

**RELATIONSHIP BETWEEN GUIDANCE AND COUNSELLING SERVICES  
OFFERED AND LEARNERS' ACADEMIC PERFORMANCE IN SELECTED  
SECONDARY SCHOOLS IN KABWE, ZAMBIA**

**By**

**Muzumara Simon**

A Dissertation Submitted in partial fulfilment of the requirement for Award  
of the Degree of Master of Science in Counselling of the University of  
Zambia and Zimbabwe Open University

**UNZA/ZOU**

**2018**

## **COPYRIGHT**

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, transmitted in any form or by any means, electronic, recording, mechanical, photocopying or otherwise without prior permission in writing from the author or the University of Zambia.

## **DECLARATION**

I, MUZUMARA SIMON declare that this dissertation is my original work and has not been presented for a degree anywhere. This work has not been published with any other University. Works drawn from other sources have been acknowledged.

Signature of Author:.....Date:.....

Name: .....

**CERTIFICATE OF APPROVAL**

This dissertation of Muzumara Simon has been approved as partial fulfilment of requirements for the award of Master of Science in Counselling by the University of Zambia and Zimbabwe Open University (UNZA – ZOU).

**Signatures**

Examiner ..... Date .....

Examiner ..... Date .....

Examiner .....Date .....

## **DEDICATION**

This dissertation is dedicated to my three sons Sangwani, Salifya and Luyando. Let this be a motivation to them that through handwork they too can achieve what they desire in life. The sky should not be the limit for them, but just the beginning.

## **ACKNOWLEDGEMENTS**

This work would not have been possible without the support and critical advice received from my supervisor Dr. Joseph Mandyata. It was such a privilege to work under his guidance. His encouragement, support and commitment to my achievement is greatly appreciated.

I cannot fail to mention Dr. Daniel Ndhlovu, Dr Rose Chikopela and Mrs Ntabo H. Miyoba for their invaluable advice, encouragement and support.

I would also like to thank all those people who have contributed both directly and indirectly to my work especially all the Head teachers, Guidance teachers and learners in the study secondary schools who gave freely their time to complete the questionnaires and answer interview questions.

I am grateful to my spouse, Lucy for her immense moral, spiritual and most importantly her financial support which enabled me to meet my financial obligation throughout my study with ease. To my children Sangwani, Salifya, and Luyando, I thank them for their support and tolerance especially as I seemed to direct all my time towards my education instead of them. Special thanks go to my mother, brothers and sisters for their moral and spiritual support during my studies. To my late father, thank you so much for believing in me, I wish you were still alive to see how I have excelled in my education. Above all, I thank God for having given me the grace, strength and guidance throughout this study.

## **ABSTRACT**

The purpose of the study was to investigate the relationship between guidance and counselling services offered and learners' academic performance in selected secondary schools in Kabwe, Zambia. The study was undertaken because learners' academic performance in secondary schools in Kabwe, Zambia had not been very good, despite guidance and counselling being offered to them.

A survey design supported by use of quantitative and qualitative techniques were used to collect data for the study. The sample size for the study was 120; this comprised 100 learners, 10 Head teachers and 10 guidance teachers. Simple random sampling was used to select learners, while purposive sampling was used to select Guidance teachers and Head teachers. Primary data were collected by the use of questionnaires and interview schedules; secondary data were collected through extensive review of literature related to the study. Thematic analysis was used to analyze qualitative data while quantitative data were analyzed using the statistical package for social sciences (SPSS).

The study revealed that there was a relationship between guidance and counselling services offered and learners' academic performance, though the relationship in the study schools was weak because the services offered were found to be statistically insignificant to have a positive effect on the learners' academic performance. This was because Guidance teachers experienced challenges which affected the service delivery of guidance and counselling services. These ranged from: inadequate time to conduct guidance and counselling; heavy teaching loads; learners' negative attitudes towards guidance and counselling; shortage of guidance and counselling materials; inadequate and inappropriate counselling services and finally lack of adequate professional training among guidance teachers. Based on these findings, the study recommended that the Ministry of Education should come up with a clear policy that will exempt guidance teachers from having any teaching loads. The study also recommends that a deliberate policy should be put in place by schools to orient learners on the benefits of guidance and counselling services. The study further recommends that the ministry should procure enough guidance and counselling materials to distribute to all the schools in the country.

Key words; Relationship, guidance and counselling, learners' academic performance

## TABLE OF CONTENTS

COPYRIGHT .....	i
DECLARATION.....	ii
CERTIFICATE OF APPROVAL .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENTS .....	v
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
LIST OF FIGURES .....	xiii
LIST OF TABLES .....	xiv
LIST OF ACRONYMS AND ABBREVIATIONS.....	xv
CHAPTER ONE: INTRODUCTION .....	1
1.1 Overview .....	1
1.2 Background.....	1
1.3 Statement of the Problem .....	3
1.4 Purpose .....	4
1.5 Objectives .....	4
1.6 Research Questions .....	4
1.7 Significance of the Study.....	5
1.8 Delimitation and Limitations.....	5
1.8.1 Delimitations.....	5
1.8.2 Limitations.....	6
1.9 Conceptual Framework .....	6
1.10 Operational Definitions .....	7
1.11 Summary.....	7
CHAPTER TWO: LITERATURE REVIEW .....	8
2.1 Overview .....	8
2.2 Historical Development of Guidance and Counselling Services .....	8
2.2.1 Global Perspective .....	8
2.2.2 Zambian Perspective.....	9
2.3 Nature of Guidance and Counselling Services .....	12

2.3.1	Educational Guidance .....	12
2.3.1.1	Study Skills, Study Habits, and Study Attitudes .....	13
2.3.1.2	Time Management .....	14
2.3.1.3	Note – Taking.....	15
2.3.1.4	Managing Examinations.....	16
2.3.1.5	Academic Counselling .....	16
2.3.2	Vocational Guidance.....	17
2.3.2.1	Analysis of the Individual.....	17
2.3.2.2	Occupational Information .....	18
2.3.3	Personal - Social Guidance .....	19
2.3.3.1	Anxiety.....	19
2.3.3.2	Self-Concept .....	20
2.3.3.3	Drug, substance and Alcohol Abuse.....	20
2.3.3.4	Teenage pregnancy .....	21
2.3.4	Placement.....	21
2.3.5	Orientation .....	22
2.4	How Challenges Faced by Guidance and Counselling Teachers Affected learners’ Academic Performance .....	23
2.4.1	Inadequate Time .....	23
2.4.2	Learners’ Attitudes towards Guidance and Counselling Services.....	24
2.4.3	Shortage of Guidance and Counselling Materials .....	24
2.4.4	Attitude of Administrators .....	25
2.4.5	Counsellor’s Competences .....	26
2.5	Summary.....	27
CHAPTER THREE: METHODOOGY .....		28
3.1	Overview .....	28
3.2	Philosophical Assumptions/Orientation .....	28
3.3	Research Design .....	28
3.4	Study Site.....	29
3.5	Target Population .....	29
3.6	Sample Size .....	29

3.6.1	Characteristics of Participants .....	30
3.6.1.1	Characteristics of Learners .....	30
3.6.1.2	Characteristics of Guidance Teachers.....	30
3.6.1.3	Characteristics of Head Teachers .....	31
3.7	Sampling Technique .....	31
3.8	Research Instruments.....	32
3.8.1	Questionnaires .....	32
3.8.2	Interview Schedules.....	32
3.9	Data Collection Procedure.....	33
3.10	Data Analysis.....	33
3.11	Ethical Considerations.....	34
3.10	Summary.....	34
CHAPTER FOUR: PRESENTATIONS OF THE FINDINGS.....		35
4.1	Overview .....	35
4.2	Question One: What is the Nature of Guidance and Counselling Services Offered in the Study Schools? .....	35
4.2.1	Views of Participants on the Nature of Guidance and Counselling Service. ..	35
4.2.1.1	Educational Guidance and Counselling.....	36
4.2.1.2	Vocational Guidance and Counselling .....	36
4.2.1.3	Personal - Social Guidance and Counselling.....	37
4.2.1.4	Placement Services .....	37
4.2.1.5	Orientation Services.....	37
4.3	Question Two: What is the Relationship between Guidance and Counselling Services Offered and Learners' Academic Performance?.....	37
4.3.1	ANOVA Test Results on the Significance of various Guidance Services on Learners' Academic Performance .....	37
4.3.1.1	Educational Guidance and Counselling.....	38
4.3.1.2	Vocational Guidance and Counselling services.....	40
4.3.1.3	Personal – Social Guidance and Counselling .....	41
4.3.1.4	Placement Services .....	43
4.3.1.5	Orientation Services.....	45

4.3.2	Views of Participants on Effect of Guidance and Counselling on learners’ Academic Performance. ....	46
4.3.3	How Participants Rated the Academic Performance of their Schools.....	49
4.4	Question Three: How have Challenges Experienced by Guidance Teachers in the Provision of Guidance and Counselling Services Affected Learners Academic Performance in Selected Secondary Schools? .....	50
4.4.1	Views of Guidance Teachers. ....	50
4.4.2	Views of Head Teachers .....	53
4.5	Summary.....	53
	Chapter Five: Discussion.....	55
5.1	Overview .....	55
5.2	Object One: Identify the Nature of Services Available for Learners Under Guidance and Counselling in the Study Schools.....	55
5.3	Object Two: Assess the Relationship of Guidance and Counselling Services Offered on Learners’ Academic Performance in Selected Secondary Schools in Kabwe, Zambia.....	58
5.3.1	Educational Guidance .....	58
5.3.2	Vocational Guidance.....	60
5.3.4	Personal – Social Guidance .....	61
5.3.5	Placement Services .....	63
5.3.6	Orientation Services.....	64
5.4	Objective 3: Explore how Challenges Experienced by Teachers in the Provision of Guidance and Counselling Affect Learners’ Academic Performance in Selected Schools in Kabwe, Zambia. ....	64
5.6	Summary.....	66
	CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS .....	68
6.1	Overview .....	68
6.2	Conclusion.....	68
6.3	Recommendations .....	68
6.4	Suggestion for Future Research.....	69
	REFERENCES .....	70
	APPENDICES .....	76
	Appendix A: QUESTIONNAIRE FOR LEARNERS.....	76

Appendix B: INTERVIEW GUIDE FOR GUIDANCE TEACHERS.....	80
Appendix C: INTERVIEW GUIDE FOR HEAD TEACHERS .....	81
Appendix D: INTRODUCTORY LETTER.....	82



## LIST OF FIGURES

Figure 1	Relationship Between Guidance and Counselling and Learners Academic Performance.....	6
----------	-----------------------------------------------------------------------------------------	---

## **LIST OF TABLES**

Table 1	Characteristics of Learners.....	30
Table 2	Characteristics of Guidance Teachers .....	30
Table 3	Characteristics of Head Teachers.....	31
Table 4	Participants Responses on the Nature of Guidance and Counselling Services Available at their Schools.....	36
Table 5	ANOVA Test for the Effect of Educational Guidance and Counselling on Learners’ Academic Performance.....	38
Table 6	ANOVA Test for the Effect of Vocational Guidance and Counselling on Learners’ Academic Performance.....	41
Table 7	ANOVA Test for the Effect of Personal – Social Guidance and Counselling on Learners Academic Performance.....	42
Table 8	ANOVA Test for the Effect of Placement Services on Learners’ Academic Performance .....	44
Table 9	ANOVA Test for the Effect of Orientation Services on Learners Academic Performance.....	45
Table 10	Participants Responses on the Effect of Guidance and Counselling on Learners Academic Performance.....	47
Table 11	How Participants Rated the Academic Performance of their Schools....	50

## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>ANOVA</b>	Analysis of Variance
<b>MOE</b>	Ministry of Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TVTC</b>	Technical and Vocational Teachers' College
<b>UNESCO</b>	United Nations Education Scientific and Cultural Organization
<b>UNZA</b>	University of Zambia
<b>UNZA/ZOU</b>	University of Zambia/Zimbabwe Open University
<b>ZAOU</b>	Zambian Open University

# CHAPTER ONE: INTRODUCTION

## 1.1 Overview

This chapter provides the reader with background information on the study “Relationship between guidance and counselling services offered and learners’ academic performance in selected secondary schools in Kabwe, Zambia”. In order to provide the context for the study, the chapter begins by providing the background to the study and continues with statement of the problem, purpose and objectives. It also looks at the Research questions, Significance of the Study, and Conceptual frame work. Further, it addresses the delimitation and limitations of the study before finally ending with the operational definitions.

## 1.2 Background

Mitchell & Gibson (2003) report that it is quite possible that the earliest although unconfirmed occasion in which humans sought a counsellor was when Adam reaped the consequences of his eating the apple in the Garden of Eden. There is no proof of this early beginning to counselling, but an abundance of evidence suggests that persons throughout the ages have sought the advice and counsel of others believed to possess superior knowledge, insight or experience. Shrivastara (2003) echoes the same sentiments by indicating that there always has been and will continue to be individuals with an occasional need for help of older or more experienced associates in solving problem situations. This aspect of helping and being helped is what constitutes guidance and counselling (Mitchell & Gibson, 2003).

Sindabi (1992) observes that in the education sector the need to help learners in their various endeavours has been a source of concern for educational planners and implementers for quite some time. To effectively and appropriately help them, there have been numerous changes in policy formulations and directives which have seen the introduction of guidance and counselling services at all levels of the education system (Tuchili, 2016). Guidance and counselling services have thus been accepted and

recognised worldwide as an important element in the educational system. This worldwide recognition has seen a number of countries in Africa, such as Kenya, Namibia, Malawi, Nigeria, Botswana, South Africa and Zambia making guidance and counselling services an integral part of their education systems.

Guidance and counselling services in schools are designed to address the physical, emotional, social and academic difficulties of learners. Kochhar (2007) writes that guidance and Counselling services foster positive attitude towards school learning and work and hence improves academic performance of learners. Ndhlovu (2015) agrees with Kochhar (2007) by further stating that, there is great and urgent need for guidance and counselling services in Zambian schools. To him, Ndhlovu (2015) the need can be seen in the poor academic performance of learners, riotous and other undesirable behaviours exhibited by pupils and students. As for Weiten ( 2007) the need for guidance and counselling services in all secondary schools cannot be overstated due to increasing complexities of modern life that have placed heavy demands and responsibilities on secondary school learners. The writer notes that, learners are faced with numerous personal, academic, social - emotional needs and problems which when unattended could lead to host patterns of undesirable behaviours that would negatively affect their academic performance. Wangai ( 2000) highlights the importance of guidance and counselling services in schools by arguing that learners if motivated by teachers, would do better things related to learning but when ignored would be maladjusted and that would affect their learning, which consequently would affect their academic performance. Okobiah & Okorodudu (2004) equally agree with the previous writers, the dual state that guidance and counselling services have been conceptualized as programmes of activities which have provided us with the gateway of the existing numerous problems in our present age of complex scientific and technological development. It is therefore, essential that some positive direction be provided to learners through provision of guidance and counselling services in the school system. The services are a very critical component in any education system, as Njeri (2007) puts it, can assist students to harmonize their abilities, interests and values and thereby develop their full potential. All this, according to the writer is geared towards improving

the self-image of the students and facilitating better achievement in academic performance.

As a result of the positive attributes of guidance and counselling services towards the warfare of the learner, the Ministry of Education (MOE) in Zambia has directed all schools to provide these services , with the view of improving learners' academic performance among many other benefits that come with the said services (Tuchili, 2016) Despite the ministerial directive to implement guidance and counselling services in all schools, the academic performance in most secondary schools in the country, Kabwe district in particular had been not been very good. There was therefore a need to seriously ascertain if the interventions that had been put in place were yielding the intended results. Furthermore, since the inception of guidance and counselling services years ago by the MOE, the services had not been formally evaluated in Kabwe, Zambia. It was therefore not known whether the guidance and counselling services offered had a positive effect on learners' academic performance. It was against this background that the researcher was prompted to carry out a study to ascertain the relationship between guidance and counselling services offered and learners' academic performance in selected secondary schools in Kabwe, Zambia.

### **1.3 Statement of the Problem**

Kabwe district with a total of 15 secondary schools at the time of the study registered an overall pass percentage of 62% in 2017, 58% in 2016, 66 % in 2015, 53 % in 2014 and 58.21% in 2013, 53.14% in 2012, 59.05% in 2011 and 58.37% in 2010, at grade 12 level (ECZ, 2017), giving an average pass percentage of 58.47% for the eight years that were reviewed. These results were not consistent with the various intervention measures such as guidance and counselling that MOE had put in place to improve learners' academic performance. This situation was puzzling because it was assumed that the presence of guidance and counselling services in secondary schools would have a positive effect on learners' academic performance. Did it mean there was no relationship between the guidance and counselling services offered and learners' academic performance in the selected schools in the study district? Why was it that these intervention measures were not yielding the intended results? This status quo was

what prompted the researcher to carry out a study whose aim was to investigate whether a relationship existed between guidance and counselling services offered and learners' academic performance in selected secondary schools of Kabwe, Zambia.

#### **1.4 Purpose**

The purpose of the study was to investigate the relationship between guidance and counselling services offered and learners' academic performance in selected secondary schools in Kabwe, Zambia.

#### **1.5 Objectives**

To fulfil the purpose of the study the following objectives were examined:

- i. To establish the nature of services available to learners under guidance and counselling in selected secondary schools in Kabwe, Zambia.
- ii. To examine the relationship between guidance and counselling services offered and learners' academic performance in selected study secondary schools.
- iii. To explore how challenges experienced by teachers in the provision of guidance and counselling services affect learners' academic performance in selected study secondary schools.

#### **1.6 Research Questions**

To fulfil the purpose of the study the following questions were used as a guide to the study:

- i. What is the nature of services offered under guidance and counselling to learners in selected secondary schools in Kabwe, Zambia?
- ii. What is the relationship between guidance and counselling services offered and learners' academic performance in selected study secondary Schools?
- iii. How have challenges experienced by teachers in the provision of guidance and counselling services affected learners' academic performance in the selected study secondary schools?

## **1.7 Significance of the Study**

The findings of this study may help shed more light on the relationship between guidance and counselling services offered and learners' academic performance in selected secondary schools in Kabwe, Zambia. It was envisaged that the study would benefit policy makers at MOE, Education administrators, school Guidance teachers and learners. To policy makers the study may provide vital information to which could be helpful in coming up with a policy on how to strengthen guidance and counselling services. This would be possible because the study would expose challenges guidance teachers experienced in the provision of these services and how they impacted on learners' academic performance. Findings of the study would further help in providing useful information that would be handy in redesigning and giving momentum to the provision of guidance and counselling services by Education administrators at various levels. The study would also help guidance teachers with the much needed information related to what guidance and counselling services to provide, how these should be provided and when to provide them. This information would make the guidance teachers more effective in their execution of their duties, whose effect would consequently be seen in the academic performance of learners. Lastly and most importantly, the major recipients' and consumers of guidance and counselling, the learners would greatly benefit when remedies recommended based on the findings of the study were implemented, these benefits would be seen in the improved academic performance of the learners.

## **1.8 Delimitation and Limitations**

### **1.8.1 Delimitations**

The study was focused on ten out of the fifteen secondary schools in Kabwe, Zambia. Of these, six were for both boys and girls; three were for girls only and one for boys only. Six of study schools were urban schools while four were peri urban. This was done to have a representation from all types of schools and schools from different locations.

### 1.8.2 Limitations

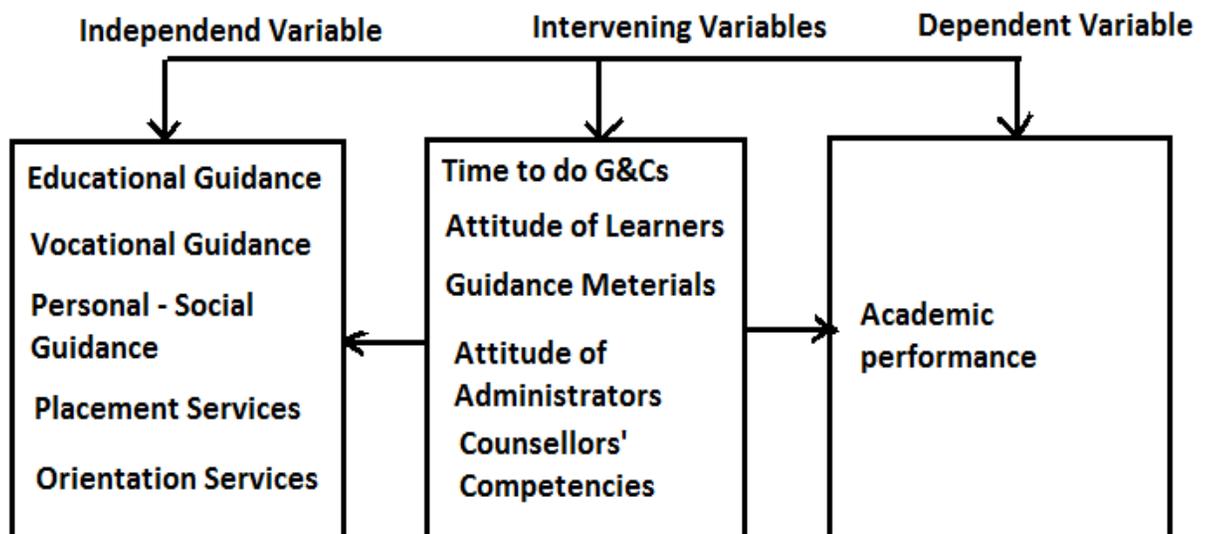
This study focused on the relationship between guidance and counselling services offered and learners' academic performance in selected secondary schools in Kabwe, Zambia; therefore, the possibility of generalization may be limited. A study of this nature in one district may not be representative of the whole country. Further the sample of 120 participants that was employed in the study was rather small compared to the rest of the population of the participants in the district.

However, it is hoped that the information generated through this study will add value to the already existing knowledge pertaining guidance and counselling and learners' academic performance.

### 1.9 Conceptual Framework

The study conceptualized that all secondary schools in Kabwe, Zambia had established guidance and counselling services which offered educational, vocational, and personal - social guidance, placement and orientation services (Independent Variables). The aim of these services was to help learner's better achievement in academic performance (Dependant Variable).

**Figure 1: Relationship Between Guidance and Counselling Services and Learners Academic Performance**



However the effective implementation of guidance and counselling services was affected by many factors which include but not limited to the following: time to do guidance and counselling services, learners' attitudes and attitudes of administrators. Other factors include guidance and counselling materials, and counsellors' competencies among others.

### **1.10 Operational Definitions**

**Academic Performance:** This refers to the academic achievement of a learner which is usually measured in terms of grades or marks attained in a test or an examination.

**Counselling:** Involves helping an individual to deal with or remove frustrations and obstacles that interfere with their lives and develop his most acceptable self by thinking through the situation him/herself in an accepting atmosphere.

**Guidance:** A process of helping learners to develop self-understanding, capabilities for making realistic career decisions, overcome personality deficits and make optimal academic progress.

**Guidance Teacher:** An individual charged with the responsibility to offer Guidance and Counselling to learners.

**Learner:** An individual that studies or learners at a particular school.

**Relationship:** a significant connection or similarity between two or more variables.

**Secondary School:** A school structure that runs from grade 8 to 12

### **1.11 Summary**

The foregoing chapter has introduced the background, also the statement of the problem, the purpose of the study, Objectives and Research questions have been outlined. It also looked at the significance of the study and conceptual framework. This was followed by the delimitation and limitations of the study. Finally, it ended with the operational definitions. The next chapter will review related literature to the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Overview**

This chapter focuses on review of literature relevant to the study. It begins with the review of the historical development of guidance and counselling. It further reviews literature as guided by the Objectives: Nature of guidance and counselling services available to learners under guidance and counselling; relationship between guidance and counselling services offered and learners' academic performance and finally; explore how challenges experienced by guidance teacher in the provision of guidance and counselling services affect learners' academic performance in the selected study schools.

### **2.2 Historical Development of Guidance and Counselling Services**

#### **2.2.1 Global Perspective**

History is often made when a person with an idea coincides with a need and opportunity. In the United States Of America (USA), Neukrug (2007) is on record that the need to develop the first guidance curriculum presented itself to Jesse Davis (1871 – 1955), who is said to have developed one of the first guidance curriculum that focused on moral and vocational guidance. UNESCO (2000) also adds that Jesse Davis was the first to stimulate the guidance movement within a school system, rather than outside. His guidance approach was based on self – study and the study of occupations.

From the early works of Jess B. Davis it can be conclude that underlying his development of guidance and counselling was the need to produce learners that had made progress academically. This is evident from Jess B. Davis description of counselling (Rockwell & Rothney, 1961) which suggests that learners should be preached to about the moral value of hard work, ambition, honest, and development of good character as assets to any person who planned to enter the business world. Through such programmes, Jesse B. Davis set the stage for guidance services in schools. The choice of the words such as handwork, imply that learners needed to put in

their best in their academic work if they were to enter a career of their choice. Thus right from its inception it was the intention of the pioneers of guidance and counselling that the services should impact on learners' social and academic life. The question that one may pose at this stage was whether this initial intent of guidance and counselling was obtaining in the study secondary schools.

Rockwell & Rothney (1961) records that other early notable leaders in the USA's guidance movement were Frank Parsons, Anna Y. Reed, Eli Weaver, George Merrill, and David S. Hill. However, the most mentioned named in the history of guidance from the list above is Frank Parsons. Literature abounds with the acknowledgement of him as the man who coined the term vocational guidance, and established the first vocational Bureau in Boston in 1908 (Mitchell & Gibson, 2003), whose sole purpose was to provide vocational assistance to young people and train teachers to serve as vocational counsellors. These teachers were to aid in selection of learners for vocational schools and assist them in choosing a vocation wisely and making the transition from school to suitable work. Parsons is celebrated to date for his famous publication 'choosing a vocation', in which he discusses the role of the counsellor and techniques that might be employed in vocational counselling. Frank Parsons realized that if learners were to properly be aided in their choice of a career, then the guidance teachers had to be adequately trained in guidance and counselling. However, the situation in Kabwe, Zambia was not known if all the teachers charged with the responsibility to offer guidance and counselling services had the necessary competencies. A well trained guidance teacher will offer the right support services that are likely to improve learners' academic performance. Could it be that the professional training of guidance teachers in Kabwe was not adequate enough; no wonder the learners' academic performance was not very good?

### **2.2.2           Zambian Perspective**

A study by Mwamba (2011) revealed that the inception of guidance and counselling in Zambia dated as far back as 1967, when the idea of setting up career guidance was initiated by the Ministry of Education and youth services. In 1970, MOE took a board decision by directing all secondary schools to nominate teachers to be seconded to

occupy the office of careers masters. At that time the main duties of the careers masters were to help learners complete application forms for enrolment in tertiary institutions and also help schools in the administration and management of school based and national examination. Little attention at that time was given to other issues that were currently being addressed by guidance teachers because the careers masters at that time did not have the necessary competencies to perform guidance and counselling duties.

In the early 1980s, Ndhlovu (2015) records that the Lusaka province careers masters association was formed. The association was very instrumental in the development of a careers radio programme at that time, whose sole purpose was to educate the public on various matters concerning career prospects. As the work for careers masters grew, it was evident that the people entrusted to work in the said offices exhibited some inadequacies because they lacked formal training to handle the office of careers masters. As a result, the need for formal training of careers masters arose (Ndhlovu, 2015). Despite this early realization for the need to have trained guidance teachers in schools, the benefits of having trained personnel seem not to bear the desired fruits. This was because learners still exhibited a host of problems, including poor academic results. This situation made the researcher wonder whether guidance teachers in the study schools had adequate professional training in guidance and counselling.

Mwamba (2011) explains that the first formal training in Guidance Counselling and Placement began in 1987 at the Technical and Vocational Teachers' college (TVTC) in Luanshya, which led to an award in guidance, counselling and placement diploma. It should be mentioned here that the commencement of a programme in guidance, counselling and placement at TVTC was sponsored by a group of Finnish volunteers, whose initial intent was to train guidance teachers for learners with special educational needs, but the training was somehow hijacked by training of guidance teachers for secondary school teachers. To date a good number of public and private colleges and Universities offer guidance and counselling programmes at diploma, degree and post graduate levels. Notable among them is Chalimbana University (formally National – in service Teachers' College). Others are the Zambian Open University (ZAOU), which

developed a degree programme in 2006 and the University of Zambia (UNZA) which offers guidance and counselling at certificate, diploma, post graduate levels and about to start a degree programme at undergraduate level. The move is directed at improving the pupils' support system with an overall result of improving learners' academic performance.

The development of guidance and counselling in Zambia cannot be complete without the mention of certain individuals, notable among them are, Mr Penius Pengani, Mr Lewis Sauti, and Dr Daniel Ndhlovu. These were instrumental in the formation of the first Lusaka Province careers masters Association. Others include Mr John T. Shindamba, the first lecture for guidance and counselling courses at TVTC, and Dr J.T Phiri who together with Dr D. Ndhlovu are specifically acknowledged for developing the guidance and counselling programmes at UNZA and also writing the modules on behalf of ZAOU (Ndhlovu, 2015). Other people worth mentioning are Dr J. Mandyata, Dr R. Katongo, and Ms Ntabo who together with Dr D. Ndhlovu are at the helm of the first ever corroborative Master of Science degree in Counselling, between the University of Zambia and the Zimbabwe Open University ( UNZA/ZOU).

The fact that a number of tertiary institutions have developed and started offering guidance and counselling courses to train guidance teachers, is evidence enough that guidance and counselling services are important to the wellbeing of the learner. Baker and Gerler ( 2001) in California, reports that pupils who participated in a school counselling programme had significantly less inappropriate behaviours and more positive attitudes towards school than those pupils who did not participate. This according to the writer has a positive effect on the learner's academic performance. However, the situation may not quite be the same in the secondary schools in the study district. Hence the need for the study to investigate whether a relationship existed between learners' academic performance and guidance and counselling services offered in the study secondary schools.

The above historical development of guidance and counselling reveals its gradual but steady development. The sub section that follows considers the types of guidance and

counselling services offered to learners in schools and their subsequent impact on learners' academic performance.

## **2.3 Nature of Guidance and Counselling Services**

Authorities in Guidance and Counselling state that there are quite a number of guidance and counselling services. Makinde (1988) for example, categories them into three as, educational, vocational and personal guidance. As for Ndhlovu (2015) the common types of guidance and counselling services are career or vocational, social, educational and personal guidance. Mitchell & Gibson (2003) state that, the main types of guidance services that are offered in schools include; educational, vocational and personal guidance. Other services according to the dual include placement and orientation services. Kochhar (1984) outlines the major areas of guidance as educational, vocational, social and personal guidance.

From what has been reviewed, it can be concluded that the nature of guidance services that were offered in schools were: educational, vocational and social – personal include. Other services that were offered are placement and orientation services. What was however not clear was whether the nature of guidance services offered in the study secondary schools help to improve learners' academic performance or not, thus the need to establish the status quo through this study.

### **2.3.1 Educational Guidance**

UNESCO (2000) is on record that many learners in schools encounter a wide range of Educational problems. Educational guidance as used here refers to the guidance or directing of learners in the selection of subjects and also to the classification of learners into sectors so that better adjustment between them and the school may be secured. Mallum (2000) defines it as a face to face interaction between a counsellor and counselee or a group of counselees with the sole aim of helping such learners to develop effective needed skills for the manipulating of academic potentialities. It is thus the kind of guidance that helps a learner to plan a suitable educational programme and make progress in it. Because of the many issues that are tackled in educational guidance, many authorities in the field of guidance and counselling, such Ndhlovu

(2015) agree with UNESCO (2000) which highlights study skills, time management, note - taking and sitting for examination as the major areas that are addressed in educational guidance. It is important therefore to review literature on these sub sections of educational guidance so as to establish their impact on learners' academic performance.

### **2.3.1.1 Study Skills, Study Habits, and Study Attitudes**

Lengefeld (1994) refers to study skills as the learner's knowledge of appropriate study strategies and methods and the ability to manage time and other resources to meet the demands of the academic tasks. Good(1973) defines study habits as the learner's way of study whether systematic, efficient or inefficient. Study habits typically denotes the extent to which the learner engages in habitual acts of studying that are characterized by appropriate studying routines occurring in an environment that is conducive to studying. Study attitudes on the other hand were the learner's positive attitude toward the specific act of studying and the learner's acceptance and approval of the broader goals of a school education ( Ebele & Olufu, 2017 ).

A great deal of evidence is present to show the positive correlation between study skills, habits, attitudes and academic achievement. For instance, Ansari (1980) found that study habits and study attitudes were both important variables which determine the academic performance of the students. In a similar study Onwuegbuzie (2001) cited a research study aimed at finding out the relationship between study habits and student attitude and academic performance of college students. The Findings indicated a positive correlation between study attitude, study habit and academic achievement. In another related study done by Kaur & Pathania (2015) whose aim was to look at study habits and academic performance among late Adolescents, revelations were that study habits were very essential for every learner, whether gifted or backward. The study by the dual revealed that learners should be educated in their own way, but if they possessed good study habits they would show good performance in academics and in every situation. The National Assessment of Educational Progress (NAEP) in 1994 also conducted a study to ascertain the relationship between study habits and academic achievement. The study revealed a positive correlation between study habits and

academic achievements of elementary and secondary school students. Onwuegbuzie (2001) likewise also conducted a series of studies to find out the relationship between study habits and academic success and reported positive relationship between study habits and academic success. What was however not known was whether these skills were equally provided through guidance and counselling services in the study secondary schools. Even if this practice was true, there was a need to establish if these skills were yielding the intended results.

Study skills, study habits and study attitudes in isolation cannot effectively contribute to academic performance. A learner had to marry these with good time management skills. The sub section that follows will address time management as a component in educational guidance and its contribution towards improved learners' academic performance.

### **2.3.1.2 Time Management**

Time management played a vital role in improving learners' academic performance and achievements. Time management was a skill that every learner should not only know, but also apply. Most of the time learners faced problems like task aversion and uncertainty, so they start to procrastinate because they lacked organizational skills. As a result, learners were not able to organise duties according to their priorities, so they got distracted easily, ending up procrastinating. As can be seen, time management is quite essential to any learner and it is one of the keys to higher academic achievements (Kelly, 2004). In a study done by Yilmaz et al (2006) to ascertain the relationship between time management and academic achievement, the revelations were that learners' time management skills affected their academic achievement at significant level and that the skills were one of the predictors of academic performance. In another study done by Nasrullah & Muhammad (2015) found that time management skills were highly related to the academic performance of learners. The study revealed that successful learners were good time managers. Form the studies cited above, one can conclude that implementing time management strategies helped a learner organise aspects of their life, thereby allowing them to complete all tasks necessary to reduce their stress levels, which would consequently enhance their academic performance. But

the question that one may pose was whether the learners in Zambian secondary schools, Kabwe in particular were guided and counselled on how to manage their time, hence the need for the study to answer this question.

Having considered how time management skills contributed to learners' academic achievement, the subsequent sub section will look at the effect of note – taking on learners' academic performance.

### **2.3.1.3 Note – Taking**

Teachers place great importance on the skills of note – taking and listening, and believe that learners should have these skills to be successful in class (Boyle, 2010). Notes provide learners with tools for identifying and understanding the most important aspects of what they learned (Marzano et al, 2001). Learners who took notes typically retained more information than those who did not, which had a positive effect on learning (Titsworth, 2001). The actual process of note taking had value in promoting recall, with noted items recalled at a higher rate than non-noted items (Kiewara, 1985). Studies abound which showed that note taking in classes had been shown to increase academic achievement (Boyle, 2007, Boyle, 2010, Kiewra, 1985, Kiewra & Benton, 1988). Notes served as a summary of material gained through listening and observing during teaching, and they can at the same time facilitate comprehension through connections made during the lesson (Olive & Nellogg, 2004). From the cited studies it was concluded that note taking had a positive relationship with the academic performance of learners. Nonetheless one would remain speculating whether the learners in study schools were taught how to take notes when a teacher was teaching and how that this practice contributed to their academic performance. It was the researcher's view that such a speculation could only be cleared if a study was done to investigate the existence of a relationship between learners' academic performance and guidance and counselling services of which note – taking was a sub topic.

In the next two sub sections reviewed literature that showed why learners needed to be equipped with strategies on how to manage examinations and how academic counselling was beneficial in improving learners' academic performance respectively.

#### **2.3.1.4 Managing Examinations**

UNESCO (2000), states that examinations were a useful tool for evaluating the effectiveness of educational programmes or measuring learners' academic progress. The same literature was quick to state that examinations had been mismanaged, and abused, especially when they were used for accepting or eliminating learners. If examinations were to be used to measure academic progress, it was then important for learners to know how to prepare for them and latter take the examination (Siatwambo, 2008). Every examination exerted some amount of pressure and anxiety to the learner. It was thus cardinal for every learner to have knowledge of how to deal with anxiety and stress that was generated by examinations. To achieve this UNESCO (2000) advises that proper guidance and counselling services were necessary to help learners acquire skills and techniques required to prepare and sit for examinations. Otherwise the intended academic performance may not be achieved if learners were not well equipped and groomed on how to sit for examinations (Siatwambo, 2008). Could this explain why learners in the study secondary schools had recorded not very good academic results in national examinations? If per adventure learners were equipped with the knowledge of how to prepare and set for examination, why then was their academic performance not very good? These and other questions prompted the researcher to carry out the study.

#### **2.3.1.5 Academic Counselling**

Part of the job description of guidance teachers was to assist learners at various levels in their educational development by providing academic counselling (UNESCO, 2000). All sorts of learners' the gifted and talented, the low achievers, the handicapped and delinquents, should be assisted to plan their educational progress. This called for an appraisal of the educational needs of a particular learner, and the preparation of cumulative records, which was a device for recording and filling all the relevant data on that learner. This was supposed to be one of the core duties of any guidance teachers, because with this information one was able to help each learner plan a satisfying educational programme. Though this was the ideal situation, it would be premature to make a conclusion that the same obtained in the secondary schools in Kabwe without collecting empirical evidence from the study secondary schools.

### **2.3.2 Vocational Guidance**

Vocational guidance was the area of guidance that provided learners with a comprehensive data of the world of work. Vocational guidance has been viewed by Kolo (1992) as the process of helping a person match his personal attributes and his background with suitable jobs and employment opportunities. Ndhlovu (2015) views vocational guidance as being synonymous with career guidance. To him, vocational guidance was a process that was intended to help people and individuals cope with and solve problems related to occupational choices, plans and adjustments, with due regard to individual characteristics or differences and their relation to occupational opportunities. The main components include but not limited to the following:

#### **2.3.2.1 Analysis of the Individual**

Analysis of an individual involved obtaining the necessary information on which to make appropriate and accurate decisions. According to Shrivastave (2003) analysis of learners' counselling needs was a crucial component in the implementation of effective guidance and counselling services. Carrying out an analysis of the learner enabled guidance teachers determine the learner's strengths and weakness. This process according to Leviton (1977) helps them become more aware of learner's priorities for guidance and counselling services. If the analysis of the individual was not done, Euvrard (1992) feared that there would be a mismatch between learners' needs and the delivered guidance and counselling services because the service provider would be unaware of learners' needs. According to the writer this mismatch resulted in learners not benefiting from the guidance and counselling services. If there was a mismatch then it meant that the service would not yield its intended results which included among other things improving learners' academic performance. In guidance and counselling services it is important, as UNESCO (2000) points out for people to become aware of and respect their uniqueness as human beings. The question that one may pose was that, how many of the learners in Zambia, Kabwe in particular, were aware of their personal strengths or weakness? Were guidance teachers familiar and well trained in administering psychometric tests and interest inventories? What could be the situation on the ground concerning these issues? Answers to these questions were very important

because they had a bearing on the service delivery of guidance and counselling services, which in turn affected learner's academic performance.

The next sub section highlighted how occupational information was beneficial to learners and that how this information could influence learners' academic performance in the school setting.

### **2.3.2.2 Occupational Information**

Kochhar (1984) writes that a counsellor may be trained in counselling techniques, but without educational and occupational information his services resembled a beautifully wrapped but empty box. Kochhar (1984) also explains that choice always involved knowledge; one cannot choose what one did not know. The writer states that one may stumble into an appropriate occupation by sheer luck, but the wise choice of an occupation required accurate information about what they offered. Mitchell & Gibson (2003) were of the view that occupational information was a motivator for learners to work hard, because they would know what it took to enter a particular occupation. Kochhar (1984) agrees with Mitchell & Gibson (2003) by indicating that learners needed to know the jobs, work processes, where the training institutions were situated, the content of training, the avenues of employment after training, the average income, status of work and future prospects thereby motivating them to work toward such occupations.

It is important to note that without adequate and accurate work – oriented information; it was not possible for guidance teachers to help the learners evaluate their abilities and aptitudes in terms of the requirements of a course of career. If this be the case, the learner would not be motivated consequently negatively affecting the learners' academic performance. Could it be that there was lack of vocation information on the part guidance teachers in Kabwe that was why learners' performance in Kabwe was not very good? Could it be that learners were not working hard enough because they had nothing to look forward to? It was thus imperative that adequate up to date information was available to guidance teachers, to make the service informative, assurative,

motivational, exploratory, evaluative and adjustive and thus helpful for the learner (Kochhar, 1984).

The next section will focus on how personal and social guidance is of vital importance in enhancing learners' academic performance in a school system.

### **2.3.3 Personal - Social Guidance**

Ndhlovu (2015) states that personal - social guidance deals with emotional and stress – related issues. Issues such as anxiety, alcohol, drug and substance abuse were dealt with in personal guidance. Other issues included teenage pregnancies to mention just a few. These are some of the issues that will be dealt with in the subsequent sub sections.

#### **2.3.3.1 Anxiety**

Gage & Berliner (1988) explain that anxiety was both a trait and a state. The writers explain that as trait, it was a general disposition to feel threatened by a wide range of conditions and as a state; it was related to a particular situation. By definition, Carl (1993) defines anxiety as a feeling of uneasiness and apprehension about some undefined threats. Most definitions of anxiety agree that anxiety occurred in response to a stimulus, which individuals perceived as threatening to their physical, social or psychological integrity. A number of studies had been done to ascertain the relationship between anxiety and learners' academic performance. For example, a study done by Afolayan et al (2013) reviewed that anxious individuals found it harder to avoid distractions and took more time to turn their attention from one task to the next than their less anxious peers. This in turn made learning, reading and writing difficult, thus affecting their academic performance. Further Hargreaves & Tickle (1980) wrote that secondary school learners were in adolescence stage, whereby many were seriously confronted for the first time with facts about themselves. According to the dual this brought forth conflict and frustration in them that produced anxiety and tension thus affecting their concentration in studies and thereby ending up performing poorly in academics. As it can be seen, anxiety in learners had a negative effect on their academic performance. At this stage the researcher wondered how well prepared the learners in

the study area were prepared to handle anxiety. If at all they were prepared, how come this had not translated into good academic performance?

In the next sub section the effect of poor self - concept on academic performance was looked at.

### **2.3.3.2 Self-Concept**

Machargo (1991) describes self-concept as a set of perceptions or reference points that a person has about him or herself. The author further states that it included characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individual knew to be descriptions of himself or her and which he perceives as data concerning his identity. Cooley (2000) explains that to be academically successful individuals must be identified with the domain of academics. Academics must be part of their self – concept; more specifically they must have a positive academic self – concept. In a study done by Crawford (2013) it was observed that students self – concept influenced their academic performance. It is however not clear if learners in the study schools had a positive Academic self-concept, otherwise this would have translated into good academic performance.

### **2.3.3.3 Drug, substance and Alcohol Abuse**

Most of the studies conducted to ascertain the relationship of drugs, substance or alcohol abuse on academic performance had found a negative relationship on learners' academic work. For example, Singleton & Wolfson (2009) examined alcohol consumption, amount of sleep, and academic performance. The authors concluded that learners who drank alcohol maintained poor sleep patterns, which negatively affected academic performance. Evidence from the cited study indicated that drug abuse and addiction had adversely affected the academic performance of learners. The same study also showed that the social and psychological implications of drug abuse and addiction had resulted into learners' lateness to class, examination malpractice, absenteeism and other forms of criminality both within and outside the school environment. These had been found to distract the learners from focusing on their academics and as a result had negatively affected their academics. Kavutha (2015) records that, academic

performance called for a healthy mind and body. To the writer it was important that the brain be in good working condition at all times. Drugs especially addictive ones affected the brain and nervous system as a whole. Drugs make the dopamine system to be inhibited, this reduced attention, alertness and learning which consequently affected their academic performance (Kavutha, 2015). In the study district, it was not known how these vices affected the learners academically.

#### **2.3.3.4 Teenage pregnancy**

Pregnancy at whatever stage in life can be a life changing experience that cuts across boundaries of race, education attainment and social – economic status ( Kost et. al, 2010). When a girl that should be in school becomes pregnant, her entire life could be completely altered as her hopes and aspirations could be shattered. Because of the pregnancy and the complications that came with it, the girl child could be forced to miss school; this would obviously affect the academic performance of the girl (Kelly, 1999). The writer further indicates that the girl would be academically disturbed in situations where the child was sick, or she took the child for antenatal clinics. Clearly it can be seen that the girl child would be academically disadvantaged if she fail pregnant whilst in school. However, in the study district this scenario needed to be verified because there was no empirical data to ascertain how teenage pregnancies affected learners' academic performance.

In the next sub – section will look at how the orientation services affect academic performance of learners.

#### **2.3.4 Placement**

Placement involved placing learners in appropriate curricular and specific career path ways. In its broadest sense, placement is the activity that places or facilitates the placement of individuals in situations or settings that would enable them benefit from needed experiences, make satisfactory adjustments, gain useful information, and in general, contribute to the learner's total development. Kochhar (1984) writes that placement will ensure that all types of learners – the normal, the intellectually gifted, the emotionally disturbed, the artistically talented and the mentally retarded to find their

appropriate place in an educational setting. UNESCO (2000) also says that proper placement will match the learner's abilities with the subjects being offered in that particular pathway. This would consequently be motivation enough for the learner to work hard, and would intern improve the learner's academic performance. Makinde (1998) states that placement services were designed to aid individuals to select and utilize opportunities within the school which would culminate into positive academic performance. It was clear that such services were very important in schools, but did these exist in the secondary schools in the study district? If they were there or not what could be the impact of their presence or absence?

### **2.3.5 Orientation**

MacMillan English Dictionary for Advanced Learners (2002) defines orientation as information or training given to learners before they start new activities. Makinde (1984) writes that when new students are admitted every new academic year in secondary schools, they feel lost socially, academically and psychologically in their new environment. Orientation services are services that are given to learners to help them adjust to new situations, school activities and social activities (Hartman, 1999). During orientation, teachers should give their teaching and personal history to learners. This enabled learner's to understand their teachers better and resulted in more effective teacher – student interaction. According to Rutondoki (2000) it was during orientation that learners were shown the physical layout of the school so that they know where the classrooms and other facilities where located. Maluwa – Banda (1998) states that orientation services were more cardinal to learners who were entering a learning institution for the first time. This was so because almost everything the learner encountered was new, that is: rules, regulations and many other services. Guidance and counselling services were therefore important to familiarize the new learners with the overall school situation. This made the learner feel at easy and consequently reduced stress and anxiety that had a negative effect on the academics of the learner. Nonetheless in the study secondary schools, it was not clear to what extent these orientation service were offered to the learners.

## **2.4 How Challenges Faced by Guidance and Counselling Teachers Affected learners' Academic Performance**

In their quest to offer guidance and counselling service, studies have revealed that guidance teachers face a numbers of challenges, which negatively affect the service delivery in the long run also negatively impacting learners' academic performance. The challenges include but not limited to the following:

### **2.4.1 Inadequate Time**

In a study done by Boitt (2016) teacher counsellors were of the view that inadequate time was the greatest challenge to the implementation of guidance and counselling services in schools. Oye et al (2012) also observed that most schools had no regard for guidance and counselling services. The quartet are on record that school time – tables did not make provision for guidance and counselling services, they found out that school terms were designed without giving specific period of time for learners to have any form of formal guidance and counselling encounters with professional counsellors. In the same vain Mutie and Ndambuka ( 2003) observed that teacher counsellors were overloaded with lessons and therefore were unable to give proper guidance in schools. A study done by the dual revealed that guidance and counselling services were done haphazardly in most schools, an indication that the services were offered when a need arose. Ng'anga (2004) also observes that guidance teachers who were posted to schools teach normal subjects and carried workloads just like all other teachers. This kind of practice left them with almost no time to counsel learners. Was this the same scenario in the study secondary schools? Could this explain why guidance teachers had little time for learners, thus depriving them of the much needed support services that were supposed to be offered under guidance and counselling and consequently affecting their academic performance negatively?

In the next sub section, learners' attitudes towards Guidance and Counselling were looked at.

### **2.4.2 Learners' Attitudes towards Guidance and Counselling Services**

Boitt (2016) showed that high school learner's had a somewhat negative attitude towards guidance and counselling services. This negative attitude of learners towards guidance and counselling services did not auger well for provision of quality guidance and counselling services in secondary schools. In a related study done by Migiro (2005) it was found that some learners were sceptical about seeking guidance and counselling services because they did not want to reveal their problems to their teacher counsellors. According to them problems revealed were later made subjects in the staffroom debates. Boitt, (2016) also reported that a good number of learners held a strong misconception towards guidance and counselling services and this to the author hindered learners from freely telling their problems to the counsellors. Learners felt that they would be punished if they revealed their problems, more especially if their problems were for example, drug related. Similarly a study done by Mushaandya et al (2013) revealed that teacher counsellors were ready to counsel learners, however learners did not trust them and did not want to disclose their problems to them. The writers attributed the lack of trust to learners' culture and also parental influence.

It was clear from what has been looked at that the attitude of learners towards guidance and counselling services did have an effect on the overall outcome of guidance and counselling. But how well had learners in the study schools embraced these services? Could it be that they were also sceptical about these services that was why they do not take them seriously?

### **2.4.3 Shortage of Guidance and Counselling Materials**

Kochhar (2009) points out that a teacher who did not have adequate and relevant materials and facilities would not be confident, effective and productive, despite having necessary competences and positive attitude towards work. Okola (2002) carried out a study on factors hindering effective provision of educational counselling services in Trans – Nzola District of Kenya. The study revealed that, Kenyan schools had very few reference resources for guidance and counselling. This lack of materials was mainly as a result of not enough resource allocation towards the provision of guidance and

counselling. This negatively affected learners' academic performance. Makinde (1984) recommends that schools should provide finances which would enable school counsellors to have equipment, materials and travel allowances necessary for them to carry out their functions. The writer notes that adequate funding would enable the counsellor to get a regular supply of books, journals, magazines and visual materials. However, this lack of facilities and resources according to Sindabi (1992) makes it difficult for an effective implementation of a counselling programme, which negatively affects the learners' academic performance.

Having looked at the studies above, the researcher was left with a number of questions. How well equipped were the secondary schools in the study area in terms of resource books for Guidance and Counselling? Did the schools have adequate office space that ensures confidentiality? Were the Guidance and Counselling departments adequately funded to enable them carry out their activities effectively? If the answers to these questions were no, then it was expected that services delivery would be affected negatively, consequently negatively affecting learners academic performance.

#### **2.4.4 Attitude of Administrators**

Wade & Tarvis (1993) describes an attitude as a fairly stable opinion regarding a person, objective or activity containing a cognitive element and emotional element. The attitudes and contributions of head teachers were cardinal factors in the effective provision of guidance and counselling services. Kebeya (1989) points out that a good administrator has the duty of defining the duties to be performed by guidance teachers, competencies required for each, selecting the most competent personnel available, and providing them with the materials that they require, helping them to develop good working relationship and encourage their growth on the job. However, as Chireshe & Mapfumo (2006) record attitude of some head teachers towards guidance and counselling services in high schools had not always been favourable. The dual reported that some Zimbabwean school HTs did not support guidance and counselling services, for example, they allocated the school counselling services to least qualified teachers. Nyamaange et al (2013) also reveal in their study that support given to guidance teachers by their school Head teachers was minimal. This state of affairs was

unfortunate because it made it hard for guidance teachers to render services without support of school administration. Mullen (1990) rightly puts that the successful implementation of any Guidance and Counselling programme depended on the support from stakeholders.

The success of any guidance and counselling services thus required the support of all stakeholders; head teachers, teaching staff, learners, and the community. As for the study secondary schools, the attitude of administrators was not known as there was no study that had been done that could confirm how they perceived guidance and counselling services, hence the need to conduct the study. Next to be considered will be the counsellor's training.

#### **2.4.5 Counsellor's Competences**

Gibson & Mittlell (2003) consider guidance and counselling a helping profession which they likened to Medicine, law, Dentistry, Education and social work. To them a helping profession is one in which the members are specifically trained and licensed or certified to perform a unique and needed service to fellow human beings. According to Kimathi (2002) the success of guidance and counselling services depended on the knowledge and attitudes of the service providers. Training is therefore central for the success of guidance and counselling services because knowledge and positive attitudes were acquired through training. However, as Mapfumo & Nkoma (2013) reported there was an acute shortage of trained personnel in guidance and counselling in many sub – Saharan African countries which raised questions of competences. Bernard et al (1997) also found that in South Africa, lack of professional training in guidance and counselling negatively affected the identification of learners' problems. As UNESCO (2000) puts it teachers needed skills to identify all sorts of learners – the gifted and talented, low achievers, the handicapped and delinquents who should be assisted to plan their educational progress. Such skills could only be acquired through adequate and relevant training. A study done by Nyamuange (2013) revealed that the number of trained teachers offering counselling was small. Besides, the teachers did not cover sufficient guidance and counselling courses in their teacher training programmes to enable them effectively render guidance and counselling services.

Training was vital in the provision of effective guidance and counselling, no wonder, all definitions of counselling stress the need for counsellors to be trained in the same. However in the study secondary schools, it was not known if all the guidance teachers were professionally trained in guidance and counselling, thus the need to verify the status quo through this study as it had the potential of negatively impacting on the academic work of learners.

## **2.5 Summary**

Extensive literature related to the relationship between guidance and counselling services and learners' academic performance has been reviewed. However, there are still knowledge gaps on the relationship between guidance and counselling services and learners' academic performance in selected study secondary schools which have been raised in the chapter such as: whether study skills, time management skills and note taking skills were provided through guidance and counselling. Further literature does not show if learners in the study district were aware of their personal strengths and weaknesses. The next chapter presents the Research methodology.

## **CHAPTER THREE: METHODOOOGY**

### **3.1 Overview**

This Chapter discusses the philosophical assumptions/orientations, and research design that was used in the study. The chapter clearly states the study sites, the population targeted, the study sample and the sampling techniques that was used. Lastly, the chapter looks at the data collecting instruments, the procedure that was used to collect data, data analysis and ends with ethical considerations.

### **3.2 Philosophical Assumptions/Orientation**

There are essentially two main research philosophies, that is, the positivistic (quantitative, objectivist, scientific, experimentalist or traditionalist) and phenomenological (qualitative, subjectivist, humanistic or interpretative) (Sedgley, 2013). Depoly & Gitlin (2011) states that both philosophical traditions have strengths and limitations, it was thus the researchers wish to integrate or mix the two approaches, quantitative and qualitative. An integrated or mixed approach involves purposively selecting and combining designs and methods from both traditions so that one complements the other to benefit or contribute to the understanding of the whole philosophical base of the study.

### **3.3 Research Design**

The research strategy that was used in the study was the survey. A survey according to Biggam (2011) is a representation section from the population of a particular type. Creswell (2009) also adds that a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or makes claims about the population. In addition Denscombe (2007), states that a survey usually relates to the present state of affairs and involves an attempt to provide a snapshot of how things are at the specific time at which the data are collected. It was because of the above attributes of a survey that the researcher was prompted to adopt a survey approach as a strategy to collect data from respondents on their opinions and attitudes in relation to

the relationship between guidance and counselling services offered in schools and learners' academic performance.

### **3.4 Study Site**

The study was undertaken in Kabwe District of Zambia. Kabwe District is the provincial centre of Central Province; it is about 1,530 square kilometres in size. Kabwe lies about 139 km, north of Lusaka, the capital city of Zambia, on the main national trunk road (the great north road) linking Lusaka and Copperbelt. At the time of the study the District had 15 Secondary Schools, out of which 10 were considered for the study, 6 of study schools were urban schools while 4 are peri urban. Apparently Kabwe district has no school that can be categorised as being in a rural setting. 3 of the 10 schools were grant aided schools, while 7 were purely government schools. No private school was considered because the only private secondary school in Kabwe at the time of the study was relatively new, it only had its first grade 12 in 2017, it was thus the researcher's view that it would be premature to determine the relationship between guidance and counselling services and learners' academic performance at a school which was still in its infancy stage.

### **3.5 Target Population**

In this study, the study population consisted of head teachers, guidance teachers, and learners in all secondary Schools in the study districts.

### **3.6 Sample Size**

The study sample comprised 10 learners from each of the 10 selected Secondary Schools, giving a total of 100 learners. Other participants included 10 guidance teachers, one from each of the 10 selected study schools and 10 head teachers from the same schools, bringing the total sample size to 120.

### 3.6.1 Characteristics of Participants

The study sample comprised of 120 participants, 100 learners of which 60 were females and 40 were male. Other participants included 10 head teachers and 10 guidance teachers.

#### 3.6.1.1 Characteristics of Learners

**Table 1: Characteristics of Learners**

	Gender	Type of School			Grade Level				
		Boys and Girls	Boys only	Girls only	8	9	10	11	12
<b>Learners</b>				-	-	-	-	-	-
<b>Male</b>	40	30	10	-	5	-	10	25	
<b>Female</b>	60	30	-	30	-	-	10	50	
<b>Total</b>	100	60	10	30	-	5	-	20	75

**Source: Fieldwork, 2018**

It was important to look at the above variables of gender, type of school and grade level because of their importance to this study. For example, the grade level of the learners was very important; this usually corresponds with the level of maturity and understanding of the learners. From the findings, 94 ( 94%) of the learners were in their senior grades, thus the researcher concluded that a high number of the learner participants were mature enough to participate in the study on the relationship between guidance and counselling services and learner's academic performance.

#### 3.6.1.2 Characteristics of Guidance Teachers

**Table 2: Characteristics of Guidance Teachers**

Gender	No of Guidance Teachers	Whether Trained or not		Qualifications			
		Yes	No	Cert	Dip	Deg	Masters
<b>Male</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>1</b>		<b>2</b>	-
<b>Female</b>	<b>4</b>	<b>1</b>	<b>3</b>	-		<b>1</b>	-
<b>Total</b>	<b>10</b>	<b>4</b>	<b>6</b>	<b>1</b>		<b>3</b>	

**Source: Fieldwork, 2018**

Table 2, shows that, only 3 out the 6 male guidance teachers were trained and only 1 out the 4 female guidance teachers was trained. It was important for the researcher to look at these variables, gender and level of professional qualifications of the guidance

teachers. Education, for example, is one of the most important characteristics that might affect a person’s attitudes and the way of looking at and understanding any particular social phenomena. In a way, the response of an individual is likely to be determined by his/her educational status and therefore it was imperative to know the professional background of the respondents. Hence the variable ‘Professional qualification in guidance and counselling’ was investigated by the researcher.

### 3.6.1.3 Characteristics of Head Teachers

**Table 3: Characteristics of Head teachers**

Gender		Qualification	
		Degree	Master
Male	5	5	-
Female	5	5	-
<b>Total</b>	<b>10</b>	<b>10</b>	-

**Source: Fieldwork, 2018**

The above table shows that all the head teachers had a minimum qualification of a Bachelors’ degree.

## 3.7 Sampling Technique

A simple random sample was used to select the learners that participated in the study. A simple random sample is the process of selecting a sample in such a way that all individuals in the defined population had an equal chance of being selected for the sample (Kothari, 2004). In addition, (Booth, et al, 2003) writes that, simple random sampling involved defining the population, identifying each member of the population, and selecting individuals for the sample on a chance basis using a table of random numbers. Simple random sampling is the single best way to obtain a representative sample (Depoy & Gitlin, 2011). On the other hand purposive sampling was used to select head teachers and guidance teachers. As Gall and Borg (1996) and Welman and Kruger ( 1999) explain, such sampling is used when the researcher wants to select only those cases from which he or she can learn a great about issues of central importance to the study. Creswell (2005) further affirms that in purposive sampling, the researcher intentionally selects individuals in order to learn or understand the issue at hand. In

other words these samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating.

### **3.8 Research Instruments**

Kothari (1997) defines a research instrument as a tool or device chosen by the researcher to collect required information. Two research instruments were used to collect quantitative and qualitative data for the study; these were questionnaires and interview schedules respectively. The researcher choose to use the named instruments because they were the most appropriate methods of collecting data under the survey strategy.

#### **3.8.1 Questionnaires**

Primary data was collected through questionnaires from learners. Questionnaires were used because they were framed in such a way that they would be simple to understand. The language used was clear and straight forward so as to reduce misinterpretation (Booth, et al, 2003). A questionnaire is an instrument that contains questions aimed at obtaining specific information on a variety of topics (Kombo and Tromp, 2006). The questionnaire was chosen because it allowed the researcher to use the same question items to all participants. It was also chosen because it could be presented to each respondent in exactly the same manner, thus minimizing the role and influence of the researcher. Further, results obtained could easily be objectively compared.

#### **3.8.2 Interview Schedules**

Interview guides were used to obtain information from the ten guidance teachers and head teachers. In this study, semi – structured interview guides were used to collect in – depth qualitative data from the guidance teachers and head teachers. As Biggam (2011) puts it, the advantage of a semi – structured interview schedule was that it allowed for new questions to be brought up during the interview as a result of what the interviewee said. Biggam (2011) further goes on to state that interviews yield rich insight into people’s experiences, opinions, aspiration, attitudes and feelings. This was considered important and relevant to explore the perceptions of guidance teachers and head

teachers on the relationship between guidance and counselling and learners' academic performance in the study secondary schools. Through this instrument, the researcher was able to collect useful qualitative information related to the study.

### **3.9 Data Collection Procedure**

Primary data was collected through questionnaires from the learners. The researcher collected information from learners within a space of two weeks. Learners in a particular school were put in one classroom where the questionnaires were given. After which the learners were expected to fill in the questionnaires and return them to the researcher. As for the guidance teachers and head teachers interviews were done on one to one bases with the researcher.

Secondary data was collected through extensive review of literature related to the study, these included: books; journal articles; dissertations and thesis.

### **3.10 Data Analysis**

In this study, both quantitative and qualitative approaches of data analysis were employed. Quantitative data from the questionnaires were analysed using the IBM Statistical Package for Social Sciences (SPSS) Version 20 to generate frequencies, percentages from which tables and figures were generated. A test of significance level set at 0.05 and degree of freedom at 5% using ANOVA was employed to assess the relationship of guidance and counselling services offered and learners' academic performance. The learners were asked to rate the various services offered educational, vocational, personal – social guidance, placement and orientation services. The researcher adopted the likert's five level scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). Using SPSS through ANOVA the responses were analysed and ANOVA tables were generated. The services that had a P – Value of less than 0.05 were considered to be statistically significant while those with a P – Value of greater than 0.05 were rendered statistically insignificant to have an effect on learners' academic performance.

Thematic analysis was used to analyse qualitative data. Responses to open ended questions were recorded and then grouped into categories or themes that emerged. Descriptions of each one of them was done. For instance challenges that guidance teachers faced in the provision of guidance and counselling services were described. The researcher used some of the six typical phases for analysis in qualitative research as described by Marchall & Rossam ( 1999) as follows: organising the data, generating categories, themes and patterns, coding the data, testing the emergent understanding, searching for alternative explanations and writing the report.

### **3.11 Ethical Considerations**

The study took into account all possible and potential ethical issues. All respondents were assured of high levels of confidentiality and anonymity, they were informed and assured that the information that was gathered would be purely for academic purposes and that no names would be revealed or used. The researcher respected the rights, values and decisions of the respondents. Further, during the study, respondents were neither interfered nor contested by the researcher. Informed consent was obtained from both the respondents and the people in charge of the places where the research was carried out. Finally all respondents received equal treatment.

### **3.10 Summary**

This chapter presented the methodology that was used in the study. A descriptive survey design was used. One hundred and twenty respondents participated in the study. They were selected through simple random and purposeful sampling procedures. They consisted of ten Head teachers, ten guidance teachers, and one hundred learners. Instruments for data collection included questionnaires and interview schedules. Both qualitative and quantitative methods were employed in the study. Qualitative data was analysed thematically while quantitative data was analysed using the SPSS version 20. A test of significance level using ANOVA was employed to affirm the relationship between of guidance and counselling services and learners' academic performance in the study schools. Ethical issues were also taken into consideration before a summary was done. The next chapter presents the findings of the present study.

## **CHAPTER FOUR: PRESENTATIONS OF THE FINDINGS**

### **4.1 Overview**

This chapter reports on the findings on the study “The relationship between Guidance and Counselling offered and learners’ academic performance in Kabwe, Zambia”.

The chapter is guided by the following research questions as stated in chapter one:

- i. What is the nature of services are offered under guidance and counselling to learners in selected study secondary schools?
- ii. What is the relationship between guidance and counselling services offered and learners’ academic performance in selected study secondary schools?
- iii. How have challenges experienced by teachers in the provision of guidance and counselling services affected learners’ academic performance in selected study secondary schools?

### **4.2 Question One: What is the Nature of Guidance and Counselling Services Offered in the Study Schools?**

This section presents the views of learners, guidance teachers and head teachers on the nature of guidance and counselling services offered to learners in the study in Secondary schools.

#### **4.2.1 Views of Participants on the Nature of Guidance and Counselling Service.**

Findings of the study showed that all the 120 participants indicated the presence of guidance and counselling departments/ sections in their schools, representing a 100% presence. Further all head teachers and guidance teachers indicated that they offered educational, vocational, personal and social guidance, placement and orientation services. However, the findings did reveal some variations in the responses especially among learners in the study schools as shown below.

**Table 4: Participants Responses on the Nature of Guidance and Counselling Services Available at their Schools**

	Total number of Participants	Education Guidance		Vocational Guidance		Personal & Social Guidance		Placement Services		Orientation Services	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<b>Learners</b>	100	93	7	91	9	87	13	84	16	49	51
<b>Guidance Teachers</b>	10	10	-	10	-	10	-	10	-	10	-
<b>Head Teachers</b>	10	10	-	10	-	10	-	10	-	10	-
<b>Total</b>	120	113	7	111	9	107	13	104	16	69	51
<b>Percentage</b>	100	94.2	5.8	92.5	7.5	89.1	10.1	86.7	13.3	57.5	42.5

**Source: Fieldwork, 2018**

#### **4.2.1.1 Educational Guidance and Counselling**

Concerning educational guidance and counselling, 113 (94.5%) of the participants indicated that their schools provided some form of educational guidance and counselling, while 7 (5.8%) stated it was not provided as shown in table 4 above. These results indicated that majority of the schools provided educational guidance and counselling.

#### **4.2.1.2 Vocational Guidance and Counselling**

Findings from the study also showed that 111 (92.5%) out of the 120 participants stated that their schools provided some form of vocational guidance and counselling, while 9 (7.5%) declined having such a service, as presented in table 4 above: This clearly showed that schools majority of the schools in the study district provide vocational guidance and counselling.

#### **4.2.1.3 Personal - Social Guidance and Counselling**

When asked whether their schools provided personal and social guidance, 107 (89.1%) of the participants stated that such was provide, the remaining 13 (10.9%) indicated that their schools never provided personal and social guidance. These results are shown in table 4 above: These results showed that majority of the learners in the study schools were privileged to Personal – social guidance and counselling.

#### **4.2.1.4 Placement Services**

When asked whether their school had placement services, 104(86. 7%) stated their schools did have such a service, while the remaining 16 (13.3%) indicated not having such a service. This simply showed that majority of the study schools provide placement services. Table 4 above shows these findings.

#### **4.2.1.5 Orientation Services**

Concerning orientation services, 69 (57.5%) of the participants indicated that their schools provided orientation services, while the remaining 51 (42.5%) stated that they were no orientation services at their schools. Thus majority of the study schools in the district did have orientation services. These results are shown table 4 above.

### **4.3 Question Two: What is the Relationship between Guidance and Counselling Services Offered and Learners' Academic Performance?**

#### **4.3.1 ANOVA Test Results on the Significance of various Guidance Services on Learners' Academic Performance**

This section of the study presents the findings of learners on the significance of guidance and counselling services on learners' academic performance. The researcher chose to use the ratings from the learners because they were the major recipients and beneficiaries of the services therefore their ratings would be more objective. A one way analysis of variance (ANOVA) was conducted to evaluate the statistical significance of

some of the guidance and counselling services offered in the study area on learners' academic performance. The results of the analysis were as follow:

#### 4.3.1.1 Educational Guidance and Counselling

An ANOVA test was conducted to assess the relationship of guidance and counselling services on learners' academic performance. The independent variable was educational guidance and counselling with four levels – study skills, time management skills, note taking, preparation for examinations and academic counselling – while the dependent variable was learners academic performance. The level of significance was set at  $P \leq 0.05$

**Table 5: ANOVA Test for the Effect of Educational Guidance and Counselling on Learners' Academic Performance**

ANOVA						
		Sum of Squares	df	Mean Square	F	P
Provide you with study skills, habits, and attitudes?	Between Groups	.033	1	.033	.016	.899
	Within Groups	197.127	98	2.012		
	Total	197.160	99			
Provide you with time management skills?	Between Groups	.305	1	.305	.147	.702
	Within Groups	203.005	98	2.071		
	Total	203.310	99			
Provide you with knowledge on how to take notes when a teacher is teaching?	Between Groups	13.776	1	13.776	6.344	.013
	Within Groups	212.814	98	2.172		
	Total	226.590	99			
Provide you with knowledge on how to prepare and sit for examinations?	Between Groups	.229	1	.229	.078	.780
	Within Groups	286.611	98	2.925		
	Total	286.840	99			
Provide you with academic counselling	Between Groups	2.092	1	2.092	.794	.375
	Within Groups	258.018	98	2.633		
	Total	260.110	99			

The results of the ANOVA test as shown in table 5, shows that for the variable “provide you with study skills, habits and attitude”,  $F(1, 98) = 0.016$ ,  $P = 0.988$ . Since the P - value was greater than 0.05 which was set as level of significance; it implied that the study skills, study habits and study attitudes that were offered to the learners in the selected study schools had no statistical significance on the learners’ academic performance.

Concerning the variable “provide you with time management skills, the study revealed that”,  $F(1, 98) = 0.147$ ,  $P = 0.72$ . Since the P - value was greater than 0.05, which was set as the level of significance, it was concluded that the time management skills that were provided to the learners in study selected schools had no statistical significance on the learners’ academic performance.

As regards the variable “provide you with knowledge on how to take note when a teacher was teaching” the results showed,  $F(1, 98) = 6.344$ ,  $P = 0.013$ . As can be seen the P - value was less than 0.05 which was set as the level of significance, implying that the knowledge on how to take notes had a statistical significance on the learners’ academic performance in the selected study schools.

The ANOVA test further revealed concerning the variable “provide you with knowledge on how to prepare and sit for examination”,  $F(1, 98) = 0.078$ ,  $P = 0.780$ . Since the value of P was greater than 0.05 the set value for significance, the researcher concluded that the knowledge on how to prepare and sit for examinations that was imparted into the learners had no statistical significance on the learners’ academic performance in the selected study skills.

Regarding the variable “provide you with academic counselling”, the findings from the study showed that,  $F(1, 98) = 0.794$  and  $P = 0.375$ . Since this P - value is greater than 0.05, the researcher concluded that the academic counselling that was offered to learners’ in the study secondary schools had no statistical significance on the learners’ academic performance.

The findings from the study show that the statistics were significant in only one situation, which is the variable “provide you with knowledge on how to take notes”.

The other four variables as shown above had corresponding P - values of greater than 0.05 (0.988, 0.72, 0.780, and 0.375), implying that out of the five services that were sampled under Educational Guidance only one was statistically significant on learners' academic performance in selected schools in the study area. Because of this the researcher concluded that the services offered under educational guidance to the learners in the study schools were statistically insignificant to have an impact on learners' academic performance.

#### 4.3.1.2 Vocational Guidance and Counselling services

A one way ANOVA was conducted to assess the effect of guidance and counselling on learners' academic performance. The independent variable was vocational guidance and counselling with three levels – provide you with information on entry qualifications, organise educational tours, and organise career talks – while the dependent variable was learners' academic performance. The level of significance was set at  $P \leq 0.05$

**Table 6: ANOVA Test Results for the Effect of Vocational Guidance and Counselling on Learners' Academic Performance**

ANOVA						
		Sum of Squares	Df	Mean Square	F	P
Provide you with information on entry qualifications to different higher learning institutions?	Between Groups	.001	1	.001	.000	.988
	Within Groups	257.709	98	2.630		
	Total	257.710	99			
Organise Educational tours, e.g. to higher learning institutions or industries?	Between Groups	2.651	1	2.651	.975	.326
	Within Groups	266.589	98	2.720		
	Total	269.240	99			
Organise career talks, e.g. by inviting speakers from higher learning institutions or from the cooperate world?	Between Groups	.488	1	.488	.240	.625
	Within Groups	199.512	98	2.036		
	Total	200.000	99			

The results of ANOVA test as shown in table in 6 showed that for the variable “provide you with information on entry qualifications to different higher institutions”,  $F(1, 98) = 0.000$ ,  $P = 0.988$ . Because the  $P$  – value was greater than 0.05 which was set as the level of significance, it was concluded that the said information that was provided to the learners was statistically insignificant on the learners’ academic performance in selected study schools.

On second variable “Organise educational tours”, the findings from the ANOVA test showed,  $F(1, 98) = 0.975$ ,  $P = 0.326$ . The  $P$  - value in this category was greater than 0.05 which was set as the level of significance, thus rendering this activity statistically insignificant on the learners’ academic performance in the selected study secondary schools.

The third and last variable that was sampled under vocational guidance was “organise career talks”. The ANOVA test showed,  $F(1, 98) = 0.240$ ,  $P = 0.625$ . The  $P$  - value in this category was greater than 0.05, implying that this activity was statistically insignificant to have an impact on the learners’ academic performance in the selected study schools.

From what has been presented above it can be clearly seen that the  $P$  - values in each of the levels of the variables were greater than 0.05, as a result it was concluded that the services that were offered under vocational guidance and counselling in the selected study schools were statistically insignificant to have an impact on the learners’ academic performance.

#### **4.3.1.3 Personal – Social Guidance and Counselling**

A one way ANOVA was conducted to assess the effect of guidance and counselling on learners’ academic performance. The independent variable was personal – social guidance and counselling with four levels – explain anxiety, explain self-concept, explain drug abuse and explain teenage pregnancy – while the dependent variable was learners’ academic performance. The level of significance was set at  $P \leq 0.05$

**Table 7: ANOVA Test Results for the Effect of Personal – Social Guidance and Counselling on Learners’ Academic Performance**

ANOVA						
		Sum of Squares	df	Mean Square	F	P
Explain to you what anxiety is and how to deal with it?	Between Groups	5.080	1	5.080	5.221	.024
	Within Groups	95.360	98	.973		
	Total	100.440	99			
Explain to you positive self-concept, and its positive effect on academic performance?	Between Groups	.125	1	.125	.129	.720
	Within Groups	95.185	98	.971		
	Total	95.310	99			
Explain to you drug, substance and alcohol abuse, its negative influence on academic performance?	Between Groups	11.012	1	11.012	4.236	.042
	Within Groups	254.748	98	2.599		
	Total	265.760	99			
Explain the causes and negative effects of teenage pregnancy on academic performance?	Between Groups	9.856	1	9.856	5.600	.021
	Within Groups	102.077	58	1.760		
	Total	111.933	59			

The results of ANOVA test as shown in table 7 revealed that for the variable “explain to you what anxiety was and how to deal with it”,  $F(1, 98) = 5.221$ ,  $P = 0.024$ . This value of P was greater than 0.05 the value that was set for level of significance, therefore the information that was given to the learners on anxiety in the selected study schools was statistically insignificant on their academic performance.

As regards the variable “Explain to you positive self-concept and its positive effect”, the ANOVA results shown by table 9 revealed that,  $F(1, 98) = 0.125$ ,  $P = 0.720$ . This value of P as can be seen was greater than 0.05 the level of significance, implying that the information on positive self-concept that was given to the learners in the study schools was statistically insignificant on their academic performance.

Concerning the variable “explain to you drug, substance and alcohol abuse”, the ANOVA test results shown in table 9 indicated that,  $F(1, 98) = 4.236$ ,  $P = 0.042$ . Because the P - value is less than 0.05, the level of significance that was set, it was concluded that the information on drug, substance and alcohol abuse was statistically significant on the learners’ academic performance in the selected study schools.

The last variable under Personal – Social Guidance that was considered was “explain causes and negative effects of teenage pregnancy on academic performance”, the ANOVA test revealed,  $F(1, 58) = 5.600$ ,  $P = 0.021$ , which was less than the set 0.05 level of significance. Because of this it was concluded that the information on this particular variable was statistically significant on the learners’ academic performance in the study schools.

The above findings clearly show that out of the four services that were considered under personal – social guidance, three were statistically significant at 0.05, these were 0.024, 0.042 and 0.021 and only one, 0.072 was insignificant. Because three out of the four services were statistically significant, the researcher concluded that personal – social guidance had a statistical significance on learners’ academic performance in the study schools.

#### **4.3.1.4 Placement Services**

A one way ANOVA was conducted to assess the effect of guidance and counselling on learners’ academic performance. The independent variable was Placement services with three levels – explain the various career pathways, conduct interest tests, and give you chance to choose career pathway – while the dependent variable was learners’ academic performance. The level of significance was set at  $P \leq 0.05$

**Table 8: ANOVA Test Results for the Effect of Placement Services on Learners' Academic Performance**

ANOVA						
		Sum of Squares	df	Mean Square	F	P
Explain the various career pathways at your school?	Between Groups	39.223	1	39.223	20.003	.203
	Within Groups	192.167	98	1.961		
	Total	231.390	99			
Conduct interest tests before placing you in a particular career pathway?	Between Groups	56.350	1	56.350	21.093	.300
	Within Groups	261.810	98	2.672		
	Total	318.160	99			
Give you chance to choose a career pathway of your choice?	Between Groups	.030	1	.030	.784	.378
	Within Groups	3.810	98	.039		
	Total	3.840	99			

The results of the ANOVA test as shown in table 8 showed that the variable “explain the various career pathways,  $F(1, 98) = 20.003$ ,  $P = 0.203$ . This value of  $P$  was greater than 0.05 that was set as the level of significance, and as a result it was concluded that the information that was given under this variable had no statistical significance on the learners' academic performance in the study schools.

Concerning the variable “conduct career interest tests before placing you in a particular pathway”,  $F(1, 98) = 21.093$ ,  $P = 0.300$ . This  $P$  - value was greater than 0.05 which was set as the level of significance, because of this the activity was rendered statistically insignificant on the learners' academic performance in the study schools.

As regards the variable, “give you chance to choose a career pathway of your choice”, the ANOVA test results showed that,  $F(1, 98) = 0.784$ ,  $P = 0.378$ . The  $P$  - value for this category was greater than 0.05 which was set as the level of significance, thus the choice of giving learners the chance to choose their career pathway had no statistical significance on the learners' academic performance in the study schools.

Results presented above show that all the P - values, that is, 0.203, 0.300, and 0.375, were greater than 0.05. Because of this the researcher concluded that placement services that were offered in the selected study schools were statistically insignificant to have an impact on learners’ academic performance.

#### 4.3.1.5 Orientation Services

A one way ANOVA was conducted to assess the effect of guidance and counselling on learners’ academic performance. The independent variable was orientation services with four levels – introduce new learners to the school environments, explain school curriculum to new learners, introduce new learners to teachers and organise open days – while the dependent variable was learners academic performance. The level of significance was set at  $P \leq 0.05$

**Table 9: ANOVA Test Results for the Effect of Orientation Services on Learners’ Academic Performance**

ANOVA						
		Sum of Squares	df	Mean Square	F	P
Introduce new learners to the school environment?	Between Groups	213.304	1	213.304	238.393	.030
	Within Groups	87.686	98	.895		
	Total	300.990	99			
Explain the school curriculum to new learners?	Between Groups	3.446	1	3.446	1.073	.303
	Within Groups	314.714	98	3.211		
	Total	318.160	99			
Introduce new learners to teachers?	Between Groups	.009	1	.009	.299	.586
	Within Groups	2.901	98	.030		
	Total	2.910	99			
Organize open days (where the community is invited to learn more about the school)?	Between Groups	.086	1	.086	3.001	.086
	Within Groups	2.824	98	.029		
	Total	2.910	99			

The last ANOVA test showed the results on orientations services. Concerning the variable “introduce new learners to the school environment”, the findings revealed that,  $F(1, 98) = 238.93$ ,  $P = 0.0330$ , a value that was less than 0.05 the value set value for significance. Implying this service was statistically significant on learners’ academic performance in the study schools.

Concerning the variable “explain the school curriculum to new learners”, the ANOVA results showed that,  $F(1, 98) = 1.073$ ,  $P = 0.303$ . The value of P was greater than the set 0.05 for significance, implying that this activity had no statistical significance on learners’ academic performance in the study schools

As regards the variable “introduce new learners’ to teachers” the results as shown in the ANOVA table revealed that,  $F(1,98) = 0.299$ ,  $P = 0.586$  which was greater than the set 0.05 for significance. Therefore this activity was statistically insignificant to the learners’ academic performance in the study area.

The last variable to be considered under orientation services was “organise open days where the community is invited to learn more about the school”. The ANOVA results showed that,  $F(1, 98) = 3.001$ , and  $P = 0.086$ , a value that was greater than the set 0.05 level of significance. And as such it was concluded that the activity in question was of no statistical significance on the learners’ academic performance in the study schools.

Results presented above show that all the P - values were greater than 0.05. Because of this the researcher concluded that orientation services that were offered in the selected study schools were statistically insignificant to have an impact on learners’ academic performance.

#### **4.3.2 Views of Participants on Effect of Guidance and Counselling on learners’ Academic Performance.**

The participants were asked whether guidance and counselling had an effect on learners’ academic performance, table 10 revealed the response of the participants.

**Table 10: Participants Responses on the Effect of Guidance and Counselling on Learners’ Academic Performance**

<b>Participants</b>	<b>Guidance had an Effect</b>	<b>Guidance had no Effect</b>	<b>Total</b>
<b>Learners</b>	39	61	100
<b>Guidance teachers</b>	5	5	10
<b>Head teachers</b>	6	4	10
<b>Total</b>	50	70	120
<b>Percentages</b>	41.7	58.3	100

**Source: Fieldwork, 2018**

As regards the effect of guidance and counselling services on learners’ academic performance, 50 (41.7%) of the participants indicated that services offered at their schools had a positive effect on the academic performance of the learners, while 70 (58.3%) of the participants stated that guidance and counselling had no positive effect at all on the learners’ academic performance, as show in table 10 above.

Follow up questions were asked to the participants to justify their responses, those who stated that guidance and counselling services did have an impact on learners academic performance had varying reasons to justify their responses, in case of the learners some of the reasons included: through guidance and counselling we have been able to learn how to study and behave ourselves, while others stated that guidance teachers encouraged them to be focused on their school work and also how to manage their time.

One learner (L1) stated that:

*Through the guidance department I have been encouraged to work extra hard if am to fulfil my dreams of becoming an aircraft engineer. This encouragement makes me to put in my best, and as a result my academic performance has improved*

Another learner (L2) contributed by stating that

*My guidance teacher teaches me how to manage my time very well and that I should put school work first, this has helped me to improve on my academics.*

As for the guidance teachers some of the response that came from those who indicated that guidance and counselling had a positive impact on the learners’ academic

performance included: : because learners are provided with time management skills, because learners are equipped with study skill, because of conducting academic counselling to slow learners.

One Guidance teacher (GT1) said:

*Guidance and counselling at this school has a positive impact on the learners' academic performance because through it learners are taught on how to be focused in their studies. This makes them to study hard and as a result it contributes to good results.*

As for the Head teachers those who stated that guidance and counselling did have an impact on learners' academic performance advanced some of the following reasons: through Guidance and counselling learners are taught about study skills and also they are taught on how to manage and plain their time.

One Head teacher (HT1) narrated that

Through Guidance and Counselling learners are taught how to avoid vices such as drugs abuse, they are taught on how to concentrate on their studies. It enables them to be focused and as a result improve on their academic results.

As can be observed in table 5 the majority of the participants 70 (58.3%) indicated that Guidance and Counselling had no positive effect on the learners' academic performance. As for learners who stated that Guidance and Counselling had no positive impact on their academic performance; the findings indicated that guidance teachers were preoccupied with teaching.

One learner (L3) stated that

*Most of the counselling is done by our grade teacher, she is very good because each time she comes for registration she would encourage us to work hard and concentrate on school and not boys. This is not done by our guidance teacher because he is very busy teaching his classes.*

As for the guidance teachers, those that said Guidance and Counselling had no effect on the learners' performance cited some of the following reasons: in adequate time to offer proper guidance and counselling services because of heavy teaching loads, negative attitude from learners because Guidance and Counselling is not an examinable subject, Guidance and Counselling not being time tabled making it difficult to coordinate the activities and lack of support from the administrators

One Guidance Teacher (GT2) stated:

*Guidance and Counselling in theory can have a positive impact on the learners' academic performance, but as things are at the moment the effect is not felt because the service is not appreciated by both the learners and the administrators. Our job has been reduced to just preparing report forms for end of term exams and also just to administer the national examinations. This surely cannot have any impact on the learners' academic performance*

As for the head teachers those who stated that Guidance and Counselling had no effect on learners' academic performance, some of the reasons they advanced included the following: Guidance and Counselling is not effective because the guidance teachers are overwhelmed with heavy teaching loads, and that the guidance teachers lacked professional training.

One Head teacher (HT 3) narrated that:

*Guidance teachers do not have enough time to conduct their guidance and counselling duties. Most of them have high teaching loads, so it is very difficult for them to teach and concentrate on guidance duties at the same time. Moreover, the extra work that they do has no allowance attached to it, so there is no motivation for them to do the extra work.*

### **4.3.3 How Participants Rated the Academic Performance of their Schools**

When the participants were asked to rate the academic performance of their schools at both grade 9 and 12 national examinations, the findings were that 11 (9.2%) stated that

it was very good, while 9 (7.5%) stated that it was good and 75 (62.5%) indicated that it was average. For those who stated that it was poor were 21 (17.5%) and 4 (3.3%) indicated that it was very poor, as shown in figure 6 below.

**Table 11: How Participants Rated the Academic Performance of their School**

<b>RATINGS ACADEMIC PERFORMANCE OF SCHOOL</b>						
<b>Participants</b>	<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Very Poor</b>	<b>Total</b>
<b>Learners</b>	9	5	63	21	2	100
<b>Guidance Teachers</b>	-	2	6	-	2	10
<b>Head teachers</b>	2	2	6	-	-	10
<b>Total</b>	11	9	75	21	4	120
<b>Percentage</b>	9.2	7.5	62.5	17.5	3.3	100

**Source: Fieldwork, 2081**

The table above showed that the majority 75 (62.5%) of the respondents indicated that the academic performance of their schools was average.

#### **4.4 Question Three: How have Challenges Experienced by Guidance Teachers in the Provision of Guidance and Counselling Services Affected Learners Academic Performance in Selected Secondary Schools?**

##### **4.4.1 Views of Guidance Teachers.**

The guidance teachers were asked if at all they experienced any challenges in the implementation of guidance and counselling services, all of 10 indicated that they did experience some challenges.

The guidance teachers were further asked to rate the extent to which they encountered the following challenges: Inadequate time due to heavy teaching load, learners' negative attitude towards guidance and counselling, shortage of guidance and counselling materials, inadequate room for counselling and lack of support from administrators.

9 indicate that they very often experienced a challenge due to inadequate time to carry out guidance and counselling services because of their heavy teaching load, while 1 stated that this challenge was experienced often. These results clearly showed that guidance teachers in the selected study schools had very little time to perform their duties because of being overwhelmed with their teaching duties as a result robbing the learners of the variable services that could have been provided.

As regards the challenge of learners' negative attitude towards guidance and counselling, 7 of the guidance teachers stated they experienced the challenge very often, while 3 indicated often. These results clearly showed that the majority of the learners did not have a positive attitude towards guidance and counselling services, it was possible that with such an attitude whatever was been imparted into the learners, majority of them did not benefit because they did not take them serious.

The guidance teachers were asked to state if the shortage of guidance and counselling materials was a challenge to them. 8 of them indicated that they experienced the challenge of lack of materials very often; while 2 stated it was experience often. These findings showed that majority of the school in the study district had challenge with guidance and counselling materials, implying that the delivery of guidance and counselling services was negatively affected because the guidance teachers did not have the required materials.

As regards the challenge of negative attitude of administrators 6 of the guidance teachers indicated that the attitude of the administrators was not positive towards guidance and counselling services and that this attitude was displayed very often. The remaining said they experienced this challenge often. The results showed that the majority of the administrators had a negative attitude towards guidance and counselling services, this implied that majority of the guidance teachers did not have the required support from their administrators as a result the service delivery of guidance and counselling services was negatively affected.

When asked if they experienced a challenge of in adequate room for conducting counselling sessions, 7 out of the 10 guidance and counselling teachers stated that they

experienced it very often, while 3 stated often. These findings revealed that the learners did not have the required privacy when they sought counselling services, because majority of the study schools had a challenge of adequate counselling rooms

When the guidance teachers were asked if they experienced any other challenges other than the ones that were listed above, one Guidance teacher (GT3) included that:

*The department has inadequate man power. I am the only one in the department; this makes my job very difficult because I have to do everything alone, this affects the service delivery of guidance and counselling services*

Another Guidance teacher (GT4) stated that:

*The school administration perceives me and the other members in the committee to be anti – administration, because they say that we seem to side with learners who are troublesome because we accept them to be counselled after they have been punished for breaking school rules*

When asked if there was anything else that they wished the Ministry of Education could do or put in place so as to improve service delivery in the guidance and counselling department at their schools, the guidance teachers were of the view that an allowance should be attached to the office of Guidance and Counselling and that guidance activities should be time tabled. One Guidance teacher (GT4) was of the view that:

*A specific allowance should be attached to the one holding the office of guidance and counselling because the work is very demanding, better still guidance and counselling should just have a scale like that of a head of department. This could be motivation enough for most of the guidance teachers.*

Another Guidance Teacher (GT5) stated that

*Guidance teachers should be appointed by the ministry of education, that way the guidance teachers will not be at the mercy of the school head teachers. Currently you can be appointed and disappointed whenever the head teacher feels like.*

The above findings generally revealed that guidance teachers were faced with a number of challenges, majority did not have adequate time because they had heavy teaching loads, also the negative attitudes of learners towards guidance and counselling services posed as a challenge to the guidance teachers in the delivery of the said services. Majority of the study schools equally had inadequate materials for guidance and counselling; this affected the service delivery of guidance and counselling, it was further revealed that guidance teachers were faced with a challenge of counselling rooms. Other challenges that were cited included but not limited to; inadequate man power in the Guidance committees and that some school head teachers perceived guidance teachers as anti – administration. The next sub section will look at the views of the head teachers as regards the challenges faced by guidance teachers.

#### **4.4.2 Views of Head Teachers**

When asked the challenges that the guidance teachers faced, the head teachers cited the following: Lack of motivation because there is no allowance attached to the position; lack of materials in guidance and counselling, lack of knowledge because of inadequate professional training of guidance teachers, and lack of office space to conduct counselling.

One Head teacher (HT4) stated that

*Guidance teachers need to be motivated by attaching an allowance to the duties; otherwise as things are it is very discouraging to do a duty that no one appreciates.*

#### **4.5 Summary**

This chapter has presented the findings of the study on which the discussion was based. Various factors that pertain to the relationship between guidance and counselling services and learners' academic performance have been discussed and presented in this chapter. The findings have revealed that there was a presence of guidance and counselling departments in all the study schools and that the nature of guidance services that were offered in the study schools included, educational, vocational, personal – social guidance, placement and orientation services. However, the findings did reveal

some variations in the responses especially among learners in the extent to which these services were offered. As regards the relationship between guidance and counselling services and learners' academic performance, the findings revealed that a relationship existed though it was very weak to have a positive effect on the learners' academic performance. This could be seen from the ANOVA test results that generally showed that the guidance and counselling services offered in the selected study schools were statistically insignificant to have a positive effect on the learners' academic performance. Lastly the chapter also showed guidance teachers were faced with a host of challenges which included but not limited to: inadequate time, inadequate materials and learners' attitudes towards guidance and counselling. These results will be discussed in the chapter that follows.

## **Chapter Five: Discussion**

### **5.1 Overview**

The previous chapter presented the findings of the study, this chapter discusses the findings. The purpose of this study was to establish the relationship between guidance and counselling services and learners' academic performance in selected secondary schools in Kabwe, Zambia. This chapter discusses the findings of the study; this will be done in comparison with the literature that was reviewed in chapter two and any other available literature. This is closed up with views of the researcher on the outcome on each of the themes.

The discussion of the findings was guided by the following research objectives as stated in chapter one:

- i. To establish the nature of services available to learners under Guidance and Counselling in selected study secondary schools.
- ii. To examine the relationship between Guidance and Counselling services offered and learners' academic performance in selected study secondary schools.
- iii. To explore how challenges experienced by teachers in the provision of Guidance and Counselling services affect learners' academic performance in selected study secondary schools.

### **5.2 Object One: Identify the Nature of Services Available for Learners Under Guidance and Counselling in the Study Schools.**

As regards object one, the finding revealed the following:

All the participants stated that their schools had guidance and counselling departments, implying that as far as the presences of the departments was concerned there was a100% presence. However, the results showed some variations as far as the extent to which educational, vocational, and personal – social guidance, orientation and placement services were offered to the learners in the study schools.

Concerning educational guidance and counselling, 113 (94.5%) of the participants indicated that their schools provided some form of educational guidance, while 7 (5.8%) stated that it was not provided. These results indicated that the majority of the study schools did provide educational guidance. This was an indication that the study schools appreciated the importance of educational guidance and thus were in line with UNESCO (2000) who was on record that many learners in schools encountered a wide range of educational problems and hence the need to provide them with educational guidance to resolve these educational issues.

Findings from the study showed that 111 (92.5%) of the participants indicated that their schools provided vocational guidance and counselling, while 9 (7.5%) stated that it was not provided. This clearly showed that the majority of the schools in the study district provided learners with vocational guidance and counselling. This showed that the study schools acknowledged the importance of vocational guidance and counselling and this was consistent with Ndhlovu (2015) who states that vocational guidance and counselling was important to learners because it was intended to help an individual cope with and solve problems related to occupational choices, plans and adjustments, with due regard to individual characteristics or differences and their relation to occupational opportunities.

When asked whether their schools provided them personal and social - guidance, 107 (89.1) of the participants showed that their schools provided this services, the remaining 13 (10.9%) indicated that their schools never provided personal – social guidance. These results showed that majority of learners in the study schools were privileged to personal - social guidance. This simply meant that the schools in the study districts had realized the importance of personal – social guidance and this is in line with Ndhlovu (2015) who states that it is important to provide personal – social guidance to the learners because it dealt with emotional and stress related issues, of which if not attended to may negatively affect the learners' academic performance.

When asked whether their schools had placement services, 107 (86.7%) stated their schools did have such a service, while the remaining 16 (13.3%) indicated not having such a service. This simply showed that the majority of the schools in the study schools

provided placement services. The fact that the majority of participants indicated that their schools provided placement was evidence enough that schools in the study district realised the importance of such a service and were in agreement with Kochher ( 1984) who writes that placement is the activity that places or facilitates the placement of individuals in situations or settings that will enable them benefit from needed experiences, make satisfactory adjustments, gain useful information, and in general contribute to the learners total development.

Concerning orientation services, 69 (57.5%) of the participants indicated that their schools provided orientation services, while the remaining 51 (42.5%) stated that they were no orientation services at their schools. Thus majority of the schools in the study schools in the district did have orientation services. This showed that did realise the important row of that orientation services played in the academic life of the learners. This was consistent with Makinde (1984) who writes that when new students are admitted every New Year in secondary schools, they feel lost socially, academically and psychologically in their new environment, thus the need to orient them so as to help them adjust to new situations.

From what has been presented above it could concluded that there was provision of educational, vocational, personal – social, placement and orientation services in the study school in the district, this conclusion was arrived at because the average presence of the said services was about 84%, which was significant enough to make such a conclusion. This conclusion was consistent with Makinde (1998), Ndhlovu (2015), Mitchell & Gibson ( 2003) and Kochhar (1984) who all state that the nature of guidance services found in secondary schools were educational, vocational, personal – Social Guidance and also Placement, and Orientation services. Though this conclusion had been made, the subsequent section will seek to verify if the various activities that were offered in the various types of guidance and counselling services had a statistical significance on the learners' academic performance.

### **5.3 Object Two: Assess the Relationship of Guidance and Counselling Services Offered on Learners' Academic Performance in Selected Secondary Schools in Kabwe, Zambia.**

As regards to this objective, the data that was obtained indicated that 50(41.7%) of the participants indicated that guidance and counselling services offered at their schools had a positive effect on learners' academic performance, while 70 (58.3%) stated it had no positive effect.

In order to draw a more reliable and a statistically valid conclusion whether guidance and counselling services did have a significant effect on the learners academic performance, learners were asked to rate the various educational, vocational, personal – social guidance, placement and orientation services. The ratings were based on whether the services were provided or not. It was the researcher's assumption that the extent to which the services were being provided would be directly proportional to the effect the services would have on the learners' academic performance. The researcher choose to use the ratings of the learners because they were the main recipients and beneficiaries of guidance and counselling services, therefore their ratings would be more reliable and objective The responses were analysed in SPSS using a one way ANOVA to determine their statistical significance on learners' academic performance.

#### **5.3.1 Educational Guidance**

On the issue of effectiveness of educational guidance and counselling services on learners' academic performance the test statistics showed that the extent to which study skills were offered to the learners was not statistically significant to have an effect on learners' academic performance, because the P - value in this level of 0.899 was greater than 0.05. This result was not consistent with documented literature which showed that study skills had a positive impact on learners' academic performance (Ansari, 1980; Russell & Petrie, 1992; Kaur & Pathania, 2015). The National Assessment of Education Progress (NAEP) in 1994 conducted a study to ascertain the relationship between study habits and academic achievements. The revelations were that a positive correlation existed between study habits and academic achievements of

elementally and secondary school students. This was further supported by Onwuegbuzie (2010) who conducted a series of studies to find out the relationship between study habits and academic success reported a positive relationship between study habits and academic success.

As regards the extent to which of time management skills were being offered to the learners, the findings from the ANOVA test showed a P - value of 0.702 which was greater than 0.05 hence rendering the extent to which these skills were offered statistically insignificant to have an effect on learners' academic performance. These results were at variance with Yilmaz et al (2006) whose revelation in a study to ascertain the relationship between time management and academic achievement showed that learners' time management skills affected their academic achievement at significant level and that the skills were one of the predictors of academic performance. The inconsistency in the findings was also be noted in another study done by Nasrullah & Muhammad ( 2015) whose findings showed that time management was highly related to the academic performance of learners and that successful learners were good time managers.

Concerning the effect of knowledge on how to take notes when a teacher was teaching, the ANOVA test results showed that the extent to which this knowledge was offered to the learners in the study schools was statistically significant to have a positive effect on learners' academic performance. As can be seen from the test results, the P - value in this particular level was less than 0.05 thus denoting the effect was significant. Documented literature agrees with these findings on the significance of note taking on learners' academic performance. For instance, Titsworth (2001) is on record that learners who take notes typically retain more information than those who did not, which had a positive effect on learning. Similarly Olive & Nellogg (2004) observed that notes served as a summary of materials gained through listening and observation during teaching, and they facilitate comprehension through connections made during the lesson.

As regards the effect of knowledge on how to prepare and site for examinations, the P - value on this level was 0.780 which was greater than 0.05, implying that the extent to

which learners were prepared to sit for examinations was statistically insignificant to have an effect on their academic performance. This however was inconsistent with literature which abounds with studies that showed a positive relationship. For instance Siatwambo (2008) is on record that learners' success in any examination is dependent on how well the learners are prepared to sit for them.

The last question on the services offered under educational guidance and counselling was to determine the effect of academic counselling on learners' academic performance. The findings showed 0.375 as the P - value for this level, this value was greater than 0.05 implying that academic counselling that was being offered at the time of study in the sampled schools was statistically insignificant to have an effect on the academic performance of the learners. These findings were not consistent with what UNESCO (2000) records as the ideal situation, that all sorts of learners' the gifted and talented, the low achievers, the handicapped and delinquents should be counselled academically if they are to progress educationally.

From what has been discussed, though educational guidance was being provided in the study schools, the statistics showed that out of the five activities that were sampled, only one was statistically significant to have an effect on learners' academic performance, the rest were not. Implying that the extent to which education guidance was being provided did not have significance effect on the learners' academic performance. This was not consistent with authorities such as Mallum (2000), Ndhlovu (2015), and UNESCO (2000), who all state that schools ought to provide educational guidance because through it learners have a face to face interaction with a counsellor with the sole aim of helping them to develop effective skill for the manipulation of academics.

### **5.3.2 Vocational Guidance**

With regards to the effect of vocational guidance and counselling on learners academic performance the test statistics showed that, the extent to which schools in the study district provided the learners' with vocational information was statistically insignificant to have an effect on learners' academic performance. This could be seen through all the

three P - values in the three levels of the sampled activities which were greater than 0.05, that is, 0.996, 0.326, and 0.625. These results were not in agreement with documented literature which showed the importance of vocational information on learners' academic performance. Mitchell & Gibson (2003) were on record that occupational or vocational information was motivational for learners to work hard, because they would know what it took to enter in a particular occupational. Kochhar (1984) agrees with Mitchell & Gibson (2003) by indicating that learners' needed to know the job, work processes, where the training institutions were situated, the amount of training, the avenues of employment after training, the average income, status of work and future prospects. Such information motivated learners to work extra hard because they had something to look forward to.

#### **5.3.4 Personal – Social Guidance**

Concerning the effect of the knowledge on anxiety, the findings of the study showed that extent to which this was discussed with the learners had a statistical significance on the learners' academic performance. This was shown by the value of the P – value of 0.024 which was smaller than 0.05. In a study done by Afolayan et al (2013) anxious individuals found it hard to avoid distractions and took more time to turn their attention from one task to the next than their less anxious peers. This in turn made learning, reading and writing difficult, thus affecting their academic performance. Further Hargreaves & Tickle (1980) write that secondary school learners are in adolescence stage, whereby many are seriously confronted for the first time with facts about themselves. This brought forth conflicts and frustration in them that produced anxiety and tension thus affecting their concentration in studies and thereby ending up performing poorly in academics. However these negative effects of anxiety may not apply in the secondary schools in the study district because the extent to which the learners were equipped in the area of anxiety was significant enough to thwart the negative effects of anxiety on academic performance.

The ANOVA test results showed statistical insignificant results concerning the extent to which knowledge about self-concept was shared with the learners'. The results showed a P - value of 0.72 which was greater than 0.05, implying that learners did not have

enough information about self-concept to positively affect their academic performance. This was not consistent with available literature which suggested that positive self-concept had a positive effect on learners' academic performance. Cooley (2000) indicated that to be academically successful individuals needed to identify themselves with the domain of academics. Meaning academics had to be part of their self-concept; most importantly they needed to have a positive academic self-concept. Crowford (2013) in a study to determine the relationship between self-concept and academic performance also found that learners who had a positive self-concept were academically stronger than their peers who had a low self-concept.

As regards the effect of knowledge on drug abuse on learners' academic performance, the findings showed a P - value of 0.042 which was less than 0.05, indicating a statistically significant effect of this knowledge on learners' academic performance in the selected secondary schools of Kabwe. Singleton & Wolfson (2009) examined alcohol consumption, amount of sleep, and academic performance. The study concluded that learners who drank alcohol maintained poor sleep patterns, which negatively affected their academic performance. Evidence from another study done by Kogi (1998) indicated that drug abuse and addiction had adversely affected the academic performance of learners. The same study showed that the social and psychological implications of drug abuse and addiction had resulted into learners' lateness to class, examination malpractice, absenteeism and other forms of criminality both within and outside the school environment. These had been found to distract the learners from focusing on their academics and as a result had negatively affected their academics. However in the study area, findings showed that the learners were well equipped with knowledge about drug, substance and alcohol abuse and that they knew how to avoid the vices to the extent that they had no effect on their academic performance.

The ANOVA test results in level 4 showed a statistical significance on the extent to which issues related to the causes and effects of teenage pregnancy were discussed with the learners, because the P - value in this particular case was 0.021 which was smaller than 0.05. When a girl that should be in school becomes pregnant, her entire life could be completely altered as her hopes and aspirations could be shattered. Because of the

complications that came with pregnancy, Kelly (1999) observes that the girl child may be forced to miss school; this would obviously affect the academic performance of the girl. This scenario was however different in schools in the study area, because as the findings have shown, the learners were well informed about causes and negative effects of teenage pregnancy. With such information it was highly unlikely that the learners would fall victim of teenage pregnancy.

The above discussion clearly shows that out of the four services that were considered under personal – social guidance, three were statistically significant and only one was insignificant. Because three out of the four services were statistically significant, it was concluded that personal – social guidance had a statistical significance on learners' academic performance in the study schools. This was consistent with the Mallum (2000) who in a study to ascertain the impact of personal – social guidance on learners' academic performance also found a positive impact of social – social guidance on the academic performance of high school learners.

### **5.3.5 Placement Services**

On the issue of placement services and learners' academic performance the test results showed that, the extent to which placement services were provided to the learners affected academic performance. The findings were statistically insignificant to have an effect on learners' academic performance. This conclusion was arrived at because all the P - values, 0.203, 0.30, and 0.378 were greater than 0.05. These findings were inconsistent with available literature which abounds with the positive effects of placement on learners' academic performance. Kochhar (1984) writes that Placement ensures that all types of learners – the normal, the intellectually gifted, the emotionally disturbed, the artistically talented and the mentally retarded find their place in an educational setting. UNESCO (2000) also states that proper placement would match the learners' abilities with the subjects being offered in a particular career pathway. This would consequently be motivation for the learners to work hard, and will in turn improve their academic performance.

### **5.3.6 Orientation Services**

Concerning orientation services, the test results indicated that the extent to which these services had an effect on learners' academic performance was statistically insignificant. This conclusion was arrived at because of the P - values of 0.30, 0.303, 0.586 and 0.086 which were greater than 0.05. This was not in line with documented literature which indicated a positive effect of orientation services on learners' academic performance. Rutondoki (2000) states that, it was during orientation that learners were shown the physical layout of the school so that they knew where the classrooms and other facilities were located. Maluwa – Banda (1998) stated that orientation services were cardinal for new learners because almost everything the learner encountered was new, that is rules, regulations, and many other services. Orientation services made the learner feel at ease and consequently reduced stress and anxiety that may have a negative effect on the academics of the learners.

## **5.4 Objective 3: Explore how Challenges Experienced by Teachers in the Provision of Guidance and Counselling Affect Learners' Academic Performance in Selected Schools in Kabwe, Zambia.**

With regards to availability of time to guide learners, the findings revealed that the guidance teachers had a challenge of inadequate time due to heavy teaching load, 9 stated that they experienced this challenge very often, while 1 stated it was often. This implied that majority of the guidance teachers were of the view that inadequate time was a major challenge that they experienced. These findings support those of Bott (2016) whose study revealed that teacher counsellors were of the view that inadequate time was the greatest challenge to the implementation of guidance and counselling services in schools. The findings were also in line with those of Ng'anga (2004) which revealed that teacher counsellors handled the normal teaching loads (some more than 18 periods) per week in addition to their counselling duties. This meant that guidance teachers had little time to dedicate to the provision of guidance and counselling services and this compromised the quality of counselling services.

On the issue of learners' attitude the study showed that 7 of the guidance teachers experienced the challenge of learners' negative attitude towards guidance and counselling services in schools very often, while 3 stated positive attitudes such services. The issue of learners' negative attitude towards guidance and counselling services in schools was similar to that one of the findings of Migiro's & Mweemba (2016) studies which found that some learners were sceptical about seeking guidance and counselling services because they did not want to reveal their problems to their teacher counsellors. Similarly a study done by Mushaadya et al (2013) revealed that guidance teachers were ready to counsel learners on their academic work, however learners did not trust them and did not want to disclose their problems to them, the writers attribute the lack of trust to learners' culture and also parental influence.

When asked whether participants experienced shortage of guidance and counselling materials to support their work, 8 of the guidance teachers stated that they experienced this challenge very often, 2 indicated that they experienced it often. The results were consistent with various scholars who have also highlighted shortage of guidance and counselling materials as a challenge faced by guidance teachers. Okola (2002) for example did a study in Kenya on factors hindering effective provision of Educational Counselling in Trans – Nzola District of Kenya. The study equally revealed that schools had very few reference resources for guidance and counselling to be of value to their academic work. This picture was similar to what had surfaced in the current study schools.

As regards to the attitude of administrators 6 of the guidance teachers indicated that the attitude of the administrators was not positive towards guidance and counselling services in schools. Negative attitude was displayed very often openly to teachers and learners which led to learners under valuing guidance and counselling services in schools. The remaining 4 said they experienced positivity in the way administrators responded to guidance and counselling services. These results were in line with what Chireshe & Maptumo (2006) found out in a study they conducted in Zimbabwe. Their study revealed that in Zimbabwe school head teachers did not support guidance and

counselling services, for example, they allocated the school counselling services to the least qualified teachers. This simply showed that they do not take the said service very serious, which was tantamount to negative attitude towards guidance and counselling services.

Concerning whether schools have inadequate or inappropriate counselling rooms, the number of guidance teachers who stated that they experienced this challenge very often were 7, while 3 had this challenge often. These results were inconsistent with Engelkes and Vandergiot (1982) who observed that there should be private and confidential areas for counselling for it to be effective and yield the desired results.

Although the issue of training of counsellors did not come out as a challenge from the guidance, and learners, the head teachers cited it as a challenge that affected the service delivery of guidance and counselling services. It was clearly shown that guidance teachers were not adequately trained in guidance and counselling. From the results, there was one teacher with a certificate in guidance and counselling; three had bachelor's degrees in the same, while six were not trained in guidance and counselling. This meant that majority of the guidance teachers were not trained in guidance and counselling. This was not in line with Kimathi (2002) who states that, the success of guidance and counselling programmes depended on the knowledge and attitude of the service providers. Professional training was therefore central for the success of guidance and counselling programmes because knowledge and positive attitude were acquired through training. Bernard et al (1997) found that in South Africa, lack of professional training in guidance and counselling negatively affected the identification of learners' problems. These findings were consistent with what this study found.

## **5.6 Summary**

The chapter has discussed the findings of the study based on the objectives. It started by discussing the nature of guidance services provided in the study schools. Cited were educational, vocational, personal – social guidance and counselling. Other service included but not limited to placement and orientation services. Though they were variations on the extent to which these services were offered, the overall impression was

that they were all offered to the learners, because the overall percentage provision of these services was 84% which was significant enough to arrive at such a conclusion.

On the relationship of the various activities and services provided under the services outlined above, the study concluded that their impact was statistically insignificant to have an impact on the academic performance of the learners.

Concerning the challenges faced by guidance teachers, a host of challenges ranging from inadequate time, negative attitudes by learners and school administrators to inadequate materials and inadequate counselling rooms were cited, based on the foregoing discussion, the chapter that follows will conclude and provide recommendations for future course of action by the relevant authorities.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Overview**

This chapter presents the conclusion, recommendations and suggestions for further research based on the study.

### **6.2 Conclusion**

Based on the findings there is a relationship between guidance and counselling services offered and learners' academic performance. However, in the study secondary schools the relationship was found to be statistically insignificant therefore rendering it to be very weak to have a positive effect on the learners' academic performance. The significance of the relationship was greatly over shadowed by the various challenges that guidance teachers faced, which ranged from; inadequate time to conduct guidance and counselling services, shortage of guidance and counselling resources, inadequate and inappropriate counselling facilities to inadequate professional training of guidance teachers in the study schools. It was the researcher's opinion that if the said challenges were addressed, the guidance and counselling service provided would be more effective and efficient. This would make guidance and counselling services yield the intended purpose, that is, to have a positive effect on learners' academic performance among other benefits that come with the said services.

### **6.3 Recommendations**

Based on the findings and in line with the study objectives, the following recommendations were made;

1. The Ministry of Education should come up with a clear policy that will exempt guidance teachers from having any teaching loads. This would give them ample time to execute their duties effectively.
2. A deliberate policy should be put in place by schools to orient learners on the benefits of guidance and counselling services. This would help change their attitude towards guidance and counselling services offered in schools.

3. The ministry should procure enough guidance and counselling materials to distribute to all the schools in the country.
4. All teachers should be equipped with the knowledge about the benefits of guidance and counselling services. This would ensure that they had a positive attitude towards guidance and counselling services when they assume the office of Head teacher.
5. Schools should have special rooms where counselling could be done. This would ensure privacy and confidentiality.
6. Deployment of individuals to the office of guidance teacher should be done by the Ministry of Education. This will ensure that all the office bearers would be professionally trained for guidance and counselling services.

#### **6.4 Suggestion for Future Research**

This study was limited to secondary schools only, to this effect, there was need in future to also ascertain the relationship between guidance and counselling services and learners' academic performance in primary schools.

## REFERENCES

- Afolayan, J.A., Donald, B, Olayinka, O, Adeyanju, B,A & Agama, J. (2013). Relationship between anxiety and academic performance of nursing studentss, Niger Delta University, Bayelsa State, Nigeria. *Advances in Applied Science Research* ,4(5): 25 - 33.
- Ansari, Z. (1980). *Study Habits and Attitudes of Students: Development and Validation of questionnaire Measure*. Islamabad: National Institute of psychology.
- Baker, S.B., & Gerler, E.R. (2001). *Counselling in schools*.London: MacMillan Publishers.
- Berlinar, N. L and Berlinar, D. C. (1988). *Education Psychology*. Boston: Houghton Mifflin Company.
- Bernard, R.M.F., Pringle, E.F. & Ahmed, N. (1997). A preliminary investigation of high school counselling Resources on the cape perninsula. *In Adolescence* ,32 ( 126): 373 - 380.
- Biggam, J. (2011). *Succeeding with your master's dissertation, A step – by – step hand book*. New York: Open University Press.
- Boitt, J. (2016). Evaluation of the challenges in the implimentation of the guidance and counselling programme in Baringo country secondary schools, Kenya. *Journal of Education and practice* , 7(30):27 - 34.
- Booth, C.W.,Gregory,G.C & Williams, M.J. (2003). *The Craft of Research*. Chicago: University of Chicago Press.
- Boyle, J. (2010). Strategies in note - taking from middle school students with learning disabilities in science classes. *Learning Disability Quarterly* ,33(2): 93 - 109.
- Carl, T. (1993). *Psychology*. NewYork: Harpercollin.
- Chireshe, R & Mapfuno, J. (2006). School Counsellor's perception of headmasters' attitudes towards guidance and counselling in Zimbabwean Secondary schools. *Zimbabwe Journal of Education Reaserch* ,17(1): 19 - 29.
- Cooley, K. (2000). An investigation of academic self concept and its relationship to academic achievement in African american college students. *Journal of Black Psychology* ,29(2): 148 - 164.

- Crawford, W. (2013). The relationship of self concept and academic achievement. *Unpublished Master's Thesis*. Nigeria: Glass BoBo State College.
- Creswell, W.J (2009). *Research Design Qualitative, Quantitative, and mixed methods Approaches*. London: SAGE publications, Inc.
- Denscombe, M. (2007). *The Good Research Guide for small scale social research projects*. New York: Open University Press.
- Depoy, E & Gitlin, N.L. (2011). *Introduction to Reserch: Understanding and Applying Multiple Stranties*. St Louis: Sabre Foundation.
- Dictionary, M. E. (2002). *For Advanced Learners*. London: MacMillan Publishers.
- Ebela, U.F & Olofu, P.A. (2017). Study habit and its impact on secondary school students' academic performance in Biology in the federal capital Territory, ABUJA. *Academicjournals*, 12(10): 583 - 588.
- Euvrard, G. (1992). Career needs of Eastern cape pupils in South Africa. *In British Journal of Guidance and Counselling*, 24 (1): 113 128.
- Gall, M.D & Borg, W.R. (1996). *Educational Research An introduction*. NewYork: Longman.
- Good, C. (1973). *Dictionary of Educationa, (3rd ed)*. NewYork: MacGrew Hill Book company.
- Hargreaves, A and Tickle, L. (1980). *Middle Schools Origins, Idiology and Practice*. London: Harper Publishers.
- Hartman, J. (1999). *Secondary School Counselling manual*. Manitoba: University of Manitob.
- Kabeya, S. (1989). The role of teachers and administrators in school counselling. seminar paper on guidance and counselling in Kenya. Kenyata University.
- Kavutha, J. (2015). Influence of Drug use on Academic performance among Secondary School Students in Matinyari District, Kenya. *International Journal of Science and Research Publication*, 5(11): 726 - 731.
- Kelly, M. (2004). Get time on your side,. *Career & Universities*, 24(4): 28.
- Kelly, M. (1999). *Origins of education in Zambia*. Lusaka: UNZA Press.
- Kiewra, K.A., & Benton, S.L. (1988). The relationship between information process ability and notetaking. *Contemporary Education*, 13: 33 - 44.

- Kimathi, C. (2002). *Perception of teacher counsellor's role in the implimantation of secondary school curriculum. A case of central Division, Machakos District*. Machakos: Unpublished Master's Thesis, Kenyatta University.
- Kochhar, S. (2013). *Educational and Vocational Guidance in secondary schools*. NewDelhi: Sterling publisher private Ltd.
- Kochhar, S. (2009). *Guidance and Counselling in Colleges and Universities*. NewDelhi: Sterling Publishers.
- Kolo, T. (1992). *Guidance and Counselling in perspective*. Zaire: Sleaveo Printing.
- Kombo, D.K & Tromp, D.L.A. (2006). *Proposal and Thesis writing: An introduction*. Nairobi: Pauline publications Africa.
- Kost, K.,S. Henshaw & L. Carlin. (2010). US teenage pregnancies, birth and abortions. *Washington DC: Island press* ,16 - 22.
- Kothari, C. (2004). *Research Methodology: Methods & Techniques*. NewDelhi: NewAge International (p) Limited, Publishers.
- Lengefeld, A. U. (1994). *Study skill Strategies: Accelerate your learning*. Boston: Course Technology.
- Leviton, H. E. (1977). Consumer feedback on secondary guidance and counselling programme. *In personnel and Guidance Journals* ,55: 242 - 244.
- Machargo, J. (1991). *The Teacher and self - concept in his or her student: Theory & Practice*. Madrid: Escuela Espanel.
- Makinde, O. (1988). *Fundamentals of Guidance and Counselling*. London: MacMillan Education.`
- Maluwa - Banda, D. (1998). Schol Counsellors' Perception of Guidance and Counsellin programme in Malawi's Secondary School. *In British Journal of Guidance and Counselling* , 70(3): 287 - 295.
- Mapfuno, J & Nkoma, E. (2013). The state of Guidance and Counselling programmes in High schools in Manicaland, Zimbabwe. *International Journal of Scientific Research in Education* , 6(12): 100 - 116.
- Marzano, R. K. (2001). *Classroom instructions that works: Research - Based strategies for increasing student achievement*. Alexandria: VA:ASCD.

- Migiro, N. (2005). *An investigation into the state of guidance and counselling in secondary schools*. Nairobi: Kenyatta University, Unpublished PGDE Project.
- Mitchell, M & Gibson, L.R. (2003). *Introduction to counselling and guidance*. New Jersey: Pearson Education inc.
- Mushaandja, J., Hachambo, T.V & Elzan, F. (2013). Major challenges facing teacher counsellors in schools in Namibia. *Educational Journal* , 2(3): 77 - 84.
- Mutie, E.K., & Ndambuki, P. (2003). *Guidance and Counselling for schools and colleges*. Nairobi: MacMillan Publishers.
- Mwamba, K. (2011). *Guidance service provision in high schools for pupils with impairments: A case of Sefula and Mumbwa high schools for the blind*. Lusaka: Unpublished MA dissertation, University of Zambia.
- NAEP. (1994). *Report on Assessment of Education progress* . Princeton NJ: Educational Testing Services.
- Nasrullah, S & Mahammad, S.K. (2015). The impact of time Management on students' Academic Achievements. *Journal of Literature, Languages and Linguistics* ,11: 66 - 71.
- Ndhlovu, D. (2015). *Theory and Practice of Guidance and Counselling*. Lusaka: UNZA press.
- Ng'anga, Z. (2004). *Counselling week in Schools*. Nairobi: MacMillan.
- Nyamwaka, E.O, Ondima, P.C, Nyamuange, C, Ombaba, S & Magaki, E.K. (2013). Assessment of implementation levels of guidance and counselling programme in Kenya Secondary. A case of Solik District, Bomet country. *Journal of Education and practice* , 4(3): 179 - 186.
- Okobiah, O.C & Okorodudu, R.I. (2004). Concepts of guidance and counselling. *In issues, concepts theories and Techniques of guidance and counselling*. Benin city , 24 - 5.
- Onwuegbazie, A.J., Slate, J.R and Schwartz, R.A. (2001). Role of study skills in graduate level education Research course. *The Journal of Education Research* ,94(4): 233 - 246.

- Oye, D.,Obi.M.C, Mohd,T,N, Bernice, G.A. (2012). Guidance and Counselling in Nigerian school: the role of ICT. *I.S morden education and computer science* , 8: 26 - 33.
- Rockwell, P.J., Rothney, J.W.M. (1961). Some social ideas of pioneers in the guidance movement. *Personnel and guidance Journal* , 40, 349 - 354.
- Rutondoki, E. (2000). *Guidance and Counselling*. Makerere: Institute of Adult and Continuing Education.
- Sedgley, M. (2013). *An introduction to Research & Research Methods*. London: Bradford.ac.uk.
- Short, T & Thomas, P. (2015). *Core Approaches in counselling and psychotherapy*. London: Routledge.
- Shrivastave, K. (2003). *Principles of Guidance and Counselling*. NewDelhi: Kanishka Publishers, Distributors.
- Siatwambo, R. (2008). *Exams made Easy*. Guangzhou City: Guangzhou Xinyi Printing Company.
- Sindabi, A. (1992). *An analysis of guidance and counselling programme in selected secondary schools in virginia*. Virginia: Unpublished Doctorial Thesis, Polytechnic institute and state university.
- Singleto, R.A & Wolfston, A,R. (2009). Alcohol consumption, sleep and Academic performance among college students. *Journal of Studies on alcohol and Drugs* ,70(3): 355 363.
- Titsworth, B. (2001). The effects of teacher immediacy, use of organization lecture cues, and students' note taking on cognitive learning. *Communication Education* , 50: 283 - 297.
- Tuchili, M.A.,& Ndhlovu, D. (2016). Effects of Guidance and Counselling Services on Students' interpersonal, study, vocational and problem - solving skills in selected public universities in Zambia. *International journal of Humanities social sciencies and education ( ISHSSE)* ,3 (12):14 - 20.
- UNESCO. (2000). *Guidance Module*. Bostwana: Ag21 Communication.
- Wade & Tarvis. (1993). *Psychology*. NewYork: Harper collins college publishers.

- Wangi, H. (2002). Teachers to use Guidance and Counselling i their leadership styles. *East African standards* , 12.
- Weiten, W. (2007). *Psychology: Themes and variation*. Thomson: Pacific Groove, CA.
- Welman,J.C & Kruger, S.J. (1999). *Research Methodology for business and administrative science*. CapeTown: Oxford University Press.
- Yilmaz, I. B. (2006). Relationship between the time management between and academic success. *E - Journal of new word cience Academic* ,5(3): 187 – 194.

## APPENDICES

### Appendix A: QUESTIONNAIRE FOR LEARNERS

#### Dear Learner

I am a student undertaking a Master of Science in Counselling with The University of Zambia in collaboration with Zimbabwe Open University (UNZA/ZOU). This study forms part of the requirements of my study, whose focus is to ascertain the relationship between Guidance and Counselling services and learners' academic performance in selected Secondary Schools in Kabwe, Zambia.

You have been selected as one of the participants in this study. You should not write your name on the questionnaire. Honest responses to all the questions are requested. There are no right or wrong answers. I am only interested in your own opinions. The responses you give will be treated **confidentially**. Thank you for taking time to complete this questionnaire.

#### INSTRUCTIONS

Please circle the number below your appropriate response, for example, in question 1 if you are male, you should circle the number 1.

#### SECTION A: BACKGROUND INFORMATION

1. What is your Gender?

Male	Female
1	2

2. What is the type of school?

Boys Only	Girls Only	Boys & Girls
1	2	3

3. What is your grade level?

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1	2	3	4	5

#### SECTION B: TYPES OF GUIDANCE AND COUNSELLING SERVICES.

1. Does your school have a Guidance and Counselling department/section?

Yes	No
1	2

2. Does your school provide you with the following services?

Type of Guidance and Counselling Services	Yes	No
1. Educational Guidance and Counselling	1	2
2. Vocational Guidance and Counselling	1	2
3. Personal and Social Guidance and Counselling	1	2
4. Placement services	1	2
5. Orientation services	1	2

**SECTION C: ASSESS EFFECT OF GUIDANCE AND COUNSELLING SERVICES ON LEARNERS' ACADEMIC PERFORMANCE.**

1. Do you think Guidance and Counselling has an effect on learners 'academic performance?

Yes	No
1	2

(ii) If yes, why do you say so?

a. ....

2. If No, why do you say so

a. ....

3. (i) How would you rate the academic performance of your school?

Very Good	Good	Average	Poor	Very Poor
5	4	3	2	1

**4. Educational Guidance and Counselling Services**

Does your school provide you with the following Educational Guidance and Counselling services?

Information	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Study skills.	5	4	3	2	1
2. Time management skills.	5	4	3	2	1
3. How to take notes when a teacher is teaching.	5	4	3	2	1
4. How to sit for examinations	5	4	3	2	1
5. Academic counselling, e.g. Counselling slow learners, or any other learners with academic challenges	5	4	3	2	1

## 5. Vocational Guidance and Counselling Services

Does your school provide you with the following Vocational Guidance and Counselling services?

Activity	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Provide you with entry qualifications in different higher learning institutions.	5	4	3	2	1
2. Conduct educational tours to industries, companies, higher learning institutions, etc.	5	4	3	2	1
3. Organise career talks, by inviting speakers from different institutions, such as higher learning institutions, companies etc.	5	4	3	2	1

## 6. Personal and Social Guidance

Does your school provide you with the Personal and Social Guidance information?

Activity	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Explain to you what anxiety is and how to deal with it and its negative effect on academic performance?	5	4	3		1
2. Explain to you what positive self-concept, how to develop it and its positive influence on academic performance?	5	4	3	2	1
3. Explain to you drug, substance and alcohol abuse, how to avoid it and its negative influence on academic performance	5	4	3	2	1
4. Explain the causes and negative effects of teenage pregnancy on academic performance.	5	4	3	2	1

## 7. Placement Services

Does your school provide you with the following Placement services?

Activity	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Explain the various career pathways at your school.	5	4	3	2	1
2. Conduct interest tests before placing you in a particular career pathway.	5	4	3	2	1
3. Are you given chance to choose a career pathway of your choice?	5	4	3	2	1

- (ii) Are there other methods your school uses to place learners in their respective career path ways?

.....

## 8. Orientation Services

- (i) On the first day you reported to this school, who oriented to the school environment and school practices?

Head Teacher	School Counsellor	Prefect	Class Teacher	No One
1	2	3	4	5

- (ii) If No one, how are new learners oriented to school practices?

.....

- (iii) Does your school provide you with the following Orientation services?

Activity	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) Introduce new learners to the school environment.	5	4	3	2	1
b) Explain the school curriculum to new learners.	5	4	3	2	1
c) Introduce teachers to new learners.	5	4	3	2	1
d) Organise open days (where the community is invited to learn more about the school).	5	4	3	2	1

**Thank you for your participation**

## **Appendix B: INTERVIEW GUIDE FOR GUIDANCE TEACHERS**

### **A. BACKGROUND INFORMATION**

- a) What is your highest professional qualification as a counsellor?

### **B. TYPES OF GUIDANCE AND COUNSELLING SERVICES**

- a) Does your school have a Guidance and Counselling department/section?
- b) What services do you provide to the learners under guidance and counselling/

### **C. ASSESS EFFECT OF GUIDANCE AND COUNSELLING SERVICES ON LEARNERS' ACADEMIC PERFORMANCE.**

- a) Do you think Guidance and Counselling services offered at your school have an impact on learners' academic performance?
  - i. If Yes, why do you say so
  - ii. If No, why do you say so
- b) How do you rate the academic performance of your school?

### **D. CHALLENGES EXPERIENCED BY GUIDANCE AND COUNSELLING TEACHERS**

- a) Do you experience any challenges in the implementation of Guidance and Counselling?
- b) Do you experience the following challenges as a Guidance and Counselling teacher?
- c) As a Guidance and Counselling teacher is there anything that you think the Ministry of Education should do or put in place so as to improve service delivery in the Guidance and Counselling department.

## **Appendix C: INTERVIEW GUIDE FOR HEAD TEACHERS**

### **A. Types of Guidance and Counselling services**

1. Does your school have a Guidance and Counselling department?
2. Does it provide the following services?
  - a. Educational Guidance and Counselling
  - b. Vocational Guidance and Counselling
  - c. Personal – Social Guidance and Counselling
  - d. Placement services
  - e. Orientation services

### **B. Assess the effect of Guidance and Counselling services on learners' academic performance**

1. Do you think guidance and counselling services at your have an impact on learners' academic performance?
  - a. If it has why do you say so?
  - b. If it does not have why you do say so?
2. How would rate the academic performance of your school, using the following scales

Very Poor	Poor	Average	Good	Very Good
-----------	------	---------	------	-----------

### **C. Challenges that Guidance and Counselling teachers face**

1. Are you aware of any challenges that Guidance and Counselling teachers encounter as they execute their duties.
  - a. If yes what could some of these challenges?
  - b. As the school head what are you doing to mitigate some of the challenges faced by the Guidance and Counselling teachers?
2. As the school head teacher is there anything that you feel the ministry of education should do to improve the service delivery of Guidance and Counselling?

## Appendix D: INTRODUCTORY LETTER



### UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY (UNZA-ZOU)

Telephone: 26021-1-291777-78 Ext. 3500 0978772249  
Telegrams: UNZA LUSAKA  
Telex: UNZALU ZA 44370  
Email: director-ide@unza.zm

P.O. Box 32379  
LUSAKA, ZAMBIA

Date: 27/03/2018

THE DEBS

KABWE.

27 MAR 2018  
ZIMBABWE OPEN UNIVERSITY  
INSTITUTE OF DISTANCE EDUCATION  
PO BOX 32379 LUSAKA ZAMBIA  
Z. Ndhlovu  
DEBS

Dear Sir/Madam

**RE: CONFIRMATION OF STUDY: MUZUMARA SIMON**

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 196192/4711 and computer number 716812484 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Science in Counselling and that he/~~she~~ will be ~~doing internship~~/carrying out a research on The relationship between Guidance and counselling Services offered and Learners' academic performance in Selected Secondary Schools in Kabwe, Zambia.

Any assistance rendered to him/her will be greatly appreciated.

Yours faithfully

Dr. D. Ndhlovu  
**ASSISTANT DIRECTOR (PG)  
INSTITUTE OF DISTANCE EDUCATION**