

**IMPLEMENTATION OF GUIDELINES ON GUIDANCE AND
COUNSELLING IN SELECTED SECONDARY SCHOOLS IN
CHONGWE DISTRICT, ZAMBIA**

By

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**A Dissertation submitted to the University of Zambia in partial
fulfilment of the requirements for the award of Master of Education
in Guidance and Counselling.**

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LASAKA

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DECLARATION

I, Zulu Fales, do here by solemnly declare that this dissertation is my own original work and that it has not been previously submitted for an award of a degree at the University of Zambia or any other University. The sources of all materials have been acknowledged.

Signature (Candidate) Date:..... 2017

CERTIFICATE OF APPROVAL

This dissertation of Zulu Fales has been approved as a fulfilling the partial requirements of the award of Master of Education in Guidance and Counselling of the University of Zambia.

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1.....
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DEDICATION

This dissertation is dedicated to my beloved husband James Paipi, our children Caroline and Precious Paipi, my mother Mary Mwada, sisters Brenda and Violet and my brother Simon, nieces Mailes, Fales, Mary. Taonga, nephew Antony, for the devotion and support provided throughout my life. I have been able to obtain goals and dreams because of their continued motivation and encouragements. I say thank you so much.

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LIST OF ACRONYMS

MOGE	Ministry of General Education
GC	Guidance and counselling
EUA	European University Association
FAWEZA	Forum for Women Educationist in Zambia
FDG	Focus Group Discussion
MOE	Ministry of Education
SGC	School Guidance and Counselling
NCG	National Centre for Guidance
ACA	Australian Counselling Association
DEBS	District Education Board Secretary
P.E.O	Provincial Education Officer

ABSTRACT

The purpose of this study was to evaluate the implementation of guidance and counselling guidelines in selected secondary schools in Chongwe district. The specific objectives of the study were: to assess how the guidelines on the administration of guidance and counselling have been done, to explore the extent to which the implementation of guidelines on administration and management of guidance and counselling has been done, to establish how the implementation guidelines on guidance and counselling have affected the provision of guidance and counselling services in schools and to identify the challenges faced when implementing guidelines on the administration and management of guidance and counselling in schools. A descriptive design using qualitative research methods was used to conduct this study. The population consisted of all head teachers, guidance and counselling teachers and pupils in the selected four secondary schools in Chongwe District. The sample population consisted of 40 respondents comprising of four head teachers, eight guidance and counselling teachers and twenty eight pupils from the selected schools in Chongwe District. Purposive sampling and simple random procedures were used to select the sample. Interview-guides, focus group discussion and observational checklist were used to collect data. Thematic analysis was used to collect data. The study revealed that schools had not implemented the administration and management guidelines for guidance and counselling because the head teachers and guidance and counselling teachers were not aware about them. Schools were offering guidance and counselling but it was not very difficult to ascertain whether the services were effective or not due to lack of guidance and counselling implementation guidelines. Teachers had no Guidance and Counselling handbooks, while the pupils had no Career Guides for the Learners. Schools were also facing a lot of challenges in the provision of guidance and counselling. These challenges included lack of adequately trained teachers, lack of establishment for trained teacher's dual roles and heavy loads for school counsellors, none timetabling of guidance and counselling, lack of guidance and counselling committees, inadequate resources and office space. Based on these findings, the researcher recommended that the Ministry of General Education and the Teaching service Commission should come up with clear guidelines on the appointment of school counsellors, training of counsellors work load, remuneration and responsibilities of school counsellors guidance and counselling teachers should also be freed from other responsibilities which interfere with their work as counsellors like heavy work loads. Furthermore the Ministry of Education should orient head teachers, guidance and counselling teachers and other stakeholders on the implementation of the administration and management guidelines in schools. It was recommended that the problem of the PMEC vacancies for guidance and counselling at DEBS and in schools should be resolved as quickly as possible for guidance and counselling services to be effective.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter covers the background to the study, statement of the problem, purpose of the study, objectives of the study, the research questions, significance of the study, theoretical frame work, delimitation, limitation of the study definitions of key terms used in the study.

1.2 Background to the study

In 2014 the Ministry of Education introduced guidelines on the provision of guidance and counselling in schools. They included the guidelines on the administration and management of guidance and counselling in the education system, the Teachers Guide on guidance and counselling and the Career Guide for Learners (MOESVEET 2014). Ranney (1977) points out that guidelines can be a statement that indicate how a group of people should behave in a given circumstance or a statement of rules which give direction and influence behavior in given circumstance. Put simply we can say whatever government chooses to do or not to do. Guidelines are intended to help the service providers in preparing worthwhile programes. According to MOE, (2014) guidelines, a well-rounded guidance and counselling should have the following functions: education guidance, vocational guidance and guidance and counselling.

These guidelines are a response for the need of guidance and counselling in the Education system. The importance and existence of guidance and counselling in the education sector is recognized by the Education Act No 23 of 2011 as well as the 1966 Educating our Future Policy Document. The guiding principle of these documents is that optimum emotional and psychosocial well-being of the learner is a determining factor for effective learning. Musenge (2016) argued that the Zambian Government found it necessary to give direction to the provision and implementation of guidance and counselling services in the education system through the production of guidelines towards the administration and management of guidance and counselling services in Zambian schools and colleges.

The MOETVEE (2014), guidelines has a guidance and counselling checklist which is concerned with the aspects of school guidance and counselling programme. It contains the following key areas of concern on guidance and counselling; the qualification of the school counselor, room or department, committee, institutional policy or guidelines, guidance and counselling programme which cover personal, social, educational, career and counselling, referral service, supervision, resources, records advocacy and clubs.

However, it was not known to what extent these guidelines have been implemented. The desire to assess how the implementation guidelines have affected the provision of guidance and counselling services in selected secondary schools motivated this study.

In order to understand what guidance and counselling was and the need for guidelines on its administration and management in secondary schools, it was necessary to have an appreciation of the historical origins and development of guidance and counselling. Shayo (2011) reports that the history of school counselling formally started in the twentieth century, although a case can be made tracing the foundations of counselling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle.

Mogbo (2005) stated that formal guidance and counselling can be traced to America in the late 1890s and early 1900s. Its foundations were also linked to the principles of ancient Greece and Rome with philosophical teachings of Plato and Aristotle. Frank Parsons (1909) who had been called the father of vocational guidance was among the pioneer of the Guidance and Counselling movement. Parsons established the first career institution in the United States of America and set up the pace for the development of psychological testing (Ndhlovu 2015).

Chikoko and Mloyi (2000) noted that it was in the 1980s, that the legislative support and amendment to the National Defense Education Act provided funds for training and hiring of school counsellors with elementary emphasis in America. School counselling began to be defined as part of the school programme. Chikoko and Mloyi went on to expound on the development of training standards and criteria for school counselling in the 1980s. The development of the national education standards and the school reform movement of the 1990s however, ignored school counselling as an integral part of a student's education

development. Introduction of the American School Counsellor Association (ASCA) partially compensated the short fall by developing national standards for school counselling programs. According to De Vos (2001) national standards for school counselling programs defined the roles and responsibilities of the school counselling programs and showed the responsibilities of school counselling for the overall education development of every learner.

Furthermore, Fullan (2000) reported that catholic priest of the Middle Ages used the concept of confidentiality within confessions which are some of the skills and techniques of the modern day counselling. Indeed counselling was a concept that has existed for a long time in Africa. Kochhar (2013) confirmed that in primitive society guidance was offered to people in distress by the clergy and by men and women who used supernatural powers. By 2002, Tanzania, Kenya, Nigeria, Zimbabwe and Zambia, Guidance and counselling was regarded as the 'youngest' discipline. This was evidenced by the views of the first International Conference on Guidance, Counselling and youth Development in Africa held in Nairobi, Kenya from 22nd to 26th of April 2002 which pointed out that Guidance Counselling and Youth Development Programme was initiated in Africa in April 1994. It was following the first Pan African Conference on the Education of girls that was held in 1993.

On the other hand, counselling was a concept that did not had a single definition. This was because definitions depended on theoretical orientations. Ahloru (2015) defined counselling as a mutual helping relationship between a person in need of help (client) and a trained counselor. Shertzer and Stones (1997) argued that counselling was an interaction process which facilitated and resulted in the establishment or classification of goals and values for future behavior.

Therefore, the aim of guidance and counselling in Zambia like other countries was to prepare and help pupils to cope with difficulties they may encounter in schools and later in life or indeed both. It was also meant to help an individual to expand his or her self-understanding of and that of other people in order to enhance a holistic life development.

School guidance and counseling services are offered to pupils besides their normal lessons within the school environment. These services include the personal, emotional,

educational and vocational support. Phiri (2006) contended that world-wide it was documented that guidance and counselling service provision was an important aspect of the educational curriculum and its importance in schools had been realized. The services were a basic concern of the individual pupil and they constituted an integral part of the pupils' all round education.

School guidance and counselling in Zambia started in 1967 as an initiative by the Ministry of Education. The main focus was the guidance of pupils into vocation based on the pupil's capabilities. Along the way the program did not continue as planned, and with time it became less popular because even the teachers offering the services were not trained. In 1970 the Ministry of Education revamped the program in all secondary schools by establishing career units and appointing career guidance officers. These service providers were not trained, but in 1987 formal training in guidance and counselling started at the Technical and Vocational Training College (TVTC) in Luanshya.

Mulenga (2014) pointed out that the importance of guidance and counseling was repeatedly emphasized by the Ministry of Education during the meeting which was held at Mulungushi International Conference Centre in September 2009 in Lusaka which reviewed the school curriculum and the Education policy documents. There were no guidelines to help in the administration and management of guidance and counselling in schools. The meeting pledged to support guidance and counselling in schools. Reference was made to the policy document – Educating Our Future of (1996:29) which states that *'it will strengthen child guidance and counselling services in schools by providing training for teachers to deal with pupil related problems.'*

Thus, in 2014 the Government of the Republic of Zambia through the Ministry of Education came up with materials on the administration and management of guidance and counseling in the education system. These materials were the guidelines on guidance and counselling, the Teachers Guide on Guidance and Counselling and the Career Guide for Learners. MOETVEE (2014) stated that the purpose of the guidelines was to help guidance and counseling personnel, educational managers, parents and other stakeholders to effectively implement guidance and counseling services in the education system.

Despite the introduction of the guidelines on guidance and counseling it was not known to what extent they have been implemented in schools and how they had affected the provision of guidance and counseling services in schools. In order to have answers to these knowledge gaps, it became imperative to assess the implementation of guidelines on guidance and counselling in selected secondary schools of Chongwe District in Zambia.

1.3 Statement of the problem

In 2014 the Government of the Republic of Zambia through the Ministry of Education came up with guidelines on the administration and management of guidance and counseling in the education system including schools (MOETVTEE, 2014). The purpose of the guidelines was to help guidance and counselling teachers and school administrators to effectively implement guidance and counseling programs in the education system. What was not known was how the implementation of guidelines had affected the provision of guidance and counselling in selected secondary schools of Chongwe District, Zambia. This research, therefore aimed at establishing how the implementation guidelines have affected the provision of guidance and counselling services in selected secondary schools in Chongwe District.

1.4 Purpose of the study

The purpose the study was to assess how the implementation guidelines on administration and management of guidance and counselling have affected the provision of guidance and counselling in selected secondary schools of Chongwe District, Zambia.

1.5 Study objective

The study objectives were to:

- 1 Assess how the guidance and counselling guidelines have been implemented in selected secondary schools
- 2 Explore the extent to which the implementation of the guidelines on guidance and counselling has been done in schools.

- 3 Establish how the guidelines have affected the provision of guidance and counseling services in schools.
- 4 Identify challenges schools face when implementing guidelines on of guidance and counselling programs in schools.

1.6 Research questions

- 1 How have the guidelines on guidance and counselling been implemented in the selected secondary schools?
- 2 To what extent has the implementation of the guidelines on guidance and counselling been done in schools?
- 3 How have the guidelines affected the provision of guidance and counseling in schools?
- 4 What challenges do schools faced in the implementation of guidance and counselling guidelines in schools?

1.7 Significance of the study

At that time when it was not known how the implementation guidelines had affected the provision of guidance and counselling in schools, a study to bring out empirical evidence on it became significant. Thus its findings would add new knowledge to the body of knowledge by bringing out how the guidelines on guidance and counselling have affected the provision of guidance and counseling in selected secondary schools in Chongwe District. In addition, policy makers would know if their decisions have been implemented, guidance and counselling teachers and school administrators would benefit by using the correct guidelines in the provision of guidance and counselling services while the learners would benefit from the effective guidance and counselling services which will be provided.

1.8 Theoretical framework

This study was be anchored on the empowerment evaluation theory by Fetterman (2011). The basic assumption underlying this theory was that it was designed to be used by the people. It placed evaluation in the hands of the community and members of staff. The theory used concepts of empowerment and techniques which tended to foster

improvement and self-determination. This evaluation approach aimed to increase the likelihood that programs would help the stake holders to plan, implement and evaluated their own programs.

Furthermore the theory provided methods of gathering, analyzing and sharing data about a program and its outcome encouraged faculty, students and support staff to actively participate in the change system. As a result of participation the following empowerment principles were enhanced which were: improved performance, community ownership, accountability, inclusion, capacity building and organizational learning. The main focus of this study was to assess how the implementation guidelines have affected the provision of guidance and counselling services in selected school. The model was appropriate because after the formative evaluation stakeholders would know the outcome of the guidance and counselling services in their schools.

The most important aspect of the model was that stakeholders would be involved in conducting their own evaluations and the more likely that, they would be able to believe in its results. In addition, it was hoped that this experience may cause the implementers to make decisions and actions based on the evaluated data. Users were placed as key participants in the assessment of the implementation of guidelines on guidance and counselling in their schools. Through this theory schools would be helped to ensure that evaluation remained organized, rigorous and honest, by consuming schools that would establish their own mission statements, review their current status and plan for the future.

1.9 Delimitations of the study

The study was conducted in four selected schools in Chongwe District but not any other district had been chosen because the implementation of guidelines on guidance and counselling had not been evaluated after the introduction. In addition, based on convenience to the researcher, the district had been chosen as a study site. Similarly, Dörnyei (2007) explains that convenience sampling is a type of non-probability or non-random sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate were included for the purpose of the study. For the purpose

of this study, the schools selected had a geographical proximity and were easily accessible to the researcher.

As regards the choice of schools, the inclusion criteria were; schools that offered guidance and counselling services to pupils, head teachers, guidance and counselling teachers and pupils in the schools that offered guidance and counselling to pupils in Chongwe district. The schools chosen met the criterion of offering guidance and counselling services to pupils in Chongwe district.

1.10 Limitations of the study

The study employed 40 respondents from Chongwe District. The sample was rather too small as compared to the rest of the country. It could have been better to have a large sample from all provinces of Zambia. Regardless of this limitation, the findings were consistent with the local and international literature. Therefore, the findings of the study may be generalized.

1.11 Definitions of key terms used in the study

Guidance: systematic process of assisting the learner through personal, social, academic and career development so that or she can play a meaningful role in society. It is a process of helping an individual to understand himself or herself and his or her world, so that he or she could rake a right chat (Kochhar, 2013).

Counseling: is an interactive process, it is a systematic process designed to help the individual solve problems or plan for the future (Kochhar, 2013).

Evaluation: In the context of this study is defined as formative assessment of how the implementation of guidelines on guidance and counselling has been done (Fetterman, 2014).

Guidance teacher: A teacher implementing Guidance and counseling program and may be formally or not formally trained in guidance and counselling (Makinde, 1988).

Guidance and counselling program: Plan of activities covering personal, social, education and career guidance and counseling (Ndhlovu, 2015).

Policy/ Guidelines: institutional guidelines on guidance and counselling.

Administration: is a comprehensive effort to direct, guide and integrate associating human striving which is focused towards specific end of terms (Leonard, 2012).

Management: is a process that enables organizations to set and achieve their objectives by panning, organizing and controlling their resources including gaining the commitment of the employees (Deslanes, 2014).

1.12 Summary of chapter one

Chapter one discussed the background to the study, statement of the problem, purpose of the study, objectives and research questions, significance of the study, theoretical framework delimitations and limitations of the study and definitions of operational terms. The next chapter discusses the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

According to Kombo and Tromp (2000), literature review referred to the works the researcher consulted in order to understand and investigate the research problem. These writers argued that literature review was an account of what has been published on a topic by accredited scholars and researchers. Sindhu (2000) felt that the survey of related studies implied locating, studying and evaluating reports of relevancy research study of published articles, books on the subject, encyclopedia, abstracts and related manuscript.

Literature review was therefore a very important component of any research work because it revealed investigations similar to a proposed study, enables researcher to understand what was known, what others have attempted to find out and forms of the foundation upon which future studies would be built. The layout of literature review in this study covered the concept of guidance and counseling, the importance of guidance and counselling and the implementation of guidance and counselling.

2.2 The concept of guidance and counselling

Makinde (1988) defined guidance as the process of helping an individual understand himself. He further noted that vocational counseling was a phase of education where emphasis was laid on preparation for and participation in occupation of economic and social value.

UNESCO (1998) defined guidance as a process, developmental in nature by which an individual was assisted to understand, accept and use his or her abilities, aptitudes and interests and altitudinal patterns in reaction to his or her aspirations. It also refers to sectional educational as a process for helping individuals to choose an occupation, prepare for it and develop it. The service was mostly concerned with pupil's choice of a future career. It was a service which helped pupils to understand the labour market or the world of work better. Society was changing, so vocational or career education aimed at availing to the pupils what job opportunities are emerging in a globalized world, and

which job suits the pupil's abilities and values. Argawal (2006) defined guidance as a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual to understand ones strength, limitations and other resources and in self direction (ability to solve problems, make choices and decisions on one's own. Guidance is an integral part of education and it is essential for the development of the individual which is the major objective of education.

According to Kochhar (2011), counselling is a dynamic process that involves the client and the counsellor. It is a process through which people who have a problem are helped to make personal decisions including those related to defining guidance and counselling as a form of psychological help which values and seeks to identify each client's innate internal resources, coping abilities and strengths. Thus counselling is concerned with helping an individual to utilize his or her own coping resources as well as to develop solving skills. Kochhar (2011) also states that the goal in both guidance and counseling is to give an opportunity to an individual to see a variety of available options and therefore assists the person in making wise decisions. It is an interactive relationship that takes place between the counselor and the client.

Fuster (2005) viewed counselling as a human technology to help the client realize where they are in world, leading to the understanding that where they are with respect to where and what they want to be and to identify the steps which will take them where they want to be. According to Fuster, human beings change themselves through a learning process which consists of three stages: self-exploration, leading to self-understanding leading to action. He refers to the learning process as EUA.

Dyke (2003) defined counselling as a structured conversation aimed at helping a client's quality of life in the face of adversity. It was paramount that when Dyke said that counselling is a structured conversation, it does not mean that counselling was a social conversation but a dialogue and an interaction between two people-the counsellor and the counselee. Counselling was facilitative rather than a prescriptive service. Egan (1988) asserted that the interaction of counselling was not to solve everything by prescribing

treatment, but to help or assist clients to review their problems and the options or choices they have for dealing with such problems.

Neukrug (2007) related counselling to such terms as: short term, facilitation, here and now, change, problem solving, being heard and awareness, while guidance makes him think of terms like advice, direction, on-the-surface, and advocacy and supportive. He viewed personal or psychological guidance and counselling as psycho educational guidance and counselling. His assertions could be correct because guidance and counselling services deal with social, emotional and moral issues. They are sympathetic and empathetic virtues.

Counseling was a concept that did not have a single definition. This was because definitions of counseling depend on theoretical orientation. Ahloru (2015) defined counseling as a mutual helping relationship between a person in need of help (client) and a trained counselor. White Shertzer and Stones (1997) offered that counseling was an interaction process which facilitates and results in the establishment and or classification of goals and values for future behavior. Butter in Ndhlovu (2015) makes a logical separation of the counseling process as, distributive phase and the adjective phase; the emphasis was on social, personal and emotional problems of the individual. In the distributive phase the focus was upon educational, vocational and occupational. The distributive phase can be described as guidance.

An analysis of these definitions brought out four elements which were as follows: counseling involved two parties one seeking help and the other trained counselor, it was a mutual relationship which aimed to help the client clarify ideas in order to make informed decisions and it was a process and not a one-off activity unless it was a crisis. Therefore guidance and counseling was a process which helps an individual to discover himself or her to recognize and use his other inner plans to work out his or her own program of development in order to become a fully functional being. It is however not clear as to whether the concept of guidance and counselling was defined in line with the implementation of the current guidelines which were introduced by the Ministry of Education of 2014.

2.3 Importance of guidance and counselling in schools

The importance and existence of guidance and counselling in our educational system is recognized in the 2011 Education Act. In addition, the 1996 Educating our Future Policy document states that ‘the Ministry will strengthen school guidance and counselling servicing, and through career teachers, it will disseminated information related to post basic education training and employment opportunities’. Guidance and Counselling played an important role in the school (MOE 1996). Pecku (2013) stated that, guidance and counselling approach was not only limited to formal subjects offered in secondary schools but also included in and out of school activities, work vocation experiences, and part time-work programs. The responsibility of the teacher counsellors was to unlock opportunities for the students to help nurture their character and behavior so as to adjust to the society, make them able to interact with others, and be mentally and physically healthy. This was demanding and called for commitment of all parties concerned for effective guidance and counselling. The teacher counsellor was a link between the school and the community through follow up of studies of school graduate, to attain knowledge of the job and prepare current students for future adjustments as well as, deal with student’s personal issues and developmental needs besides vocational and educational roles. Therefore, there was need for an effective implementation of guidelines on guidance and counselling. This had left the researcher with a clear license to carry out the study in order to evaluate the implementation of guidance and counselling guidelines in secondary schools.

The Ministry of Education, Science and Vocational Training and Early Education (2014) attaches great importance to the need of having an effective guidance and counselling programme aimed at preparing youths for the future roles and productive lives.

Owino (2005) postulated that as an individual goes through secondary level of education, he/she encounters at times situations which require him/her to take correct and appropriate educational, vocational and social decisions. Given that learners spend more time in learning institution than their home, it is vital that schools have well established and maintained guidance and counselling departments.

Agrawal (2006) argued that guidance lead to optimal development, solved different problems of the individual, growth and development, vocational maturity, vocational choices and social personal adjustment. Furthermore it also helped the society to have better families, good citizenship, for conservation and proper utilization of human resource for national development.

Guidance was also helpful not only for students and teacher in an educational institution but also to parents, administrators, planners and community members. In providing evidence about the importance of guidance and counseling in schools, Partridge (1982) observed that many people go through life like square pegs in round holes. He explained that such people are frustrated and unfulfilled because they had no clear guidance in early life and thus made wrong vocational choices. Lack of guidance and counseling in schools made pupils not to have a focus. Pupils therefore need to be offered with guidance and counseling services from primary to tertiary levels. The question however, was to what extent were the implementation guidelines used in offering the guidance and counselling services in schools.

Furthermore, Egan (1998) felt that the aim of counseling or helping a client must always be based on the needs of a client. According to him the purpose of counseling was to help clients to manage their own problems effectively and develop unused talents to become more effective and self-helpers in future.

Kochhar (2010) explained that the core aim of guidance was to help the pupil to recognize the direction in which they are going and to map out in general the highways that have the greatest promise of leading their goals. It was therefore important that guidance and counselling services should be implemented effectively so that learners can know which direction to take at each stage of their lives.

Furthermore several scholars have also evaluated the effectiveness of guidance and counselling. For example, Gaoch (2004) conducted a study in Kenya on the effectiveness of guidance and counselling programs on career development of secondary school learners. The study employed ex post facto casual comparative research design. The study found that career guidance and counselling provided information that helped the learners to develop an understanding of the world of work and the relationship between

personal attributes and career choices. It also helped to make informed choices, career decisions, career paths and pursuing of specific jobs.

Menon et al (2012) conducted a cross section study in Zambia on the role of guidance and counselling. The study found that the provision of guidance and counselling to learners helped them to think closely about their skills, interest, and achievement. As a result they developed a variety of careers that they could take up.

Rothny (1958) made a series of studies to evaluate the importance of guidance and counselling. The experimental group received extensive guidance and counselling and it was found that it had better academic records, made more realistic vocational choices, were less dissatisfied with their high experience, made progress in their employment, participated in self-improvement activities, had more favorable attitude towards counselling and were more satisfied with their lives compared to subjects who did not receive any counselling assistance.

The importance of guidance and counselling services was also highlighted in a study by Omoegun (2006) who investigated the effects of guidance and counselling on the academic achievements of the adolescents in the Lagos state secondary schools in English comprehension. In the study the experimental group was exposed to educational guidance and counselling services in the group while the control group was not. Ten standard comprehension passages were used to generate data. The result of the study revealed that the educational guidance intervention was effective and thus promoted adolescents' academic achievement in English comprehension. A situation which might be similar to that of cases where implementation guidelines are properly considered when providing guidance and counselling services,

Another study to investigate the importance of guidance and counselling was done by Kuhn (2004) who found that learners rated five guidance and counselling roles as the most important. These were assisting all learners in choosing college or career paths that were right for them, assisting in registration, scheduling, maintaining school records and files, starting new programs to help learners to obtain knowledge about college or careers; and to provide all learners with a safe place to talk about problems related to their academic work.

In Ghana MOE (2010) journal of guidance and counselling, the commissioner stated that the main objective of guidance and counselling program was to create a friendly environment for all learners of all categories and help them to develop life skills, acquire intellectual, emotional and social intelligence and grow into responsible citizens, help, direct and link learners' classroom education relevant to the world of work and informed by ever- changing demands and experiences of work. School guidance and counselling program was therefore to consequently recognize and build trends. It was also built on advancement of technology and importance of psychosocial health to learning and productivity and that of supportive environment in education achievement of learners, cognizant of their development.

Herr and Cramer (1982) listed a number of services that comprehensive guidance and counselling program in an institution of higher education attempted to provide. Among the important ones were to help students with the selection of a major field of study, offer self- assessment and self- analysis through psychological testing, and help students understand the world of work, teaching decision making skills, facilitating access to employment of opportunities through career fair and protecting the needs of special populations.

Onye et al (2012) stated that the importance of guidance and counselling programs in secondary schools included to bringing to the students an increased understanding of the educational, vocational and social information needed to make wise choices. The essence of incorporating guidance and counselling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children.

Taylor and Francis (1988) conducted a study on the need for guidance and counselling. It was proven that there was a great need for a clear rationale and guidelines for guidance and counselling programs. The main goal was to help the counselee learn to deal more effectively with himself and the reality of his environment. Ayleko (1988) indicated that guidance and counselling plays a pivotal role in student's behavior management and correction in schools. Counselling can be used as a curative measure in addressing discipline and avert and or correct indiscipline among students. MOGE (2016) states that

guidance and counselling is aimed at helping individuals understand themselves and their environment so that they can function effectively in the society. It is aimed at helping learners overcome their problems. Scarbrough (2008) pointed out that a comprehensive, development guidance and counselling school program has been associated with numerous benefits for learners and is considered best practice. Students' outcomes are highly multiple and are sharpened by many aspects of learner's lives that do not occur in the classroom.

Mikaye (2012) conducted a study to investigate the influence of guidance and counselling in public secondary schools and he used the descriptive survey design. He found that guidance and counselling services were offered in schools and head teachers considered it important but lacked necessary material and literature support. From literature review it is found that character formation is achieved through intense formal and informal programs for guidance and counselling. It is through guidance and counselling that students remain disciplined and focused in life. Collins (2002) indicated that through guidance and counselling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment.

Fuster (2002) points out that the goal of guidance and counselling as facilitating behavior change, enhancing coping skills, promoting decision-making, improving relationships and facilitating the client's potential. It was a personalized and individualized process for helping the individual to learn and acquire habits, attitudes and interests which make him a normally adjusted being. Therefore it is evident that the process and goals of guidance and counselling is to help the client towards a greater level of self- understanding and self-acceptance. The need for guidance and counselling in modern times has increased because of the multiplicity of problems that the individuals have to face in the various domains of life.

Hamainza (2015) also points out that the guidance and counselling services, seek to help each individual become familiar with a wide range of information about himself or herself, his or her interest, abilities previous development in the various areas of living and his or her plans or ambitions for the future. To add on guidance and counselling

services aim to help the job seeking youths form realistic career notions, so that they do not end up as failures.

Jepkoech (2015) asserts that guidance and counselling has become increasingly important in recent years because it is essential in assisting students to cope with stress they face while in and out of school. Some of these stresses according to Melgosa (2001) include physical and psychological changes they face due to adolescent. These challenges include adapting to the new image, facing the growing academic demands, establishing educational goals, learning to control sexuality, emotional and psychological independence from their parents. Some learners at secondary school at adolescent stage and effective guidance and counselling programmes in schools must be available in order to assist the learners to be fully developed. Therefore, this study is very important in order to evaluate the implementation guidelines on guidance and counselling in selected secondary school.

2.4 Implementation of the guidance and counselling programme

Worldwide it is documented that guidance and counselling helps to instill discipline in pupils by addressing root cause of problems that make children indisciplined. Phiri (2006) states, that it has been widely documented that teachers play a significant role in guidance and counselling children career choices. Counselling is becoming very important in modern age and era because it is helpful to learners worldwide. Counselling in schools worldwide is directly involved in alleviating pupil's problems and how such problems can be addressed. All the teachers get involved in counselling in India. Patricia University was one of the first institutions to start paying attention to problems of students. Kochhar (2009) reports that Patricia University in India started providing counselling services to its students in 1745 and immediately thereafter, the Department of Psychological Research Services was established. After that the institution was well known for guidance and counselling in India. From 1950 to 1960 guidance and counselling continued to develop in different countries in the world because it was regarded to be very helpful to pupils.

Furthermore the National Curriculum Framework (NCF 2005) in India provided guidelines for facilitating healthy growth and development for learners across the school

stages and scope for guidance and counselling at each of these school stages from elementary, through secondary to higher secondary stages. Recognizing the elementary school years as one of the tremendous cognitive and affective development, NCF advocates for the teachers guidance approach which argue that teachers with background in guidance and counselling can design and lead activities to meet the developmental needs of children thus laying the foundation for necessary attitudes and perception towards self and world of work. They can also provide needed support and guidance to children belonging to various groups' states of society for substance through elementary areas.

In India it is evident that that the need for guidance and counselling services has been well articulated in the policy documents for a long time. Even though these services have been introduced in the school system and have also advanced to some extent, they are far from being adequate to meet the growing needs of students across states. Guidelines for operationalization of guidance and counselling programs at school level include, to set up resource room, and to set up school committee. According to Kochhar (2014), in Britain counselling centers, guidance clinics and bureaus have been doing useful work and that guidance services are undergoing a rapid process of improvement and expansion. Such remarkable progress in counselling can be attributed to the fact that the country is not only developed but well organized in terms of offering guidance and counselling services.

Akos, Thurnbell and Mvadda (2008), in their study, examined the differences between Washington schools that had implemented comprehensive guidance and counselling programs and that had not, while they found minimal differences between students in schools that had implemented the comprehensive guidance and counselling, they found significance differences in academic achievement scores for students who attended schools with at least five years of comprehensive counselling implemented.

Akos et al (2008) study provides further evidence that the longer the comprehensive school counselling programs are implemented, the more the pupils are likely to grasp academic value of the guidance and counselling programs and the more the students' benefits. Therefore, the concern of this study is to evaluate the extent to which guidance

and counselling guidelines have been implemented in schools. This will help both the implementers and the beneficiaries of the service if it is well to have a well -planned and organized programme.

Literature has also shown that most countries have policies and guidelines on the implementation of guidance and counselling. Gybers (2009) confirms that America has written policies on the implementation of guidance and counselling service provision. Similar findings were first reported by Gybers and Henderson (2001) who stated that the American policy spells out the value of the guidance and counselling services as an equal partner to education system and provides reasons why students need to acquire competences that will accrue to the as a result of their adaption in guidance and counselling services.

In Ireland, the National Centre for Guidance (2003) states that effective guidance and counselling services evolved from the education act of 1988 which states that students should have access to appropriate guidance to assists them with their educational and career choices.

In Ireland, a number of documents have been published by Department of Education and Science the Institute of guidance counsellors, the National Centre for Guidance in Education which focus specifically on the role of guidance counsellor, clarify the meaning of counselling, clarify the meaning counselling and gives guidelines for guidance counsellors on best practice in carrying out the aspects of their roles, control to this is the education Act (Ireland 1998). Comprehensive guidance and counselling (Scotland)

The guidelines assist schools in designing, developing, implementing and evaluate a complete and comprehensive guidance and counselling program for all students

Lane (2002), argue that education authorities in Australia appear to be more inclined towards counselling. This is attributed to the Austrian Education council which in 1987 instructed education authorities to enhance performance through the introduction of guidelines on guidance and counselling.

Plant (2001) in Denmark postulated that in some countries, quality standards or guidelines in guidance and counselling is built on staff performance or skills/competencies indicators, which are generally quite exhaustive. They comprise, e.g., advocacy, publicity, feedback, and quality assurance procedures. The extent to which such guidelines are put to use in guidance and counselling work is not known, as in many countries. No evaluations of the impact of quality or ethical guidelines have taken place, as yet. The Danish's examples are probably typical of many decentralized communities with little or tradition for centralized guidelines and regulation enforcement.

According to Lau (2009), the development of school guidance and counselling in South Korea seems to be quite rapid these years, as reflected by the growing number of school counsellors. While it is encouraging that the full-time school counselor positions were established in schools in 2005 and that the setting up a tenure system provides better job security for counselors, their work environment, however, was found to be quite undesirable. For example, training for counselling personnel did not seem to be sufficient enough. Teachers and school administrators might lack a comprehensive understanding of guidance and counselling knowledge. Besides, heavy workload, role ambiguity, and lack of coordination among school staff caused more difficulties to the school counselling professionals. As guidance and counselling was seen as an ancillary-support service in South Korea, school counselors, therefore, are placed mainly in remedial-reactive roles. Guidance and counselling work as a result, is not the mainstream in the realm of education. However in Chongwe District there is no establishment for the guidance and counselling teachers.

In the United States of America, the National Career Department Guidelines (nd) were available to guide the practitioners on how to implement guidance and counselling programme in schools. (NCDP 2009) In Canada, the blue print for life works designs (nd) provides a comprehensive framework of competencies which are skills, knowledge and attitude. In Australia the Blueprint for the career development (nd) will provide a blueprint for the development of guidance and career services and products for children and youths including specifications for competencies. In Hong Kong, life skill competencies are have been identified and recognized under three domains including

career development personal-social development and academic development. (Yuen et al., 2004a, 2004b, 2005c).

Literature is abundant globally that indicates that students in educational institutions have needs that call for guidance and counselling which if attended to could lead to numerous disciplinary issues, wastage and failure to secure proper placement (McLead, 2000; Biswalo, 1996; Nyanga, 2011; Nyanga & Orodho, 2014). The global literature search indicates that in Britain as noted by McLeod, (2000), the provision of educational system guidance and counselling was first introduced in the 1960's partly as the process of rendering service to students who needed assistance in making decisions about important aspect of their education and career choices such as choice of courses, careers to pursue or decisions regarding interest and academic abilities and choices of universities.

In Africa, formalization and integration of guidance and counseling into formal education begun in the late fifties in countries like Nigeria (Naple, 1972). In Malawi, Tanzania, Swaziland and Zambia formal guidance and counselling did not exist until in the late sixties. In 2000 UNESCO held a conference on the guidance and counselling program which set a road map for the introduction of guidance and counselling program in the educational institutions in Africa. The conference's main objective was to come up with an arrangement of promoting growth and development of the young people's interest into the care of teachers. However, during the conference there was no mention of the specific implementation guidelines which were to be used in the provision of guidance and counselling services.

Furthermore organizational issues that the conference agree on and compiled were about adequacy of resources for both human and material, they said; resources must be in line with programs need or else implementers have to do their best with limited resources, there must be a collaboration with other program implementers to explore and share ideas and alternatives if there must be a guidance program if required. There should also be a guidance and counselling calendar which is part of school program that encompasses issues like tours, career fairs, talent shows, seminars, visits, drama and many others.

Skills and knowledge are also a pre-requisite for implementers such organization aspects promote good managers and use of resources.

In the African set up studies have been conducted on the implementation of guidance and counselling. For example Orege (2011), conducted a descriptive survey which revealed that the implementation of guidance and counseling in Kenya was based on a number of recommendations and guidelines contained in various education commission's reports, national plans and government sessional papers such as the Omidia report of 1964, (MOE, 2004). These commissions made recommendations for training and provision of guidance and counselling. Among them were the decentralization of guidance and counselling in districts. In addition, teaching service commission was directed to appoint guidance and counselling heads of departments in schools.

Chireshe (2006) assessed the school guidance and counselling services in Zimbabwe. The study revealed that they were differences between the level of school guidance in Zimbabwean schools and the international arena. In Zimbabwe school guidance and counselling services were not mandatory unlike in Zambia and Kenya. National policies for services were not planned at the beginning of each year, students and parents were not frequently involved in the needs assessment while services were not frequently evaluated, in comparison with the international arena.

Nkala (2014) assessed the guidance and counselling services in Zimbabwe through a descriptive survey. The purpose of the study was to determine the extent to which guidance and counselling services prepared school students to achieve social, personal and academic development and make informed career decision compatible with their individual compatibility with their individual needs and abilities. The study revealed that 80% of the secondary schools in his study had not complied with the Ministry of Education on the implementation of the program: lack of qualified teachers, stationery, books, and relevant facilities like counselling rooms were found to be major barriers inhibiting the implementation of guidance and counselling services. The findings also revealed that most of the students were ignorant of such facilities which could be the major cause of high rates of delinquency, truancy, alcohol and drug abuse and teenage

pregnancies. Therefore, the study concluded that secondary students had not benefited from the program.

Maluwa-Banda (1988) conducted a study in Malawi. The study showed that school guidance and counselling services being offered in the Malawian schools were weak and had little impact if any on the student population. These results were similar to those found in Zimbabwe by Nkala (2014) which showed that school guidance and counselling were not effective.

Wango (2006) conducted a study which explored the policy and practice of guidance and counselling program in Kenya. The findings showed that despite the emphasis on the guidance and counselling services in schools, the provision of guidance and counselling services was highly variable and somewhat fragmented in scope largely depending on individual schools. The main implication of the study was the need for a comprehensive guidance and counselling policy in this increasingly important area of education. These relate to the appointment of counsellors, professional issues including a code of conduct for counsellors and the need for a more comprehensive program that is learner friendly. Hence that is where they fit in order to alter the environment so that the behavior of the learner can change through effective implementation of guidance and counselling services. Thus, it is very important that the effect of implementation guidelines of the administration and management of guidance and counselling services should be assessed.

In Kenya the once vibrant unit was no longer vibrant or effective as it used to be. The report (1999) further noted that guidance and counselling remained a weak component at all levels of the education system and that even when it existed it was undertaken in a haphazard cord manner. This was because teachers were not trained and had no professional competence in the subject. This was confirmed by previous students conducted to investigate the extent to which the program was implemented in secondary schools (Dudei, 1996).

Another study by Mukwana (2005) conducted in Kenya revealed that inadequate time for training school counsellors was a hindrance to the proper implementation of guidance and counselling services in schools as teachers had challenges to interpret and implement guidelines on guidance and counselling. This situation could be similar to the current

study conducted in Chongwe District where implementation guidelines were evaluated for their effectiveness.

In Kenya, Orange(2011) contested that the Government supports the provision of guidance and counselling services in schools but the policy response is very weak(KESSP, 2005-2010). There are as yet no comprehensive guidance and counselling services in place within the Kenya's education system. As a result issues to with violence, indiscipline have been handled in an ad-hoc manner perhaps due to unqualified counsellors. However, Sessional Paper No 1 2005 has provided guidelines on the provision of guidance and counselling services in school and MOEST (Republic of Kenya, 2012) had advocated for proper guidance and counselling services for acceptable outcomes when it contested that the mandate of the Education Sector is to respond to the 2010 Constitution and Kenya Vision 2030.

The Omide Report 1984, Gachachi report of 1976 and the Sessional paper of No. 6 of 1988, points out that implementation of guidance and counselling in Kenya is based on a number of guidelines and recommendations contained in various education commissions' reports and Government sessional papers.

Similarly Owino (2015) assessed the type of services delivered by existing Guidance and counselling units in selected secondary schools in Kenya based on a survey conducted in Eldoret Municipality in Uasin Gishu Country Kenya. The study revealed that both private and public schools in Kenya were not aware of the MOEST guidelines on the provision of guidance and counselling services, each school had its own guideline on the delivery of the service, though they were almost similar.

The studies carried out by Wambu (2015) and Karanji and Bowen (2012) in Kenya are showed that schools did not have Ministry of Education guidelines, and yet they were offering guidance and counselling services. It is worth noting that depending on the context of the school, a particular society, there could be more and sometimes different services delivered to students within the guidance and counselling departments. However, for the Zambian context, the objectives of guidance and counseling are given in line with the broad goals of education and these should guide the nature of guidance and counselling services in schools. The implementation of guidance and counselling

administration and management guidelines depended on the balance among corrective, preventive and developmental functions. The study applied a combination of approaches in assessing the effect of guidelines on the provision of guidance and counselling services in selected secondary schools based on the guidelines set by MOEVETE 2014.

In Nigeria, the federal Government saw the need to for a clear statement of objectives, or policy guidelines. The guidelines suggest the clear direction in which the country is supposed to move educationally (Nigerian Policy on Educational FNG 1981).

Mogbo (2011) showed that guidelines were implemented to a substantial degree in Nigeria training colleges and secondary schools. This is result was also supported by the view of Aldediran (1995) that before the organization and administration of guidance and counselling units the counselor must be fully aware of the functions of the services and other significant programs of the school like pupil personnel service.

Nzeleni (2015) conducted a study on the provision of guidance and counselling in South Africa schools. The results of the findings were that guidance and counselling was necessary in schools. In his literature review Chingana (2006) postulated that guidance and counselling in South Africa was treated as a step child and went on to state that factors which prevented guidance and counselling from making it's presence felt in the school system include the following, it is not an examinable subject and therefore carries no weight on the curriculum. The directorate management and the other staff members have a poor perception of guidance and counselling as well as the guidance and counselling teachers as they are not regarded as an integral part of the school staff and are not making valuable contribution. Therefore, it is important in this study to assess the extent to which the guidelines have been implemented in schools so as to have effective service deliverly.as demonstrated from the above literature review, it appears that where guidelines have been implemented properly there is effective services to help the learners and implementers.

Guidance and counselling in Tanzanian schools started due to the deterioration in student's behavior after the introduction of western education. This service started through the introduction of career masters/mistresses who provided services although with no formal training for their new roles (Wambu 2016). For students to be properly

informed, they need the assistance of trained guidance and counselling personnel. Hence, the Government of Tanzania, through the Ministry of Education and Vocational Training (MoEVT), introduced a guideline for counsellors in schools and teacher training colleges. In that guideline, the service features the core competencies that all practitioners need in teacher education programme regardless of their job settings. According to the Education and Training Policy (ETP) of 1995 and the revised edition of 2009, the provision of guidance and counselling services is mandatory and a vital component of any level of education as stipulated in these policies.

Alemu (2013) conducted a study in Ethiopia, which revealed that school counsellors do not have adequate time to holistically address the education, personal and vocational concerns of the children. According to the study time allocated to guidance and counselling was limited and mostly counsellors concentrated mainly on crisis counselling. The other reason was that limited services were offered by counsellors, general adherence to traditional beliefs and professional complacency (that is, low practices). Most school principals and teachers had poor attitudes towards counselling and never appreciated the activities of the counsellors. This scenario might be similar to Chongwe District hence the need to carry out the current study.

With regard to Zambia, guidance and counselling developed from career guidance. The first workshop for career teachers was held in 1972 in Lusaka. The second and third were held in 1975 and 1976 respectively. While the fourth and most important was held from 16th – 17th July 1979 at former Zambia Institute of Technology. The major decisions made at these workshops were that the 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 in each school in order to get started in guidance and counselling service provision to pupils. Thus in 1971 a careers guidance unit was established with the appointment of career guidance officers (MoE, 2001). These officers worked under the administration of Psychological services at the Ministry of Education Headquarters.

Mulenga (2014) points out that the importance of guidance and counselling was repeatedly emphasized during meetings held at Mulungushi International Conference

Centre in September 2009 in Lusaka which reviewed the school curriculum and the policy documents. The meeting pledged to support guidance and counselling services in schools. The policy document, MESVTEE (1996) states that it will strengthen its own child guidance and counselling services which in turn will provide training for teachers in how to deal with these related services on the learners in schools found out that the services were available and both teachers and pupils perceived guidance services as effective. Despite the importance that seem to be attached to guidance and counselling services in Zambian schools, the programme has not been evaluated fully as to the extent to which the current guidelines by the Ministry of Education have been implemented in secondary schools. The study aims to evaluate the guidance and counselling guidelines if they are implemented in line with the Ministry of Education current changes going on.

Tuchili (2008) evaluated guidance and counseling services provision in one basic school and two high schools in Lusaka, Zambia. The study revealed the learners benefited from guidance and counseling services, although they were still a number of challenges that needed to be addressed which included orientation and training of guidance and counseling teachers, provision of career talks in rural areas, to reduce drop out of school cases and reduce cheating in examinations which were prevalent. The study was undertaken before the guidelines for guidance and counselling were put in place by the Ministry of Education. Therefore, the study evaluated the programme in line with the guidelines to find out weather challenges have been overcome after the introduction of the guidelines.

Mwamba (2011) conducted a study on guidance service provision for pupils with visual impairments in Sefula and Mumbwa, the study revealed that counselling services provided in schools were not meeting the needs of the visually impaired and it was recommended that the Ministry of education should send trained counsellors specifically trained to handle the pupils with visual impaired pupils. It is for

Mbewa (2012) carried out a study on the impact of guidance and counselling to grade nine and twelve pupils in basic and high schools in Zambia. The study revealed that the male and female counsellors rated the counselling and guidance services offered in schools were not up to the mark of satisfactory. This simply showed that the services

were not very effective. However it was not mentioned that the guidelines on guidance and counselling were implemented.

Kasonde and Ndhlovu (2009) conducted a study in Central province of Zambia to assess the impact of guidance and counselling in schools in order to ascertain it's relevancy in the changing needs of Zambian children. The findings were that most pupils and teachers perceived guidance and counselling services offered to be effective although 31% of the pupils were for the view that the services were not effective .The study also revealed that the guidance and counselling services did not have trained teachers.

Mubanga (2014) conducted a study in the Northern Province of Zambia. The study revealed that guidance and counselling syllabus was not implemented in some schools, there were no trained man power, no learning and teaching aids in schools, and that the curriculum offered in schools was not career oriented. However guidance and counselling was identified as a sine-quanon, sinew and quasi-holy.

Nkhata (2010) evaluated guidance services in boarding schools based on learners view. The findings revealed that educational, vocational avocational, personal/social and health guidance services were available in the boarding high schools. However, a number of these services were not offered to a satisfactory degree due to a number of challenges which included lack of trained school counsellors, inadequate resources and materials for guidance units, inaccessibility of school counsellors to learners due to high teaching loads and the inadequate funding to guidance units. However, despite the challenges, learners were satisfied with the guidance services provided.

This is why it is very important for the research to evaluate the implementation of the guidelines on the administration and management of guidance and counselling in the education system and in particular the selected secondary schools in Chongwe District because it is important to find out how successful the implementation has been.

These studies clearly show that guidance and counselling is an essential part of the learning process. The Zambian government provided given guidelines on how guidance and counselling should be administered and managed in the education system. That is why it is very important that this study should be carried out in order to assess the effect

of implementation guidelines on the administration and management of guidance and counselling is being provided in school and if it is implemented to what extent has it contributed to the improvement of the education system in Zambia

2.5 Summary and gaps identified

This chapter shows that there is no universal definition of guidance and counseling. However the key concepts that are critical in guidance and counseling are that of someone in need of emotional or psychological help while some being in a position to render this help.

Another aspect that comes out of this chapter is that guidance and counseling has proved to be a useful tool in helping various categories of people apart from school pupils or students in making crucial decision of their lives. In schools guidance and counselling has shown to be an essential part of the learning process by positively affecting pupils academic performance, improve pupils discipline, help pupils with emotional problems, pupils making better career choices and reduces school dropout rates.

The study has also clearly shown that due to the importance that is attached to guidance and counseling, its implementation in schools and other sectors has been popularized globally including Zambia.

However despite the commitment by the Ministry of Education to implement guidance and counseling in Zambian schools, no evaluation has so far being conducted to see whether the implementation of guidelines on the administration and management of the guidance and counseling services in Zambian schools has scored some successes or not or as to whether this programme is only on paper and not put into practice. This is what compelled the researcher to come up with the following research questions:

1. How have the guidelines on administration and management of guidance and counselling been implemented in the selected secondary schools?
2. To what extent has the implementation of the guidelines on the administration and management guidelines of guidance and counselling been done in schools?
3. How have the administration and management guidelines affected the implementation of guidance and counseling in schools?

4. What challenges do schools face when implementing guidelines on administration and management of guidance and counselling programs in schools?

Finally extensive literature review related to the implementation of guidelines in the administration and management of guidance and counselling programme in schools has been reviewed. However there is still a gap on the effect of the implementation guidelines on the provision of guidance and counselling services in the selected secondary schools in Chongwe District. In addition, literature review does not show the extent to which the implementation guidelines of the administration of guidance and counselling have been used in the provision of the services.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter outlines the methodology and methods which guided the study. Methodology referred to a domain or a map while a method can be seen as a set of steps to travel between two places on the map (Jonker et al 2010). In research a methodology is a model to conduct research within the context of a particular paradigm. It comprises underlying sets of beliefs found in the underlying paradigm.

As regards to methodology, this was a qualitative study guided a descriptive research design by the phenomenological philosophy propounded by Husserl (1970). Husserl argues that we are always already in the world and that our only certainty is our experience of our world, thus to understand the structure of consciousness can serve as the foundation for all knowledge (Husserl, 1970). Indeed, the purpose of phenomenological research was to bring to light and reflect upon the lived meaning of this basic experience by head teachers, guidance and counselling teachers on how the guidelines on administration and management of guidance and counselling had affected the provision of guidance and counselling in their schools. As Husserl puts it, researchers attempt to describe phenomena as they appear in everyday life *before* they have been theorized, interpreted, explained, and otherwise abstracted, while knowing that any attempt to do this was always tentative, contingent, and never complete, this study sought to describe the implementation of guidelines on administration and management of guidance and counselling in schools. In addition, while describing the experiences an advance of the discovery about the existence of guidance and counselling in schools, how the guidelines have affected the implementation of guidance and counselling programs in schools and any challenges of implementing the guidelines are made.

A research method comprises specific procedure, tools and techniques to gather and analyze data. The methods for this study include research design to be used, population, the sample, sample size and sampling procedures and ethical considerations. In addition, the methods covered the research instruments, data collection methods and data analysis.

3.2 Research Design

The study used a qualitative study which employed descriptive research design to collect data from the participants. Kombo and Tromp (2006:71) states that “*the major purpose of descriptive research design is description of state of affair as it exists.*” This view was similar with that of White (2005:98) who argued that “*descriptive research design was concerned with descriptions of conditions or relationships that exists, practices that prevail, beliefs, points of views, or attitudes that are held, processes that are going on, effects that are being felt, or trades that are developing.*”

The design was appropriate to the current study because it helped to describe how the implementation of guidance and counselling guidelines in selected secondary schools in Chongwe District affected the provision of guidance and counselling services.

3.3 Study Population

Population is generally a large collection of individuals or objects that are the main focus of scientific inquiry. It is for the benefit of the population that researches are done. However, due to large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time consuming. This is the reason why researchers rely on sampling (Jaeger, 1997). The target population for the study comprised of all school head teachers, guidance and counselling teachers, teachers and pupils in the selected secondary schools in Chongwe District. The rationale for choosing these population groups was that they had desired information since they were the ones who were directly involved in the implementation of guidelines or consumption of guidance and counselling services in schools. In other words the population was chosen purposively. Similarly, Zhi (2014) explains that in purposive sampling, population groups were selected based on study purpose with the expectation that each population group would provide unique and rich information of value to the study.

3.4 Study Sample

Schulze (2002, p 13) defines a sample as ‘an element that is, a smaller group of a target population that is selected for inclusion in a study. Booyse (2002) also states that it is

impractical to mount survey that includes entire population, hence the sample that is representative, in that, those included in the sample display the same characteristics as that of a target population. The sample consisted of forty (40) participants. It comprised of four (4) head teachers, eight (8) guidance and counselling teachers and twenty eight (28) pupils who were chosen for the study. The four head teachers, the eight guidance and counselling teachers and the twenty eight pupils were adequate to represent the total population in the study.

The sample was drawn from the following secondary schools: Chongwe secondary school, Ndeke secondary school, Mukamambo II Girls secondary school and Mikango secondary school in Chongwe District. The schools were chosen because no evaluation of the guidance and counselling services had been done after the introduction of the guidelines in the district. In addition, based on convenience to the researcher, the schools were chosen due to easy access, geographical proximity and were easily accessible.

3.5 Sampling Technique

The study employed the purposive sampling technique to select the head teachers and guidance and counselling teachers. Kombo & Tramp (2009) state that purposive sampling is a technique where the researcher targets a group of people believed to be reliable for the study. In this study purposive sampling was used to target mainly the head teachers and guidance and counselling teachers because these are the only ones best suited to provide information on how implementation of guidelines on administration and management of guidance and counselling in the selected schools. Convenient sampling was used to select pupils for the focus group discussion based on their willingness to participate in the study.

3.6 Data Collection Instruments

In this study, the researcher used the following instruments: semi-structured interviews guides, the focus group discussion guides, and the observation check list.

3.6.1 Semi-structured Interviews Guide

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 was used to collect in-depth qualitative data from four head teachers and eight guidance and counselling teachers. As argued by Lindlof and Taylor (2000), the advantage of a semi-structured 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. (Appendix A, B.)

3.6.2 Focus Group Discussion Guides

The other tool used in this study was a focus group discussion guide. Dawson(2010) describes focus groups as group discussions or group views. A number of people were asked to come together in a group to discuss certain issues. The researcher was the moderator or the facilitator who lead the discussion. It was used to collect qualitative data from pupils. (Appendix D)

3.6.3 Observation Check -list

This is a list of activities/ items to be observed. The observation check list was used to collect qualitative data from the head teachers and the guidance and counselling teachers. The data was collected by observing the requirement on the checklist. Refer to appendix E.

3.7 Data Collection Procedure

Data collection exercise was carried out over a period of six weeks from 14th November 2016 to 23th December 2016.

3.7.1 Semi-structured Interviews

The researcher carried out semi-structured interviews with four (4) head teachers, eight (8) guidance and counselling teachers, and twenty eight (28) pupils who were willing to take part in the study from the sampled secondary schools. During the exercise the researcher used voice recordings for collecting data, which was only used after getting permission from respondents. Permission was obtained because some of the respondents

did not like the idea of being recorded. The interview was recorded and then later transcribed. The venue for interviews was arranged in schools and was agreed upon by the researcher and respondents and was also conducted in confidence. Colen (2006) argued that semi-structured interviews guides are conducted with a fairly open framework, which allow for focused, conversational and two way communications. The interview followed the guide, but it enabled the researcher to follow topical trajectories in the conversation that would have strayed from the guide when he/she felt it was appropriate. The main task was just to get the interviewee to talk freely and openly while making sure the researcher gets in depth information on what was being researched. The researcher used oral-verbal questions and corresponding oral-verbal responses to the queries made. The interviewer asked questions pertinent to the research and the respondent answered the questions. Refer to appendices A, B and C.

3.7.2 Focus Group Discussion

In focus group discussions pupils were involved in the discussion and each school had one group with seven (7) members. As Dawson (2010) described focus groups discussions are group discussions or groups' views. A number of people were asked to come together to discuss a certain issues. The researcher was the moderator or the facilitator who led the focus group discussion. The discussions were recorded using audio recording equipment. Some of the advantages of focus groups were that issues were clarified, participant interaction was useful and it helped people to remember issues they may had otherwise forgotten. Refer to appendix D for details of the FGD guide.

3.8 Data Analysis

Data analysis was indicated by Kombo and Tramp (2006:11) to refer to “*examining what has been collected in a survey or experiment, making deductions and references*. It involved uncovering underlying structures, extracting important variables, detecting any anomalies and testing any assumptions”.

Analysis of data actually began as soon as the information was collected from the field of research. At this stage the relevant data obtained through interviews, focus group discussion and observations schedules was analyzed qualitatively by categorizing

information under the themes derived from the research objectives. In this study, like any other qualitative study, the researcher started analyzing data during the time data were being collected. This is in agreement with White (2005), who says that analysis of qualitative data takes place simultaneously with the data collection, the first step being managing the data so that they can be studied. He further states that the cyclical process of data analysis focuses on reading, describing, classifying and interpreting. Data was interpreted by giving several explanations.

3.9 Ethical Considerations

Ethical issues pertaining to the participants' privacy, confidentiality, respect and dignity were upheld. The researcher began by collecting an introductory letter from the University of Zambia that allowed her to conduct research in Chongwe District and was introduced at the District Education Board Secretary's office and the selected secondary schools. Consent was obtained from all the participants. The participants were assured that the information collected was to be used purely for academic purposes. They were free to accept or refuse to take part in the study or to quit at any point, if they felt uncomfortable to continue participating in the study and that their names were kept anonymous.

Finally the research selected other relevant information to help in the accomplishment of the research objectives.

3.10 Summary of chapter three

This chapter presented the methodology used in this research which included the research design, target population, sample size, sampling procedure, data collection instruments, data analysis and ethical considerations. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Overview

This chapter presents the findings of the study. The findings are presented according to the themes or issues emerging from the field. Responses start with those from the head teachers or school managers, guidance and counselling teachers, pupils and from the check list on the implemented guidelines. In the study adherence to the research objectives and questions was followed in order to arrive at the findings. Other related factors were looked into, to illicit information from respondents on the implementation of guidance and counselling in the selected secondary schools in Chongwe District.

4.2 How the Administration and Management of Guidance and Counselling Programs have been Implemented in Schools

Head teachers, guidance and counselling teachers and pupils were asked on their views on the administration and management of guidance and counselling services in schools.

4.2.1 Head teacher's Response on the Guidance and Counselling Office/ Department

Regarding the existence of department and office for the guidance and counselling department. All the four head teachers agreed that they had guidance and counselling offices in their schools, although these offices did not meet the standards which are required for an office of guidance and counselling. One female head teacher said that;

‘The school had a guidance and counselling office although it did not have adequate furniture. The office has been given one of the tables for the dining hall and there are six chairs from the classrooms so that the counsellor and the clients can have some where to sit’.

Another male head teacher at a boy's boarding school stated that;

‘The school has a room for guidance and counselling although the room is also used for examinations purpose. The room is shared by the guidance and

counselling teacher and the examination committee. When the counsellor needs confidentiality during counselling she has to use the matron's office which has more privacy.'

Another male head teacher said that;

'The school has guidance and counselling office although it is shared by another teacher who deals with examinations. The room is very small but at least there was an office where a school counsellor can operate from.'

Another female head teacher from a co-education day school said that;

'The school uses a reception where the secretary is supposed to receive visitors coming to the school. The school has no other office where the guidance teacher can operate from. When the case is sensitive, the guidance and counseling teacher has to take a walk with the pupil so that there is privacy and confidentiality. The documents for the guidance and counselling department are left in the head teacher's office.'

4.2.2 Guidance and Counseling Teacher's Response on Departments/Office

Regarding the issue of guidance and counselling office or department, the guidance and counselling teachers in all the four schools lamented that the offices were there but they did not provide a conducive environment for counselling to take place.

Figure 1: *School counselor response on office accommodation*



The figure above show that twenty five percent of the guidance and counselling teachers shared the office while seventy-five percent were not sharing.

The school has a female trained guidance and counselling teacher although she was in the office for only one term. The former male teacher who was also trained had just been removed from the office on ethical issues grounds.

The school has guidance and counselling office which is accessible in terms of privacy as pupils go there, but the room is not conducive because it's too small and confidentially is not very up to date because the roof is not sound proof and it was not beam filled.

Another teacher said:

“The office is in between two classroom blocks the entrance has privacy because it is behind classroom but the problem is that, if your voices are loud others can hear what you are saying because the walls on to near the roof are not complete and there is no either board as such the roof is not sound proof.”

One school counsellor stated that;

“there is a small room which is shared by the examinations department. When there is a sensitive case, I have to take a walk with the client so that there is confidentiality but all the same privacy is not there because others would ask why I was taking a walk with a pupil or the pupil may be asked why she/he was taking a walk with the teacher”.

Another school counsellor said;

“Due to lack of offices in the school, the guidance and counselling office is also used as an examination office. So it is very difficult to counsel pupils unless the other officer is asked to give us some privacy.”.

Another female guidance and counselling teacher said that;

“we use the reception which leads to the accountants and deputy head office as a guidance and counselling office. When there are sensitive cases, the walk is usually taken by the counsellor and the pupil to discuss in privacy. The office has no storage facilities, sensitive materials are kept in the head teacher's office for safety.”

Guidance and counselling teacher said that;

‘an office is there but it was too small because it is also used as a store room for exam papers and the examination committee also uses the same office.’

Most of the school counsellors responded that although offices are there, it is either there are too small, shared with the examination committee, they do not have privacy and confidentiality, they are not sound proof and they did not adequate furniture and storage cabinets.

Another female counsellor said;

‘the guidance and counselling room is not well ventilated and the wall on top is not completed such that when you are talking to the client the people in the next room can over hear what you are discussing.’

4.2.3 Pupil’s Views on the Existence Guidance and Counselling Office

Pupils in the focus group were asked if they had guidance and counselling office. One boy said;

‘there is an office for guidance and counselling but it is not sound proof, people from the room can hear what you are discussing, so there is no confidentiality’.

Another grade 11 pupil said that:

‘the guidance office is there but it is always locked because the teacher is always busy with other things like teaching and so on’.

Another grade 10 girl complained that;

‘the guidance and counselling is ever locked, I do not know whom they are serving and it should just be closed so that we forget about it’.

The head teachers, guidance and counselling teachers and pupils agreed that guidance and counselling offices were available but they lacked facilities like furniture and they had no privacy. The other respondents said;

‘the office is not easily accessible because it is shared by other teachers who are not counsellors, the language department also keeps their books in the same office, as a result they keep on disturbing the counselling sessions’.

4.3 The Head Teacher's View on Training of Guidance and Counselling Teachers

The head teacher's response on the training of counsellors was that most of the guidance and counselling teachers were not trained in guidance and counselling while those who were trained were very few.

One male head teacher said that;

“the guidance and counselling teacher in our school is not trained in guidance and counselling. She was chosen because she seems to be mature and she can keep confidentiality.”

Another female head teacher from a female boarding school said that;

“our guidance and counselling teacher claimed to have done a component of guidance and counselling at college but she seems to be confused. It's like she really does not know what is supposed to be done.”

Another teacher at a girl school said that;

“we had a male teacher who was trained in guidance and counselling, but we requested that he should be transferred to another school because he had started having relationships with the girls. So he was transferred to a boys school and we were given another female guidance teacher who was trained in guidance and counselling.”

Another head teacher said that;

“the guidance teacher in our school is not trained in guidance and counselling but we have one who is trained though we are not using him because he has a lot of periods in his subject. He is just a committee member in the guidance and counselling department”.

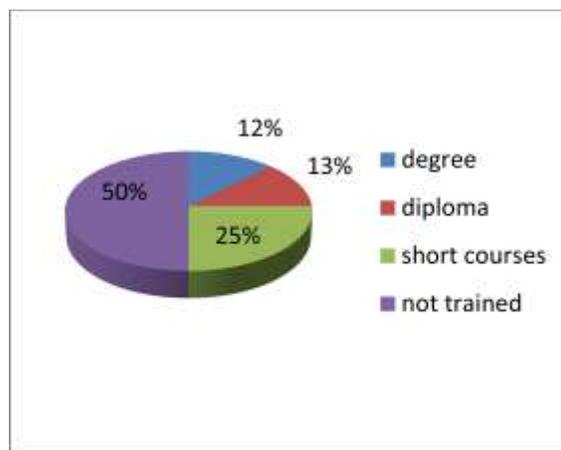
Another head teacher said;

“the guidance and counselling teacher is not trained but seems to be doing well in the department because despite lack of adequate resources, he is trying to offer services to these pupils”.

4.4 Training of Guidance and Counselling Teachers

The guidance and counselling teachers were asked if they were trained in guidance and counselling. From the eight guidance teachers who were interviewed, only two guidance and counselling teachers were trained, one with a degree from the Zambian Open University while the other one has a diploma and the rest were not trained.

Figure 2: Guidance and counselling teachers trained and not trained.



One guidance and counselling teacher said;

“I am not trained in guidance and counselling but I was appointed by the school administrators because I attended a short course in counselling”.

Another guidance and counselling teacher said that;

“I am trained in guidance and counselling but I have not been appointed as a guidance and counselling teacher. Am just a committee member in the guidance and counselling committee.”

Another school counsellor said that;

‘I am not a trained school counsellor but I just have the interest to help these pupils. Actually am a Home Economics teacher, I have a few periods that’s why am able to assist these pupils by counselling them’.

The school counsellors interviewed responded that most of them were not trained except for a few who are trained in guidance and counselling. They have been offering guidance and counselling services through experience as teachers.

4.5 Guidance and Counselling Committees

Head teachers and school counsellors were asked whether they have guidance and counselling committees in their schools. Both the head teacher and the school counsellors indicated that they have guidance and counselling committees in the schools but parents, community members and other stakeholders were not involved. The members in the committee were the administrators, teachers, pupil’s representatives and guidance and counselling teachers. In some schools it was only the administrators, guidance and counselling teachers and teachers while pupils were not represented.

One head teacher said;

‘the guidance and counselling committee is available but they are very poor at record keeping. They have record cards but they are not filled in, money is just wanted to buy cards but the committee is not functional’.

4.6 Extent to which Administration and Management Guidelines of Guidance and Counselling have been implemented in School

This section presents the views of head teachers and school counsellors and pupils through observation, check list, discussion and focus group.

4.6.1 Head Teachers View on for Guidance and Counselling

Findings indicated that the head teachers in the four secondary schools did not have guidelines in their offices and two of them mentioned that they have heard of the guidelines but they have never seen a copy and they did not know where to find them.

The other two head teachers stated that they have never heard of the guidelines or the administration and management of guidance and counselling in the education sector. Therefore, all the four head teachers did not have copies of the teachers hand book for guidance and counselling and they did not know that there was a career guide for learners.

4.6.2 View of Guidance and Counselling Teachers on the Guidelines

As regard to the policy and guidelines on administration and management of guidance and counselling, three guidance teachers stated that, they did not know that there were guidelines on management and administration of guidance and counselling, while one school counsellor who was trained mentioned that she had seen a copy of the guidelines at her previous school. When she was asked to mention a few things in the guidelines she said that:

“I saw those guidelines a year ago and I have forgotten what they are all about. But what I know is that I saw them but maybe I did not bother to read through and the Ministry of Education should sensitize stakeholders when they come up with such important documents”

As regard to the teacher’s guide on guidance and counselling, all the four schools guidance and counselling teachers did not have a copy and said they had nothing to guide them as in such situation of guidance and counselling.

On the Career Guide for Learners all the schools did not have the copies. The teachers mentioned that they had never seen the career guide for learners and they did not know that there was such a guide for learners. They even wondered when the guide will circulate and where they can get a copy for their school. Therefore, it is difficult to ascertain the effectiveness of the services if schools have not accessed the guidelines to use in service delivery.

4.6.3 Pupils Views on the Career Guide for Learners

As regard to the Career Guide for Learners book, pupils in all the four schools stated that they have never seen a Career Guide for Learners in their schools. One pupil in a four group mentioned that:

“it was very difficult for us as pupils to be learning and not knowing what career you want to do when you complete your education process. Here in schools we are just told to work hard and have good grades at grade 12 while very few teachers will give you information on careers.”

Similarly another pupil mentioned that:

“it is very difficult to choose a career which you want to do in future because you cannot choose which subjects you are supposed to take. The teacher decides for us and even if you don’t like the subject you are forced to take it because you fear that you will be given a transfer to go to another school”

A grade 11 pupil at a girl’s secondary school stated that:

“As pupils we are given tests when we report in grade 10 and thereafter we are given classes. If you are not happy with the subjects in that class, you can change because some teachers explain to us some subjects to be taken and the type of careers which require certain subjects.

Another grade twelve pupil said:

“I have never heard of or seen the career guide for learners, have not even been told about it by the school counsellor. Am hearing about it for the very first time. How I wish we can have such guides as early as grade 8 so that we can make correct decisions on careers.”

Most of the pupils asked on the career guide for learners were not aware that there was a career guide for learners in schools and from the four secondary schools no pupil had ever seen the career guide for learners.

4.6.4 Head Teachers' Views on Career Guide for Learners Books

The head teachers and the school counsellors were asked if they had copies of the Career Guide for Learners Books in the schools as these were part of the implementation guidelines introduced to help educational practitioners

One head teacher said:

“ I have never seen or heard that there are Career Guides for Learners Books which are supposed to be circulated in schools. I am hearing about career guide for the first time today”.

Another head teacher said:

“I have heard that there was a Career Guide for Learners when I attended a workshop for guidance and counselling but I do not know where I can find these guide so that we can stock them in our school.”

4.6.5 Guidance and Counselling Teachers View on Career Guide for Learners

All the Guidance and Counselling Teachers in the selected secondary schools indicated that they did not have the career guide for learners.

One female school counsellor said:

“I am not aware about the Career Guides for Learners and no one has informed us that the career guides for learners are available so we do not have one in our school.”

Another male counsellor said:

“I did not know that the government had come up with a Career Guide for Learners Books, where can we find these Career guides.”

One Guidance and Counselling Teacher said:

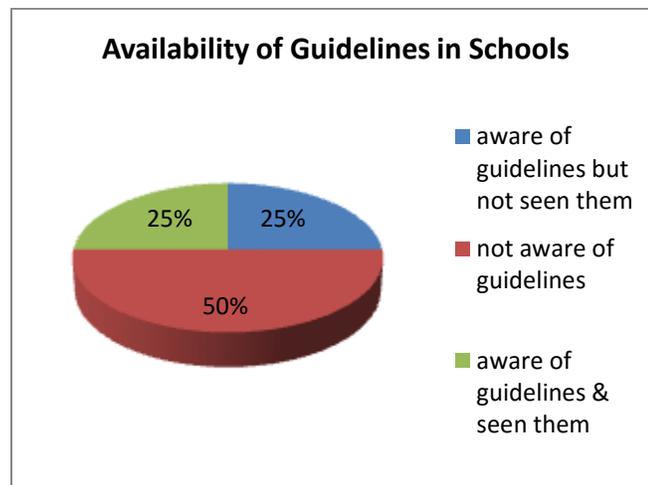
“I have heard from somewhere but I cannot recall whether it is a workshop or somewhere that there are some career guides for learners but I have never seen a copy.”

As it can be seen from the respondents, it is indicated that no one has seen a career guide from the head teachers, guidance and counselling teachers and pupils but career guidance was offered in the selected schools although guidelines have recommended the use of such books.

4.6.6 Head Teachers and Guidance and Counselling Teachers View on the Availability of the Teachers Hand Book for Guidance and Counselling

Head teachers and school counselors were asked if they had Teachers Hand Books for Guidance and Counselling. All the head teachers and school counsellors interviewed did not have hand books for guidance and counselling.

Figure 3: *Showing availability of guidelines in schools*



The figure above showed that twenty-five percent of the head teachers and guidance and counselling teachers were aware of the guidelines but had not seen them, the other twenty-five percent were not aware about them while the fifty percent were aware about the guidelines but had not seen them.

One head teacher said:

‘I do not know whether we have a hand book for guidance and counselling in school unless I ask a guidance and counselling teacher.’

Another head teacher said:

‘Whether we have a teachers hand book for guidance and counselling or not I do not know, because no one has oriented me as a head teacher that there is a new handbook. Otherwise if the guidance and counselling teacher has one, I am not aware as the head teacher.’

The other two head teachers were also not aware that there were Teachers Hand Books for Guidance and Counselling. They also said it was difficult to implement guidance and counselling programs because even the teachers for guidance and counselling had challenges on how to deliver the guidance and counselling services.

From the observation check list, it was revealed that all the school counsellors who were the respondents did not have the Teachers Handbooks on Guidance and Counselling and they were using insufficient resources and their own experience to deliver guidance and counselling services and against the recommendations contained in guideline

4.7 How the Administration and Management Guidelines had Affected the Provision of Guidance and Counselling in Schools.

On how the administration and management have affected the provision of guidance and counselling services in schools, most schools stated that the provision of guidance and counselling had been somehow affected in many ways. Most head teachers, school counsellors, pupils and through observation schedule, it was found that the following areas in guidance and counselling were affected. These were training of guidance and counselling teachers, departments or offices, committees, resources, records, clubs, referral services, time table monitoring and evaluation confidentiality and net working were adversely affected due to lack of guidelines in schools.

The head teachers and guidance and counselling teachers were asked if the school counsellors were trained.

4.7.1 Effect of Absence of Administration and Management Guidelines on the Training of Guidance and Counselling Teachers

As regard to the training of guidance and counselling teachers from the four secondary schools, only one teacher was trained and had a degree in guidance and counselling while one had a diploma and the rest were not trained. These are the guidance and counselling teachers working in the guidance and counselling department. In some schools it was noted that there were some teachers who were trained in guidance and counselling, but they were not appointed by the head teachers because they were not in good terms.

One female guidance and counselling teacher stated that:

“ I am not trained but the head teacher appointed me to work in the guidance and counselling office, but there is a trained teacher who is not in good terms with the head teacher”.

Furthermore the findings revealed that some of the appointed guidance and counselling teachers had not even done a short course on guidance and counselling.

One head teacher also mentioned that, the guidance and counselling teacher mentioned that she had some knowledge on guidance and counselling but when she was appointed to assist its like the teacher do not know what to do in that office although she claims to have some knowledge of guidance and counselling.

4.7.2 Effect of Absence of Administration and Management Guidelines on Resources of Guidance and Counselling

Guidance and counselling teachers, teachers and pupils who were asked on what resources the schools had for guidance and counselling indicated that there were inadequate resources for the guidance and counselling department. Guidance and counselling in schools was not given the importance it deserves. One respondent stated that:

“guidance and counselling is not a subject where pupils are going to write an exam and pass. If there are resources in the school the first priority goes to the subjects where pupils write examinations”.

One head teacher indicated that the guidance and counselling teachers do not budget for their department or offices as a result the school concentrates on departments with serious need for resources, otherwise the department has a few books and CDs which they watch from the school television, there was no resource room.

Another guidance teacher mentioned that implementation has been very difficult because they were no guidelines available in the school. Mostly the guidance teachers were either not trained or not used notes from their training colleges or universities. Sometimes these notes are inadequate or they were copied wrongly and the school counsellors end up counselling the pupils wrongly.

At one school one respondent indicated that the school counsellor did not budget for their department hence it was very difficult to acquire resources. He further went on to state that:

“At this school the guidance and counselling department last budgeted in 2013. As a result in the last three years they have not been allocated funds by the school administration. They are just given resources when there is an emergence.”

Some of the respondents in the Focus Group interview stated that they have not done a lot of guidance and counselling activities like career exhibition, study trips and field tours. One respondent stated that, the school has never had a careers day for the pupils to have a feel of what they want to become in future. Each time a careers day was planned; pupils were told that there is no money to hold such an event. Therefore as pupils they missed the opportunity to acquire themselves with employment and career opportunity. One female school counsellor said that:

“The school has no guidelines on the administration of guidance and counselling, teachers guide and learners careers guide but the department follows the old planned activities which the former school counsellor who was trained and was transferred left.”

Another male school counsellor who was trained in guidance and counselling stated that:

‘Lack of guidelines on the administration and management of guidance and counselling in the education sector has not affected the entire guidance and counselling program in this school because as a trained, he was able to refer to what he was taught at the university’.

One head teacher responded that:

‘lack of guidelines at the school has affected the delivery of the service because the program cannot be planned properly and as a result there are few resources for the department because there is no guide’.

Another female school counsellor laminated that;

‘although the school had a few resources like books, television and CD’s, there was no resource room where these pupils would sit to read the books and watch television on topics that are related to guidance and counselling . The only room which is a double room is mostly occupied with other activities such as entertainment for pupils’.

4.7.3 Effect of Absence of Guidelines on the Management and Administration on the Guidance and Counselling Committees.

Head teachers were asked whether their school had guidance and counselling committees in their schools, they said that they had guidance and counselling committees which mainly included school counsellors and administrators but the community members were not part of the committee.

The school counsellor stated that guidance and counselling committees were there in the schools but the people involved were the school counsellor themselves and administrators were members on paper. One school counsellor stated that;

‘The school administrators who are supposed to be members of the guidance and counselling committees hardly attend meetings. They are always busy with other issues in the school’.

The school counsellor also mentioned that the community members were also not involved in the school guidance and counselling committee, one school counsellor said that;

“Since we have no guidelines on the administration of guidance and counselling, we did not know that we are supposed to involve the community in the guidance and counselling program”.

Another respondent stated that the only time when the community is involved in the running of guidance and counselling is when there is a girl who is pregnant then the parents are involved in the guidance and counselling program.

Another school counsellor also stated that;

“The guidance and counselling program is not very effective because teachers are not involved in the guidance and counselling committee. As a result they are not concerned with what happens in the guidance and counselling committee”.

One school counsellor mentioned that the budget for guidance and counselling was tabulated but there were no resources or funds in the school.

4.7.4 Effect of Absence of Administrative and Management Guidelines of Guidance and Counselling on the Guidance and Counselling Time Table.

4.7.4.1 Head teachers views

The head teachers were asked during the interview whether the guidance and counselling programs were on the school time table. The head teacher said these activities for guidance and counselling department were not on the main school time table and yet the guidelines stated that guidance and counselling programmes should be time tabled. One female head teacher stated that;

“the activities in the guidance and counselling are not time tabled because the time table is over stretched due to the new curriculum. Most guidance activities are conducted outside the school time table, usually in the afternoon when pupils are not learning”.

Another head teacher said that;

“guidance and counselling is not time tabled at this school. There are too many subjects in our curriculum hence even the periods for normal subjects are reduced”.

One female head teacher stated that;

“guidance and counselling was time tabled, except it was outside the main time table. Pupils have days in the afternoon when they receive guidance and counselling services”.

Furthermore another male head teacher stated that;

“as much as we would want to time table guidance and counselling, there was no space on the time table, it is too over crowded with examination subjects”.

Head teachers indicated that although guidance and counselling was not time tabled, they found some other time outside the school time table to offer guidance and counselling services.

4.7.4.2 Guidance and counselling teachers view

Teachers indicated that guidance and counselling was not time tabled on the school time table. One male guidance and counselling teacher said that;

“the time table was not available, as guidance and counselling teachers we respond according to the situation prevailing at that time”.

Another guidance and counselling teacher stated that;

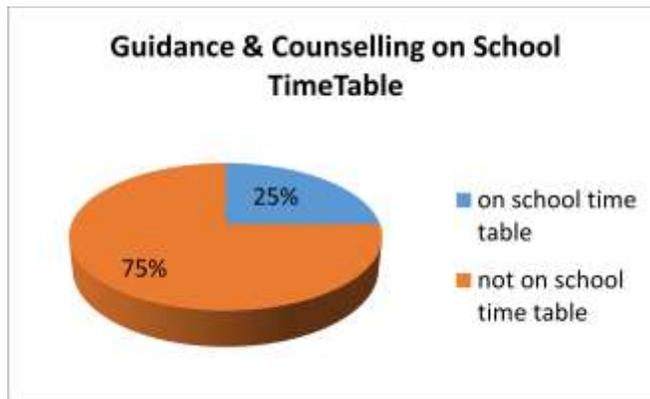
“Guidance and counselling was not time tabled because there was no guidelines in our school to guide the administrator and the guidance and counselling teachers”.

Another guidance and counselling teacher responded that;

“it is difficulty to have the time table include the guidance and counselling on the time table when administrators and other teachers feel it is not important”.

Almost all the guidance and counselling teachers stated guidance and counselling was not time tabled on the main school time table but services were offered according to situations or incidentally.

Figure 4: Timetable of Guidance and Counselling



4.7.4.3 Views of Pupils Whether Guidance and Counselling was Timetabled

The pupils in a focus group were asked if guidance and counselling was time tabled. As regards to the effect of administration and management guidelines on time table, one male pupil said that;

“guidance and counselling is not on the timetable. It is very difficult to access the services because you don’t know what time the services are available”.

Another male pupil indicated that;

“ the services were not time tabled and it is very difficult to guess that today the services were offered”.

Another male pupil stated that;

“Guidance and counselling was not time tabled. The only time pupils are offered these services is when they commit an offence. Well behaved pupils do not receive these services”.

4.7.5 Effects of Absence of Guidelines on the Administrative and Management of Guidance and Counselling on the Guidance and Counselling Records

4.7.5.1 Head teachers view

Head teachers were asked what types of records are found in the guidance and counselling. One head teacher stated that;

‘in my office, there are no file for guidance and counselling department, but the guidance and counselling teacher has not yet updated me on what they are doing.’

Another female head teacher stated that;

‘the school buys record cards for the pupils but they are blank because the guidance teachers have not filled them in. a lot of activities are done in the school in line with guidance and counselling but there are no records to show that activities were done’.

4.7.5.2 Views of Guidance and Counselling Teachers on the Effect of Absence of Guidelines on Record Keeping.

Guidance and counselling teachers were asked the type of record cards which the school had. One male counsellor stated that;

‘we have records but not for all the activities, for example like record cards are not complete because we had a problem with mark schedules to complete the pupils record cards’.

Another female counsellor indicated that;

‘there were a few records in the guidance and counselling department because guidance and counselling teachers are over loaded with work like examinations, teaching and attending to pupils disciplinary cases’.

Furthermore from the observation checklist of the guidelines, it was observed that all the secondary schools interviewed, respondents showed that there were no guidelines on the management and administration of guidance and counselling. When schools were asked

by the interviewer to see the guidelines, the respondents said that the guidelines were not there or they had soft copies or that the laptop was not working.

4.7.6 Effect of Absence of Guidelines on the Administration and Management of Guidance and Counselling on Referral Services.

Head teachers were asked whether their schools offered referral services for clients for specialized counselling, follow up activities and networking.

One head teacher stated that there were referral services, he said that;

“pupils who have problems and need specialized services are referred, for example pregnant girls are referred to the clinic for specialized counsellors”.

Another female head said that;

“ the school invites the Drug Enforcement Commission to talk to the pupils since there is a drug abuse problem”.

Another male head teacher said that;

“ the pupils who need referral services are sent back to their parents or guardians so that they can be helped”.

One grade twelve pupil said;

“ the school refers us for specialized counselling, for example when I got pregnant in grade 10 I was referred to the clinic for anti-natal”.

Another grade 11 boy narrated that;

“pupils who have special problems are referred for specialized counselling. There was a boy who used to smoke dagga and he ran mad while at school, he was taken to chainama hospital”.

4.7.7 Effect of Absence of Guidance and Counselling Guidelines on the Monitoring and Evaluation of Guidance and Counselling Services.

4.7.7.1 Head teachers view.

Head teachers were asked on whether the guidance and counselling programs were monitored in the schools. All the head teachers in the four secondary schools stated that the guidance and counselling was monitored. One female head teacher said:

'I monitor the activities of the guidance and counselling department when I am not there the deputy head teacher monitors the department by checking that pupils the record cards of pupils and the different activities which are taking place.'

Another male head teacher said:

'Guidance and counselling is monitored by the external monitors, in 2014 the SESO guidance and counselling visited the school to monitor the guidance and counselling department.'

In another school the head teacher stated that:

'Guidance and counselling is not monitored by the external monitors. Ever since the department becomes operational no monitor from the district or the province had ever come to monitor the programme.'

Another head teacher stated that the monitors who came to their school to monitor the guidance and counselling were from FAWEZA mostly on the re- entry policy.

4.7.7.2 Guidance and counselling teachers view on monitoring

School counselors were asked whether guidance and counselling programs were monitored. One guidance and counselling teacher said:

'The guidance and counselling program in the school is not monitored. There are not monitored by either the school administrators or the people from DEBS and provincial office.'

Another female counsellor stated that:

'There were some monitors who came to visit the school specifically to check on the guidance and counselling programs. These were educated standards officers from the provincial education office but we have never seen anyone from DEBS office who came to visit the school.'

This chapter presented the findings from head teachers, school counsellors and pupils in the implementation of guidance and counselling. The next chapter discusses the findings of the study.

4.8 Challenges faced by schools due to absence of implementation of guidelines in the administration of management of guidance and counselling

4.8.1 Challenges faced by head teachers due to the absence of implementation of guidelines on guidance and counselling

When the head teachers were asked on the challenges they face when implementing guidance and counselling, their responses were as presented below:

One male head teacher stated that;

‘it is very difficult to implement guidance and counselling when there are no trained teachers in the guidance and counselling. The teachers who act as guidance teachers are not trained and they do not seem to know what they are supposed to do’.

Another male head teacher that;

‘our school does not have a proper place or room where pupils can easily access guidance and counselling services, the room is too small and there is no privacy’.

Another female head teacher said that:

“Guidance and counselling is not time tabled it is very difficult to know when to offer it. Previously it was time tabled but now with the new curriculum, it is difficult to time table due to time constraint.”

Head teachers also indicated that there was no position for guidance and counselling teachers on the establishment as they had indicated that:

“There are is no establishment for teachers of guidance and counselling so most of them are demoralized.”

Another male head teacher stated that:

“Even in if the teachers want to further their studies in guidance and counselling they will have to think twice because there are no PMEC vacancies for guidance and counselling.

Most head teachers also mentioned that lack of sufficient relevant materials on guidance and counselling is a challenge.

One female head teacher stated that:

“Schools do not have appropriate materials and equipment like televisions, projectors to provide effective guidance and counselling services.

Most head teachers also stated that there is lack of monitoring and evaluation by the DEBS and Provincial Education Offices.

One female head teacher said that:

“I don’t remember when there was monitoring of guidance and counselling programme in this school. Monitors only come here to check on the subject teachers.

Another female head teacher stated that:

“It is difficult to know whether you are doing the right thing or not if you are not monitored. You cannot even know whether the programme is effective or it is not.

4.8.2 Teachers Views on the Challenges Faced by Guidance Counselling Sections

Teachers and pupils were asked during the interview and focus groups discussion to discuss challenges their guidance and counselling departments faces. Teachers said that the schools do not have rooms specially for counselling. One male counsellor said;

“ if the case is sensitive, I have to take a walk with a pupil so that they would be some kind of privacy”.

Guidance and Counselling teachers also indicated that they had a big teaching load and they also have a lot of work to do with examinations.

Training is also another challenge faced by the Guidance and Counselling teachers. One female Guidance and Counselling teacher said;

‘‘ from the time I was appointed as a school counsellor I have never been given some basic training in the manner I should offer guidance and counselling services, I just use my little wisdom’’.

Guidance and Counselling teachers also revealed that there is a challenge in offering guidance and counselling services because there was no distinction between the roles of the head teacher and that of the Guidance and Counselling teachers. One Guidance and Counselling teacher said;

‘‘ the head teacher does everything without telling the Guidance and Counselling teacher, he issues certificates, statements of results, counsels pupils and does everything which the guidance teachers is supposed to do’’.

One head teacher said that information on guidance and counselling is not passed on to the Guidance and Counselling teacher. One Guidance and Counselling teacher said information on guidance and counselling is given directly to the pupils instead of giving the school counsellor. She said,

‘‘ I get information from the pupils which the administrators give them who come to clarify on what they have heard’’.

Guidance and Counselling teachers struggle with teacher-pupil ratios. One Guidance and Counselling teacher said;

‘‘ I have to attend to over 1000 pupils. We are under staffed and we lack materials to use such as teachers and learners guide. There is also no policy on guidance and counselling, there is literally nothing to guide the practice of guidance and counselling in schools’’

Another male Guidance and Counselling teacher said that;

‘‘ even if am trained, there are no guidelines to guide me on what am supposed to use in order to offer the services effectively’’.

Another female Guidance and Counselling teacher complained that;

‘As a guidance and counselling teacher even if am trained there is no salary scale for the guidance and counselling teachers, so you just have to sacrifice and attend to these pupils’.

4.8.3 Pupil’s Views on the Challenges they Face in Relation to the Administration and Management of Guidance and Counselling in Schools.

In the focus group discussion, the pupils revealed a number of challenges that the guidance and counselling departments were facing in secondary schools. One grade 11 girl said;

‘most pupils in the school are not able to access guidance and counselling services. The only pupils who receive are those who misbehave and then they are referred to guidance and counselling sections, for example the only groups of pupils who are counselled are those who are pregnant, consume drugs or are having sexual relationships. If you do not have a disciplinary case you cannot access guidance and counselling services.’

Another grade ten pupil said;

‘ our counsellors are not welcoming when you go there, they will reprimand you and I can just say they are too harsh to be guidance and counselling teachers’.

One grade ten pupil said that;

‘I do not know that guidance and counselling services are offered in the school because no one told me, since I was not told I cannot tell the types of services which are offered’.

Another twelve pupil said that;

‘I was informed that there was a section for guidance and counselling but I have not seen anything happening’.

Another grade ten girl narrated that;

‘Am not aware that there are guidance and counselling services in the school because no one has informed us that there are such type of services in the school’.

Pupils also complained that the guidance and counselling teachers do not sensitize them on the importance of guidance and counselling. One grade ten pupils said that no one explained to us about guidance and counselling while a grade twelve boy said;

‘I am not sure about what they do all I know is that there are a lot of pupils with problems especially pregnant girls who go to that room’.

Another pupil in grade twelve said that;

‘It is very difficult to visit the guidance and counselling department because they is no time. We are busy with other school programs and most of the times we are occupied ‘.

A pupil in grade eleven said that;

‘The guidance office is ever locked, I do not even know why it is even called a guidance and counselling office because it is not serving its purpose, it should just be closed so that we are not bothered’.

Some pupils also lamented that;

‘Some school counsellors do not keep secrets, when you tell them about your problem the next thing you will hear is the head teacher calling you to ask you about your problem’.

Another pupil in grade 9 preferred to talk to the grade teacher about her problem than talking to the guidance and counselling teacher because they do not have confidentiality.

A male pupil in grade eight complained that some school counsellors are not consistent with their character and the pupil said that;

‘The mathematics teacher used abusive language in class when teaching but when I wanted to ask for help from the school counsellor at break I found that the same mathematics teacher was the school counsellor, I could not even enter the office, I went back to my class’.

One pupil in grade twelve said that;

‘There were no clubs in the school that deal with our social problems when we came in grade 8, we were told that there are clubs like anti-AIDS, safe clubs but when we went there, there was nothing happening’.

Another pupil in grade eleven said;

‘No one had told us about the importance of guidance and counselling in school, I only new about these services from my friend who is at a private school’.

Pupils said that because of these challenges, they rely on grade teachers and peers to help them solve their problems. The other challenge raised was lack of literature for pupils in order for them to access information on career, social, sexuality and many more, furthermore the pupils

Raised a concern that when pupil commits an offence, they were not given a chance to be counselled by the counsellor, the pupils were taken to the office or administration for punishment, suspension or even expulsion. The pupils had no access to counselling services so that they can reform.

Counsellors normally talk to us when there is a problem in the school like rioting or going out of bounce, then the whole school will be talked to by the counsellor and the teachers. Another pupil in grade twelve said;

‘As pupils we are never allowed to choose the subjects, the teachers feel that if they allow us to choose, some subjects like mathematics and sciences will not be picked by pupils, just like subject like Zambian language, music and home economics’.

A pupil in grade 11 boy said;

‘the guidance and counselling teachers and the matron just attend to the girls because they think girls are more immoral and causes trouble for the school and community. The boys are rarely talked to’.

4.9 Summary

This chapter has presented the findings from head teachers, school counsellors and pupils on the implementation of guidance and counselling guidelines in secondary schools selected in Chongwe, Zambia.

- 1 How have the guidelines on guidance and counselling been implemented in the selected secondary schools?

- 2 To what extent has the implementation of the guidelines on guidance and counselling been done in schools?
- 3 How have the guidelines affected the provision of guidance and counseling in schools?
- 4 What challenges do schools face when implementing guidelines on guidance and counselling programs in schools?

The findings revealed that the administration and management guidelines have not been implemented in schools because head teachers and guidance and counselling teachers were not aware about them or they have heard about them but not seen them. Although schools had guidance and counselling departments, the guidance service provision was affected negatively. The implementation of the administration and management guidelines had not been done in schools. The absence of the administration and management guidelines had affected the provision of guidance and counselling services negatively. Furthermore schools face a lot of challenges in the administration and management of guidance and counselling programs in schools. Some of the challenges are: lack of office space for guidance and counselling, insufficient relevant materials on guidance and counselling, dual roles done by guidance and counselling teachers and many more.

The study revealed that the implementation of the administration and management guidelines were not implemented in most schools, therefore it was necessary that these guidelines should be availed to schools so that the provision of guidance and counselling can be effective. Otherwise in the absence of administrative and management guidelines of guidance and counselling it is difficult to assess the effectiveness of guidance and counselling programs.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter discusses the finding which sought to establish the evaluation of the implementation of guidance and counselling guidelines in selected secondary schools. The discussion is presented according to the objectives of the study.

5.1 The objectives of the study

The objectives were to assess the extent to which the implementation of guidelines on the administration and management guidelines of guidance and counselling has been done in the schools, to assess how the administration and management guidelines affected the provision of guidance and counselling and to identify challenges schools face when administrating and managing guidance and counselling programs in schools.

5.2 Administration and management of guidance and counselling in selected schools

The study revealed that although schools had guidance and counselling departments there were no proper office space or rooms which were conducive to conducting guidance and counselling programs. Head teachers agreed that rooms had no privacy, there were too small and were shared by other teachers who were not counselors. The survey showed that most schools did not have private rooms as evident by pupils and school counselors, one of teacher said that when he is handling a sensitive case he has to he usually takes a walk with pupils so that there could be some privacy. The above finding is similar to that of Degiarannis (1977) whose study revealed that 45% of the teachers in Botswana did not have private rooms to carry out their counselling functions.

As regards the training of the teachers, most head teachers and guidance and counselling teachers indicated that out of the eight counsellors only two were trained. This is evident that in secondary schools only a few counsellors are trained. The findings from the guidance and counselling teachers who indicated that only one school counsellor has a degree, one a diploma while the rest attended short courses or workshop and others used experience.

The findings concur with the findings of Peter's and Hansen's (1996) study which revealed that there was a substantial number of teachers counselling in schools or using skills who lacked the knowledge, training and support. In a survey where those attending the annual conference about counselling in independent schools Peter and Hansen's (1996) study revealed that 60% of the counsellors had no training at all.

Similarly a study conducted by Rothny (1998) revealed that the numbers of trained teachers was not equal in all schools while some schools had one or more teachers who were trained in guidance and counselling. The other schools had no trained school counsellor.

The study further disclosed that apart from lacking formal training in guidance and counselling teachers had very little time if any, to offer the service because they were overloaded with other teaching subjects.

The above findings are in contrast with what Frank Godwin (1908), one of the founding fathers of school guidance and counselling proposed for a successful guidance and counselling in school. According to UNESCO (1998), Godwin proposed for the appointment of a guidance director, with time for supervision and a school organization and permitted close contact between each pupil and at least one teacher of the right type so that there was concentration on school guidance and counselling. At the same time, findings agree with observations made by UNESCO (2000) that most African school guidance services were left in the hands of the teachers with high teaching loads, with no training in the area of school guidance and counselling.

Similarly Alemu (2013) postulated that training of school counsellors affects the provision of SGC services for proposed world over. In Nigeria Eyo, Joshua Esuorg (2010) said counsellors without formal professional preparation and training in SGC is incompetent to address in totality, the educational, personal and vocational concerns of children

The study also revealed that guidance and counselling was not on the school time table which affects the delivery of guidance and counselling services in secondary schools because of lack of guidelines. Respondents said GCS were offered when need arose. It

was considered a matter of urgency when there was a serious issue to be attended. These findings are similar with Mattie and Ndambuti (1999) conducted a study in Kenya on whether guidance and counselling programs are time tabled or not. The majority said they had no programs organized and put on the time table. Both pupils and teachers indicate that guidance and counselling takes place when need arises. This reveals that guidance and counselling is not very effective in schools. This affects the effectiveness of programs or teacher counsellor as MOGE (2016) noted that lack of specific time set aside for guidance and counselling was affecting the success of guidance and counselling programs, it is therefore important that there should be time set aside on the time table for school guidance and counselling programs.

The other factor affecting revealed in the status of guidance and counselling was, as regard to the school guidance and counselling committee, the study revealed that whereas guidance and counseling committees exist in some secondary schools, the membership is only limited to members of staff excluding the parents and learners.

Schools are also saturated by the multiplicity of committees for various issues. In most cases members of the committee are the same. This finding is related to MOESTVTEE (2014) who revealed that guidance services in institutions of learning have for a very long time been left a responsibility of teachers and lecturers who are already over loaded and without training in the area of guidance and counselling. Even in a case were an institution has guidance and counselling personnel, the provision of these services should not be assigned to one person.

The study differs from with Masco (2014) which stated that the provision of guidance and counselling services would be effectively and efficiently implemented when activities are planned and coordinated by a team. It therefore, follows that each and every learning institution must have guidance and counselling committee in place and learners support teams.

The composition of guidance and counselling committee in an institution should include the head teacher, school counsellor, two other teacher's male and female, two learners male and female and one PTC or board representative.

5.3 Extent to Which the Implementation of Guidance and Counselling Guidelines have been implemented

The study revealed that almost all schools had not implemented the guidance and counselling guidelines in schools. One head teacher said that he did not know that the Government of the republic of Zambia had come up with guidelines on the administration and management of guidance and counselling. Furthermore these head teacher did not have copies of the guidance and counselling teacher's handbook, career guide for learners and the 2014 guidelines on the administration and management of guidance and counselling in the education sector. This simply shows that the guidance and counselling guidelines have not been implemented in schools.

Another head teacher said that he first came to see the guidance and counselling handbook for teachers at the District Education Office when he went to collect text books for teachers. He said that there was a heap of copies of the handbook and it seemed as if schools had not collected these copies from the District Education Board Secretaries office. This is a clear testimony to show what is on the ground in the Zambian secondary school in relation to the 2014 guidelines on guidance and counselling in secondary schools. This finding is in agreement with the study of Karanji and Bowen (2015), who reported that despite the Ministry of Education in Tanzania very few schools had accessed them.

5.4 Assessment of how Guidance and Counselling Guidelines have been implemented in Schools

As regards to how the guidance and counselling guidelines have been done in the schools, the study revealed that one head teacher said they have seen the guidelines but was not sure what they were all about. The other head teachers were not aware that the Government had introduced guidelines on the management and administration of guidance and counselling. The study is similar to what MOGE (2016) stated that the teachers had no guidelines to follow when delivering guidance and counselling services. In the absence of the policy and the policy guidelines it is very difficult to have a clear direction to take and makes it also challenging to plan and fully provide for the service.

The guidance and counselling teachers indicated that they did not have the teachers hand books for guidance and counselling. Furthermore they stated that they were not aware that there were Teacher's Hand books for guidance and counselling and they had never seen a copy. The pupils said they had never seen a copy of the Career Guide for the Learner and they were not aware that they were schools were supposed to have these guidelines.

The findings are very similar to finding of Taylor and Francis' (1998) study which proved that there is a great need for a clear rationale and guidelines for guidance and counselling programs. The main goal is to help the counselee learn to deal more effectively with himself and the environment.

As regards to the assessment of how guidance and counselling guidelines have been implemented it was very clear that schools did not have the guidelines. This was evident from the response from the head teachers, guidance and counselling teachers and the learners. Despite the Government of the Republic of Zambia coming up with the guidelines in 2014 they have not been implemented in the selected schools. Therefore, it is very difficult to ascertain how the guidelines have affected the guidance and counselling service provision because a service cannot be effective if the implementers cannot access what is supposed to guide them. The administration and management of guidance and counselling had been negatively affected due to the absence of the vital documents used in the service delivery.

5.5 Challenges Schools Face in the Implementation on Guidance and Counselling Programs.

The research revealed that schools did not have trained counsellors as indicated by three schools out of the four schools. The three head teachers and eight school counsellors revealed that there were no trained counsellors in secondary schools in Zambia because there are no PMEC vacancies in school for full time counsellors to be employed. In most schools in Zambia, school counsellors are also full time subject teachers. This finding is in line with Nkala's (2014) study which revealed that there was lack of qualified human resource to implement guidance and counselling in most Zambian school.

As regard to counselling room, the study showed that most schools did not have proper rooms for counselling. This is evident by the indication of one head teacher who mentioned that the school has no proper rooms which were conducive for counselling sessions because their rooms were sound proof, not well ventilated and it was crowded with items from other departments. One teacher said that he walks with a pupil around to a place which is secure when the case is very sensitive. This is because the guidance and counselling room is shared with another teacher. This finding indicates that guidance and counselling sections are not functioning in secondary schools. The finding is similar to the study by Degiovanni (1997) which revealed that 45% of teachers in Botswana said they did not have private rooms to carry out their counselling duties.

Similarly MOGE (2016) agreed with this study that there is lack of office space guidance and counselling by stating that where as in secondary schools provision of career offices has been done, the prevailing situation in primary and community schools is that these rooms are non-existence. Majority of these rooms in secondary schools are also used as examination offices except at one secondary school where the school has a separate office for GC and examinations.

Even where there are these rooms there is lack of furniture and proper storage facilities for counselors and clients. These rooms are also not well ventilated and in most cases they are not sound proof.

The other challenge faced by schools in the implementation of GC is that the deployment of trained staff is problematic. Teachers for guidance and counselling do not have PEMC vacancies as such when they are deployed they do not have a salary scale. Some schools just give these school counselors incentives so that they are motivated. This finding is in line with the study conducted by Mikaye (2016) who showed that guidance and counselling teachers have no salary scale in Kenya and they are paid like any other teacher and they are just given an allowance despite teaching the second subject and offering guidance and counselling.

The Ministry of General Education concurs with this finding when through MOGE (2016) which states that school counselling has been recognized and appreciated for the efforts in facilitating students learning. However, the current structure and education

system does not have school counselors in place except teachers who are either trained or simply appointed by the school head teachers to take up the responsibility. Furthermore the Ministry of Education has no establishment or salary scale for personnel who have been trained in guidance and counselling and are not practicing and it is not just a waste of resources (human and financial) but misplaced priority.

As regard to the resources the study showed that schools had insufficient resources for guidance and counselling. This study is similar to the study conducted by Mikaye (2016), which investigated the influence of guidance and counselling in public secondary schools in Kenya. It was revealed that GC services were offered in secondary schools and head teachers considered it important but lacked necessary materials and literature support. Similarly, Adana (2000) argued that, the provision of resources are of utmost importance for the counselor to carry out his or her functions of school counselling and guidance program, otherwise human resource will remain a mirage in a number of African countries including Zambia.

The delivery of guidance and counselling services will be difficult in the absence of resources. The provision of material resources or facilities and support services, determine the extent to which the guidance and counselling would achieve its intended goal. As regards to the guidelines on the administration and management of guidance and counselling the study revealed that all selected secondary schools had no copies of guidelines. This finding agrees with the study conducted by Rothany, (1988) to find out which guidelines were being used by the guidance and counselling staff in the provision of GC services. Forty teachers were asked if they had used guidelines for guidance and counselling in schools. They gave answers as follows: 43% said they had guideline, 29% said they were not aware whether they were guidelines or not while 26% said no guidelines were used. The study was similar to the current study in that some service providers did not have guidelines and others had not heard about them. The study was also different from the current one in that half of the school counselors used the guidelines.

Guidelines are intended to help the guidance and counselling teacher to in preparing worthwhile programs for all learners. According to MOESTEV (2014) guidelines, a well-

rounded guidance and counselling programme should have the following functions: Education guidance, vocational guidance and guidance and counselling matters of personal and social concern.

The respondents also indicated that lack of monitoring of the GC programs by the head teachers and district coordinators and the provincial officers. The study revealed that monitoring was not regularly conducted. This was evident by the school counselors who indicated through the log book by observation. The findings were similar with the study of Shumba (2012) who examined the implementation challenges of the provision of guidance and counselling services in schools.

The above studies indicate that lack of monitoring of the implementation of GC had made the programme to be less effective as a result learners had missed out on a lot of things such as personal/social, educational and vocational guidance.

Another challenge affecting the implementation of guidance and counselling in schools is the dual role of counsellors. The study revealed that guidance and counselling teachers also have a teaching subject where they are allocated some periods. One guidance and counselling teacher said that she had twenty four teaching periods and had other duties like issuing certificates, statement of results and was also the over seer for the safe club. The findings are in line with Wango (2006) who postulated that counselling in schools had limited time. He reported that a guidance and counselling teacher in school is also a subject teacher and has to teach several periods. Furthermore there were a lot of pupils in schools and was unable to attend to all of them. The dual role of the guidance and counselling teacher had a negative impact on the provision of guidance and counselling services. These finding are similar to several studies found out that teaching subjects was a priority than offering guidance and counselling services. GC is offered when the school counselor is free (Egobochuku, 2008), Gathuti et al. 2007, N'ganga 2004, Mwigiri 2002). Therefore it is important that guidance and counselling teachers are given enough time to carry put their duties effectively. Once the provision of guidance and counselling was effective, it would help the learners to be focused in their studies and make informed choices about their future careers.

5.6 Chapter summary

This chapter has demonstrated that the implementation guidelines for guidance and counselling have not been implemented in selected secondary schools in Chongwe District due to various factors including: lack of access to guidelines, ill prepared guidance and counselling teachers and limited resources. The next chapter concludes the dissertation and makes recommendations to the Ministry of General Education.

As regards to the views of head teachers and guidance and counselling teachers on the guidelines on guidance and counselling, most of them did not know that in 2014 the Ministry of Education introduced guidelines on the administration and management of guidance and counselling in the education sector. One school counsellor who was trained said that, she had seen the guidelines on the soft copy but had since forgotten what they were all about. She blamed the government for not sensitizing the stakeholders on the new guidelines. The finding is similar to Wango's (2006) study which revealed that sensitization of stakeholders on the policy and guidelines of guidance and counselling will help pupils to be educated whole rounded.

The empowerment Evaluation Theory employed in this study was beneficial to the service providers in a variety of contexts. It aided them in developing a concrete understanding of the guideline's intended outcome, personnel requirements and promoted the analysis of the program's efficient and cost-effectiveness. There is also likelihood that implementers would examine their programmes so that the services would be consistent and efficient to meet the needs of their clients who are learners.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter concludes the study and also makes recommendations based on the findings of the study.

6.2 Conclusion

As regard to the status of the implementation of guidelines on guidance and counselling, it was found that most schools have not effectively implemented them. All the schools claimed to have guidance and counselling services but in the two secondary schools the guidance and counselling teachers had no access to guidelines and were not trained and while those who were trained were more concerned or spent most of their time doing work related to examinations and less to do with implementation of guidelines.

Most of the guidance and counselling departments or offices were not conducive to offer services despite the call in the guidelines for better counselling centers. All of them were not sound proof for those who had rooms and the only furniture was not adequate. Almost all schools had no guidance and counselling committees despite guidelines saying so; therefore through observation there were no reports on conducted activities, meetings held, activity plans and learners support systems.

The findings also revealed that in terms of the implementation of the guidelines on the administration and management guidelines of guidance and counselling, all the schools had no copies of the guidelines, teachers' handbook for guidance and counselling and the career guide for learners. The findings revealed that most of the head teachers and guidance and counselling teachers have not heard about the implementation guidelines on administration and management of guidance and counselling in the education sector. Therefore most of the guidance and counselling services which are offered in selected secondary schools are situational because all the schools do not even have a time table for guidance and counselling services.

It was also revealed that most schools were not aware that the Government of the Republic of Zambia had come up with the implementation guidelines of 2014. Therefore the teachers did not have a copy of the Teachers Handbook for guidance and counselling while the learners did not have the Career Guide for Learners. Most of the pupils claimed

that they had never heard of the career guide for learners and that they have never seen any copy.

As regards to the investigation of how the administration and management guidelines have been implemented, schools were offering guidance and counselling services but it was very difficult to ascertain how the implementation had been done due to lack of guidelines on administration and management.

The challenges schools face when implementing guidance and counselling programs were lack of guidelines administrative and management on guidance. The school counselors had no teacher's handbooks and pupils had no career guides. The schools did not time table guidance and counselling in preference to the examinable subjects. Schools also lacked guidance and counselling committees.

It also emerged that resources were also inadequate and office space was also not meeting the required standard for conducive counselling. Offices had no proper cabinets to keep confidential information and had no proper furniture.

The analysis of this research showed that guidance and counselling teachers had no PEMC vacancies. The guidance and counselling teachers were not paid as guidance and counselling teachers in terms of remuneration but as mere teachers even when they had a heavier workload. Therefore this could have contributed to the current state of ill- trained guidance and counselling teachers as observed in the present study.

6.3 Recommendations

Arising from the findings of the study, the following recommendations were made. The Ministry of General Education should:

1. Orient head teachers and guidance and counselling teachers to the guidance and counselling guidelines.
2. Come up with clear guidelines on how to appoint guidance and counselling teachers, their workload remuneration and responsibilities.
3. Schools should invest in the guidance and counselling resources in order to have effective guidance and counselling services.

4. Ensure that guidance and counselling programs are monitored regularly by the schools administrators and the standards officers so that some challenges can be identified and addressed early.
5. Teachers training colleges and universities should review their curriculums to ensure that they include mandatory courses on guidance and counselling.

6.4 Areas for further research.

- This study was limited to only four schools in Chongwe District, there is need to broaden the study to a larger scale in order to involve other districts in Lusaka Province.
- To investigate factors that hinders policy/guidelines to reach schools when the government has implemented them.
- To investigate why it is taking long for the guidance and counselling teachers to be appointed by the Ministry of Education and the Teaching Service Commission.

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APPENDICES

APPENDIX A: INTERVIEW SCHEDULE FOR HEADTEACHERS.

1. How have the guidelines on administration and management of guidance and counselling been implemented in your school?
2. To what extent has the implementation of the guidelines on the administration and management guidelines of guidance and counselling been done in schools?
3. Give examples of what has and not have been implemented in your school.
4. How have the administration guidelines affected the implementation of guidance and counseling in school?
5. How have the management guidelines affected the implementation of guidance and counseling in schools?
6. What administrative challenges do you face when implementing guidelines on guidance and counselling in school?
7. What management challenges do you meet when implementing guidelines on guidance and counselling in school?
8. Does your school have a guidance and counselling department/office with appropriate furniture and a trained guidance and counselling teacher?
9. If there is a room how accessible is it in terms of privacy?
10. Do you have guidance and counselling committee in your school and who are the members and do they have the following documents: reports on conducted activities, minutes of the meetings held, activity plans and learner support teams?
11. Does the school has the following Policy/guidelines
12. Effect of administration and management guidelines on the implementation of guidance and counselling in schools
13. What activities are offered in the school guidance and counselling program? Is there a timetable, and linkage with the community?
14. Are there referral services for clients for specialized counselling, follow up activities and networking with stakeholders?

Thank you for your participation in the study

APPENDIX B:

INTERVIEW GUIDE FOR GUIDANCE AND COUNSELLING TEACHERS

1. How have the guidelines on administration and management of guidance and counselling been implemented in your school?
2. To what extent has the implementation of the guidelines on the administration and management guidelines of guidance and counselling been done in schools?
3. Give examples of what has and not have been implemented in your school.
4. How have the administration guidelines affected the implementation of guidance and counseling in school?
5. How have the management guidelines affected the implementation of guidance and counseling in schools?
6. What administrative challenges do you face when implementing guidelines on guidance and counselling in school?
7. What management challenges do you meet when implementing guidelines on guidance and counselling in school?
8. Does the school have a guidance and counselling department/office with appropriate furniture and a trained guidance and counselling teacher?
9. If there is a room how accessible is it in terms of privacy?
10. Do you have guidance and counselling committee in the school and who are the members and do they have the following documents: reports on conducted activities, minutes of the meetings held activity plans and learner support teams?
11. Does the school have guidelines on guidance and counselling?
12. To what extent has the implementation of guidelines been done in the school?
13. What activities are offered in the school guidance and counselling program? Is there a timetable, and linkage with the community?
14. Are their referral services for clients who need specialized counselling, follow up activities and net- working by with stakeholders?
15. Are the guidance and counselling programs supervised and monitored by the internal and external monitors?
16. What resources are there in the school for guidance and counselling?

17. What type of records does the guidance and counselling department has?
18. Is the relevance of guidance and counselling explained to the pupils?
19. Are there functional clubs for the guidance and counselling support teams in the school and what clubs are these?
20. How have the implementation of guidance and counselling guidelines affected the
21. Provision of guidance and counselling services in school?

Thank you for your participation in the study

APPENDIX C

TEACHERS INTERVIEW SCHEDULE

1. How have the guidelines on administration and management of guidance and counselling been implemented in your school?
2. To what extent has the implementation of the guidelines on the administration and management guidelines of guidance and counselling been done in schools?
3. Give examples of what has and not have been implemented in your school.
4. How have the administration guidelines affected the implementation of guidance and counseling in school?
5. How have the management guidelines affected the implementation of guidance and counseling in schools?
6. What administrative challenges do you face when implementing guidelines on guidance and counselling in school?
7. What management challenges do you meet when implementing guidelines on guidance and counselling in school?
8. Does the school have a guidance and counselling department/office with appropriate furniture and a trained guidance and counselling teacher?
9. If there is a room how accessible is it in terms of privacy?
10. Do you have guidance and counselling committee in the school and who are the members and do they have the following documents: reports on conducted activities, minutes of the meetings held activity plans and learner support teams?
11. Does the school have guidelines on guidance and counselling?
12. To what extent has the implementation of guidelines been done in the school?
13. What activities are offered in the school guidance and counselling program? Is there a timetable, and linkage with the community?
14. Are their referral services for clients who need specialized counselling, follow up activities and net -working by with stakeholders?
15. Are the guidance and counselling programs supervised and monitored by the internal and external monitors?
16. What resources are there in the school for guidance and counselling?
17. What type of records does the guidance and counselling department has?

18. Is the relevance of guidance and counselling explained to the pupils?
19. Are there functional clubs for the guidance and counselling support teams in the school and what clubs are these?
20. What challenges are do schools face to provide counselling to pupils?
21. How have the implementation of guidance and counselling guidelines affected the
22. Provision of guidance and counselling services in school?

Thank you for your participation in the study

APPENDIX D

FOCUS GROUP DISCUSSION GUIDES FOR PUPILS

1. How have the guidelines on administration and management of guidance and counselling been implemented in your school?
2. To what extent has the implementation of the guidelines on the administration and management guidelines of guidance and counselling been done in schools?
3. Give examples of what has and not have been implemented in your school.
4. How have the administration guidelines affected the implementation of guidance and counseling in school?
5. How have the management guidelines affected the implementation of guidance and counseling in schools?
6. What administrative challenges do you face when implementing guidelines on guidance and counselling in school?
7. What management challenges do you meet when implementing guidelines on guidance and counselling in school?
8. Does your school offer guidance and counselling services?
9. Are you aware about the guidance and counselling services in the school and who told you about them?
10. Is there a department or an office for guidance and counselling and is there a teacher who has been assigned?
11. Are all the teachers involved in the guidance and counselling program?
12. Do you have the following activities in your guidance and counselling program:
 - Orientation
 - Extended registration
 - General school Assembly
 - Timetable
 - Community involvement
 - Educational tours
 - Career exhibitions
 - Research projects
 - Guidance workshops

- Bulletin board/school library
- Psychometrical tests

13. What challenges do counsellors face to provide counselling to pupils?

14. Does the school have a copy of the Career Guide for Learners?

Thank you for your participation in the study

APPENDIX E

NON-PARTICIPANT OBSERVATION CHECK LIST

1. Guidance and counselling teacher trained or not.
2. Guidance and counselling department/ office
3. Guidance and counselling committee
4. Guidance and counselling guidelines
 - a) Career guide for learners
 - b) teachers guide on guidance and counselling
 - c) Guidelines on the administration and management of guidance and counselling in the education sector.
5. Guidance and counselling records
6. Guidance and counselling resources
7. Guidance and counselling clubs.
8. Guidance and counselling referral services.
9. Guidance and counselling monitoring and evaluation.
10. How guidance and counseling is offered in schools

APPENDIX F: CONSENT FOR PUPILS

I am a student at the University of Zambia, pursuing Master of Educational guidance and counselling. I am conducting a study on implementation of guidelines on the administration and management of guidance and counselling in secondary schools, in Chongwe District, Zambia. I need to get your honest opinion in order for me to write accurately on the above topic. The Ministry of General Education has authorized the study. Be assured that the information you will give will be kept confidentially. If you are willing to participate in this study, please write your name in the spaces provided below. Should you feel at any point of the discussion that you cannot continue, you are free to withdraw from the study.

Participant

Name.....

Sign.....

Date.....

School.....

Witness/Researcher

Name.....

Sign.....

Date.....

School.....

APPENDIX G

**CONSENT FORM FOR HEAD TEACHERS AND GUIDANCE AND COUNSELLING
TEACHERS**

I am a student at the University of Zambia, pursuing Master of Educational guidance and counselling. I am conducting a study on implementation of guidelines on the administration and management of guidance and counselling in secondary schools, in Chongwe District, Zambia. I need to get your honest opinion in order for me to write accurately on the above topic. The Ministry of General Education has authorized the study. Be assured that the information you will give will be kept confidentially. If you are willing to participate in this study, please write your name in the spaces provided below. Should you feel at any point of the discussion that you cannot continue, you are free to withdraw from the study.

Participant

Name.....

Sign.....

Date.....

School.....

Witness/Researcher

Name.....

Sign.....

Date.....

School.....