

**EFFECTS OF GUIDANCE AND COUNSELLING PROGRAMME IN
HANDLING PUPIL INDISCIPLINE CASES: A CASE OF KATETE
DISTRICT**

**BY
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**A Dissertation submitted to The University of Zambia in collaboration with Zimbabwe
Open University in partial fulfilment of the requirements for the award of the Degree of
Master of Education in Educational Management.**

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DEDICATION

I dedicate this work to my humble and beloved parent, my mother Eness Ngandu (MHSRIP) who sacrificed so much for me to compete well in this competitive world. I will always remember and love you dear mother.

DECLARATION

I declare that the dissertation hereby submitted to The University of Zambia in collaboration with The Zimbabwe Open University, for a degree of master of Education in Educational Management has been researched and written by me. All the quotations used in this study have been acknowledged, and that it has not been submitted to any institution rather than The University of Zambia by me towards this programme.

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APPROVAL

This dissertation by Patrine Banda is approved as partial fulfilment of the requirement for the award of the degree of Master of Education in Educational Management by The University of Zambia in collaboration with The Zimbabwe Open University.

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ABSTRACT

This study assessed the effects of guidance and counselling programme in handling pupil indiscipline cases in Secondary Schools of Katete District of Eastern Zambia. Four objectives guided this research, which were to:

Assess the establishment of guidance and counselling units in Secondary Schools, exploring the effects of strategies that guidance and counselling teachers could employ in order to effectively handle indiscipline cases; assess the extent to which school administrators support guidance and counselling programmes in school; establishing challenges guidance and counselling teachers face in their course of duty. This study adopted a qualitative case study research design. Research instruments used were interviews, focused group discussions and documentary analysis. The sample size was 40 and sampling procedure was purposive on the administrators and the teachers, snowball sampling for the pupils. The researcher personally visited Katete Secondary School to collect data.

The study has proposed various strategies to use in order for teachers to effectively handle pupil indiscipline cases and that the effects of the strategies would improve pupil discipline in school. Key issues identified by this research include: Guidance and counselling units were available in Schools but not properly structured.

The study has equally revealed that there are no trained guidance and counselling teachers in guidance and counselling section in a school. The study revealed that the school managers support the department for instance sending teachers in the guidance and counselling department for workshops and seminars but much has to be done especially on increasing the funds to the department. The study also revealed the teachers in the guidance and counselling department face a number of challenges which hinder their performance. Challenges include lack of proper room for counselling, lack of referral centres where acute counselling cases could be dealt with and inadequate staff in the department.

The study has recommended that the ministry of general education should deploy more trained guidance and counselling teachers or encourage schools to put teachers on their training plans so that they can do in-service training in guidance and counselling. Sensitise schools on the right composition of guidance committee. There is need to allocate specialised rooms for guidance and counselling and parental involvement in guidance and counselling is imperative if discipline is to be maintained in schools.

ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BACR	British Association of Counselling and Psychotherapy
DEBS	District Education Board Secretary
GRZ	Government of Zambia
HIV	Human Immune Virus
MOE	Ministry of Education
NAGCAZ	National Guidance and Counselling Association of Zambia
PTA	Parent Teachers Association
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNZA	University of Zambia
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education

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CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter focuses on the background of the study, statement of the problem, objectives of the study and the study questions. It further covers the purpose of the study, significance of the study. Also included are theoretical framework, limitation of the study and definition of terms applicable to the study.

1.1 Background

In this modern age, there is need of imparting good morals to learners as a way of grooming them to becoming useful citizens of the future generation. One of the notable ways to do this is through the use of guidance and counselling. At School level, learners are faced with several problems such as examination related cases, socio- psychological problems, pupils indulging themselves in drug abuse, prostitution, truancy, coupled with financial challenges. With these problems, parents expect Schools to provide solutions to the problems their children are facing. As to whether Schools are adequately performing this important exercise was what this study intended to establish.

Robson (1996:12) adds that ‘Social experimentation in drugs and sexual relationships has left some casualties among students. A significant number of students indulge in drugs, prostitution, truancy, poor discipline and other misdemeanours (Robson: 1996), Nzimaramasanga (1999:67), Steinberg and Morris 2001:86). The outcome of the above problem is equally summarised by Lines in (Davies 2003) who views school as a hive of activity where teenage difficulties and peer

group tension arise. In the same vein Elkins (1990) further argues that schools should move into a leadership role in dealing with the emotional and family problems of their learners. Skills for proper Schools are expected to nurture learners in a way that would enable them function as acceptable members of society. Guidance and counselling should help learners to develop desirable attitudes towards other people, solve their own problems and acquire skills for proper adjustments for self and society.

In modern days, children face social problems as they grow up, some of these problems are as a result of peer pressure. These social problems however, manifest in schools which affect academic performance of pupils hence need for guidance and counselling of pupils in schools so that they can make proper decision concerning life, (Rabnison 1987). The need for guidance and counselling is cardinal in promoting the well-being of a learner. Productive counselling services were intended to empower learners so they can improve self-esteem and help them realise potential in adult lives. It can also empower learners to participate fully in economic and social development of the nation. This is in line with the Ministry of National Development Planning (2017) which is emphasising on developing human resource for national development and that no one should be left behind.

Additionally, Nziramadanga (1999) attests that because of many pressure imposed on the family, parents tend to have little time with their children to give them necessary guidance and parental care. These parents expect the school to provide solutions to problems facing their children in secondary schools. UNESCO (2002:2) adds that “African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people.” Rapid sociological changes emanating from modernisation and urbanisation stress students as well. This actually is true in modern society;

parents are busy looking for what to feed the families. Both fathers and mothers are rare species at homes because of economic challenges.

As though that is not enough, there is also an increase in divorce rate in a number of single-parent headed families all over the world which is also a stressing factor for parents making, parents are of the view that schools would facilitate for the growth of their children psychologically, emotionally and intellectually as observed by (Yurk Yee and Brennan 2004).

Gora, Sawatzky and Hague (1999) further elaborate that the increase in diverse student challenges and the current economic conditions have equally made the need for effective counselling services even more critical than in the past. With modern technology learners are exposed to various abuses, for instance watching films which are not parental guided on face books, twitter and WhatsApp's and so forth. This makes need of guidance and counselling more critical and paramount in the education sector.

Madhuku (2005) concur with Gora (1994) and Mapfumo (2001) when she contends that there are number of socio-economic and psychological challenges which disturb the learning process of students. The growing number of socio- economic and family problems requires more school guidance and counselling services. To this effect we consider the observation made by Paisley (2001) who calls for guidance and counselling units to be restructured away from their current state so as to make them become responsive to the existing social, economic and political realities in today's' complex and diverse society. This study, therefore, assessed the effects of guidance and counselling service in handling pupil indiscipline cases in Secondary Schools as psychoanalytic theory implies.

1.2 Statement of the Problem

In recent years, studies in School guidance and counselling services (Tuchili 2008; Kasonde, Ndhlovu and Phiri (2009); Nkhata- (2013) have shown that guidance and counselling services are being offered in Secondary Schools in Zambia. Secondary School Pupils are unique in that most of them are adolescents. During this period, they depend on their peers and teachers for guidance and counselling in regulating their behaviour towards education. Even after efforts by the government through the Ministry of General Education to curb indiscipline, cases such as drug abuse, fighting, delinquency and immoral conduct including proffering among the School pupils in Zambia are still on the increase. The current study therefore assessed the effects of the school guidance and counselling services in handling pupil indiscipline in Secondary Schools.

1.3 Purpose of the Study

The purpose of this study was to assess the effects of the guidance and counselling services in handling pupil indiscipline cases in schools in Katete District. The study also tried to provide strategies that guidance and counselling teachers could use in an effort to save its purpose.

1.4 Objectives of the Study

The study was guided by the following objectives;

- 1) To assess the establishment of guidance and counselling units in Secondary Schools.
- 2) To explore the effects of strategies that guidance and counselling teachers could employ in order to effectively handle indiscipline cases
- 3) To assess the extent to which school managers support guidance and counselling programmes in schools.
- 4) To establish challenges guidance and counselling teachers face in their course of duty.

1.5 Research Questions

Arising from the objectives the following questions were posed;

- 1) Is guidance and counselling unit established in the School?
- 2) What are the effects of strategies that guidance and counselling teachers employ in order to effectively handle indiscipline in schools?
- 3) What support do school manager offer to guidance and counselling?
- 4) What are the challenges that guidance and counselling teachers face in their course of duty?

1.6 Significance of the Study

The findings from the study may help to improve the operations of the guidance and counselling units at Katete day secondary school and thereby reduce cases of indiscipline. The findings may also help to provide insights for educational achievement for learners in schools. The findings may be useful to various stake holders and educational planners.

1.7 Theoretical Framework

Psychoanalytic theory of counselling was used to guide this study. The theory was first propounded by Freud. According to Freud, behaviour is determined by irrational forces, unconscious motives, biological and instructional drives as these evolve through key psychosexual stage in the first six years of life (Corey, 2005). The main goal in this theory is to make unconscious conscious and then strengthen the ego so that the behaviour of learners is based on reality. The study used this theory because according to Freud, guidance and

counselling teacher must be a therapist as well as an educator of the learners. He or she must take time to resolve problems or challenges his or her learners are facing during the school time. In schools, counsellors need to help pupils. Psychoanalytic theory of counselling includes development and organization of the mind, influence of external environment, the importance of family and the attitude of society. This is the theory of human psychology which has been influential in helping learners; British Association of Counselling and Psychotherapy (2006).

The study used this theory because it is the corner stone of modern counselling. Many techniques used today in counselling derive some fundamental formulation from this theory. The theory encourages learners to express themselves freely in order to reveal the unconscious contents that can be of help to the learners (Fisher and Greenberg, 1977).

Through guidance and counselling, learners are helped to understand what happens to them as they undergo biological changes. Psychoanalysis has also proven to be of helpful to parents and teachers in the upbringing of the children during their education life. Learners need to be guided in modifying their personality and character structures.

Furthermore, using this theory, the childhood experiences are reconstructed, discussed, interpreted and analysed; British Association of Counselling and Psychotherapy (2006). Through the use of this theory, teachers are likely to provide a relaxed atmosphere where all the learners can express themselves freely eventually be able to make better decision. This can as well help the teachers to determine what is troubling their learners. Similarly, through guidance and counselling, learners are helped in building their characters, improve their behaviour and help them in making their career choices.

1.8 Limitation of the Study

This study was only confined to one Secondary School in Katete district; as such the findings may not be generalized to other parts of the Country.

1.9 Operational Definitions

- Guidance** : Giving services to a pupil (learner) so that he or she grows into a responsible citizen.
- Guidance Services** : Organised procedure and process to achieve a helpful relationship, (MESVTEE 2014).
- Counselling** : A skilled activity in which the counsellor helps the ‘client’ to understand their problems, take responsibility for them and develop ways of overcoming them using their own inner resources. (Makinde 1993)
- Indiscipline** : A situation where students do not follow the school rules and regulations and do whatever they like and leave undone what they are expected to do, (Yurk and Brennan 2004).
- Career talks** : meetings organised for pupils where information on career choice is provided.
- Delinquency** : This is anti-social behaviour exhibited by some pupils such as truancy or absenteeism tendency towards vandalism and subsistence abuse.

Stress : The bodily changes that can take place when the external pressures on an individual reach an intolerable pitch causing weakened performance in the given situation, (Ministry of Education 2004)

Emotional stress : This is a time when the mind is unable to copy up with pressure exerted on it.

School Guidance Counsellor: A School professional who provides individual and group counselling to pupils. (Ministry of Education 2002)

Administrative support: This is the school manager or administrator recognising and assisting where possible both ideally and material to guidance and counselling department personnel.

Teacher counsellor : Refer to the title given to the teacher who is also in charge of guiding and counselling in school, (UNESCO 2002).

1.10 Summary

Chapter one discussed the background of the study which pioneers of guidance and counselling advanced. It has also discussed other studies done by different scholars on guidance and counselling. Among other things included in this chapter are: statement of the problem, purpose of the study, research objectives, and research questions, significance of the study, limitation of the study, theoretical framework and definition terms.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

To remain focused in this study, literature review was generated from the following themes which are; The concept of guidance and counselling, establishing of guidance and counselling in schools, strategies used by guidance and counselling in handling indiscipline cases, administrative support to guidance and counselling and challenges faced by teachers in guidance and counselling.

2.1 The Concept of Guidance and Counselling

While some people tend to use the terms guidance and counselling in opposition to one another, others would prefer a more reconciliatory approach, but the opposite maybe the case. This is because while aspects of guidance are much more concerned with provision and interpretation of information, counselling is concerned with feelings of the heart; It is more to do with helping as a process. Counselling is more of an interacting relationship rather than giving advice or information. Counselling must be client centred and information in counselling is highly confidential. Thus, on one hand, the two terms might complement each other and this would rather be in a continuum but the distinction between them should be clear to the practising counsellor (Makinde 1993).

In the professional counselling world, the distinction between guidance and counselling is clearly made. Makinde (1993:50) for instance makes the following distinctions between guidance and counselling: Guidance and counselling lies in the role of information. Information is required in guidance (informing, advising, advocating, assessing) but in counselling, the role of information

is more modest and the concern is in helping the client meet their need. Therefore, in this research, counselling is supposed to be recognised as one programme in guidance in school.

While to a lesser extent we agree with Bowers and Hatch (2000) who examined the relevance of guidance and counselling with particular attention of evidence on the mental health and behaviour of adolescents, however their study had serious weaknesses and contradictions as it lacked coherence due to the fact that it considered Learners to have mental health rather than looking at them to have an academic challenge which require the attention of a school counsellor, hence, we see the study to have a serious gap hence the need to carry a thorough study.

2.2 Establishment of Guidance and Counselling

The first systematic effort on providing guidance and counselling was started in the United States of America in the 19th century by Gorge Merrill at California School of Mechanical Art. He explained to the learners what each trade involved and demanded, and on the basis of such information the student chose what trade to pursue (UNESCO 1998). Guidance and counselling then spread all over the America in this form of help to the college youth in choosing vocational career. With the advent of industrial revolution, there was a growing demand in the industry for the right person to right job. The employers and most probably the other educators realised that young could choose nor prepare themselves for the right job. Guidance and counselling thus gained speedy progress taking within its fold other aspects of a child's needs educational, personal and social growth. Denga (1986) posits that the historical roots of guidance and counselling lie in man's instinctive desire to prepare his offspring for happier and more

productive life. This explains the enthusiasm with which employers, educators and the youth received the service as part of formal education.

In Africa formalisation and integration of guidance and counselling service into formal education began in the late fifties (Napier 1972 and UNESCO 2000). In such countries as Nigeria. In Malawi, Tanzania, Swaziland and Zambia, it did not exist until late sixties (UNESCO 2000). Some objectives for guidance and counselling were similar to those in United States of America case namely, to help the young choose vocational or career path ways. However, in Africa was to handle anxiety among the young. This anxiety among the young was due to the fact that many children went to school but failed to adequately prepare for examination. They also left school without knowing what were supposed to do in education such as what career to pursue.

As for countries like Kenya, guidance and counselling was becoming an increasing important programme in secondary schools as it assists student to handle day to day psychological and social problems arising from transition from childhood and adulthood and modern challenges in modern challenges afflicting Kenyan societies (kilonzo 1989). The Kenyan government recognised the need for school guidance for instance in 1971 guidance and counselling programme was implemented according to the recommendation of the Kenyan education report. Subsequent education report recommended the strengthening and improvement of the programme to make it more effective. (kinyunjui 1978) contends that despite the implementation of the programme and its subsequent improvement, a number of studies indicate that it may not have achieved its objectives as students lack competences required to maximise their academic, career and person potentials. Cheating in examination can be a sign of lack of adequate study skills, habits and attitudes required to plan for examination among secondary school learners.

Ministry of Education (2003) posits that the introduction of guidance and counselling services in Zambia dates back to 1967. In 1970, the Ministry of Education instructed all secondary schools to appoint teachers as careers masters. These appointed teachers helped learners in career choices. In 1971, Career Guidance Unit was established in Zambia. An officer under the psychological services at the Ministry of Education headquarters in Lusaka was appointed to coordinate, organise and inspire the work of careers teachers in secondary schools. In 1981, the operations of psychological services were transferred to Examination Council of Zambia.

Ministry of Education (2003) says in 1990, the career guidance unit was renamed School Guidance Services and was responsible for career guidance and even embraced HIV and AIDS related issues, child abuse and life skills. Guidance and counselling included: educational, personal, social or vocational guidance and counselling. Head teachers were mandated to appoint guidance and counselling teachers who reported to district coordinators who in turn reported to Senior Education Officer- Guidance at the provincial headquarters. Senior Education Officers- Guidance reported to the Principal Education officer- school guidance at the Directorate of Teacher Education and Specialised Services in Lusaka (Ministry of Education, 1996).

In order to have trained guidance and counselling teachers a course on Guidance, Counselling and Placement was introduced at Technical and Vocational Teachers College and at National In-Service Training College respectively.

However, as to whether teachers from these colleges created any positive impact in secondary schools is what researchers were trying to establish. In 2003 an association called National Guidance and Counselling Association of Zambia (NAGCAZ) was formed with Dr Phiri as its first Chairperson. Its role was to enhance professionalism among guidance and counselling teachers in the country. A study by Kasonde-ng'andu, Ndhlovu and Phiri (2009) conducted in

Central, Copper belt and Southern provinces assessed the impact of guidance and counselling services offered in high schools in order to ascertain its significance to the changing needs of Zambian children in schools. The findings revealed that guidance and counselling services were available in schools and its impact was significant. However, this study did not assess the effectiveness of the guidance and counselling programme in Schools in an effort to minimise or rather to eliminate indiscipline cases among pupils, an aspect this current study intended to establish.

Gibson and Mitchell (2007) explain that guidance and counselling service constitute an integral part of a pupil's education. For pupils to benefit from guidance and counselling, it may thus mean that they have to be aware of the services and actually use them as often as need arises. School authorities must therefore ensure that pupils are sensitised on the availability of the service and the need to gain access.

Ministry of Education (2004) contends that as a school and working group, you may have identified the need for guidance and counselling but find it difficult to find a way forward. You may arrange as a guidance teacher that an initial input from the school community might help the group to focus on issues more objectively. This outside input could come from district coordinator, the senior education officer-guidance or college guidance lecturer. One of these invited to talk to the working group on general principles of guidance and counselling, possible aims of a policy or guidelines, areas that might need clarifying and the need for the school to go at its own pace. Therefore, the school has to reflect on its own practice, agree on the direction in which it would proceed and try to anticipate some of the problems that might be encountered.

Furthermore, parents and guardians are stakeholders who are also supposed to work as partners with school guidance teachers to help their pupil achieve success. For example, parents or

guardians often serve on committees such as in the Parent and Teacher Association (PTA), in order to take part in decisions that affect their children but as to whether they do participate in counselling issues still remains a serious concern. In addition to administrators and parents, teachers also serve as stakeholders. Teachers who are not trained guidance teachers are supposed to work as partners with school counsellors to develop and infuse guidance activities into class instruction. It is necessary for teachers and counsellors to work together in order to help each student attain achievement (Bowers & Hatch, 2002).

2.3 Effects of Strategies that Guidance and Counselling Employ in Handling Indiscipline Cases

School guidance and counselling is expected to use a variety of preventive and intervention strategies in order to effectively handle indiscipline cases in their schools. By employing the right strategies in guidance programmes, pupils can be assisted in overcoming some of the barriers to learning which can make strong connections with educational opportunities in their schools, hence ensuring that every child learns in safe and supportive environment. The idea in employing strategies is to prevent threatening behaviour from ever occurring. Kinyanjui (1978) posits that strike does not just happen but they are often a result of continued unresolved problems by the school authorities. Kinyanjui noted that there were more strikes in boys' schools than in girls' schools and targets are often the head teacher, the school offices and the school properties. This study was based on the premise that the likelihood of such danger in schools is predictable and that it can be detected and/or averted before it occurs if teachers in the school were prepared for it. While we agree with the above study, the argument advanced is that the

research did not look at what strategies can be used by teachers in Boarding as well as Day Secondary Schools in order to effectively handle pupil indiscipline cases.

Additionally, other research (Mutie and Ndambuki; 1999) show that the use of positive behaviour supports is one of the best strategies while punishment is another alternative. However, this research did not reveal the form of punishment which can rightly be employed to a pupil as in an effort to effectively handle indiscipline cases in schools. Similarly, another study carried out by Gordon in Khotari (2004) indicated that the best strategy in handling indiscipline cases in our pupils is by setting realistic goals. Realistic goals allow teachers to objectively measure progress towards an identified desired outcome. Unfortunately, as to which goals may be considered to be realistic were never thoroughly examined in his study. Therefore, this research tries to argue that the above findings did not generate the operational strategies that teachers can employ in order to effectively handle pupil indiscipline cases in secondary schools.

Guidance and counselling must have four components that is personality, social, education, career guidance and strong orientation programme for new students and for students proceeding to higher education levels within the school (Mapfumo 2001). while Stone and Bradhes (2003) assert that the bases of guidance and counselling assessment is to serve as basis for information on personal counselling, educational counselling, career development and placement for further education and work in transitional stages of instruction student faces many difficult situations in life today. He/she has to make intelligent choices in curricular and other activities, acquire basic studies. The student also has to live and share facilities in the institution, hostels, dormitories, with individuals from different economic and social background. The personal and social development of young students has become the responsibility of learning institutions formal structures and explicit definition of responsibilities (Oketch and Ngumba 1991). Therefore, it is

the duty of the school to make students have very good approach or attitude towards guidance and counselling as this will enable them appreciate the directives of guidance and counselling professional and at the same time assist them in career decision making.

The objective of guidance and counselling programme is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Makinde (1984) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars (1994) and Mutie and Ndambuki (1999) who argue that the programme is supposed to develop the learners intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Guidance and counselling programme is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic. In secondary schools, there is need for students to make proper subject and career choices after the four year course. Borrow (1983) observes that it is the role of guidance and counselling programme to provide the students with the necessary information about the courses availability and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities.

Most secondary school students are in the adolescent stage. According to Robert and Elizabeth (1983), during this time, adolescent experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. They observe that guidance and counselling is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life.

Nelson (1972) contend that good and effective guidance and counseling programme is essential in every school. An organized guidance and counseling programme will offer right environment for the growth and development of the student and offer quality education. Gichinga (1995) acknowledges that there has been steady growth of guidance and counseling programme in the secondary schools in Kenya. The major emphasis has been on vocational and educational guidance and counseling aimed at fostering personal/social development.

An effective guidance and counseling programme should be led by a trained counselor who is responsible for coordinating guidance and counseling activities in the school (Nelson, 1972). Makinde (1984) observes that the trained counselor is a leader and consultant in the school's student appraisal programme and also helps to plan and develop guidance and counseling programme and the curriculum in relation to students' needs. Kyungu (1994) argue that effective guidance and counseling programme should have active cooperation of teachers, teacher counselors and administrators. The school should make arrangements to enlist the support of the parents and introduce them to the idea of guidance and counseling.

The use of different types of counselling also helps on maintaining discipline in schools. Crisis counselling, developmental, bereavement and psychosocial counselling are commonly used in schools. This is also advanced by psychoanalytic theory of counselling expounded by Freud the psychologist. Freud psychoanalytic theory of counselling includes the development and organisation of the mind, influence of external environment, the importance of family and the altitude of society. (Corey 2005).

Attention needs to be pre-arranged to developing a school counselling curriculum as part of the training should focus on promotion of pliability among students through improving academic performance, engaging in relational networking with family and friends, career decision making

and purposes of school counselling. These attempts should be focused on arrangement that includes developmental preventive and corrective functions (Yurk yee and Brennan, 2004).

Similarly, Mapfumo (2001) hold that the main aim of counselling in Schools is to help pupils gain an insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions. Then to alter maladjusted behaviour as well as assisting pupils to move into the direction of fulfilling their potential, or achieve an integration of conflicting elements within themselves. This, therefore, means that if we were to revisit these explanations above, then the interest could be, do the targeted school have these types of guidance and counselling in place?

Strong (2003) posits that counselling involves talk, that is, between the counsellor and the client. There is therefore a need to pay attention by focusing curiosity during the talk on the client. This is because talk in counselling “invites reflection and inquiry” that the client attaches value to. This in turn prompts the client to exchange information with the counsellor. Indeed, talking in Strong’s view is the primary means of influencing each other in the counselling relationship. That influence does not result only from the exchange of information; it results from the human relationship (Rogers, 1983). This is a good pointer on the need for both verbal and non-verbal communication in counselling. In this study, this became apparent in the need for an appropriate counselling room to facilitate the talk. we agree with the views of some authors who have argued that counselling demands special environment to facilitate talking.

Another objective of guidance and counselling services in Zambia is to reduce examination anxiety among pupils. Examination anxiety may be caused by perceived lack of adequate preparation for examinations. This may lead to cheating in an examination. Pupils thus need to be guided to prepare well for examinations to eliminate this anxiety. If no guidance is given for

pupils to adequately prepare for examinations incidents of cheating may occur. The major disadvantage of lack of guidance and counselling strategy as noted by Pandey (2006), lies in the fact that counselling for examinations is offered only at crisis point. If examination anxiety is to be reduced among learners, guidance and counselling is supposed to facilitate effective preparations for examination. The present should be used as a foundation for children's self-directions to actualise their goals. As such present experiences should be used as a building block for child's future.

Teachers are expected to have enough contact time with student and create a stable environment for student to learn and benefit from guidance and counselling programmes. Other than this, communicating with parents or guardians could play a role in a child's development, because a child's development is made up of life spent at school and at home. His/ her feelings attitude, interest and ambitions are product of two environments. As such involving parents is also a strategy that guidance and counselling teachers can employ in their departments. (Pandey, 2006).

Nyaegah (2011) postulate that guidance and counselling is an effective method of dealing with indiscipline because it addresses the problem and its cause. Studies conducted recognises the use of guidance and counselling in schools as a positive discipline strategy especially dealing with alcohol, boy and girls relationships and other problems that learners face in school. It has been observed that counselling has become remedial strategy for disruptive behaviours in schools. It was considered as a panacea for social evils such as delinquency and indiscipline.

2.4 Administrative Support of Guidance and Counselling Services

In the school setting guidance and counselling service is inherently an entity of large organisation system, which has two additional components, the administrative and instructional components. The two will contribute to quality education for each individual student. The school manager more than any other person is responsible for ascertaining that the student gains from these entities. Kabeya (1989) contends that a good administrator has the duty of defining the duties to be performed by the guidance and counselling personnel, competencies required for each selecting the most competent personnel available, and providing them with the materials that they require, helping them to develop good relationships and encouraging their growth on the job.

Consequently, the role of the school manager in the guidance and counselling service is perceived against this setting as suggested by Kebeya (1989). The school manager performs the following roles in implementing and facilitating a guidance and counselling service in a school. First and foremost, he/she has a responsibility to recognize the need for and the importance of comprehensive guidance and counseling programme, (Shertzer and Stone 1966). In addition, the school manager must be seen to be interested, supportive and encouraging in the operation of the guidance and counselling service. Informed administration and active leadership is critical for the success of the programme in the school. The school administration can show leadership and support to the programme by recognising and utilising the counsellor, providing time and facilities and providing the conducive atmosphere for guidance and counselling.

The administration is also responsible for creating among school staff members, students and the community an awareness of the need for guidance and counselling service. This means that the school manager has to make it clear to the staff, students and parents what the programme

entails. Gutch and Accon (1970) observes that the success of guidance and counselling programme depends on a state of readiness of the school to accept, contribute to and utilise the service. It also follows that unless the students are made aware of the purpose and importance of guidance and counselling they are likely not to utilise such services. Madhuku (2005). The school manager also has to erase the misconception by some parents that guidance and counselling is an invasion on the privacy and that of their children, hence the attempt by parents to sabotage its development even though their children need counselling (Makinde 1993) posits that one of the constraints that guidance and counselling in Kenya suffers from is lack of parental involvement and support. The inability to gain support for the program or to maintain and increase such support once it has gained can be a real hindrance to the development of guidance and counselling services in schools. Kilonzo (1989) suggests that parents' support could be solicited through parent bulletins, parents and teacher association, parents' workshop and school magazine. The school manager has the duty to persuade parents to take guidance and counselling service positively and seriously.

When the school counsellor is not appointed by the Teachers Services Commission (TSC), the head teacher is charged with the responsibility of appointing one. Besides, the head teacher appoints a school guidance committee from among the staff comprising five (5) to eight (8) (Republic of Kenya, 2002). The head teacher is expected to encourage the development of the committee as an advisory and policy recommending body (Shertzer and Stone, 1996; Republic of Kenya, 2002). When selecting teacher-counsellors, head teachers are expected to look for certain qualities or attributes. The personality of the counsellor is the most critical variable in the counselling relationship. Patterson (1971) identifies other attributes which include interest in student welfare, willingness to serve others, devotion to study, competence, one who can inspire

the confidence of students and the support of fellow staff members and a good working knowledge of the school norms, values and traditions of the people.

Mbiti (1974) asserts that since the school manager cannot do everything, it is necessary for him/her to delegate certain responsibilities to other teachers. After he/she identifies staff for guidance and counselling that is professionally prepared and defining, clarifying and allocating responsibilities to them, there should be no fear in delegating that actual responsibility for the actual operation of the programme. Mbiti says is not surrender of power or control, but the one performing the particular duty does it on behalf of and under the authority of the head teacher. This is because if anything goes wrong, the head would be asked since he/she is accountable. However, regular advisory meetings are necessary for instructions, elevation and reporting with the teachers concerned and the head teacher. Moser (1963) points out that the head teacher must play his/her role of maintaining a controlling interest in the work of the guidance staff. Reilly (1995) maintains that empowered teachers tend to feel a sense of ownership in their schools' successes and failures. Reilly also adds that such teachers who operated in a leadership role were more satisfied with their careers, which leads to higher job involvement.

Wanjohi (1990) in his study in Nyeri district established that teacher-counsellors had little time to attend to the needs of students. Lack of adequate time therefore was a major hindrance to the success of Guidance and counselling programme. It is a prerogative of the school administration to provide free time to teacher-counsellors.

It is the duty of the school administration to provide materials, equipment and facilities such as office, filling space, and forms for securing data from students, individual folders to contain counselling notes, shelves for books, filling cabinets, notice board, desks/tables and chairs. The head teacher has to recognise the importance of privacy and confidentiality for the counselling

relationship by providing a room or office. Kilonzo (1989) points out that effective counselling is not performed in the presence of others. However, Kilonzo asserts that in Kenya, facilities and materials for the guidance and counselling programme are inadequate. Some schools especially the newly established ones, lack extra rooms where students and counsellors can speak privately. Rithaa (1996) in the study of quality of guidance and counselling services highlighted the need for a room of private counselling. It is unlikely that a client will reveal his/her deepest, most personal problems in the presence of staff members or students.

The school administration is responsible for gathering occupational, vocational and educational information of students from the teachers by observation and watching student behaviour in and out of class, in different situations and from academic performance (Kebeya, 1989). Educational and vocational guidance is based on a thorough knowledge of the students' problems, progress and potential. Sometimes, some students may need to be referred to outside agencies for further help or counselling. It is therefore the administrator's responsibility to work closely with teacher-counsellors to avail this information on vocational, educational and counselling referral agencies related to where they are situated and the services they provide.

It is upon the school administrator to build relationships with the community professions and then provide interactions between students, teachers and professionals. This can be done by organising workshops, seminars and talks at school or invite professionals to describe their work in informal sessions in the school. Such activities expose student to useful personalities in future and existing professional which they can join thereafter, hence start working towards achieving them. Rithaa (1996) maintains that unless guidance and counselling services are developed in harmony with the total educational programme of the school, students and teachers will cooperate. The school manager has therefore to programme guidance and counselling activities

within the school calendar every term. He/she has also to budget sufficient funds to adequately support guidance and counselling programmes (Gutch and Alcorn, 1970). They are of the view that evaluation of the programme is the key to gauge the success and failures, duty that the school manager cannot delegate. Therefore, periodic appraisal of the guidance and counselling programme should be continuously carried out for its improved and effective functioning

Wanjohi (1990) maintains that the guidance and counselling services will flourish only when the administration recognises and support the objectives and activities of the programme. He summarises the leadership role of the school manager in the guidance and counselling by observing what Davies (2005) postulated. Davies maintains that if a school director of guidance and counselling can be looked upon as the main player of guidance team, then the principal or the school manager is the coach of the team. He or she does not play all the positions, but he/she has the ultimate responsibility if the team loses. Therefore, when the school manager sets the tone or provides the organisational climate in which guidance and counselling can propagate, success will be realised. It is the obligation of the school manager to see to it that the school has guidance and counselling service. In secondary schools where the head or the school manager does not support the services, there is very little response from the students.

Wanjohi (1990) on Secondary Schools Education in Nigeria points out that there are instance in Nigeria secondary education where the guidance officers fail to receive the cooperation from the school manager. In other schools still, some guidance counsellors see themselves first and foremost as teachers in the school rather than counsellors. Their teaching assignment affects their effectiveness as guidance and counselling officers in the school. Their complaints about lack of important resources in their guidance departments are also commonly reported.

Kebeya (1989) noted that in secondary schools where school managers support guidance and counselling by having a positive attitude towards the services, there is very good response even from the students on these services. He adds that the school manager's support is critical as it promotes as in the case of teachers. The students and the teachers emulate the example by the school manager. If they feel what they are doing lacks support of the administrator, they may not take it seriously, ignore or abandon it altogether.

Tattum (1989) observed that guidance and counselling improves school administration in that it does not only deal with disruptive behaviours of students which interferes with the smooth running of the school, but also takes preventive measures against unpleasant situations which may occur later. Is true that when students are well behaved in school, the school administrator can run the school with minimal challenges because students will be able to handle themselves in an amicable way or in an acceptable manner.

2.5 Challenges Faced by Guidance and Counselling Teachers

Dual roles are some challenge encountered by a teacher counsellor and that in most cases, school/colleges counsellors are also teachers in the same school. This makes it inevitable for the counsellor to meet clients in class as students. The counsellor should therefore be careful to separate such roles which can create conflict of interests. The counsellor should get clients' consent if reference of contact in counselling has to be made in the class lesson and the reversal is true. The duties of coordinating and counselling can be overwhelming.

Yurk and Brennan (2004) says that indiscipline is any act or behaviour of an individual or group of people that is not in conformity with the general accepted pattern of standard norms in the

society. It involves lack of obedience to constituted authority or law of a nation or organisation. Maddy-Bernsterin (1994) attests that school indiscipline is any mode of behaviour, action and conduct which deviates from the established and approved rules and regulations of a school and the acceptable code of behaviour, action, norms and ethics of the society at large. Therefore, behaviour that does not conform to acceptable and permitted standards is considered as act of indiscipline.

When schools fail to clearly define the counsellor's role, school administrators, parents with special interests, teachers, or others may feel their agenda ought to be the guidance program's priority. The results often lead to confusion and criticism. Additionally, the changing terminology concerning the guidance program compounds the situation

Traditionally, the guidance program was considered to be an ancillary student service that remained isolated from the instructional program and designed mainly to encourage students to attend college. Furthermore, counsellor's work was reactionary and crisis-oriented in assisting students with everyday life occurrences (Walz and Ellis, 1992).

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 counsellors' roles and expectations has created confusion among teachers, support staff, parents, and students. Ettinger, Lambert, & Rudolf (1994) note in some schools, counsellors are told to focus much of their time on record keeping, administrative responsibilities, or crisis interventions with students. There is little time for comprehensive career exploration and planning for life after graduation. Indiscipline can also be seen as any action considered to be wrong and not generally accepted as proper in a set up or society, Gora (1994).

Mwamwenda (1995) also maintains that despite the important contribution school guidance and counselling can make to the social, academic and personality development of African school age children, it does not feature an important aspect of the curriculum in most of African countries. Mwamwenda further states that categorically that no school system in Africa can claim to provide quality education when the majority of its student has no access to guidance and counselling as an integral component of their curriculum. Unfortunately, this has been and is still in many African schools due to lack of awareness of the importance of guidance and counselling as well as the acute shortage of personnel with the required qualifications and experiences.

Makinde (1993) contends that it requires a guidance worker of personal strength and conviction to set about a purposeful way to inform the administration of the need for an organised guidance programme. Makinde continues to state that some school managers are not too clear about the role of guidance counsellors. Some school manager and their deputies consider counsellors as threats to their authority. This then depicts lack of support to the guidance and counselling programme and to the teacher counsellors.

Seminar paper by Kebaya (June, 1989) indicated that administrators hold a more unfavourable view of the counselling programme than counsellors. Administrator fears that some of their powers are being taken by the guidance counsellor. However, Makinde (1993) assures that this should not be the case because there is a clear line demarcation between the guidance office in the school and the school manager. Such fears are a pointer that school managers in some schools give little support if any to guidance and counselling department. If they do the guidance themselves, they forget the fact that many guidance activities depend solely on what individual persons do, but on cooperative efforts and the goodwill of the school administration.

In order for the guidance and counselling unit to operate effectively, there is need for a school to come up with the structure which is well balanced in terms of gender, so that pupils can freely access services at these centres. However, Aloyce (2014) observed that counselling programmes did not receive the serious attention that it deserved from teachers and school managers in many African countries therefore they were unwilling to participate in counselling services. Because of such syndrome, most of the teachers were not active in guidance and counselling related cases. Aloyce (2014) echoes that school counselling and guidance enhances state-wide, professional, organisational and other stakeholders at the state and local level work together to establish common goal and expectations for their comprehensive school counselling program. Whilst this is the case, the challenge in secondary schools in an event where teachers who are the stakeholders have low morale in counselling services. Even the programme of coming up with structure of guidance and counselling in schools remains are mere dream. Over the years, much research has been done to illustrate on school counsellor's role and not on how other Stakeholders can be involved in helping the guidance unit.

Lack of adequate facilities for example furniture necessary for records and the counselling space as well with necessary privacy and comfort. There should be a counselling room which should provide privacy, comfort, security and reasonably good furniture; if possible the room should be sound proof to guarantee privacy of information. The set-up of counselling room should be different from that of the classroom or teachers' offices. A security locked side board can be part of the of the items needed for counselling sessions and records can be kept safe and confidential which is a prerequisite for a guidance and counselling officer (Ndanga 1994).

A teacher counsellor has a problem of referral system where the school counsellor needs to design an appointment system which does not expose clients to the rest of the students. Teachers

can make referrals in a discreet way. Counsellors can also identify referrals for students to other agencies or professionals for more specialized help. Where parents need to be involved the administration should support the teacher and contact the parent. (Strong, 2003).

Oketch and Ngumba (1991) have stated that a school head has to view guidance and counselling services as an important aspect of the education and development of a youngster. Therefore, he/she will be vigilant in providing professional personnel, time and facilities to do the job. In this respect, the school administration has to provide adequate time by arranging the teaching schedule and non-teaching duties of the teacher counsellor so that adequate time and acceptance of the programme will be realised. The counsellors have to be available to their clients both physically and mentally. Unfortunately, the issue of time is the major constraint to guidance and counselling programmes. A study by Amukoa (1984) found out that none of the twenty-one schools in his study had a period set aside for counselling. Amukoa established that 90% of the teacher-counsellor felt that time available for counselling was not adequate.

2.6 The Research Gap to Be Addressed

While it is agreed that several studies have been conducted at Global, Africa as well as Zambian levels as regards to guidance and counselling in schools, it is not known whether research has been conducted in Zambia on the effects of school guidance and counselling service in handling indiscipline cases in Katete District.

The study departs from most of the studies on guidance and counselling. Other than just identifying important aspect of guidance and counselling, this study has gone a mile by assessing the effects of school guidance and counselling service in handling indiscipline cases. This

research, therefore, focuses much on all aspects of guidance and counselling in handling indiscipline cases in Secondary Schools.

CHAPTER THREE: METHODOLOGY

3.0 Overview

This chapter presents the methodology for this research. The chapter covers the following subtopics; The Research Design, The Study Area where the research was conducted, study population, study sample, sampling techniques, instruments that were used in data collection, procedure for data collection as well as a conclusion.

3.1 Research Design

This study adopted a qualitative case study research design which is a non-experimental research method that is eligible when the research intends to collect data on occurrences such as opinions, attitudes, feelings, and habits. Kombo and Tromp (2006) postulate that a qualitative research is a means of exploring and understanding the individual or group attributed to a social human problem. This entails that an individual or group becomes the hub of the study.

Additionally, Kothari (2004) holds that qualitative case study research is a systematic collection, analysis and interpretation of data in order to provide descriptions and accounts of social events and objectives of research in their natural settings. The study does not interfere with the respondent's environment but undertakes the study right in its natural state and that a qualitative research design has various characteristics: It is inductive or contextual, naturalistic, process bound, meaning oriented or descriptive.

Hammersely and Atkinson (2009) observed that by being naturalistic it means that qualitative research is undertaken in a natural premises or location of the participant. They further explain

that the researcher does not interfere in the routine life of the participants or their social or natural setting. Information is collected from the respondents without disturbing their day to day way of life. The significance of the naturalistic characteristic of the qualitative research is that it recognises the entirety of the human being that is, the motives, the values, the beliefs, intentions and the discourse because all these are imbedded in the social and cultural aspects of people. Gosh (2003) adds that a research design is not a rigid plan to be followed without deviation, but a series of flexible guide posts to help the research maintain the focus of the study.

3.2 Study Location

The study was carried out at Katete day secondary school in Katete District of Eastern province of Zambia.

3.3 Study Population

Yin (2002) contends that study population in the context of research is defined as all members of any well-defined class of people, events or objects who are designated as being the focus of an investigation. It is also known as a special universe. A population should not be too small or too big. The former, because the results will be too limited in terms of generalisation, while the later will make the study too involving if not possible to carry out. In this study, the study population comprised of the School Manager, guidance and counselling teacher, teachers from guidance and disciplinary committees as well as pupils from Katete day secondary school of Katete District of Eastern Zambia.

3.4 Sample Size

Stake (1995) explains that sample size refers to a portion of the population or universe chosen to represent it. This simply entails that a sample size is a smaller group obtained from the target population. It is from this smaller group the researcher gathers information about the problem being studied. In this study the sample size comprised of 40 respondents. That is one school manager, one guidance teacher, four teachers of the guidance committee, four teachers of the disciplinary committee and thirty pupils.

3.5 Sampling Techniques

To sample the 40 respondents who participated in this study purposive sampling technique was used. Kombo and Tromp (2006) states that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues under study. He further adds that purposive sampling allows the researcher to select people he/she believes that have the required characteristics needed for the study. In this case, the pupils, the guidance and counselling committee members and members of the disciplinary committee as well as the school manager are believed to have rich information on guidance and counselling services. On the pupils, snowball sampling was used. Stake (1995) postulate that snowball sampling is a sampling procedure where the researcher identifies one or more individuals from the population of interest. He or she interviews and uses them to identify other members of the population. In this case the first 10 pupils were selected after going through the documents in the disciplinary committee. The first ten pupils appearing on the disciplinary committee were interviewed and later helped the researcher to identify the next 20 pupils who were interviewed.

3.6 Research Instruments

To carry out this study, the researcher used various instruments such as semi-structured interview, focussed group discussions and Documentary analysis.

3.6.1 Interviews

Interviews are a systematic way of talking and listening to people and are another way of collecting data from individuals through conversations; (Cohen and Morrison 2007).

Semi-structured interviews were used to collect data from respondents. All the interviews were conducted in English to allow the interviewer do it thoroughly without the aid of an interpreter. Interviews were conducted to school manager and guidance teacher. The interviews focused on themes as they related to the research objectives.

3.6.2 Focused Group Discussion

Focus group discussions was used to solicit information from the pupils, guidance committee and disciplinary committee who shaded more light on the effectiveness of the guidance and counselling programmes in handling pupil indiscipline cases in Schools

Maximum of ten (10) respondents were taken on for a focus group discussion at a time and each discussion lasted about thirty (30) minutes for pupils while for the guidance and counselling committee and disciplinary committee were done separately. The discussions allowed group members to spontaneously give their views on the performance of guidance and counselling programmes in their schools.

3.6.3 Documentary Analysis

Realising that disciplinary issues in schools are usually documented, it is ideal for the researcher to enrich the findings concerning indiscipline cases by interacting with the disciplinary committee members who are in charge of discipline in schools.

Weiss (1998:260) attests that documents are “A good place to search for answer”. They provide a useful check on information gathered in an interview.” He further adds that when “other techniques fail, to resolve a question, document evidence can provide a convincing answer”. Another view shared by Cressewell (2009) about documentary evidence is that it would be hard to conceive of any approaching ethnographic account without some attention to documentary material in use. Apart from providing evidences, Weiss (1998) has noted that documentary analysis also allows the analyst to become thoroughly familiar with material and helps to save on time. Therefore, using documentary as a method, first-hand information concerning indiscipline cases in schools is of paramount importance.

3.7 Data Collection Procedure

Data collection procedure refers to the stipulated procedure of collecting data needed for study (Weiss, 1998). In this study the researcher personally visited Katete day secondary school. Arrangements were made with the school manager in advance so that learning process was not interrupted as the researcher was collecting data. The structured interview guides were given to a school manager, the guidance teacher and the teachers from guidance and disciplinary committee. Focus group discussions were done to pupils.

3.8 Data Analysis

Kothari, (2004; 122) says data analysis refers to “the processing, editing, coding, classification and tabulation of collected data so that they can be amenable for analysis.” In this research data was analysed qualitatively through generating themes which were derived from the literature review, objectives as well as from the whole data that was collected for the whole study.

3.9 Ethical Consideration

Ethical considerations were taken into account in this study. The researcher started by collecting an introduction letter from the University of Zambia Institute of Distance learning. The introductory letter assured the school administration that the researcher was a bona fide student of the University of Zambia. The researcher also assured all the respondents that the information collected was treated with maximum confidentiality. The names of all the respondents in this study were to remain anonymous. The researcher sought for permission from the school manager and obtained consent from the actual participants before interviewing them. The respondents were guaranteed that the data collected was to be used for academic purposes only.

Summary

This chapter has presented the methodology of the study that is: research design, study location, targeted population, sample size, sampling techniques, research instruments, data collection procedure, data analysis and ethical considerations.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

This Chapter presents the findings collected through in-depth interviews, focus group discussions and documents analysis. The findings from the participants have been divided into four parts, generated from the themes as well as research questions raised from this study. In order to be focussed in the presentation thematic approach has been used on the finding which dwelt on the following among others, assessing the establishment of guidance and counselling programmes in schools, Exploring the effects of strategies that guidance and counselling teachers could employ in order to effectively handle indiscipline cases in their Schools. Assessing the extent to which school administrators support guidance and counselling services and establishing the challenges that guidance and counselling teachers face in carrying out their duties. The findings from teachers and school manager are presented first followed by those from pupils.

4.1 Response from Teachers and the School Manager

4.1.1 Availability of Established Guidance and Counselling Units in School

TABLE 1: Availability of Guidance and Counselling:

Availability of guidance and counselling unit	Frequency
Yes	10
No	0
Total	10

Out of 10 teachers that participated in the study, 10 (100%) said that guidance and counselling programs were available in the school. This was revealed during the interview with the teachers from the school and the school manager. One member of staff had this to say:

“Yes madam; our school is in an urban area with a lot of pupils. Therefore, guidance and counselling programs are as old as the school itself. It is not possible to have a school of this size without guidance and counselling because that is where much of the information such as examinations as well as other sensitive documents are kept.”

Another teacher had to say:

“We provide guidance and counselling to our learners in the school by giving advice to them but some fail to take the advice given, as teachers we are supposed to help our learners to make informed decisions.”

Regarding teachers who are trained in guidance and counselling, all the 10 (100%) teachers and the school manager said that all the teachers in the guidance and counselling department were not trained in guidance and counselling.

In explaining lack of qualification in the guidance department the school manager had this to say:

“Members in the guidance and counselling have no qualifications in guidance and counselling but had some skills in the guidance and counselling through workshops and teachers’ group meeting conducted in the school.”

Another participant had this to comment:

“We provide guidance and counselling even though we are not trained in guidance and counselling.”

TABLE 2: Establishment of Guidance Committee

Establishment of guidance committee	Frequency
Yes	8
No	2
Total	10

Out of the 10 teachers that participated in the study, 8 (80%) said that the school had the committee for guidance in place. However, 2(20%) teachers revealed that the school where the research was conducted did not have the right structure for committee of guidance and counselling in place as demanded in the guidance and counselling guide of MESVTEE (2013) which stipulates that the composition of the guidance committee in a school shall include the following:

- The head teacher
- Guidance teacher (school counsellor)
- Two other teachers (Male and Female)
- Two learners (Male and female)

- Two learners (male and female)
- One PTA or Board representative

One teacher interviewed had this to say:

“The thing is, many schools feel when the school has a number of teachers working in guidance office, and it makes up guidance and counselling committee. That is not the case. According to guidance guidelines on guidance and counselling on the education system is supposed to be a head teacher, guidance teacher, two other teachers (Male and Female), two learners (male and female) then at least one PTA or Board representative. Now when you look at this composition very few schools would claim to have such an arrangement. All what we have in schools are not approved combinations of school guidance committee but group of members in section. As you can see our staff chart in the office we are only three of us, two males and a lady, would you call that a guidance and counselling committee? Not at all, so we have to do something about it if we are to have a solid structure in school.”

TABLE 3: Effectiveness of Guidance and Counselling

Effectiveness of guidance and counselling	Frequency
Yes	7
No	3
Total	10

Out of the 10 teachers that participated in the study, 7 (70%) indicated that the guidance and counselling service was effective in the sense that the department find time to counsel and orient students in the school. At the same time because of counselling that takes place in the school, the school has no problems with examination malpractice. The department also helps to instil

discipline to learners thereby making them appreciate the value of hard work, understand themselves and become responsible as they handle challenges of adolescent stage.

Commenting on the non-effectiveness of guidance and counselling, one teacher had this to say:

“Guidance and counselling May not be effective because teachers lack proper counselling skills.”

TABLE 4: Common Indiscipline Cases in School

Type of indiscipline	Frequency	Total
Drug abuse (beer drinking)	2	2
Immoral conduct	1	1
absenteeism	1	1
Missing lessons	2	2
Fighting	1	1
Late coming	2	2
Indecent dressing	1	1
Total	10	10

Out of the 10 teachers that took part in the study 2(20%) mentioned cases like beer drinking, 2(20%) mentioned late coming, 2(20%) mentioned missing lessons and the remaining teachers talked of cases such as absenteeism, immorality, fighting, and indecent dressing.

4.1.2 Effect of Strategies that Guidance and Counselling Teachers could employ in order to effectively handle indiscipline cases in school

TABLE 5: Strategies used in Guidance and Counselling

Strategies used in guidance and counselling	Frequency
Yes	10
No	0
Total	10

All the 10 (100%) involved in that study agreed that there are strategies used in guidance and counselling several suggestions were registered from both teachers and the school manager.

They revealed that the following strategies that can be employed in handling indiscipline case.

- Parental involvement
- Involving other staff holders specialized in guidance and counselling
- Manual punishment
- Forced transfers
- Guidance teachers to meet at district level and share experiences
- Setting the objectives clearly
- Constant reminder of school rules
- Involving all members of staff in the school

One teacher had this to add:

“Madam we also use clear procedures in addressing indiscipline cases in schools, strategies to handle indiscipline cases were made aware to stake holders such as parents and pupils themselves. At no point did guidance and counselling unit in the school carried out serious disciplinary procedures against a pupil without

notifying the parents who are serious stakeholders in maintaining pupil discipline in the school. As a matter of procedure a good number of our pupils have already signed commitment forms over cases such as beer drinking and absenteeism. By doing so it helps us to regulate the behaviour because they know that any repeat of bad behaviour would automatically send them home without even calling their parents for another disciplinary sitting. However, it was impressive to note that these commitment forms are signed both by erring pupils and the parent. The whole idea is that no party should complain when a verdict is passed in an event where the pupil continues behaving otherwise.”

On the effects of the strategies used in guidance and counselling, all the 10(100%) teachers said that the effects of strategies used in guidance and counselling are seen in the improved behaviour, character, attitude, values towards participation in school and community as they enter adult life. There can also be improved academic performance, personal growth and reduce indiscipline cases in school.

TABLE 6: Type of Counselling offered

Type of counselling	Frequency
Crisis counselling	4
Psychosocial counselling	3
Preventive counselling	1
Bereavement counselling	2
Total	10

Out the 10 participates involved in the study 4 (40%) mentioned the use of crisis counselling, to counsel pupils. 3(30%) use psychosocial counselling to counsel the learners. 2 (20%) bereavement counselling and 1 (10%) use preventive counselling when counselling pupils in school. They further explained that these were common because they require immediate and

urgent interventions on the part of the counsellor. The counsellor needs to be proactive and deal with situation that may arise at that particular time. This is an ideal to schools because learner commit offences time and again as such guidance and counselling teachers need to act swiftly to help learners in any situation.

4.1.3 Administrative support of Guidance and Counselling services

TABLE 7: Materials at the disposal of a Guidance Teacher

Materials	Frequency
Re- entry policy book	6
Managing school guidance and counselling	2
Guidance and counselling hand book	2
Total	10

From the table above, 7 (70%) teachers mentioned the re-entry policy book as a material to be used in guidance. 2(20%) mentioned of managing school guidance and counselling and another 2 (20%) talked guidance and counselling handbook.

In terms of administration support rendered to guidance and counselling, all the 10 teachers (100%) agreed that they were supported by the administration. One member who is a teacher was quoted saying that;

“Physical and moral support was given by the school manager to school guidance and counselling teachers since sometimes teachers are sponsored by the school to attend orientation workshop on guidance and counselling.”

As a matter of procedure, a senior member of staff who was one of the teachers interviewed said that administrative support of guidance and counselling was obtained through the following factors;

- Financing of the guidance and counselling department
- Time allocation for guidance and counselling
- Administrative interview in some guidance and counselling related roles
- Staffing of the guidance and counselling department
- Parental involvement in guidance and counselling department
- Supporting teachers to attend district meeting on guidance and counselling

4.1.4 Challenges faced by the Guidance and Counselling Teachers in their course of duty

Out of the 10 teachers, 8 (80%) participates who took part in the research agreed that they were challenges that teachers face in implementing guidance and counselling in school. The findings of the study indicate that the challenges they face in implementing guidance and counselling include the following;

- Lack of clear line between role of guidance teacher and discipline master.
- Lack of professionalism among guidance and counselling teachers for example confidentiality.
- Lack of referral centres where all acute counselling cases in school could be dealt with.
- Lack of other methods of behaviour change to complement guidance and counselling.
- Lack of proper room for counselling, one teacher said that the room is shared with a tuck shop and sometimes they use a home economics room.
- Inadequate funds to the department.
- Lack of proper qualification or training in guidance/counselling.

- No handovers when one teacher in guidance and counselling goes on transfer.
- Work overload, teachers in guidance and counselling departments have a lot of periods on the timetable such that it becomes difficult for them to find time of handling guidance and counselling issues.
- Inadequate staff to the department. At that time of conducting the research, the department had only 3 teachers
- Political interference

4.2 Responses from Pupils

4.2.1 Availability of Guidance and Counselling Unit

TABLE 8: Existence of Guidance and Counselling unit

Pupil's Responses	Frequency	Total Frequency
Yes	24	24
No	06	06
Total	30	30

Out of the 30 pupils that participated in the study 24 (80%) said that they were aware of the existence of guidance and counselling in the school. 6 (20%) said that they were not aware of existence of guidance and counselling in the school. In explaining the existence of guidance and counselling one pupil had this to say;

“Yes madam we have guidance and counselling in the school. The guidance teachers usually talk to us on discipline and hygiene matters.”

On the duties of guidance and counselling teachers, all the 30(100%) pupils said that they that they were aware of the duties of guidance teachers. They were able to mention duties like carrying career development and doing individual and group counselling.

TABLE 9: Common indiscipline cases

Common indiscipline cases	Frequency
Dating with teachers	1
Abusive language	2
Late coming	15
Alcohol abuse	5
Fighting	5
Bullying	2
Total	30

Out of the 30 pupils that participated in the study, 15 (50%) pupils said that the common indiscipline case in school was late coming. 5 (16.6%) pupils mentioned alcohol abuse and fighting.

Table 10: Relevance of guidance and counselling

Relevance of guidance and counselling	Frequency
Yes	27
No	03
Total	30

Out of the 30 pupils that were involved in the study, 27 (90%) pupils said that the service of guidance and counselling were relevant in the school. In explaining the relevance of guidance and counselling one pupil had this to say:

“Madam Guidance and Counselling is relevant to us pupils, most of the times teachers call and address them when there is a problem. They tell us how to behave in school and prepare for examinations.”

TABL E 11: Teachers gender accommodative to pupils

Sex	Frequency	Total frequency
Males Only	05	05
Females Only	03	03
Both	22	22
Total	30	30

Out of the 30 pupils that participated in the study, 22 (73.3%) pupils said that both male and female teachers were accommodative since boys and girls had unique problems which may require the attention of similar gender attending to them freely. One pupil had this to say it;

“Is actually very necessary for guidance and counselling committee to have both sexes because it is easier for us (pupils) to express our problem to them. As you know Africans it is difficult for us to interact with the opposite sex freely even if they are our teachers.”

4.2.2 Effects of strategies that guidance and counselling teachers could employ in order to effectively handle indiscipline in school

TABLE 12: Strategies employed by guidance teachers

Guidance strategy	Frequency
Call parents	10
Punishment in form of manual work	7
Talk to pupils either in group or individual	1
Setting clear goals in class per term	1
Involve other members like class teachers	10
Advice	1
Total	30

Out of the 30 pupils that participated in the study, 10(33.3%) that said one of the strategies that can be used in guidance and counselling was to call parents. 10 (33.3%) pupils mentioned punishment in form of manual work, while the remaining pupils pointed out strategies like setting clear goals in class per term, talking to pupils either in group or individual and giving advice.

TABLE 13: Types of counselling offered in the school

Type of counselling	Frequency
Preventive	12
Bereavement	3
Psychosocial care and development	10
Crisis	5
Total	30

Out of the 30 pupils involved in the study, 12(40%) said that preventive counselling is used in the school. 10 (33.3%) said that psychosocial care and development was used in the school, 5 (16.6%) mentioned crisis counselling and 3(10%) talked of bereavement type of counselling.

On whether the guidance and counselling teachers explaining the dangers of indiscipline, all the 30(100%) pupils involved in the study agreed that guidance and counselling teachers explain the dangers of indiscipline to pupils. One pupil during focused group discussion had to say;

“If we are indiscipline in school our academic performance may be affected as a result we can fail.”

All the 30(100%) pupils agreed that they are ready to advice guidance and counselling teachers and they had the following advice to teachers.

- Investigate pupils behaviour
- They should be serious and committed with their work.
- They should respect the rights of learners.
- They should handle pupils in a polite manners
- They should lead by an example.

- They should be social and not to embarrass them.
- Increase meetings with guidance and counselling committee.
- Involve learners in the guidance and counselling committee
- Involve parents when a pupil commits an offence.

4.2.3 Administrative Support of Guidance and Counselling services

TABLE 14: Advice to administration on ways of supporting guidance

Advise to administrative support	Frequency
Add more teachers to the department	11
Make a fixed day of addressing pupils	5
Put more female teachers	4
School rules to be followed strictly	10
Total	30

Out of the 30 pupils involved in the study, 11(36.6%) said that the advice they can give to the administration on how to support guidance and counselling department was to add more teachers to the department. 10 (33.3%) said that the administration should make the school follow the school rules strictly. 5(16.6%) advised the school to have a fixed day of addressing pupils on guidance and counselling issues.

As regard to whether the administration support guidance and counselling programmes in the school. All the 30 (100%) pupils agreed that the administration supports the guidance department. In explaining how the administration support guidance department one pupils said that the head teacher is most of the time involved when there is an indiscipline cases in school.

TABLE 15: Other officers who assist pupils in explaining on the dangers of indiscipline cases in school

Officers	Frequency	Total frequency
Class teachers	11	11
School managers	09	09
Parents	10	10
Total	30	30

Out of the 30 pupils that participated in the study, 11 (36.6%) said that apart from guidance and counselling teachers, class teachers help in explaining the dangers of indiscipline. 10 (33.3%) said that parents also help in explaining the dangers of indiscipline in school.

4.2.4 Challenges faced by the guidance and counselling teachers in their course of duty

TABLE 16: Challenges faced in guidance and counselling

Challenge faced in guidance and counselling	Frequency
Lack of confidentiality in teachers	10
Lack of proper time to discuss with guidance teachers	5
Lack of proper office	15
Total	30

Out of the 30 pupils that participated in the study, 15(50%) said that one of the challenges faced by guidance and counselling teachers was lack of proper office to do counselling from. 10 (33.3%) pupils talked of lack of confidentiality in teachers. In explaining how teachers lack confidentiality one pupil had this to say;

“Madam some of the guidance and counselling teachers don’t keep secrets when an issue happens in school involving pupils the news spread the whole school.”

Summary

This chapter presented the finding in the study conducted at Katete Day Secondary School in Katete district of Eastern province. Opinions from pupils, teachers and the school manager on the assessment on the effects of guidance and counselling services in handling indiscipline cases in school, were explored extensively. A number of interesting trends have been identified in the data gathered from the school visited.

The findings indicated that guidance and counselling department is established in the school and that the guidance and counselling department uses different strategies in handling indiscipline cases in school. However, the guidance and counselling program face a number of challenges and the administration was at hand in supporting guidance and counselling programs in the school.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the findings of the study carried out at Katete Day Secondary in Katete District of the Eastern province of Zambia. The study carried out was on the effects of guidance and counselling service in handling indiscipline cases. Some pupils, teachers as well as School manager were interviewed in order to get their views on various perceptions under this study. The section discusses the responses according to what the respondents advanced. The discussion of findings was according to the sub headings, which includes; availability of established guidance and counselling units in schools, effects of strategies that guidance and counselling teachers could employ in order to effectively handle indiscipline cases, administrative support to guidance and counselling services and challenges faced by teachers in implementing guidance and counselling in schools.

5.1 Availability of Establishment of Guidance and Counselling Units in Schools

The results from this study indicated that guidance and counselling programme was available in the School. As regards to pupil's knowledge of the duties of the guidance and counselling teachers the findings also suggested that most of the pupils were fully aware of the roles of these teachers. This implies that there is a lot of publicity on the duties of guidance and counselling teachers in the school. This is in line with Sink (2005) who said guidance and counselling is understood to have three main roles which are personal, educational and vocational guidance and counselling.

Results also further indicated that the majority of pupils who had time to visit the counselling department seem to appreciate the duties of guidance and counselling teachers. This has helped

the school to maintain discipline in a way and reduce on examination malpractice. This was observed during focused group discussion where one pupil had this to comment;

“Madam we appreciate the duties of guidance and counselling teachers because they help us to understand what to time to study.”

This maybe in tandem with UNESCO (1998) who explains that guidance and counselling plays a pivotal role in student’s behaviour management and corrections. Counselling can be used both as a curative measure in addressing school discipline and to avert/or correct indiscipline among pupils.

Although results provided to the fact that pupils said they were aware of the guidance and counselling programme offered by School, not all of them accessed these services. This may imply that pupils do not have interest in seeking for guidance and counselling services when need arises. Some pupils are shy as such they may not utilise the guidance and counselling available at the school. This calls for guidance and counselling teachers who are vigilant to observe un usual in a pupil and help the pupils who have problems. Similarly, Gutch and Accon (1970) adds that the success of guidance and counselling programme depends on a state of readiness of the school to accept, contribute to and utilise the service. It also follows that unless the students are made aware of the purpose and importance of guidance and counselling they are likely not use such services.

On the qualification of guidance and counselling, the results indicated that the teachers were not trained in guidance and counselling.

To comment on the qualification of teachers in guidance and counselling the school manager had this lamentation;

“Teachers are not trained in guidance and counselling but gained some knowledge and skills in guidance and counselling through seminars, workshops and teachers group meetings conducted under continuous professional development.”

Guidance and counselling teachers need to be trained in the field of counselling. This is an initiative that the school can come up by putting one guidance teacher on the training plan so that one can train and have qualifications in guidance and counselling. Secondary schools are boards on their own so they can easily train teachers bit by bit. This in line with the ministry of Education (2004) which stipulate that in order to have trained guidance and counselling teachers, a course on guidance, counselling and placement was introduced at technical and vocational teachers’ college and national in service training college respectively.

Regarding the establishment of guidance and counselling committee. The school did not have the right structure of guidance and counselling as outlined by the ministry of General Education. The school had only three teachers in the committee. This is an obstacle which should be taken seriously by the school administration. For the guidance and counselling to work effectively the right structure of the committee should be in place. MESVTEE (2014) contends that the provision of guidance and counselling services would be effectively implemented when the activities are planned and coordinated by team. It therefore, follows that each and every learning institution must have guidance and counselling committee in place and learners support team.

The composition of the committee should include the following:

- Head teacher
- Guidance teacher or college counsellor
- 2 other teachers or counsellors.

- 2 learners male and female.
- 1 parents and teachers association or Board representative.

5.2 Effects of Strategies that Guidance and Counselling Teachers could employ in order to handle indiscipline cases

There were a lot of strategies mentioned by the respondents in the study. Strategies such as parental involvement, setting clear objectives, manual punishment, forced transfers and signing commitment forms. Due to these strategies that have been mentioned we have seen the guidance and counselling department helping the school administration in resolving indiscipline issues in the school. There is need to take seriously the strategies pupils mentioned and to involve the pupils in setting school rules. When pupils are involved they take full responsibility of their actions. This is supported by Khotari (2004) who indicated that the best strategy in handling indiscipline cases in our pupils is by setting realistic objectives. Realistic goals allow us to objectively measure progress towards an identified outcome. When objectives are set both learners and a teacher who is a counsellor in this case can understand what is expected of them in dealing with indiscipline cases. Involvement of students themselves is also imperative in guidance and counselling. MESVTEE (2013) adds that in the recent years, escalating cases of student violence and demonstrations have become the order of the day. Students don't seem to have avenues where they can vent their anger and frustrations as they feel left out in the matters that affect them by the school administration. Student councils are important for learner/ student representation in the matters of policy at primary, secondary and college level. This implies that if discipline levels are to be maintained students/learners should be part and parcel of school programmes.

The findings showed that parental involvement in the guidance and counselling is very critical in school. Parents are major stakeholders in the education of their children and also in maintaining discipline. This implies that parents also help in managing children's conduct both home and at school. Similarly, Ministry of Education (2004) explains that the effective provision of education to learners requires the involvement of parents or guardians. This is because education begins home and continues at school and for the rest of their life. Parents should therefore continue to play a major role in contributing to the total development of their children through guidance and counselling programmes. Parents will provide the background information about the child necessary to facilitate growth and assist in guiding the child. Cooperating with teachers and guidance personnel will help in shaping the required behaviour by the learner.

The use of different types of counselling also helps in maintaining discipline in schools. In this study crisis, preventive, developmental, bereavement and psycho social counselling were commonly used in the school. This means that in guidance and counselling, the counsellors are encouraged to use a variety of counselling methods; this will help them to cater for every pupil who requires in guidance and counselling. Learners have different challenges and problems that need to be addressed by guidance teachers using different methods. This is in line with the theory that the study has used. The psychoanalytic theory of counselling includes development and organisation of the mind, influence of external environment, the importance of the family and attitude of society (Coorey, 2005).

The study also revealed that the effects of strategies used in handling indiscipline cases can help in improving student behaviour in schools which is cardinal in improving pupil performance. This means that school have to use appropriate strategies such as peer counselling, mentoring, parental involvement that can help in reducing misbehaving among school going children. This

is in tandem with Nyaegah (2011) who contends that effects of strategies used in guidance and counselling cannot be under estimated. The effects of the strategies used in guidance and counselling can be observed through the behaviours of students in an institution. The effective school guidance and counselling strategy can create a safe school environment and there is behaviour modification in schools.

5.3 Administration support of Guidance and Counselling services

The study revealed that some few books like the re-entry policy and managing school guidance and counselling programme were available at the school. This was revealed from response such as guidance and counselling resources are there but not adequate. This implies that guidance and counselling department need to be well equipped with materials where teachers could be referring and use to adequately attend as expected to individual learners. The school administration should work together with officers at District Education Board office (DEBS) to help the school have materials in guidance and counselling department. This is supported by Kilonzo (1989) who explains that it is the duty of school administration to provide materials, equipment, filling space and forms for security data from students. The guidance and counselling need to have materials for use and where they can refer when they are faced with challenges involving administration of guidance and counselling services in school. Kilonzo (1989) further adds that, it is the responsibility of the principal of the school or the school manager to help in finding solutions to learn problems by using suitable methods and materials that are related to learner's African background.

Findings from the research conducted revealed that the school manager supported the department. In explaining how the school administration supports guidance and counselling.

One pupil had this to comment;

“The school head teacher is most of the time involved in the indiscipline cases meaning the head teacher has the interest in guidance and counselling programmes.”

This implies that for guidance and counselling to be so effective in school, the school administration or the school manager should offer maximum support to the department. Many are the times that school managers ignore the services of the guidance and counselling teachers in school. It is gratifying to learn that the school manager support guidance and counselling services. This in tandem with Kebeya (1989) who postulates that the school manager performs the following roles in implementing and facilitating guidance and counselling service in a school. The school manager must be seen to be interested, supportive and encouraging in the operation of the guidance and counselling service. Informed administration and active leadership is critical for the success of the programme in the school. The school administration can show leadership and support to the programme by recognising and utilising the counsellor, providing time and facilities and providing conducive atmosphere for guidance and counselling unit.

The research findings also revealed that the school administrator supported the guidance and counselling department by allocating some funds though not enough to cater for all the programmes under guidance and counselling. Lack of financial support would mean cancelling out all important programmes and at the end of the day the guidance and counselling programme will fail to save its intended purpose. By allocating funds to the department helps the teachers to run the department smoothly. Rithaa (1996) supports the assertion by maintaining that the school

manager has to programme guidance and counselling within the school calendar every term. He/she has also to budget sufficient funds to adequately support guidance and counselling programmes. Therefore, periodic appraisal of the guidance and counselling should continuously be carried out for the improved and effective functioning.

5.4 Challenges faced by Guidance and Counselling

Guidance and counselling teachers face a number of challenges as they are executing their duties. In the study carried out it was discovered that one of the challenges encountered was lack of clear line between role of guidance teacher and discipline master. This implies that the school manager should understand responsibilities of guidance and counselling and that there must be mutual understanding between the school manager and the guidance teachers. This should not be the case, because there is a clear line demarcation between guidance and counselling office in the school and the school manager. Similarly, Makinde (1993) confirms this by stating that it requires a guidance worker of personal strength and conviction to set about a purposeful way to inform the administration of the need for an organised guidance programme. Makinde continues to state that some school managers are not too clear about the role of guidance counsellors. Some school managers and their deputies consider counsellors as threats to their authority.

It was further indicated that the department had inadequate staff and the committee members were not enough. This may be a challenge the school manager should address if quality guidance and counselling services are to be achieved. Sometime it could be the low staffing levels at the school, it is therefore important that the school manager can request for more teachers to boost the guidance and counselling department. Aloyce (2014) observed that counselling

programmes did not receive the serious attention it deserved from the teachers and the school managers in many African countries therefore they were unwilling to participate in counselling services because of such syndrome, most of the school managers were not active in guidance and counselling related cases. School counselling is enhanced widely when professional, organisational and other stakeholders at the state and local level work together to establish common goal and expectation for their comprehensive school counselling programme. Whilst this is the case, the challenge in secondary schools in an event where teachers who are the stakeholders have low morale in counselling services, Even the programme of coming up with a structure of guidance and counselling in school remains a mere dream.

The findings revealed that the school lacked a counselling room which is critical in guidance and counselling because of privacy. In explaining the challenge of lacking a guidance room, one participant had this to lament;

“We have no proper counselling room. The guidance room is there but shared with a tuck-shop which compromises confidentiality.”

It should be noted critically that a counselling room should be available which should provide privacy, comfort, security and reasonably good furniture. If possible the room should have sound proof to guarantee privacy of information. The setup of counselling room should be different from a classroom or teacher’s office. Similarly, Ndanga (2004) supports this assertion by indicating that the room should have security locked side board for counselling sessions and record kept safe and confidential which is a pre-requisite for guidance and counselling officer.

In this study, it was discovered that the teachers were experiencing work overload. Teachers in guidance and counselling department have a lot of periods on the time table such that it becomes difficult for them to find time of handling guidance and counselling issues. This implies that

guidance were overloaded with work from classes, this is another issue which should be taken seriously by the school and the standard officers at District offices. This could mean re doing the school time table to reduce the work load on the guidance teachers. This is supported by MESVTEE (2014) which stipulate that depending on the level of education, time allocated for the provision of guidance and counselling will vary. At secondary school level, guidance and counselling teacher will have at least 5 periods (every morning) afternoon during registration and 1 lower class at primary school level.

Finally, lack of referral centres where all acute counselling cases in school could be dealt with, was another challenge experienced by the guidance teachers in the school. This entails that there are no available referral centres near the school posing a challenge to guidance teachers. Referral centres are cardinal in guidance and counselling. Some problems may require specialists like nurses and people from the drug enforcement commission, therefore referral centres has to be there for effective guidance and counselling services. Similarly, Strong (2003) supports this by explaining that a teacher counsellor has a problem of referral system where the school counsellor needs to design an appointment system which does not expose clients to the rest of the students. Teachers can make referrals in a discrete way. Counsellors can also identify referrals for students to other agencies or professional for specialised help. Where parents need to be involved, the administration should support the teacher and contact the parents.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

Arising from the findings from the respondents, it can be concluded that guidance and counselling programme were available in Secondary Schools. However, it was established that most of the guidance teachers in these Schools were not trained for the job. This means that there was more of what it could be considered as job on training towards guidance and counselling services. Additionally, the study also revealed that in these Schools there are no adequate rooms (offices) where guidance teachers could effectively operate. In this regard it can be concluded that guidance teachers had problems discharging their duties well in the absence of specialised rooms for counselling

As regards to the availability of guidance committees it was concluded that the School had no approved composition. What came out from the findings were that Schools only had teachers in this section who constituted guidance section as opposed to the Ministry of Education guidelines which stipulates that the guidance committee should be a combination of the School head teacher, guidance teachers (male and female) pupils (male and female) and at least a parent.

In this regard it can be concluded that the School was ignorant about the right composition of the guidance committees in Schools.

As regard to strategies that teachers used in handling indiscipline cases, it was revealed that teachers used various strategies in the school such as parental involvement, the use of different types of counselling, giving punishment in form of manual work and also setting clear goals through the use of school rules. The effects of strategies have helped guidance and counselling

department in curbing indiscipline in schools. Through these strategies the school had few problems to do with examination malpractice.

It can also be concluded that the school administration supported the guidance and counselling department. The school administration supported the department by allocating some finances to run guidance and counselling programmes though not enough and also sending teachers to workshops and seminars. Teachers in the department are not trained in guidance and counselling therefore attending workshops and seminars would help teachers have some skills of handling the department and learners at large.

It can also be concluded that unless the School authorities could fully involve guidance teachers in managing guidance and counselling programme in Schools, they may not be as effective as expected. Therefore, School managers are supposed to be aware of the sources of cases if at all they are to manage their indiscipline cases well in their Schools.

From the results of the study we may as well conclude that pupils to some extent were satisfied with the services rendered by certain guidance teachers although there were other teachers whose behaviour leaves much to be desired. Therefore, it can be concluded that some guidance teachers were failing in their duties as they could not attend to their clients accordingly.

The challenges include lack of trained counsellors, unbalanced ratio between male guidance teachers compared to the females in that there were more male teachers than females hence disadvantaging a girl child. Other challenges included lack of specialised rooms for counsellors.

Moreover, it was also established that the guidance teachers in Schools were not working effectively due to the fact that they were overloaded with periods to teach other subjects they were trained in, on the expense of guidance programme in which they were merely assisting.

In this respect, the other conclusion could be that guidance teachers did not have enough time to handle counselling related cases which resulted in them being considered as not performing to the public expectations. All in all, it can be concluded that issues of handling indiscipline cases in Schools cannot be left in the hands of one group but combined efforts may address the problem adequately.

6.2 Recommendations

The findings of this study have a number of implications for both guidance teachers and other authorities. As has been argued by Aloyce (2014) who says for the teaching and learning process to take place effectively in a School, or for a School to maintain standards that are necessary for the attainment of its goals, a healthy disciplinary climate is needed. The study therefore has the following recommendations to make to the relevant authorities:

- Ministry of education is supposed to deploy more trained guidance teachers in Schools as way of enhancing professionalism in guidance and counselling department.
- School authorities should allocate specialised rooms (offices) where counselling exercise can take place unlike the current situation where guidance teachers are sharing rooms with other members of staff. This may reduce client's morale to fully express their challenges to the school counsellors.
- Ministry of General Education through teaching service commission should ensure guidance and counselling is given special consideration when deploying teachers to schools.
- Head teachers should ensure that funds be deliberately allocated to guidance department and where possible parents and community based organisation be involved where funds

are lacking, parents and the community based organisation could help in putting updated materials and electronics such as television and tapes on different topics that can help learners.

- School authorities should ensure that any disciplinary action taken toward an erring pupil is not aimed at punishing a pupil but the undesirable behaviour. In other words, such action should be impersonal by not being used for revenge or venting one's frustrations.
- There is need for the Ministry of general education to sensitise Schools on the right composition of the guidance committees as required in the current guidelines for administering guidance and counselling in learning institutions unlike the current state where only teachers make up guidance committee leaving out other stakeholders, such as parents and pupils themselves.

6.3 Recommendation for further research

- Investigate the perception of school managers towards their guidance and counselling teachers for effective management of pupils with learning difficulties.
- Studies should be done to explore the effectiveness of male guidance teachers in comparison to female guidance teachers in Secondary Schools.
- There is need to investigate how guidance and counselling influence performance among learners. This would shed more light on the differences in the performance between those students who access counselling and those who do not.
- A similar study can be carried out in another district. Preferably in a rural setup.

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APPENDICES

APPENDIX (I): PUPILS FOCUS GROUP DISCUSSION GUIDE

The information collected from this discussion will be treated with the utmost confidentiality and anonymity. Please try to express yourselves as honestly as you can.

1. Do you have guidance and counselling services at your School?

2. Are you aware of the duties of guidance and counselling teachers in your School?

3. Mention any four common indiscipline cases committed in your school

4. Do you think the services rendered by guidance and counselling teachers meet your expectations

5. If guidance and counselling teachers are not meeting your expectations, what do you think are the reasons?

6. What type of guidance and counselling teachers seem accommodative to pupils whenever they are faced with challenge?

7. What type of strategies do guidance and counselling teachers normally use to handle indiscipline cases in your school?

8. What type of guidance and counselling service are offered at your school?

9. Do guidance and counselling teachers help you in explaining on the dangers of indiscipline as a pupil?

10. What advice would you wish to share with guidance and counselling teachers in order to effectively handle indiscipline cases in your school?

11. What support do you think the school administration can offer to help guidance and counselling department perform effectively?

12. Apart from guidance and counselling teachers who else assist you to understand your challenges in school.

13. What challenges do you face when dealing with guidance and counselling service department?

THANK YOU FOR YOUR COOPERATION.

APPENDIX (II): INTERVIEW GUIDE FOR TEACHERS AND SCHOOL MANAGERS

The information collected from this interview will be treated with the utmost confidentiality and anonymity. Please try to answer the questions as honestly as you can.

1. Do you provide guidance and counseling programme in your schools?

2. If yes, are teachers trained in guidance and counselling in your school?

(Please state their qualification) -----

3. Do you have an office where guidance and counseling programme is conducted?

4. If not, where do you carry out guidance programme?

5. Does the school have established guidance and counselling committee?

6. What is the combination of guidance and counselling committee in terms of how many teachers, pupils as well as parents?

7. Is the guidance and counselling committee gender sensitive? -----

8 If not how do you think of enhancing the committee

9 In your view is the guidance committee effective enough in managing guidance and counseling programme in your school?

10 If yes, how effective is the committee?

(Please explain) -----

11 In your school, from the following types of counselling, crisis counselling, psychosocial, facilitative, and preventive and bereavement, which one is available, why do you think they are the most? -----

12 According to your experience, are there any common indiscipline cases committed by pupils in your school?

13 If yes, state any four indiscipline cases committed by your pupils?

(i) ----- (ii)----- (iii) -----

(iv) -----

14 What strategies do you employ in handling indiscipline cases in school?

----- (ii) ----- (iii) -----

15 Apart from what the guidance and counselling committee is doing do you think there are other strategies they could employ in order to effectively handle indiscipline cases in your school.

16 what are the effects of strategies used in guidance and counseling in indiscipline cases?

17. What administrative support do you give/ receive from the school managers towards guidance and counselling services in the school

18. What kind of challenges do the school face in providing guidance and counselling to pupils?

THANK YOU VERY MUCH

APPENDIX (III): CONSENT FORM

I am a student of the University of Zambia in collaboration with Zimbabwe Open University conducting a research on the effects of guidance and counselling in handling indiscipline cases in secondary schools in Katete District of eastern province of Zambia. Be assured that you your particulars will be kept confidential. If you have accepted to participate in the study, please complete in the spaces provided below. Should you feel at any point of the discussion that you cannot continue you are free to withdraw from the study.

Participate

Name -----

Sign -----

School -----

Witness/ Researcher

Name -----

Sign -----

School -----



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LUSAKA, ZAMBIA

Date: 12-05-18

PATRICK BANDA

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

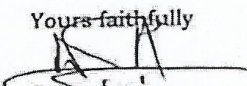
Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 1116487711 and computer number 716813740 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management programme that he/she will be doing internship/carrying out a research on EFFECTS OF GUIDANCE AND COUNSELLING PROGRAMME HANDLING PUPIL INDISCIPLINE CASES, A CASE OF KAFETE DISTRICT

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

Yours faithfully


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