

**ASSESSING FACTORS MOTIVATING TEACHERS IN THE PROVISION OF
GUIDANCE AND COUNSELLING SERVICES IN SELECTED SECONDARY
SCHOOLS OF KATETE DISTRICT OF EASTERN ZAMBIA**

BY

NYIRENDA MARTHA

**A Dissertation Submitted to the University of Zambia in partial fulfillment of the
requirement of the Degree of Master of Science in Counseling.**

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DECLARATION

I, NYIRENDA MARTHA 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.

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CERTIFICATE OF APPROVAL

This dissertation of Nyirenda Martha has been approved as a fulfilling the partial requirements of the award of Master of Education in Science in Counseling of the University of Zambia.

Signatures

Examiner: Date:

Examiner: Date:

Examiner: Date:

ABSTRACT

The purpose of the study was to assess factors motivating Guidance Teachers in their duties in selected secondary schools of Katete District in Eastern Province of Zambia. The objectives of study were: to assess type of training teachers providing counseling have, establish motivating factors for Guidance teachers to concentrate on examinations related duties than counseling and establish support Guidance teachers receive from their head teachers. The study followed a case study design supported by qualitative method of data collection. Data was collected from a sample of 14 respondents and participants from seven disaggregated as; 7 Guidance Teacher and 7 Head Teachers. Purposive sampling was used to select Head Teachers and Guidance Teachers. Interview guides were used to collect data from Head Teachers and Guidance Teachers respectively. Qualitative data was analyzed using thematic analysis. The research findings revealed that: two teachers had had certificate and diploma qualifications in psychosocial counseling and the other five had knowledge from the workshops they attend. Concerning what motivated guidance teachers to concentrate on examinations than counseling duties to pupils, they received motivation in form of financial, material, morally in relation to examinations. They did not have private room for counseling, time and reference materials among others. As regards to support Guidance Teachers received from their administrators, they received a lot of support in relation to examination, such as; material, moral, analyzing of results and monitored, financial. The study recommended that Ministry of General Education should place guidance teachers in the guidance departments and school administrators to support guidance and counseling services.

DEDICATION

This dissertation is dedicated to the Almighty God who empowered me with the spirit of excellence and diligence to accomplish this foot and to my husband Boniface. C. Lengwe and our children who faithfully stood by my side throughout my study period.

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LIST OF ACRONYMS AND ABBREVIATIONS

- AIDS: Acquired Immune Deficiency Syndrome
- CPD: Continuing Professional Development
- ECZ: Examinations Council of Zambia
- GCE: General Certificate Examination
- GCS: Guidance and Counseling Services
- HIV: Human Immunodeficiency Virus
- MOE: Ministry OF Education
- MOGE: Ministry of General Education
- NISTCOL: National In Service Training College
- TVTC: Technical and Vocational Training College

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter focused on the background, statement of the problem, purpose of the study, objectives, significance of the study. Included was the delimitation, limitations of the study and definition of terms and ended with a summary of the chapter.

1.2 Background of study

Factors motivating guidance teachers in their duties stimulated interest to conduct this study. It was observed by the researcher that guidance teachers concentrate on examinations than counseling related duties. As a result, there was need to understand motivating factors for such behavior in guidance teachers. The proponent of motivation theory (BF Skinner) identified reinforcement and punishment as motivators of behavior. Thus, to increase probability of occurrence of a certain behavior there must be positive or negative reinforcers. Positive reinforcers or rewards are consequences that increase the probability of a given behavior they were made contingent on. Punishment, on the other hand, refers to unpleasant consequences that decrease the probability of a given behavior. In relation to this study, there is need to explore the positive and negative reinforcers to the behavior of concentrating on examination and punishment factors that make guidance teachers not to concentrate on counseling related duties in selected schools in Katete District of Eastern Province in Zambia. Among key the duties, Guidance teachers are supposed to perform the following duties: providing pre-admission, admission, orientation, student's information, and placement, counseling, research and evaluation services in a school. These services can be grouped into three categories; personal and social, educational and vocational guidance and counseling services. On the other hand, examination related duties include, entering pupils' particulars for examination, setting examination question items, examining pupils, supervising examinations, marking and issuing of examination results. In understanding this dilemma, one tends to state that the title or position 'Guidance Teacher' is not the same as 'examination officer/teacher' but one wonders why a Guidance Teacher concentrates on duties that are examinations related instead of counseling duties. There is also need to understand how guidance and counseling has evolved over time in relation to services expected to be provided by Guidance Teachers.

To this effect, Gibson and Mitchell (2008), point out that no proof exists of the early beginning to counseling, but abundant evidence suggests that persons through-out the ages have sought the advice of others believed to possess superior knowledge, insight or experience. Perhaps the first counterparts of the present day counselor were the chiefs and elders to whom the youths turned to when in need of advice and guidance.

Later the responsibilities of guiding children and youths were more on families as nuclear form of families became prominent. However, parents or indeed family members became too busy to offer guidance to their children and youths in families. Due to this situation, young people have grown up without receiving important services of guidance and counseling (Migiro, 2005). A point to note is that in the present life, youths still require the critical developmental guidance that their parents cannot effectively offer because of their busy work schedule or traditions that forbids them to talk on certain topics society considers as taboos.

To mitigate the effects of the gap left void by parents and guardians in relation to provision of guidance relation to provision of guidance and counseling to children or youths in Zambia, in 1967 the idea of setting up Careers Guidance was initiated by then the Ministry of Education (Ndhlovu, 2015). Further, Ndhlovu, (2015) states that in 1970 secondary schools were directed to provide Career Guidance and in 1981 the psychological services unit which was conducting psychological tests for career choices was transferred to the Examinations Council of Zambia and in its place the Guidance Unit was created with restricted responsibilities for Career Guidance. MOE (2013) in its Zambia Education Curriculum Framework of 2013 states that the government of the Republic of Zambia directed all educational institutions to offer guidance and counseling as a course in their training of teachers. To this point, the analysis of the evolution of guidance and counseling in Zambia focused on Career guidance and the fact that psychological services Unit was transferred to Examinations Council of Zambia may still imply strong connections between the roles of guidance teacher and examination activities. Can this be the point for the intriguing question about why Guidance Teachers concentrate on examinations related duties instead of counseling duties? The desire to search for truth led to conducting this study. It therefore, became imperative to conduct a study of this nature to assess factors motivating guidance teachers in their duties in selected schools in Katete District of Eastern Province, Zambia.

1.3: Statement of the problem

The (MOE 2001) and (Mubanga 2014), observes that guidance teachers concentrate more on examinations than providing counseling to pupils in schools. Hence there was need to investigated why they do not concentrate on counseling services when pupils have a lot of counseling needs. This study therefore sought to fill up this knowledge gap by assessing factors motivating guidance teachers in their duties in Katete District, Zambia.

1.4: Purpose of the study

The purpose of this study was to assess factors motivating guidance teachers in their duties in selected secondary schools in Katete District of Zambia.

1.5: Study objectives

The following objectives will guide the study:

1. To assess type of training offered to guidance teachers in counseling
2. To examine motivating factors for guidance teachers to concentrate on examinations related duties than providing counseling services to pupils.
3. To identify support guidance teachers receive from their school administration

1.6 Study questions

The following study questions will guide the study:

1. What type of training do guidance teachers have in counseling?
2. What motivates guidance teachers to concentrate on examinations related duties than providing counseling services to pupils?
3. What support do guidance teachers receive from their school administration?

1.7: Significance of the study

It was hoped that the results of this study would bring to light factors motivating guidance teachers in their duties. The Ministry of General Education may benefit by knowing the reasons for guidance teachers concentrating more on examinations than counseling. It is therefore hoped that by this knowledge, there can be revision on the implementation strategies of guidance and

counseling in schools. The results of this study may also stimulate interest in further research on this topic.

1.8: Limitations of the study

Certain factors were anticipated to negatively influence on the sample size. The size of the sample could be affected due to the unwillingness of some respondents to take part in the study. However, since it was qualitative study, validity of results was guaranteed.

1.9: Delimitation of the study

This study focused on the seven (7) secondary schools in Katete District of Eastern Province, Zambia, namely; Kake, Meka, Geba, Jeba, Guba, Bega and Muba Secondary Schools. These were enough to represent the scenario of guidance and counseling with regards to the objectives of the study.

1.10: Theoretical Framework

The study adopted the Herzberg motivational hygiene theory also known as the two factor theory. The theory of motivation according to Schulze and Stein (2003) can be affirmed that in order to understand people's behavior at work, managers or superiors must be aware of the concept of needs or motives, which will help 'move' their staff to act. According to Robbins (2001), motivation is a needs-satisfying process which means that when an individual's needs are satisfied or motivated by certain factors, the individual will exert superior effort toward attaining organizational goals. Herzberg contended that responses about good feelings are generally related to job content (motivators), and responses about bad feelings are associated with job content (hygiene factors). Motivators came about with factors built into the job itself, such as achievement, recognition, responsibility and advancement. Hygiene factors were related to feelings of dissatisfaction within the employees and were extrinsic to the job, such as interpersonal relations, salary, supervision and company policy (Herzberg 1996). The researcher found it precise to adopt the Herzberg motivation theory on account that decisions made at the end of the study on why guidance teachers are motivated to perform examination and not counseling related duties could be because of motivation factors.

1.11: Definitions of terms

This part of the proposal brings out definitions of some of the key words what they are as used. They may not be detailed as such because terms or words rather are defined differently by different scholars.

Counseling – a mutual helping relationship between a person in need of help (client) and a trained counselor. It is a process by which trained individuals offer help to individual students in one to encounter. In counseling, information is given but it deals more intensely with personal and emotional issues. The students are assisted to understand their psychological challenges, thinking and behaviors. The counselee is expected to be self-directed and self-actualized hence motivated to solve their problems.

Guidance – a process of helping an individual understand himself and his world. It is the professionalized aid given to help secondary school students in order to become useful and worthwhile citizens. It involves guiding, informing, directing, and assisting students in making choices, and solving problems they encounter in their learning situations.

Examinations- a set scheduled within an official examination period which serves as the final evaluation of student performance in a course.

Motivation- is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs.

Educational guidance – a process of guidance services to learners who need guidance in making decisions on important aspects of their education.

Personal guidance- a process of guidance services to individual learners who need to know of what they are, how they can develop themselves.

1.12: Summary of the chapter

This chapter focused on the background statement of the problem, purpose of the study, objectives, significance of the study and also included are the limitation of the study, delimitation, conceptual framework and operation definition of terms. Following this chapter is chapter two which will focus on the review of related literature on the study.

CHAPTER TWO: LITERATURE REVIEW

2.1. Overview

This chapter reviewed relevant literature on the topic under study, “factors motivating guidance teachers in their duties in selected secondary schools in Katete District, Zambia.” It began with historical perspectives of motivation factors to behavior and evolution of guidance and counseling, then followed by literature review in line with the objectives of this study which are; to assess the level of training the guidance teachers have in counseling, to develop why guidance concentrate on examinations related matters than providing counseling services to pupils and to establish how much support in relation to providing counseling services guidance teachers receive from Head Teachers in the study schools.

2.2. Historical perspectives of motivation in guidance and counseling

Guay et al., (2010) explain that motivation is the reasons underlying behavior. In relation to this study, motivation can be referred to as the attribute that makes guidance teachers to concentrate on examinations instead of counseling related duties. Motivation may be intrinsic or extrinsically driven. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards. In this study, the question is what motivates or demotivates guidance teachers in their duties? Researchers (Deci et al., 1999) contrast intrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators and in this study supervisors and employers consider intrinsic motivation to be more desirable and to result in better outcomes than extrinsic motivation (Deci et al., 1999). According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, was believed to be governed by reinforcement contingencies. Positive reinforcers, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforcers are consequences that increase the probability of a given behavior by removing or reducing some negative external stimulus. Punishment, on the other hand, was understood to be unpleasant consequences that decrease the probability of a given behavior.

2.2.1 Global

From the global perspective, Ndhlovu (2015) notes that the factors leading to the development of guidance and counseling in the United States began in the 1890s, with the social movement. The origin of guidance as an organized professional service dates back to 1905, and a credit for its development goes to Frank Parsons of Boston, Massachusetts, USA. Parsons is also known as the father of guidance. Parsons worked in Boston settlement House, where he worked directly with young people struggling to find work in order to earn a living. He helped found the vocational Bureau and wrote his classic book, choosing a vocation, which was published posthumously in 1909. These two achievements made him pioneer in the guidance movement in America.

Goodwin in 1911 organized a wide guidance programmes in Ohio, USA, and proposed five major conditions which he regarded as necessary for a successful vocational guidance program in high schools. Weaver (1912) was responsible for bringing guidance services to New York City schools. He organized a number of local agencies to deal with guidance and placement.

2.2.2. Preparing for teachers providing Guidance and Counseling.

2.2.3 International

The Japanese pioneer has come up the definitions that show how the guidance and counseling is coined in order to have the meaningful interpretation out of it. Ito (2014) states that Guidance and Counseling refers to the management of the student's behavior, academic and career guidance. It's evident that guidance and counseling does not only look at student behaviors but the whole welfare of their academic as well as their future careers. There are concerns with the outcome of every individual not only concentrating on one area. Further this clearly shows that guidance and counselling teachers are to look into all aspects of the learners' life as their work does not only borders on career guidance. However, for guidance to have effects in one's life, the focus need to be in diverse and considering the future needs for them, for example.

The National Institute for Education Policy Research (2012) defined guidance and counselling as direction and assistance provided for the purpose of enhancing each student's social skills and initiative. Further academic life is always interdependent and it will not be considered complete if the other area is left unattended to. Besides the powerful contributions from the scholars, an

emphasis is made that guidance and counselling does not look into career alone also to enable learners enhance their social skills and initiatives. This helps them to rather come up with great ideas of having achieved their academic life, for example. Unlike in Zambian context guidance and Counselling has been taken to be career guidance. Hence many have missed the point of being guidance and counselling Teachers. As a result we are encouraged to have this great contribution from the Scholars who have made the effort of amplifying the purpose of the guidance and counselling teachers in Schools. While Emelda (2011), has further made a distinction between Guidance and Counselling in terms of the similarities and differences. “Guidance is generally the act of guiding, giving leadership, supervision, direction or professional guidance for future actions”. This facilitates a person to discover and develop his psychological, vocational and Educational potential in order to happier and more useful in society. From the statement it is evident that in guidance is the platform where much happens and learners get to learn more out of it then make a formed decision that sees them progress in life, for instance. For example, learners have to bring out of them proof of development from all areas of life. As life does not take academic only but include psychological and vocational and enable them gain full potential in life. In addition, Counselling is more to help an individual to choose the best solution to the problem through the process of listening and questioning, states Emelda (2011). Therefore, the two simply makes the job of the guidance and counselling teachers known as it does not end at guiding for career alone also for full individual development, for instance. Most learners have not made good decision due to lack of such service, for example. This sums up the need for Guidance and counselling as it a broad perspective it is not only on career guidance but also to make sure that learners are developed into three dimensions. That is academic, psychological, and on how to solve the daily challenges so that it fits well in society, for instance. A counselor must not only focus on a particular area but make sure that learners are oriented well in all the important areas, for example.

In addition, Collins (2002) states that guidance and counselling is important because it provides an insight on working knowledge, skills and attitudes. This emphasizes that the guidance and counselling Teacher does not only reflect the role model styles but a true mental of every learner. Then there is need for making up the actual rather than the true picture of the mental who will not take sides, for instance. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever changing environment, understand

themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle.

In most Japanese schools, the school guidance and counseling policy, goals, as well as implementation strategy are determined by the administration (Zaffuto, 2004), in which the school principal plays a very significant role. Other than leadership skills and management skills, a school leader should also take a leading position in establishing a collaborative working atmosphere for all guidance and counseling workers in creating a caring and supportive environment in order to help students to maximize their potential in the learning process.

The introduction of school counselor system begun in 1995 (Ito, 2014; Yagi, 2008). In the first year of its implementation, 134 out of 154 school counselors were licensed clinical psychologists certified by the foundation of the Japanese certification Board for Clinical Psychologists (Yagi, 2008). The remaining counselors were psychiatrists and university professors from designated fields of psychiatry and higher education (Kawai, Otsuka, & Murayama, 1998).

Since there is no national licensure for counselors and psychologists, various types of equivalent school counselor licenses exist (Grabosky, Ishii, Mase, 2012; Ito, 2014). By rough estimation, there are more than 40 counseling and psychology related certificates in Japan (Grabosky, et. al., 2012). Amongst different training systems, “clinical psychologist” (SCPs) is still the most widely employed to serve as school counselor (Ito, 2014).

Similar to the training of clinical psychologists, different trainings of ‘school counselor’ are more or less focused on assessment and other remedial work such as to take care of those with observable problems in behavior, attitude, or students with special learning needs. They do not necessarily have special training in school guidance skills and other basic knowledge (Ito, 2014). According to Herman (1967), a study carried out by American School Counselor Association on different subgroups indicated that, a school counselor should have personal competences in self acceptance and interpersonal working relationship. This is true according to the researcher because teacher counselors interact with other people including students, school administrators and other teachers, and their interpersonal working relationships will highly determine their success. Herman (1967) further stated that the most critical issue that faces counseling is the

quality of counselor's preparation and guarantee of competence for school counselors in the roles they must fulfill. This shows that counseling is provided by a person who must have some training for this work.

In a study in USA conducted by Elijah and Crawfordsville (2005) on meeting the guidance and counselling needs of the gifted students in school settings, they said because school counselors are typically required to attend special education case conferences in their buildings or districts as part of their assigned duties, they tend to have some familiarity with students with special needs. Some school counselors may have even taken courses during their graduate training or attend training, seminar, or workshops that pertain to the education of "at risk" or special populations of students such as those with learning disabilities, physical handicaps, emotional disorders, or other exceptional needs. Therefore, most school counselors, whether through education or experience have acquired at least some minimal knowledge of the issue associated with special services students and the programs and accommodations designed to help these students more fully develop educationally. The above observation is very important if all pupils are to benefit from Guidance and Counseling Services (GCS) provided to them. The researcher aimed at finding out what type of training teachers providing guidance and counseling in Katete District have.

2.2.4. Africa

Although literature on Africa on guidance and counseling is scanty, there is evidence that guidance is provided to the schools in most African countries. In some countries such as Malawi, Zambia, Tanzania and Swaziland, guidance and counseling did not exist until late sixties, Wilma and John (200) in African countries guidance and counseling movement is relatively new in the education system.

Further, Njagi (2007) quotes a teacher, Melania who describes education as a process. She is quoted as saying education "is a system of passing on and acquiring knowledge, experience, values and skills. It is a lifelong process". This gives an insight on how guidance and counselling is to be considered as a process of transferring of character, principles and attitude as an on-going, for instance. Hence guidance and counselling is to be considered in the same way, since it takes the same principle as that of Education. Much more the providers need to be proactive

across all grades not looking at the levels of the learners. In distinguishing between African indigenous education system and the modern European system she says that African indigenous education was informal but integrated and comprehensive. For example, though informal but concept was well comprehended such that results could be seen. So should be the mirror for guidance and counselling Teachers.

They further stressed that its concern was character formation and dissemination of holistic values, while the modern education system is about memory and passing examinations with less emphasis for character and unique value formation. Therefore, focus need to be on non-career but character formation and dissemination of holistic values and not for being able to choose career wisely, for example. I agree with the author since it changes our focus as it will guide us not to guide on career alone but to look at all the three dimensions of human development. Such needs to be kept in practices as it should not to be that of aiming at memory and passing of exams neglecting other essential areas. As a result that will not help us to a productive future society as orientation will be half baked, for instance.

Though this has been debated by other scholars such as Witmer (1990) who argued that African traditions and cultures guided youth in social roles, values, belief system, sex, regimental roles and skills they would need to enhance their culture. This critic has no base since in his statement they completely emphasized that the African guidance and counselling could not leave the stone unturned. As a result social and economic challenges could be met by the social roles and skill that are pre stated, for instance.

Further Witmer (1990), added that as society is dynamic, there are rapid social and economic changes that affect the students in our schools. The adolescents in schools find it difficult to cope with the challenges that come due to their physical, psychological and emotional changes coupled with the rapid changes in the society. It is often difficult for them to make decisions since the traditional setting is no longer in place.

According to Muithya (1996), in the traditional African society, character formation was achieved through intense formal and informal program of guidance and counselling. While Makinde (1984) notes that guidance and counselling has been an essential part of every society and each society had its own sources of wisdom which controlled and regulated social

interactions. He states that in African society's provision of guidance and counselling was effected through identified people to whom members could turn to when necessary.

To be a counselor, one requires training on the use of counselling theory and techniques to assist clients change behavior. Teacher trainees take a compulsory course in guidance and counselling while practicing teachers are supposed to be provided with in-service courses (Republic of Kenya, (1976). Seminars and workshops help counselors to keep pace with developments in the profession. Most teacher counselors are not formally trained in guidance and counselling and therefore, their perception of their role may be that of a discipline master rather than that of a helper. Their professional training as teachers does not adequately cover this element of their work as school counselors. The training of school counselors affects the provision of School Guidance and Counselling services for children the world over. In Ethiopia (Alemu, 2013), South Africa (Mahlangu, 2011), Namibia (Mushaandja, Haihambo, Vergnani& Frank, 2013:82), Uganda (Chireshe, 2008a:iv; Rutondoki, 2000) and Japan (Lau & Suk-Chun, 2008; Yagi, 2008), school counselors without formal professional preparation and training in School Guidance and Counselling are incompetent to address in totality the educational, personal and vocational concerns of children. Owing to the professional incompetency of their school counselors, children in the above cited countries are unlikely to receive School Guidance and Counselling services provisions. Professional preparation and training is a conduit for equipping school counselors with specialized skills, knowledge, attitudes and understandings that are pivotal in effective provision of School Guidance and Counselling services to children with disabilities (Myers & Johnson, 2007).

With intensive professional preparation and training in SGC, school counselors can adapt their priorities and interventions to be commensurate with the diverse unique dynamic needs of the children with and without disabilities and the society while maintaining the sound base of their purpose and mission (Bauer et al. 2000). Intensive formal professional preparation and training in School Guidance and Counselling is therefore, foundational in the effectiveness of the school counselors in the management and administration of School Guidance and Counselling services provisions for pupils with disabilities in the international fraternity.

In Nigeria, school counselors render watered-down responsive services to pupils with disabilities because of lack of training in Special Needs Education (Alutu & Azuka, 2006). This also obtains

in the Netherlands (Armstrong & Barton, 2007), the UK (Ferguson, 2008), and Australia (Foreman & Arthur-Kelly 2008). The training of school counselors in Special Needs Education is therefore pivotal in the effective provision of School Guidance and Counselling services to children with disabilities in the international arena.

Ndambukie and Mutie (1999) disagree with the view of teacher counselors in Kenyan secondary schools and emphasize that in preparing for counseling it is important to acquire knowledge of theories of personality and psychotherapy and also diagnostic and behavioral intervention techniques as well as dynamics of human behavior. The implication is that each counselor must be willing to continually struggle to live up to his own full potential. According to the Republic of Kenya (1988), guidance and counseling was to be made part of the counseling teacher training curriculum at the college level and University levels.

This recommendation though implemented then, the guidance and counseling course seems not to have been effectively tackled and it just dwelt with one course; introduction to guidance and counseling. This leaves teachers deficit of many areas in counseling thus finding themselves incapacitated to offer required help. Nthusi (1999) revealed that the teacher counselor in Kenya today is at times nominated by the head, voted by the staff members or appointed by the TSC to head the department. The latter is assumed to be a department just like any and there is no consideration of whether the teacher possesses appropriate skills and knowledge in guidance and counseling. This becomes an appointment just like any other subject in the school. Such teacher counselors have proved ineffective because they do not in the first place understand their role in guidance and counseling.

The Republic of Kenya (1988), recommended that heads and senior teachers supervise guidance and counseling programmers that had been established in secondary schools. No training was considered and one only needed to be the head or senior teacher to oversee guidance and counseling programs leading to failure in the departments to offer the required services. This led to introduction of in-service courses and short time seminars for all practicing teacher counselors in secondary schools. The guidance unit at KIE was mandated with the organization and co-ordination of in-service training at District levels. According to the researcher this is inappropriate because the teacher counselor is expected to gain professional knowledge and practical skills needed for counseling which requires more than short courses due to the fact that,

it deals with human behaviors which are complex unlike other fields or subjects taught in the school. Otherwise, chances are there to better the counseling services and give direction to it.

In a similar study conducted by Nyakan et al (2012) in Kenya, on the Assessment of Challenges facing Secondary School Guidance and Counselling Teachers, the findings from the study indicated that only 38.1% of the teacher counsellors had obtained professional training. This means that 61.9% of the guidance and counselling service providers were untrained in guidance and counselling. These findings also agree with Ngumi's (2003) views who argues that even the trained teachers do not cover sufficient courses in guidance and counselling to enable them effectively render the guidance and counselling services. Oladele (1987), as cited by Yirgalem Alimu (2013), observed that the quality of counseling services rendered depends a great deal on the training of the counselors. The fact that only 38.1% of the 100% respondents indicated that they had professional training, leaves a lot to be desired as far as quality provision of GCP is concerned

Previously in Zimbabwe teachers received no training in guidance and counselling. A study by Murwira (1995) in Zimbabwe on implementation of Guidance and Counselling programmes revealed that some teachers found some topics difficult to teach like friendship, courtship, drugs, HIV/AIDS because of limited resources and limited knowledge on the topic. Teachers in that study indicated that they lacked the teaching skill to deal with the subject. Murwira in that study noted that no teachers were qualified to teach Guidance and Counselling. Only 8 of the 17 teachers that he interviewed had in-service training in the subject area. That study revealed that Home Economics teachers were nominated by their heads to teach the subject since they had less teaching loads compared to their counterparts in other subjects.

It is only recently that Universities have taken it upon themselves to offer degrees in guidance and counselling. This positive development is aimed at producing graduates that are knowledgeable in counselling. It is hoped that the competent grandaunts would take up the counselling posts in schools and help learners in meeting their various challenges. Therefore, this leaves much to be desired, hence the researcher found it necessary to research on the type of training teachers providing guidance and counseling have in Katete District.

2.2.5. In Zambia

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

The Ministry Of General Education at present does not have adequate qualified personnel at institutional level to handle guidance services. Guidance and Counseling work has, for a very long time, been handled by unqualified educators who have heavy teaching loads thereby making it difficult for them to provide quality guidance services. In schools, for instance, guidance teachers without formal training are appointed although they lack skills to handle psychosocial problems encountered by learners. The majority of the stipulated numbers have attended short term courses against the total number of guidance teachers in schools. This gap has resulted into the school guidance services not being able to address psychosocial issues, directly or indirectly, which affect learners such as HIV and AIDS, life skills, teen pregnancies and poor study skills, among others.

Technical and Vocational Teachers' College (TVTC) and National In-Service Teachers' College (NISTCOL) have not impacted as much as they should have done because of the low numbers that are admitted each year Ndhlovu et al (2012). In 2004, at the meeting on Guidance and Counselling for College vice Principals and Lecturers, it was agreed that every student that enters a College of Education should be offered guidance either as a course on its own or integrated into the education course. This was with the view to equip every graduate teacher with the skills to provide guidance and counselling to learners. It has, however, been observed that some Colleges of Education are offering guidance as an optional and not compulsory course. Against this background, the implication is that the system has a workload of teachers who are

trained in principles of guidance and counseling and yet all teachers are supposed to be equipped with skills to provide guidance and counseling services upon completion of their studies (MOGE, 2016). If this was what other researchers found in some parts of Zambian secondary Schools, it prompted the researcher to find out on the state of Katete District guidance teachers on their training.

2.3.1. Factors influencing guidance teachers to concentrate on examinations related matters than providing counseling services to pupils.

This part was a review of literature on why guidance teacher concentrate on examinations than counseling service to pupils brought out by other researcher in some other areas.

2.3.2. Lack of Office Space for Guidance and Counselling

In America, effective School Guidance and Counselling services have the following materials; computers for computer-assisted career guidance programmes, career choice exploration materials, self-development resources, college catalogues, test taking skills packages, booklets that help students address developmental needs such as adjusting to their physical changes, handling peer pressure and preventing substance abuse, newsletters, brochures and pamphlets (Borders and Drury 1992,).

On the contrary, lack of resources has negatively affects the School Guidance and Counselling services in Zimbabwe. Benza and Ndanga (1990) report that the School Guidance and Counselling services in the midlands educational region is negatively affected by lack of relevant resources material and special rooms for counselling sessions. The above statement is supported by Ngoro (1994) and Mashanyare (1997) who state that many rural secondary schools in Zimbabwe lack the necessary resources for the effective implementation of School Guidance and Counselling services. The necessary resources include guidance and counseling pamphlets and rooms for individual counseling (Chireshe, 2006).

Engelkes and Vandergoot (1982) observe that there should be private and confidential areas for counselling. Chairs should be comfortable, preferably with arms and the room should have enough lighting. Mutie and Ndambukie (1999), also say that an ideal guidance and counselling center should be a large room with display racks, bulletin boards and tables where materials can be maintained and displayed. The room can be used for holding discussions, showing films or

holding parent-teacher meetings. Group counselling can also be done there and part of it can be partitioned for individual counselling. Unfortunately, some schools do not have even an office for the teacher counselor. Besides that, guidance and counselling is not timetabled and lacks enough staff to deliver the services.

Studies that were conducted by Haase and DiMattia (1976) quoted by George (1981) revealed that room size affect the counselling process. Another study conducted by Chaikin, Derlega, Miller (1976) in Giorgi (1981) revealed that client self-disclosure is significantly more intimate in a soft room environment than in a hard one. Client preference for seating arrangements was investigated by Brockmann and Moller (1973). They reported that subjects who were submissive and dependent tended to prefer greater distance between chairs and those who were dominant, self-assured and independent preferred the closer seating arrangements (George 1981).

Whereas in some secondary schools provision for careers offices has been done, the prevailing situation in other schools is that these rooms are non-existent. Majority of the Secondary schools have no counseling rooms to provide individual and specialised counseling by guidance and counseling teachers. In the provision of counselling it is a requirement that privacy and confidentiality should be upheld at all times. Hence the need to find out what is prevailing in the secondary schools in Katete District.

2.3.3 Roles of guidance counsellors in secondary schools

Denga (2001) reports that lack of clarity on the guidance counselors' roles in schools cuts across virtually all spheres, from counselor preparation to counselor duties in schools. For instance, in most universities and counselor-training institutions in Nigeria, the training process may be somewhat confused. The argument of some counselor trainers is that the counselor in training should first be a teacher for that would assist him/her in getting to know the pupils.

School counsellors have traditionally been expected to fill diverse and often conflicting roles. They have been called to act in the capacity of confidant, disciplinarian, consultant, scheduler, politician, administrator, psychologist and academic helper. The ambiguity about counselors' roles and expectations has created confusion among teachers, support staff, parents, and students.

Lambert et al. (1994) note “in some schools, counselors are told to focus much of their time on record keeping, administrative responsibilities, or crisis interventions with pupils. There is little time for comprehensive career exploration and planning for life after graduation”. This situation leaves a lot to be desired as far as challenges in the provision of guidance and counselling services in inclusive secondary schools are concerned.

Similarly, in Nigeria, Esere (1998), reports that, though guidance and counselling has been institutionalized in the nation's educational and training systems, a number of factors still militate against its functional operations. Where they exist, counsellors in most schools have no clear-cut roles to perform in the school counselling programmes they are to implement. School counselling is still presented in most schools as an auxiliary function, subject to head teachers', teachers', parents' and learners' attitude and acceptance (Esere, 1998). Thus, guidance and counselling in the nation's secondary schools is still struggling to find its feet, as many still do not believe that more than one specialist is needed for guidance and counselling. The traditionalists deny the need for professional counsellors because in the traditional ideology, every elderly person in the closely knit extended family system is expected to give guidance and counselling to his/her brothers and sisters that are traceable by blood relation. Their view is that religious figures, parents, teachers and elders could do all the counselling that a child needs and as such there is no need for a professional. Even school administrators of the old authoritarian order think that teachers who opt for guidance and counselling are 'escaping' from teaching which to them is the primary and most important function of the school (Omoegun, 2006).

Toward this end, guidance counselors, where they exist, in most schools are made to teach and some are converted to mere clerks! Furthermore, if the contemporary counselors hold dual roles in schools it may negatively affect their delivery of guidance and counseling services to the learners, parents, and administration and fellow teachers. For instance, a counselor who also has normally work load of a subject teacher and required to perform the duties of a counselor, sometimes even loaded with other duties, may be ineffective due to the work overload. A counselor with more roles may fail to help the needs of his or her clients because may be the time when he or she is approached maybe occupied with other works in another place. Therefore, counselors' boundaries can become confused and responsibilities and accountability can conflict.

Beale (2004) also reported that one of the factors that contribute to counselors having difficulties in the provision of guidance and counseling services in schools is the pressure to perform non-counseling duties. It has been noted that many school counselors spend much of their time doing school duties at the expense of providing guidance and counseling services to the students.

Bardhoshi and Duncan (2009) observed that over the years, the profession of school counselling has faced a lack of clarity regarding the school counselor's role, function and identity. A review by Murray (1995) indicated that the role of the school counselor reflects a history of unclear definition and confusion.

Although professional school counsellors and the American School Counselling Association (ASCA) have been focusing on reconfiguring the identity of school counsellors and expanding it beyond the historical guidance model, incongruence between advocated and actual school counselor duties is evident (Lambie and Williamson, 2004). As differences of opinions regarding the role of the school counselor still exist among school head teacher (Shoffner and Williamson, 2002), it is important to assess this impediment to the establishment of appropriate roles for the school counselor. American administrators who do not value School Guidance and Counselling Services view these services as non-essential and give the services lower priority (Chireshe Regis, 2005).

Similarly Stichel and Yang (1993), states that the implementing of SGC services in Taiwan is sometimes hindered by ambiguity in the expectations of school counsellors and teachers regarding the school counsellor's role. The above revelation is of great concern as non clarity of the role of school counselors would negatively affect the provision of Guidance and Counseling Services in secondary schools. Hence the need to find out what is happening in the selected secondary schools.

2.3.4 Inadequate Monitoring and Evaluation of Guidance and Counselling Services

Mapfumo (2001) reveals a serious shortage of human resources at the inception of the School Guidance Counselling services when he says that there was only one Education Officer for Guidance and Counselling in charge of over 1500 schools with millions of students. By the end of 1991, there were only four Education Officers responsible for guidance and counselling in the

whole country and this negatively affected the implementation of services (Secretary for Education, Sport and Culture 1991). In Finland Lairio & Nissila (2002) stated that there are fulltime school counsellors, but very few Zimbabwean schools have full-time school counsellors. The majority have part-time counsellors (Mapfumo 2001). Mapfumo (2001) urges the schools to obtain the services of Educational Psychologists from the Ministry of Education, Sport and Culture's School Psychological Services and Special Needs Education (SPS&SNE) Department. The School Psychological Services and Special Needs Education (SPS& SNE) National Conference (14-18 December 1998) reported that the School Guidance counselling services had little funding. Chivonivoni (2006) confirmed the above picture when he found that most school head teachers did not allocate any money to the School Guidance Counselling services department. This resulted in difficulty in monitoring and running of the SGC service.

Counselling as a process has to be monitored and evaluated to improve on quality of services provided to learners and the content of the program. Monitoring and evaluation should, as much as possible, be consistent and systematic within the practice and organizations of counselling services. In that case, monitoring and evaluation have to be conceptualized within a continuum to ensure that services offered are meaningful and that essential characteristics of the counselling process are effectively applied. The SNDP and the National Implementation Framework III (NIF III) do not have specific indicators for G&C in particular indicators to monitor progress made in the provision of counseling services or in PSS in particular. The only indicator that exists is too broad and general to the extent that it is very difficult to track the actual impact of various services provided under guidance and counseling (MOGE, 2016). Therefore, this leaves a lot to be desired.

2.4.1. The type of support guidance teachers receive from their Head Teachers

This part is a review of literature on what support do guidance teachers receive from their Head Teachers brought out by other researchers in other areas.

2.4.2. Nature of support given by Head teachers in Schools

A prime task of a head teacher is to exercise leadership that results in a shared vision of the direction to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing its vision. A head teacher as a leader and a manager of change must

support guidance and counseling in managerial roles all of which, if done well leads to success of guidance and counseling in secondary schools and achievement of the organizational goals. Sullivan and Glanz (2000) proposed that the profession should adopt school improvement as its Centre of gravity. This means that the head teacher, in making school related decisions should always have school improvement in mind of which guidance and counseling is a part of this improvement. Placing school improvement at the centre of the profession ensures that the job of the head is grounded and tied directly to the core business of schooling. Researcher wanted to establish what type of support guidance teachers receive from Head Teachers in the study area.

2.4.3. Challenges facing the teacher Counselor

The entire profession of counseling is founded on confidentiality which may be different from counseling in schools. One area that a teacher counselor finds himself in conflict with the administration is confidentiality. According to Corey (1996), confidentiality means the characteristic of being secret. This implies that teacher-counselors should hold all information given by students confidentially. It is an intimacy of knowledge shared by a few who do not divulge it to others. The teacher counselors are expected to maintain confidential the materials shared in counseling with students. However he is expected to keep the head teacher informed of the general issues in school arising from counseling students since s/he is ultimately responsible for what happens in the school including the student's welfare. Corey (1996), asserts that the counselors has a responsibility to warn the head teacher and to protect the rest of the school if any of students being counseled threaten to harm other students or teachers or damage school property and report to the head teacher such students. This shows the dilemma that teacher-counselors find themselves in as they serve as counselors and at the same time disciplining students. The notion of confidentiality sometimes has been confused with the duty to warn and protect the public.

Kimathi (2002) observed that no matter how committed and competent school head or teacher counselors may be, he/she cannot produce a successful program without the cooperation of other people. This indicates that one of the major elements of head teacher's support to guidance and counseling is encouraging support from all teachers. Wanjohi (1990) noted that if the head teacher supports teacher counselors, there is a very good response from the students on the services offered confirming that head teacher's support is the most important factor in

determining success of guidance and counseling. William (1993) contended with Wanjohi when he said that if the head teacher does not support the programme then little commitment and devotion will be offered by teachers, students and the community.

The Republic of Kenya (1976), recommended that for guidance and counseling programme to be successful, there is need to build good relationship between the head teacher and the teacher counselors. This is because guidance and counseling is focused on assisting pupils through understanding their behavior and progress. This is necessary for effective learning and better performance. The school and therefore the head teacher should provide appropriate facilities and a conducive working atmosphere where both teachers and students participate in the programme. Success of the counseling programme will depend on support of its activities by the head teacher. Fuller and Bernard (1964), asserts that:

—The organization of counseling services requires careful planning of objectives and the execution of action consistent with education objectives. These objectives and activities must also be clearly visible and supported by the local school personnel like administrative component who assumes primary responsibility for planning, executing appraising and interpreting the various activities of the school.

According to the researcher, this implies that for guidance and counseling to be effective, head teachers should be actively involved in setting up objectives, planning and executing programs related to counseling. This prompted the researcher to find out the impact of head teacher's support on implementation of guidance and counseling in secondary schools in Mombasa District. Gelso et al (1973) indicates that administration holds an unfavorable view of counseling services by viewing counselors as quasi administrators. They also express the feeling that counselors are too much involved with discipline which contradicts with counseling.

However Sachs (1966) underscores this argument by saying that separating discipline and guidance in schools is not possible because the latter is not restricted to punishment. In the researcher's view teacher counselors should not double as discipline masters because such situations leave the teacher counselors demoralized and ineffective in their duties. Sometimes school principals usually delegate education programs and administrative duties which may hamper the teacher counselor's performance. Kimathi (2002), emphasized that areas of

responsibilities should be clearly defined so as to avert misunderstanding as the two parties are committed to the same goal. This implies that the role of teacher-counselors should be clearly defined, and adequate time allocated for execution of the roles.

Cochran and Peters (1972), in their studies noted that the administrators many times make the counselors to perform duties that are beyond their roles simply because the job is legitimate for the school. This shows that many head teachers have not appreciated the role played by guidance and counseling in student management. However Warman (1960) sees it differently, he feels that the teacher counselors should consider the institution needs him/her hence should make his/her unique abilities known and appreciated and function as expected. However, the researcher feels that this could lead to overworking and ultimately poor job performance. Williams (1973) observed that head teachers in other cases feel threatened because one of their duties is being usurped. The researcher feels that this line of view is wrong because such head teachers forget that their duty in guidance is to plan, execute, appraise and interpret the various activities to the teacher counselors. Mwangi (1991), feels that such head teachers are incompetent hence suspect the teacher counselors may one day dislodge them from their positions. This indicates that some head teachers may work against the success of guidance and counseling due to irrational fears. In this study, the researcher will find out whether this is a problem in secondary schools in Mombasa. Traxler and North (1966), emphasized that principals should not assume much of counseling work because effective guidance and counseling can only be done when administration and counseling are divorced. The researcher however feels that counselors cannot work without the moral support and material provision by the head teacher. It is also important to note that the best guidance and counseling obtained on an equal footing, within a relationship completely free from all implications of authority or coercion.

Wanjohi (1990) revealed that teacher counselors cannot work without the co-operation and support of the head teacher. However, teacher counselors do not have conducive environments to carry out their counseling work because heads have not provided an office forcing the counselors to use any empty room around the school compound. This is inappropriate because counseling is a sensitive endeavor and should be done in a conducive environment. All these findings put together emphasizes that guidance and counseling program is dependent on team effort and no matter how committed a school head or counselors may be he/she cannot produce a successful

program without the co-operation of the other people. The researcher therefore carried out this study to find out whether teacher counselors faced challenges in executing their guidance and counseling duties in secondary schools.

2.4.4. Insufficient Support for Guidance and Counseling from Head Teachers and Administrators

Guidance and counselling is not receiving the necessary support from the educational managers. The 1992 circular on guidance and counseling issued by the then Permanent Secretary directed that all practicing guidance teachers be paid extra duty allowance. This directive became apparent that guidance and counselling was considered an important component of education provision. As a result of this development all schools have guidance teachers appointed by school Heads. Despite having these teachers in schools, Head teachers, in most cases, only use them for the administration of examinations and no support to implement guidance and counselling activities in schools. However, there are isolated cases where Head teachers, out of their good will, have shown some support in the day to day implementation of guidance and counselling services.

Additionally, the challenges facing our learners today are enormous. Among these challenges are riotous behavior, bullying, child abuse which has become one of the biggest problems in recent times and it has left many learners traumatized. Teenage pregnancies and early marriages are becoming prevalent in our education system. According to Beutel (2000), becoming a parent at any age can be a life-altering experience. Regardless of race, education, and socio-economic status, motherhood—and fatherhood—uniformly places demands on one's life that was non-existent prior to the birth of a child. When school-aged pupils become parents, the new responsibilities can be overwhelming. For teenage parents who lack support from their own parents, this experience can be even more daunting as they seek support in adult-oriented systems, which even older parents may find challenging. The guidance and counseling teachers need support from administration, parents and the district level to effectively support learners who present themselves with such challenges. Nevertheless, this left a lot to be desired. Hence there was need to find out what was happening in the secondary schools in Katete District if there was adequate support.

2.5. Summary of the chapter

In this chapter reviewed was literature in line with what type of training teachers providing guidance and counseling have, why guidance teachers concentrate more on examination related matters than providing counseling services to pupils and what support guidance teachers receive from their Head Teachers in secondary schools. The reviewed literature showed that globally, Africa and Zambia, there were some form of guidance and counseling services which were provided to pupils. However, regarding our study, there was need to find out on the gaps that we thought were factors that motivated guidance teachers in their duties.

CHAPTER THREE: METHODOLOGY

3.1 Overview

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

3.2. Research Design

The study used a case study design supported by a qualitative data collection approach. The design was chosen to obtain lived experiences of guidance teacher about factors motivating them in their duties. This was one of the designs to enable qualitative research. A case study was used because the researcher intended to describe factors that motivate guidance teachers on their duties. In addition, the design allowed for qualitative data.

3.3. Study Population

The researcher targeted the guidance teachers and their school administrators (head teachers or deputy head teachers) from seven (7) secondary schools in Katete District, Zambia. The inclusion of guidance teachers was because these were the ones with lived experiences appropriate for the study. Head teachers were included in the study because they were the supervisors of the guidance teachers who were in a better position to comment on the duties of the guidance teachers.

3.4. Sample Size

The sample size was 14 comprising seven (7) guidance teachers and seven (7) school administrators. The guidance teachers were chosen because they were the key informers for this study. In addition, they were the only ones mandated to officially provide guidance and counseling in schools while school administrators were chosen because they were the supervisors of the guidance teachers. In addition, they were in a position to explain better how they allocate duties to staff in particular examinations and guidance and counseling responsibilities in schools.

3.5. Sampling Procedure

Purposive sampling was be used to select the seven head teachers and seven guidance teachers. Purposive sampling was used to select the sample because the researcher purposely explored and

understood the audience by targeting a group of people that provided information rich for in-depth analysis

3.6. Research Instruments

The researcher mainly relied on interviews to obtain necessary data from the guidance teachers, and administrators on type of training guidance teachers have, factors motivating guidance teachers in their duties what and the support that head teachers offer to guidance teachers in the seven secondary schools in Katete District

3.7. Data Collection Procedure

The researcher sought prior permission from the University of Zambia, school of Education, in order to go and conduct the researcher and also sought permission from District Education Board Secretary (DEBS) and school management of the targeted schools before conducting the research in the institutions. The interviews were conducted with guidance teachers and school administrators for the purpose of collecting data to support this study.

3.8. Data Analysis

Data analysis refers to examining what has been collected in a survey or experiment and making deduction and inference. It involves uncovering, underlying, detecting any anomalies and test any underlying assumptions (Crossman, 2015).

The data was analyzed using thematic analysis and emerging themes from the data helped to analyze the data.

3.9. Ethical Considerations

Although the respondents were purposively selected, they participated by voluntary with written consent and not by inducement due to consideration and respect for their social values and laws that govern our society. The researcher recognized the rights and privacy of respondents and worked with maximum granted privacy of any information obtained and was not used for any other purpose other than for the intended purpose and by keeping respondents in anonymity position.

3.10. Summary of the Chapter

The chapter focused on the interview of the methodology which was used in collecting data with reference to research design, study population, sample size, sample procedure, research instruments, data collection procedure, the way to analyze data and ethical considerations to be observed.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study on the type of training guidance teachers have, what motivates guidance teachers in their duties and what type of support guidance teachers receive from their head teachers in Katete District of Eastern Province, Zambia.

The findings are presented according to the research questions. The research questions of the study were:

1. What type of training do guidance teachers have in counseling?
2. What motivates guidance teachers to concentrate more on examinations than on counseling related duties?
3. What support do guidance teachers receive from their school administration?

This section presented the responses of guidance teachers and Head Teachers in selected Secondary Schools on the type of training guidance teachers have.

4.2 What type of training do guidance teachers have in counseling?

4.2.1. Views of guidance teachers on the type of training the guidance teachers have.

As regard to what type of training guidance teachers have,

- *1 said had a Diploma*
- *1 said they had Certificate*
- *3 said they had no training*
- *2 said they have done it Special Education*

GT1: "I have a certificate in psychosocial counseling."

GT2: "I have no training. The knowledge that I have is from the workshops and meetings I attend."

GT3: "I have not done guidance and counseling as a programme on its own but as a course in special education at my first degree level."

GT4: "I have a diploma in guidance and counseling."

4.2.2. Views from the Head Teachers on the type of training their guidance teachers have.

As regard what type of training guidance teachers have,

- *1 teacher with a diploma and the rest are not trained*
- *Workshops and meetings only*
- *No training but seasoned guidance teachers*

- *2 partly trained at their first degree*

4.2.3 Views from Head teachers

HD TR1: “One teacher in the department is trained with a diploma, while the rest are not trained.”

HD TR2: “One teacher is trained in psychosocial counseling and the rest have knowledge through workshops and meetings they attend.”

HD TR3: “All the teachers are not trained but they are seasoned guidance teachers.”

HD TR4: “One teacher has done guidance and counseling at his first degree. He studied special education.”

HD TR5: “All the teachers in the department are not trained but one is doing his first degree and guidance and counseling is one of the courses he is doing.”

4.2.4 Views of the guidance teachers on what motivates them to concentrate more on examinations than on counseling related duties.

When asked what motivates them to concentrate on examination than on counseling related duties, the guidance teachers said the following,

- *2 said that Pupils to pass examinations.*
- *3 said that it is national core duty.*
- *1 said that they were compelled to do so.*
- *2 mentioned that they were motivated financially, materially and morally.*

GT1: “I concentrate on examinations because i want the learners to pass terminal and final examinations.”

GT2: “I concentrate on examinations because i know it is a core duty for institutions and the nation.”

GT3: “I concentrate on examinations because I am compelled to do so by the system.”

GT4: “I concentrate on examinations because that is where we are motivated mostly. We are motivated financially, materially and morally in examinations related duties.”

Asking them why they do not concentrate on counseling related duties, they said the following:

- 4 said that they had no time.
- 2 said that counseling was voluntary.
- 1 said that it was difficult to handle counseling cases.

GT1: “I don’t concentrate on counseling because I have no time to handle the cases. I have a load of the other teaching subjects.”

GT2: “Counseling is voluntary and so one cannot be forced into it.”

GT3: “It is difficult to handle counseling issues because I am the only one trained in guidance and counseling in the department. It is also difficult to handle the opposite gender because they cannot open up.”

Trying to ask further why they don’t concentrate on counseling,

One explained that she had a big load of teaching other subjects and so she had no or little time for counseling. This guidance teacher continued by saying that, when the supervisors visit the schools they did not really care they had an extra duty of guidance and counseling and so they were not spared because they were full time class teachers and not deployed as guidance teachers.

The other one explained that they were also given other duties like being a teacher on duty, besides being class/subject teachers, guidance teachers. They are put on the duty Rota and other related duties.

The other question I asked was the services they most provide in the school as guidance teachers, the responses were the following:

- 4 said that they provided career talks, examinations guidelines, a bit of counseling, invigilating/testing and pregnancy testing to the girl pupils.
- 3 had nothing to say on this.

Asked further why they thought those were the most provided services by guidance teachers in their schools,

GT1: “I offer career talks, examinations guidelines and preparing invigilation lists in order to help learners perform well in academics and the final examinations. I also do a bit of

counseling and I have seen some behavioral change in some learners after some counseling. They also have come to realize the value of education.”

GT2: “Examinations are more serious than counseling. We try to avoid malpractice cases which lead many into problems.”

GT3: “I have no time to concentrate on counseling because of other duties I have.”

GT4: “I usually do not have counseling cases. It could be because teachers don’t refer pupils to the department.”

GT5: “The school has no room specifically for guidance as you know counseling require a place of privacy.”

Asked which duties they were fond of doing between examinations and counseling, their responses were s follows;

- *4 said that they were fond of examinations duties.*
- *2 said that they were fond of examinations but liked counseling.*
- *1 said that he was fond of both examinations and counseling.*

GT1: “I find examinations easy to do because we have no room for private programs like counseling.”

GT2: “I have no skills to do counseling.”

GT3: “It is difficult to do counseling because we have no materials to use as reference. We also rarely have counseling cases to deal with.”

GT4: “Management assists us with examinations related materials and not for counseling.”

GT5: “I have experience in handling examinations related duties. These duties are done in public than counseling which requires privacy.”

GT6: “I manage to handle both because I know that pupils have problems in all areas, they include examinations, academics, social and personal matters. Besides, I am trained in guidance and counseling. At least I know what to do in both areas.

As to what they recommend should be done to motivate guidance teachers to concentrate on guidance and counseling duties in their school, they responded as follows:

- *We require training.*
- *We need to change attitude.*

- *To establish the guidance and counseling department.*

GT1: “I think both guidance teachers and head teachers need trainings in counseling skills.”

GT2: “As guidance teachers we need to have a positive attitude towards counseling issues.”

GT3: “I recommend that guidance and counseling departments should be well established in the areas of room, materials and equipment.”

GT4: “There is need to sensitize teachers and pupils so that they start opening up to guidance teachers.”

GT5: “I recommend that policy makers should appoint guidance and counseling teachers and establish them to guidance and counseling section to make the programs run smoothly.”

4.3. What motivates guidance teachers to concentrate more on examinations than on counseling related duties?

Views of the Head Teachers on what motivates guidance teachers to concentrate more on examinations than on counseling related duties.

When asked on what motivates guidance teachers to concentrate more on examinations than on counseling duties?

They had the following to say;

- *National duties.*
- *Nature of their job.*
- *Ethics.*
- *Examinations are continuous.*
- *Examinations are a summary of the process.*
- *School ranking.*
- *Experience in examinations*

HD TR1: “They concentrate on examinations because they are national duties.”

HD TR2 “They concentrate on examinations because it is the nature of their job as guidance teachers.”

HD TR3: “It is part of their ethics and they are done continuous unlike counseling. So they are used to exams related duties.”

HD TR4: “Supervisors at all levels are working at the end results of the process and each school is ranked according to how the pupils perform. If pupils fail, then we are asked to exculpate.”

HD TR5: “Everyone in the Ministry feels it is a summary of the process of teaching.”

HD TR6/7: “Guidance teachers are experienced in examinations related duties more than counseling.”

Asked why guidance teachers don’t concentrate on counseling,

Most head teachers said that;

- *They had no room.*
- *The penal codes are diluted.*
- *Children’s rights hinder counseling.*

HD TR1: “Guidance teachers don’t concentrate on counseling because the school has no room specifically for counseling.”

HD TR2: “It is not considered a department on its own, so it is difficult for them to do counseling.”

HD TR3: “The penal codes are diluted and so counseling is not taken as core business to pupils but teaching and examinations.”

HD TR4: “Pupils have their rights like re-entry policy, where pupils re-enter so many times. This, I feel makes pupils not to go for counseling.”

As to what services are the most provided by the guidance teachers in their schools, the head teacher had the following responses;

They all mentioned the following; internal and external examinations duties, career talks, counseling on HIV and AIDS, substance abuse, early pregnancies and tests. The reason why they thought those were the services most provided were that, they had action plans for the same, schools cannot run without them and they felt these were their duties.

As regards to which duties between examinations and counseling guidance teachers were fond of doing and their reasons. The following were the responses:

- 5 said that they fond of examinations.
- 2 said that they are fond of counseling

HD TR1: Guidance teachers are fond of examinations related duties because they are part of their duties.”

HD TR2: “Guidance teachers have interest in examinations.”

HD TR3: “They have to do it even if they don’t want to because they are national duties.”

HD TR4: “They are fond of examinations though they also do counseling and I feel they find counseling easy to do. The reason is that counseling has no threat of oath taking, dead line, and analysis like exams have.”

On the recommendations on what should be done to motivate guidance teachers to concentrate on guidance and counseling duties in their schools,

all of them said the following; the government to establish departments of guidance and counseling so that guidance teachers are motivated, have a strong system of strengthening guidance and counseling, teachers should have a special package of an allowance and should have facilitators at higher level so that they are reminded time and again of the skills.

4.4.What Type of support do guidance teachers receive from their head teachers?

This section presented the views of guidance teachers and head teachers on what type of support guidance teachers receive from their head teachers.

4.4.1. Views of the guidance teachers on the type of support guidance teachers receive from the head teachers,

This part presents the findings from the guidance teachers of the study on what support they receive from their head teachers.

All the seven said that they receive financial support, material support, and recommendation for guidance teachers to go for workshops.

One guidance teacher mentioned that the head teacher encourages pupils to open up and be free to counselors.

Asked whether guidance and counseling was time tabled at their schools,

All the seven guidance teachers said they did not have it on the time table. The reason they gave out was that they were not full time guidance teachers but taught these other subjects. They also said that they handled guidance and counseling as these other committees did by coming up with an action plan.

Another counselor from a different school said that she had no idea guidance was supposed to be time tabled and realized it a week before when she went for a provincial workshop. She continued saying that, there was need to sensitize teachers and administrators too on the same.

Concerning the guidance committee at their schools and its functions, all the seven mentioned that they had guidance committees. They mentioned the following as the functions of guidance committees; help the administration to come up with a career pathway, time tabling of continuous assessment, conducting open days and career talks, handling disciplinary cases and counseling of pupils and teachers.

The last question was what more they thought administrator should do to support guidance and counseling services,

Six guidance teachers said that what they needed most was a room or infrastructure so that they could be operating freely and necessary materials in the department. All the seven said that they needed more capacity building workshops and continuous professional development (CPDs) in

guidance and counseling. They also said that administrators should continue talking and encouraging learners on the importance of guidance and counseling in schools.

One teacher from a certain school said that, Ministry of General Education should quicken things so that guidance and counseling departments are established fully and deployed full time teachers specifically for this department.

4.4.2. Views of head teachers on what type of support guidance teachers receive from head teachers.

When asked what type of support guidance teachers receive from their head teachers,

They all said that

- *they facilitate guidance teachers programs*
- *Allocate time to guidance teachers.*
- *Provide material support.*

HD TR1: “I facilitate guidance to attend meetings and workshops so that they do not miss any latest information.”

HD TR2: “I allocate time to them when they want to meet teachers or pupils.”

HD TR3: “I provide material support to the guidance teachers where possible.”

When asked whether guidance and counseling was time tabled at their schools;

All the seven said

- *It was not time tabled but had programs to follow outside the main time table.*

HD TR1: “Guidance and counseling is not time tabled because the time table is crushed with the taught curriculum.”

HD TR2: “I have no idea that it supposed to be time tabled.”

HD TR3: “I feel putting it on the time table is a share waste of time and could make other subject not to be fully covered by the end of the year.”

HD TR4: “It is not time tabled but I wish it is considered by as other programs like sports is.”

Asked why guidance and counseling was not time tabled, they had the following reasons; four the time tables were crushed with the taught curriculum. Two said that they had no idea guidance was supposed to be time tabled. One said that head teachers felt putting it on the time table was a share waste of time, could make other subjects not to be fully covered by the end of the year.

One head teacher from a certain school mentioned that only sports were time tabled and fully sponsored by the school at the expense of many important programs.

Concerning guidance and counseling having a committee in their schools and its functions if they had;

All the seven said they had guidance committees in their schools. As regard to its functions; all the seven head teachers said the functions of the guidance committee was to implement both local and national policies like entering examination candidates details, coming up with the examination related time table, coming up with invigilation lists for (tests, GCE and final examinations). Two head teachers said they do some counseling to pupils and teachers on the conduct during examinations and a few of individual counseling.

As to what they thought administrators should do to support guidance and counseling services in their schools;

All the seven head teachers said they needed to encourage guidance teachers to strengthen and conduct guidance and counseling services, support them financially and materially, create a conducive room for them, give them less teaching periods and no other duties apart from guidance and counseling.

One head teacher said that there was need to create a training plan for guidance teachers so that they were sponsored for studies in guidance and counseling skills. Another one sad that, they needed to have strong district, provincial and national action plans for the whole year. He also mentioned that they needed conferences to strengthen and remind each other of guidance and counseling issues.

4.5. Summary

This chapter presented the findings of the study in line with the study questions. The study found out that most of the guidance teachers were not trained in guidance and counseling except two of which one has gone up to diploma and the other one has a certificate in psychosocial counseling. The other two had done it as part of the course at undergraduate at the University of Zambia. The study also found out that those not trained in guidance and counseling only go for workshops when invited and this is done at intervals.

As regards to what motivates guidance teachers to do examinations related duties more than counseling, the following were cited; they were more experienced in examination related duties, they were compelled to do more of examination related duties because supervisors and parents as well look at the end result of the pupils learning period and so if they fail, they were put to task to explain why the results were bad, examinations to be malpractice free, there is a bit of motivation, inadequate room and materials for counselling, attitudes of some counsellors, guidance and counselling not being on the time table, lack of support from the Ministry of General Education in terms of deploying full time guidance teachers in the department. Though they mentioned that they do a bit of counseling especially group counseling were they do career talks, sexual and drug abuse, HIV and AIDS , early pregnancies and early marriage talks because they lack room and time to do individual counseling. Others said that it seemed to be a waste of time to time table guidance and counseling because it is a voluntary program, while others said that they were ignorant of it being time tabled. They also added that counseling does not involve oath taking were you fear of losing your job and it has no dead line like examination related duties are.

On the support provided by head teachers to guidance teachers, the study found that the head teachers supported the guidance teachers financially, materially, facilitate their attendance of workshops and other programs on guidance and counseling, moral support, time when they ask for it, and in some schools they give them lower teaching loads.

The study revealed the following on what administrators should do to support guidance and counseling services in schools, ensure guidance and counseling is conducted in schools, create

conducive rooms, provide more financial and material support, sponsor the teachers for studies in counseling skills, more time to be created, recommend to the Ministry of General Education that guidance and counseling should be a taught and examinable subject, establish guidance and counseling teachers so that they just concentrate in counseling related duties.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1. Overview

This chapter discussed the findings of the study in line with the objectives which were; to assess the type of training guidance teachers have, to establish motivating factors for guidance teachers to concentrate more on examinations related than providing counseling services to pupils and to establish support guidance teachers receive from their head teachers in selected secondary schools.

5.2. Type of training guidance teachers have in secondary schools

As regards to what type of training the guidance teachers have,

Among the seven participants of the guidance teacher only two said they had qualifications. One had a diploma and the other one had a certificate, both in psychosocial counseling. Two said that they were partially trained because they took it as a course when they were doing their undergraduate programmes. The rest mentioned that they just had little knowledge from the workshops they usually attend. The situation was the same with the head teachers' responses.

This factor of lack of adequate guidance and counseling training for teacher counselors affects the provision of Guidance and Counselling Services. This was highlighted by school counsellors and head teachers, where of the seven school counsellors only two were trained. One head teacher was of the view that, school counsellors avoided counselling learners because they had no skills to handle clients. This finding is supported by UNESCO (2000) who stated that most African schools guidance services were left in the hands of teachers having high teaching loads with no training in the area of guidance and counselling. The implication of this finding was that while guidance services may be available in schools, many learners were in schools without accessing the services. This is evident from responses by head teachers and school counsellors where they said guidance services were mainly offered to the examination grades. This is in conformity with UNESCO (2000), which put it that in most cases, guidance services were limited to graduating learners in secondary schools in such places required to handle matters to do with examination registration. One wonders what counsel pupils receive from such guidance and counseling teachers because it is impossible to do quality counseling without the skills.

5.3. Factors that motivate guidance teachers to concentrate more on examinations related than on counseling

Respondents indicated a number of factors that motivate guidance teachers to concentrate more on examinations related duties than counseling in secondary schools. Common among them were; lack of training in guidance and counselling for school counsellors; inadequate resources and counseling room, experience in exam related duties, examinations are national duties and there are incentives; and lack of basic support to guidance and counselling programmes, it being the nature of the job about examinations, everyone feels it is a summary of the process and so the goal is the position or ranking of exam analysis and to avoid malpractice during examinations. Monitors do not spare us when the school performs badly in examinations. This is due to lack of knowledge and skills on the subject content, being a non-examinable subject.

On why they did not concentrate on counseling related duties,

The study revealed that, the guidance teachers had no time, they were overloaded teaching other subjects since they were full time class teachers, not considered a department on its own, inadequate facilities they had few clients, no training in the subject, it is voluntary and clients do not open up.

As regards to inadequate quality facilities and quality counselling services,

Visited schools which confirmed providing guidance and counselling programmes cited lack of resources as the major barrier for effective implementation of guidance and counseling programmes. This study established that all the visited schools had guidance and counselling offices, even though not specifically for guidance and counselling department. It was revealed that guidance and counselling rooms were always crowded with learners, not seeking counselling services but seeing other teachers occupying the same room. This is a great challenge which conforms to Achieng (2003) who views that without a private accommodation, delivery of counselling services will not be effective. Similarly, Kiragu (2000) found that most school counselling offices did not have the basic guidance and counselling facilities such as references books, guidance and counselling manual and career resources materials. Majoko (2013) postulated that physical facilities also impact on GCS provision for pupils. Poorly planned physical resources result in poor quality GCS provisions for pupils due to space inadequacy,

inaccessibility and lack of privacy. However, the school counsellors and the head teachers revealed that Ministry of General Education (MOGE) does not support the schools in terms of materials to be used in guidance and counselling. The onus is, therefore, on the MOGE to send more materials in schools build modern facilities and send school guidance teachers for refresher courses in order to improve the services.

The other factor cited for affecting the provision of Guidance and Counseling Services is the workload of guidance counsellors. The study revealed that 7 school counsellors indicated having more than one duty to them. They have subjects to teach, put on duty Rota and manning the guidance department. This implies that school counsellors are overloaded with work for them to find adequate time for Guidance and Counseling Service provision. Similarly MbuguaWango (2006) reported that counsellors in schools had limited time. He reported that a school counsellor in Kenya for instance, is also a subject teacher and has to attend to several lessons.

Furthermore on the duties most provided by the guidance teachers in the schools, the study revealed the following; helping the management to choose a career pathway, internal and external examinations, invigilation time tabling, career talks, group counseling on HIV and AIDS, substance abuse, early pregnancies and few individual counseling. All this is due to the same reasons mentioned above that they are concentrating on examination related duties more than counseling related services. They have no knowledge and skills and less time.

Coming to the duties counselors find easy to do between examinations and guidance and counseling, respondents had the following to answer. Five counselors and six head teachers said the guidance teachers found examinations easy to do because of the following reasons; they were trained by DEBS office on how to handle examinations hence less difficulties in handling them, it is part of their job, interest in exams, time to do counseling, client do not open up, no referrals from management and staff, and management provided material support. Then one counselor and one head teachers said that counseling was easy to do because there was no analysis of results like in exams, no threats in terms of oath taking, no dead line, exams are public and few cases to handle.

5.4. Support guidance teachers receive from their head teachers.

Regarding the type of support guidance teachers receive from their head teachers, the study showed the following; financial, material, facilitating to attend workshops, moral, and 1 head mentioned of lower teaching load. For guidance and counselling programme to be truly effective, counsellors and administrators must work together with a common goal in mind. One aspect of school effectiveness is the extent to which the head teacher introduces and manages a programme of guidance and counselling of the children. When the relationship is healthy, the administrator will see to it that the guidance and counselling programmes receive the support it deserves though under difficult conditions. The study conforms to that of Sutton and Fall (1995) who reported that school counselor effectiveness was influenced by school climate. The report went further to say, in schools with effective counselling programmes; head teachers generally provided enthusiastic support for the programmes and encouragement to the counsellors.

Similarly, Wanjohi (1995) noted that in secondary schools where head teachers had a positive attitude towards guidance and counselling services, there happened to be positive response from students towards it and therefore, they do not experience alarming cases of indiscipline. The finding is also in line with that of Gathuthi, Wambui & Kimengi (2007) who identified some of the roles of administrators that would contribute to successful guidance and counselling programme. They include provision of material resources, ensuring learners' awareness, ensuring teacher counsellor competency and involving other teachers in the programme. This report is in conformity with the findings of Harris-Bowlsbey (2003) who postulated that administrators and school counsellors have to recognize the importance of guidance and counselling in secondary school. He called on administrators to collaborate with counsellors as well as provide more funding and time for counsellors. Though head teachers provided the mentioned support, most of it is related to examinations which are a contrast to what is supposed to happen. A contrast here is recorded from the study undertaken by Suradi (1992) who observed that school counsellors face a variety of constraints which hinder successful provision of Guidance and Counseling Services at the school level. These constraints include lack of cooperation from administrators and misperceptions from administrators. Such a situation may lead to an ineffective guidance and counselling delivery. This study revealed that even if there was healthy relationship between school counsellors and administrators, the administrators did

not ensure availability of all guidance and counselling facilities so as to help implementing an effective Guidance and Counseling Services delivery.

The study also revealed that guidance and counselling was not on the school time table which affects the delivery of guidance and counselling services in secondary schools. Respondents said GCS were offered when the need arose. It was considered to be a matter of urgency. Meaning whenever there was an issue needed to be attended to, the school counselor would deal with the issue first before attending to the class. On guidance, it was usually offered to learners in a group in class or during assembly and this was not done regularly. These findings are consistent with of Mutie and Ndambukie (1999) who conducted a study in Kenya on whether Guidance and Counselling programmes had been time tabled or not, the majority said had no programmes organized and put on timetable. In any case, both teachers and head teachers indicated that Guidance and Counseling takes place when need arises. This reveals that Guidance and Counseling is done haphazardly in most schools. This really affects the effectiveness of the programmes. It, therefore, advocated for specific times set aside for school Guidance and Counselling programmes on the time table.

Similarly, Mutie and Ndambukie (1999) as cited by Choge and Ndegwa, (2001) added that the provision of the guidance programmes must be made in the school time table as well as in the budget to facilitate guidance activities such as maintenance of cumulative records, arranging for career and orientation talks, screening of films or plant tours.

5.5. Summary of the chapter

This chapter discussed the findings of the study based on the objectives. It started by discussing what training guidance teachers have. Only two guidance teachers were trained in guidance and counseling and that is diploma and certificate in psychosocial counseling. Two had done guidance and counseling as part of their programs at undergraduate. The rest had no training except for the little knowledge from the workshops they attend. They responded to say that they were full time class teachers and so did not think of doing any training in counseling. They have done some training in these other subjects they are teaching.

On the factors that motivate the guidance teachers to concentrate on examinations more than on counseling, majority cited the following; incentives, interest in exam related duties, materials are usually provided by the administration, ;lack of training in guidance and counselling for school counsellors; inadequate resources and counseling room, experience in exam related duties, examinations are national duties and there are incentives; and lack of basic support to guidance and counselling programmes, it being the nature of the job about examinations, everyone feels it is a summary of the process and so the goal is the position or ranking of exam analysis and to avoid malpractice during examinations. Supervisors do not spare them when the school performs badly in examinations.

Concerning the type of support guidance teachers receive from their head teachers, findings showed that head teachers gave support to guidance teachers. The type of support they received was; financial, material, and moral support. One head teacher said he also gave less teaching loads to guidance teachers so that they can be handling guidance and counseling cases.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Overview

This chapter concludes the study, also makes some recommendations based on the study and suggests areas of further research based on the findings of the study.

6.2. Conclusion

Based on the findings in line with the objectives, the study found that some guidance and counseling teachers were trained in this subject. Despite having some of them having trained in psychosocial counseling and two as a course at undergraduate, most of the guidance teachers are not trained at all except through some workshops they attend.

As regards what motivates guidance teachers to concentrate on examinations more than on counseling in secondary schools, it was clear from the findings that there were many factors that motivated them to do so. These included; lack of spacious and conducive rooms for guidance and counselling, lack of time for counselling, some situation are complicated for counsellors, inadequate materials such as books, School counsellors are not sufficiently relieved from their teaching duties to have adequate time for guidance and counselling, lack of support from fellow members of staff especially in referral cases they don't, and most school counsellors lack skills and knowledge in special education and counselling. It can be concluded that guidance teachers are concentrating more on examinations related duties because most of them lack knowledge and skills in guidance and counseling, no room and materials in schools for guidance and counseling. It is also concluded that Ministry of Education is not deploying full time guidance and counseling teachers in schools.

Whereas for the support guidance teachers receive from their head teachers, the study found that most head teachers gave financial, material, moral and one head teacher said that he gave guidance teachers low teaching loads. It must however be noted that head teachers must plan for guidance teachers study in guidance and counseling, support them by providing materials for the same. The schools should also provide rooms for counseling so that counseling should be private and pupils will be opening up.

6.3. Recommendations

Based on the findings and in line with the study objectives, the following recommendations were made. The study revealed the following as ways in which guidance and counselling services could be improved in secondary schools; it was necessary to allocate more time for guidance and counselling, training was required specifically in guidance and counselling, teaching load for counselling teachers in schools should be reduced to allow them more time to attend to students. The teacher counsellors were therefore in agreement that if they were allocated less teaching load they would have more time for guidance and counselling and thus concentrate more on the students who need assistance.

1. The Ministry of General Education, Ministry of Higher Education and the Teaching Service Commission should come up with clear policy guide lines on appointments, training of counsellors, workload, remuneration and responsibilities of school counsellors.
2. All schools should provide basic resources for guidance and counselling which include a counselling office equipped with reference books, lockable cupboards as well as adequate career resource materials.
3. All school administrators should support guidance and counseling services by making sure it is time tabled so that it is taken as other subjects.

6.4. Suggesttions for further research

1. This study was limited to only seven selected schools from Katete, Eastern Province, to this effect, there is need in future to broaden the study on a larger scale in order to involve other schools and provinces in Zambia.
2. Challenges in offering guidance and counselling services in schools need also to be explored in future.

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APPENDICES

Appendix I: Interview schedule for Guidance and Counseling Teachers.

Instructions:

This study forms part of my master degree in counselling at the University of Zambia in collaboration with Zimbabwe Open University and seeks to investigate what motivates guidance teachers in their duties to pupils.

You have been chosen to participate in this study because you are the teachers who provide guidance to pupils at this school. Your consent to participate in this study is most appreciated. Be assured of anonymity of your identity and therefore do not write your name. The responses you will give be used for academic purposes only.

Thank you for taking time to participate in the study.

Section A: Questions on employment status

How long have you served as a teacher?

How long have you served as a guidance teacher?

Section B: Questions related to type of training guidance teachers have

Did you train in guidance and counseling?

What type of training in guidance and counseling do you have?

Section C: Questions related to factors that motivate guidance teachers on their duties

What motivates guidance teachers to concentrate more on examinations than guidance and counseling related duties in this school?

Why don't the guidance teachers concentrate on counseling duties?

What services are the most provided by the guidance teacher in this school?

Why do you think these services are the most provided by the guidance teacher in this school?

Which duties between examinations and counseling do you find easy to do?

Provide reasons for your response to the question you have just answered.

What do you recommend should be done to motivate guidance teachers to concentrate on guidance and counseling duties in your school?

Section D: Questions on type of support guidance teachers receive from head teachers

What type of support do guidance teachers receive from their head teachers?

Is guidance and counseling time tabled at your school? Provide reasons for your response.

Do you have a guidance committee at your school? If yes, what are its functions?

What more do you think administrators should do to support guidance and counseling services in this school?

Thank you for participating in the study.

Appendix 2: Interview schedule for Head Teachers

Instructions:

This study forms part of my master of degree in counselling at the University of Zambia in collaboration with Zimbabwe Open University and should help improve the school guidance and counselling services in Zambia and seeks to investigate what motivates guidance teachers to concentrate on examinations than on counselling related duties to pupils.

You have been chosen to participate in this study because you are the head teacher/supervisor of teachers who provide guidance and counselling to pupils at this school. Your consent to participate is most appreciated. Be assured of anonymity of your identity and therefore do not write your name. The responses you will give will be used for academic purposes only.

Section A: Questions on employment status

Gender Female () Male ()

How long have you served as head teacher at this school?

Section B: Questions related to type of training guidance teachers have

Are your guidance teachers trained in guidance and counseling? If yes, which level of qualification?

What type of training in counseling do they have?

Section C: Questions related to what motivates guidance teachers on their duties

What motivates guidance teachers to concentrate more on examinations than guidance and counseling related duties in this school?

Why don't the guidance teachers concentrate on counseling related duties?

What services are the most provided by the guidance teacher in this school?

Why do you think these services are the most provided by the guidance teacher in your school?

Which duties between examinations and counseling do guidance teachers find easy to do? What reasons do you think makes them concentrate on what you mentioned?

What do you recommend should be done to motivate guidance teachers to concentrate on guidance and counseling duties in your school?

Section D: Questions related to type of support guidance teachers receive from head teachers

What type of support do guidance teachers receive from their head teachers?

Is guidance and counseling time tabled at your school? Provide reasons for your response.

Do you have a guidance committee at your school? If yes, what are its functions?

What more do you think administrators should do to support guidance and counseling services in this school?

Thank you for participating in the study.

Appendix III: Consent Letters



**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: _____

Dear Sir/Madam

RE: CONFIRMATION OF STUDY : N SIRENDA MARTHA

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 10362218611 and computer number 715807037 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 ASSESSING FACTORS MOTIVATING GUIDANCE TEACHERS IN THEIR DUTIES.

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

Yours faithfully


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

Appendix iv: Introductory Letter

All correspondence should be addressed to
The District Education Board Secretary
Tel: 0216-252276
Fax: 0216-252276
Email Address: debkatete@yahoo.com

In reply please
Quote Ref...



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

DISTRICT EDUCATION BOARD OFFICE
P.O. BOX 550063
KATETE

17th April, 2018

The Headteacher

..... Secondary School
KATETE

RE: INTRODUCTORY LETTER: MS. NYIRENDA MARTHA TS. 46451

The above stated matter refers.

I write to introduce to you the above named Headteacher of Matunga Primary School currently studying for her Master of Science in Counselling at University of Zambia – Zimbabwe Open University. Please help her to carry out a research in your School as it is a partial requirement for attaining a degree of Master of Science in Counselling.

Kindly receive and give her all the necessary help and support to make her research a success.

Thanking you in advance.


R.N Moyo (Mrs.)
DISTRICT EDUCATION BOARD SECRETARY
KATETE