

**INFLUENCE OF GUIDANCE AND COUNSELLING ON THE MANAGEMENT OF
PUPILS IN SELECTED PRIMARY SCHOOLS OF CHILANGA DISTRICT OF
LUSAKA PROVINCE.**

BY

CHANDA MUTALE MCDONALD

STUDENT NUMBER: 716813847

**A dissertation submitted to the University of Zambia and Zimbabwe Open University in
partial fulfillment of the requirements for the award of the degree of master of education in
educational management.**

THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY

LUSAKA

2018.

COPYRIGHT

All rights reserved. No part of this dissertation shall be reproduced, stored in any retrieval system, or transmitted in any form or by any means, electronic, recording, photocopying, or otherwise without written permission from the author or the University of Zambia and Zimbabwe Open University.

Copyright © 2018 Chanda Mutale McDonald

DECLARATION

I **McDonald Mutale Chanda** do hereby declare that this dissertation represents my own work and that it has not previously been submitted for a degree at the University of Zambia or at any other University. The sources of all materials referred to, have been adequately acknowledged.

Signed:

Date:

CERTIFICATE OF APPROVAL

This dissertation of **McDonald Mutale Chanda** has been approved as partial fulfillment of the requirements for the award of degree of Master of Education in educational management by the University of Zambia.

EXAMINERS' SIGNATURE

DATE

1

.....

2

.....

DEDICATION

To my dear wife Martha, my children Natasha and Mapalo and family members whose support and encouragement in my education will forever inspire me.

ABSTRACT

This study set to investigate the influence of guidance and counselling services on the management of pupils in primary schools in Chilanga District. The researcher set objectives, which sought to establish the status of guidance and counselling service provision, to determine the type of guidance and counselling services available, examine the influence of guidance and counselling services on the **behavior** of learners in primary schools and to investigate challenges faced by guidance and counselling teachers in the provision of guidance and counselling services in primary schools in Chilanga district. The respondents for this study were 3 primary school head teachers, 3 teacher counsellors, 6 grade six and seven class teachers and 120 grade six and seven pupils.

A pilot study was conducted to test the validity and reliability of the instruments. Data was analyzed using percentages and descriptive analysis. The study findings revealed that guidance and counselling services were offered in the schools and most of the teacher counsellors and headteachers acknowledged the lack of the necessary material and literature support. From the literature review it is found that character formation is achieved through intense formal and informal programmes for guidance and counselling. It is through guidance and counselling that pupils remain disciplined and focused in life. Collins (2002) indicates that through guidance and counselling pupils are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment.

The following were the recommendations made .The headteachers in primary schools should put in place guidance and counselling services and provide an office where privacy is made a priority. This will encourage more pupils to visit the office. Guidance and counselling teachers should be well trained on how to carry out their duties to have adequate provision of guidance.

ACKNOWLEDGEMENTS

I wish to acknowledge with appreciation the help of those without whom, the start and completion of this work could not have taken place.

I am grateful to my supervisor Dr. R. Chikopela and my course coordinator Dr. G. Masaiti for providing me with academic guidance, suggestions and necessary advice that has helped me shape this work.

I am also grateful to my head teacher and members of staff at Mt Makulu primary school for their moral support during my study.

I am also grateful to my beloved wife for allowing me pursue this challenging but quite fulfilling degree course.

Finally I wish to thank the Almighty God for giving me strength and wisdom to overcome the challenges which I have been encountering while trying to balance between my studies, work and family.

TABLE OF CONTENTS

Copyright.....	i
Declaration.....	ii
Certificate of approval.....	iii
Dedication	iv
Abstract.....	v
Acknowledgement.....	vi
Table of content.....	vii
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	4
1.3. Purpose of the study.....	5
1.4. Objectives of the study.....	5
1.5. Research questions.....	6
1.6. Significance of the study.....	6
1.7. Limitation of the study.....	7
1.8. Delimitation of the study.....	7
1.9. Conceptual framework.....	7
1.10. Theoretical framework.....	8
1.11. Definitions of terms.....	10
CHAPTER TWO: LITERATURE REVIEW.....	12
2.0. Overview.....	12
2.1. types of Guidance and counselling services provided in primary schools.....	12
2.2. common cases attended to by the Guidance and counselling teachers.....	20
2.3. challenges faced by Guidance and counselling teachers in providing the service.....	22

2.4. influence Guidance and counselling has on the behaviour of pupils in primary schools....	29.
2.5.summary	30
CHAPTER THREE: METHODOLOGY.....	32
3.0.Overview.....	32
3.1. Research Design.....	32
3.2. Population.....	33
3.3. Sampling and sampling technique.....	33
3.4. Study sample.....	33
3.5. Research instruments.....	34
3.6. Data collection procedure.....	34
3.7. Data analysis.....	35
3.8. Research ethics.....	35
3.9. Validity.....	36
3.10. Trustworthiness.....	36
3.11. Ethical considerations.....	36
CHAPTER FOUR: PRESENTATIONS OF FINDINGS.....	38
4.0. Overview	38
4.1. findings from the teacher.....	38
4.1.0. Whether schools provided guidance and counseling to pupils.....	39
4.1.1. Whether guidance and counseling was provided to pupils.....	39
4.1.2. Types of guidance and counseling services provided to primary schools.....	41
4.1.3. Common cases attended to by the teacher counsellors.....	43
4.1.4. Challenges faced by guidance and counseling teachers in the provision of the	

Service.....	44
4.2.0. findings from the pupils.....	46
4.2.1 ages of pupils.....	46
4.2.2. weather primary schools provided guidance and counselling services.....	47
4.2.3. weather pupils have been assisted by school counsellors.....	48
4.2.4. to whom pupils reported their problems.....	49
CHAPTER FIVE: DISCUSSION OF THE FINDINGS.....	50
5.0 Overview.....	50
5.1. The status of guidance and counseling services provision in primary schools.....	50
5.2. Types of guidance and counseling services provided in primary schools.....	51
5.3. Common types of cases attended to by guidance and counseling teachers.....	52
5.4. Challenges faced by guidance and counseling teachers in the provision of guidance And counseling services.....	53
5.5. Influence of guidance and counseling on the behavior of pupils in primary schools.....	54
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	56
6.0 Overview.....	56
6.1. Summary of findings.....	56
6.2. conclusion.....	59
6.3. Recommendations.....	60
6.3. Suggestions for further research.....	61
REFERENCES.....	63
Appendix 1 interview guide for headteachers.....	66

Appendix 2 interview guide for guidance and counseling teachers.....	68
Appendix 3 pupils questionnaire.....	70
Appendix 4 teachers questionnaire.....	72

LIST OF TABLES

Table	page
4.1.0.....	39
4.2.1.....	41
4.2.2.....	44
4.2.3.....	46
4.2.4.....	47

LIST OF FIGURES

Figure	page
4.2.0.....	37
4.2.1.....	42
4.2.2.....	45

ABBREVIATIONS AND ACRONYM

AIDS	Acquired Immune Deficiency Syndrome
DEBS	District Education Board Secretary
D.C	District Commissioner
GRZ	Government of the Republic of Zambia
G&C	Guidance and counselling.
HIV	Human Immuno Virus
H.O.D	Head of Department
MoE	Ministry of Education
MoGE	Ministry of General Education.
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education Scientific and Cultural Organisation
T.S.C	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.0. overview

This chapter consists of the background of the study, statement of the problem, purpose of the study objectives, research questions, and significance of the study, limitations, delimitations, conceptual and theoretical frameworks and definitions of key terms.

1.1. Background of the study

Counselling is helping people to grow by learning to make responsible decision in order to come up with good actions. People are helped to solve their own problems. Counselling refers to the relationship between the person who is helping and the one being helped. It helps the clients come to terms with their problems. Guidance involves ways and experiences of assisting individuals understand themselves. Guidance is knowledge based. It deals with facts and principles, methods and cognition while counselling is value oriented and deals with motivation needs and feelings. Counselling is personal and confidential.

Makinde (1994) defines counselling as a service designed to help an individual to analyse him or herself by relating to his or her capabilities, achievements, interests and mode of adjustments to what new decision he or she has made or has to make. A school counsellor tries to help learners to better understand themselves in relation to their present and future decisions or problems. Counselling helps individual pupils or learners to change their altitude and behaviour. After being counselled in relation to any problem, a positive change is expected from the learners or any person counselled by a counsellor.

Guidance and counselling was started by Frank Parsons in 1908 in form of vocational guidance. Guidance and counselling began in response to some of the conditions and demands made by different people in working institutions in the United States of America (Tembo 1980). During the nineteenth century, division of labour and growth of technology increased industrial development led to the development of vocational guidance and counselling, Frank Parsons's main concern was trying to alleviate people's basic problems. Merville (1973) noted that the most important contributor to the modern guidance and counselling was the national vocation guidance association which came into existence in 1913. Even to date it has continued to influence school counselling.

From time immemorial in Africa, African societies had various forms of counselling in their communities. Young people and children were provided with counselling so that they could grow well and develop into responsible people in their communities. The elders in Africa had their own way of culturally-based counselling services. Rabnison (1987) notes that in Africa guidance and Counselling for individuals has always formed part of the strategy to combat people's personal problems.

In African societies, uncles, aunts and other relatives played important roles of counsellors by providing Information that young people need as they grow up. Winsome(2000) states that African education saw the need of providing guidance and counselling in schools for the learners so that learners are exposed to important information which will later make them be able to make better decisions. Even though some people argue that guidance and counselling has always been part of an African heritage, the integration of guidance and counselling services into the education system began only in the late fifties. Winsome (2000) notes that, beginning of guidance in some African countries can be dated back to the fifties in countries such as Nigeria

which made a lot of studies in the field of guidance and counselling. Countries such as Botswana introduced guidance and counselling in 1963. However guidance and counselling in African schools have faced a lot of problems which include lack of recognition as an integral part of education.

In Zambia guidance and counselling has been there in the society; counselling was manifested in the relationship between elders and young people. Counselling was seen in ceremonies such as initiation ceremonies. The idea of setting up guidance and counselling in Zambia was initiated around 1967. However this did not materialize as planned. It is only in 1970 when secondary schools were directed by the Ministry of Education to start running a guidance unit in the school by nominating teachers to take up responsibility of careers work in each school in order to get started in guidance and counselling service provision to pupils. In 1971 a careers guidance unit was established with the appointment of career guidance offices (MoE, 2001). These officers worked under the administration of psychological services at the ministry of education Headquarters. The main duties of the careers guidance offices were to co-ordinate organize and inspire the work of careers teachers in all secondary schools. It can be noted that guidance and counselling in Zambian schools started in secondary schools meaning that primary schools had no department of career guidance.

When school guidance and counselling was implemented in basic schools, it was offered by guidance teachers. The schools have guidance committees which are headed by a guidance teacher. The schools Administrators need to be informed on issues of guidance and counselling. All the teachers in the schools were urged to support the guidance teachers in their quest to

deliver guidance and Counselling in the school. Guidance teachers have a task of attending to the pupil's progress, discipline and above all are supposed to keep record of each pupil's progress report. As stated by the Ministry of Education (1997) the guidance and counselling teachers are expected to attend to pupil's private social issues by providing counselling services.

In most of the primary schools guidance and counselling services have not been provided effectively to the learners resulting in bad school attendance, increased indiscipline among pupils and loss of direction in career choice by learners. School counsellors are needed in education because they help learners to get through issues or problems that bother them to make informed decisions. Teachers and parents have both agreed that guidance and counselling is important to the learners, therefore, the study sought to find out the influence of guidance and counseling on the management of pupils in primary schools of Chilanga district.

1.2. Statement of the problem.

With the introduction of guidance and counselling in primary schools to help in the way the learners are managed, learners are expected to behave in a proper way. They are not supposed to indulge themselves in bad vices like beer drinking, fighting, insulting, late coming and absenteeism. Guidance and counselling is a department that is supposed to help the school administrators in the management of learners in different ways. In spite of the implementation of guidance and counselling in primary schools indiscipline issues still exist. Wangai (1994) points out that the youth indulge in pleasure and luxury. They have bad manners, contempt for authority, and disrespect for older people. It is common to hear parents, teachers and church

leaders blaming each other, for failing to teach young people to be well behaved. Many parents have abandoned the teaching of their children which they have entrusted to the teachers, nevertheless, the Ministry of General Education has ensured that each school has a teacher-counselor who is entrusted with the responsibility of providing counsel to learners to various problems they face that makes them to behave in an inappropriate manner. The problem therefore is that learners have continued behaving badly even when guidance and counselling services have been provided in primary schools of Chilanga district. This study therefore, sought to investigate the influence of guidance and counseling on the management of pupils in primary schools of Chilanga district, Lusaka province.

1.3. Purpose of the study

The purpose of the study is to investigate the influence of guidance and counselling service in management of pupil's behavior in primary schools in selected schools of Chilanga district.

1.4. Objectives of the study

The objectives of the study are as follows:

1.4.1. General objectives

To ascertain the influence of guidance and counselling on the **behavior** of pupils in primary schools

1.4.2. Specific objectives

1. To establish the status of guidance and counselling service provision in primary schools in Chilanga district.
2. To determine the type of guidance and counselling services available in primary schools in Chilanga district.

3. To examine the influence of guidance and counselling services on the **behavior** of Learners in primary schools of Chilanga district.
4. To investigate challenges faced by guidance and counselling teachers in the provision of guidance and counselling services in primary schools in Chilanga district..

1.5. Research questions.

1. What is the status of guidance and counselling service provision in primary schools?
2. What type of guidance and counselling services are available in primary school in Chilanga district?
3. What is the influence of guidance and counseling on pupils **behavior** ?
4. What challenges do guidance and counselling teachers face in the provision of guidance and counselling services in primary schools in Chilanga district?

1.6. Significance of the study

First and foremost, this study may act as an advocacy to the Ministry of General Education to adequately fund the department so that it can run easily; however, the findings of this study would also shed light to educational stakeholders about the significance of guidance and counselling in upholding discipline among primary schools learners. Some school administrators and teachers in general would appreciate the importance of guidance and counselling in promoting discipline among learners. to include guidance and counselling in the syllabus and

introduce a guidance and counselling course in all colleges of education in order to equip the trainee teachers with skills and knowledge about counselling.

1.7 Limitations of the study.

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The major limitations of the study were: the unwillingness by respondents to divulge the information and thus curtail a clear data collection. Some respondents were reluctant to respond and cause a delay for the researcher to finish in time. Apart from that the study was only conducted on schools within ten kilometers radius from the DEBS office, so out of thirty four primary schools, twelve are urban primary schools. So out of the twelve urban primary schools, on three schools were found to be in the radius of ten kilometers from debs office and the researcher did conduct the study on them. The researcher took that route due to limited time. The findings therefore, cannot be generalized to all primary schools that are offering guidance and counseling services to learners in the district.

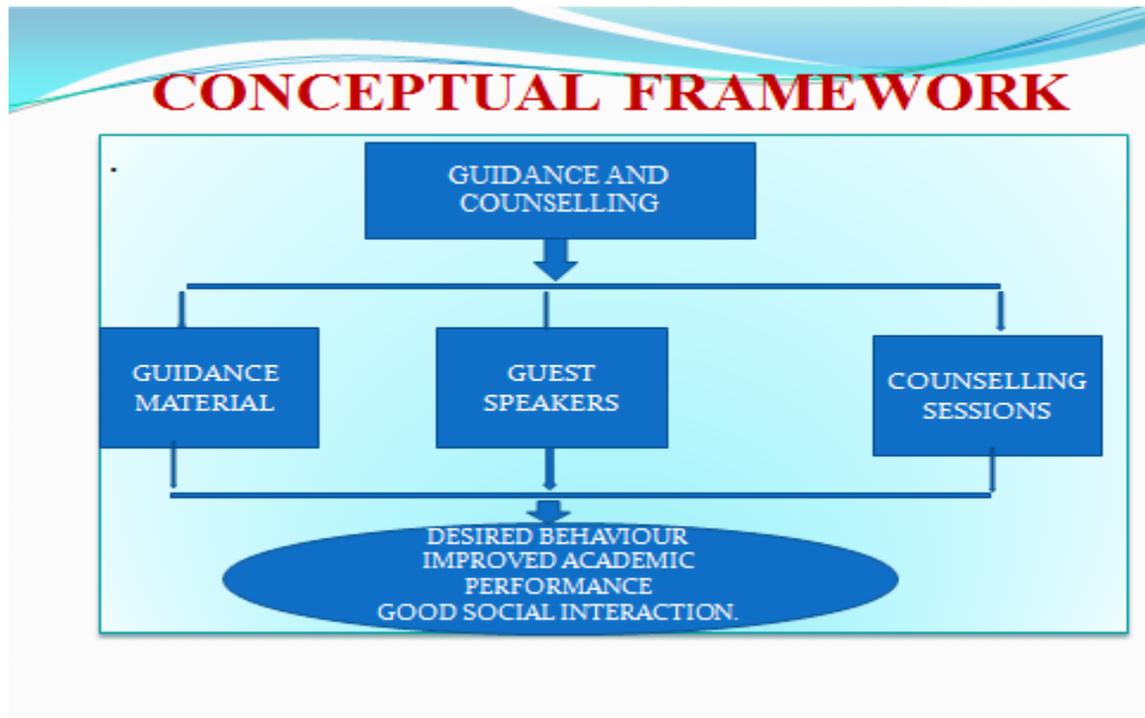
1.8. Delimitation of the study.

The study was restricted to public primary schools in Chilanga urban. Out of the thirty four public primary schools in the district, the study was delimited to only three public primary schools in Chilanga urban. The study was also delimited to headteachers, school teacher counselors, grade six and seven class teachers and grade six and seven pupils.

1.8. Conceptual framework.

Conceptual framework is a hypothesized model used to identify the concepts of variables under study and showing their relationships. Its purpose in this study was to help the reader to

quickly see the relationship between the guidance and counselling services to their corresponding levels of discipline through the support of school principals.



Source: (Author 2018)

Guidance and counselling is assumed to be a process which teachers and the entire community can apply to learners to make positive choices by making a clear link between their (learners') behavior and consequences; values which make up the discipline of the school. In this study the researcher will seek to investigate the influence of guidance and counselling (processes) through the services provided (inputs) has on the behavior (outputs) of learners in primary schools.

1.9. Theoretical framework.

Psychoanalytic theory of counseling was used to guide this study. The theory was first studied by Freud Sigmund. Freud further said that, behavior is determined by irrational forces, Unconscious motives, biological and instructional drives as these evolve through important psychosexual stage in the first six years of life (Corey, 2005). The main aim of this theory is to make unconscious conscious and then strengthen the ego so that the behavior of people is based on reality. The study therefore in co-operated this theory because according to Freud, a teacher is said to be a therapist as well as an educator of the learners. He or she must take time to resolve problems his or her learners are facing during the school time. In schools counselors need to help learners.

Psychoanalytic theory of counseling includes development and organization of the mind, Influence of external environment, the importance of family and the attitude of society. This is the only theory of human psychology which has been influential in helping learners.

The study used this theory of counseling because it is the corner stone of modern counseling. Many techniques used today in counseling derive most of its formulation from this theory. The theory encourages learners to express themselves freely in order to reveal the unconscious Contents that can help in helping the learners (Fisher and Greenberg, 1977). Learners are helped to understand what happens to them as they undergo biological changes as these happen during their school age and it is this biological change that makes them to sometimes misbehave. Psychoanalysis has proven to be of helpful to parents and teachers in the upbringing of children in terms of education. Learners need to be helped in modifying their personality and character structures. All these can be achieved by the use of these theories in counseling. Using this theory the childhood experiences are reconstructed, discussed, interpreted and analyzed. Learners will

be helped to come up with good behavior. Using this theory of guidance and counseling, teachers must provide a relaxed atmosphere where all the learners can express themselves and teachers should encourage learners to make informed decisions. On the other hand, this can also help the teacher to know what is troubling the learners. The psychoanalytic theory of counseling was used in this study because even in recent counseling in schools it is applied by some teachers who have wide knowledge on counseling. Learners are helped to build their characters, improve their behavior and help them in their career choice.

1.10. Definitions of significant terms.

- **Administration**-refers to the coordination of the effort of all the people in an organization towards the achievement of common goals.
- **Adolescents** -refers to young people who experience a transition period following the advent of puberty that marks the changes from childhood to adulthood
 - especially within the period of learners between ages 10 and 20.
- **Attitude**-refers to positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation.
- **Career Counseling**- refers to a process of offering, advising and cautioning learners who may go astray in their career choice.
- **Client**-refers to a learner receiving guidance and counseling services from a Professional helper, also known as counselors.
- **Counseling**-refers to helping process that uses the safety of a special relationship

between the counselors and the counselee-who together explore the thoughts, feelings and counselor attitudes of the counselee with the objective of tapping the resources within the counselee to effect healing and change.

- **Counselor-** refers to a Professional with skills of helping people deal with challenges in their lives by creating a relationship with them.
- **Discipline-** refers to a system of guiding an individual to make reasonable decisions and uphold social ethics personally and in groups.
- **Effect-**refers to a change produced by an action or cause or an outcome.
- **Guidance-** refers to all the activities rendered by educational institutions, which are primarily concerned with assisting individual students understand themselves, thus their needs, interests abilities and potentials. Guidance also refers to advise given to the students to show them the right direction to take in their academic and social life.
- **Influence-** refers to the attraction given to students by external stimuli to change in their character while in their schooling.
- **Morals-** refer to the right conduct in the life of a person.
- **Respondents-**These are the direct parties to answer questions in a research study.
- **Learners-** refer to a group of people in the learning process in a school.
- **Teacher Counselor-** refers to a Professional teacher who is also a trained counselor, who carries out the counseling processes in a school setting.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview.

This chapter covered the status of guidance and counselling, historical development and the need for guidance and counselling and types of Counselling. The counsellor and counselling, the influence guidance and counselling have on the behaviour of pupils. The other sections of the chapter included challenges facing the school management in implementing guidance and counselling, theoretical framework, conceptual framework and the summary of literature review.

2.1. Status of guidance and counselling service provision in primary schools.

African societies have various forms of providing counselling to the young people and children. It is evident that Counselling in Africa has been there since time immemorial. Guidance and counselling in African schools draws back history from the village set up. Most people were involved in guidance and counselling in the communities they lived in. Traditional African societies had people, who were doing the counselling for example uncles, aunties, grandparents and other influential people such as chiefs and kings. Among the common ways of offering counselling as stated by Phiri (2006) includes giving advice to young people and sharing wisdom with people who have experience in life. It is provided in different ways to learners with each African country taking its own approach. Although guidance and counselling has been part of the African society, the integration of guidance services in the education system only began in the late fifties.

However, African ministers of education have long been aware of the growing number of social problems affecting children. In his foreword Colin Powell the deputy director of General Education (UNESCO) stated that African Education system should play a role of promoting the growth and development of young people. In 1997, a board of governors was formed which was made up of African ministers of Education. The task of the ministers was to design a policy and

establish procedures in the development of guidance and counseling programmes. As a result of all these developments, a consensus was reached that Guidance and Counseling should be an integral part of education for children and should be included in the teacher trainings.

However, from the time guidance and counselling was established in primary schools, teachers are trying to provide the services to the learners. Rapid assessment conducted in Uganda by the Ministry of Education in June 2004 found that most schools were doing all they could in order to provide guidance and counseling to the learners in primary schools (Ministry of Education and Sports, 2005).

Another study was conducted as indicated by the Ministry of Education and Sports (2005) which states that, in Uganda reported that guidance and counselling was a component within their primary school curriculum meaning that every teacher trainee gets exposed to guidance and counselling skills and knowledge during his or her training. This has helped Uganda to successfully implement guidance and counselling in its schools even though there are a lot of challenges. The report further stated that schools in Uganda used different modes and approaches in delivering guidance and counselling to their pupils.

Kochhar (2009) also stated that the University started providing counselling services to its students in 1745 immediately the department of psychological research services was established. After that the institution was well known for guidance and counselling in India and the United States of America. From 1950 and during 1960 guidance and counselling continued to develop in different countries in the world because it was regarded to be of help to learners they were also helped to make decisions and assisted in their career path.

Nevertheless, globally guidance and counselling increased in schools as time went on. Gledlin (1996) reported that in 1980s, counselling and support services rose in learning institutions on supporting learners in their stressful atmosphere in their education. All this was a result of learners' problems. Personal counselling of learners is very important for all learners during their school time. The guidance and counselling teachers should help the pupils to improve their discipline and help them improve on their school.

Valene et al. (2005) also carried out a study in the United Kingdom on guidance in Scottish schools. The findings of this study showed that parents in the schools where their children learn provide guidance and counselling to the learners. The parents indicated as well that they are happy about the services provided in the schools. From this literature, it has shown that guidance and counseling services in Scottish schools were provided and parents were satisfied.

The learners worldwide need to be given necessary help in form of guidance and counselling so that they can progress and do well in their performances in schools. Mutie (1999) reported that counselling in schools helps pupils to meet their needs by helping them to make decisions or plan for any form of change. All the help can be gotten from the school guidance and counseling department. Some studies done on the guidance and counselling in most of the countries in the world revealed that guidance and counselling in schools is provided (Erhard and Hamel, 2005). The finding of this study revealed that school counselling was provided in elementary, middle and high schools. They also reported that individual traditional counselling and preventive classroom counselling and curriculum lessons were provided to the learners. It was also reported in the study that school counselling was important to the schools and there was need to integrate it in the schools education programme.

In our literature, it is evident that some countries such as China, Finland, United States, and Botswana provide school counselling through an educational specialist. However, there are as well countries such as Japan, India, South Korea and Zambia who provide school counselling through classroom teachers. School counselling is part of the teaching load to the teachers. The teachers may be trained to help both teaching and offering counselling to the learners.

There is need for schools to adapt to changing world and practice knowledge which will correspond to acceptable guidance and counselling principles. This will make modern school guidance and counselling to be successful. Chanda (2003) reported the school counsellors must have skills involving; problem solving, decision making and crisis interventions for their learners to benefit more in this services. Guidance and counselling covers a wide range of problems such as educational, health and environment. There is therefore need to have qualified and trained school counsellors for the benefit of the learners.

In Kenya, it is reported that guidance and counselling is provided to the learners in schools. However, Kamara (2001) revealed that in Kenya effective counselling is not provided to the learners in schools because the schools use family processes in providing guidance and counselling to the learners. The review of the literature in Kenya revealed the connections in literature done at Global level, both global and African school counsellors face challenges in providing the services to the learners due to poor policies and poor implementation mechanisms.

On the other hand it is said that in Nigeria, school counselling began in 1959 and was only found in high schools; it rarely existed in primary schools. In Nigeria, school counselling is provided by the teachers who function as career masters and mistresses. Makude (1947) reported that school counselling has been a very big challenge for schools in Nigeria because little or no services were provided to primary schools.

Equally Tanzania, guidance and counselling is as well provided even though it is not on the school time table. Wikipedia encyclopedia (2012) reports that as regards to the origin and development of guidance and counselling in Tanzanian at primary levels, there are no defined teachers to counsel learners in schools; there is no programme or time tabled action on counselling. The counselling is left to voluntary teachers and other stakeholders interested in education.

Although literature on Africa on guidance and counselling is scanty, there is evidence that guidance and counselling is provided to the schools in most countries in Africa. In some countries such as Malawi, Zambia, Tanzania and Swaziland, guidance and counselling did not exist until the late sixties. Wilma and John (2000). In African countries guidance and counselling movement is relatively new in the education system. It is done on trial and error basis by many countries. Even though guidance and counselling in some African countries have not been taken seriously, countries like Uganda have taken school guidance and counselling seriously. According to the Tutors guide in Guidance and counselling for primary teacher colleges and Edited by Wirefred George on behalf of the Ministry of Education Sports of Uganda (2005) stated, in Uganda guidance and counselling is taken very seriously such that it

has been included in the school curriculum. The programme is even offered in all teacher training colleges.

Another country which has taken school guidance and counselling services seriously and is even training teachers is Botswana. The country has compassion for the learners who need help. Many children go to school without knowing much on what to do and how to make better decisions, hence need for school counselling. Wilma and John (2000) reported that it is worthy to note that countries in Africa are training teachers in guidance and counselling for example in Botswana. Botswana University offers a post graduate Diploma in counselling, nevertheless, this has improved school counselling in Botswana.

However, in some African countries like Zambia, guidance and counselling services has not even been mentioned in the syllabus for grades 1-7 in the primary schools but is treated as a cross cutting issue. Ministry of Education (2001) noted that guidance and counselling was not considered as a subject and was not time tabled but was only a comprehensive programme. This has led to a huge challenge for teachers in Zambia to provide guidance and counselling to the learners especially in primary schools.

It is evident that guidance and counselling is provided in African schools (Makinde ,1974). In Nigeria, the school counselling has assisted in instilling discipline among the learners. However, there have been a lot of challenges in the provision of guidance and counselling in African schools among them lack of trained counsellors and influence from the western world. Wilma and John (2000) notes that problems that affect the development of putting up effective guidance and counselling programmes in eastern and southern African countries include, the imposition of western models of counselling which does not reflect the African culture including illiteracy and ignorance.

Historical background of guidance and counselling in Zambian schools dates back to the late sixties. Wilma and John (2000) reported that guidance services did not exist in Zambia until the late sixties. This is an indication that before that time there was no guidance and counselling in Zambian schools. However, people have had some form of guidance and counselling in the

society in all cultures. Society counselling was manifested in the relationship between elders and young people. Counselling was seen during ceremonies such as weddings and many other celebrations. In initiation ceremonies counselling was given in form of sex education. Guidance and counselling in Zambia originated from traditions and customs. Traditionally, guidance and counselling of young people was associated to elders in a particular society. The guidance and counselling was based on Zambian values, customs and the way of life of each particular people of Zambia. Boys and girls were counselled in traditional ceremonies such as initiation.

According to the Ministry of Education (2001) school guidance services in Zambia began in 1967. But it was not until 1970 when the secondary schools were directed by the Ministry of Education to allow teachers to take up responsibilities of career teachers. Through this arrangement, learners were helped to become aware of the many occupations they were able to do and they were also helped to decide on what they should do when they live school. In secondary schools guidance and counselling services started to take shape. During this era school guidance and counselling took a new twist. One of the important developments was the establishment of a careers guidance unit by appointing a careers officer working at the Ministry of Education headquarters. Among the duties of this career officer was to co-ordinate, organize and inspire the career teachers in all the secondary schools since they were in charge of school guidance.

Guidance Unit was created in 1981 and operated as a separate entity to be in charge of school Guidance. It can be noted from the brief literature on the school counselling in Zambia that it Started with secondary schools at the time it was initiated in 1970. There was no guidance Services for the learners in primary schools.

In addition to the information from the principal, school guidance and counselling, at curriculum development Centre and from the school guidance module 1 of the Ministry of Education (2004) noted that in Zambia, professional counselling started at the University of Zambia in 1979. Mr. Sindamba M. was employed as professional counsellor at the University of Zambia. After establishing counselling at the University he was moved to Luanshya at the Technical and Vocational Teachers College and he opened a guidance, counselling and placement class in

1987. Mr. Sindamba was the first lecturer of guidance and counselling at Luanshya before other lecturers joined him in 1989.

When school counselling started in secondary schools in Zambia there were no trained teachers to take up guidance and counselling in schools. The only available training was in form of workshops and seminars to orient the career teachers. The guidance counselling and placement class was started with the teachers who were sent to schools to help in guidance and counselling in schools. Formal school guidance services training in Zambia begun in 1987 at the Technical and Vocational teachers college in Luanshya (Ministry of Education, 2001). The teachers who were trained in the guidance course in Luanshya were awarded with a Guidance, Counselling and Placement diploma. The teachers who came out from this college were deployed in secondary schools. However, the teachers were not enough to cater for the many secondary schools in Zambia.

In 1990, the Guidance Unit was re-named to school guidance services. When the unit of guidance became a service, programmes such as counselling, HIV and AIDS, life skills and Girl Child education were brought in. The issue of counselling came in order to help pupils make decisions. With the coming of HIV and AIDS pandemic, schools were affected; teachers and learners were affected too; thus there was need for counselling to both the teachers and the learners. Ministry of Education (1996) recognised the importance of the HIV and AIDS education and promotion and development of life skills. Learners are to be helped through counselling in decision making, problem solving and help them cope up with other pressures in life. Through school guidance and counselling, the Ministry of Education regards HIV and AIDS as a cross cutting issue to be addressed in all subjects. Interventions have been done in relation to the advent of HIV and AIDS through Anti-AIDS clubs, drama and culture and encouraging peer counselling in schools.

In 1997, Guidance Services in Zambia were decentralized. Senior Educational standards Officers (SESOs) were appointed in each province in order to enhance the management of guidance and counselling services in the provinces. The programmes in the provinces, take into account issues

affecting the schools such as HIV and AIDS, child abuse, sexual abuse and many other issues affecting learners in schools.

In Zambia, today counselling of learners is done through the department of guidance and counselling established in all schools. The school counselling is headed by a guidance and counselling teacher. However, the Ministry of Education has no adequate people to handle guidance services. At district level, there is no establishment for the position of an officer to deal with guidance and counselling but all issues regarding guidance and counselling are handled by the office of the District Education Standards Officers (DESOs) who could not adequately handle issues of guidance and counselling as they have other duties to attend to. In schools guidance teachers who have no formal training in guidance and counselling are appointed. However, they fail to handle problems encountered by the learners due to lack of training in guidance and counselling. However, strategies put in place by the Ministry of Education are that school administration should form guidance committees who should function as a policy making body to deal with issues such as instilling skills, discipline and promote learners career choice direction (Ministry of Education, 1997).

In Zambia, school guidance and counselling is left in the hands of the teachers who are already overloaded with other teaching subjects. As a result new scale of problems such as defilements, child headed homes, drug and alcohol abuse in schools. It is difficult for teachers who are not trained in guidance and counselling to solve these problems.

Available literature closely related to this study is that of the re-entry policy. Mutombo and Mumbuna (2010) did a study on the re-entry policy in Zambia's primary and secondary schools. The findings of this study revealed that the pupils who fall pregnant and later go back to school after giving birth (re-entry) were not provided with guidance and counselling services at the schools where they went. The study also revealed that the guidance and counselling facilities were available at the schools but they were not supportive to the girls.

The girls in the study stated that they were supported by some teachers out of their own good will and not through the guidance and counselling service section. Studies done in Europe and in Africa also attested to the fact that guidance and counselling were available inschools. In

Zambia, the Ministry of Education recommended that for guidance and counselling to be more successful in a Zambian school, it should involve teachers, parents and the members of the community (MoE, 2000).

Guidance and counselling in schools should help the learners to understand their abilities and skills, interest and opportunities in terms of education. It must help the learners to develop in terms of career interest, personal qualities and character formation. This calls for concerted efforts to ensure that both primary and secondary schools provide guidance and counselling to learners in school.

A case study done by Mwamba (2011) on guidance and counselling provision in high schools for learners with visual impairment revealed that guidance and counselling was available for such learners who are visually impaired, however, the school counsellors and the head teachers revealed that the Ministry of General Education does not support the schools in terms of materials to be used in guidance and counselling if it does then it is at a very small scale or the percentage allocated to this department is very small. The onus is, therefore, on the ministry of General Education to send more materials in schools and send school guidance teachers for refresher courses in order to improve the services.

2.2. Types of guidance and counselling services available in primary schools.

School counselling in education is very important for the learners. Counselling helps individual learners change their attitude and behavior. Through school counselling, learners are helped to grow by making their own decisions and learn to take responsibility of their own actions. Among the type of counselling offered in schools is Educational counselling which deals with aspects about important issues in education, personal and social counselling which deals with emotional and behavioral difficulties. Also offered in schools is vocational counselling which facilitates career development. School counselors in education are involved in counselling learners. They are involved in counselling practice, career development and assessment of learners.

2.2.0. Educational Guidance

Educational guidance is mainly concerned with all those activities that are related to the student's adjustment to his or her education environment, for example, need for discipline, study habits, need for discussion groups whose aim is to enhance performance in examinations.

2.2.1. Vocational/ career Guidance

A vocation is a career or calling and the word is derived from the latin word, vocare, which means "to call" vocational guidance means helping someone find his or her calling or at least suitable career choice. Vocational guidance is often started by high schools where students are offered opportunities to research different career possibilities. (Accessed from <http://www.wisegeek.com/what-is-vocational-guidance.htm> on 19th June 2012). Vocational guidance cautions students and their parents against being attracted by the loftiness or lucrativeness of a particular occupation or profession with no regard as to whether they meet the requirements or not. Republic of Kenya, (1976) states that, Guidance and Counseling service should assist in reducing conflicts between students and their parents regarding to choices of education and training and various careers.

2.2.2. Personal and Psychological Counseling.

The third component involves Personal and psychological counseling which aims at helping and assisting students who show signs of personality maladjustment, anxiety which is characterized by feelings of impending doom, total failure in the school system, annoyance, unhappiness and feeling of being misunderstood and neglected.

Oketch, et al. (1991) and Aduda, daily nation, of September 17th 1995, points out that those educational and vocational guidance components of Guidance and Counseling have been overemphasized at the expense of the social and psychological counseling, yet psychological and social factors are the causes for youth unrest, increasing school strikes and poor performance in national examinations.

College and university students must adapt to environments plagued by rapid change, ambiguity, uncertainty, and depleted support systems. Students must also cope with a myriad of personal and psychological problems that range from basic adjustment and developmental, academic and

learning, and career concerns to clinical-level mental illness. Within higher education, there exists general consensus that the ubiquitous role of personal and psychological counseling is to contribute to students' development, adjustment, and learning while preventing dangerous and self-defeating behavior, thus enabling the individual to thrive in the college community. (Accessed from [http://www.amazon.com/personal-psychological counseling colleges](http://www.amazon.com/personal-psychological-counseling-colleges))

2.3. Influence of guidance and counselling services on the behavior of Learners in primary schools.

One of the principles of school organization, according to Smith, (1955), is that the objectives of any service have to be clearly defined. Unless objectives are clearly defined, any services are difficult to evaluate and even make any meaningful improvement on it. Likewise, Guidance and Counseling Department must formulate the objectives to be achieved. Experience in most schools shows that the ineffectiveness of services many a time arises from confused or hazy objectives.

Moser, (1963) notes that the objectives of Guidance and Counseling in schools is to help each individual student be able to formulate his or her goals, be able to adjust to new situations, solve personal-social problems and effectively deal with his or her personality problems.

To emphasize on what Moser says, Herman, et al. (1974) have these to say: "the purpose of providing counseling services in schools can be seen against the fact that most students at some time or another become concerned with uncertainties in their lives. Secondary school life is often characterized as an age of turmoil, conflict and uncertainties while on the other hand it is also characterized as an age of freedom, excitement and adventure. Today's student is most likely to face his or her development courageously, sort out the ideals and values that are valid and implement them with consistent responsible actions" From this observation therefore, Guidance and Counseling in secondary schools must be provided adequately to all students with special regard to their unique abilities, needs and interests.

According to Herman (1974), Guidance and Counseling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals. Republic of Kenya, (1977) explains that: “a student may not work hard to realize his potential because he or she has a low concept about himself or herself, lacks personal security or may be experiencing excessive pressure to succeed hence causing anxiety and tension that hinder his or her learning.” Therefore any problem that is an obstacle to a student is an important one and where possible should be dealt with through Guidance and Counseling. Students’ unrests and other forms of indiscipline result from such obstacles when nobody attempts to address them.

School guidance and counselling helps to give a holistic approach to positive development during the time the learners are in school. In India, Patrica University is said to be one of the first institution to start paying attention to the problems of students.

Worldwide, it has been documented as a fact that guidance and counselling also helps to instill discipline in learners by addressing root causes of problems that make children indiscipline. As stated by Phiri (2006), it has been widely documented that teachers play a very significance role in guiding and counselling children in career choices. Counselling is becoming very important in the modern age and era because it is helpful to the learners worldwide. Counselling in schools worldwide directly involves learners’ problems and how such problems can be addressed. All the teachers should get involved in the school counselling.

In the event that guidance and counselling is not provided to the learners, learners may face many difficulties during the learning process. In this literature the researcher discovered some contradictions on guidance and counselling provision to learners in schools. Dyke (2001) reported that as a result of lack of guidance and counselling services in schools learners are not helped in terms of career interests, self-awareness and character formation. This leads to learners losing interest in the school there by becoming runaways. The findings report that in situations where learners are not provided with guidance and counselling they lose interest in school it also helped the researcher to discover this negative aspect on learners.

Guidance and counselling in Zambia has proved to be very important to the learners in both

Primary and secondary schools, learners have individual problems which need the attention of the school guidance and counselling teachers. It therefore calls for all teachers in Zambian schools to find ways that can enhance the success of guidance services in schools. Zambia Journal of Teacher Education (1995) recommends that schools should use techniques and methods in guidance and counselling which help the learners to maximise their intellectual potential and be able to enhance solving their own problems. It should therefore be acknowledged that for guidance and counselling to be effective in schools it needs support from the government and other stakeholders in education including parents. Phiri (2006) observed that teachers alone cannot handle the learners effectively unless they are assisted by the parents, family members and the community as a whole.

The need for formal guidance and counselling in Kenya is recognized now more than ever before. G&C is important in many areas such as helping the youth understand themselves and to know their abilities and skills. In addition, G&C helps in the total development of the student. The emphasis on intellectual development through teaching alone cannot help in the total development of the students. Theodore, as quoted by Kamuyu (2001) said that to educate a person in mind and not in morals is to educate a menace in the society. Methods need to be evolved to help students understand themselves and teachers to understand the students (Mutie and Ndambuki, 1999).

Guidance for students will help them harmonise their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate realistic life goals and plans. Total development of a student is vital because individual differences are then expected, accepted, understood and planned for. All types of experiences are also organized to contribute to their total development.

Guidance helps impart decision-making skills - Everyone makes decisions daily. Some decisions are more important than others. Some are so important that they require thought, study and investigations before a decision is made while others are automatic (Kilonzo, 1980). According to MoEST (1999), education system in country has done little in the way of educating students in

decision-making skills and self-appraisal. The formal education system has not equipped the individual with skills and qualities required by the economy.

MoEST further notes that through G&C, students are enabled to make proper choices - At the end of secondary education, there usually are three options open to the students:

- i) Entering the work force
- ii) Taking vocational courses
- iii) Proceeding to university

As they make these decisions, the students will need help. The choices they make at this stage will influence their future and they need to know what they are capable of and what they are not capable of doing.

Services offered by the G&C teachers help students make adjustments to the situation in school and at home, students have to face different situations both at home and in school, which if not tackled properly, could lead to problems of adjustment. The task force on student discipline and unrest in secondary schools (Republic of Kenya, 2001) was informed that there is a disparity between home and school environment, for example, diet and habit restriction.

Guidance offered in schools supplement parent efforts of guidance at home - Many students come from families that are not able to provide for their guidance needs adequately. There is also a gap in the range of sympathetic adults who could be turned to in times of need. Adult brothers and sisters and other relatives in the traditional set up used to fill this gap.

Guidance personnel in schools help in identifying and motivating the disadvantaged lot. UNESCO (2000) asserts that students from the disadvantaged section of the society have their own problems and needs. Students who are physically challenged for example, the hearing-impaired and the non-sighted students need counselling so that they can accept themselves and realize their full potential.

Some poor students may not even be given enough pocket money to meet their needs at school. Such students sometimes experience difficulty in adjustment with their peers, teachers and

environment. They may find it difficult to communicate, make friends and benefit from the classroom and other extracurricular activities available. Such students, if not guided properly may resort to unethical means of 'survival' such as getting money from 'sugar-daddies' and 'sugar-mummies'. With the HIV/AIDS scourge biting into the society, students have not been spared. Those who have been affected and infected need love, guidance and counselling.

Orientation of new students - G&C helps new students to adjust and fit into new environments. This is very crucial for Form One students who have totally different experiences. Brama (1973) points out that student find themselves in strange environments, surrounded by strange people who expect them to behave like them (older students). Students from some rural primary schools may have difficulties communicating as some primary schools still communicate in vernacular. Such students need G&C to help them gain confidence and enlighten them so that older students do not take advantage of the newcomers' naivety. Educational guidance helps students to develop good study habits, good examination techniques and helps them know how to prepare for interviews.

Guidance and counselling ensure proper use of time spent outside the classroom. V The manner in which students spend their non-class hours clearly affects their success in achieving both academic competence and personal development (Wanjohi, 1990). This is the best time for peers to influence one another. G&C help students appreciate good values and become principled enough to stand their ground whenever storms from peer pressure rage. Simiyu, (2002) noted that a crucial factor consistent with good performance was the student's discipline.

This is reflected in an organized study timetable, which an individual student draws for proper managed and organized time after the school hours for their private study. Eshiwani (1983) noted that many schools lost school learning hours at the start and end of term. This could account for many failures in the national exams due to lack of syllabus coverage.

The holding power of schools could be enhanced through G&C - There are some students who are in school but if left to them, would not have attended school. They are doing it for their parents. Special guidance can make the school attractive for them so that they can continue with their education. Schools are experiencing a high dropout rate due to teenage pregnancies, drug abuse, cultural practices like early marriages and child labour among other reasons. Students

need to be counselled about such problems. Learners who are willing to come back to school after such a discontinuity also need counselling in order to stand above social stigma and develop their full potential.

Alleviation of stress - Adults imagine that students lead stress-free lives because the parents and guardians are meeting their needs. This is far from the truth. Students have a lot of stress emanating from unsteady family, conflicts between themselves, teachers and their parents. Studying is stressful. The 8-4-4 system of education is burdensome. The curriculum is too wide and there are many books to be read (and carried home for the day scholars). G&C helps students cope with academic pressure and any other form of stress.

Guidance and counselling programmes assist students to develop and accept an integrated picture of themselves and their roles in the society. They need to test their concepts against reality so that they can be of satisfaction to them (Durojaiye, 1990) and to the society of which they are a part. School systems have a role of inculcating into the learners a feeling that they are part of the larger community and that is where they ultimately belong.

Since independence, one of the main objectives of education has been to promote cohesion and co-existence. Schools need to nurture students who will respect other people and their property. Respect is a virtue that should be inculcated through G&C in schools.

Minimizing incidences of indiscipline - Discipline is an important factor of excellence in school performance. It is an open secret that without proper discipline, success cannot be achieved. Educational institutions in Kenya have been faced with an increasing number of instances of student unrest. These have been characterized by violence, wanton destruction of property and even death. Some have been tragic like the St. Kizito Mixed Secondary School incident of 1991 when 19 girls died and the tragic Kyanguli in 2001 when 68 students died. This has prompted the setting up of investigation committees to check the anomaly. Indiscipline cases and riots do not only cause loss of property and life, they also disrupt and waste a lot of school time, hence a high possibility of the school performing poorly in examinations. Many schools which appear top in

national exams have less student unrests and may be a pointer that G&C programmes in such institutions are taken seriously.

Adolescents are helped to master some skills which they will need to run their adult lives

27

successfully - Adolescents need to know something about what working for their living means, how to find and apply for work and the qualities sought by employers such as integrity, punctuality, honesty, loyalty, and others. Hendrikz (1986) says that this is important in order to enable the youth to decide on the sort of work they will seek. They need to know not only what sort of jobs exist, but also what each one entails, the sort of skills and qualifications needed, the demands it makes on the worker and the nature of the work itself and the lifestyle likely to develop from it. Hendrikz adds that preparation for vocational choice in the wider sense is a matter, at first, for group and class guidance and should form part of the basic curriculum of the school such as a regular programme of visits, discussions, films and talks by professionals, which at least the students in the final year should attend. According to Hendrikz, financial matters such as budgeting, hire purchase, credit buying and insurance should also be included. Maintenance of good health, civic responsibilities of all individuals, responsible sexual behavior and ultimate parenthood should not be overlooked in the G&C curriculum. This will help young people make well-informed choices, both before and after they have left school.

Human needs necessitate new inventions. Although guidance and counselling was focused on career development, contemporary socio-economic issues (unemployment, drug, unstable families, and truancy) have necessitated the incorporation of professional guidance and counselling in secondary schools. This is because guidance and counselling is safe to apply for holistic development of children, their behavior notwithstanding. Ayieko (1988) says guidance and counselling plays a pivotal role in students' behaviour management and correction in schools. Counselling can be used both as a curative measure in addressing school discipline and to avert and/ or correct indiscipline among students.

Guidance and counselling may be provided holistically in secondary schools. Vocational Guidance provides information about job opportunities and factors affecting the job market such as unemployment information technology and international relations. Mutie and Ndambuki

(1999) look at the aims of vocational guidance as having an expanding function, to aid in placing talent where it is needed. Through education guidance, a learner is better informed about the subject they study and subject choices; and that to attain success in one's academic requires learners going an extra mile in their studies. The kind of Knowledge to learner is especially important to the youth who are less exposes and limited in their understanding of the world of work Parents, teachers and society are observing and reporting a marked decline in the level of indiscipline and good behaviour among secondary school children. Most of these children generally lack courtesy, respect, self-control, decency, and social etiquette. The values they portray are disrespect toward authority, promiscuity drug abuse, addiction behaviour and carefree lifestyles. A learner in a new school or in a higher level of learning institution is to cope with the new environment through guidance. Learners are helped to develop a better understanding of whom they are and appreciate of their background. Learners are guided on the self-awareness, peer pressure, relationships, personality differences, manners and social etiquette, social roles and responsibility, intra and interpersonal conflict resolutions. Though personal and social guidance, a pupil is helped to overcome indiscipline as a quest for 'freedom. Indiscipline among secondary school students is a result of a feeling of unfulfilment, frustration and lack of constructive freedom.

2.4. Challenges faced by guidance and counselling teachers in the provision of guidance and counselling services in primary schools.

From the literature reviewed at global level, it is evident that even though guidance and Counselling is provided in schools it has not been easy to provide these services because schools have few trained counsellors and lack methodology to use in the process of providing counselling and guidance to the pupils. Kamara (2001) reported that in most of the schools there are no proper mechanisms put in place to enhance effective counselling. This leads to effective counselling failing in schools; the counselling processes which are used are faulty.

For guidance and counselling to be successful and effective, there is need to have teachers who have the skills and knowledge about guidance and counselling. The Zambia Journal of Teacher Education (1995) argued that effective guidance and counselling practice in schools in Zambia highly depends on the skills and knowledge of the teachers involved in counselling. The problem

of non-qualified teachers providing guidance and counselling services in primary and secondary schools lead to non-provision of these services even though they are available in schools.

A case study done by Mwamba (2011) on guidance and counselling provision in high schools for pupils with visual impairment revealed that guidance and counselling was available for the pupils with visual impairment. However, the school counsellors and the head teachers revealed that Ministry of Education, Science, Vocational Training and Early Education (M E SVTE E) does not support the schools in terms of materials to be used in guidance and counselling. The onus is, therefore, on the M E SVTE E to send more materials in schools and send school guidance teachers for refresher courses in order to improve the services.

For guidance and counselling to be successful and effective, there is need to have teachers who have the skills and knowledge about guidance and counselling. The Zambia Journal of Teacher Education (1995) argued that effective guidance and counselling practice in schools in Zambia highly depends on the skills and knowledge of the teachers involved in counselling. The problem of non-qualified teachers providing guidance and counselling services in primary and secondary schools lead to non-provision of these services even though they are available in schools.

Guidance and counselling in Zambia has proved to be very important to the pupils in both primary and secondary schools, because pupils have individual problems which need the attention of the school guidance and counseling teachers. It therefore calls for all teachers in Zambian schools find ways that can enhance the success of guidance services in schools. Zambia Journal of Teacher Education (1995) recommends that schools should use techniques and methods in guidance and counselling which help the learners to maximise their intellectual potential and be able to enhance solving their own problems.

It should therefore be acknowledged that for guidance and counselling to be effective in schools it needs support from the government and other stakeholders in education including parents.

Phiri (2006) observed that teachers alone cannot handle the learners effectively unless they are assisted by the parents, family members and the community as a whole.

However many youths still pose the danger of becoming undisciplined due to the changing cultures and the eroding of norms in society. Also due to lack of enough personnel and less funds

for administering guidance and counselling the required programs for guidance and counselling delivery are delayed, thus causing a gap on discipline issues. Ndirangu (2000) explains that even though the guidance and counselling services are focused in schools the pupils and the general public are quite far from understand what it entails and its applicability.

Nevertheless, it is essential to embrace guidance and counselling services to our institutions to curb the unwanted character traits. This study sought to establish how guidance and counselling would be used to restore good discipline in primary schools in the modern permissive society in Chilanga District.

Summary

This chapter gave a critical review of the existing literature on status of guidance and counselling service provision and the types of guidance and counselling available in primary schools. The chapter further reviewed literature influence it has on the management of pupils and also on the challenges guidance and counselling teachers face in providing the service to the pupils. The chapter closed by showing the knowledge gap. In the next chapter, research methodology will be outlined, the type of research and the methods used for this study.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter outlines the methodology that was selected and used in the study. It consists of the following: research design, target population, sample size, sampling procedure, research Instruments, data collection and data analysis.

3.1 Research design.

In this study, a descriptive survey design was used to carry out the research. In general, a research design is defined as the overall strategy for conducting an inquiry. It involves the translation of research objectives into a specific plan for data collection and analysis. According to Ghosh (2002), Research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. The design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. In other words, the research design indicates how the research is set up and explains what happens to the respondents and methods of data collection used.

3.2. Population.

Best and Khan (2003) define population as any group of individuals who have one or more characteristics in common that is interested to the researcher. The target population for the study

was 34 public primary schools in Chilanga District that are providing guidance and counseling services.

3.3 Sampling and Sampling Technique.

In selecting the grade six and seven pupils who participated in this study, random sampling technique was used to select learners while purposive sampling procedure was employed on Headteachers, guidance and counseling teachers and grade teachers because these people were expected to have adequate information that provided the most needed data for this study. Kombo and Tromp (2006) states that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues under study. In this case, the grade six and seven pupils and the guidance and counseling teachers were believed to have rich information on guidance and counseling services being offered in the schools under study, random sampling will be used to select the hundred twenty grade six and seven learners. Random sampling will be used to select the hundred twenty grade six and seven pupils by using the register to pick every third pupil in the register. The reason for picking on the grade six and seven learners only is that these are the ones that can manage to respond using a questionnaire.

3.4 Study sample.

This study sample will comprise of three (3) Government primary schools. However, Headteachers of the selected schools will be part of the respondents, guidance and counseling teachers and learners. So this will comprise of three (3) headteachers, three (3) guidance and

counseling teachers, one grade six (6) teacher and one grade seven (7) teacher from each of the three schools bringing the total of grade teachers to six. A total number of hundred and twenty learners will be selected from the three schools that will be selected;

3.5 Research instruments.

In collecting data for this research, the researcher used the following instruments: semi-structured questionnaires and semi-structured interview schedules. The semi-structured questionnaires were administered on pupils who yielded quantitative data while the semi-structured interviews schedules were employed on teachers and these generated qualitative data for the study.

3.6 Data collection procedure.

Data collection refers to gathering specific information for the research problem and aimed at proving or refuting some facts. It involves administering a questionnaire, interviews and focus group discussions. According to Orodho (2009), the most commonly used instruments in education and social science research are questionnaires, interviews and observation forms. The process is preceded by adequate preparation in terms of developing a question, instruction guidelines, making appointments in a case of some interviews. Data collection is important in research as it allows for dissemination of accurate information and development of meaningful programmes. The researcher used semi structured interview to collect qualitative data. This enabled the researcher to ask broad questions in any order considered appropriate. Questions also

gave the respondents room to answer freely and amplify the responses. The respondents were interviewed in their work places. On the other hand questionnaires were administered to learners and grade teachers in order to collect quantitative data. However, permission was first sought from headteachers using the introductory letter that was got from DEBS office.

3.7 Data analysis.

Data analysis is a process of examining the data that has been collected and making deductions and inferences from it. During the process of data analysis underlying structures are uncovered, important variables extracted, any anomalies detected, and underlying assumption tested. Data analysis can be done qualitatively or quantitatively.

Both qualitative and quantitative methods were used in analyzing data using frequency tables, distributions, percentages and graphic presentations in form of tables. Non-structured questions were analyzed through categorization and coding of themes.

3.8. Research ethics.

Before the commencement of the study, the researcher obtained an authorization letter from the University of Zambia's Post Graduate Studies Committee to carry out the field work of the study. The letter was then presented to the District Education Board Secretary (DEBS) and to the three school headteachers for the sampled schools. In addition to the University letter, permission was requested from the District Education Board Secretary Ministry of Education. The researcher made appointments with each head teacher and explained the intention of the

study. Appointments for interview sessions were arranged according to the availability of the respondents and thereafter, questionnaires were administered to respondents.

3.9. Validity.

Meriam (1998) mentioned that it is imperative for researchers conducting a qualitative research to ensure that the findings of their research are valid and present insights that are true to educators, policy makers and other researchers. Before the commencement of the study, research instruments were first reviewed by the supervisor to determine validity before they were administered for data collection. The researcher therefore had time to rectify and came up with good and reliable instruments that could ensure credible results. Mugenda and Mugenda (1999) holds the view that validity of the instruments ensures accuracy and meaningfulness of results obtained from the analysis of data on the phenomena.

3.10. Trustworthiness.

The researcher had to depend on respondents to provide truthful information.

3.11. Ethical considerations.

In order to avoid a likely cause of any physical or emotional harm to the respondents, the data collecting techniques that was used in this study considered research procedures that did not violate informants' right to privacy by posing sensitive questions or gain access to records which

may contain personal data. Further, in collecting information from the responsible officers. Furthermore, this study ensured that no personal information was made public, which informants would want to be kept private. The researcher also ensured the confidentiality of the data obtained. The names and addresses of the informants was omitted from the questionnaire. Administratively, the researcher sought introductory letter from the University of Zambia in association with Zimbabwe Open University (UNZA/ZOU) to enable him collect data from the respondents. Equally, permission was sought from the District Education Board Secretary (DEBS) for the researcher to have access to the respondents for data in the selected Government schools using the same introductory letter got from the University of Zambia. Nevertheless the same introductory letter which had an introductory letter from the DEBS was used to seek for permission from the headteachers to allow the research to gather information from the respondents.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0. Overview.

This chapter presents the results of the study conducted in Chilanga district which aimed at investigating the influence of guidance and counseling on the management of pupils in selected primary schools of Chilanga district of Lusaka province. The findings are presentation according to the objectives of the study. The objectives of the study were to: establish the status of guidance and counseling service provision in primary schools; determine the type of guidance and counseling services available in primary schools; and investigate challenges faced by guidance and counseling teachers in the provision of guidance and counseling services in primary schools.

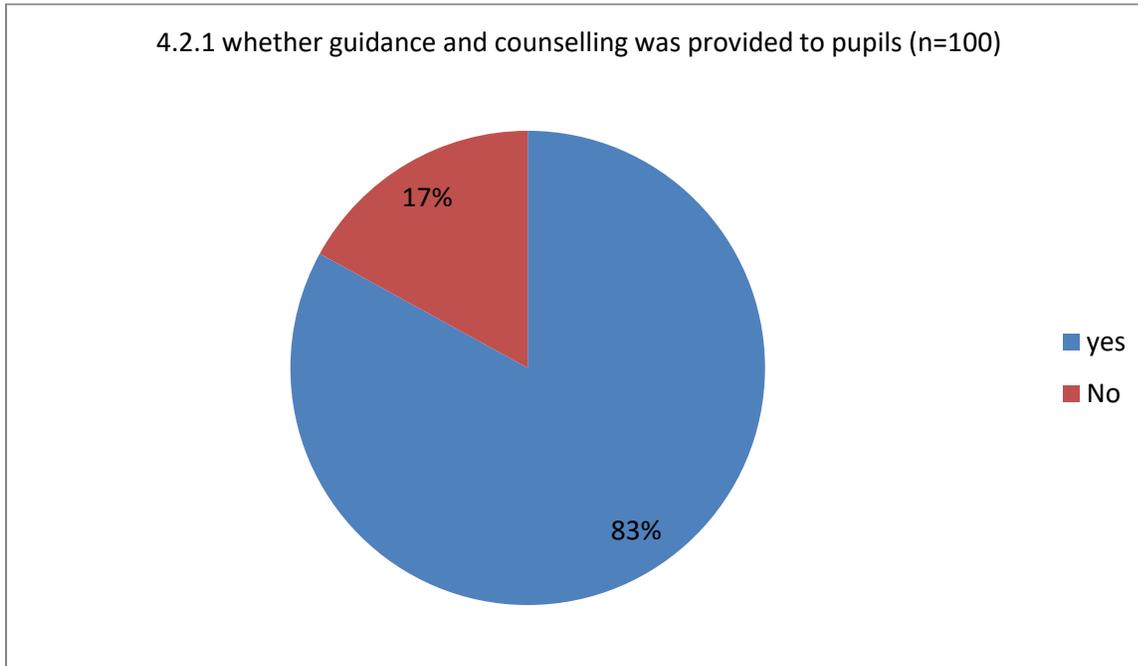
4.1. FINDING FROM THE TEACHERS

4.1.0. Whether schools provide guidance and counseling services to pupils.

In order to establish the influence of guidance and counselling on the management of pupils in selected primary schools of Chilanga District, data was collected from the teachers and pupils.

The findings were as presented below.

Figure 4.2.0



The figure above shows that 5 out of the 6 grade six and seven teachers that were sampled agreed that guidance and counseling is offered to primary school pupils and this represent 83% of the total 6 teachers that were sampled. 17% of the teachers who were sampled said that guidance and counseling was not offered to pupils in primary schools of Chilanga district.

Teacher from school A had this to say:

Guidance and counseling is provided to learners in this school by way of having talks every day during lessons on certain issues that affect them like poor performance in certain subjects, drug abuse and fighting.

Another teacher at a given school said

Guidance and counseling is offered at this school and it is not only the

guidance and counseling teacher who does that but almost all the teachers does during lessons and in private depending on the nature of the problem or issue presented to them.

Teacher from school B had this to say;

Guidance and counseling at this school is done or offered but only when learners are almost writing their examinations and its and only to examination class let's say grade sevens only. As for these other grades, that is grade seven and nine classes only.as for these other grades , its only done when the teacher the teacher notices a problem with one of the learners who then reports to the guidance and counseling teacher or does the counseling himself or herself.

Another teacher from the same school said;

Guidance and counseling is provided to pupils in this school. Sometimes these pupils become problems at home and their parents come and report at school, where either class teacher or the teacher counselor takes it up and provide counsel to affected pupils and thereafter feedback is given to the parents of the affected pupil by either the guidance and counseling teacher or the deputy head.

Another teacher from school C said;

I don't think guidance and counseling is provided to pupils at this school because if it was, we would not have been experiencing a lot of dropouts due to drug abuse, early pregnancies and also

we would have experienced a reduction in the numbers of absenteeism.

Worse still vandalism is rampant at this school which is an indication

that no proper guidance and counseling is given to pupils.

4.1.0 The types of guidance and counseling services provided in primary schools.

Table 4.1.0

Types	Frequency	Percentage
Psychological	0	0%
Behavior	4	34%
Social issues	1	8%
Special groups	1	8%
Personal problems	6	50%
Total	12	100%

Table 4:1;1 indicates that the majority , 50% of the teachers confirmed that pupils personal problems was the most common type of guidance and counseling service primary schools offered to pupils, while 34% of the teachers sampled said that behavior related issues scored the second and third and fourth were social issues and special groups that had 8% respectively and 0% of the teachers said that pupils reported psychological issues to either class teachers guidance and counseling teachers.

One teacher said:

Majority of the cases that I have attended to my pupils concern their own

personal problems which may include how they are ill treated at home or why they are not able to cooperate with their friends.

Some teachers also indicated that personal pupils' problems included poor performance.

One teacher stated:

Pupils' poor performance in class is one of the personal pupils' problems which is common at this school. Pupils here come from vulnerable families and their performance is not good, this is a problem. In general the pupils' performance is their personal problem.

Another teacher from one school stated:

Social related problems among the pupils mostly come as a result of girl/boyfriend Relationships especially the girls fighting over boys. This is a problem, that is why the girls start writing love letters to the boys and vice versa. This is a big social related Problem because girls end up being impregnated by the boys. As for our school, it recorded a number of pregnancies which included one grade five pupil.

Another teacher from a different school mentioned social related problems as a big problem.

She said:

As a result of social related problems in this school, a lot of pupils are

engaged in alcohol and drug abuse. Most of the boys especially those in grade seven are involved in beer drinking and smoking, this later brings about the issue of vandalism, fighting among pupils, insulting, and other social related problems.

Table 4.2.1. Common types of cases attended to by the teacher counselors.

TYPES	FREQUENCY	PERCENTAGE
Drug and Alcohol abuse	1	8%
Career guidance	6	50%
Social issues	3	25%
Fighting	2	17%
Total	12	100%

A teacher from school A said

Cases of drug and alcohol abuse are not rampant in primary schools. Most of the pupils in primary school are still innocent in terms of abusing Drugs and alcohol. At this school we only had one case where a pupil was Caught abusing alcohol by the parents and that prompted the parents to Come and report to school of which the child was talked to by the deputy Headteacher and the pupil promised to change.

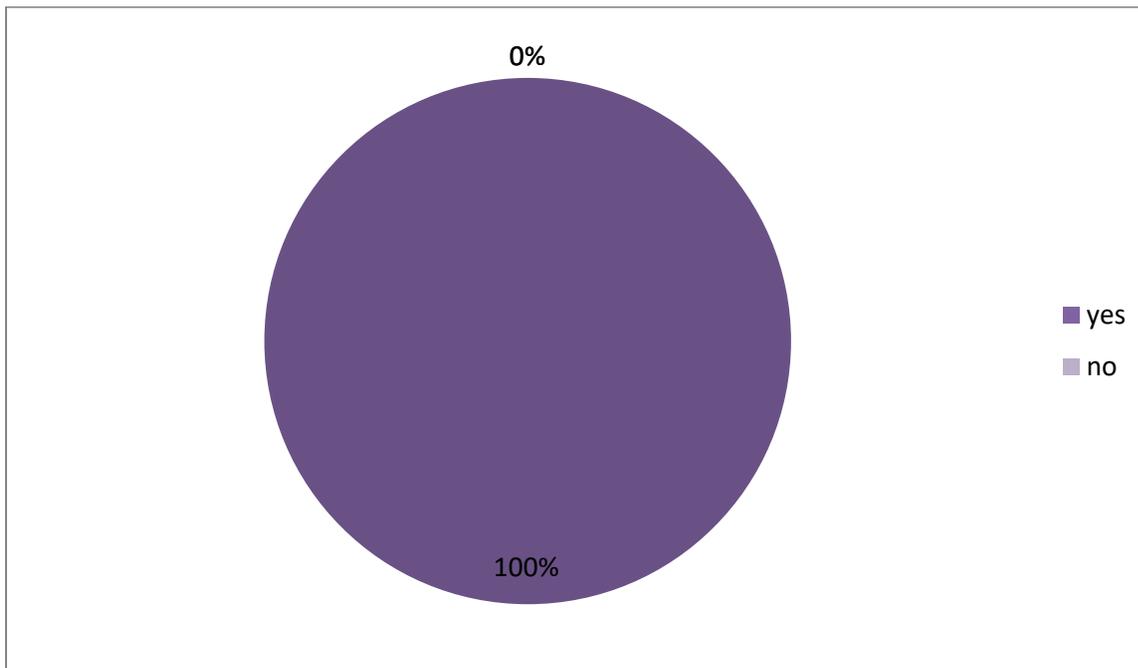
Another teacher from school B said:

Career guidance is most common type of guidance and counseling been offered at this school because almost all the class teachers give career guidance

to the pupils in their respective classrooms. It is the ultimate goal for every class teacher that all the pupils in his or her class have adequate information about career development.

Figure 4.2.1.

Challenges faced by guidance and counseling teachers in the provision of the service.



Out of the 3 teacher counselors sampled representing 100% from the three schools, all of them said they faced a lot of challenges and some of the challenges that were cited in the responses got were that the departments did not receive any financial support from the school and apart from that the department did not also get material support.

Head teachers responses on the influence of guidance and counseling on the behavior of pupils.

The study sought to find out if teachers thought guidance and counseling had influence on the way pupils behave. All the three head teachers of the three sampled schools agreed that guidance and counseling had some influence on the way learners behaved in school and away from school.

One head teacher from school A had this to say

In most cases were a pupil was reported to the guidance and counseling teacher, the teacher counselor took it up and organized counseling sessions for the pupil and this yielded results as they can be seen in the way the pupil could start behaving after the counseling sessions.

The other head teacher from another school said

Although counseling is not done professionally by a qualified counselor Results are seen in pupils when they are engaged in the counseling Session. our school which is located within a shanty compound normally Experiences a lot of cases of fighting and a bit of drug abuse by the pupils Therefore guidance and counseling plays a very important role in shaping The behavior of such pupils.

The third head teacher from school c said

Guidance and counseling is very important in shaping the behavior of

Pupils in primary schools the only thing that needs to be done in order

For the department to achieve its goals is to make sure that the department

Has financial support and that the teachers involved should be qualified

Counselors, unlike what is the case in most primary schools in the district.

However, guidance and counseling is the only proven tool that can

Be used to shape the behavior of pupils in most primary schools

Of Chilanga District.

4.2. FINDINGS FROM THE PUPILS.

In order to establish the status of guidance and counseling provision in primary schools, data was collected from the pupils using a questionnaire and the findings were as shown below.

Ages of pupils.

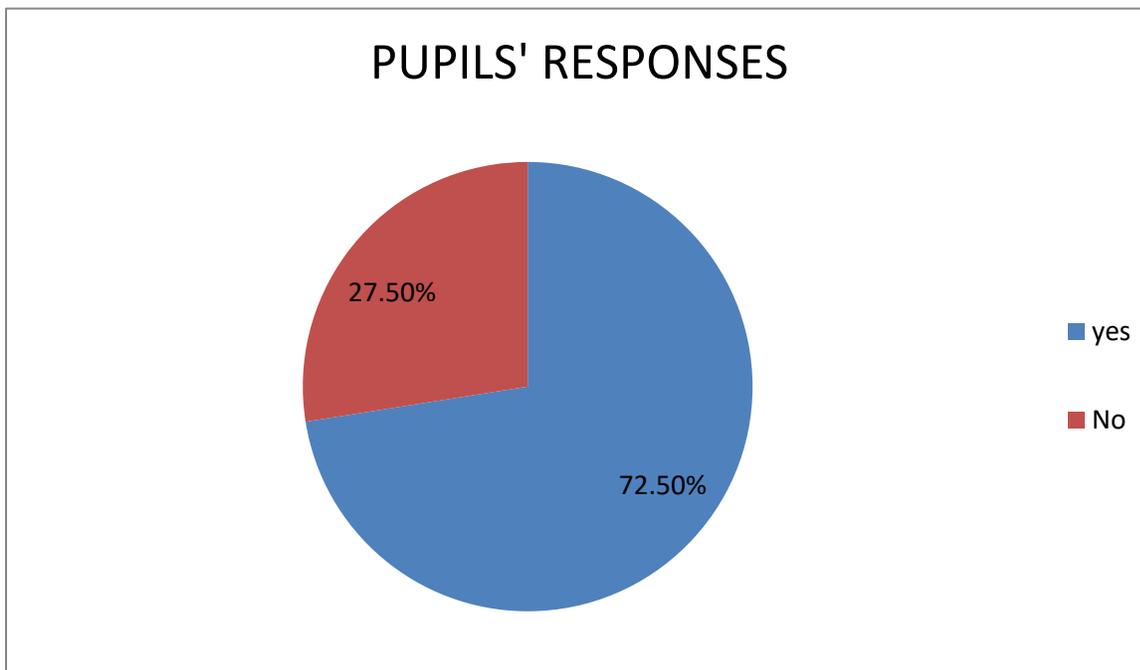
Table 4.2.2.

Age	Frequency	Percentage
10-12 years	80	66.7%
12-16 years	33	27.5%
16 years and above	7	5.8%
Total	120	100%

Most of the pupils that responded to the questionnaires were between 10-12 years representing 66.7% of the total sampled number from the three schools, 27.5% were between 12-16 years and only 7 pupils representing 5.8% were 16 years and above.

Figure 4.2.2. Whether primary schools provided guidance and counseling services

Pupils were asked to say if they were provided with guidance and counseling services in their schools and this is how they responded.



Most of the pupils responded to the questionnaires and 72.5% of the total number of pupils that were sampled said that they received guidance and counseling from the headteacher, the class teacher, friends and from teacher counselor and only 27.5% said they did not receive and guidance and counseling from any of the responsible officer.

Table 4.2.3. Whether pupils have been assisted by school counselor.

	Frequency	Percentage
Yes	30	25%
No	48	40%
Not sure	42	35%
Total	120	100

As it can be seen in the table above, 30 pupils representing 25% said confirmed that they have been assisted by the teacher counselor in one way or the other, while 48 pupils representing 40% said that they have never been assisted by the teacher counselor and lastly only 42 pupils representing 35% said they did not know if they ever had any assistance from the teacher counselor.

Table 4.2.4. To whom pupils reported their problems to

Where pupils reported their problems	Frequency	Percentage
Headteacher	43	35.8%
Teacher counselor	15	12.5%
Class teacher	53	44.2%
Friends	9	7.5%
Total	120	100%

In table 4.2.4. It is indicated that most of the pupils reported their problems to the class teacher, about 53 pupils representing 44.2% from the total 120 pupils sampled confirmed to have reported their problems to the class teacher. 43 pupils representing 35.8% said that they were comfortable reporting their problems to the head teacher and only 9 pupils representing 7.5% confined in their friends for help in case they had a problem. Finally 15 pupils representing 12.5% said that they reported their problems to the teacher counselor.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 overview

This chapter discusses the findings of the study which sought to investigate the influence of guidance and counseling on the management of pupils in primary schools of Chilanga District. The themes from the findings under each objective are brought out.

5.1. The status of guidance and counseling provision in primary schools.

As regards the provision of guidance and counseling services in primary schools, the study has indicated that all the teachers (100%) and pupils (72.5%) agreed that their schools provided guidance and counseling services. The result indicating that guidance and counseling in primary schools is provided means that some pupils in primary schools of Chilanga District also benefited from the service. However, there is need to support guidance and counseling in primary schools so that every pupil benefits.

Nevertheless, the study also indicates that about 27.5% of the pupils indicated that they never accessed the guidance and counseling service from the respective schools. This revelation is of serious concern as guidance and counseling helps the school management in managing the behavior of pupils in schools, and also for them to attain their full potential in their education life, all in all guidance and counseling helps pupils to be better citizens if well administered and handled

Nevertheless, this study indicated that very few pupils reported their issues or problems to the teacher counselor, only 12.5% reported to the guidance and counseling teacher and 43% reported

to the head teacher and the larger group representing 44.2% reported to the class teacher and 9% reported to friends. This simply means that pupils have more confidence in the class teacher than they have in the guidance and counseling teacher. This is very clear that class teacher have a very important role to play in terms of the management of pupils behavior in primary schools is concerned, therefore, it's an indication that it is very important to train every primary school teacher with the guidance and counseling skills so that they (class teacher) can offer the service professionally. The other reason why most of the pupils reported their problems to the class teacher could be that most of the primary school pupils spend most of their school time with their class teachers hence pupils feel more comfortable and free to present their problems to the class teacher rather than the teacher counselor.

5.2. Types of guidance and counseling services provided in primary schools.

The study revealed that personal problems was the most common type of guidance and counseling service provided to primary school pupils in Chilanga district. As shown in the findings, personal problems is the one that is the most common type of counseling that is offered in most of the primary school and was represented by 50% of the response rate. It is evident that teachers in primary schools provided personal counseling because most of the pupils in primary schools reported personal problems to their class teachers.

It was also discovered in the researcher's findings that most of pupils that presented personal problems to the guidance and counseling teacher or to their class teacher came from homes where they were dependents and most of the pupils indicated that they were not happy with the way they related to their guardians.

Findings also revealed that 34% of the sampled teachers agreed that pupils in primary schools been helped with behavior related issues. It was discovered that most of the behavior related issues were mostly due to peer pressure, therefore, it was noted that there was great need for teacher counselors and other members of staff in primary schools to have regular talks about the way pupils should behave when in school.

On the other hand, special group counseling was also offered to the pupils in primary schools but only 8% of the sampled teachers agreed that they offered this type of counseling. According to the researcher's findings, this type of counseling was mostly offered to schools with special education needs pupils.

Social issues also had 8% which means that this type of counseling is not commonly offered in primary schools. Lastly in all the sampled schools no teacher indicated that they offered this type of counseling or that no pupil presented a psychological problem to either the teacher counselor or the class teacher. From these findings the researcher deduced that no pupil was bored enough to present their psychological problems to either the teacher counselor or the class teacher.

5.2. Common types of cases attended to by the guidance and counseling teachers.

As regards to common types of cases attended to by the guidance and counseling teachers, the study indicates that 50% of the pupils in primary schools went to the guidance and counseling teacher for career guidance, and in most cases it was discovered by the researcher that the career guidance in primary schools is normally done on assembly every Monday and Friday by either the teacher on duty or the teacher counselor.

Cases to do with fighting; only 17% of the respondents said that they attended to the cases of fighting, although these cases of fighting were recorded mostly these fights were not done in the schools premises but these normally happens outside the school premises when pupils were on their way home. The researcher concluded that these cases of fighting were as a result of the environment most of these pupils come from, as the environment played a very important role in shaping the behavior of pupils that come from that particular environment.

5.3.Challenges faced by guidance and counseling teachers in the provision of guidance and counseling service.

With regards challenges faced by the guidance and counseling teachers in primary schools, according to the findings, the teachers rated lack of cooperation from the school administrator as fairly serious challenges and lack of cooperation by some members of staff was rated as minor challenges. The teachers also rated lack of financial support from the school administrators in primary schools as one of the major challenges the department faced.

The main issues hindering guidance and counseling due to lack of resources in the schools were lack of privacy since most of the primary schools have no guidance and counseling office. Apart from that most primary school guidance and counseling departments lack financial support to enable them to invite guest speakers and lack of refresher courses to enable the teacher counselors to acquire new information and materials. The need for human resource suggests that schools need more professional school guidance and counseling personnel, but this does not mean that more man power be allocated to schools to carry out guidance and counseling duties and activities, but also entails that these people should receive appropriate and professional

training before they become qualified guidance and counseling teachers. Most teacher counselors attributed to lack of qualified guidance and counseling teachers as one of the challenges that schools faced in the provision of guidance and counseling in primary schools then on the job training could be provided to familiarize them with the knowledge and skills needed for the job as guidance teachers.

5.4. Influence of guidance and counseling on the behavior of pupils in primary school.

According to the findings, the Headteachers agreed that through guidance and counseling comprehensive advice on career is given to pupils in primary schools. The Headteachers agreed that through guidance and counseling services there control on the number of personal problems among the pupils in primary schools. This is as a result of most pupils taking advice given to them during counseling sessions done on assembly on Mondays and Fridays by the teacher counselor or teacher on duty and they become more responsible in their school life. The headteachers agreed that guidance and counseling services has enabled pupils to be well disciplined with improved academic performance. They were somehow not in support that the absence of adequate guidance and counseling facilities does not often lead to poor provision of guidance and counseling services to pupils in primary schools as this can be seen in some of the responses by teachers that guidance and counseling is done on assembly every Monday and Friday by either the teacher counselor or the teacher on duty. However it should be noted that with the availability of guidance and counseling facilities, it becomes easier for pupils to adopt the guidelines given to them. The headteachers were also not for the idea that guidance and

counseling is not only better provided by competent teacher counselors but even by other class teachers as it can be seen in the findings that most of the pupils confined in the class teachers.

And that they are the ones that provided most of the counseling in primary schools, however, a well-qualified teacher counselor is an added advantage in achieving the best results in the provision of guidance and counseling sessions to pupils in primary schools.

When guidance and counseling is introduced to pupils, chances of having problems with behavior's management diminish as more of the pupils have the opportunity to decide how they learn. In this regard, the teacher sees to it that the goals of learning are actualized through guidance, being the reference point and also making sure that there is intellectual development and growth of the pupils (Zins & Elias, 2006). The school administration determines the discipline on pupils because the level of guidance and counseling services offered depends on the interests and concern of the head teacher towards the said services in the school.

From the results, it is imperative for teacher counselors to be role models as it is considered a good feeling when pupils view them as role models. Studies have indicated that many pupils who have been counseled by teachers do change their habits of behavior when they are shown the way. It is good to note how some of the pupils changed their habits in relation to the way they have been shown to become more aggressive in learning and also studying their lessons.

Teachers should also show concern and love to the pupils for they are like parents who are supposed to nurture their children with parental love.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

6.0. Overview.

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to ascertain the influence of guidance and counseling on the behavior of pupils in primary schools of Chilanga District of Lusaka province.

The findings would lead to conclusions on how best to maintain discipline through guidance and counseling services.

6.1. SUMMARY OF FINDINGS.

The purpose of this study was to investigate the influence of guidance and counseling on the management of pupils in selected primary schools in Chilanga District. Descriptive survey design was applied to this study because it sought to collect data from respondents about their opinions on the influence of guidance and counseling on the management of pupils in primary school and the support given by the department of guidance and counseling gets from primary school administrators in selected primary schools of Chilanga District.

The study further revealed that, the most common type of counseling services provided to the pupils in primary schools were personal and social counseling. However, special group counseling was also, to some extent, provided to pupils in primary schools that had special education unity.

As regards to common cases that the guidance and counseling teachers attended to, sexual abuse cases, social relationships were the most common ones. However, the guidance and counseling teachers also attended to, drug and alcohol abuse, and career guidance. The above cases are very sensitive and needs immediate attention from the teachers if pupils were to be brought up in an upright manner which calls for the guidance and counseling teachers to map out strategies that would help the pupils and bring about reduction of such cases in basic schools.

The main administrative roles of a headteachers in delivering guidance and counseling services in the school are facilitating the workshops of the teacher counselors, facilitate in budget for the department during school budget, appoint and motivate teacher counselors and provide necessary facilities and resources. The study found out that the majority of the headteachers considered guidance and counseling services to be important in primary schools regardless of the challenges that they face in the provision of the service. Most of the teachers indicated that guidance and counseling services were offered in the schools especially for educational matters.

The headteachers agreed that through guidance and counseling comprehensive advice on career is given to pupils. The headteachers also agreed that through guidance and counseling services there are less personal problems among the pupils. They were also for the view that guidance and counseling services had enabled pupils to be well disciplined with improved academic performance. They were somehow not in support that the absence of adequate guidance and counseling facilities does not often lead to poor provision of guidance and counseling services to pupils in primary schools as this can be seen in some of the responses by teachers that guidance and counseling is done on assembly every Monday and Friday by either the teacher counselor or

the teacher on duty. However it should be noted that with the availability of guidance and counseling facilities, it becomes easier for pupils to adopt the guidelines given to them. The headteachers were also not for the idea that guidance and counseling is not only better provided by competent teacher counselors but even by other class teachers as it can be seen in the findings that most of the pupils confined in the class teachers and that they are the ones that provided most of the counseling in primary schools, however, a well-qualified teacher counselor is an added advantage in achieving the best results in the provision of guidance and counseling sessions to pupils in primary schools.

The main issues hindering guidance and counseling due to lack of resources in the school were lack of privacy since there was no guidance and counseling office, In terms of challenges faced in the provision of guidance and counseling services, the study revealed that teachers faced the following challenges: lack of materials such as teachers hand books; and lack of support from the parents and other members of the community. The teachers of guidance and counseling suggested to the ministry of general education to train teachers in guidance and counseling and provide more guidance and counseling materials to the teachers in order to enhance the provision of guidance and counseling in primary schools. The headteachers also lacked funds to sponsor the department and for teacher counselors to attend workshops. The study also found out that some of the pupils in primary schools of Chilanga District indicated that they benefited from guidance and counseling in school in learning, they also indicated that they benefited from guidance and counseling in school in discipline and in personal problems. Most pupils preferred counseling from class teachers to teacher counseling and some acknowledged the usefulness of guidance and counseling in their school life.

6.2. Conclusion.

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

Arising from the interpretations from the tables and figures as well as descriptive data, it can be concluded that, guidance and counseling services are provided in primary schools of Chilanga District. The study further revealed that, the most common type of counselling services provided to the pupils in primary schools were personal and behavioral counseling. However, special group counselling was also, to some extent, provided to pupils in primary schools.

As regards to common cases that the guidance and counseling teachers attended to are fighting and sexual abuse. However, the guidance and counseling teachers also attended to, drug and alcohol abuse, and career guidance. The above cases are very sensitive and needs immediate attention from the teachers if pupils were to be brought up in an upright manner which calls for the guidance and counselling teachers to map out strategies that would help the pupils and bring about reduction of such cases in primary schools.

In terms of challenges faced in the provision of guidance and counseling services, the study revealed that teachers faced the following challenges: lack of materials such as teachers hand books; and lack of financial support from the school administrators. The teachers of guidance and counselling suggested to the ministry of General education to train teachers in guidance and counselling and provide more guidance and counselling materials to the teachers in order to enhance the provision of guidance and counselling in primary schools.

As regards the influence that guidance and counseling has on the management of pupils in primary school, the study revealed that the pupils benefited from guidance and counselling

services especially in areas of learning, relationships and problem solving and most importantly discipline observance. Pupils indicated that they preferred to go for counselling to the class teacher than to the school guidance and counseling teacher.

A voice which comes from a guidance and counseling teacher can bring a lot of impact and is the energy to propel someone's passion as well as providing an opportunity to rise above the rest and make a difference. Someone may get encouraged to be extraordinary and do commendable work.

6.2. RECOMMENDATIONS.

Recommendations to school administrators

1. The school administrators should support the school guidance committees.
2. The school administrators should make sure that materials such as teachers hand books are made available.
3. The school should provide in-service workshops and meetings to the guidance and counseling teachers frequently.
4. The administrators should sensitize the pupils to open up and share their problems with guidance and counseling teachers.

Recommendations to the ministry of general education.

1. Ministry of General Education (MoGE) should provide appropriate and adequate materials for guidance and counselling in schools.

2. MoGE should include guidance and counselling in the school syllabus so that it is taught as a subject to the pupils.
3. MoGE should ensure that it employs trained full time guidance and counselling teachers to primary schools.
4. MoGE should put in place a deliberate policy that would allow the provision of guidance and counselling to lower grades in schools.
5. MoGE should help schools in providing rooms for conducting guidance and counselling in order to promote confidentiality among the clients.
6. MoGE should find a way of involving the parents and communities in order to help out in providing guidance and counselling in primary schools.

6.3. Suggestions for further research.

Based on the findings of the study, there are areas which require to be studied in order to improve the influence of guidance and counseling on the management of pupils. This study was carried out in Chilanga District which is predominantly urban.

- i) It is therefore suggested that a replication of this study be carried out in the rural setting.
- ii) The researcher recommends a study on pupils discipline in relation to parent or guardian Upbringing to be carried out.
- iii) There is need to have a study on the influence of minimal integration of guidance and counseling in selected subjects in the curriculum. The objective is to curb the long standing problem of lack of time to practice guidance and counseling.

- iv) The intention of integrating guidance and counseling in the curriculum is to ensure primary school pupils move up the educational ladder with guidance and counseling knowledge.
- v). Carry out a study and investigate why guidance and counseling does well in secondary schools than in primary schools.

REFERENCES

- Brama, L.M. (1973). *The helping Relationship: Process and Skill*. Cliffs, N.J. Prentice-Hall.
- Chanda, C.N. (2003). *Counselling in police settings: a Zambian perspective Lusaka: Venus Stationery*
- Corey, G. (2005). *Theory and practice of Counselling and psychotherapy*. London: Thomson.
- Durojaiye, M.O. (1990). *Psychological guidance of the school child*. Ibadan: Evans brothers.
- Dyke, A. (2001). *HIV/AIDS Care and counseling: A multi-discipline approach Cape Town: Hantiventies*.
- Eshiwani, G.S. (1983). *The socialization of girls and its effective on their academic achievement in Rurambi Division Kakamega District*. M.A. Thesis, University of Nairobi.
- Hendrikz, E. (1986). *Introduction to Educational psychology*. London: Macmillan publishers.
- Kamuyu, C.K. (2001). *The role of peer influence in drug Abuse Among the Youth. Unpublished M.Ed Project, Kenyatta University*.
- Kilonzo, G. (1980). *The purpose of guidance and counseling in schools in Bureau of Education and Research. (Eds) Educational research development*. Nairobi: Bureau of Educational Research.
- Kochhar, S.K. (2009). *Guidance and Counselling in colleges and universities*. New Delhi: Sterling Publishers.
- Makinde, O. (1994). *fundamentals of guidance and counselling* . London: MacMillan Education Limited.
- Melville, S. (1973). *school guidance system* . Boston: Mifflin.
- Ministry of Education (1996). *Educating Our Future: National Policy on Education*. Lusaka: Zambia Education Publishing House.
- Ministry of Education (2005). *guidance and counselling for primary colleges* .Kampala: . Super Project Publication.
- Ministry of Education (2001). *School guidance services*. Lusaka; Yami Enterprise
- Ministry of Education (1997). *Day to Day* . Lusaka: MoE.

- MoEST . (1999). *Totally Integrated Quality Education and Training (TIQLT) Koech Commission*. Nairobi: Government Press.
- Mutie, E.K. and P.K. Ndambuki, (1999). *Guidance and Counselling for schools and colleges*. Nairobi: Oxford University Press.
- Mutombo, N. & Mumbuna, M. (2010). *Review of the re-entry policy* . Lusaka: MoE.
- Mutie, E. and Ndambuki, P. (1999). *Guidance for schools and colleges* . Nairobi: Oxford University Press.
- Mwamba, K. (2011). *Guidance service provision in high schools for pupils with visual impairments: A Case of Sefula and Mumbwa high schools for the blind*’. Unpublished MA dissertation, University of Zambia.
- Republic of Kenya. (2001). *The Presidential Task Force on school strikes in Kenya*. Nairobi: Government printer.
- Simiyu, P.C. (2002). *Students’ Performance in CRE in KCSE and Attitudes towards CRE in Lelan Division of West Pokot District*. Unpublished M.ed Project, Kenyatta University.
- UNESCO. (2000). *Guidance Module 1*. Botswana.
- Tembo, K. (1980). *The need for Guidance and counseling for female students at the University of Zambia*. Unpublished dissertation, university of Zambia.
- Wangai, N. (1994). *Review Literature on Adolescents, Youth Sexual and Reproductive Health*. Nairobi.
- Wanjohi, K. (1990). *A study to investigate perceptions of the role of the counselors in secondary schools in Nyeri*. Unpublished M.ed Thesis, Kenyatta University.
- Zins, J. E., & Elias, M. J. (2006). *Social and emotional learning*. In G. Bears & K. Mink

(Eds.), Children's needs III: Development, prevention, and intervention
(pp. 1- 14). Bethesda, MD: National Association of School Psychologists.

APPENDIX 1:

Interview Guide for Head teacher/Deputy Head teacher.

School..... Date..... Sex.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA/ZOU). Am carrying out a research to investigate the influence of guidance and counselling on the management of pupils in primary schools of Chilanga district in Lusaka province of Zambia. Am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only and shall be treated with utmost confidentiality.

In this discussion, I wish to ask you questions about the influence guidance and counselling has on the management or behaviour of learners in your school.

1. Do you provide guidance and counselling in your school?
2. If yes you provide guidance and counselling in your school, do you have a specific person assigned as the teacher counsellor?
3. is the teacher counsellor a qualified counsellor?
4. What qualification does the teacher counsellor have?
5. Is there a room that is put aside specifically for counselling sessions?
6. Does the school offer any support to the department of guidance and counselling?
7. What kind of support does the department of guidance and counselling get from the school administration?
8. Does guidance and counselling influence the way learners behave and the way they perform academically?
9. finally what challenges does the school face in implementing guidance and counselling services in the school?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable

responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability of should there be need for me to seek from your further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU

APPENDIX 2:

Interview Guide for guidance and counselling for teacher counsellor.

School..... Date..... Sex.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA/ZOU). Am carrying out a research to investigate the **influence of guidance and counseling on the management of pupils in primary schools of Chilanga district of Lusaka Province of Zambia**. Am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only and shall be treated with utmost confidentiality.

In this discussion, I wish to ask you questions about the influence of guidance and counseling on the management of pupils in primary schools of Chilanga District.

1. Do you provide guidance and counseling in your school?
2. Do you have any qualification pertaining to counseling?
3. If the answer to question one is yes, what kind of counseling do you provide?
4. Are learners free to present their problems to you as the teacher counselor?
5. Does the department have a record of all its proceedings?
6. What kind of records do you have for the department?
7. What kind of support does the department of guidance and counseling get from the school administration?
8. Does guidance and counseling influence the way learners behave and the way they perform academically?
9. Finally what challenges does the school face in implementing guidance and counseling services in the school?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability of should there be need for me to seek from your further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU.

4. Does guidance and counseling service department in your school provide you information on discipline?

[a] no [b] yes

5. How often are you assisted by the school guidance teachers?

[a] sometimes [b] most often [c] not at all [d] not sure

6. Do you benefit from guidance and counseling services at your school?

[a] no [b] yes

7. Do guidance and counseling at your school help you in any way?

[a] no [b] yes

8. Does the guidance and counseling department help you when you have a problem?

[a] no [b] yes.

9. how is Guidance and counseling at your school

[a] very good [b] good [c] fair [d] not good.

10. Do you think the guidance and counseling services available in your school help you in your learning?

[a] no [b] yes.

11. Who helps you when you have a problem?

[a] family members [b] teachers [c] friends [d] neighbors.

12. Is it good to have guidance and counseling services department in your school?

[a] no [b] yes.

13. Where do you report your problems in school?

[a] friends [b] class teacher [c] guidance teacher [d] Head teacher.

14. What sort of problems do you face at this school?

[a] decision making [b] poor performance [c] conflicts with friends

APPENDIX 4

TEACHERS QUESTIONNAIRE

DEMOGRAPHIC DATA

A. **Age:** [a] 25-35 years [b]35-40 years [c] 40 years and above.

B **Sex:** [a] female [b] male.

C. **Highest qualification.** [a] certificate [b] diploma [c] Degree [d] masters
(e) PHD

D. **Years of service:** [a]1-5 years [b]5-10 years [c]10-15 years [d] above 20 years.

School

1. Do you provide guidance and counseling services at your school?

[a]. No [b].Yes

2. Is guidance and counseling services supported by the school administration?

[a]. No [b].Yes

3. Is there need to improve guidance and counseling in your school?

[a]. No [b].Yes

4. What do you think should be done to improve status of guidance and counseling? In your school?

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

5. Do you keep record cards for each pupil on their performance?

[a] no [b] yes.

6. What are the most cases attended to in guidance and counseling in your school?

[a] social relationship [b] drug and alcohol abuse [c] career guidance
[d] sexual Abuse [e] others

7. Most of the cases the guidance and counseling services deal with come from
[a] homes [b] communities [c] schools [d]others

8. What do you think is the reason for the common cases in your school?.....

9. Majority of pupils who bring counseling cases are?
[a]girls [b]boys [c]both [d]nil

10. List down some cases that you encounter in guidance and counseling at your School?
.....
.....
.....

11. Which grades do you think benefit most from guidance and counseling services in your school?

[a]. grades1-4 [b]. grades5-7 [c]. grades 8-9.

12. Who do you think benefit most in your school?

[a]. Girls [b]. Boys

13. Give reasons for your answer to question 12?
.....
.....
.....

14. List down 3 things to be done in order to make all categories of pupils to benefit
[i].....
.....

[ii].....
.....

[iii].....

15. What is the most common type of counseling provided in primary schools?

[a]. counseling in special groups [b]. personal pupils problems

[c]social related issues

[c]. cultural based issues.

17. Do you face challenges in providing guidance and counseling in primary schools?

[a]. No

[b].Yes

18 If yes to question 17 what challenges do you face?

.....

.....

.....

.....

.....

.....

19. What do you think should be done to overcome the challenges?

.....

.....

.....

.....

20. Are materials for guidance and counseling services found at your school?

[a] No

[b] Yes

21. Suggest ways and means of improving guidance and counseling service provision In primary schools

.....

.....

.....

.....

22. What are your recommendations as regards guidance and counseling services in primary schools?

.....

.....

.....

