ACCESS TO GUIDANCE AND COUNSELLING SERVICES BY LEARNERS IN SELECTED SECONDARY SCHOOLSIN LUANGWA DISTRICT, ZAMBIA.

BY

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A dissertation submitted to the University of Zambia in partial fulfilment of the requirement of the Degree of Master of Education in Guidance and Counselling

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DECLARATION

I, BBUKU NAMOONDE, declare that this dissertation is my original work and has not been presented for a degree anywhere. It has not been published with any university. Works drawn from other sources have been acknowledged.

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CERTIFICATE OF APPROVAL

This dissertation by Bbuku Namoonde has been approved as fulfilling the partial requirements of the award of Master of Education in Guidance and Counselling of the University of Zambia.

Examiner…………………………………………..Date…………………………….

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DEDICATION

This dissertation is dedicated to my mother, Phaness Banda, for unfailing love and support throughout my life and during my whole process of education. I have been able to obtain my goals and dreams largely because of her support and encouragement. Thank you, mother!!

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LIST OF ACRONYMS

DEBS	District Education Board Secretary
MoE	Ministry of Education
MoGE	Ministry of General Education
UNESCO	United Nations Education Scientific and Cultural Organization
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
UNICEF	United Nations International Children's Emergency Fund
HIV	Human Immune Virus
AIDS	Acquired Immune Deficiency Syndrome
STD	Sexually Transmitted Disease

ABSTRACT

The purpose of this study was to investigate the social and academic factors that affected access to guidance and counselling services among learners in Luangwa district, Lusaka province, Zambia. Invitational Educational Theory guided this study. The study adopted a descriptive survey design. The study population was all grade 11 pupils, guidance teachers and head teachers from the selected schools. The objectives of the study were to; assess social factors that may have affected access to guidance and counselling services in the selected study secondary schools, examine academic factors that might have affected access to guidance and counselling services, establish the effect of non-accessibility to guidance and counselling services on social and academic lives of the learners and suggest measures that may influence pupils' access to guidance and counselling services in the study schools. The study targeted 90 pupils, 3 head teachers and 4 guidance teachers totalling 97 participants. The researcher used two data collection tools namely interview schedules and questionnaires. Qualitative data was analysed thematically while quantitative data was analysed through the use of Statistical Package for Social Sciences (SPSS) software version 23 in order obtain frequencies, charts and graphs.

The study found that the following social factors affected learners' access to guidance and counselling services: stigmatization among learners, cultural and traditional practices, lack of self-esteem and shyness among learners. Academic factors included use of untrained guidance teachers, lack of confidentiality among guidance teachers, dual roles that guidance and counselling teachers played, guidance and counselling not time tabled and not examinable. The study also established that lack of access to guidance and counselling had a negative effect on social and academic lives of learners, such as, poor academic performance, early pregnancies and general indiscipline. Participants suggested the following measures could improve learners' access to guidance and counselling services: training of guidance teachers, guidance teachers to uphold confidentiality, need for adequate guidance materials, community sensitization and inclusion of guidance on the teaching time-table. The study recommended that the government of Zambia through the MoGE should train more guidance and counselling teachers so as to professionally provide guidance and counselling services in schools. The study also recommended that the MoGE should come up with measures aimed at preventing guidance teachers from disclosing information brought to them by learners. The study further recommended that schools should come up with deliberate policies aimed at sensitizing learners about the evils of victimizing other learners seeking help from guidance teachers.

CHAPTER I: INTRODUCTION

1.1 Overview

This chapter has focused on the background, statement of the problem, purpose of the study, objectives, research questions and significance of the study. It has also discussed delimitation, limitations and theoretical framework that guided the study. The chapter has ended with key operational definitions of terms used in the present study.

1.2 Background

1.2.1 Global Perspective of Access to Guidance and Counselling Services by Learners

World-wide, guidance and counselling has existed since time immemorial. In the primitive society, guidance and counselling was offered to the young by elders in the family and to persons in distress by the clergy (Kocchar 2013, Ndhlovu, 2015). Kaureg (2001) in Mubanga (2014) posits that some of these were religious leaders such as Moses (1200 BC), Muhammad (600), and the Buddha (500 BC), while others were philosophers like Lao-Tzu (600 BC), Confucius (500 BC), Socrates (450 BC), Plato (400 BC) and Aristotle (350 BC).It should be noted however that the guidance offered was unorganized and incidental and it can be likened to advising or even prescribing. Guidance as a term was used as an umbrella concept to include many services such as counselling and placement (Ndhlovu, 2015).

Pope (2009) argue that guidance and counselling as an organized profession dates back to the early 20th century. Jesse B. Davis is considered the first to provide a systematic school guidance programme. In 1907, he became the principal of a high school and encouraged the school English teachers to use compositions and lessons to relate career interests, develop character, and avoid behavioural problems. Many others developed what Davis had started, for example, in 1908, Frank Parsons, "Father of Vocational Guidance," established the Bureau of Vocational Guidance to assist young people in making the transition from school to work. It is Frank Parsons, therefore, who is celebrated as the pioneer and father of guidance because of his tremendous and numerous works that contributed in the movement of guidance and counselling.

Most importantly, according to Ndhlovu (2015), Parsons helped in finding the Vocational Bureau and wrote his classic book entitled "Choosing a Vocation", which was published posthumously in 1909. The two achievements by Parsons made him pioneer in the guidance Movement in America. Parson's work stimulated interests in other scholars who advocated for social reforms and stressed the necessity for school to prepare youngsters to meet the rigours of a competitive and materialistic society through career guidance orientation and training provisions whilst in schools.

In Africa, for instance Kenya, guidance and counselling was introduced in secondary schools following the Gachathi Report of 1976. The reason for this was to help pupils have a self understanding and being able to discover their abilities and limitations from their environment (Ngendwa, 2013). Studies however, that were carried three decades after the inception of guidance and counselling services in Kenyan secondary schools showed that teachers still had a vague understanding of what really the guidance and counselling services offered to pupil were to encompass. The learners also did not fully understand what the guidance and counselling sections in their school were offering. This state of affairs may have contributed to the allegation that guidance and counselling services were of less use to the learners (Eliamani et al. 2013). Greater emphasis on the support for guidance and counselling was determined in Kenya during the years 1980s and 1990s due to worst arson attacks by pupils on counterpart schools. These arson attacks resulted in hundreds of learners being killed. For instance in 1999, 17 girls were killed and 70 others raped in a co-education boarding school and in 2001, 26 girls were killed in arson attack at Bombolulu Girls Secondary School (Eliamani et al., 2013). This led to a realization by the Kenyan government and other organizations that there was need to tighten discipline and guidance and counselling were seen as the best tools to solve the problem and bring about discipline. Corporal punishment was eventually banned, and guidance and counselling services were introduced in schools in its place. Unfortunately, most of these programs were to be run by teachers designated as counsellors, but with very little or no training in counselling who also continued performing their duties as subject teachers with little or no time off their duty. Thus, the ineffectiveness in accessing guidance and counselling services among learners in Kenya could be attributed to lack of confidence in these untrained and busy

counsellors who seemed unaware of what their role was in the provision of guidance and counselling services.

In addition, social factors have been recorded to have affected access to guidance and counselling services in Kenya. Okech and Muthone (2012) stated that historically, the notion of consulting with a stranger about personal or family problems was an unusual concept and even frowned upon. Social challenges that might cast a shadow on the name and reputation of the family had to be resolved privately. A person who was experiencing an interpersonal problem would seek the help of a well-respected relative or clan elder; in more serious cases, traditional healers were consulted. The social belief affected the provision and learners' access to guidance and counselling as they viewed the school counsellors as strangers to be told their inner deep secret or even to get advice from.

From the aforementioned discussion, it is clear that guidance and counselling in Kenya has grown out of the need to address discipline problems in schools (Ajowi & Simatwa, 2010). However, the attribution of counselling with discipline has contributed to underutilization of counselling services by students, with many viewing counselling as a service only necessary for those students with problems. The recognition that guidance and counselling programs are meant to address the holistic developmental needs of all students (United Nations Educational Scientific and Cultural Organization (UNESCO, 2002), is yet to be realized in Kenyan schools.

1.2.2 Zambian Perspective of Access to Guidance and Counselling Services by Learners

In the Zambian society, guidance and counselling has been there; counselling was manifested in the relationship between elders and young people; it was seen in ceremonies such as initiation ceremonies. The idea of setting up formal guidance and counselling service centers in Zambia was initiated around 1967 as an act of orientation and placement of the young students/pupils in school. However, this did not materialise as planned. It was not until the year 1970 when secondary schools were directed by the Ministry of Education to start running guidance units in the schools by nominating teachers to take up the responsibility of careers work. That marked the beginning of formal guidance and counselling service to pupils in Zambian schools. Therefore, in 1971 a career guidance unit was established in the Ministry of Education then with the

appointment of career guidance officers (Ministry of Education, 2001). These officers worked under the administration of Educational Psychological Services Unit at the Ministry of Education Headquarters. The main duties of the careers guidance officer were to co-ordinate, organise and inspire the work of careers teachers in all secondary schools.

The functions of the Educational Psychological Services Units were later transferred to the Examination Council of Zambia in 1981. In 1990, the Unit at the Ministry of Education was then renamed School Guidance Services, responsible for career guidance, issues related to HIV and AIDS, child abuse, psychological life skills among many others as an integral part of its operations (MoE,2003). In 1992 the Ministry of Education gave a directive to schools to appoint Guidance and Counselling teachers in all schools. 1n 1996, guidance and counselling's existence was acknowledged by the Ministry of Education in the 1996 Education Policy document, Educating our Future (MoE, 1996). The following year senior education officers for guidance and counselling were appointed in provinces to spearhead the provision of such services to pupils in secondary schools.

In 2003, a position of District Guidance Coordinator was created and officers were seconded to the districts. This position, however, is not yet in Ministry of Education establishment. The need for guidance and counselling services was again exemplified in 2011 by the Ministry of Education through the revised Education Act No. 23 of 2011 under section 30, which states that;

> *Counselling and career guidance shall be part of an essential component of learner welfare at all levels of the educational system and shall be part of the overall management and administration of educational institutions.*

In addition, the desire by the Ministry of Education and other interested stakeholders to produce a holistic and morally upright learner has been the driving force in the development of guidance and counselling in Zambia. Since the directive by the Ministry of Education to take in guidance and counselling in schools, notable development has been seen in educating personnel in guidance and counselling field who are able to deliver the required service to the learners although their impact on the learners may not have been clearly documented. For instance, the

training of teachers in guidance, counselling and placement was started at Technical and Vocational Technical College (TVTC) in Luanshya (MoGE, 2016). In 2005 a diploma programme in guidance, counselling and placement at National In-service College (NISCOL) was introduced. In 2006 the Zambian Open University (ZAOU) developed a degree programme in Guidance and Counselling and in 2013 the University of Zambia started offering a Master of Education in Guidance and Counselling programme.

In the same year, 2013, a Teacher's Diploma in Psychosocial, Care, Support and Protection by distance learning mode supported by the Ministry of Education was launched and the programs targets 1000 Headteachers and Guidance and Counselling teachers (Ndlhovu, 2015). These trends in development of guidance and counselling in Zambian schools were only possible because of men and women who took interest in providing the necessary skill and assistance to the development of the field. Such initiatives have led to the presence of qualified human resource in Zambian secondary schools although their impact on social and academic life of learners in schools may continue to be speculative for now in Zambia.

It is important to note here that, all this development in the provision of guidance and counselling is aimed at one thing, that of helping and guiding learners from dropping out of school, making informed career choices, moral support and many more. However, this intended purpose of a good program does not seem to produce good fruits as learners are still seen dropping out of school, engaging in illicit sex, teen pregnancies, drug abuse and other evils (MOGE, 2016). These deviant behaviours may suggest that learners are still not accessing guidance and counselling services sufficiently, and yet if these services are accessed, they are capable of making learners avoid such vices. This study was embarked upon with the realisation that guidance and counselling services were there in schools only that it was not known how effectively they were accessed by the targeted clientele. This research, therefore, was an attempt to explore the factors that may have adversely affected access to guidance and counselling services among learners in the selected secondary schools in Luangwa district, in Lusaka province.

It is against this background that this study investigated the social and academic factors that affected access to guidance and counselling services among grade 11 learners in selected secondary schools in Luangwa district of Lusaka province.

1.3 Statement of the Problem.

To minimize learners' vices such as riotous behaviour, examination malpractices, vandalism, drop-outs, teen sex, early pregnancies, poor academic performance among many, the Ministry of Education in 1992 directed all secondary schools to develop guidance and counselling sections (MoE 1996). The study done by Kasonde-Ng'andu, Ndhlovu and Phiri (2009) confirmed the existence of guidance and counselling sections in high schools across the country. Despite all schools having guidance and counselling section, learners' still exhibited great amount of deviant behaviours in schools. The factors that affected access to guidance and counselling services offered in schools were not known.

This study therefore investigated the social and academic factors that hindered learners from accessing guidance and counselling services sufficiently in selected secondary schools in Luangwa, Zambia.

1.4 Purpose of the Study

The purpose of this study was to investigate social and academic factors that prevented Grade 11 pupils from accessing guidance and counselling services in selected secondary schools in Luangwa District of Lusaka Province

1.5 Objectives of the Study

The objectives of the study were;

i. To assess if social factors affected access to guidance and counselling services in the selected study secondary schools.
ii. To examine if academic factors affected access to guidance and counselling services in the selected study secondary schools.

iii.   To establish the effect of inaccessibility to guidance and counselling services on social and academic lives of learners in the study secondary schools.

iv.   To suggest measures that may influence pupils' access to guidance and counselling services in the study schools.

1.6 Research Questions

The study was guided by the following questions.

i.   What social factors affected access to guidance and counselling in the study secondary schools?

ii.   What academic factors affected access to guidance and counselling services in the study secondary schools?

iii.   How has inaccessibility to guidance and counselling services affected social and academic lives of the learners in the study schools?

iv.   What measures should be taken to influence pupils' access to guidance and counselling services in the study schools?

1.7 Significance of the Study

It was hoped that this study would provide some insight into social and academic factors faced by learners in accessing guidance and counselling services in secondary schools. Furthermore, the researcher believed that the study would help planners to have relevant information on the measures that could be taken to increase learner's access to guidance and counselling services thereby enabling pupils to have an effective and fulfilling stay in school. It was also hoped that the study would also assist education administrators to understand fully the need for having trained guidance and counselling teachers as well as the need to support guidance and counselling program in secondary schools as a way of increasing pupils' access to guidance and counselling services. Lastly, as direct consumers of guidance and counselling services, learners would stand to benefit from measures that were recommended, aimed at improving the provision and pupil's access to guidance and counselling services in the study secondary schools.

In addition, it was hoped that the present study would help secondary schools in Luangwa to come up with deliberate policies that would increase learner's access to guidance and counselling services in the district.

1.8 Delimitation of the study

This research confined itself to four selected secondary schools in Luangwa district as the researcher believed that the chosen schools were suitable and in a position of providing the needed information for the research.

1.9 Limitations of the study

One of the limitations of this research was that it was restricted to social and academic factors that may have affected learners' access to guidance and counselling services when there could be other factors such as economic and political factors that may also have affected learners' access to guidance and counselling services. Another limitation was that one Headteacher was not available for interviews which could have an effect on the findings of the study. Therefore, its findings may not be generalised to larger communities that include urban areas for Luangwa is a rural district.

1.10   Theoretical Framework

A theoretical framework is defined by Kombo and Tromp (2013:56) as '...*a collection of ideas based on theories...a reasoned set of prepositions, which are derived from and supported by data or evidence'*. This study was guided by Invitational Education Theory that was propounded by William Purkey (1978). Purkey (1991) defines Invitational Education as a theory of practice designed to create a total school environment that intentionally summons people in schools to realise their relatively boundless potential. Similarly, Purkey and Novak (1988); Purkey and Schmit (1990); Purkey and Stanley(1991) define Invitational Education as a collection of assumptions that seek to explain phenomena and provide a means of intentionally summoning people to realize their relatively boundless potential in all areas of worthwhile human endeavour. Invitational theory seeks to make life more exciting, satisfying and enriching experience for

learners as the theory seems to be holistic in its approach to social and academic needs of the learners. Thus, this theory has been used in this research as it marries well with the research at hand in exploring the factors that may be preventing learners from accessing guidance and counselling services. This theory emphasises that a school environment is supposed to be fully equipped with necessary materials and resources that will summon learners in its environment for them to realize their full potentials. Thus, instead of learners being shunned, the guidance and counselling services should be inviting to learners.

1.10.1 **Treatment of Theoretical Framework**

Cardinal to invitational theory, and by all means making it even more relevant to the current study are its basic four assumptions of trust, respect, optimism and intentionally. Purkey (1992) talks about trust as one of the Invitational Education Theory's assumptions. He sees education as a cooperative, collaborative activity where process is as important as product. Purkey further explains that getting people to do a work without fully involving them is a lost cause. People at an institution including learners need to be included by creating an inviting atmosphere for them to fully participate in a program. Thus, when learners feel trusted they are frequently likely to participate in an organization activity such as seeking guidance and counselling services. Therefore, learners need to trust the guidance and counselling personnel for them to be able to access the guidance and counselling services in schools.

Invitational Education theory assumption of respect is yet another very crucial concept to be considered in guidance and counselling and thus, making it relevant to this study. Guidance and counselling providers in schools need to realize that learners are able, valuable and responsible and should be treated accordingly (Purkey 1992). It is only when learners feel they will be respected and valued that they will be able to seek for the guidance and counselling services (Ndhlovu 2015; Kocchar, 2013). In addition, this theory talks about optimism as another assumption of the theory. Optimism is an assumption that human beings possess a potential in them that has not been tapped. It is not enough to be inviting; it is critical to be optimistic about the process. No one in a school: not a student, teacher, principal, counsellor, parent, librarian, supervisor, or whoever, can choose a beneficial direction in life without hope that change for the

better is possible. Thus counsellors and learners need to be optimistic for them to realize their full potential. From the standpoint of invitational theory, seeing people as possessing untapped potential determines the policies established, the programs supported, the processes encouraged, the physical environments created, and the relationships established and maintained (Purkey, 1991; Purkey and Siege, 1991). Respect and optimism are social factors that cannot be overemphasized in the provision of guidance and counselling. For any counselling relationship to succeed there should be respect in existence between the counsellor and the client. If clients are not respected by the counsellor then the service stops inviting, consequently, clients or learners will not access the guidance and counselling services offered.

The theory of Invitational Education also talks about the five Ps which are People, Places, Policies, Programs and Processes. The five Ps represent environmental factors which influence one's success or failure in the educational process, depending on how inviting they are. People, refers to teachers, guidance and counsellors and other support staff in school, places relates to the physical aspect of the school such as an inviting guidance room or department. Policies refer to procedures, codes, rules written and unwritten, used to regulate the ongoing functions of individuals and organization. Programs refer to the curriculum for students to develop academically, physically and socially in the inviting environment. Guidance and counsellors play a central role in arranging beneficial programs. Processes refer to such issues as cooperative spirit, democratic activities, values and attitudes of students, teachers, administrators and support staff (Purkey and Novak, 1996). Places, processes and people assumptions can be categorized under social factors that should be inviting to learners to encourage them access guidance and counselling services, where as policies and programs are some of the academic factors that may have an effect on learners' access to guidance and counselling services.

Therefore, this theory is very important to the current study as it summarises what guidance and counselling need to be for it to be inviting to the learners thereby encouraging them to access the services needed. The school environment and guidance and counselling units in school in particular should be inviting to the learners and by no means should it repel learners. In a democratic country like Zambia, with so much socio-cultural diversity, there is need to embrace

Invitational Education in order to inculcate values of respect, trustworthy, caring, optimism and intentionality in the young generation.

1.11 Operational Definition of Terms

Academic performance: refers to the outcome of education or the extent to which pupils have achieved their educational goals.

Counselling: refers to the process of helping an individual to accept and use information and advice so that he/she can either solve his present problem or cope with it successfully.

Discipline: refers to maintenance of appropriate standards of behaviour, and observation of established rules and regulations for harmonious functions of the school society.

Guidance: refers to a process of helping students through advice and information to achieve self-understanding and self-direction necessary for making informed choices and to realize personal growth.

Guidance and counselling services: refer to those services that are offered to pupils besides their formal lessons with the school environment. These include personal, emotional social, education and vocational aspect.

Guidance and counselling room/office: refers to part of the house where guidance and counselling sessions take place and records are kept.

School guidance counsellor: refers to trained school staffs that provide individual and group counselling for student.

Secondary school: refers to school grades after primary, they start from grade eight to grade twelve.

1.12 **Summary of the Chapter**

This study was on the social and academic factors that affect learners' access to guidance and counselling services in secondary schools in Luangwa district. The chapter discussed the background to the study, statement of the problem, purpose of the study, objectives and questions of the study, the significance, delimitation and limitation of the study and the definition of key terms of the study. The chapter also discussed the theoretical framework used to support the topic under investigation and provided a treatment in order to show its relevance to the study. The next chapter contains the related literature used to support the current study.

CHAPTER II:
LITERATURE REVIEW

2.1 Overview

In this chapter relevant literature on social and academic factors that affect access to guidance and counselling services among learners was reviewed. Kombo and Tromp (2006:62) define literature review as 'an account of what has been published on a topic by other scholars and researchers.' The literature was presented according to the objectives of the study namely: social factors that prevent learner access to guidance and counselling services, academic factors that prevent learners from accessing guidance and counselling services, impact of inaccessibility to guidance and counselling services on learner's social and academic performance and measures that could influence access to guidance and counselling services among pupils in schools.

2.2 Social Factors that Might Affect Learners' from Accessing Guidance and Counselling Services

The following are social factors that the reviewed literature established that affected learners' access to guidance and counselling services.

2.2.1 **Social Stigma as a Social Factor that Affect Learner's Access to Guidance and Counselling Services**

Research such as one done by Vogel et al. (2007) tried to bring out factors that inhibit clients from seeking profession help. This research dubbed 'avoidance of counselling: psychological factors that inhibit seeking help' discussed factors that inhibit client seeking guidance and counselling. However, Vogel et al. (2007) restricted themselves on examining a research on the psychological help seeking barriers from counselling, clinical and psychology as well as social work and psychiatry. Furthermore, it was done on a broader perspective where as the current study was limited to learners in a more rural setup and restricted to the social and academic factors that affects learners from accessing guidance and counselling services in selected secondary schools in Luangwa district.

Among the five factors that they identified as inhibitors to seeking help is social stigma. Deane and Chamberlain (1992) define social stigma as the fear that others will judge a person negatively if she or he sought help for a problem. The social stigma attached to seeking professional help has been conceptualized as one of the most significant barriers to accessing guidance and counselling even by learners. This may be because the public in general tends to provide negative descriptions of individuals who experience atypical behaviour or any other difficulties or challenges that learners face during their school days. Society tends to view people who seek profession help as less in control of their emotions and to describe the individual as weak or disturbed a feeling that may be among pupils in Luangwa Zambia.

Some researchers have also found that being labelled a "former mental hospital patient" led to greater social rejection than was true for someone with no such label. Furthermore, although people who experience depression are seen as emotionally unstable, those who seek help for depression are viewed as particularly unstable (Ben-Porath, 2002), suggesting that it is not simply having a challenge but the seeking of help from a professional that is stigmatized. Therefore, in as much as Votel et al posited their research from a psychological dimension, social stigma to a greater extent applies to reasons that prevent learners from accessing guidance and counselling and it is not really the problem that a client is seeking for that characterizes the stigma but the seeking of professional help regardless of reason for seeking help that brings about the social stigma.

Additionally, Chan and Quinn (2012) cited in Awinsong (2015) discovered that the worry that other people will find out about one's reasons for seeking professional help was yet another important factor that inhibits access to guidance and counselling. The respondents shied from counselling due to the fear of being teased and bullied by peers in the school. This highlights the fact that students do not seek guidance because they might be stigmatized by others who find out or see them going for such services. As much as possible therefore, students avoid the counsellor and their office, a situation which might be true for pupils in secondary schools in Luangwa district in Zambia. This is in sync with Setiawan's (2006) observation that the fear of someone finding out limits the urge to seek career guidance. This attitude has been perpetuated due to the

rumour and gossip many hold through years of observation in school that guidance and counselling is for those who are academically weak or excessively truant.

2.2.2 **Cultural Practices that Affect Learners' Access to Guidance and Counselling services.**

A study done by Luyando (2015) on factors affecting provision of guidance and counselling in southern and Lusaka provinces of Zambia using a descriptive survey design found that different cultural practices such as initiation ceremony and other social beliefs affected the provision of guidance and counselling services in secondary schools. This is in line with the assertion made by Rutondoki (2000) who argued that in Uganda, different cultural practices and beliefs do not cater for Guidance and Counselling Services; hence some parents tend to resist these services because they are not part of their culture.

Similar to Luyando's study, Mushaandja et al. (2013) reported that school counsellors were ready to counsel learners; there were cases in which learners did not trust them and did not disclose their problems to them. In Luyando (2015) study, the teacher counsellors attributed the lack of trust to learners' cultures and also parental influence. Therefore, it is logical to suggest that cultural practices may be negatively affecting the pupils from accessing the guidance and counselling services. Some cultures do not allow learners to seek help. They instead stress self concept, believing that a solution to whatever distress lies in the affected individual and only that individual can redeem him or herself from any self destructing behavior (Ndhlovu, 2015). Thus instead of a learner needing guidance or counselling, society will demand that the learner find a solution to the problem on his own. This research, therefore, may confirm that the state of affairs concerning cultural norms inhibiting learners access to guidance and counselling in Luangwa district is in tandem with the revelations done by Mushaandja(2013), Rutondoki (2000) and Luyando (2015) study in Southern and Lusaka urban schools.

2.2.3 **Social Norms as a Factor that Affect Learners' Access to Guidance and Counselling Services.**

Votel et al. (2007) argued that potential avoidance factor to accessing guidance and counselling is the extent to which seeking help (or not) is the social norm, that is, the implicit standard of those close to the individual. Although social norms have not been directly reported as an

avoidance factor, attitudes transmitted by family members and by friends have been suggested to play an influential role in how an individual defines and acts upon distressing symptom. Ramakrishnan and Jalajakumari (2013), for example, pointed out that having a social network that accepts and encourages help seeking for a problem is necessary for the person to seek help. If, therefore, important people in a person's life see counselling as a negative event, then she or he may be less likely to seek help for fear of exposure and loss of social standing. The impact of the attitudes of family and friends cannot be underestimated because studies such as the one done by Vogel et al (2007) have shown that people generally talk to members of their social network before seeking professional help and that 92% of individuals who sought medical care, as opposed to 61% of those who did not, reported talking to at least one person about her or his problem before seeking help. Vogel et al also reported that many of the individuals who finally sought medical treatment (38%) consulted another person to find out what to do, and 50% of those who sought treatment were told to see a counsellor by another person.

Furthermore, a few studies have shown that people who knew others who had sought therapy had positive orientations toward therapy and were more willing to seek counselling themselves (Tijhuis, Peters, & Foets, 1990). In addition, Dew et al. (1991) found that people were more likely to seek help for depression when someone recommended that they get help. Vogel et al. (2005) found that people reported greater intent to seek professional help when they believed that important people in their lives would approve such an action. King et al. in Votel et al.(2007) study reported that 67% of the study participants would be embarrassed if their family or friends found out that they had sought help from a mental health professional. Diala et al. (2000) found that individuals who would be embarrassed if friends knew they sought care were 3 times less likely to seek care. Votel at al. (2007) also found that the violation of social norms was a perceived barrier to seeking help for an emotional problem. Clearly, social norms play some role in the help-seeking process. In a school setting this can then be deduced that learners often times tend to avoid seeking guidance and counselling because of the social norms outside and inside the school environment and how these are interpreted in relation to seeking guidance and counselling. How fellow pupils perceive a friend seeking professional help especially for a problem that is psychological or atypical in nature have a greater bearing on a particular learner

to seek or not this help. Thus, peer perception or significant other's perception on guidance and counselling have a greater effect on learners' access to guidance and counselling services.

2.2.4 **Learner Awareness as a Factor that Might Affect Learners' Access to Guidance and Counselling Services**

Learner's awareness is yet another factor that has conversely affected access to guidance and counselling. A study done by Fox and Butler (2007) found that some respondents" problem with school guidance and counselling services was that it was not widely known. About 29% of respondents in the study recommended better promotion of the service so that it will be frequently accessed by students. Ndhlovu (2009) also did a study on situational analysis of accessibility of HIV and aids counselling by pupils with hearing and visual impairments in selected schools of Zambia. The study found out that learners with visual impairment were not accessing HIV counselling because they lacked awareness of the program coupled with the fact that most of the guidance and counselling teachers found in schools are not trained in sign language and braille reading and writing.

Therefore, it is important to note here that in as much as Ndhlovu's study revealed significantly the position of visually impaired learners in regard to accessing HIV counselling, it does not necessary indicate if the same is the case with regular learners and most important the current study is not limited to visually impaired learners neither is it confined to access to HIV counselling but it embraced all dimensions of counselling services in a school setup and all diversity of learners found in the study schools in endeavouring to investigate social and academic factors that affect learner's access to guidance and counselling services.

Awinsong (2015) supported Ndhlovu's (2015) findings by alluding that that publicity is yet another major blockade to access to guidance and counselling services and by extension, career guidance. Consequently, learners will only seek for a service that they are aware of with a conviction that it has a potential to better their life. Without proper publicity to make learners and the community at large aware of the guidance and counselling service available in schools it becomes very difficult for the learners to access the services that are offered in the secondary schools.

2.2.5 Lack of Self Esteem as a Factor that Affects Access to Guidance and Counselling Services

Self esteem is yet another factor that can be aligned among the social factors that affect learners from seeking guidance and counselling in schools. Self esteem, according to Ndhlovu (2015) is the feeling of how worthwhile an individual perceives him or herself. Fisher, Nadler, and Whitcher-Alagna (1982) suggested that seeking help from another entails an implicit analysis of the costs and benefits to one's self-esteem. Seeking help from another to some degree means admitting that one cannot deal with the problem on one's own and, as such, can be an admission of inadequacy. Thence, a learner may decide not to access guidance and counselling services in order to maintain a positive self-image. A number of studies on nonprofessional help seeking have found evidence consistent with this for example, seeking guidance and counselling services has been found to occur less frequently when a participant is embarrassed to seek help (Shapiro, 1983). According to Vogel et al. (2007) self-esteem has been found to be directly associated with general help seeking for a problem described as serious. Nadier (1991) asserts that fear of embarrassment and feelings of inferiority or ineffectiveness have been linked with help-seeking decisions (Nadler, 1991). Yeh (2002) found that collective self-esteem negatively predicted attitudes toward counselling in an Asian population.

2.2.6 Shyness by Pupils as a Factor that Affect Learners' Access to Guidance and Counselling Services.

Awinsong's (2015) study also argued that shyness by pupils was another social factor that affected learner's accessibility to guidance and counselling services. According to this study, shyness was shown to inhibit the decision to seek guidance and counselling. A majority (74.8%) agreed that they shied seeking guidance and counselling. Thus, shyness is a hindrance to seeking counselling. School counsellors who were respondents in this study also said that shyness was central in students" access to counselling. They disclosed that other students had to be pursuaded to attend guidance and counselling services. These students included those going through emotional, educational, and other life difficulties because they would normally not seek professional counsellors' help in the school. The location of the counsellor's office is likely to

inform this trend because if the office is open to the public eye, then students might fear to access it (Ndhlovu, 2015, Kocchar 2013) for fear that they might be stigmatized. In line with the present study students might not want to access the counsellor's office if they realize that there are other people like teachers in or around the office. So the location of the office must be set in such a way that those who have nothing to do with the office or the service are kept at bay.

2.3 Academic Factors that Prevent Learners from Accessing Guidance and Counselling Services

2.3.1 Untrained Guidance and Counselling Teachers

Lack of trained guidance and counselling teachers has been cited by many researchers as a factor that have negatively affected the provision of guidance and counselling services from its inception as a profession program in schools world over, especially in Africa and Zambia in particular. A study done by Eliamani et al. (2015) on access to guidance and counselling services and its influence on students' school life and career choices found out that guidance and counselling services have moderately influenced students' school life. The mean of the responses ranged from 1.40 to 1.89, which was within the moderately effective range (1.01-2.00). The grand mean recorded as 1.59. According to this study, this was a clear indication that many students had not realized the importance of guidance and counselling services.

However, in as much as there was some variations in the design of the current study to that of Eliamani et al.(2015) study such as the later study being strictly quantitative while the current study embracing both quantitative and qualitative methods of data collection and analysis which is believed to be more informative and accurate than when only one of either method is used in isolation and also the difference in the geographical settings of the two studies as the current study was done in a more remote area were as Eliamani et al. study was done in a moderately urban area, the findings seem to be matching as both studies found out that untrained guidance teachers do affect learners' access to guidance and counselling services.

 Lack of trained counsellors and the attitude of students towards the services contribute to inaccessibility of guidance and counselling services in schools. For students to be properly

informed, they need the assistance of trained guidance and counselling personnel. On this matter, Gibson and Mitchell (2006) insist on the necessity of having a trained guidance and counselling personnel to handle students' issues professionally. The school climate is also reported to influence the effectiveness of services as revealed by Sutton and Fall (1995) asserts that in schools with effective counselling programs, principals generally provide enthusiastic support for the programs and encouragement to the counsellor. The counsellors and administrators must have a clear understanding of the school goals of counselling programs. Without such conditions, the counselling programs become ineffective. Odeke (1996) adds that without sound guidance and counselling services in secondary schools many students loose direction and engage themselves in bad behaviors such as drug abuse and alcohol indulgence, missing classes, school dropout and so on. As a result, they may lack both focus and direction resulting to total failure in life.

Furthermore, Ogunlade and Akeredolu (2012) discovered in a study that most counsellors in the school system were untrained which they said could affect efficiency and the ability to woo more clients. A majority of students in the study made career choices without much information because professionally trained counsellors with the requisite knowledge were either absent or too busy to guide them. This absence of professionally trained counsellors discouraged students from seeking guidance and counselling. Eliamani, et al. (2013) also found non-professional counselling greatly affected access to counselling services. The lack of trained counsellors in Tanzanian schools, they found, denied and discouraged many students accessing professional services. Anagbogu (2008) reported that many school counsellors do not have access to the requisite professional training that empower them to be impactful in schools. Ogunlade and Akeredolu (2012) advise that counsellors should be given more training to prepare them for work. Thus, the greater the professional knowledge and expertise of the counsellor, the more likely students are to seek counselling service help in periods of need. However, the situation in Luangwa district in Zambia has not been verified.

2.3.2 Lack of Funding as an Academic Factor that Affect Access to Guidance and Counselling Services

Guidance and counselling services is one of the school programs that need monetary resources for its effective functioning. A research done by Sangok, Yangungu and Mulinge (2015) in Kenya on factors that militate against effective guidance and counselling on students sexual awareness, attitudes and behavior in schools propounded that inadequate funding in guidance and counselling was a factor that militated against effective provision of guidance and counselling services to learners in schools. Funding is important in organizing in-service courses, motivating and encouraging teachers to expand their time and energy in innovative efforts, explaining and clarifying the objective of innovation to teachers, securing information about teachers' needs and problems, arranging joint meetings with staff and arranging informal meetings for discussions among teachers. Funding however has been a major obstacle to all countries (Kafwa, 2005) and Zambia is not an exception. It is therefore evident that without funding, teachers will be paralyzed in their responsibility of guiding and counselling students. Research studies indicate that the education sector is already saddled with the problems of sourcing for adequate funding to improve access and quality.

Inadequate funding which leads to lack of facilities and resources is the main hindrance to effective school guidance and counselling based programs. Kafwa (2005), for instance, in her study pointed out that lack of funds, vehicles, and shortage of staff to facilitate the supervision of the program characterized the schools studied in Kenya. It was suspected that lack of funding was one of the academic factors that affected accessibility of guidance and counselling in Luangwa secondary schools and the study established that this was true of the district secondary schools.

Obita (2015) also argued that the provision of facilities and resources in guidance and counselling departments in secondary schools is hindered by inadequate funding. According to Kafwa (2005), funding has been a major obstacle in many countries, he add that, without funding, teachers are paralyzed in their responsibility of providing guidance and counselling to students. Inadequate funding leads to lack of facilities and resources and this is the main

hindrance to effective guidance and counselling, as a result counsellors are not motivated enough to carry out their assigned duties effectively. Abdul (2012) in Obita (2015) states that as a result of poor funding, there are instances that guidance and counselling teachers use their pocket money to buy facilities such as books on counselling so as to equip themselves with needed knowledge on the subject matter because schools do not have the funds allocation to guidance. There are instances when counsellors need transport to go for more information that will help out in finding solutions in certain problems that affect access to guidance and counselling services. UNICEF (2007) also observes that most countries have no provisions for guidance and counselling programs, whatever funding available for implementation of guidance and counselling programs is impromptu and grossly inadequate.

2.3.3 **Inadequate Teaching Material**

Inadequate teaching material is also mentioned by Sangok, Yangungu and Mulinge (2015) as a factor that affect access to guidance and counselling. Kochhar (1990) pointed out that a teacher who has adequate and relevant teaching materials and facilities will be more confident, effective and productive. Teachers might also have the competence and positive attitudes but if there are not enough resources, their efforts will come to naught. They further argued that it is of paramount importance that teachers get the required materials early enough to be able to give quality service. These resources should be made more accessible to all teachers through establishment of resource centre with staff, audio-visual facilities and equipment and work materials.

The provision of facilities and the appropriate use of teaching resources can provide a conducive environment in which in the long run would facilitate the direct and indirect change of behavior of the students. Studies however indicate that instructional resources for sex education are less available. Kafwa (2005) for instance found out that the following resources were not available in the schools studied in Kenya: transparencies, motion film projectors, filmstrip projectors, transparency projectors, filmstrips, slides, films, audiocassettes and videocassette recorders. Teachers should, therefore, be supplied with enough and relevant material for the success of the guidance and counselling program.

2.3.4 **Counsellor Confidentiality**

Counsellor confidentiality is one the academic factors and an ethical issue that each trained counsellor is supposed to be aware of (Ndhlovu, 2015).The fear that counsellors will not keep a secret have been documented in several research work as one important reason that influence learners from not seeking help from profession. In a study done by Kasonde-Ng'andu, Ndhlovu and Phiri (2009) on the impact of guidance and counselling on high schools pupils in Zambia, 31% of 858 pupil respondents indicated that guidance and counselling services were ineffective in their respective schools and the reason they gave was that counselling units lacked confidentiality and that they usually instilled fear in them. The findings of the study done by Awinsong (2015) revealed that an important response given by students was the fact that they do not access counselling because of confidentiality problems. A total of 66.6% disagreed that they access guidance and counselling because of their faith in the counsellor that he or she will not tell anyone. This illuminates that students do not have confidence in the secrecy of counsellors. Both Setiawan (2006) and Jenkins and Palmer (2011) also found that confidentiality as inhibiting access to counselling in their own studies. The statistics in a study by Awinsong confirmed with the studies by Setiawan (2006), Kocchar (2013), and Mushaandja, Haihambo, Vergnani, Jenkins and Palmer (2011), and Frank (2013) Kasonde-Ng'andu, Ndhlovu and Phiri (2009) that confidentiality can be a hindrance to access to counselling.

In addition, Setiawan (2006), who studied undergraduate university students in Indonesia, discovered that most students did not access counselling services frequently due to confidentiality issues among other pressing ones. Jenkins and Palmer (2011) particularly note that fear that one's secrets will be exposed made clients dread the counsellor. Even where referrals are made to the school counsellor by teachers or administrators, the counselee will fail to be open about his or her life difficulties. Mushaandja, Haihambo, Vergnani, and Frank (2013), in a qualitative study, found counsellors complaining about the lack of trust learners had in them. They attributed this to cultural barriers and family influence. Counsellors therefore have a responsibility to win students' trust if they are to convince more students to take career guidance seriously.

2.3.5 **Dual Role by Guidance and Counselling Teachers as a Factor Affecting Learners' Access to Guidance and Counselling Services**

Equally significant is the problematic nature of the dual role of teacher-counsellors which put restraints on the counsellor's time and which can discourage students from accessing counselling facilities (Walker, Alloway, Dalley-Trim, and Patterson, 2006; Kuhn, 2004). This finding is supported by Menon (2010) who found that the dual responsibilities of teacher and counsellor adversely affected access to counselling programs by most students. Many counsellors in this study complained about the lack of a defined role for the counsellor in the school which results in most counsellors becoming engaged in non-counselling related work. A study by the US Department of Education (2003) asserted that 49% of public schools reported that counselling and guidance staff spent more than 20% of their time on registering students. June, Curry, and Gear (1990) reported that Black students valued interaction with school counsellors as helpful in informing the frequency of their access of counsellors' service. Thus, one can conclude that accessibility to the counsellor is key to most students' view of counsellors and the guidance and counselling process.

Menon, (2010) and Walker et al. (2006) reported that counsellors who devoted their time to counselling needs encouraged students' decision to seek constant professional support. Conversely, those who paid equal or more attention to other responsibilities like teaching and administrative work were graded very lowly by students. Kuhn (2004) emphasized that the use of counsellors as principals, disciplinarians, and registration officers reduced students' value for their roles as counsellors so that they are not propelled to go to them for professional guidance.

The lesson is that the availability of the counsellor in the school when truncated by other callings like teaching and administrative work can affect the decisions of students to seek counselling services. Therefore, extra responsibilities that guidance and counselling teachers have make them less available to attend to pupils who seek their help thereby affecting learner access to guidance and counselling services. In the process learners have continued not accessing and benefiting from the guidance and counselling services that are being provided in their

respective schools, hence, dropouts, pregnancies, increased HIV prevalence and generally indiscipline has continued. This may be true of the situation in Luangwa district in Zambia.

The dual role that counsellors play as that of being a counsellor and teacher exacerbates the frequency of not being available to offer guidance and counselling services to learners when they need them. In Awinsong's (2015) study, it was observed that counsellors were often times not available when learners needed their services a trend which demoralized learners to go for counselling when they needed counselling or guidance assistance. Winsong (2015:93) wrote;...*One hundred and fourteen students representing 61.6% disagreed that counsellors were always available to listen to their difficulties. This unavailability of the counsellor inhibited the urge to demand or seek counselling service. The reason can be traced to the duality of role the counsellor plays as a counsellor and teacher in schools....* McLaughlin (1999) and the US Department of Education (2003) also reported that students were discouraged to access counselling services once they knew the counsellor would have little time for them. The dual role of teaching and counselling was therefore found to inhibit access to counselling by students because counsellors have little time to spend on their core duties of counselling.

2.4 The Effect of Non-Accessibility to Guidance and Counselling Services on Learners' Social and Academic Performance in the Study Schools.

Non accessibility to guidance and counselling can have adverse effect on the academic performance of learners. Guidance and counselling services are designed and implemented in order to enable nurturing and preparing holistic and informed human beings. The services enable learners to learn and concentrate on academic activities with fewer challenges and precisely moulds and directs learners to trainings of their choice and eventually life time careers.

Numerous studies have been conducted in trying to determine the impact of guidance and counselling on the academic performance of learners. However notable gaps have been noticed in some of the studies hence the necessity for this study to be carried on. For instance, Nzoka and Orodho (2014) did a study on school management and students academic performance, where they looked at the effectiveness of the strategies school managers employ in Embu county of Kenya using a descriptive survey design. The findings of this study disclose that guidance and

counselling services were hardly in existence in some of the selected secondary schools, and even were they existed, they were not effective. Therefore, the poor academic performance of learners in the study was attributed to lack of guidance and counselling services (Nzoka and Orodho, 2014). This study however, could not be qualified to Luangwa situation, as it was conducted in a different setting to Luangwa area which is a remote rural area. In addition, the respondents in this study never included pupils who are the beneficiary of the guidance and counselling services but the administrators and parents. consequently, the views of the pupils on this matter was vital in generating a positive conclusion on the state of affairs concerning the impact of guidance and counselling on academic performance of learners in selected secondary schools in Luangwa district.

Tawiah, Alberta and Bossman (2015) also did a study on the impact of guidance and counselling on academic at Darmaa senior high school in the Darmaa Municipality of the Brong-Ahofo region of Ghana. The study embraced an experimental design, and pre-test and post-test control group design was applied. Post-test hypothesis was to find out if there was no significant difference between the experimental and control group in their academic performance at the end of treatment. The null hypotheses was tested at statistical significance level 0.05 and the results showed that at df=38, p=021 which is less than 0.05. This hypothesis was rejected, implying that there was a significant difference of post-test scores of experimental and control group. However, the research design used in this study seemed not to be the best to the current study. Determining the impact of guidance and counselling to learners on academic performance is more of a social phenomenon and this is why the current study embraced a descriptive survey design and mixed method of data collection and analysis. This research also had a limited population as only one high school which is located in an urban area was involved in a study. The current study was conducted in a rural setting and involved four secondary schools.

Odhiambo (2012) carried a study on the influence of guidance and counselling on academic performance of students in selected public secondary schools in Molo sub county, Nakuru sub-county in Kenya. In this study, level of attitudes of students towards career was used as proxy measure of the effectiveness of guidance. This was based on the assertion that career is one of the services of guidance and that it is specially designed in assisting students make proper

academic decisions in school. Therefore, according to this study, the level of attitude of the student towards career closely reflected the effectiveness of guidance and counselling and addressing the academic challenges students face. The study applied correlation design in determining the relationship between attitudes of the students towards career and academic performance and whether it was significant or not. Thus, attitude towards career was treated as an independent variable while academic performance as dependent variable. The finding of the hypothesis was that there was a significant relationship between students' attitude towards career and academic performance. This suggests that the higher the level of attitude of students towards career (effectiveness of guidance and counselling) in their schools, the higher was the level of academic performance, and vice versa. Students who valued career were likely to seek for services of guidance and in addressing the challenges of their academic and therefore end up making rational academic decisions.

Mulemwa (2015) did a study in selected secondary schools in Mongu district, Zambia where he assessed the efficacy of school guidance and counselling in academic performance of learners using a case study design. Regarding usefulness of guidance and counselling in enhancing the academic performance of learners with special educational needs, the study found that 81 per cent of the learners and 74 per cent of the teachers were of the view that the guidance and counselling services currently provided in schools were not very useful to learners with special educational needs due to the fact that they had difficulties accessing the services whenever they needed them. This means that, although guidance and counselling services are vital for improved academic performance of learners and are available in schools, they are not benefiting learners with special educational needs. Though this study was carried in Zambia, the study was carried in different setting to the current as Mongu is urban compared to Luangwa which is rural. Secondly, this study was confined to the learners with special education need where as the current study targeted regular students and finally this study used a case study design whereas the current study used descriptive survey design. Therefore, it was important that this study was to be undertaken as it helped generate data on the impact on learners' inaccessibility to guidance and counselling services in Luangwa district secondary schools, thus, the study established that lack of access to guidance services negatively affected learners social and academic performance and eventually reduced their performances.

2.5 Social and Academic Measures that Influence Learner Access to Guidance and Counselling Services in Secondary School

2.5.1 Trained Counsellors

To increase learner access to guidance and counselling research has shown that counsellors need to be trained in guidance and counselling so as to woo pupils to seek professional help from them. Untrained counsellors are seen as inhibiting factor to learners not accessing guidance and counselling, a situation which is existence in Luangwa district secondary schools, Zambia. Awinsong (2015) sees this trend to change only if more education that fosters understanding of handling guidance and counselling issues and affairs is imparted in the guidance and counselling personnel.This will in turn give confidence to learners to seek guidance and counselling. On the recommendations for improved learners access to guidance and counselling Awinsong (2015:67) wrote.... *'counsellors must do well to improve their personality and professional know-how to woo more students to the counselling centre in schools'*. The more personal, professional, attentive, and flexible counsellors are, the greater the students will involve them in the making of decisions about the future. Additionally, Guidance and counselling services should not only be available in schools but that counsellors must schedule their activities to benefit students, for example, conferences on career opportunities as well as group counselling should be encouraged.

2.5.2 Peer Counselling

Because of the magnitude in age difference between pupils and guidance and counselling teachers, pupils tend to be uncomfortable talking to them especially with matters that are sensitive and personal, such as sex. This may emanate from their cultural background where it is generally understood that in most African societies and Zambia in particular talking about sex especially with elders is considered a taboo or sign of being disrespectful, Luyando (2015) suggests that to increase learners accessing guidance and counselling services then peer counselling should be encouraged and promoted in schools. This is because learners are free to discuss about other issues to their peers than they will with elders such as guidance and counselling teachers. Therefore, peer counselling should be encouraged and supported in

Zambian schools to enable that no learner in school is left not to benefit from the guidance and counselling services being offered in these secondary schools.

No known study of this nature has been carried in Luangwa to determine the existence of this factor of enhancing learner access to guidance and counselling services, hence the relevance of this study.

2.5.3 **Adequate Resources**

Obita (2015) did a research in Kisumu County, Kenya, on factors influencing provision of guidance and counselling services in mixed day secondary schools. His research argued that the adequacy of guidance and counselling service resources in the schools is essential. These resources enhance the provision of guidance and counselling services in schools in order to assist students develop their academic, social and personal competencies. For effective School guidance and counselling services the following materials are needed: computer, career guidance programs, career choice exploration material, self-development resources, college catalogues, booklets that help students address developmental needs such as adjusting to their physical changes, handling peer pressure and preventing substance abuse, newsletters, brochures and pamphlets, and lastly a well-furnished office space room. Thus, for guidance and counselling services to flourish in schools and for learners to access it, governments and other interested stakeholders need to facilitate that adequate materials and resources are readily available for use in the provision of the service. In other words, enough funding to the guidance and counselling programs is required for its intended goal of helping learners grow into responsible and informed beings to be achieved (Sangok, Yangungu and Mulinge, 2015).

Additionally, availability of facilities and resources is one prerequisite for an increased learner access to guidance and counselling (Obita, 2015). This is facilitated by adequate funding to the guidance and counselling centre in schools. For guidance and counselling personnel to work effectively there is need for them to access facilities such as reference books, projectors, pens and attending guidance and counselling seminars that are beneficial in broadening their knowledge and brace themselves with changing trends. Even though there is a lack of funding to guidance and counselling (UNICEF, 2007) and most headmasters consider it as a luxury and not

a priority (Obita, 2015) the ideal thing is that this sector of education requires funding for an increased learner access to the service to be achieved. Furthermore, a school guidance and counselling office is supposed to be independently allocated, free of destructors. The ideal office for the counsellor is supposed have furniture that include a desk and chair (Ndhlovu, 2015).Clients seem to work better if their chair is reasonably padded but not overly stuffed. These facilities and resources require funding and only when all these are in place will the counselling office be inviting to the learners.

2.5.4 Community Sensitization

Vogel et al. (2007) wrote that community and school sensitization can be used as an effective tool to kill the unfounded beliefs that communities hold about some issues that are hindering learners from accessing guidance and counselling services. Communities (children's parents) are partners with schools in the provision of quality education to learners. Thus, parents need to be aware of the benefits of guidance and counselling to their learners moral and academic development. When parents are imparted with this information, it will enable them to encourage their children to seek guidance and counselling services voluntarily when need be. Consequently, this will influence learners to access guidance and counselling services thereby reducing on poor academic performance, truancy, dropouts, pregnancies, HIV prevalence and many other bad vices that guidance and counselling can eradicate.

It seems, therefore, that for any school to be effective and have an impact on academic performance of learners it need to have the following social and academic factors in place; trained and available guidance and counsellors, counsellor confidentiality, well located and inviting counselling centre, learner awareness, administrative support, adequate funding, counselling materials, supporting community (sensitization) and supporting government policy.

2.6 Summary of the Chapter

This chapter discussed relevant literature on the present study under the following themes which are in sync with the study objectives and questions of the present study: social factors that affect learners' access to guidance and counselling services, academic factors that affect learners'

access to guidance and counselling services, impact of inaccessibility of guidance and counselling services on academic performance. The chapter also reviewed literature on measures that can be taken to influence learners' access to guidance and counselling services. The next chapter discusses the methodology that the study used.

CHAPTER III

METHODOLOGY

3.1 Overview

This chapter presents the methodology employed in the study. Orodho (2003) defines methodology as the scheme plan used to generate responses to research questions. The chapter describes the research design that will be employed, target population, sample size, sampling procedures and research instruments. It also describes the data collection procedures and how the data was analysed in order to answer the research questions. In addition, it describes the ethical considerations that were made during data collection. Finally, there is a chapter summary.

3.2 Research Design

This research embraced a pragmatists paradigm, which according to Creswell (2009),is a philosophy that arises out of actions, situations and consequences. It focuses on what works and solutions to problems. According to Creswell (2009:10) the use of this paradigm entails that "instead of focusing on methods, the researcher emphasizes the research problem and use all approaches available to understand the problem". Therefore, this study found pragmatists' paradigm suitable to use looking at its practical nature in relation to the method of inquiry used in the present study.

A research design is a plan of the proposed research work. Kombo and Tromp (2006) define a research design as the 'glue' that holds the element in a research project together. It is a scheme, outline or plan that is used to generate answers to research problems. A research design is a plan that expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence on those relationships (Cooper and Schinder, 2008).

This study adopted a descriptive survey design which is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals and is eligible when the researcher intends to collect data on occurrences such as opinions, attitudes, feelings, and habits (Kombo and Tromp, 2006). Lokesh (2015) alludes that descriptive survey research studies are

designed to obtain applicable information concerning the status and phenomena and whenever possible, to draw valid conclusion from the facts discovered. This design is deemed appropriate as it enabled the researcher to collect primary data on the social and academic factors that affect learners' access to guidance and counselling services in selected secondary schools in Luangwa district.

This study used this design over other designs to enable the researcher obtain in depth information which could be used to facilitate the generalization of findings to the larger population. It was also found to be ideal for gathering data for purposes of describing certain perceptions, opinions, attitudes, relationships and orientations held by a population too large to observe directly. The researcher in this study used survey questionnaires and qualitative interview guides to solicit information from respondents.

The above mentioned attributes of descriptive survey design was put into consideration by the researcher to investigate social and academic factors that affect learner access to guidance and counselling services in selected secondary schools in Luangwa district of Lusaka province, Zambia.

3.3 Population

Kombo and Tromp (2009: 76) refer to population as *"... a group of individuals objects or items from which samples are taken for measurement."* The population for this study comprised all grade 11 learners from four secondary schools, guidance and counselling teachers and headteachers in selected secondary schools in Luangwa district of Zambia. The total population of Luangwa district grade 11 pupils as of 2014 was 437, that is 214 male and 223 female pupils (MoE, 2014). The total number of guidance teachers is 12 (7 females and 5 males, all untrained in guidance and counselling) appointed among the 161 teachers in the district. The total number of secondary school headteachers is 6 (4 males and 2 females) in the district.

3.4Sample Size

A sample according to White (2005) is a group of subjects selected from the larger population and whose characteristics can be generalized to the entire population. The sample consisted of 97 respondents broken down as the following: 90 grade 11 pupils (25 from first two secondary schools and another 20 from the remaining two schools), four guidance and counselling teachers and three headteachers.

Schools had to give differing numbers of participants because the other two visited schools were newly upgraded with few learners hence could only give fewer pupils compared to other two old schools. One headteacher could not be interviewed because all attempts made to interview her proved futile.

3.5Sampling procedure

This study used simple random sampling procedure to select grade 11 pupils who participated in the study while purposive sampling procedure was employed on guidance and counselling teachers and headteachers because these people were expected to have adequate information that would provide the most needed data for this study. Kombo and Tromp (2006: 82) state that *'the power of purposive sampling lies in selecting information in rich cases for in-depth analysis related to the central issues under study'*. In this case, grade 11 pupils, the guidance and counselling teachers and the headteachers were believed to have rich information on guidance and counselling services being offered in the schools under study.

3.6Research Instruments

In collecting data for this research, interview guides were used to get qualitative data from headteachers and guidance and counselling teachers while questionnaires were used to get quantitative data from pupils.

3.6.1 Questionnaires

To solicit quantitative data, structured questionnaires were used (see appendix:2) in order to get specific information from pupils by providing a list of possible alternatives from which the respondents were made to select answers that best suited their opinion while unstructured questionnaires (see appendix;1) were used to allow school counsellors express their opinions and feelings. A questionnaire is an instrument that contains questions aimed at obtaining specific information on a variety of topics (Kombo and Tromp, 2006). The researcher chose a questionnaire because it allows the researcher to use the same question items to all respondents. It was also chosen because the researcher presented it to each respondent in exactly the same manner to minimize the role and influence of the interviewer. In addition, results obtained could easily be objectively compared. Questionnaires were administered to ninety (90) learners and four (4) school guidance and counselling teachers.

3.6.2 Interview Schedule

One way of learning about things we cannot observe is by asking people who have or are experiencing such situation to tell us. In this study, a semi-structured interview guide (see appendix:3) was used to collect in-depth qualitative data from three (3) headteachers. As argued by Lindlof and Taylor (2000), the advantage of a semi-structured interview schedule is that it allows for new questions to be brought up during the interview as a result of what the interviewee says. Through this instrument, the researcher was able to collect useful information related to the study.

3.7 Data Collection Procedure

The study used both qualitative and quantitative methods of data collection and analysis. The use of these two methods was intended to help the researcher increase the quality of the final results and provide a more comprehensive understanding of the phenomenon being studied in that the results obtained by the use of one method can be supported by the use of another method (Green et al., 1989).

Kasonde-Ng'andu (2013) defines data collection as gathering specific information aimed at providing or refuting some facts. Kombo and Tromp (2006) argue that researchers collect data to help policy makers plan properly and effectively by influencing progressive legislative policies and regulations; to stimulate new ideas, clarify facts, and refute inconsistencies; provide justification for an existing or need for a new programme or just to further researcher understanding of puzzling issues. To explore the factors that prevent learners from accessing guidance and counselling services in Luangwa district, interview guide and questionnaires were used to collect data. After collecting the introductory letters from the University of Zambia Ethics Committee and School of Education, the researcher proceeded to Luangwa DEBS Office in Luangwa to get a written introduction letter that the researcher presented to the headteachers to access learners and guidance and counselling teachers needed for this research. In selecting pupil participants in each class, the researcher randomly distributed cards with numbers one (1) and two (2) to all the pupils in class and only those pupils with card with number two would qualify for the research.

3.8 Data Analysis

Data analysis was done using qualitative and quantitative methods. Thematic analysis was used to analyze qualitative data. Responses to open ended questions were recorded and then grouped into categories or themes that emerged. Descriptions of each theme were then done. Quantitative data was analyzed using descriptive data analysis in Statistical Package for Social Sciences (IBM SPSS 23) in order to obtain frequencies, percentages, charts and graphs in an accurate and fast way. The effect of guidance and counselling services on academic performance was determined by comparing learners' academic performance records before and after introduction of the guidance sections in study schools.

3.9 Ethical Considerations

Mukumbuta (2014) asserts that the goal of research is to ensure that no party is offended or suffer adverse consequences from the research activities, thus ethical issues were highly regarded in this research. Permission was obtained from Luangwa DEBS office to use in the selected secondary schools. At school level, consent was obtained from the school headteachers to carry

the study and to let pupils and guidance and counselling teachers to participate in the study. Consent was also obtained from all the school respondents that included school counsellors and pupils. The respondents were told the purpose of the study and consent was asked before data was gotten from them. The researcher assured the respondents of high levels of confidentiality in this study. In addition, the respondents were assured that the data collected was purely for academic purposes.

3.10 Summary of the Chapter

This chapter discussed the methodology that the study employed. The study elaborated the following themes of the study methodology: the study design, population of the study, sample size, sampling procedure, research instrument, data collection procedure, data analysis and ethical consideration. The next chapter presents the findings of the present study.

CHAPTER IV

PRESENTATION OFFNDINGS

4.1 **Overview**

This chapter presents the findings of the study conducted from Luangwa district which aimed at investigating the social and academic factors that affect learners' access to guidance and counselling services. The findings are presented according to the study objectives. Which were: (i) to assess the social factors that might have affected access to guidance and counselling services in study secondary schools; (ii) to examine academic factors that might have affected access to guidance and counselling services in the study secondary schools; (iii) to establish the effect of non-accessibility to guidance and counselling services on social and academic lives of learners in the study school. (iv)To suggest measures that might influence pupils' access to guidance and counselling services in the study schools.

4.2Social Factors that Affect Learners' Access to Guidance and Counselling Services

This section presents the views of pupil, guidance and counselling teacher and headteacher participants on the social factors that affected learners' access to guidance and counselling services.

4.2.1 Social Stigma that Affect Learners' Access to Guidance and Counselling Services.

The pupil, guidance teacher and headteacher participants were asked whether or not social stigma affected learners' access to guidance and counselling services. Their responses were as shown in table 1.

Table 1:Social Stigma Affects Learner's Access to Guidance and Counselling Services

Status	Responses					Total
	Strongly disagree	Disagree	Agree	Strongly agree	missing	
Pupils	30	11	17	31	01	90
Guidanceteachers	0	01	0	03	-	04
Headteachers	0	0	0	03	-	03
Total	30	12	17	37	01	97

Table 1 above showed that the majority of pupil, guidance teacher and headteacher participants 37 indicated that they strongly agreed that social stigma affected learners' access to guidance and counselling services. This was followed by 30participants who strongly disagreed that social stigma affected learners' access. However, 17 participants agreed that social stigma affected learners' access where as 12 participants indicated that they disagreed with the view that social stigma affect learners' access to guidance and counselling services.

When asked to support their responses, one male guidance teacher reported that pupils' stigma tended to emanate from the guidance environment by observing that;

> "*Yes, in our school we do not have a specialized room for guidance and counselling services thus learners fear or are not free to go for counselling services.*"

Another female guidance teacher participant from another school responded that;

> *Some pupils have a negative perception of the duties of the career office. For example, they only think that only those who are pregnant can visit the office. Pupils need orientation on what we do as career teachers.*

One male headteacher had the following observation;

Children that undergo counselling are stigmatized as having problems, others would think that they are undergoing some Sexual Transmitted Diseases(STD)counselling as a result some learners shun away counselling to avoid being stigmatized.

The findings, therefore, revealed that social stigma attached to guidance and counselling services made it difficult for the pupils to access the services in the sampled schools.

4.2.2 Cultural Practices Affect Learner's Access to Guidance and Counselling Services

Participants were asked whether or not cultural practices affected learners' access to guidance and counselling services. Table 2 below represents their responses

Table 2: **Cultural Practices Affect Learners' Access to Guidance and Counselling Services**

Status	Responses					Total
	Strongly disagree	Disagree	Agree	Strongly agree	missing	
Pupils	41	16	16	15	02	90
Guidance teachers	0	01	0	03	-	04
Headteachers	0	0	0	03	-	03
Total	41	17	16	21	02	97

Table2 above showed that cultural practices did not affect learners' access to guidance and counselling services. The figure reveals that the majority 41 participants indicated that they strongly disagree that cultural practices affected their access to guidance and counselling services, 21participants were of the view that cultural practices affected learners' access to guidance and counselling services.Another 17 disagreed that cultural practices affected access to guidance and counselling services while 16 participants indicated that cultural practices affected learners' access to guidance and counselling services. Thus, from the results above it can be deduced that cultural practices according to participants had less effect on their access to guidance and counselling services.

When asked to support their responses, one female pupil participant indicated that;

> *Some pupils tend not to talk to other people or even shun guidance and avoid being guided because they strictly follow their tradition which prohibits them from sharing secrets of their tradition and culture with strangers.*

Another pupil participant indicted that cultural practices never affected their access to guidance and counselling services by noting that; "*we don't undergo any cultural practices such as initiation ceremonies.*"Another male pupil participant indicated that;

> "*We never have any cultural and initiation practices therefore they can not affect our access to guidance and counselling services.*"

One female guidance teacher observed that; "*During the initiation ceremonies children were taught not to share certain information to strangers*". Another female guidance teacher was of the view that;

> "*It was evident that pupils from the community tended to value cultural advice more than seeking guidance from a teacher who was considered as a stranger in the community.*"

One male headteacher attributed learner's lack of guidance and counselling services to learners not being open by observing that learners were not accessing guidance and counselling services because of their '*cultural background which limited their assertiveness*'. He further said; *some learners felt they could not share whatever they had or were going through since culture does not seem to allow instead chose to keep to themselves*. Another headteacher from another school noted that;

> "T*he school is in remote area with learners from both the village and town. Children from the village setup feel it's a taboo to talk about certain issues, for example, issues to do with sexuality under guidance and counselling may be taken by some learners to be socially unacceptable to be discussed in public forum or with another person unless with grandparents or an uncle*".

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However, from the results above, it can be deduced that cultural practices according to participants have less effect on learners' access to guidance and counselling services in the study schools.

4.2.3 Awareness on Guidance and Counselling Services

On whether or not awareness affected learners' access to guidance and counselling services, the following figure reveals the responses from the pupil, guidance teacher and headteacher participants.

Figure 1: How does Learners' Awareness of Guidance and Counselling affect Access to the Service?
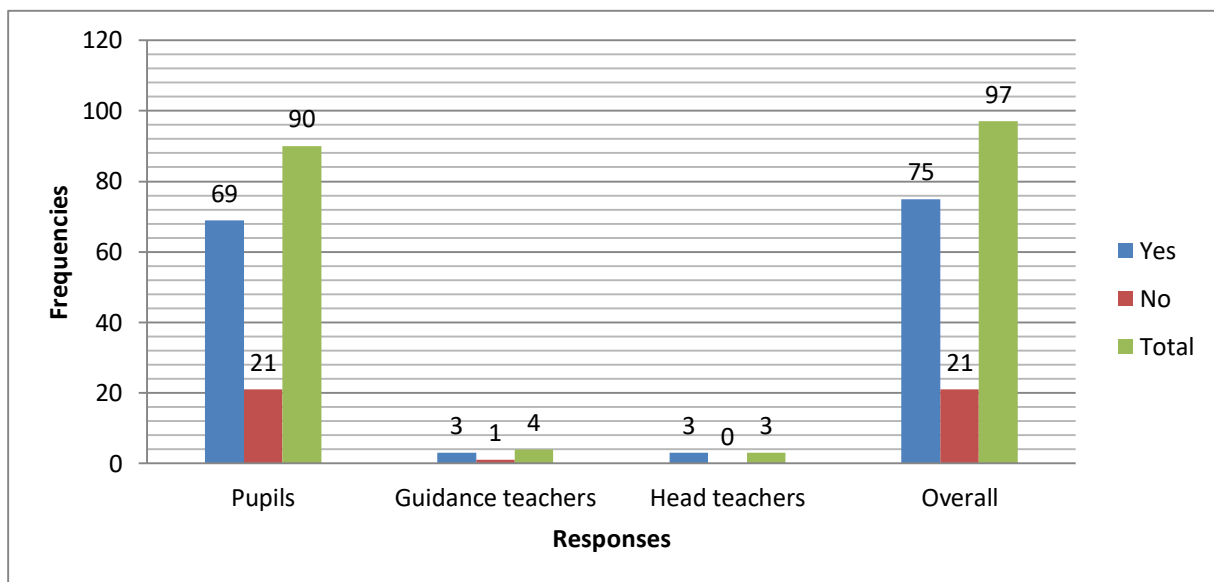
Figure 1 shows that the majority 75participants agreed that learners' awareness of the guidance and counselling services provided in school affected learners' access to the service, where as the minority of 21 participants indicated that they did not support that there was a relationship between awareness on existence of guidance and counselling services and access to such services. In support of the findings one guidance teacher answered by saying that; *learners were not aware of the services because of lack of information and sensitization*. Another female guidance teacher participant from another school said that; *because of busy schedule guidance*

teacher have less time to offer adequate information on awareness to their learners hence the low access to such services.

One male headteacher said;

> *lack of information about the benefit and advantages of accessing guidance and counselling services made pupils avoid the service therefore learners miss a good opportunity of being helped in so many areas that guidance is meant to assist such as in career choice and other social problems that learners experience while in school.*

In other words, the figure shows that the majority of the participants indicated that awareness of the existence of guidance and counselling in schools had an effect on learners' access to guidance and counselling services.

4.2.4 Self Esteem and Access to Guidance and Counselling Services.

Pupil, guidance teacher and headteacher participants were asked whether self esteem affected learners' access to guidance and counselling services. The table below represents their responses

**Table 3**:Self-Esteem Affects Access To Guidance And Counselling Services.

Status	Responses					Total
	Not at all	Sometimes	Most of the time	All the time	missing	
Pupils	14	41	24	09	02	90
Guidance teachers	01	0	03	0	-	04
Headteachers	0	0	02	01	-	03
Total	15	41	29	10	02	97

As can be observed in table 3 above 41 pupil guidance teacher and Headteacher participants said that self-esteem sometimes affected learners access to guidance and counselling services, while a minority of 10 said self-esteem all the time affected learners' access to guidance and counselling services. In support of their responses, one guidance teacher indicated that there was a relationship between self esteem and guidance and counselling services by saying that; "learners' fail to permit themselves full self-expression that would have assured them to full access to guidance and counselling services". One Headteacher supported his response by stating that; "l*ack of self-esteem by learners also contribute to poor access to guidance services. It is viewed by most of the learners that when you go for guidance then you are a weak person, you can't adjust yourself and sort out problems, thus, learners keep to themselves"*. On the whole, the findings revealed that although not always, lack of self-esteem did have effect on accessibility to guidance and counselling services among learners in schools.

4.2.5 Whether Shyness Affects Learners' Access to Guidance and Counselling Services

Participants were asked if being shy was a factor that affected learners' access to guidance and counselling services, the following figure shows their responses

Figure 2:Do Pupils Stay Away From Accessing Guidance and Counselling Services Because Of Being Shy?
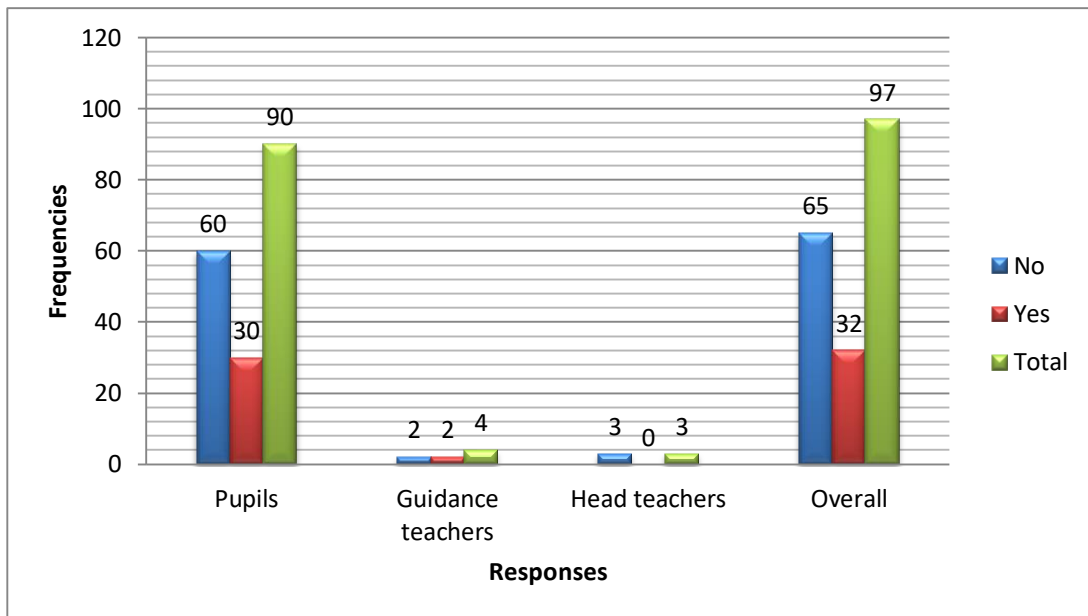
As can be seen in figure 2 above, of the 97 participants, the majority 65 indicated that they disagreed that shyness prevented learners from accessing guidance services, while only 32 wrote that they agree that learners don't access guidance and counselling services because they are shy.

In support of their response, one male pupil indicated that;

> *"We are not shy of accessing guidance and counselling because we see the guidance teachers as our parents who are here to support and guide us to make right choices in life".*

Another female pupil participant declined the notion that shyness affected access to the service by stating that;

> *"The school does not take guidance and counselling serious so there is no need to be shy of anything".*

However one female pupil participant stated that they were shy to access guidance and counselling services by indicating that;

"Some guidance and counselling teachers are anti social therefore learners feel shy to talk to them about their secrets".

Another male pupil participant had this to say;

"Sometimes you might find that a pupil does not have confidence and might have that fear of being criticised by the guidance teacher when they go to the guidance".

A male guidance teacher participant disagreed with the view that shyness affected learners access to guidance and counselling services by positing that; '*guidance teachers always form a good rapport with pupils'.* However, another male guidance teacher participant from a different school agreed by stating that*; 'other learners feel shy to talk to the teacher just by looking at the outward appearance of the guidance teacher'.* Furthermore, another female guidance teacher participant supported the view that shyness affected access to guidance and counselling services by indicating that; '*sometimes learners shun guidance because they fear to be embarrassed'*

From the figure above it can be deduced that although shyness affect learners access to guidance and counselling services, its effects on access are less.

4.3 Academic Factors that Affect Learners' Access to Guidance and Counselling Services

The following section presents the findings from the learner, guidance and counselling teacher and headteacher participants on academic factors that affect learners' access to guidance and counselling services in the four (4) study schools.

4.3.1 Availability of Trained Guidance Teachers and Access to the Service

Participants were asked whether or not their schools had trained guidance and counselling teachers. The following table shows their response.

Table4: Do Your School have a Trained Guidance Teacher?

Status	Responses			Total
	Yes	No	Missing	
Pupils	84	4	02	90
Guidance teacher	1	3	-	4
Headteacher	1	2	-	3
Total	86	9	02	97

According to table 4 above, the majority of pupil, guidance teacher and headteacher participants 86 indicated that the guidance teachers in their school were trained, while the minority of the pupil, guidance teachers and headteacher participants 9disagreed that the guidance teachers in their schools were trained in guidance and counselling. However, those who opposed the view cite inadequacies in the way guidance teachers performed their work.

4.3.2 Untrained Guidance Teacher Affect Learners' Access to Guidance and Counselling Services

Participants were asked whether or not untrained guidance teachers affected learners' access to the service. The table below represents their responses.

Table5: Untrained Guidance Teacher Affect Learners' Access.

Status	Responses				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Pupils	14	12	39	25	90
Guidanceteachers	3	-	1	-	4
Headteacher	1		2	-	3
Total	18	12	42	25	97

According to table 5, the majority of the learner, guidance teacher and headteacher participants 42 agreed that untrained guidance teachers affect learners' access to guidance and counselling services, while 18 participants indicated that untrained guidance and counselling teachers never affected learners' access to the service. One pupil participant agreed that untrained guidance teachers contributed to learners' inability to access the services by pointing out that *" untrained guidance teacher might reveal what is meant to be a secret"* another pupil participant supported by writing that "*untrained teachers might not know how to handle issues delicately and might end up worsening the situation*" while one pupil participant opposed by saying that "*pupils just lack confidence in an untrained guidance teacher not that he or she prohibits them from accessing guidance services*".

Furthermore one male guidance teacher participant had the following to say regarding the effect of untrained guidance and counselling teachers on learners' access to the service;

> "*Even when not trained in guidance and counselling, most teachers have basic knowledge in guidance*" while another one retaliated by saying that "*untrained guidance teachers lack guidance and counselling ethics*".

4.3.3 Whether Guidance and Counselling Teachers' lack of Confidentiality Affects Learners' Access to Guidance and Counselling Services

Pupil, guidance teacher and headteacher participants were asked if confidentiality by guidance teachers affected learners' access to guidance and counselling services. The table belowpresents their responses.

Table6: Lack of Confidentiality by Teachers Affect Learners' Access.

Status	Responses					Total
	Strongly agree	Disagree	Agree	Strongly agree	Missing	
Pupils	14	06	26	42	02	90
Guidance teachers	-	-	-	04	-	04
Headteachers	-	-	-	03	-	03
Total	14	06	26	49	02	97

As table 6 demonstrates, the majority of pupil, guidance teacher and headteacher participants 49 indicated that they strongly agree that guidance teachers' lack of confidentiality affects learners' access to guidance and counselling services, while the minority of 14 of pupil, guidance teacher and Headteacher participants strongly disagreed with the notion that guidance teachers' lacked confidentiality in their work which affected learners' access to the service. One pupil participant had this to say;"learners *will be afraid that their secret will be exposed*" another pupil participant wrote;"because *when they disclose something confidential other pupils will fear that the same situation may also happen to them*". One guidance teacher participant also supported the view by indicating that "*guidance is the office of confidentiality, without it, learners easily lose trust*" another guidance teacher participant observed that;

 "*Learners stop accessing guidance and counselling services the moment the teacher shares the problem with their authority and the rooms are too small and within the classroom thus, it lacks privacy*".

One headteacher participant said;

 "*we face a lot of lack of confidentiality among guidance teachers maybe because of lack of training they divulge information that is confidential and once learners learn that their secret information has been passed on to other members who are not supposed to have access to that information they shun the service*".

4.3.4Whether Guidance Teachers' Dual Roles Affect Learners' Access to Guidance and Counselling Services

The following table represents the pupil, guidance teacher and headteacher participants on their view on whether dual roles by guidance teachers affected learners' access to guidance and counselling services:

Table7: Teachers' Dual Roles Affected Learners' Access to Guidance and Counselling Services.

Status	Responses				Total
	Strongly disagree	Disagree	Agree	Strongly agree	
Pupils	36	08	29	17	90
Guidance teachers	01		03		04
Headteacher			02	01	03
Total	37	08	34	18	97

According to table 7 above, the majority of pupils, guidance teachers and headteacher participants 52agreedwith the belief that teachers' dual roles in school of teaching and guiding learners limited pupils' access to guidance and counselling services, while a minority of participants 08 disagreed with the notion that dual roles affected learners access to guidance and counselling services. In support of these findings, one guidance teacher participant commented by saying that; *"a guidance teacher is given less periods for teaching and the guidance department has a schedule that it follows"*. However, another guidance teacher supported the notion that dual roles affected learners' access by agreeing that dual roles to a large extent affected learners' access by stating that "*the time that the pupil might need counselling the guidance teacher will be in class busy teaching"*. In support of this one headteacher participant said *"guidance teachers are overwhelmed with other work that they do in school because of this there is less attention to this service"*

4.4 Effect of Inaccessibility to Guidance and Counselling Services on social and Academic lives of learners.

This section of the dissertation presents the findings from the pupils, guidance and counselling teachers and headteachers on the impact of inaccessibility to guidance and counselling services on social and academic lives of pupils in the study schools.

4.4.1WhetherLack of Access to Guidance and Counselling Services have an effect on Social and Academic lives of learners.

Pupil, guidance teacher and headteacher participants were asked if lack of access to guidance and counselling had an effect on learners' academic performance. The following figure shows their response.

Figure 3: Does Lack of Access Have an Effect on Social and Academic lives?
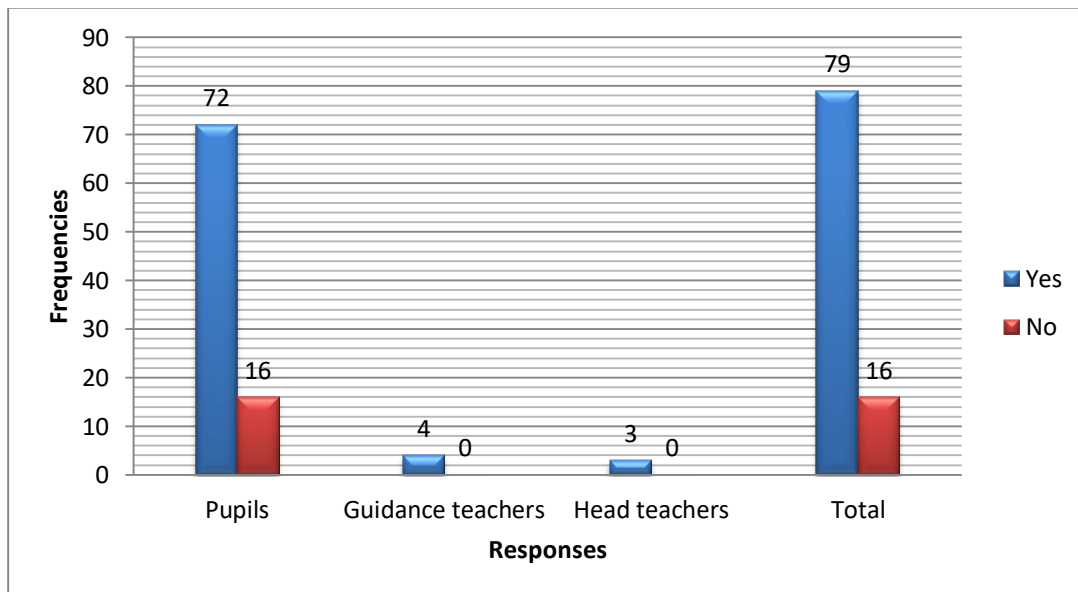
Figure 3above demonstrates that the majority of learners, guidance teacher and headteacher participants 79, agreed that lack of access to guidance and counselling had an effect on academic performance of learners while 16 disagreed with this feeling. In support of this assertion, one male guidance teacher participant said *"certain children need constant encouragement in order*

improve in their academic performances." Another guidance and counselling teacher indicated that; "*learners need to be guided on decision making regarding their academic and future vocation*"

4.4.2 Whether Lack of Access to Guidance and Counselling Services Reduce Learners' social and Academic Performance.

Participants were asked whether learners' lack of access to guidance and counselling services reduced their academic performance. Their responses are shown in the table below.

Table8: Lack of Access Reduces Learners' Social and Academic Performance.

Status	Responses					Total
	Strongly disagree	disagree	Agree	Strongly agree	missing	
Pupils	20	09	24	34	03	90
Guidance teachers	-	-	-	04	-	4
Headteacher	-	-	-	03	-	3
Total	20	09	24	41	03	97

Table 8 illustrates that 41 pupil, guidance teacher and headteacher participants representing the majority were of the view that learners' lack of access to guidance and counselling services tended to reduce pupils' social and academic performance, while 9participants representing the minority disagreed with this view. One pupil participant supported the view that lack of access to guidance and counselling services helped to reduces learners' access to the service by saying "*a learner may be having problems on how to make a time-table and how to divide time, he or she will remain without help if he or she does not consult guidance teacher, eventually the learner may fail exams".* One guidance teacher participant observed that; "*when programs are planned and fully implemented through guidance and counselling pupils learn how to study and can concentrate on academic work thereby improving on academic performance*".

4.5 Measures that can Increase Learners' Access to Guidance and Counselling Services

The following section presents the views of the pupil, guidance teacher and headteacher participants on the measures that could be put in place to increase learners' access to guidance and counselling services.

4.5.1 Views of the Pupils' on Social and Academic Measures that Could Be Put In Place to Increase Learners' Access to Guidance and Counselling Services

The following table presents the views of learners on the measures that could be put in place to increase their access to guidance and counselling services.

Table 9: Social and Academic Measures according to Pupils(n=90)

		Responses		Percent of
		N	Percent	Cases
Learner's access to counselling	trained GT	69	27.6%	80.2%
	teaching material	38	15.2%	44.2%
	Confidentiality	76	30.4%	88.4%
	peer counselling	34	13.6%	39.5%
	community sensitization	33	13.2%	38.4%
Total		250	100.0%	290.7%

Table 9 above shows that the majority of the pupils 76 were of the view that confidentiality by guidance teachers was the most important factor that they needed to embrace to increase learners' access to guidance and counselling services. However, 69 indicated that trained guidance teachers were very important, while 33 felt that community sensitization was significant in making guidance and counselling services accessible. To have increased access to the service, learners also specified the following suggestions, ranked from the highest frequented to the lowest; guidance teachers need to be social, guidance teachers being responsible for guidance only, guidance teachers' availability and having motivational talks. These were viewed as being significant in promoting increased access to guidance and counselling the service.

4.5.2 The Views of Guidance Teachers on Social and Academic Measures that Can Increase Access to Guidance and Counselling Services

The following table presents the views of guidance and counselling teachers on social and academic measures that could increase learners' access to guidance and counselling services.

Table10: Social and Academic Measures According to Guidance Teachers (n=4)

Measures			
Social Measures	**Fr**	**Academic Measure**	**Fr**
Social media	2	Give awards to the best performing students	2
Parents encouraging their children seek guidance	3	Include guidance and counselling on the main school time-table	2
Home visits by guidance teachers	1	Having more career talks	1
Discuss with guardians and parents the challenges pupils face such as late coming, being stressful etc	1	By maintaining high levels of confidentiality.	3
More sensitization on guidance and counselling to pupils especially on their arrival in school	2	Training more guidance and counselling teachers	2

Table 10 above shows that the majority of guidance teacher participants (3) suggested that in order to increase learners' access to guidance and counselling services parents need to encourage their children to seek the service, while the minority guidance teacher(1) participant indicated home visits by guidance teachers and guidance teachers discussions with guardians and parents the challenges pupil face at school as the social measures that can increase learners' access to guidance and counselling services. However, the majority guidance teacher (3) indicated that maintaining high levels of confidentiality was an academic measure that could increase learners' access to guidance and counselling services, while the minority guidance teacher (1) participants were of the view that having more career talks could be a measure that could increase learners' access to guidance and counselling services.

4.5.3 Views of headteachers on social and academic measure that can be put in place to increase learners' access to guidance and counselling services.

On the issue of measures to increase guidance and counselling services, headteachers gave a number of responses.

One headteacher participant said the following;

> "*there is need to have trained guidance teachers in schools….this is a policy issue which has not been addressed so much at school but maybe at ministry Head Quarters were policy was made that qualified guidance teacher be employed and sent to schools".*

He further added by saying that;

> "*management should stress to guidance teachers to keep confidentiality, this service is not only for learners but teachers, we have issues of HIV and AIDS that are affecting both teachers and learners such that if information is not kept in confidence it can lead to having serious problems as such high levels confidentiality should be kept".*

Another female headteacher participant had this to say;

> "*we need to sensitize and explain to learners that attending guidance is not a waste of time but building on one's own life and something that can yield to positive outcome in terms academic performance and happy living*"

The same headteacher participant commented by saying that;

> "*management should also keep guidance as importance as any other spending department, priority should also be given to guidance in procuring teaching and learning materials to do with guidance and counselling, and also to having teachers on full time guidance rather guiding and teaching*".

Contributing on how best to improve access to guidance and counselling services among pupils, one male headteacher had this to say; "we *need to have a defined action plan catering all ages and grades, as a school we need to identify teachers with high skills and knowledge in guidance and counselling because it is not everyone that can guide learners positively".* Arising from the suggestions made by pupils, guidance teachers and headteachers it is evident that the study schools had a task of working towards improved access to guidance and counselling services in their schools.

4.6 Summary of the Chapter

This chapter presented the findings of the study. The findings were presented in accordance with the study objectives, such as, the social factors that affected learners' access to guidance and counselling services, academic factors that affected learners' access to guidance and counselling services. It also presented the effects of lack of accessibility to guidance and counselling services on social and academic performance of learners and elaborated on the measures that can be put in place to influence learners' access to guidance and counselling services. The next chapter discusses the findings of the present study.

CHAPTER V

DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings of the study in line with the objectives of the study. which were; (i) to assess social factors that affect access to guidance and counselling services, (ii) to examine academic factors that affect access to guidance and counselling services in the study schools, (iii) to establish the effect of non-accessibility to guidance and counselling services on social and academic performance of the learners and (iv) to suggest measures that would enable pupils access guidance and counselling services in the study schools.

5.2 Social Factors that Affect Learners' Access to Guidance and Counselling Services.

Generally, the current study reveals that social factors do to a larger extent affect learners' access to guidance and counselling services. Regarding stigmatization, it was established that the majority of the participants were of the view that social stigma is a factor that affects learners access to guidance and counselling services. The findings of this study were therefore in line with Vogel et al. (2007) and Awinsong (2015) studies that found out that fear of being stigmatized for seeking professional help largely prohibited many guidance and counselling clients from accessing the services. Awinsong (2015) wrote that many are times that students shun away from guidance and counselling due to the fear of being teased and bullied by peers in the school. Therefore, to a large extent fear of being stigmatized was a factor that affected learners' access to guidance and counselling services in the study school.

The question regarding whether cultural practices such as initiation ceremonies affected learners' access to guidance and counselling services revealed interesting responses from participants. It seems there are conflicting views between pupils and that of the guidance teachers and headteachers. This is because the majority of the pupils indicated that cultural practices never affected learners' access to guidance and counselling services while the majority of the guidance teachers and the headteachers interviewed were of the view that cultural practices affected

learners' access to guidance and counselling services. There is, therefore, need to put in measures that will ensure that cultural practices especially those still performed in rural areas are controlled so that they do not prohibit learners from accessing guidance and counselling services in school which is meant to make them live a happy and fulfilling life and most importantly perform better academically. The guidance teachers and headteachers' views on cultural practices were in conformity with the findings by Luyando (2014) study were he established that cultural practices affected the provision of guidance and counselling services in secondary schools. Mushaandja et al. (2013) pointed out that there was some cases were pupils did not trust the guidance and counselling teachers. This lack of trust by pupils is what has been attributed to emanate from the cultural practices learners are exposed to.

The study established that learners' lack of self esteem is one of the social factors that prevent or rather affect their access to guidance and counselling services. The majority in all the categories of the participants in the study were of the view that lack of self esteem affects learners'' access to guidance and counselling services. This suggests that there is need to sensitize and come up with deliberate school programs aimed at boosting learners' morale and self esteem. It seems, from the study, learners especially those from rural areas felt too small or timid to approach a guidance teacher for the purpose of seeking guidance and as a result most learners do not benefit from the service. The finding was in line with the findings by Fisher et al. (1982:56) that 'learners feel seeking help from another to some degree means admitting that one cannot deal with the problem on one's own and, as such, can be admission of inadequacy'. Therefore, it can be deduced that lack of self esteem among learners is among the factors that have contributed to learners' failure to accessing guidance and counselling services.

Both learners and guidance teachers were asked if shyness affected learners' access to guidance and counselling services. The findings were that the majority of pupil participants indicated that they strongly agreed that shyness affected their access to guidance and counselling services. However two guidance teachers said shyness affected the learners' access and another two guidance teachers indicated that it never affected them. The findings reveal that shyness affecting learners is not absolute. The majority of the participants were of the view that shyness does not affect their access to the services. This finding is at variance with the study conducted by

Awinsong (2015) whose finding was that 74.8% of his respondent suggested that shyness was one of the factors that prohibited learners access to guidance and counselling services while the current study seemed to show that the majority of the learners disagreed that shyness was a factor for learners' lack of access to guidance and counselling services and a 50% of guidance teachers also were of the view that it was not shyness that affected learners access to guidance and counselling services but other independent factors.

5.3 Academic Factors that Affect Learners Access to Guidance and Counselling Services

This section discussed the findings of the study on the academic factors that affect learners' access to guidance and counselling services as provided by pupils, guidance and counselling teachers and headteachers who participated in the current study.

Participants were asked whether or not guidance teachers in their school were trained. The majority of pupil participants indicated that guidance teachers were trained. However, the majority of the guidance teachers indicated that guidance teachers in their school were not trained. It was discovered that learners were not privileged with information of knowing who is trained and what not, thus, most learners take it literally that whoever delivers whatever service in school setup to them is trained to perform that task, hence, the majority of them indicating that guidance teachers were trained. However, it is also true that most of the four schools that were involved in this study, three of them had untrained guidance teachers providing the service to the learners and only one school had a trained guidance and counselling teacher. This is also reflected in the responses that were given. One headteacher with his trained guidance teacher indicated that their school had a trained guidance teacher and the rest of headteacher and guidance teacher participants disagreed that their schools had trained guidance and counselling teachers.

This finding confirms Luyando (2015) and Ogunlade and Akeredolu (2012) findings that most counsellors in the school system were untrained which has affected efficiency and the ability to woo more learners seeking the guidance services. The majority of the student according to the study done by Ogunlade and Akeredolu (2012) were discovered to have made career choices without much information because professionally trained counsellors with requisite training were

either nowhere to be found or were too busy to attend to learners. The study also reflects the situation in Kenya, as Obita (2015) study in that country also discovered that most of the staffs were professionally trained teachers. For example, about eight percent had masters in education, 75% had bachelors and ten percent were certificate holders, meaning they could still be able to provide guidance and counselling. However, very few teachers were professionally trained in guidance and counselling, those with masters were four percent, bachelors 15.1%, diploma 14.7%, and certificate 13.2% while the majority were falling under others who had no formal training in guidance and counselling who were 51.1%. Therefore, from the findings of the current study, it can abridged that in Zambia there is still a great need for the training of guidance and counselling teachers to deal with the shortages of the guidance and counselling staff in schools thereby increasing learners' opportunity in accessing the services.

On whether untrained guidance teachers affected learners' access to guidance and counselling services. The findings were that of the 97 respondents who participated in the study, the majority were of the view that untrained guidance teachers affected learners' access to guidance and counselling service negatively. The findings give a picture that there is a detrimental effect if untrained people are left to deliver guidance and counselling services to the learners. Untrained guidance teachers may not know the best way to handle varying issues that affect learners in their everyday school life that need the services of a professionally trained guidance teacher to help the learners be able to adjust and live a happy fulfilling life, socially and academically. This study therefore concurred with Eliamani(2015), Ogunlade and Akeredolu (2012), Awinsong (2015) Obita (2015) and Luyando (2015) who discovered in their independent studies that untrained guidance and counselling teachers prohibited learners from accessing guidance and counselling services. This state of affair could be attributed to the findings of this study, which include the fact that, untrained guidance teachers may not have the professional ethics that a guidance teacher need to have knowledge of and may also not know how best to deal with varying and sensitive issues that learners may present to them or how best to guide learners make best career and vocational choices , as such, learners tend to lose trust and eventually will not be confident enough to seek help from such a teacher. The study also concurs with Kahigi's (2003) study in Kenya, which found out that only 25% of the teachers had a certificate and 50% were

in-serviced. Her study also discovered that lack of profession training in guidance and counselling hindered effective provision of guidance and counselling to the learners.

However, a good number of participants 30 disagreed that untrained guidance and counselling teachers affect learners' access to guidance and counselling services. The reasons brought forward included the fact that it is actually not the training that makes a good guidance and counselling teacher, one therefore just need to be knowledgeable and wise enough to properly guide learners. The other reason suggested by the guidance teacher was that most teachers, even when not trained in guidance and counselling, they do have basic knowledge relevant enough to guide learners make appropriate choices in their everyday life and career pursuits.

Nevertheless, analyzing from the responses given by participants. It can be deduced that to a large extent, untrained guidance and counselling teachers do affect learners' access to guidance and counselling services. This is because the majority of the participants in the study strongly supported the assertion that untrained guidance teachers do affect learners' access to the service.

Confidentiality is yet another factor that this study found to be affecting learners' access to guidance and counselling service. Of the total participants in this study, the majority indicated that they agreed that guidance and counselling affected their access to guidance and counselling service. The findings of this study are in sync with the findings by Awinsong (2015) study which revealed that 66.6% of the participants indicated that they did not attend guidance and counselling because they feared that the guidance and counselling teacher will not keep a secret. Therefore, the findings of this study confirm the study by Awinsong (2015) Luyando (2015), Ndlhovu, Phiri and Kasonde-Nga'ndu (2009) Obita (2015) that confidentiality can be a hindrance to learners' access to guidance and counselling services. Confidentiality is, therefore, a key factor that people serving in the office of guiding and counselling learners need to take seriously and never to abrogate at any cost. Failure to exercise confidentiality results in repelling learners from accessing the service that is intended to help them adapt in school and make appropriate choices even as they are modelling their careers.

Last but not the least, dual roles that guidance and counselling teachers play in school that of being a subject teacher and counsellor, has also been proved to be one of the major factors that

affect learners' access to guidance and counselling services. The study revealed that out of the 97 respondents, the majority of the participants were of the view that dual roles by guidance teachers do affect learners' access to guidance and counselling services. This study concurs with Awinsong's (2015) study and the response percentage 54% confirms Menon's (2010) findings that counsellors who paid less attention to learners did not encourage them to seek professional help from them. The US Department of Education (2003) also reported that students were discouraged to access counsellors once they knew that they would have less time for them. The duality of roles by counsellors was thus found to be an inhibiting factor that affected learners' access to guidance and counselling services.

5.4 Effect of Inaccessibility of Guidance and Counselling on Social and Academic Performances of Learners

This section discussed the findings on the effect of learners' access to guidance and counselling services in selected Luangwa district secondary schools.

The finding on whether lack of access affected social and academic lives of learners was that overwhelming participants were of the view that inaccessibility of guidance and counselling services had a negative effect on learner's social and academic performance. The overwhelming majority participants agreed that lack of access to guidance and counselling services had an effect on learner's social and academic performance. The headteacher participants cited increased academic performance, making appropriate career choices, increased learner discipline, reduced early pregnancies, reduced unruly behaviours such as the use of illicit drugs and learners' assertiveness as some of the positive effects that are yielded when pupils have access to guidance and counselling services. Therefore the findings from participants can be concluded that to a large extent lack of access to guidance and counselling affected learners' access to guidance and counselling services.

On whether lack of access to guidance and counselling services reduces learners social and academic performance, the findings were that the majority of the participants indicated that they agreed that lack of access to guidance and counselling services reduced learners' social and academic performance. The findings, therefore, reveal that when learners are not accessing

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guidance and counselling services can have a negative effect on their social and academic performance which can be seen in their reduced academic performance, learners being indiscipline and prone to early pregnancies as learners miss out on important information that is provided by the guidance and counselling office that is intended to help them deal with the mentioned challenges. The findings of the current study are therefore in tune with the findings by Mulemwa (2015), Odhiambo (2012) and Tawiah, Alberta and Bossman (2015) studies which found that lack of effective guidance and counselling services had a detrimental effect on learners social and academic performance as learners may not be guided in the choices that they make in life. Therefore, it can be concluded that to some extent learners perform poorly in academics partly because of the ineffectiveness of the guidance and counselling services provided in schools.

However, it should be noted that lack of access to guidance and counselling is not a sole factor that affect learners' social and academic performance. The present study only established that lack of access to the service only serves as one of many factors that have a negative effect on learners' social and academic performance such as teacher factor, teaching and learning materials, learners' social and economic background among others.

5.5 Social and Academic Measures that could Influence Learners' Access to Guidance and Counselling Services

The participants brought interesting measures that in their view could help to influence learners' access to guidance and counselling services. Out of 90 pupil participants, the majority indicated that counsellor confidentiality should be followed to influence learners access guidance and counselling service, other suggestions were that; guidance teacher should be professionally trained, need for adequate teaching and learning material for guidance delivery, need to encourage peer counselling and community sensitization.

The guidance teachers were of the view that social measures that can influence learners access to guidance and counselling services include, social media, parents encouraging their children to seek guidance, home visits by guidance teachers, discuss with guardians and parents the challenges pupils face such as late coming, being stressful, more sensitization on guidance and

counselling to pupils especially on their arrival in school while the academic measures suggested were; give awards to the best performing students, include guidance and counselling on the main school time-table, having more career talks, by maintaining high levels of confidentiality by teachers so that the learners can have trust in them and feel free to give out information which affect them while the headteachers suggestions included that guidance teacher need to exercise high levels of confidentiality, guidance teachers need to be professionally trained, need for adequate resources and materials for guidance delivery, need for guidance framework and sensitization to both parents and learners on the benefits of attending guidance and counselling services on social and academic improvement of learners.

Therefore, it can be deduced from the participants response that the major measures that need to be emphasized to have learners effectively access guidance and counselling services and a smooth and effective delivery of guidance and counselling services in secondary schools include, guidance teachers maintaining high levels of confidentiality to be able to win learners trust and confidence in them, guidance and counselling teachers need to be professionally trained in guidance and counselling services, the guidance department should have enough resources and materials. The other measures mentioned included community sensitization, peer counselling, availability of guidance teachers, guidance teachers being social and the inclusion of guidance on the school time-table. Therefore the findings of this study are in sync with the findings by Awinsong (2015), Luyando (2015), Obita (2015) and Vogel et al (2007) who also found the mentioned attributes to influence learners access to guidance and counselling services.

5.6 Summary of the Chapter

This chapter discussed the findings of the study. The findings were discussed in accordance with the study objectives, which include the social factors that affected learners' access to guidance and counselling services, academic factors that affected learners' access to guidance and counselling services. It also discussed the effects of lack of access to guidance and counselling services on social and academic performance of learners and discussed on the measures that can be put in place to influence learners' access to guidance and counselling services. The next chapter contains the summary conclusion and recommendations of the study.

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 **Overview**

This chapter provides a summary, conclusion and recommendations of the study. It also suggests areas for further studies.

6.2 Summary

The present study discussed a variety of issues. It started with the introduction of the study where the background to the study, statement of the problem, purpose of the study, objectives and questions of the study, the significance, delimitation and limitations of the study and the definition of the key terms of the study were discussed. The theoretical framework and its treatment in the study were also discussed.

The study in chapter two reviewed relevant literature that was in sync with the present study on the social and academic factors that affect learners' access to guidance and counselling services. Chapter three discussed the methodology of the study. In this chapter the following themes were described; the study design, population of the study, sample size, sampling procedure, research instrument, data collection procedure, data analysis and the ethical consideration.

Chapter four of the study presented its findings. The findings were presented in accordance with the study objectives. On the social factors that affected learners' access to the service, the study revealed that the majority of participants indicated that stigmatization was one of the social factors that contributed to learners' lack of access to guidance and counselling services. On whether cultural practices affected learners' access to the service, it seems there was a conflicting view between the learners and that of teachers and headteachers. Most learners were of the view that cultural practices did not affect their access to guidance and counselling services while the majority of the guidance teachers and headteachers were of the view that cultural practices did affect learners' access to guidance and counselling services. Concerning awareness, the findings were that most participants were of the view that awareness affects learners' access

to guidance and counselling services. The findings also reveal that most participants were of the view that self esteem and learners being shy were factors that affected learners' access to guidance and counselling services. Regarding the findings on the academic factors that affected learners' access to guidance and counselling services, it was revealed that untrained teachers, guidance teachers' confidentiality, lack of materials were factors that contributed to learners' lack of access to guidance and counselling services. Participants were also of the view that lack of access to guidance and counselling services affected learners' academic performance. To have an increased access to guidance and counselling services, the majority of the participants suggested that guidance teachers need to be trained and also that they need to keep high levels of confidentiality so as to win learners' trust as well as availability of teaching materials necessary in the delivery of guidance and counselling services.

Chapter five of the study discussed the findings of the study. It started by discussing social factors that affect learners' access to guidance and counselling services. The findings that were cited included factors such as; stigmatization, cultural practices such as initiation ceremonies and learners lack of self esteem which greatly affect learner's access to guidance and counselling services. On the same vein, learners were asked if academic measures affected their access to guidance and counselling services. The cited factors that this section discussed and found to affect learners' access include; untrained guidance teachers, guidance teacher failure to uphold confidentiality and duality of guidance roles which make them to be overwhelmed with work thereby devoting less time to guidance and counselling which results in learners not accessing them when they seek to be guided.

On the effect of learners' inaccessibility to guidance and counselling on social and academic performances, the study discussed that lack of access to guidance and guidance has a debilitating effect on learners' social and academic performance. It was also found that lack of access to guidance and counselling services reduced learners' social and academic performance

The study established that if carefully implemented, measures could be infused aimed at exacerbating learners' access to guidance and counselling services. The major measures that respondent suggested to increase learners access to guidance and counselling services included:

guidance teacher confidentiality, guidance teacher to be professionally trained, adequate guidance materials and resources, peer counselling and sensitization.

Other measures that were suggested to influence learners' access to guidance and counselling services were; adequate allocation of funds to guidance and counselling department to allow smooth running of the department programs, parents to encourage their children to seek guidance and counselling services in school, intensified guidance teacher visiting homes of pupils to have a deeper understanding of learner challenges, awarding best performing pupils, inclusion of guidance and counselling on school time table, schools to encourage career talks and also to have well outlined guidance and counselling framework involving all grade and ages of the learners.

6.2 Conclusion

Arising from the interpretations from the tables, figures and descriptive data, it can be concluded that social and academic factors do affect learners access to the service, hence, the continued vices such as early pregnancies, drug use, exam malpractices to mention but a few.

The study revealed that social and academic factors such as lack of trained guidance and counselling teachers affected learners' access to the service. The study also found that some cultural and traditional practices hindered learners from adequately accessing guidance and counselling services. Other factors which adversely affected learners in accessing the services as revealed by the study included lack of confidentiality among guidance teachers, guidance teachers' dual roles, shyness among learners, lack of awareness about the availability of guidance and counselling services in schools among other factors.

6.3 Recommendations

Arising from the findings and discussion of findings, the following recommendations were made:

i. The government of Zambia through the Ministry of General Education need to train more guidance and counselling teachers and be sent in all the existing secondary schools countrywide to reduce on the tendency of using teachers without qualification in guidance and counselling providing guidance and counselling services to learners.

ii. The Ministry of General Education should come up with a strict policy that will prevent practicing guidance teachers from disclosing matters that are brought to them by learners.

iii. All school should ensure that guidance teachers are not overwhelmed with loads of work to allow them be more accessible to the learners when they need them for guidance and counselling services.

6.4 Suggestions for Further Research.

i. This study was restricted to only four secondary schools in one district (Luangwa) of Lusaka province in Zambia. To this effect, there is need in the future to broaden the study to involve other districts and provinces in the country in order to have a broader picture.

ii. The impact of learners' inaccessibility to guidance and counselling on their academic performance need further investigation.

iii. An exploration of measures that could influence effective delivery of guidance services in Luangwa district secondary schools would be a worthwhile investigation in the field of guidance and counselling.

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APPENDICES

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, PSYCHOLOGY AND SPECIAL EDUCATION

Appendix 1

Questionnaires for guidance teachers   **serial no………......**

Dear guidance teachers

I am a post graduate student at the University of Zambia. I have the pleasure of informing you that you have been randomly selected to participate in this study. You are required to give relevant and objective information on social and academic factors that affect your access to guidance and counselling services at your school. This study is purely academic therefore; all responses will be treated as confidential. You need not give the details of your identity.

SECTION A: social factors that affect learners access to guidance and counselling services

1. Does fear of being stigmatized for seeking guidance and counselling affect learners' access to guidance and counselling services?
   a. Yes   [ ]   b. No   [ ]   c.   Not sure [ ]

2. Can you support your response in Q1 below…
   _____
   _____
   _____
   _____

3. Do you agree that cultural practices such as initiation ceremonies affect learners' access to guidance and counselling services?

   a. Agree   [ ]   b. Disagree   [ ]   c.   [ ]

4. In the spaces below, can you explain your choice in Q3
   _____
   _____
   _____
   _____

5. Do you agree that lack of awareness about the existence of guidance and counselling services reduces learners' access to guidance and counselling services?

   a. Always   [ ]   b. sometimes   [ ]   c.   Not at all   [ ]

6. Give reason for your choice in Q5….
   _____
   _____
   _____
   _____

7. Do you think pupils do not access guidance and counselling services because they lack self-esteem?

   a. Yes   [ ]   b. No   [ ]   c. I can't tell   [ ]
8. Support your response in Q7
   _____
   _____
   _____
   _____

9. Do pupils stay away from accessing guidance and counselling services because of being shy to talk to a guidance teacher?

a. Yes   [   ]   b. No   [   ]   c. Not sure   [   ]

10. Support your answer in Q8 in the spaces provided below…..

_____
_____
_____
_____

SECTION B: academic factors that affect learner access to guidance and counselling services

11. Does your school have a trained guidance and counselling teacher?

a. Yes   [   ]   b.   No   [   ]

12. Do you agree that untrained guidance teachers cause learners not to access guidance and counselling services?

a. Agree   [   ]   b. Disagree   [ ]   c. can't tell   [   ]

13. Support your response for Q 11…

_____
_____
_____
_____

14. Do you agree that failure to exercise confidentiality by guidance and counselling teachers prevent learners from accessing guidance and counselling services?

a. Yes   [   ]   b. No   [   ]   c. Not sure [ ]

15. Support your response in Q13….

_____
_____
_____
_____

16. Do you agree that lack of funding to the guidance and counselling department negatively affect learners' access to guidance and counselling services

a. Always   [   ]   b. Sometimes [ ]   c. Not at all   [   ]

17. Support your response to Q16 below…

_____
_____
_____
_____

18. Is your school guidance and counselling teacher also a subject teacher?

    a. Yes   [   ]   b. No   [   ]   c. I don't know   [   ]

19. Do you agree that the dual role of being guidance and counselling teacher and subject
    teacher affect learners access to guidance and counselling services?

    a. Yes   [   ]   b.   No   [   ]

20. Support your response in Q19…

_____
_____
_____
_____

SECTION D: EFFECT OF INNNACCESSIBILITY OF GUIDANCE AND COUNSELLING ON ACADEMIC PERFORMANCE

21. Do you agree that lack of access to guidance and counselling services have an effect on
     social and academic performance of learners?

    a. Agree   [   ]   b. Disagree   [   ]   c. Not at all   [   ]

22. Explain your response to Q 21 in the space provided below

_____
_____
_____
_____
_____

23. Has there been any change on the academic performance of learners since the
    introduction of G&C in your school?
    a. Yes   {   ]   b. No   [   ]   c. I can't tell   [   ]

24. Explain your response to Q 23 in the space provided below

_____
_____
_____
_____

SECTION E: SOCIAL AND ACADEMIC MEASURES THAT INFLUENCE LEARNER ACCESS TO GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOL

25. Suggest measures that can be applied to increase learner' access to guidance and counselling servicers

   a. **Social measures**

_____
_____
_____
_____
_____
_____
_____

   b. **Academic measures**

_____
_____
_____
_____
_____

THANK YOU FOR YOUR PARTICIPATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, PSYCHOLOGY AND SPECIAL EDUCATION

APPENDIX 2

Questionnaires for pupils   **serial no.………......**

Dear pupils

I am a post graduate student at the University of Zambia. I have the pleasure of informing you that you have been selected to participate in this study. You are required to give relevant and objective information on social and academic factors that affect your access to guidance and counselling services at your school. This study is purely academic therefore; all responses will be treated as confidential. You need not give the details of your identity.

SECTION A: social factors that affect learners access to guidance and counselling services

1. How much does social stigma affect learner's access to guidance and counselling services in your school?

   a. Strongly disagree [ ] b. disagree [ ] c. agree [ ] d. strongly agree [ ]
   Support your response:_____
   _____

2. Do cultural practices such as initiation ceremonies affect learners' access to guidance and counselling services?

   a. Strongly disagree [ ] b. [ ] c. agree [ ] d. strongly agree [ ]
   Give a reason to your response:_____
   _____

3. Do you agree that lack of awareness about the existence of guidance and counselling services affect learners' access to guidance and counselling services?

   b. Strongly disagree [ ]   b. disagree   [ ]   c. agree   [ ]
   d. Strongly agree   [ ]

   give a reason to your response_____
   _____

4. Do you think pupils do not access guidance and counselling services because they lack self-esteem?

   b. Not at all [ ]   b. sometimes   [ ]   c. most of the time [ ] d. all the time [ ]
   Give a reason to your response:_____
   _____

5. Do pupils stay away from accessing guidance and counselling services because of being shy to talk to a guidance teacher?

   b. Strongly disagree [ ]   b. disagree [ ]   c. agree [ ]   d. strongly disagree []

   What is the reason:_____

   _____

SECTION C: academic factors that affect learner access to guidance and counselling services

6. Do you have guidance and counselling teacher at school?

   a. Yes   [   ]   b.   [   ]

7. Do you think untrained guidance teachers make learners not access guidance and counselling services?

   b. Strongly disagree [   ]   b. disagree [   ]   c. agree [   ]

   d. strongly agree   [   ]

   support your response :_____

   _____

8. Do you agree that failure by guidance and counselling teachers to keep a secret prevent learners from accessing guidance and counselling services?
   b. Strongly disagree [   ]   b. disagree   [   ]   c. agree   [   ]
   Strongly agree [   ]
   Explain your answer:_____
   _____
9. Is your school guidance and counselling teacher also a subject teacher?
   b. Yes   [   ]   b. No   [   ]
10. Do you agree that the dual role of being guidance and counselling teacher and subject teacher affect learner's access to guidance and counselling services?

    b. Strongly disagree [   ]   b. disagree   [   ]   c. agree   [   ]
    Strongly agree [   ]
    Explain in your response:_____
    _____

SECTION D: IMPACT OF INNNACCESSIBILITY OF GUIDANCE AND COUNSELLING ON ACADEMIC PERFORMANCE

11. Do you agree that lack of access to guidance and counselling services have an impact on academic performance of learners?

    b. Yes　　　　　　[　　] 　　　b. No　[　　　]

12. If your answer to question 13 was yes, do you agree that lack of access to guidance and counselling services can reduce learners' academic performance?

    a. Strongly disagree [ ]　　b. disagree　[ ]　　c. agree　　　[ ]

    d. Strongly agree　　[ ]

    Give a reason:_____

    _____

SECTION E: SOCIAL AND ACADEMIC MEASURES THAT INFLUENCE LEARNER ACCESS TO GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOL

13. Which of the following do you think are the social and academic measures that can influence learners' access to guidance and counselling services?
    a. Trained guidance teachers　　　　　　　[　　]
    b. Adequate teaching materials　　　　　　[　　]
    c. Counsellor confidentiality (keeping a secret)　[　　]
    d. Peer counselling　　　　　　　　　　　[　　]
    e. Community sensitization　　　　　　　　[　　]
    f. Any other suggestions, specify:_____

    　　　　　　　　　　　　　_____

THANK YOU FOR YOUR PARTICIPATION

APPENDIX 3

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR THE HEADTEACHERS

1. Do you have guidance and counselling department in your school?

2. In your view, what are the social factors that prevent learners from accessing guidance and counselling services?

3. In your view, what social factors have contributed to learners accessing guidance and counselling services?

4. In your view, what are the academic factors that prevent learners from accessing guidance and counselling services?

5. In your view, what academic factors have contributed to learners accessing guidance and counselling services?

6. In your view, what are the effects of learners' inaccessibility of guidance and counselling services on their social and academic performance?

7. What measures can be put in place to improve learner access to guidance and Counselling in your school?

THANK YOU FOR YOUR PARTICIPATION