance and counselling programme in your schools?

- 2. If yes, are teachers trained in guidance and counselling in your school?
(Please state their qualification) -----

- 3. Which are the common issues (problems) that you preside over?

- 4. Do you have an office where guidance and counselling programme is conducted?

- 5. If not, where do you carry out guidance programme?

- 6 Does the school have established guidance and counselling committee

- 7 What is the combination of guidance and counselling committee in terms of how many teachers, pupils as well as parents?

- 8 Is the guidance and counselling committee gender sensitive?
- 9 If not how do you think of enhancing the committee

- 10 How many times does the guidance and counselling committee hold meetings in a term?

- 11 In your view is the guidance committee effective enough in managing guidance and counselling programme in your school?

- 12 If yes, how effective is the committee?
(Please explain) -----

- 13 IN your school, from the following types of counselling, crisis counselling, psychosocial, facilitative, and preventive and bereavement, which one is available, why do you think they are the most? -----

- 14 According to your experience, are there any common indiscipline cases committed by pupils in your school?
- 15 If yes, state any four indiscipline cases committed by your pupils?
 (i) ----- (ii)----- (iii) -----
 (iv) -----
- 16 Which punitive measures does the guidance and counselling committee employ in trying to regulate the behaviour of ailing pupils?
 (i) ----- (ii) ----- (iii) -----
- 17 Which gender of pupils is mostly affected by indiscipline cases at your school?

- 18 Apart from handling indiscipline cases, which other services does the committee performs in your school? -----

- 19 How effective is guidance and counselling committee in handling indiscipline cases at your school? (Please explain) -----

- 20 In your view, what gender of pupils benefits from guidance and counselling programme at your school and why?

- 21 What kind of challenges do the school face in providing guidance and counselling to pupils?

- 22 Apart from what the guidance and counselling committee is doing do you think there are other strategies they could employ in order to effectively handle indiscipline cases in your school.
- 23 If yes, explain briefly how this could be done.

THANK YOU VERY MUCH