

**HEAD TEACHERS' PERCEPTIONS OF THE ROLES OF GUIDANCE TEACHERS
IN GOVERNMENT SECONDARY SCHOOLS OF LUSAKA DISTRICT, ZAMBIA**

BY

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

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DECLARATION

I, **Euodia Kapuwamba Nakwenda**, do earnestly declare that this dissertation represents my own work, which has not been submitted for any degree at this or another university.

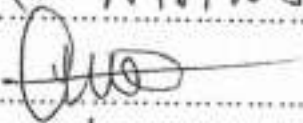
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CERTIFICATE OF APPROVAL

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DEDICATION

This dissertation is dedicated to my mother JOSEPHINE PETUHO SIMASIKU who selflessly worked very hard for my education. She unfortunately could not live to see her vision realised. To my father, I convey my heartfelt thanks for your love. Most importantly to my children: DANIEL, EZRA and NAMASIKU for your love, understanding and encouragements.

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ABSTRACT

The focus of the study was to explore the head teachers' perceptions of the roles of guidance teachers in secondary schools of Lusaka district in Lusaka province of Zambia. The study used qualitative approach and a descriptive survey research design was employed for this study in order to obtain pertinent and precise information concerning the head teachers' perceptions of the roles of guidance teachers in secondary school. The target population was all government secondary school head teachers and guidance teachers in Lusaka district. Purposive sampling technique was used to select a sample of 45 participants. Data was collected using Interview guides through semi-structured interviews. Analysis of data was done thematically where emerging themes were presented in a descriptive form.

The study findings revealed that the head teachers perceived the role of guidance teachers to be important though they misunderstood the duties of the guidance teacher. Guidance teachers actually performed guidance and counselling roles that incorporated provision of guidance and counselling to pupils, registration of candidates for examinations, keeping pupils' records, subject teaching, identifying learners with special education needs and instilling discipline in pupils. Although most schools tried to adhere to the Ministry of General Education (MoGE) Guideline in the Administration and Management of Guidance and Counselling in the Education System, all the head teachers interviewed were not aware of the guideline.

This study recommended that the Ministry of General Education (MoGE) should formulate job description for guidance teachers in schools that will also stipulate their roles; and conduct Continuous Professional Development (CPD) trainings for both head teachers and guidance teachers to raise awareness on the roles of guidance teachers in schools in order to make the provision of guidance and counselling services effective.

Key words: head teachers, perception, roles, guidance teachers

TABLE OF CONTENTS

COPYRIGHT.....	ii
DECLARATION	iii
CERTIFICATE OF APPROVAL.....	iv
DEDICATION.....	v
ACKNOWLEDGMENT	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
 CHAPTER ONE: INTRODUCTION	 1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	7
1.3 Purpose of the Study	8
1.4 General Research Objective	8
1.5 Specific Study Objectives	8
1.6 General Study Question	8
1.7 Specific Study Questions	8
1.8 Significance of the Study	9
1.9 Limitations of the Study.....	9
1.10 Delimitation.....	9
1.11 Theoretical Framework	10
1.12 Definitions of Terms	12
1.13 Summary	13

CHAPTER TWO: LITERATURE REVIEW	14
2.1 History of Guidance and Counselling	14
2.2 Concept of Guidance and Counselling	19
2.3 Roles of Guidance Teachers	21
2.4 Perceptions on the Roles of School Guidance Teachers	30
2.5 Guidance Services	34
2.5.1 Types of Guidance Services	37
2.6 Summary	43
CHAPTER THREE: METHODOLOGY	44
3.1 Research Design	44
3.2 Study Population	45
3.3 Study Sample	45
3.4 Sampling Techniques	46
3.5 Data Collection Instruments	46
3.6 Data Collection Procedure	46
3.7 Data Analysis	47
3.7 Credibility	47
3.9 Ethical Consideration	48
3.10 Summary	48
CHAPTER FOUR: PRESENTATION OF FINDINGS	49
4.1 Perceptions of Head Teachers of the Roles of Guidance Teachers	49
4.2 Roles of the Guidance Teacher	52
4.2.1 Head Teachers' Responses	52
4.2.2 Guidance Teachers' Responses	54
4.3 Perceived Benefits of Guidance Services offered to pupils	59

4.3.1	Head teachers' responses	59
4.3.2	Guidance teachers' responses	60
4.4	Perceptions on Challenges faced by guidance teachers in executing their roles	62
4.4.1	Head teachers' perceptions	63
4.4.2	Guidance Teachers' views	63
4.5	Summary	66
CHAPTER FIVE: DISCUSSION OF FINDINGS		68
5.1	Head Teachers' Perceptions of the Roles of School Guidance Teachers	68
5.2	Roles of School Guidance Teachers.....	72
5.2.1	Guidance Teachers' Teaching Load.....	77
5.2.2	Appointment of Guidance Teachers.....	79
5.3	Perceived benefits of Guidance Services in schools	79
5.4	Perceptions on the Challenges faced Guidance Teachers in executing their roles ...	81
5.5	Summary	84
CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS		85
6.1	Conclusion.....	86
6.2	Recommendations	86

LIST OF TABLES

Table 1	Appointing Authority of Guidance Teachers	57
Table 2	Guidance Teachers' Teaching Load.....	58
Table 3:	Head teachers' qualifications in guidance and counselling	51
Table 4:	Guidance teachers' qualifications in Guidance and Counselling	52

List of Appendices

Appendix A: Interview guide for Head Teachers.....	97
Appendix B: Interview guide for Guidance Teachers.....	98
Appendix C: Consent Form for Head Teachers	99
Appendix D: Consent Form for Guidance Teachers	100

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ASCA	American School Counsellors Association
CPD	Continuous Professional Development
CASSON	Counselling Association of Nigeria
DEBS	District Education Board Secretary
DEC	Drug Enforcement Commission
ECZ	Examination Council of Zambia
G&C	Guidance and Counselling
G&Cs	Guidance and Counselling Strategy
HIV	Human Immunodeficiency Virus
LSEN	Learners with Special Educational Needs
MoE	Ministry of Education
MoGE	Ministry of General Education
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
NAGCAZ	National Guidance and Counselling Association of Zambia
PEO	Provincial Education Officer
SGS	School Guidance Services
SADC	South African Development Society
TESS	Teacher Education and Specialised Services
UNESCO	United Nations Educational Scientific and Cultural Organisation

CHAPTER ONE: INTRODUCTION

The chapter presents background to the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, theoretical framework, limitations and delimitation of the study, as well as definitions of terms that guided this research

1.1 Background of the Study

The study focussed on the head teachers' perceptions of the roles of school guidance teachers. School Head teachers play an important role in the running of schools. Sikongo (1996) revealed that the clearer the perceptions among head teachers of the roles of School guidance teachers in as far as what they do to better their performance. A guidance teacher is a teacher charged with the responsibility of providing professional guidance and counselling services in a school.

Guidance services refer to counselling, placement, information giving, assessment, following, research and evaluation services (Ndhlovu, 2015). These and many more make day-to-day services that a guidance teacher is expected to provide need to be well understood by head teachers. It is a common feature in Zambia's schools to have or not to have a guidance teacher and in some cases having a guidance teacher but without training in guidance and counselling charged with the responsibility of providing guidance services to pupils. This scenario raises several questions such as: what are the roles of guidance teachers? How do head teachers perceive the roles of guidance teachers in secondary schools? Can any teacher even without training in guidance provide guidance services to the benefit of school pupils in schools? These questions beg for an investigation or study. This study therefore sought to provide answers to some of the questions raised.

At this point, there is need to create an appreciation in the mind of readers by conceptualising the development of guidance in Zambia and its perceived roles in schools. The development of Guidance and counselling in Zambia can be traced back in the early 1970s when careers guidance was introduced in secondary schools (Ndhlovu, 2015). In the early 1990s, the needs of pupils in schools increased and needed to be addressed. To that effect, Ndhlovu (2014) articulated that the role of guidance and counselling teachers was immensely needed in Zambian schools as a result of problems such as poor academic performance, riotous or

undesirable behaviours exhibited by the learners. Other problems included early pregnancies, truancy, school dropout, poor study habits, examination anxiety such as feeling of tension, apprehension, nervousness, worry, or having cognitive distraction created by task irrelevant thinking and other physiological stimulation of the autonomic nervous system that occurs in learners when they are about to undergo an evaluative process (Okorodudu & Ossai, 2004).

In 1992 the Ministry of Education (MoE) gave a directive to all head teachers in schools to appoint guidance teachers. However, head teachers' perceptions of the roles of school guidance teachers have not been clear. The first school counsellors were teachers who played the dual role of teacher and vocational counsellors (Gysber & Henderson, 2001). To date, school guidance teachers are identified first as teachers, and second as counsellors. This is because the school counselling is yet to be recognised as a profession in its own right rather than as a service to other educational programs or a crosscutting issues (MESVTEE, 2013). Lack of professional identity has further complicated the role of guidance teachers. In Zambia, school guidance teachers are struggling with role definition, just as Paisley & McMahon (2001) lamented of school counsellors in the United States many years ago.

The 1992 circular on guidance and counselling issued by the then Permanent Secretary directed that all practicing guidance teachers be paid extra duty allowance. This directive became apparent that guidance and counselling was considered an important component of education provision. As a result of this development, all schools have guidance teachers appointed by school Heads. Despite having these teachers in schools, head teachers, in most cases, only use them for the administration of examinations and no support to implement guidance and counselling activities in schools. This may be due to lack of policy on guidance and counselling in schools. However, there are isolated cases where head teachers, out of their good will, have shown some support in the day to day implementation of guidance and counselling services (MoGE, 2016).

Despite Ministry of Education's directive in 1992 to appoint guidance teachers in schools, their role in schools still remains unclear. The majority of school guidance teachers still have teaching responsibilities over and above guidance and counselling duties (Hamainza, 2015). The dual responsibility leaves the guidance teacher with limited time to provide guidance services to learners (Kamara & Mumiakha, 2011). Furthermore, Nyutu (2007) noted that dual responsibility that guidance teachers may play gives rise to violation of ethics for dual relationships with learners are common where teachers are seen as disciplinarian/an instructor

in the classroom and at same time providing a helping hand through counselling. This resulted in role ambiguity. Therefore, it is difficult to build a relationship with a learner in a counselling session while the same teacher is in charge of evaluating the learners' academic achievement.

The importance and need of guidance in our educational system in Zambia was further recognized in the 2011 Education Act which states that counselling and career guidance shall be an essential component of learners' welfare at all levels of education system and shall be part of the overall management and administration of educational institutions. The act mandates every educational institution to provide guidance services to learners.

It had been noted that in the education sector guidance and counselling services had been implemented without the policy guidelines and strategy for implementation. The lack of policy guidelines and strategy had led to uncoordinated and ineffective program implementation.

The purpose of this strategy is to improve the provision of School Guidance Services in the schools through the step by step strategies for implementers. It the G&C strategy has been developed to guide the head teachers, teachers, community members and learners towards the development of psychosocial and survival life skills. The implementation of the five year Guidance and Counselling Strategy (G&CS) calls for understanding of the roles of a guidance teachers by head teachers in schools.

The Ministry of General Education (MoGE) through the School guidance services published a guideline on the Guidelines for Administration and Management of Guidance and Counselling in the Education System stipulating the day to day duties of the guidance teachers in order to respond to the educational, social, personal and career needs of pupils in schools (MoGE, 2015). Whether head teachers know these roles and how they perceive them is a question that begs for evidenced response. Furthermore, MoGE (2015) also states that guidance teachers should have at least a minimum of one year training in guidance and counselling from a recognised institution. To be a guidance teacher, one requires some level of training in guidance and counselling (MoGE). Therefore, for head teachers to appoint teachers who have no training in guidance or counselling ones and further assign them with responsibilities that are not related to the expected roles of a guidance teacher, implies that they hold certain perceptions of school guidance teachers' roles and such perception needs to

be understood if appropriate guidance services have to be provided to pupils in Zambia's schools.

The Ministry of General Education (MoGE, 2016) developed a five year strategic plan in consistent with the two SADC Education Ministers' meetings held in September, 2005 in Mbabane, Swaziland and in August, 2008 in Lusaka, Zambia which called for the strengthening of guidance and counseling (G&C) programs through the SADC Schools as Centres of Care and Support Program. The strategic plan was based on the National Education Policy, "Educating our Future", which partly states that one of the aims of education is to foster emotional, healthy living, physical coordination and growth of the child. It aimed at advancing the 2008 Mulungushi International Conference Centre review of the national curriculum and the 2009 meeting which was held to review the education policy "Educating Our Future (1996) Policy document. These documents recognized the importance of strengthening School Guidance and Counseling services in all institutions of learning at all levels.

Research has shown that the support of head teachers for the guidance teacher's roles is very important and necessary in the provision of school guidance services in schools (Hamainza, 2015; Kasonde et.al. 2009). Head teachers are responsible for the day to day administration and activities of the school. Consequently, they are in the powerful position of identifying, recommending and appointing: and ultimately deciding how to effectively make good use of staff including the guidance teacher (Zalaquett, 2005). Guidance teachers are aware of the influence head teachers exerts on the school guidance services. The head teachers largely determines the roles and functions of the guidance teacher in school for they have the power to appoint as directed by the Ministry of Education (Ndhlovu, 2015). Similarly, Beale and McCay (2001), asserts that head teachers select and appoint guidance teachers and often direct them of what to do that defines the school guidance teachers' roles.

Head teachers in schools set a tone of the school environment and what they value most influence their behaviour and decisions as well as the values and behaviour of other school personnel (Chata & Loesch, 2007). This is so because of their powerful position and principles have the ability to initiate and impede change (Amatea & Clark, 2005). Taylor (2002) has noted that a school administrator has a dominant position in schools due to their level of responsibility to identify, choose, and assign staff; establish school organizational and functional makeup; and communicate the roles and functions of staff members.

Regrettably, some administrators use their position to require school counsellors to perform inappropriate tasks. According to Scarborough & Culbreth (2008), what school guidance teachers are actually doing in schools may not adequately address the needs of the learners they intend to serve. Fitch and Marshall (2004) further support this notion by stating that a guidance teacher's ability to provide services that have a direct and positive impact on learners' performance may be diminished if they are required to perform activities that are incongruent with their professional role.

A school is a large organization with various components namely, administration, teaching and guidance and counselling as part of the organization (Sisungu, 2002). Therefore, guidance and counselling programme will only succeed if the school administration recognizes and supports its objectives and activities by ensuring institutional as well as personal commitment to the aims and values of counselling.

According to KIE (2004), the head teacher is in essence the chief counsellor because the nature of his appointment requires that he/she assume the responsibility to provide Guidance and Counselling to the whole school. The success and effectiveness of the Guidance and Counselling programmes therefore depend mainly upon the head teacher. Similarly, MoGE (2015) states that the head teacher is the chairperson of the school guidance committee charged with the responsibility of planning guidance and counselling programmes among many others in school.

Practising teachers appointed to serve as guidance teachers without any background in guidance and counselling are supposed to be provided with in-service training courses such as school based Continuous Professional Development (CPD) meetings (MoE, 1996). Seminars and workshops help guidance teachers to keep pace with developments in the field of guidance and counselling; and also equips them with basic counselling skills that enables them to address the needs of pupils in schools. A head teacher who has a high or positive perception of the roles of guidance teachers in the delivery of guidance services is likely to initiate training programs in school and sponsor guidance teachers for trainings; and eventually appoint teachers with the highest qualification in guidance and counselling as guidance teachers. Untrained guidance teachers may negatively influence the perceptions of head teachers of the roles of guidance teachers.

Guidance teachers are supposed to facilitate the optimum development of learners, remedy faulty development and prevent shortcomings (Makinde, 1984). Pupils must be guided in such a way that education cultivates certain desirable life skills, attitudes and values in them for manifestation of their own self as well as for the growth of the nation. It is hoped that guidance may enrich their intellectual and social skills helpful to lead a purposeful and successful life. Life skills based education helps children understand themselves, their friends and their world. Guidance is the only intervention that can enhance such desirable skills in learners.

Bhusumane (1993) was concerned that guidance services in schools had for a very long time, been left in the hands of school teachers who were already over-loaded, and many were not trained in the area of guidance and counselling. Similarly, Hamainza (2015) and Tuchili (2008) observed that guidance teachers are loaded with teaching lessons just like other teachers leaving them with little time for guidance and counselling activities. Guidance services are not provided for on the teaching school time table leaving guidance teachers with inadequate time to offer the service (Mwingi, 2002). If head teachers have positive perception of the roles of guidance teachers and guidance services offered to pupils, they are likely to create time in such a way that guidance services are formally provided to pupils in a way that is convenient to both the school guidance teachers and pupils.

A study by Charema (2008) done in Botswana revealed that training, lack of time for counselling, facilities and teaching workload were some of the factors hindering effective counselling in secondary schools as perceived by school counsellors; whilst Hamainza (2015) found out that inadequate of spacious and conducive rooms specifically for guidance and counselling, lack of enough time for counselling, inadequate materials such as books, inadequate of support from fellow members of staff and administration, counsellor- learner ratio was very high, dual roles as a school counsellor and teacher, non-examinable subject, cultural practices and beliefs, and inadequate of training in counselling and special education (sign language and braille) were factors negatively affecting the provision of guidance and counselling services in inclusive secondary schools;

According to Odeke (1996), without sound guidance, many students loose direction and engage themselves in bad behaviours such as drug abuse and alcohol indulgence, missing classes, dropout and so on; as a result they lack both focus and direction resulting to total failure in life. In this regard, pupils need guidance and direction to study and improve their

academic performance. Many studies have been conducted on the factors contributing to poor academic performance of learners in schools. To that effect, Ndhlovu (2015) articulated that guidance was immensely needed in Zambian schools as a result of problems such as poor academic performance, riotous or undesirable behaviours exhibited by the learners. This implies that well defined roles of guidance teachers can have positive effect on the wellbeing of a child if guidance services are provided by qualified personnel.

It is not only important for guidance teachers in schools to identify their own role, but it is equally important for guidance teachers to identify the perceptions head teachers hold of the guidance teachers' roles. Head teachers play an integral role in school for effective operations of each program. Therefore, if a guidance teacher understand head teachers' perceptions of the roles of guidance teacher, the guidance teacher may use that to his/her advantage. This understanding may enable the school guidance teacher to effectively relate, consult and help head teachers become more aware and involved in the provision of guidance and counselling in schools. As a result the school guidance teachers' performance will increase and their roles well defined. Thus increasing the overall performance and delivery of guidance services (Gysber & Henderson, 1994).

Research suggest that ignoring the perception of head teachers of the roles of guidance teachers can negatively impact the provision of school guidance services (Ponac & Brock, 2000). Consequently, in order to have evidence based answers to the questions raised in this study and understand head teachers' perceptions of the roles of guidance teachers in selected government secondary schools of Lusaka District, an inquiry of this nature became necessary.

1.2 Statement of the Problem

Guidance and counselling plays a pivotal role in the success of children in schools. In this vein, different scholars have contributed immensely to the body of knowledge in terms of the importance, efficacy and effects of guidance and counselling in schools among pupils and those with disabilities at large (Hamainza 2015; Tuchili, 2008; and Leuwerke et al., 2009). Although studies have confirmed the provision of guidance and counselling by the guidance teacher in secondary schools, little was known on the perceptions of head teachers towards the roles of school guidance teachers. Thus if perceptions of the roles of guidance teachers held by head teachers are not explored, this may result in guidance teachers' role ambiguity and the provision of guidance services in schools might be compromised. Therefore, a

question was raised; what are the head teachers' perceptions of the roles of guidance teachers in secondary schools?

1.3 Purpose of the Study

The purpose of this study was to explore head teachers' perceptions of the roles of guidance teachers in selected secondary schools of Lusaka district.

1.4 General Research Objective

The main objective of this study was to explore head teachers' perceptions of the roles of guidance teachers in selected government secondary schools of Lusaka District.

1.5 Specific Study Objectives

The specific objectives of the study were as follows:

- i. To establish head teachers' perceptions of the roles of guidance teachers in secondary schools?
- ii. To ascertain the roles of the secondary school guidance teacher?
- iii. To establish the perceived benefits of guidance services in offered to pupils in secondary schools?
- iv. To identify the perceived challenges faced by school guidance teachers in executing of their guidance roles?

1.6 General Study Question

Creswell, (2012) defines research questions as probes that can be used both in quantitative and qualitative study with a view of narrowing the purpose statement to specific questions that a researcher seeks to answer. Thus, the following general research question guided this study: What are the head teachers' perceptions of the roles of guidance teachers in selected government secondary schools of Lusaka district?

1.7 Specific Study Questions

The following specific questions guided this study:

- i. How do head teachers perceive the roles of guidance teachers in secondary schools?

- ii. What are the roles of the secondary school guidance teachers?
- iii. What are the perceived benefits of school guidance services offering secondary schools?
- iv. What are the perceived challenges faced by school guidance teachers in the execution of their guidance roles?

1.8 Significance of the Study

The study has provided information on various roles played by guidance teachers in the provision of school guidance services. At a time when perceptions of head teachers on the roles guidance teachers were not known, the results of this study may be valuable to various stakeholders such as educational administrators and may influence policy direction on the status and roles of school guidance teachers in the education system in Zambia. It is hoped that the findings of the study may help shade light on the head teachers' perceptions of the roles of guidance teachers in secondary schools. Additionally, it is assumed that the findings of this study would stimulate further research on issues related to school guidance services thus, adding knowledge to the already existing body of literature.

1.9 Limitations of the Study

Best and Kahn (2009) states that limitations are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusion of particular study. The study was limited to fifteen (15) selected government secondary schools within Lusaka District of Zambia, findings of the study may not be generalised for they represent only the views of the sampled population. Consequently the findings do not represent the views of the entire population of head teachers of secondary schools in Zambia.

1.10 Delimitation

Creswell (1994) says that delimitations are used to address how the study is narrowed in scope. Similarly, Msabila and Nalaila, (2013) asserts that the delimitation of the study is reducing a study by geographic location, age, sex, population traits, population size, or other consideration

In view of the above, this study only focussed on the head teachers' perception of the roles of guidance teachers in selected government secondary schools of Lusaka District. The district was appropriate for the study because it had the highest number of government secondary schools that translated into a number of participants to the study enabling the researcher to collect enough representative data from the selected schools. Above that the site was convenient in terms of resources for the researcher to access a number of secondary schools.

1.11 Theoretical Framework

The study was based on the Role Theory. Although the word role has existed in European languages for centuries, as a sociological concept, the term has only been around since the 1920s and 1930s. It became more prominent in sociological discourse through the theoretical works of George Herbert Mead, Jacob L. Moreno, Talcott Parsons, and Linton. Two of Mead's concepts – the mind and the self, are the precursors to role theory (Hindin, 2007).

Role theory is a perspective in sociology and in social psychology that considers most of everyday activity to be the acting out of socially defined categories (e.g., mother, manager, and teacher). Each social role is a set of rights, duties, expectations, norms and behaviours that a person has to face and fulfil. The theory is based on the observation that people behave in a predictable way, and that an individual's behaviour is context specific, based on social position and other factors (Michener, 1999). The theory constructs a set of socially acceptable norms and expectations that people internalize as they become socialized. People can then choose to either validate those norms or act against them.

Biddle (1986) defines roles as a set of rules or norms that function as plans or blueprints to guide behaviour. Roles specify what goals should be pursued, what tasks must be accomplished, and what performances are required in a given scenario. Roles can further be defined as images held for an individual's rational behaviour when operating in a particular position. Roles can be acquired voluntarily through learning. They can also be ascribed whereby they are assigned or forced on an individual. Within the work environment a worker may have more than one role and each of these roles calls for a different kind of behaviour. Biddle further defines Role Theory as a sociological study of role development concerned with explaining what forces cause people to develop the expectations they do for their own and of other's behaviour. Role Theory posits that human behaviour is guided by expectations

held both by the individual and by other people. It argues that in order to change behaviour it is necessary not only to define roles but also change them for improved performance. Roles influence beliefs and attitudes and therefore individuals will change their beliefs and attitudes to correspond with the defined roles.

Role theory is, in fact, predictive. It implies that if we have information about the role expectations for a specified position (e.g., sister, fireman, and teacher), a significant portion of the behaviour of the persons occupying that position can be predicted. The role theory also argues that in order to change behaviour it is necessary to change roles; roles correspond to behaviours and vice versa. In addition to heavily influencing behaviour, roles influence beliefs and attitudes; individuals will change their beliefs and attitudes to correspond with their roles (Biddle, 1986).

In life people have to face different social roles, sometimes they have to face different roles at the same time in different social situations. Many role theorists see Role Theory as one of the most compelling theories bridging individual behaviour and social structure. Roles, which are in part dictated by social structure and in part by social interactions, guide the behaviour of the individual. The individual, in turn, influences the norms, expectations, and behaviours associated with roles. The functionalist approach sees a role as the set of expectations that society places on an individual. By unspoken consensus, certain behaviours are deemed appropriate and others inappropriate. According to interactionist definition role is not fixed or prescribed but something that is constantly negotiated between individuals (Biddle, 1986).

Furthermore, Role Theory focuses on roles of all actors including organizations in social system and according to the approach organizations are actors who behave according to different rules and patterns as well as individuals (Allen and Caillouet, 1994). So it is possible to be said that organizations are expected to act according to their social positions. According to the definition of Linton (1945) the role is the sum of the rights and obligations determined by the organizational status of an individual. If we think organizational level, role is a model of expected behaviours from organization at the activities which take place in system including other organizations. In other words, role is a behavioural systematic related to a specific position in the social system (Katz and Kahn, 1977).

Cutlip and et al. (2005) classify the external publics as governmental, non-governmental and private (corporate) entities. Policy of an organization through the external publics will be affected by the role of the organization in the social system. Because organizations are open

systems that are in interaction with the environment as an organism. A system is open if it is exchanging material, energy or information with its environment and is called a closed system if that does not exist (Berkowitz, 1980).

According to Newstom (2007) activities of employers and employees are guided by role perceptions. If the other person is seen to have a right to hold these expectations, it is regarded as legitimate. If he is seen not to have such a right then it is regarded as illegitimate.

1.12 Definitions of Terms

The definition of terms explains how the following terms had been used in a study:

Head teacher: Teacher in secondary school who is in charge of administration and supervision of teachers as well as the students' welfare. In this study it refers to the teacher charged with school administration and managing of the school system.

Guidance teacher: A teacher in secondary school who is charged with the responsibility of providing professional guidance and counselling services in a school.

School counsellor: A person qualified, trained and specially appointed to provide guidance services to learners in school.

Perception: Perception is defined in Merriam-Webster's Online Dictionary (2009) as an "attitude or understanding based on what is observed or thought." A teacher's perception, like anyone else's, is ultimately a product of his or her belief system.

Role: A set of connected behaviours, rights and obligations as conceptualized by actors in a social situation

Guidance: A process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations.

Pupil: Refers to any person who is attending school for purposes of gaining knowledge. The terms may be used interchangeably with ‘student’ and ‘learner’.

Government secondary school: A secondary school that is funded and regulated by the government and admits pupils from all cadres of the society.

1.13 Summary

The above chapter gave background of the study. The chapter also presented the statement of problem, purpose of the study, research objectives and questions, significance of study, limitations, and delimitation of the study, theoretical framework and definitions of terms used in this study. Therefore, the next chapter attempts to review various literature deemed relevant to the study.

CHAPTER TWO: LITERATURE REVIEW

The previous chapter endeavoured to give the background to the study, problem statement, purpose of the study, objectives and research questions, significance of the study, delimitation, limitation and theoretical framework. Further, it looks at the operational definitional of terms. This chapter reviews relevant literature to the area of guidance and counselling in schools.

2.1 History of Guidance and Counselling

The origin of Guidance can be traced to Europe and the USA as far back as the 19th century though it did not gain momentum until the 20th century when a guidance movement to provide occupational information was started (Mutie & Ndambuki, 1999). Some of the pioneers of guidance movement in the USA were Frank Parson (1909), Brewer (1932), Reed (1944) and Shertzer and Stone (1976).

At the beginning, the guidance movement focused on the vision of occupational guidance and later it included assessing individuals for different jobs (Makinde, 1984). Before 1900, most counselling was in the form of advice-giving in most parts of the world. Most of the pioneers of counselling identified themselves as teachers and social reformers (Gladding, 2000). By 1912, guidance found its way in schools with a hope of helping the learners to develop an integrated picture of them and surrounding environment (Mutie and Ndambuki, 1999). This was out of the realisation that personalities in people is as a result of continuous change and development.

Beginning with the Industrial Revolution in the 1900s, Schmidt (1999) discussed that society's main focus was preparing individuals to become economically successful. However, in order to adjust, the educational system started to implement guidance programs that not only created momentum for the guidance movement, but also started to define the role and function of a school counsellor (Schmidt, 1999). Therefore, during the middle of the century the role of the school counsellor shifted to promoting students' holistic development through vocational, academic, and social/personal counselling (Lambie & Williamson, 2004). At that time states begun to implement counselling certification standards and the American School Counsellor's Association was formed to legitimate the profession (Bauman et al., (2003). Thus special education services, consultation and accountability duties were integrated into the professional role towards the end of the century.

Development of guidance and counselling in the United States of America began in the 1890s with a social reform movement (Stickel and Yang, 1993). According to Stickel and Yang (1993), the difficulties that people in urban slums were facing and the widespread use of child labour are some of the factors that led to compulsory education movement and later, vocation movement. This led to the development of the Boston Vocation Bureau Public Schools. Stickel and Yang (1993) further note that the work of the bureau influenced the need for and use of vocational guidance in the United States of America and other countries like Uruguay and China

In 1913, the National Vocation Guidance Association was formed. This helped legitimize and increase the number of guidance counsellors who were often teachers with teaching responsibilities (Stickel and Yang, 1993). By 1918, vocational guidance was spreading in the country. Between the 1920s and 1930s, there was need to take care of the social, personal and educational aspects of the students.

In 1938, there was a recommendation from a presidential committee and passage of the George Dean Act which provided funds directly for the purpose of guidance and counselling (Schmidt, 2003). The support for school counselling according to Schmidt (2003) was spurred by the launching of the Sputnik by the Soviet Union. This made the United States of America feared that other countries were outperforming in the fields of mathematics and sciences. As a result, more funds were provided for education and guidance and counselling. This entails that there was positive perceptions towards the provision of guidance and counselling in learning institutions. However, it was not clear as to how school principals (head teachers) perceived the roles performed by school counsellors in the provision of guidance and counselling to learners.

In the 1950s, the American School Counsellor Association (ASCA) was formed which improved the professional identity of the school counsellor (ASCA, 2007). Stickel and Yang (1993) noted that more school counsellors were trained and hired. There was also emphasis on accountability of services provided by the school counsellors and by 1970s, evaluations were carried out. Special education movement came into being in 1970s thus counselling needs of students with disabilities had to be addressed with the enactment of the Education for All Handicapped Children Act in 1975.

Watanabe et al. (2001) noted that secondary school counselling was started in France in 1922 and was developed by the educational system by the 1930s. In Thailand, school counselling consists of advice giving by teachers while in Israel, school counsellors devoted their time to classroom instruction and the rest to personal and social counselling. This indicated that guidance teacher's role revolved around personal and social counselling

In Africa, guidance and counselling was engraved in African traditional society since time immemorial. Oyaziwo et al. (2005) quoting Odebunmi (1985) asserts that counselling really began in Africa contrary to the belief that counselling began in the United States of America. It dates back to the origin of humans. They go on to say that this traditional "counselling" was essentially based on the principles of "to guide, direct on a course, enlighten or assist". Therefore, in the African societies, guidance was a common phenomenon where the youth were given education on traditions and culture of the community. It was a social responsibility of the elders and thus, it was passed on from generation to generation. The main purpose was to mould an individual so as to fit in the society as a responsible member. The task was mainly done by grandmothers for girls and grandfathers for boys through songs, dances and verbal instruction (Mutie and Ndambuki, 1999). During childhood, a child was guided on the societies' dos' and don'ts'. They were also imparted with the cultural values of the society. During adolescence, guidance was directed towards training and teaching the adolescent about social obligations, courage, honesty, perseverance and how to make independent moral decisions (Mutie & Ndambuki, 1999). Guidance as a lifelong process, adults were taught survival skills like hunting, raiding, weaving, and taking care of the less privileged in the society. Guidance of the old men and women were done by agencies through interaction.

According to Were (2006), guidance and counselling was entrusted to the immediate and extended family where individuals confined in and depended upon their relatives for advice when faced with problems. As such in the African traditional society, people of all ages could seek for this service from the elderly or respected people in the society. Fortune-tellers, wizards, astrologers, palmists and future-tellers were thought to be getting information from the gods and could therefore could guide and counsel others according to what the gods had instructed. Young people could be counselled by the elderly on the norms of the society and what was expected of them in the society. All this was informal counselling.

Mwiti (2005) in his manual for youth counselling also emphasises that in the African traditions, the older counselled the younger and the wiser counselled those with less experience. Likewise, the expertise and religious leaders counselled the whole society. He further adds that behaviour was reinforced through rewards, punishment and taboos. With the coming of western education, young people were not available to be counselled by the elderly resulting to erosion of the societal norms and ethics. This called for formal guidance and counselling services in schools where these young people were found.

The importance of Guidance and Counselling in schools has caught attention of several scholars across the worlds who have written extensively on it. Literature confirms the availability of the Guidance and Counselling programs in many countries around the world (Gudyanya et al., 2015; Nyamwaka et al., 2013). The concept of Guidance and Counselling even though it is a comparatively new issue in the education structures, has found its existence in most countries of Africa (UNESCO, 2001). In Malawi, Guidance services were introduced to deal with personal, social, educational and career problems that young people were facing (Maluwa- Banda, 1998). Around the 1980's, it was embraced in Zimbabwe (Gudyanya et al., 2015). However little attention was given towards head teachers' perceptions of the roles of guidance teachers in secondary schools.

In Botswana's education system its introduction dates back to 1985 when selected secondary school teachers were trained to provide career information to students (Stockton & Bhusumane, 2010). However, this arrangement changed over time as a recommendation was made to include other components such as educational, personal and social guidance due to problems faced by the youth at that time as well as HIV pandemic in the country. Consequently, the provision of guidance services in counselling centres, agencies, churches, prisons, non- governmental organisations was introduced (Wankiri, 1994). At the moment, Guidance and Counselling is taught and timetabled like any other subject to nurture students' growth and acquiring of skills that promote problem solving skills (Stockton & Bhusumane, 2010). What was not mentioned are the roles performed by guidance teachers and what perceptions head teachers have towards of those roles performed by guidance teachers.

The idea of setting up guidance and counselling in Zambia was initiated around 1967. In 1970, secondary schools were directed to provide careers guidance. Careers Masters were appointed with a sole responsibility of providing careers guidance to pupils. In 1981, the Psychological services unit was transferred to the Examination Council of Zambia and in its

place the Guidance Unit was created with restricted responsibility of careers guidance, and operated as a separate entity. In 1990, the Guidance Unit was renamed the school Guidance Services (SGS) (Ndhlovu, 2015).

In schools pupils' needs increased and there was need to address their educational, social and personal needs. In 1992, the Ministry of Education gave a directive to all head teachers to appoint Guidance teachers in schools in order to address career, educational, social and personal needs of pupils in schools (Ndhlovu, 2015), a directive that is still effective in schools to-date. Head teachers continue appointing school guidance teachers but their position is not yet on the school establishment. In 1996, the existence of guidance and counselling in schools was acknowledged by the Ministry of Education through its policy document called 'Educating our Future' (MoE, 1996). The 'Educating our Future' policy document of 1996 clearly stated the need of other areas of guidance and counselling other than careers guidance. With the HIV and AIDS epidemic, Psychosocial Care and Support was provided to learners in schools by guidance teachers. This entailed more responsibilities on the school guidance teacher. The study would establish head teachers' perceptions of the roles of guidance teachers amidst increased crosscutting issues affecting pupils in secondary schools.

Furthermore, in 1997, the Ministry of Education appointed Senior Education Officers (SEO) to oversee Guidance activities in provinces. In 2002, the restructured Ministry of Education established the positions of Principal Education Officer – SGS, and Senior Education Officer – Careers Guidance at Headquarters placed under the Directorate of Teacher Education and Specialised Services (TESS). In 2003, a position of District Guidance Coordinator was created and officers were seconded to the districts education offices. However, this position is not yet in the establishment of the education system, consequently affecting the status and roles performed by school guidance teachers.

Despite all the efforts, Guidance and counselling in schools still remains a cross cutting issue in the Zambian education system and school guidance teachers are appointed to the position without well-defined roles by the appointing authority. Hence the need for the study to explore head teachers' perceptions of the roles of guidance teachers in secondary schools.

2.2 Concept of Guidance and Counselling

Watts and Kidd (2000) define guidance broadly, as a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development. MoGE (2015) ascribes guidance as a concept that involves the utilization of a point of view to help an individual accept and use his or her abilities, aptitudes and interests and attitudinal patterns in relation to his or her aspirations; and it further states that guidance is an educational construct that involves the provision of experiences which assist individuals to understand themselves and as a service or program refers to organizational procedures and processes that help to achieve a helping relationship. Similarly, Gibson and Mitchell (2007) describe guidance as an activity through which a teacher exposes pupils or students to the reality of the world and also helps them to choose their day to day life style. Considering the above definitions, it is clear beyond doubt that the role of guidance in schools is to help pupils make right decisions for their day to day life progression. However, how this is done remains unclear. This study sought to establish the roles performed by school guidance teachers in secondary schools.

Mapfumo (2006) views guidance as the provision of information to groups so that these individuals can make informed decisions. The concept of ‘guidance’ and ‘counselling’ carry differing views about overlapping meanings. Guidance is broader than counselling and contains the latter. Guidance encompasses those services and programs of the school, which are specifically intended to promote educational, career and personal-social development of pupils. This is the concept that guides this study.

As regards to counselling, Ndhlovu (2015) defined it as a mutual helping relationship between a person in need of help (client) and a trained counsellor. It is important to note that counselling is reserved for the personal aspects of guidance that calls for highly specialized skills and it is concerned with emotional disturbance and behaviour problems. Makinde (1981) describes counselling as an interaction process co-joining the counsellee, who is vulnerable and who needs assistance and the counsellor who is trained and educated to give this assistance, the goal of which is to help the counsellee understand him/herself and the reality of his or her environment.

Corey (1996) specified that the central function of counselling is to help clients recognise their own strengths, discover what is preventing them from using their strengths, and clarify

what kind of person they want to be. Counselling is a process by which clients are invited to look honestly at their behaviour and lifestyle, and make certain decisions about the ways in which they want to modify the quality of their life. In this sense, counselling can be seen as a process which increases awareness and control of the environment among students. It also enables them to obtain some kind of control over their actions and experiences. It can also be regarded as a dynamic relationship that involves a professionally trained counsellor and an individual, or individuals who need assistance to understand themselves.

Makinde (1984) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Mutie and Ndambuki (1999) who argue that guidance and counselling is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Benefits that result from the provision of guidance services are numerous but little has been done to establish the perceived benefits of the offered guidance services provided by guidance teachers to pupils in secondary schools. This study sheds light on that.

The importance of guidance and counselling to the needs of learners cannot be over-emphasised for it is aimed at assisting pupils 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. Boutwell and Myrick (2006) contend that guidance and counselling plays a major role of promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence. How this is offered to learners remains unclear. However, Schmidt (1993) also revealed that counsellors and teachers use classroom guidance activities to encourage positive self-concept development and alter behaviour for improving success. Schmidt (1993) further notes that guidance and counselling program cannot be successful without the support and assistance of teachers in schools. Similarly, Gibson and Mitchell (2003) noted that teachers are the first line helpers in the school counselling program. They are therefore the referral sources for students in need of additional assistance. Nevertheless, little is known of the role of guidance teachers in classroom activities, hence the need to establish the roles performed in classroom guidance activities.

MESVTEE (2013) elaborates that education is an important tool for preparing an individual for a better life in adulthood and for national development. To achieve that, guidance and

counselling is important for the production of the full and well-rounded developed learner- physically, intellectually, socially, affective, morally or spiritually- who will fit in society and contribute positively for his or her good and society at large.

Collin (2007) depicts guidance and counselling as an ultimate icon that addresses students' social and emotional adjustment. It Increases self-knowledge and how to relate effectively to others; increases opportunities for parental involvement in the education of the child and provides the potential for a well-informed workforce, with positive attitudes and the necessary skills. Conversely, without Guidance and Counselling, uncertainty, low self-esteem and low actualization, fear, irrational reasoning, misplacement of priorities and values, maladaptive behaviour, poor personal and academic performance and no proper subject combinations in schools can be some of the many negative effects. On the other hand, Kochhar (2000) considers guidance necessary to help the pupil with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. Nonetheless, little is known about head teachers' perceptions towards the roles of guidance teachers.

According to Day (2004), guidance and counselling practices are an efficient and effective way of supporting and helping students deal with problems and issues in educational, vocational and personal areas. Substantiating Day's conception, Marín (2006) stated that an essential aspect of the guidance and counselling service is assisting students in knowing the personal strengths and weaknesses, providing information on one's option, helping the student in the analysis of this information and aiding them in the college admission counselling process. Reviewed literature may well articulate the benefits of G&C, but little was known about perceived benefits of guidance services offered to pupils in schools, hence the study.

2.3 Roles of Guidance Teachers

Wren cited in (Gysbers & Henderson, 1994) detailed four major functions of the professional school counsellor: counsel with students; consult with teachers, administrators, and parents; conduct studies that identify the needs of the student body and translate the results to administrators and committee members; and consult with resource people within the school and within the community. Beginning in the 1940s and continuing until the present, these

four functions have continued to be an important part of a professional school counsellors' role within the schools. However, many more models, such as Myrick (1993), and contributors to the guidance movement have further refined the role and function of the school counsellor (Schmidt, 1999). Overall, these functions provide a general guideline for school counsellors, allowing them to perform more specific roles within each function. Despite the availability of empirical evidence by numerous studies on the function of professional school counsellors, little is known on the perceptions of head teachers on the roles of school guidance teachers, hence the study.

Makinde (1984) specifies three important roles of school counsellors. First and foremost it should be able to help persons who are presently experiencing difficulty. This is the remedial or rehabilitative role. Secondly, counsellors should be able to anticipate, circumvent and if possible anticipate difficulties, which may arise in the future. This is a preventive role. Thirdly, it should be able to help individuals plan, obtain and derive maximum benefit from educational, social, vocational and other kinds of experience which will enable those individuals to discover and develop their potential. This is the educative and developmental role. Similarly MoGE (2015) states that the day to day activities of a guidance teacher are offering guidance and counselling services in school while ensuring that all the areas of guidance namely; educational, career and personal-social are covered. However, the world of guidance and counselling is dynamic and could have undergone changes from only three important roles of school counsellors. Therefore, this study investigates perceptions of head teachers in accordance with the roles of school guidance teachers.

Rao (2003) describes the role of the counsellor as that of a staff consultant and agent at institutional change. The counsellor should be increasingly involved with consulting academic staff and teaching them skills ancillary to counselling. The guidance teacher should attempt to enhance teacher's sensitivity to student problems of personal growth, demonstrate the application of psychological principles of learning to human problem solving and improve the effectiveness of the academic faculty in institutions of learning. Based on the Rao (2003)'s findings on the roles of the school counsellors, it was not known whether or not the same roles were evident and how head teachers perceived those roles. MoGE (2015) specifies the day-to-day programme of the guidance teacher as follows:

- Orienting new learners to a school environment;

- Organise career guidance related activities such as career talks and career exhibitions;
- Up-dating learners' personal files with current tests and other information ;
- Ensuring that learners' cards are taken to the next school in case of transfers;
- Guiding learners regarding school curriculum courses and further training and writing testimonials;
- Completing annual guidance and counselling forms and submit to the district;
- Helping learners with subject combinations and career path decision making;
- Ensuring that learners living with HIV and AIDS and those affected are not stigmatised and discriminated against and provide the necessary psychological support for them;
- Dealing with emerging and contemporary issues such as substance abuse and child abuse;
- Registering candidates for examinations;
- Ensures that candidates registration details are correctly captured;
- Ensuring that candidates confirm their examination entry details are correct and signing the provisional examination register;
- Ensuring that all candidates have correct statements of entry and examination time tables;
- Participating in the administration of examinations as may be determined by the school management;
- Making follow ups on queries and anomalies concerning candidates' results within the allowable period;
- Issuing statement of results and certificates to deserving candidates;
- Maintaining a record of the issued statement of results and certificates;

- Preparing examination results analysis at school level ; and
- Coordinating the grade 9 making.

Thus, the role of the guidance teacher was to offer guidance and counselling services in school while ensuring that all areas of guidance namely: educational, personal, social and career are covered. In this study, the roles of the guidance teacher would be presented in the following themes: educational, social, personal, careers and other roles.

Educational Role

Education is the best equaliser by giving an opportunity to the poor and needy to rise in status. Therefore, school guidance teacher must guide the child towards academic excellence. Brown as cited in Chireshe (2006) argues that American school counsellor identify students with problems in their study habits and attitudes that affect their studies. Similarly, Hartman's (1999) pointed out that Canadian school counsellors assist students with sequencing of educational experiences and the acquisition of skills deemed essential to their individual achievement and academic importance. Therefore, the role of the guidance teacher is to provide proper guidance to pupils to develop good study habits and gain enough confidence to prepare and sit for exams (UNESCO, 2006). In some cases the guidance teacher had to give specialized attention to manage crisis such as lack of concentration, poor performance, difficulties in comprehending certain subjects or just lack of interest in schooling on the part of the pupil. In line with the aforementioned studies, they relied on the pupils' responses and were conducted among American and Canadian school guidance teachers, however the current study involved both school head teachers and guidance teachers. The educational role of the Zambian guidance teachers remains silent, hence it is not known what role they played in the academic performance of learners and how head teachers perceive the role of guidance teachers towards pupils' academic performance.

Makinde (1984) observed that academic guidance and counselling services should not only be provided to students who may be under achieving and potential drop-outs but also for the gifted students who are high achievers. According to Lunenburg (2010) Students must develop skills that will assist them as they learn. The guidance teacher, through classroom guidance activities and individual and group counselling, can assist learners in applying effective study skills, setting goals, learning effectively and gaining test-taking skills. Counsellors also may focus on note taking, time management, memory techniques, relaxation

techniques, overcoming test anxiety, and developing listening skills. While the above findings were evident with Makinde (1984) and Lunenburg (2010) s' observations as regards to the roles of academic guidance and counselling services, it was not known how the same findings with regard to the roles of the school guidance teachers would be perceived by head teachers.

Ossai et al. (2014) stated that guidance and counselling program in the school system is aiming at helping students improve in their study habits so as to be fully prepared for writing their examinations confidently without engaging in examination malpractices. He therefore suggested that school guidance and counselling teachers should help students who score low in these sections to improve their study habits to better achieve academically. The implication of this correlation is that when guidance and counselling teachers help students to improve their study habits and reduce their examination anxiety levels, they are less prone to engaging in acts of examination malpractices but will remain focused in their studies and attain better grades. The aforementioned did not bring out the role guidance teachers play in ensuring that pupils' study habits improve.

Onyinyeowuamanam (2005) in Seyoum (2011) on the role of the counsellor and other school personnel in providing quality education in schools revealed that guidance and counselling teachers and other school personnel such as: the principal, teachers, school health personnel, and administrative staff could collaborate in enhancing the provision of quality education, reduce or solve educational, vocational and socio-personal problems. He further expressed that the cooperation of the school counsellor and the other school personnel could help to reduce poor academic performance, examination malpractice, high rate of drop out, deviant behaviour and wrong choice of courses and career among students. The two studies are at variant in that Onyinyeowuamanam (2005) s' study dwelled on role of the counsellor and other school personnel in providing quality education in schools while the current study focused on the perceptions of head teachers towards the roles of the school guidance teachers in Zambia.

Cochran and Peters (2002) contend that the educational role of counsellors took up most of their time, thus entailing the need to reduce a teacher's workload to allow adequate time for effective counselling. Similarly, Kimathi (2002) indicated that teacher counsellors feel that, since they are classroom teachers, their colleagues see them in a resentful manner. He further stated that educational guidance is sometimes limited to educational advising with the

guidance teacher acting as a resource person. Counselling on personal problems appears minimal, partly due to the students' mistrust, time pressure and a feeling of inadequacy. There is need therefore among head teachers give out their perceptions as regard to the educational role of school guidance teachers in secondary schools.

Career Role

According to Lunenburg (2010) the role of the school counsellor is to help students plan for the future, combat career stereotyping, and analyse skills and interests for these are some of the goals students must develop in school. Thus career information must be available to students, and representatives from business and industry must work closely with the school and the guidance teacher in preparing pupils for the world of work. To plan and build a career, a learner must be helped to form an integrated picture of themselves and their role in the professional world. Shumba (1995) in his study found that the role of a school counsellor in career development is to match the students' abilities in their various subjects with the various occupations available on the job market. The guidance teacher provides pupils with accurate information about the world of work and the existing career opportunities, assess pupils' interest and abilities; and matching them with the making appropriate subject and career choices. Furthermore, school guidance teachers should not only talk about formal employment but also the concept of self-employment.

Ndhlovu (2014) states that guidance teachers aid learners in their vocational development in accordance with the vocation that suit the learner's interest, aptitude, personality and capabilities. Learners are placed in their most relevant career pathway so that they continue developing their career before they get into the world of work. Further, Makinde (1984) pointed out that career aspirations for most students are not matching with the academic abilities, interests, aptitudes and personalities, indicating that school guidance and counselling programme has not enhanced the students' career competencies. Hull (2000) established that helping students in selection of career pathways and enrolment in coursework is a sure way of enabling them to achieve their career goals. Similarly, Reis et al. (2000) added that guidance and counselling teachers should emphasize on learners' abilities and talents, as opposed to focusing solely on their deficits. They can also encourage the acquisition and use of compensation strategies to address learning disabilities, such as books on tape and other technological aids, as well as the acquisition of targeted study and learning strategies. These materials can centre on career awareness, vocational interests predominantly

associated with their vocational choices, educational requirements of careers they desired and other career related issues. However, little was known about how head teachers perceived the role of guidance teachers towards vocational or career development of learners in schools. The gap that the study wishes to fill.

Personal - Social role

Makinde (1984) observes that one of the roles of the school guidance teacher is to help students who are experiencing problems. Pupils from disadvantaged families of the society may be dealt with in the guidance and counselling programme (Lindsay, 1983). The majority of such pupils later acquire low grades for the world of work. The poor achievement even marginalise them more if the guidance teacher does not intervene, some may even drop of school. In line with this, Horgan (2003) describes the role of guidance teachers as equipping students with competence in area of social and emotional adjustment to obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressures in a more profitable and constructive manner.

Lunenburg (2010) states that school counsellors are expected to do personal and crisis counselling. Problems such as dropping out, substance abuse, suicide, irresponsible sexual behaviour, eating disorders, and pregnancy must be addressed. Further, Bridgman and Campbell (2007) stated that school counsellors help students acquire effective mastery of social and emotion competency for easy adjustment which is associated with greater-well-being, better academic achievement and desired behaviour. Whether the Zambian guidance teachers perform this role or not is a question that needs to be addressed.

Other Roles

One of the guidance teachers' role is to establish referral system for pupils and parents who may need support outside. UNESCO (2000) states that in Botswana some students' problems are beyond the capability of the school counsellor and in such cases the school counsellor's role is to establish a referral network. UNESCO (2000)'s point is supported by Ndhlovu (2006) cited in Ndhlovu (2015) that if the counsellor thinks he/she cannot provide adequate professional assistance to the client, the counsellor must suggest a referral. It is not known whether guidance teachers have a referral system in schools.

One additional role of a guidance teacher is teaching. A school guidance teacher in Zambian schools has a teaching responsibility as his/her primary role (Hamainza, 2015). According to Fourie (2010), teacher counsellors are ordinary teachers with full teaching loads who do the counselling and support of learners over and above their normal teaching programme without any incentives. This means that in addition to their normal duties of teaching, such as lesson planning, tests and homework marking; and compensatory teaching; guidance teachers are tasked to render guidance and counselling to learners. According to Egbochukwu & Alika, (2010), teachers are saddled with so many responsibilities already and making them guidance and counselling teachers in addition to their job makes them ineffective in both areas at the end of the day. They assess and interpret student needs in order to identify barriers to learning, recognize differences in culture, and develop goals for the school's comprehensive counselling and guidance program (Erford, 2003). However, head teachers' perceptions towards guidance teacher's teaching responsibility had not been explored.

Kwalombota (2014) conducted an exploratory study on the role of guidance and counselling teachers in preventing examination malpractices in selected Special Schools in western province of Zambia. The study found that the role of guidance and counselling teachers in preventing examination malpractices was to prepare learners for examination by providing educational guidance and counselling services such as developing the learners' self-confidence, guiding learners on good study habits, skills or learner centred learning methods, orienting learners on the examination ethics, equipping learners with study resources or supervising and monitoring learners' academic performance. However, the study could not bring out head teachers' perception of the roles of guidance teachers in examination malpractices. Hence this study to explore head teachers' perceptions of the roles of guidance teachers in examinations.

In America, the additional roles of school counsellors are often the individuals in charge of testing. In high school, a school counsellor may take on the sole responsibility of being the testing coordinator for the Advanced Placement exams. As a result, this counsellor becomes too busy with test coordination to assist his or her students (ASCA, 2014). Furthermore, school counsellors are often in charge of registration and scheduling. ASCA noted that it was appropriate for school counsellors to help a student choose his or her classes in order to ensure that the student's classes coincide with their interests and ability level, but it is a misuse of a counsellors' time to enter students' classes into the computer scheduling system.

Counsellors spend hours and hours working on students' schedules. Often, counsellors close their doors or go to another office so that they can spend time entering data into the computer to ensure that schedules are completed on time. To reduce stress on guidance teachers, Lapan (2001) explains that due to the workload of G&C teachers in schools, teachers assist them in the provision of guidance and counselling and enable them to have more time with pupils with severe problems in American schools.

Fields and Boesser (2002) states that the guidance teacher's role is simply to conduct counselling to the erring students to make them understand why their behaviour is unacceptable and its possible repercussion to the school community. In that way, the pupils are assisted to realise what they have done "wrong" and take responsibility for their actions. The pupil would then learn to accept the consequences of his or her behaviour, and to be aware of the purpose of the punishment to avoid repeat of the bad behaviour. As such, guidance does not solve the problem for an individual, but it helps the individual to solve it. Therefore, guidance is not focused on the problem, but on the individual, because its purpose is to promote growth of the individual toward self-awareness, self-understanding, self-development and self-direction.

Kasomo (2011) conducted a research on the role of guidance and counselling on secondary school students in Kenya. The research findings revealed a number of emerging issues in student discipline especially on the methods of curbing indiscipline, the causes and effects. In the findings, the role of guidance and counselling was emphasised by all the respondents as a method of curbing students' indiscipline by promoting dialogue, enhancing performance, guiding on career choices and guiding on social problems. In the study conducted by Fitch et al., (2001) it was found that high school counsellors are performing many duties that do not appear in published statements of their obligations. Many of these duties, such as scheduling, functioning as a disciplinarian, and performing clerical tasks such as record-keeping, are formed as a result of administration needs and perceptions of the high school counsellor's role (Fitch et al., 2001). However, ASCA, (2005) notes that school counsellors are not disciplinarians but provide counselling to students before and/or after discipline, and they help students to better their behaviour to prevent discipline in the future. The roles of the guidance teachers in Zambian schools are silent on the guidance teacher's involvement on pupils' disciplinary issues.

Therefore, this study sought to establish whether these roles were performed by guidance teachers and how head teachers perceived them.

2.4 Perceptions on the Roles of School Guidance Teachers

Mwangi (2002) on studying student perception of guidance and counselling in Loreto secondary schools, State country, sought to determine whether students' perceptions of guidance and counselling programme was affected by teacher counsellor's age, gender or level of training in counselling skills. His findings showed that students did not consider the age, sex or level of training of teacher counsellors when seeking for guidance and counselling services. However, the number of students seeking guidance and counselling was noted to be below average. Siro (2008) carried out a study on analysis of implementation of guidance and counselling services in secondary schools in Rigoma Division of Nyamira District. She found out that most public secondary schools had functional guidance and counselling departments. The study however showed that most students do not maximally utilize the facility. The above information is vital to the current study as it shows different perceptions of students with regard to guidance and counselling programmes. However, the current study deviates from Mwangi (2002)'s study in that it involved and measured the perceptions of school head teachers in line with the role of school guidance teachers.

Zalaquett & Chatters, (2012), asserts that head teachers have a major influence over the roles and functions assigned to school counsellors, head teachers need to be cognizant of the appropriate and inappropriate roles and functions of the school guidance teachers in order to make appropriate and informed decisions regarding the school guidance teacher's role. For this reason, Beesley and Frey (2006) recommended that head teacher and guidance teacher training programs should provide training that promotes a mutual understanding of the complementary roles and functions of head teacher and school guidance teacher. This could be true according to the aforementioned study's findings, however, it was not known whether the above recommendations may be applicable to the Zambian situation.

Fitch et al. (2001) reported that misperceptions of the school counsellors' role still exist. Therefore, it is imperative to enhance the relationship between school guidance teachers and head teachers to aid administrators in developing a better understanding of the roles of the school guidance teachers. Ponec and Brock (2000) highlighted the importance of clear communication and support strategies between school counsellors and administrators. To

support the above, Shoffner and Williamson (2000) demonstrated that school counsellors and administrators develop greater appreciation and respect for one another given the opportunity to discuss their roles, standards, perspectives, and expectations. Furthermore, school guidance teachers can develop a better understanding of how administrators perceive their role by understanding what head teachers value when appointing school guidance teachers. While the above findings were evident in Shoffner and Williamson (2000) s' study, it was not known whether head teachers perceived the roles of school guidance teacher in the same way in Zambian schools.

Karatas and Kaye (2015) conducted a qualitative study investigates the perceptions of school administrators towards school counsellors in terms of their roles and duties in Turkey. Research findings show the administrators' positive perceptions of counsellors being necessary and important in educational and instructional activities for every shareholder of education. In addition, school administrators are of the opinion that school counsellors have some privileges apart from other teachers in terms of their status and role at the school. However, in a study by Bulus (2008) done in Nigeria it was observed that principals misconceived the counsellors' status which often created conflict between them and further failed to see any reason why there could be full time counsellors in the school. The current study explored the perceptions of school head teachers and their guidance teachers as key personnel in the provision guidance services in schools for the benefit of learners' well-being.

In a study conducted by Armstrong et al. (2010) to examine the school counsellors' and principals' perceptions of their relationship and the effectiveness of their respective professional preparation program, the researchers found that the principals in the study view the principal-counsellor relationship more favourably than the counsellors. Interestingly, this study found that secondary school counsellors perceived the principal-counsellor relationship the most negatively. The results of this study also found that all four groups (secondary principals, elementary principals, secondary counsellors, elementary counsellors) believed that their training did not adequately prepare them to work with the other profession. This entails that the inadequate training received in collaborating with others may affect one's perception of other's professional roles. In as much as educative information was outlined in the study of Armstrong et al. (2010) who focused on four groups which included secondary principals, elementary principals, secondary counsellors and elementary counsellors to come

with the conclusive findings, the current study on the other hand targeted only head teachers' perceptions in schools towards the roles of school guidance teachers.

Khansa (2015) investigated teachers' perceptions towards school counsellors in Lebanon. Semi-structured interviews were conducted with 100 teachers from 13 private schools. The interview questions were adapted from Amatea and Clark (2004) and Beesley (2004) who interviewed teachers concerning their perceptions towards counsellors in their schools. The interviews were analysed mainly using descriptive qualitative grounded theory in order to identify how teachers perceive counsellors and the various rational behind their perceptions. The findings of the study revealed that teachers held varied perceptions, some negative and others positive depending on their experiences with counselling. The varied perception held towards school counsellors in Lebanon may indicate that even head teachers may hold varied perceptions of the roles of guidance teachers for they are also teachers whose services are targeting learners in school. However, the study did not look at head teachers' perceptions and the situation or perceptions of head teachers on the roles of their guidance teachers in Lusaka district may be quite different, hence the present study.

Fitch et al., (2001) surveyed graduate students in educational administration programs at two Kentucky universities with the goal of investigating how pre-service educational administrators perceived the role of the school counsellor. A total of 86 out of 100 students responded to the survey developed by the authors. Results from this study revealed that pre-service principals felt that the five most significant school counsellor duties included offering direct crisis response, providing a safe setting for students to talk, communicating empathy, helping teachers respond to crisis, and helping students with transitions. The study involved pre-service administrators who had no experience of what was happening in schools and based their responses on theory (what they were learning), but this study opted for face to face interview with the serving educational administrators (head teachers) in schools.

Bauman (2011) conducted a qualitative study to compare school counsellors and principals' perceptions of the frequency with which school counsellors perform activities that align with ASCA national model (ASCA, 2005) and those that do not. Results indicate that the school counsellors and principals that participated in the study agreed that school counsellors are spending most of their time engaged in activities that align with the ASCA National Model (ASCA, 2005). Principals indicated their school counsellors were conducting small group activities related to academic and substance abuse issues more frequently than the school

counsellors indicated. Other areas that showed significant differences between school counsellors' and principals' responses included conducting classroom guidance lessons on substance abuse issues, consulting with school staff regarding students' behaviour, and such coordination activities as professional development and school counselling advisory teams. School counsellors indicated they engaged in the non-counselling activity of substituting/covering classes more frequently than principals indicated. Despite that the study invoked on qualitative approaches, the current study did not endeavour to compare school counsellors and principals' perceptions but looked at head teachers' perceptions on the roles of school guidance teachers in Zambia.

Yunis (2006) carried out a study on the students' perception of guidance and counselling services in secondary schools in Kajiado Central Division, Kajiado District. Survey design was used and employed questionnaires only to establish the perception of students towards guidance and counselling in secondary schools. The study found out that when guidance and counselling service is perceived as part of the administration, students avoid using it. On the other hand, when students perceive it as concerned with only educational or academic problems, it will still keep students with other problems from using it. The current study is different from Yunis (2006) s' study which dwelled on students' perception of guidance and counselling services in secondary schools in Kajiado Central Division, Kajiado District while the current study investigated the perceptions of head teachers on the roles of school guidance teachers in Zambia.

AL-GHAMDI and NAWAL (2010) carried out an investigation into perceptions of the actual and ideal role of school counsellors in Saudi Arabia girls' schools. The findings point to a growing awareness of the importance of the guidance and counselling programme in meeting the needs of students. Despite this, there were numerous differences among counsellors, principals and teachers regarding the role of the counsellor which suggest role conflict and ambiguity surrounding the counsellor's role. Many functions were seen as being performed less frequently than their perceived importance would warrant, indicating a substantial gap between expectations and the reality of the service. Counsellors cited many difficulties that constrained their work, including lack of clarity in the counsellor's role and excessive administrative and clerical duties, deficiencies in professional training, and poor levels of parental support and cooperation. However the study could not bring out the principal's perceived idle role of the school counsellor which this study would explore. The aforesaid

study is cardinal to this study however, the two are at variant, as the current study combined both inputs from boys and girls schools as opposed to AL-GHAMDI and NAWAL (2010)'s study which only considered girls' secondary school to determine the perceptions of the actual and ideal role of school counsellors.

Juma (2009) studied on the challenges guidance and counselling departments face while offering their services in secondary schools in Ngong Division. She used descriptive survey design and questionnaires and interview schedules to collect data. The findings established that the department in most schools here lack rooms from where they can carry out their activities. This affects the delivery of the teacher counsellors. Although they looked at the challenges faced when implementing the guidance and counselling services, they did not clearly show perceived challenges faced by guidance teachers in executing their roles in secondary schools. While the aforementioned study brought out a number of challenges as regard to guidance and counselling departments. However, it was not known whether the same challenges would be a reality in the case of the current study.

2.5 Guidance Services

Mutie and Ndambuki (2004), state that effective guidance services need to be based on a complete understanding and acceptance of students' experiences. Therefore, all students would require guidance services in order to develop their academic, social and personal competencies. Effective counselling will enable them to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the academic, social and personal challenges. It helps an individual to acquire skills and attitudes, which make him or her properly adjusted person in life situations.

Guidance services include student assessment, the information service, counselling, placement and follow-up. These four areas should constitute the core of any guidance program and should be organized to facilitate the growth and development of all students from kindergarten through post high school experiences (Erford, 2011). Similarly, guidance services are presented by Nwachukwu (2007) as information, placement, appraisal, vocational, counselling, referral, evaluation and follow up, consultancy and research services. However, Ndhlovu (2015) states that the common types of guidance services are career or vocational, social, educational and personal. It is not known whether the aforementioned

guidance services are offered in secondary schools or not, hence this study sought to find out the benefits of school guidance services.

Guidance services vary from one school to the other depending on the prevailing needs. Consequently, this study will present the following guidance services: school guidance lessons orientation, information, Assessment, counselling, placement and follow up, and Referral service (MoGE, 2015). School Guidance and Counselling services in American schools have adequate resources, equipment and space (Lehr & Sumarah 2002). In addition, they have appropriate space within the school setting to adequately provide confidential counselling and consulting services for students, teachers and parents. Each school should have a counselling centre with a reception area, private offices and conference rooms for group and there should be secure storage areas for student records.

Mapfumo (2001) says that guidance and counselling services are offered at two diverse altitudes, the guidance level and the counselling level. Guidance category is concerned with the educational, personal, social or vocational information delivered in an educational nature to groups of individuals with common agenda such as the potential job seekers who need information on job-seeking skills or students who need to be equipped with study strategies and general examination-taking techniques. On the other hand, Nayak (2004) noted that counselling needs are more individual and responsive to confidential needs of a particular client. The clientele include those with examination anxiety, low self-esteem, low self-confidence, negative concept of self, attention-deficit disorders, drug abuse, sexual abuse which are handled through individual relationship between counsellors and their clients.

The implementations of guidance services are dependent on the operational roles of the guidance teacher with the support of all stakeholders in the school. A school is a large organization with various components namely, administration, teaching and guidance and counselling as part of the organization (Sisungu, 2002). Therefore, the school guidance services would only succeed if the school administration recognizes and supports the roles of the guidance teacher. Mutie and Ndambuki (2004) states that effective guidance services need to be based on a complete understanding and acceptance of students' experiences. All learners would require guidance in order to develop their academic, social and personal competencies. Effective guidance would enable pupils to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the academic,

social and personal challenges. However little is known about the perceived benefits of guidance services by the head teachers, hence the study.

Studies by Owino (2005) and Nwachukwa (2007) revealed that absence of effective Guidance and Counselling services in secondary schools system precipitates unprecedented rise in the crime wave, violence among learners, fuels cultism, wrong career choices, and wrong subject combinations. The increase in diverse learner problems such as these, reported by Zimbabwean newspapers ten years after the introduction of Guidance and Counselling programme in secondary schools are a clear indication that something is not right with the implementation of the programmes which in turn emphasizes the importance of the present study.

Okola (2005) in his study on the factors hindering effective provision of educational guidance and counselling services in secondary schools in Trans-Nzoia District employed survey design. Questionnaires and one interview guide were used to collect information from respondents. From his findings, Okola (2005) agreed with other scholars that trained personnel in guidance and counselling are few or not available at all in many schools. The study recommended the need for clear national policy for introducing, implementing, evaluating and developing guidance and counselling programs. The study generally looked at educational guidance and counselling but did not consider the guidance and counselling services. From the study, it was also not clearly pointed out whether the lack of trained counsellors had an effect on the perceptions of both teachers and students towards guidance services. The current study however looked at guidance services in general and the perceived benefits of school guidance services to pupils.

A study by Kasonde-ng'andu, Ndhlovu and Phiri (2009) conducted in Central, Copperbelt 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, the study did not bring out the benefits of the guidance services offered to pupils in schools.

UNESCO (2000) stated that most African schools guidance services were left in the hands of teachers having high teaching loads with no training in the area of guidance and counselling. The implication of this finding was that while guidance services may be available in schools,

many pupils were in school without accessing the services. The scenario was compounded by the fact that in most cases, guidance services were limited to graduating pupils in high and junior schools or officers in such places required to handle matters to do with examination registration. Most pupils graduated from these schools with little or no idea on what type of jobs to find on the labour market, what training programme are available and career paths to follow.

Egbochuku (2008) surveyed the quality of guidance and counselling services offered to learners in secondary schools in sixteen (16) secondary schools comprising four hundred and twenty (420) respondents in Edo state, Nigeria. The study revealed that the quality of guidance services and facilities such as accommodation, bookshelves, and tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials needed by the school, counsellor to carry out quality guidance and counselling services in their school, were inadequate. The study did not look at perceived benefits of guidance services offered to pupils in schools and the challenges faced by guidance teachers in executing their roles.

2.5.1 Types of Guidance Services

Guidance services are of different types and presented as follows:

Orientation Service

Pupils who are newly admitted into school need the advice and guidance to adapt to their new environment. This involves introducing learners to a new school situation and acquainting them with the school's procedures and requirements. The goal of such a service includes academic preparation, personal adjustment and increasing awareness of learners and parents in the process. Orientation services are provided to help students to adjust better to school environment. According to Makinde (1984), when new students are admitted every new academic year in secondary schools, they need to be introduced to the new school environment. Giving needed information with a guide as to the use of such information makes it relatively easy for learners to adjust to new environments or situations.

Newly admitted pupils are introduced to schools through orientation programmes designed to cover their adjustment to classrooms, the boarding house, the library and the entire school environment. Counselling is concerned with the understanding and adjustment of individuals

within their environment for self-growth underscores the need for guidance teacher to partake in orientation programmes (Ipaye, 1986). Provision of this service and its perceived benefits to pupils in schools is a question that needs to be addressed by the study.

Pupil Information Service

This service involves collection of essential pupil data and maintenance of records. The information includes the pupil's academic progress, traits and interest. It is designed to collect, analyse, and use a variety of objective and subjective personal, psychological, and social data about each pupil. This enhances better understanding of an individual learner (MoGE, 2015). Empirical evidence on the perceived benefits of this service to pupils in school seems not to have been established, hence the study.

General Information Service

This service comprises of educational information (study skills, time tabling, exam preparation), career information – choose an occupation, prepare for it, enter upon and progress in it, interest, and abilities and personal and social information (intra and interpersonal relationship). The information service is designed to provide accurate and current information to pupils in order to make an informed choice of an educational program, an occupation, and a social activity. This service does not only expose pupils to such information but also enable them to have an opportunity to react to it in a meaningful way with others (Lunenburg, 2010).

Educational guidance and counselling assists learners in their curriculum and school life choices. According to UNESCO (2000), educational guidance is a process for helping an individual to plan a suitable educational programme and make progress in it. Educational guidance has direct impact on academic performance in that when it provides remedial guidance to learners so that they can benefit fully in the teaching and learning process. It also increases the chances of best learning in different subjects at the absorptive level of students.

A study by Muhammad (2011) on the impact of guidance and counselling on academic performance in Lahore, Pakistan revealed that guidance and counselling had a positive impact on academic achievement of students for it improved students' performance in subjective type questions of test items and had comparatively low impact on multiple choice

items. The study finding confirms that guidance and counselling promotes subjective learning which is cardinal in the learning process.

Hussain (2006) in his study found that students at secondary level face many problems that hinder the development of positive attitudes and study habits. The experiments revealed that guidance and counselling had positive effects on students' study attitudes and habits which resulted in improved student academic achievement. Another study by Gauta (2014) indicated that G&C services had high level impact on students' social and emotional adjustment. The findings of the study could be useful if applied in secondary schools where learners' emotional and social conflicts may be detrimental to learners' academic development.

Most secondary school have learners who are in their 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. Therefore, guidance and counselling is needed during this adolescence stage to assist them understand their developmental stage and adjust to school life. Many factors that contribute to poor academic performance are personal-social in nature. In the similar vein, Omeje (2002) observed that personal-social information provides to a client the necessary stimulus that are relevant in enhancing the client's understanding of oneself, the interaction within the environment which centres on human relations and his physical world around him. Nonetheless, there has not been reference to head teachers' perceived benefits of guidance services which this study seeks to dress.

Ndhlovu, Kasonde-ng'andu and Phiri (2012) conducted a qualitative study on the relevance of guidance and counselling services offered on learners in selected schools in Zambia. The study found that learners got wrong information or took wrong subject combinations because most of the personnel that were offering guidance and counselling were not qualified. The findings of the study implied inadequate provision of education guidance to pupils in schools. According to Sharma (2005) academic performance is a necessary evil because one kind of ability is rewarded economically and socially more than others. This necessitates concern over factors that are commonly linked with academic achievement. There is tremendous pressure on students to earn good grades because academic achievement is assumed to possess predictive value and used to bar the gate or to open between the primary, secondary schools and university, and also between the university and certain social professions

(Sharma, 2005). The above studies did not look at head teachers' perceived benefits of career guidance to pupils which if not well established may result in inadequate provision of career guidance to pupils by the providers who include guidance teachers.

Vocational service according to Egbule (2006) is the process of assisting the individuals to choose occupation, prepare to enter into it and make progress. This service is aimed at availing pupils with information regarding various training and educational courses for the job market. Such information can be collected from offices or institutions like colleges and the industry, recruiting offices of publications like employment news, and information bulletins. Besides, career information and training opportunities available in the country may be provided to the pupils through talks, career conferences demonstrations, pamphlets and notices. Zunker (2006) noted rightly that knowledge of the world of work and the career planning process is a major component of career development and that such knowledge is acquired through the Information Service component of the school's guidance programme.

Hayes (2008) viewed careers guidance services as means for pupils to choose a career pathway through life in terms of employment or occupation. In order for these pupils to apply their experience and knowledge of their own particular situation, they needed to wisely interpret information derived from these services. A learner must therefore be helped to have a clear perspective of the changing society and realize their assets and limitations so that they set attainable goals and make their education meaningful to the individual and the society at large. This would go a long way in curbing high levels of education inefficiency where graduates lack employable skills leading to educated unemployment that the current education system is experiencing. Kiumi and Chiuri (2005) notes that, efficiency in education is achieved if the education given yields desirable results to the society and its constituent individuals.

Taylor (2007) investigated the impact that career guidance had on the level of career indecision in the career decision making process on high school learners in Cape Town. The findings of the study showed that the level of career indecision reduced greatly in the learners who were provided with career guidance in high schools. In his contribution, Schmidt (2001) explained that career guidance and counselling is an important avenue through which students acquire the ability to make rational career decisions, and by extension, programmes for study at universities that impact on their future working lives. This understanding is based

on the fact that during the career counselling process, all aspects of an individual's life are considered as an integral part of the career making and planning.

A study by Pyne (2002) investigated Junior and Senior high school learners' perception of the terms 'career' and 'occupation' in Southern Alberta. The findings revealed that there was need for learners to be provided with occupational information in order for them to establish their area of interest or be able to participate in active exploration. Additionally, the study revealed that earlier career lessons promoted exploration and enabled older learners to progress in more complex exploration involving career skills development and employment skills. Whether head teachers of the Junior and High schools were aware benefits of career guidance remained unclear. Therefore, this study sought to establish the perceived benefits of guidance services provided to pupils by guidance teachers in secondary schools.

Health is regarded as the wealth. Preventive and curative is the goal of health guidance that entails total health. The health guidance may be a cooperative effort of head teachers, medical and health personnel, counsellor/psychologist, teachers, students/pupils and parents. For promoting preventive care, the conditions of school hostel/dormitories, canteen/dining halls needs to be checked. Similarly health education through formal classes and information is essential in school education stages. In the present day the concern of health guidance also pertains to guidance in HIV/AIDs. Habits of cleanliness, Healthy food habits, awareness on nutrition, prevention of communicable diseases, measures and practices for the prevention of pollution, maintenance of body fitness, importance of physical exercises and many others should be practiced compulsorily at this age level (Ramakrishnan & Jalajakumari, 2013).

Assessment

The assessment service is designed to collect, analyse, and use a variety of objective and subjective personal, psychological, and social data about each pupil. It involves analysis of achievement tests, administration, scoring, analysis and interpretation of other tests such as interest inventories, aptitude attitudinal and intelligence (MoGE, 2015). Its purpose is to help the individual to better understand oneself. The school guidance teacher interprets this information to pupils, parents, teachers, administrators, and other professionals. Pupils with special needs and abilities are thus identified. Consequently, guidance teachers are expected to play a significant role in co-ordinating the accumulation, development and effective use of meaningful data through the use of tests and non-test devices for the smooth implementation of the continuous assessment of learners at all levels of secondary school.

According to Lunenburg (2010), the assessment service is designed to collect, analyse, and use a variety of objective and subjective personal, psychological, and social data about each pupil. Its purpose is to help the individual to better understand herself. Conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, case studies, and portfolios are included. The school counsellor interprets this information to pupils, parents, teachers, administrators, and other professionals. Pupils with special needs and abilities are thus identified. However, head teachers' perceptions on assessment as a guidance service seem not to be explored hence the study.

Counselling

Mutie and Ndambuki (2004) assert that counselling service is the brain and heart of the guidance programme. Thus counselling represents a part of the total process of guidance which is helping individuals, achieve the self- understanding and self- direction necessary to make the maximum adjustment in a particular environment. The aim of such relationships tends to be on personal development and decision making that is based on self- understanding and knowledge of the environment. The guidance teacher assists the pupil to understand and accept himself thereby clarifying his ideas, perceptions, attitudes, and goals; furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems; and seeks to develop in the pupil the ability to make informed decisions. Head teachers' perception on the guidance teacher's role in counselling seem not to exist, leaving a knowledge gap that this study would address.

Placement and Follow-up

This service is designed to enhance student development by assisting them to select, and use, opportunities inside and outside the school. It is oriented to the preparation of an individual for admission to other educational, vocational or work-related programmes. Its main purpose is to assist pupils to achieve their career goals, e.g. by assisting them with subject selection, or placement, in a class or school, based on the subjects or career pathway offered. According to Makinde (1984) placement service is designed to aid an individual to select and utilize opportunities within the school and in the labour market. Placement thereby involves pupil assessment, informational services, co-curricular activities and employment. Therefore, ASCA (2014) noted that it is appropriate for school counsellors to help a student choose his or her classes in order to ensure that the student's classes coincide with their interests and

ability level. This service is cardinal at every stage of pupils' progression in school. On the other hand, little is known of how head teacher perceive its benefits to pupils.

Follow-up is concerned with development of a systematic plan for maintaining contact with former students. The data obtained from the follow-up studies aid the school in evaluating the school curricular and guidance programs. Lunenburg (2010), follow-up is concerned with the development of a systematic plan for maintaining contact with former students. The data obtained from the follow-up studies aid the school in evaluating schools' curricular and guidance programs. The service may be important in recording success stories for the school but how the service is perceived desires much to be established. Therefore the study sought to explore the perceived benefits of guidance services offered to pupils in schools by the guidance teachers.

Referral Service

This is the act intended to channel up pupils who need special and professional support to other institutions which can help well. Ipaye (1986) stated that a school guidance teacher maintains a list of referral agencies and personnel within the community to which learners can be referred. The above outlined benefits inform of guidance and counselling services are designed to help pupils through their secondary education level by equipping them with skills needed to enhance their social/personal, educational and career competences. Despite the establishment of school guidance services in secondary schools as shown by different scholars, little has been done to determine the guidance services been offered to pupils in secondary schools. This study seeks to investigate the perceived benefits of guidance services are offered to pupils in secondary schools.

2.6 Summary

The chapter presented a review of literature relevant to the study based on global, African and Zambian context. In view of the studies conducted in both developed and developing nations, the researcher gained massive insight to the information surrounding school guidance and counselling services in schools. However, none of the studies brought out head teachers' perception on the roles of school guidance teachers in secondary schools in Lusaka district. It was therefore, necessary to conduct this study and bring out perceptions of head teachers on the roles of guidance teachers in selected secondary schools in Lusaka district.

CHAPTER THREE: METHODOLOGY

This chapter presents the methodology that used in the study. The components include research design, target population, sample size, sampling procedures, research instruments and limitation of the study. It also describes the data collection procedures and how this data was analysed in order to answer the research questions.

3.1 Research Design

Kombo and Tromp (2006) describe a research design as a plan on how a study will be carried out or a detailed outline of how a research will take place. Borg and Gall (1989) stated that a research design refers to “all the procedures selected by a researcher for studying a particular set of questions or hypothesis.” That indicates that a research design is a programme that guides the researcher as he or she collects, analyses and interprets data. It is a logical model of proof that allows the researcher to draw inferences concerning causal relationships among the variables under investigation. Similarly Kothari (2004) explains that a research design is a pre-plan of the methods that are to be used for the data collection. It takes account of techniques to be adopted in the analysis, while adhering to research objectives, time or monetary resources available. Ghosh (2003) points out 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.

This study employed a descriptive survey research design which intended to collect data on occurrences such as opinions, attitudes, feelings, and habits. Orodho (2002) states that descriptive survey research studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and wherever possible to draw valid general conclusions from the facts obtained. On the other hand, Gay (1992) states that descriptive survey design is used to investigate educational problems to determine and report things the way they are or were. Consequently, Bryman (2008) noted that a qualitative research design has various characteristics: it is inductive or contextual, naturalistic, process bound, meaning oriented or descriptive. By being inductive it entails that no hypothesis or theory is provided but the aim is to see a phenomenon take shape as data is being collected and examined thus making it contextual.

This study used this design over other designs because it enables the researcher to obtain accurate representation of opinions on head teachers’ perceptions of the roles of guidance

teachers in secondary schools of Lusaka district. Credible information can also be collected timeously at a relatively low cost as compared to other research designs.

3.2 Study Population

Kombo and Tromp (2009: 76) refer to population as “a group of individuals objects or items from which samples are taken for measurement.” The population of the study comprised all head teachers and guidance teachers in the thirty five (35) government secondary schools of Lusaka district in Lusaka province (Lusaka DEBS’ office, 2015). Head teachers were included in the study because they are administrators and supervisors of the school activities. Above that Ndhlovu (2015) noted that head teachers are the ones responsible for appointing guidance teachers in schools and MoGE (2015) further stated that head teachers are the chairpersons of the school guidance and counselling committee hence they were directly involved in the provision of guidance and counselling. Guidance teachers were also involved in this study because they play a major role in the provision of guidance and counselling in school, they implement guidance services in schools.

3.3 Study Sample

According to Orodho (2002), a sample is a small portion of a target population. Any statements made about the sample should also be true of the population. Similarly, Orodho and Kombo (2002) say that a sample is a selected number of individuals or objects from a population. The sample size of the study refers to the number of items to be selected from the universe to constitute a sample. Hence the size of sample should neither be excessively large, nor too small.

The study sample comprised of forty-five (45) participants of which fifteen (15) were head teachers and thirty (30) guidance teachers drawn from the fifteen (15) secondary schools out of thirty five (35) government secondary schools. The study employed the principle of data saturation to come up with the sample size. O’Reilly and Parker (2012) states that data saturation usually means that data should be collected until there are no surprises in the data and no more patterns or themes are emerging from the data. To this effect a minimum of twelve interview (12) interviews are adequate. In relation to this study, the sample size of fifteen (15) head teachers and thirty (30) guidance teachers were adequate since they were above the presented minimum standard of 12 (O’Reilly and Parker, 2012).

3.4 Sampling Techniques

A sampling technique is a plan that explains how the respondents for the study are to be selected from the population (Kasonde, 2013). A sampling technique merely helps the researcher in selecting those to participate in the study. This study used purposive sampling techniques.

Achola and Bless (1988) stated that “purposive sampling method is based on the judgment of the researcher regarding the characteristics of a representative sample”. Manion and Morisson (2007) also agreed that in purposive sampling a researcher uses his/her own judgment or intelligence to handpick the cases to be included in the sample on the basis of their typicality or possession of the particular characteristic been thought to meet the researcher’s requirements. Additionally, Kombo and Tromp (2009) also states that the power of purposeful sampling procedure lies in selecting information rich cases for in-depth analysis related to the central issue under study. In view of this, purposive sampling was chosen for the study because the research needed a sample that was rich with information on head teachers’ perceptions of the roles of school guidance teachers.

3.5 Data Collection Instruments

Data collection instruments refer to devices used to collect data such as questionnaires, tests, structured interview schedules and checklists. Kombo and Tromp (2006) identify the following as some of the research instruments that a researcher may use to collect data from the respondents. These include questionnaires, interviews schedules, Observations and focused group discussions. For this study, interview guides were adopted (See Appendix A and B).

Semi-structured interview guides were used to collect data from head teachers and guidance teachers; and recordings of the proceedings were done by a voice recorder. Berg (2007) states that semi-structured interview guide allows for in-depth probing while permitting the interviewer to keep parameters traced out by the study.

3.6 Data Collection Procedure

Head teachers and guidance teachers were interviewed individually in their offices and staffrooms respectively. In this study, the researcher had a list of open ended questions to be

covered and worked through them in a methodical manner. Similar questions were asked each participant, although supplementary questions were asked as appropriate. The researcher allowed the respondents to choose a convenient time for the interview. The interview lasted for about thirty five (35) minutes per participant.

Personal interview procedure was employed because it promotes the highest response rate and allows the researcher to ask questions, probe for adequate answers, and follow complex instructions that might otherwise confuse the respondents. Probing was important because it helped to clarify issues where things were not clear during the interviews. The semi-structured interviews were characterised by more flexibility and freedom in the interaction with participants as data was collected.

3.7 Data Analysis

Signh (2006) describes data analysis as a process of studying the organised materials so as to determine inherent or meaning. Therefore, it involves breaking down complex factors into simpler ones and parting the parts together in new arrangement for the purpose of interpretation. In relation to this study, thematic analysis was used to analyse all the responses obtained on the topic. Rice and Ezzy (1999) say that thematic analysis involves the identification of themes. Responses to open ended questions were recorded and then grouped into categories or themes that emerged and these were interpreted in line with the research objectives. The emerging themes became the categories for analysis. The researcher carefully categorised data, looked for key words, trends, themes, or ideas that helped to outline the analysis. Thereafter, emerging themes were identified and reported in a narrative form as findings of the study.

3.7 Credibility

Credibility is defined as the confidence that can be placed in the truth of the research findings (Macnee & McCabe, 2008). Credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Graneheim & Lundman, 2004; Lincoln & Guba, 1985). Therefore, credibility, deals with the question, "How congruent are the findings with reality?" Lincoln and Guba (1985) argue that ensuring credibility is one of most important factors in establishing trustworthiness.

To ensure credibility, extensive literature review was conducted on relevant literature on knowledge and perception of head teachers on the roles of school guidance teachers. In addition, the questions were constructed in a simple, clear and precise way in order to give respondents chance to give clear and precise answers which brought out their knowledge and perceptions. Furthermore, interviews were recorded, reflections and participants' validations were done to ensure correctness of the data collected. Furthermore, semi-structured interviewing enabled the repetition of the interview process with various respondents, which standardised the questioning. Participants were informed on the nature and purpose of the study.

3.9 Ethical Consideration

While carrying out research, ethical issues were considered. Cohen (2007) cites Canvan who defines ethical issues as, "... a matter of principled sensitivity to the rights of others and that while truth is good, respect for human dignity is better." Therefore, permission was sought from the University of Zambia to proceed with data collection and further permission was obtained from relevant District and School authorities. All participants from the selected schools gave consent of their participation in the study. According to Madge (1994) ethical research is one that gains information and consent from respondents, respects the rights of individuals under study and does not cause any harm to them.

The purpose of the study was communicated to the head teacher and guidance teachers. Participants' consent to use voice recorder for the interviews was sought before interviews. It was communicated to the respondents that the exercise was voluntary of which they could withdraw if they were not comfortable. In addition, the measures undertaken to ensure compliance with ethical issues included using the data from the respondents strictly for academic purposes and respondents were assured of confidentiality. Thus ethical considerations were adhered to while undertaking this study.

3.10 Summary

The chapter has shown the methodology that was used in conducting this study. In doing so, the research design, location, target population, sample size, sampling procedure, research instruments, data collection procedures, data analysis and ethical issues of the study were considered. The next chapter presents the findings of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

The previous chapter brought out a systematic methodology used in the study. This included the research design, target population, sample size, sampling techniques, instruments for data collection, validity , reliability of instruments, data collection procedure and data analysis. Further, it covers the ethical consideration. This chapter presents the findings of the study using themes derived on the research questions. These research questions included:

- i. How do head teachers perceive the roles of guidance teachers in secondary schools?
- ii. What are the roles of the secondary school guidance teachers?
- iii. What are the perceived benefits of school guidance services offering secondary schools?
- iv. What are the perceived challenges faced by school guidance teachers in the execution of their guidance roles?

4.1 Perceptions of Head Teachers of the Roles of Guidance Teachers

Head teachers were asked how they perceived the roles of school guidance teachers. All the head teachers interviewed perceived the role of the guidance teachers to be very important. They believed that guidance teachers play a significant role in addressing pupils' behavioural problems that interfere with learning. Summing up their point, one head teacher said that:

Without guidance teachers in schools, we would have no schools because pupils would drop out due to teenage pregnancy, absenteeism, lack of financial support and unruly behavior! So guidance and counselling section as it is called is the 'heart' of the school.

Another head teacher commented that:

The role of the guidance teacher is very important and critical in school though the position of the guidance teacher is not there in the school establishment. The ministry should make guidance and counseling section a department headed by the guidance teacher with its own salary scale so that there is professionalism.

The other head teacher also added that:

I appreciate the role of the guidance teacher in our school for their services are very important and badly needed but(laughs) the only problem is that guidance teachers are not yet recognized by the ministry that is where it's tricky. We (as head teachers) may want to put in the best but at the same time we are tied up because guidance teachers' primary responsibility is to teach a child. So this guidance and counseling is still a by the way thing!

When asked What roles they thought school guidance teachers should perform, findings show that head teachers expected guidance teachers to counsel pupils who abuse drugs and alcohol; girls who fall pregnant and those with behavioural problems. All the head teachers attributed lack of counselling to pupils' unruly behaviour and teenage pregnancy. Summing up their views one head teacher said:

A school is like a homeif parental guidance is lacking in a home the result is broken morals among the household. Equally, pupils at school need guidance and counselling for them to remain focussed.

Nine (9) head teachers mentioned that guidance teachers should plan and conduct group counselling to deal with specific problems for prevention than to wait for problems to crop up. To that effect one head teachers remarked that:

Guidance teachers operate without direction; all their activities are haphazardly done. No one even monitors what they do.

In the same vein, another head teacher argued that if guidance teachers fail to package their work, how they expect to be supported by other teachers. Head teachers felt that guidance teachers should plan counselling activities that aim at addressing pupils' needs in schools.

Furthermore, five (5) head teachers interviewed said that discussing pupils' problems and needs with parents deserves more attention by the guidance teachers especially when the goal is behavioural change because some problem are better sorted out when parents are involved. For instance one head teacher observed that:

Pupils from affluent homes come to school with alcohol in drinking bottles and when questioned its established that in fact the alcohol is gotten from the bar in the house meant for parents.

Among the head teachers interviewed, eleven (11) are of the view that guidance teachers should perform the role of a school matron as one head teachers said that:

Since the government stopped employing matrons..... Guidance teachers should also work as school matrons by taking care of the sick bay; issue sick notes to pupils and 'call parent' (CP) notes to pupils whose parents have been summoned at school.

Three (3) head teachers believed that guidance teachers were teachers first and their primary responsibility is that of teaching. Summing up their views one head teacher remarked:

The first thing you have to know is that guidance teachers are subject teachers and answerable to the department where the subject they teach belongs..... Meaning I expect them to teach, this is what they were employed to do. Any other roles assigned to them in school are referred to as extra responsibility and are secondly but this does not demean the role played by guidance teachers.

4.2.1 Training in Guidance and Counselling

The study further inquired of the qualifications of participants in guidance and counselling and the findings are represented in the tables below:

Table 1: Head teachers' qualifications in guidance and counselling

Qualification level in G & C	frequency
Diploma in G & C	1
Certificate in Counselling	2
Seminars/workshops	2
Taken as a course	1
No training	9
Total	15

Table three (3) shows Head teachers' level of training in guidance and counselling.

Table 2: Guidance teachers' qualifications in Guidance and Counselling

G & C qualification	Frequency
B. Ed/B.Sc. in G&C	11
Diploma in G&C	5
Certificate	2
Seminar/workshops	12
Total	30

Table four (4) shows guidance teachers' level of training in guidance and counselling

4.2 Roles of the Guidance Teacher

Participants were asked what the roles of the guidance teacher were. The findings were presented as follows:

4.2.1 Head Teachers' Responses

Among the head teachers interviewed, 14 out of 15 felt that it was not easy to state the roles of the guidance teachers because the position did not have a job description that specified their roles or responsibilities. To sum up their responses one head teacher remarked that:

How do I talk about the roles which do not exist? I am a head teacher and I have a job description, even a class teacher has a job description but I don't have their job description. However, they do duties assigned to them by the deputy head teacher and he may be in a better position to state the roles of guidance teachers.

Another head teacher said:

The roles of guidance teachers are clear that is.....to advise the pupils when they break school rules. They counsel the pupils how to behave.....this is why in my school, I have made sure that the guidance teacher is the secretary of the school disciplinary committee. We have no matrons in school since the government stopped employing matrons..... So that's another role She also takes care of the sick bay.

The other head teacher added that:

My guidance teachers are trained in guidance and counselling, so they know their roles very well and they can explain them better to you. I have no doubt they are professionals because I have reports of what they have done in a term.

Further inquiry was done to find out who defines the roles of the guidance teacher and head teachers said that:

The roles of the guidance teacher are defined by the head teacher with reference Standards and Evaluation guidelines. This guideline helps to know what the guidance teacher is supposed to do because it has some components of guidance and counselling. Otherwise it's not mandatory that I should tell them what to do In fact they know better because they are trained... I am not, but when there is need I help.

The other head teacher added that:

I define the roles and what should be done by the guidance teacher. I do that through the experience I have because I once worked as a careers master.

Another head teacher remarked that:

Guidance teachers define their roles with time as they continue working in that office. The provision of guidance and counseling is a by-the way activity in school, this is why the ministry has not defined the roles of the guidance teacher but left it in the hands of the guidance teachers. So once appointed they discover their roles.

When head teachers were asked as to state the roles that absorbs much of the guidance teacher's time, one head teacher observed that:

From my observation, ever since ECZ started working with school guidance teachers, the work of registering candidates has to some extent overshadowed what they used to do, even teaching is disrupted!" so they spend much time on working as ECZ officers.

Another head teacher said that:

The guidance and counselling section has become an extension of the Examination Council of Zambia (ECZ). Registering pupils for examination is now the main activity of the guidance teacher. They have no time for other activities Hence we have just engaged a volunteer from the community to provide guidance and counselling to pupils, so that they work as ECZ officers.”

The other head teacher added that:

Counselling pupils keeps these guidance teachers busy. You find that on daily basis there are cases that needs counselling, even her classes are suffering because she is just called upon anytime when need arise..... And for your own information the school time table has no slot for counselling... so you can see the problem.

4.2.2 Guidance Teachers’ Responses

To ascertain the roles of school guidance teachers, guidance teachers were interviewed to state what their roles were, and one guidance teachers said that:

There are many roles of a guidance teacher but mainly it’s registering candidates for examinations and verifying their personal details. I also counsel pupils when they are referred for counselling. At times I organize fundraising walks with children to raise money to support the OVCs in school.

Another guidance teacher stated that:

I keep pupils records, counsel parents whose girls fall pregnant. I work as a school matron I take care of the sick bay that is when a pupil is sick while at school, he/she has to rest before taken to the hospital. I also conduct orientation activities to grade 8 and 10 pupils when they report at school in the first term.

One guidance teachers also commented that:

I was recently appointed as a school guidance teacher and I have not been told what to do yet but the head said I will learn with time. I was just oriented by ECZ on candidate registration for examinations but all I know is that am supposed to counsel and advise pupils.

Besides that, most of the guidance teachers interviewed were responsible for analysing pupils' results. Guidance teachers mentioned that they had to analyse results of the entire school academic performance in comparison to the previous performance. When asked how the analysis helped individual pupils, one guidance teacher commented that:

The analysis of results does not target individual pupils but the school as a whole. Affected departments in terms of poor performance are spoken to by the school administration to work extra hard while those who have produced good results are commended and encouraged.

Amidst guidance teachers interviewed, 27 out of 30 indicated that they were members of the school disciplinary committee. To that effect one guidance teacher stated:

"I am the secretary of the school disciplinary committee."

Another guidance teachers remarked that:

I deal with problem children. Whenever a pupil proves to be a problem in class, he/she is sent to me for counselling and then I determine the type of punishment for the child. I am also a member of the school disciplinary committee.

While another guidance teacher remarked that:

I am a member of the school disciplinary committee. I always attend disciplinary meetings a passive listener and provide guidance on issues when requested to do so during disciplinary meetings."

Furthermore, guidance teachers indicated that they also keep pupils' records and update pupils' record cards as one guidance teacher remarked that:

I have a lot of responsibilities besides working as a guidance teacher, therefore collecting pupils' information and updating their records is challenging to me. So pupils' personal records are not up to date. In most cases, I maintain exam records, records on pregnancies and other sensitive issues which I know the head teacher is keen of!

Some guidance teachers stated that they provided personal guidance to pupils through group counselling, though further findings showed that group counselling was not regularly done. They urged that they understood the importance of personal guidance to pupils' age group in secondary schools and the challenges it possess. However, due to limited time and inadequate counselling skills, it was difficult to effectively perform this role as one guidance teacher stated that:

Some problems require a qualified guidance teacher with adequate knowledge and skills to help pupils resolve their problems.

One guidance teacher admitted that she had challenges dealing with pupils who abused drugs and all she could was to recommend for disciplinary measures to the school disciplinary committee. Nearly half of the guidance teachers interviewed admitted that their knowledge about school guidance services was inadequate. They attributed this to the little background knowledge and training in Guidance and Counselling. For instance one guidance teacher remarked that:

This work is not easy especially if you have little background training of G&C.

She further added that cases of substance and child abuse needs qualified counsellors who can handle them professionally otherwise if mishandled can have negative effect on pupils affected.

As regards the appointment of guidance teachers, the findings of the study showed that all the selected schools in the sample had appointed guidance teachers. Participants were asked to mention who appoints the school guidance teachers and responses were as presented in the table that follows.

Table 3 Appointing Authority of Guidance Teachers

Appointing authority	frequency
PEO	2
DEBS	1
Head Teacher	27
Total	30

Table one (1) show that 27 guidance teachers were appointed by the head teachers, while two (2) were appointed by the PEO and one (1) by the DEBS.

When asked to state who defines their roles performed by the guidance teacher one guidance teacher remarked that:

The Ministry of Education defines the roles of the guidance teacher, through workshops we are told what to do.

One guidance teacher added that:

The head teacher defines the roles of the guidance teacher but most of the times the deputy head teacher tells me what to do.

Another guidance teacher also commented:

I am a trained guidance teacher, so I apply what I was trained to do unless it's something new like registration of candidates for examination, ECZ had to train us.

The other guidance teacher stated that:

I was appointed as a full time school guidance teacher by the office of the Provincial Education Officer and I was given a job description for what I am doing.

When asked to state the roles that absorb much of their time, one guidance teacher remarked that:

Helping pupils to understand their career pathways absorbs much of my time because pupils come at different times to seek help. Sometimes I have to go beyond working hours just to attend to pupils.

Another guidance teacher added that:

Registering candidates for examination makes me too busy because it is not a one day activity but a process that lasts up to the time pupils sit for exams. This leaves me with no time to provide counselling to pupils even the classes I teach are behind because teaching is also affected!

The other guidance teacher remarked that:

I have a full teaching load that requires me to plan and teach. So most of my time is spent on teaching such that when I am done I really feel tired making it impossible to provide counselling to pupils who need it.

When guidance teachers were asked of their teaching load, varied responses were given as shown in the table below:

Table 4 Guidance Teachers' Teaching Load

Guidance teacher's teaching load	Frequency
Totally relieved of teaching	3
less than 12 teaching periods per week	18
12 teaching periods and more per week	9
Total	30

Table two (2) indicates that three (3) guidance teachers were totally relieved of their teaching load to concentrate on the provision of guidance and counseling, 18 guidance teachers had reduced teaching load and only 9 guidance teachers were still struggling with full teaching load.

4.3 Perceived Benefits of Guidance Services offered to pupils

Both head teachers and teachers in schools were asked to state the perceived benefits of school guidance services offered to pupils in school by the guidance teacher.

4.3.1 Head teachers' responses

According to the heard teachers, thirteen (13) out of fifteen (15) interviewed stated that guidance services benefit pupils in schools by improving General conduct and academic performance in the sense that, young boys and girls represent a large segment of the population of the schools, it therefore, makes strategic sense to offer them guidance and counselling services because this is the stage when they develop positive or negative sexual attitudes and practices. They went further to state that it was still during the same period or stage that children begin to understand who they are through the identification process and how they contribute to healthy relationships through a lot of experiments as they try to discover their hidden talents hence need for professional guidance and counselling.

Four (4) head teachers also perceived school guidance services to be of benefit to pupils in schools as it helped them in an area of career aspiration development and other areas of personal development. One head teacher made the following remark:

Guidance and counselling services are beneficial to pupils because it helps mould pupils' behaviour... creates awareness in areas of career issues, moral upright and in other dangerous vices of drugs like alcohol and dagger.

Another head teacher stated that:

The benefit of guidance and counselling services are is to help pupils to be relieved from their academic burdens as it provides an extrinsic motivation to pupils thereby making them get focused on their academic activities so as to achieve their educational goals as well as stimulating pupils' career aspirations. In this manner, pupils are helped to handle examination anxiety.

Further, head teachers went on to mention that guidance and counselling services benefit pupils by improving their general conducts. They stated that guidance and counselling services deal with a lot of delinquency cases in the society from various pupils and shape their personalities. Another point which came out prominently among all the heard teachers in

schools was that, guidance and counselling services helped pupils to understand their choices and face life realities as they interact with so many people with different perspectives. In line with the above finding, one head teacher reported that:

It benefits in improving pupils' behaviour conduct in the sense that HIV and AIDS has become a big issue to these youths because it's the stage where they are trying to identify themselves with the opposite sex. Therefore, these boys and girls require a great deal of psychological support through counselling if they are to succeed in their quest for abstinence.

Head teachers also stressed out the point that school guidance and counselling services are beneficial in the sense that they do not only and the general conduct of pupils in school but also indirectly improve the academic performance and benefit those individuals who were disturbed academically and psychologically by talking to them and in due course making them accept their differences and treat each other with respect as a way of promoting moral development.

When the researcher probed further on the nature of services, findings of the study reveal that 14 out of 15 head teachers' respondents did not clear understanding of the guidance services offered to pupils while one head teacher managed to mention the guidance services expected to be offered to pupils by the guidance teacher and could easily distinguish them from the roles of the guidance teacher. Ten (10) of the head teachers referred to the roles of the guidance teacher as guidance services. One head teacher said:

Just as I have said, the roles of the guidance teacher and the guidance services are actually similar; these are the duties they perform such as overseeing the sick bay, handling pupils' disciplinary cases and advising the administration on pupils' cases that needed parental attention.

4.3.2 Guidance teachers' responses

Guidance teachers were asked to state the benefits of guidance services.

As regards to the perceived benefits of guidance services the study unearthed from guidance teachers that guidance services benefitted children in schools especially girls. They regarded it as a major tool used at school in order to improve pupil retention and the general conduct of pupils (girls). They went on to state that guidance services have the power to transform pupils

from being lazy to being hard working, able to talk to an individual and help them find the cause as well as the solution towards academic excellence. One teacher went further to state that:

Really guidance and counselling services are of great benefit as they have helped to transform pupil's naughty behaviour such as getting pregnant, dogging classes and being rude to teachers in schools.

The study found that guidance and counselling services benefitted pupils as it motivated them and helped to understand and take full responsibility for their own decisions they make concerning academics and the behaviour conduct. Furthermore, guidance and counselling was reported to have championed in the fight against HIV and AIDS, and other things like drugs. They added that this was not the only benefit but it also enables individuals to have someone to share their problems with and probably find a solution.

The other benefit of guidance and counselling services as observed by head teachers was that it was a crucial program under education that promoted an emotionally and physically safe environment for all pupils to concentrate on academic achievement. For example, sexual harassment once regarded as innocuous horseplay were then widely understood to be destructive, illegal, and a hindrance to pupil's ability to benefit from the educational environment. Therefore, school guidance teachers befriend pupils, recognize their efforts, provide academic support, encourage educational and pupils' emotional development. Additionally, one head teacher stated that:

This was so because these pupils came from different backgrounds and have different problems. Talking about problems, some of the pupils are involved in drug abuse and their dangers and consequences of these actions they change their conduct for the better.

The study also found that guidance services in schools helped pupils to focus and concentrate on academic activities as opposed those who were not guided by guidance services. They stated that the guidance services helped to change the school attendance rate especially to the most truant pupils. Further, one guidance teacher had this to say:

Guidance services in schools have really changed a lot of things, this is to say pupils have benefitted from the services as most of them even those who never

used to attend classes on daily basis have started showing positive interest of being in classroom during teaching and learning sessions.

Furthermore, guidance teachers went on to state that guidance services have not only benefitted pupils but teachers as well. They reported that guidance services helped to improve class attendance and preparation among teachers before going into classrooms for teaching. In addition to this, one guidance teacher stated that:

Guidance services are really helpful and beneficial even to us teachers because some teachers have a tendency of absconding themselves from their duties of teaching and because of these services offered, so most of the culprit teachers have changed their behaviour drastically so as to lead by examples to pupils.

When asked about the kind of guidance services offered to pupils in school, a submission by the guidance teachers revealed that the majority of the schools are offering orientation, counselling, pupil information and assessment services.

The guidance teachers reported that orientation services targets newly admitted pupils to help them adjust, cope and familiarise them to the school environment (rules and regulations inclusive). Schools offering placement services targets grade 8 and 10 pupils to assist them in understanding the career pathways based on their abilities and why they have been allocated in a particular class to pursue the recommended career pathway.

The researcher further inquired on which services the head teachers considered to be of great value. In addressing this question, the head teachers expressed value to almost all the guidance services which the guidance teachers and teacher counselors were able to deliver in schools. However, great emphasis was on counselling services and information services as most preferred.

4.4 Perceptions on Challenges faced by guidance teachers in executing their roles

The study also sought to establish the challenges faced by guidance teachers as they execute their role in the provision of school guidance services.

4.4.1 Head teachers' perceptions

When asked to state the challenges that school guidance teachers face in executing their roles on guidance services in schools. They had their own unique perceptions as regards to the challenges faced by guidance teachers in executing their roles. In as much as they appreciated the benefits of guidance services in schools, they could not go without some challenges. In view of this, head teachers gave out a number of challenges such as: lack of resources, limited time, inadequate space for guidance and counselling room, lack of trained guidance teachers and negative attitudes for both teachers (inclusive of guidance teachers) and pupils.

To stress on lack of guidance and counselling room. For example, one teacher went further to state that:

In our school, there is no designated guidance and counselling room and what we have is just a classroom that has been modified and used for such purposes which is not even in a good state to accommodate and support the required the services.

The other head teacher added by stating that:

The position of the guidance teacher is not recognized on the school establishment in the education system and this has resulted in them operating without a job description that outlines their duties and responsibilities. Additionally, as head teachers we are not oriented on what guidance teachers are supposed to do.

Another head teacher remarked that:

The school time table has no provision for guidance services hence guidance cannot be provided adequately. Guidance teachers offer the services by chance or when there is a critical need.

4.4.2 Guidance Teachers' views

Guidance teachers being the custodians of teaching and guiding pupils were also asked to state challenges faced in the process of executing their guidance and counselling mandate. In view of this, the following were their submission as tabulated in the table that follow.

Table 5 **Challenges faced by Guidance Teachers**

Challenges	Frequency
Poor infrastructures (guidance & counselling room)	12
Poor record keeping in schools	8
Teaching workload	6
Negative attitudes from both teachers & pupils	4
Total	30

Table five (5) shows the views of guidance teachers on the challenges faced in executing their role on guidance services in schools.

The table indicates that 12 teachers reported that there was a poor infrastructure (guidance & counselling room; while 08 of them indicated poor record keeping, 06 mentioned overloads of teaching periods and 04 settled for negative attitudes from both teachers and pupils in line with guidance and counselling services in schools. With the view of the above findings, one teacher stressed on overloads of teaching periods and stated that:

I have 16 teaching periods in a week and you know how involving mathematics is! So, most of the time I concentrate on teaching and it takes my time especially when it comes to marking books. Further, Up-dating pupils' record card takes most of my time. I fail to do other roles as a counsellor because the head wants the records updated and the only time I have is after classes.

Another guidance teacher reported in view of poor record keeping and stated that:

Some of us are not motivated to go an extra mile in offering counselling to pupils because we are not motivated. This responsibility has no allowance given to us who have no professional training in guidance and counselling.

The other guidance teacher added that:

Inadequate training in guidance and counselling impedes the effective provision of guidance and counselling in school. I fail to come up with a work plan due to inadequate knowledge of what activities should be planned. I wish there was a syllabus to help us plan.

When respondents were asked on how they support the roles of the guidance teacher, one head teacher said:

Among the guidance teachers interviewed, twenty three (23) out of thirty (30) acknowledged the positive support by the head teachers in terms of financial and material support to the section. To this effect, one guidance teacher said:

The head teacher offers special inducement and recognition to members contributing to the provision of guidance and counselling in school. He makes provision in the budget for guidance and counselling programs.

Another guidance teacher said this:

The head teacher contributes to the provision of guidance and counselling by providing an enabling environment in which guidance teachers operate from such as rooms and funds.

The researcher also sought for suggestions from the head teachers on how to enhance the roles of the guidance teacher in schools. The head teachers suggested training on their behalf and that of guidance teachers. Summing up their suggestion for training in guidance and counselling, one head teachers said that:

When you get to rise through ranks, you are coming from the classroom and have to go through certain management training. So from time to time Continuous Professional Development (CPD) training are conducted. It is important if guidance and counselling could be put as a component in such trainings because a manager has to be holistic in the way he/she handle issues. Basic knowledge in guidance and counselling is very important just as it is in financial management, human resource and other areas deemed necessary. There should be a deliberate training program for us.

As regards the need for training of guidance teachers, all the schools that had no qualified trained teachers lamented the need of training. Findings of the study also presented the need for increased guidance teacher staffing in order to enhance guidance teacher to pupil ratio. While the suggestions on how to improve this need was not given, almost all the head teachers who reported this need expressed the value on the roles of guidance teachers play in the lives of pupils in school. One head teacher remarked that:

I feel secondary schools need more than one trained guidance teacher because even one is not enough considering the school enrolment. Currently my school has guidance teachers who are not trained such that sometimes I end up counselling pupils yet I am not supposed to. So I need trained guidance teachers in school.

On the other hand, head teachers felt that if they are to execute their roles effectively, guidance and counselling should be allocated time on time table and be availed with guidance and counselling materials on social, economic and psychosocial challenges learners face and how best they can be helped.

4.5 Summary

This chapter presented the findings of the study in line with the study questions. The study found that head teachers perceive the role of guidance teachers to be important but the findings further indicated that they misunderstood the roles that were performed. The school guidance teachers' roles included: registering candidates for examinations, teaching, keeping pupils' records, providing guidance and counselling on drugs and alcohol abuse; counselling pupils with behavioral problems and helping learners adjust to the school environment.

As regards the benefits of school guidance services, the study found that participants believed that guidance services can improve the general conduct of pupils, help pupils understand how to form moral relationships, beef up career aspirations that results in improved academic performance among pupils, promote massive self-awareness transforms problematic behaviour among pupils especially girls from falling pregnant and reduce school dropout rate.

The following were the major challenges faced by the school guidance teachers in their execution of guidance services to pupils; limited time, inadequate space for guidance and counselling, inadequate trained guidance teachers and negative attitudes for both teachers and pupils, teaching workloads and poor record keeping.

This chapter endeavored to present the findings of the study in a more coherent manner through qualitative techniques. It can be stated that the study has added new knowledge on perceptions of head teachers on the roles of guidance teachers. It was not known how the head teachers perceived the roles of their guidance teachers but through this study, it is known that despite misunderstanding of the roles of guidance teachers in schools, head teachers perceive them to be important and beneficial to pupils' welfare. The next chapter

discusses the findings in relation with the reviewed literature and research objectives set out in the first chapter of this study.

CHAPTER FIVE: DISCUSSION OF FINDINGS

The previous chapter presented the findings of the study. The present chapter discusses the findings of the study. The components of this chapter, which are linked to the objectives of the study, include roles of the secondary school guidance teacher, head teachers' perceptions of the roles of guidance teachers in secondary schools, benefits of guidance services in secondary schools and challenges faced by school guidance teachers in the execution of their guidance roles.

5.1 Head Teachers' Perceptions of the Roles of School Guidance Teachers

The findings of the study revealed that head teachers considered the roles of school guidance teachers to be important such that they wanted formal recognition and inclusion of the position of guidance teachers on the school establishments. To this effect on head teacher submitted that *the roles of the guidance teachers were very important and critical in school though the position of the guidance teacher was not there in the school establishment. The ministry should make guidance and counseling section a department headed by the guidance teacher with its own salary scale so as to promote professionalism.* This is in agreement with Karatas and Kaye (2015) whose findings showed the administrators' positive perceptions of counsellors' being necessary and important in educational and instructional activities for every stakeholder. However, the current findings are in conflict with Bulus (2008) who observed that principals misconceived the counsellors' status which often created conflict between them and further failed to see any reason why there could be full time counsellors in the schools. From the researcher's point of view, recognising the position of the guidance teacher in schools maybe a clear indication of how valuable the school guidance services are to the education system, in thereby legalising all they do in school.

Analysis of head teachers' responses showed that they all perceived counselling to be the role of the guidance teacher which is considered critical in addressing pupils' related behavioural problems such as teenage pregnancy, absenteeism, lack of financial support and unruly behaviour that could lead to pupils' dropping out of school. Head teachers believed that the most important role of school guidance teachers is to counsel pupils with personal problems that interfere with learning. This is in agreement with Bor et. al. (2002) who confirmed that counselling in schools is mainly concerned with the problems of the student, including those pertaining to bullying, social exclusion, racism, family crises, scholastic underachievement, abuse, and substance misuse. From this analysis, the researcher deduced

that head teacher were not fully aware of what roles guidance teachers are expected to perform.

Further findings also revealed that there were other roles performed by guidance teachers as mentioned by head teachers such counselling pupils with personal problems that affected their school life and identifying pupils with special needs such as the orphans and vulnerable children. Head teachers seem to appreciate guidance teachers and expect them to assist pupils in resolving personal problems and addressing their developmental needs. Conversely, the study revealed that head teachers appreciated guidance teachers' role in pupils' discipline, equally the guidance teachers could not realise that their continued membership in the school disciplinary committee could compromise their role in the provision of guidance services to pupils. These findings are consistent with Amatea and Clark (2005) who concluded that some principals were unclear about what counsellors should do. On the other hand, Curry & Lambie, (2007) noted if school counsellors understand their role, they should articulate their rationale for refusing to perform administrative tasks or deal with discipline.

According to the researcher, it was noted that head teachers perceived roles that were in conflict with the counselling profession, such as instilling discipline in pupils, as a role of the guidance teacher. Such perceptions bring the role of the guidance teacher into conflict. The above observation agrees with the role theory that states that when two or more reference groups have contradictory expectations for the same role, these in turn differ from the expectations of the individual in the role. The theory further states that the guidance teacher usually cannot satisfy both the incompatible expectations of being a guidance teacher and a disciplinarian. In the same vein, Fitch et al. (2001) found that the duty of the high school counsellor functioning as a disciplinarian were as a result of administration needs and perceptions of the role of the high school counsellor.

The study also established that although counselling was perceived to be an important role, it was often offered to pupils who were referred to the guidance teachers on disciplinary issues. Academic and career counselling was least perceived among the counselling services offered to pupils by the guidance teacher. The findings indicate that head teachers were aware of the impact pupils' social and personal concerns can have on their educational achievement. They noted increasing level of emotional and personal problems among the pupil populous which places higher demand on the guidance teachers to be skilled in basic

preventive counselling (Howell et al., 2008). However, the overall results reflect less emphasis given to pupils' career and academic counselling.

As regards registering candidates for examination, head teachers observed that their guidance teachers were heavily involved in registering candidates for examinations and that it absorbed much of their time, head teachers perceived this role as one that can be performed by any other teacher in school for it does not need a special training in guidance and counselling. The study further observed that guidance teachers paid more attention to registering of candidates for examinations than addressing pupils' guidance needs. The findings are contrary to Kwalombota (2014) who found that the role of guidance teachers in the examination process is to help learners improve in their study habits so as to be fully prepared for writing their examinations confidently without engaging in examination malpractices.

Furthermore, the finding revealed that head teachers wrongly perceived the role of guidance teachers in identifying LSEN. They felt that guidance teachers could be effective if they consult with class teachers who know the pupils better especially about their needs. Head teachers felt that the role of a guidance teacher begins from the classroom with a teacher who identifies a child with problems and refers that particular child to the guidance teacher. This implies that identification of LSEN needs calls for consolidated efforts by all the teaching staff. The findings agree with Amatea (2010) that school guidance teachers can provide leadership in the early identification and prevention of high school students with depression and suicidal thoughts. Gibson and Mitchell (2003) further supports Amatea as he pointed out that teachers are the first line helpers in the school counselling program. They are therefore the referral sources for students in need of additional assistance. However, from the researcher's perspective, there seems to be no collaboration relationship between guidance teachers and other members of staff.

The findings of the study further established that head teacher-guidance teacher relationship was not different from that of other teachers in various departments in the school unless there were special cases that needed direct involvement of the head teacher. It was revealed that guidance teacher's work is under direct supervision of the Deputy Head teacher who is also the head of academic programs and chairperson of the school committees inclusive of guidance and counselling committee in the school. This implies that head teachers have no direct working relationship with guidance teachers in the school. These findings are in

conflict with MoGE (2015) that states that the head teacher is the chairperson of the school guidance and counselling committee. To confirm the above assertion, Wesley (2001) supports MoGE (2015) that school head teachers and guidance teachers were natural partners who should complement one another in serving students and form a partnership based on knowledge, trust and positive professional regard for each other. The findings are further augmented by Beesley and Frey (2006) who argued that head teachers should establish positive and collaborative working relationships with counsellors and support the guidance program with teachers, parents, and other community members in order to portray a strong alliance between the head teacher and the guidance teacher. From the researcher's point of view, head teachers are not aware of their roles in the provision of school guidance services. This entails that much has not been done to equip them with the knowledge in guidance and counselling.

Regarding training in guidance and counselling, the findings suggested the need for training in guidance and counselling for both head and guidance teachers as a way of enhancing the roles of school guidance teachers. The study revealed that nine (9) out of fifteen (15) head teachers interviewed had no training in guidance and counselling implying that they had inadequate knowledge of the roles of guidance teachers and services expected to be provide to pupils. The above findings demonstrate that school guidance teachers' role may be compromised by head teachers who lacked knowledge and understanding about what guidance teachers were trained to do especially in the absence of the guidance teacher's job description (Borders, 2002; Beesley & Frey, 2005, Al-Ghamdi and Nawal 2010). The current study findings further agrees with Sikolia (2002) that there was need to train head teachers in guidance and counselling so that they can be in position to take the lead in the provision of guidance services in their schools and also assist learners who have problems and refer them to guidance teachers for assistance.

Regarding guidance teachers' training in guidance and counselling, findings established that 18 out of 30 guidance teachers were trained and qualified, while 12 out of 30 guidance teachers had only basic knowledge and skills in guidance and counselling obtained through seminars and workshops . The study further revealed the need for increased number of guidance teachers in highly populated schools in order to enhance guidance teacher-pupil ratio. However, head teachers whose schools had no qualified trained guidance teachers bemoaned the need to have trained and qualified guidance teachers. The above findings

confirm Makinde (1984)'s observation that there is need to have trained guidance teachers in secondary schools to address the growing needs of pupils. Training of guidance teachers enables them to handle the major problems that affect pupils. In that order, Ngeno (2006) observed the need to train guidance teachers in order to understand the personal, academic and career needs of pupils in a school.

It was further noted that most of the head teachers were of the view that the prevalence of unruly behaviour and teenage pregnancies among school going pupils were as a result of inadequate guidance and counselling provided to them in schools. Head teachers lamented that if schools had trained guidance teachers, such disciplinary problems would have been greatly reduced and handled professionally by guidance teachers unlike leaving head teachers, deputy head teachers and teachers that have no training or skills in guidance and counseling to address pupils' needs in secondary schools. The above lamentation indicates he

5.2 Roles of School Guidance Teachers

Findings of the study revealed that 14 out of 15 head teachers could not easily state the roles of the guidance teachers because the position did not have a job description that specified their roles or responsibilities. The study further established that head teachers attributed the challenges faced in defining the roles of guidance teachers to non-existence of literature or policy concerning the roles of guidance teachers in their schools. On the other hand some guidance teachers were able to state their roles. The findings of the study as submitted by head teachers are in contrary with zalaquett & Chatters (2012) who asserts that head teachers have a major influence over the roles assigned to school counsellors; hence they need to be cognisant of the roles and functions of the school guidance teacher. In the similar vein, Beesley and Frey (2006) recommended that head teachers' training programs should provide training that promotes mutual understanding of the complementary roles and function of the head teacher and the school guidance teacher. Dissimilar to other positions contained in the school establishments had job descriptions, the position of guidance and counselling though recognised by the Ministry of General Education devoid of roles. This accounts for the failure by heads of schools to clearly indicate the roles of their guidance and counselling teachers.

Further submissions from the head teachers summed up the roles performed by guidance teachers as providing guidance and counselling to pupils, registering candidates for examinations, keeping pupils records, subject teaching, identifying learners with special

education needs and instilling discipline in pupils. MoGE (2015) states that the day to day programme of the guidance teacher should include the above stated activities. This implies that the Zambian guidance teachers have no stipulated roles but have a guidelines that describes what should be contained in the day to day guidance programme of the guidance teacher. According to the researcher's point of view, owing that roles are integral to work related functions of every member of staff in a school, role stress may occur if expected and perceived roles differ. Thus may be detrimental to the individual (guidance teacher) and the educational outcomes such as increase in perceived role tension and diminished commitment and performance. The role theory states that positive feelings can increase both the expectancy and belief that leads to an excellent performance and desirable outcomes. Therefore defining the roles of the guidance teacher is very cardinal for effective performance of guidance teachers in school.

With regards to the provision of guidance and counselling, the head teachers revealed that guidance teachers provided these services with particular stress to addressing the needs of pupils. The findings are in line with MoGE (2015) and further supported by Makinde (1984) who asserts that one of the most important role of a guidance teacher is to help an individual plan, obtain and derive maximum benefits from educational, social, vocational and other kinds of experience designed to enable individuals discover and develop their potential. The findings further agree with Wangai (2002) who argues that when students are motivated, they will do better things related to learning but when ignored would be confused and learning may be affected. The provision of guidance and counselling compliments learning in the classroom and as well enhances academic performance. However, the study noted that the role of guidance teachers in enhancing academic performance of learners was least mentioned. This contradicts Lunenburg (2010) who stated that the school counsellor, through classroom guidance activities, individual and group counselling, should assist students in applying effective study skills, setting goals, learning effectively, and gaining test-taking skills that directly impact on their academic performance. This implied that participants were not aware of how guidance teachers can positively help pupils improve academically through individual and group counselling.

It was interesting to note that head teachers emphasised the adolescent stage of children as critical in need of guidance services. The study revealed that Secondary school guidance teachers deal with children who are mostly in their adolescent stage, a stage of life that

requires counseling services to avoid developmental challenges associated with teenage pregnancies, drug abuse, truancy and many other vices that increase pupil's dropout rates. This indicates that comprehensive provision of guidance services by the guidance teachers may reduce the prevalence of early marriages, teenage pregnancy and child birth related complications. Additionally, the study revealed cases of child-headed homes that needed counseling, psychosocial and material support. The study further revealed that guidance teachers provided counseling and psychosocial support to pupils and in the main addressed pupils' social-personal challenges. The aforesaid findings collaborated with earlier studies undertaken by Horgan (2003) who described the role of guidance counsellors as equipping students with competences in area of social and emotional adjustment. This was further supported by Lunenburg (2010) who argued that school counsellors were expected to provide personal and crisis counselling.

Further inquiries on the provision of counselling established that guidance teacher' referred cases that were beyond their capabilities to the school administration. This is in line with UNESCO (2000)'s findings stating that in Botswana some students' problems were beyond the capability of the school guidance teacher and in such cases the guidance teacher's role was to establish a referral network. The findings further agrees with Ndhlovu (2006) cited in Ndhlovu (2015) that if the counsellor thinks he/she cannot provide adequate professional assistance to the client, the counsellor must suggest a referral. However, the study could not establish other referral institutions beyond the school administration. Maintaining a referral system in school is very important because it lessens the guidance teacher's work load and promotes professionalism.

As regards identifying learners with special education needs (LSEN), head teachers assumed that that school guidance teachers had a role to play in helping learners with special education needs (LSEN) to improve their academic performance. The findings are in harmony with Chireshe (2006) who argued that American school counsellor's role is to identify students with problems in their study habits and attitudes that affect their studies. However, Reis et al. (2000) states that guidance teachers should emphasize on learners' abilities and talents as opposite to solely on their deficits. This implies that guidance teachers should identify pupils' strength above their weaknesses. Higher achievers should also be given attention as they also face different challenges that could distract them. Despite the benefits that may result from identifying LSEN, the study found out that MoGE has remained silent on this (MoGE, 2015)

indicating that it's a duty that might have been defined to guidance teachers by the school administration or themselves. From the researcher's point of view, it is clear that head teachers perceive the role of guidance teacher to be important but are limited to by none availability guidance teacher's job description or guidelines that articulate the roles on guidance teachers in meeting the needs of learners with special education needs (LSEN).

Furthermore, head teachers revealed that guidance teachers organised career exhibitions for pupils in school where various professional are invited as guest speakers. This was in agreement with MoGE (2015) which stated that a guidance teacher should orient new learners to a school environment, organise career guidance related activities such as career talks and career exhibitions. However, Shumba (1995) indicated that the role of a school counsellor in career development is matching the students' abilities in their various subjects with the various occupations available on the job market. Thus, the guidance teacher should provide pupils with accurate information about the world of work and the existing career opportunities, assess pupils' interest and abilities, which help in making appropriate subject and career choices. The study observed that guidance teachers were not fully executing their career role because even the career exhibitions were held once a year. This implies that head teachers and guidance teachers were not aware of the need to have many exhibitions for purposes of helping pupils make informed decisions about the career choices. Providing career guidance and counselling to pupils serves as a drive towards academic achievement. From the researcher's point of view, one should note that how pupils of today meet problems of today depends on the amount of success they would achieve in planning for tomorrow. In this case head teachers' perception on the roles of guidance teacher have an effect on the provision of career guidance to pupils. Therefore, it is the responsibility of the head teacher and guidance teacher to ensure that learners are guided in their career development.

With regard to registering candidates for examinations, fifteen twelve (12) head teachers revealed that school guidance teachers were playing a major role in the examination process in school. It was found that guidance teachers were registering candidates of examinations, entering their details in the computer, checking and verifying whether the candidates' details were correct and further prepared examination results. This was done in agreement with MoGE (2015). However twelve (12) head teachers in the study felt that this exercise absorbed much of the guidance teacher's time and to this effect it was submitted that the guidance and counselling had become an extension of the Examination Council of Zambia

(ECZ). This meant less time was given to guidance and counselling needs of pupils. ASCA (2014) referred to such roles as unrelated to the counselling profession. They make the guidance teacher too busy in the process to an extent of neglecting his/her counselling responsibilities. It was interesting to note that guidance teachers attached much value to the activities related to examinations at an expense of providing guidance services to pupils. This may affect head teachers' perceptions of the roles of guidance teachers for they misconceived their involvement in examination process.

Consequently, it was noted that the day to day activities of the guidance teacher in relation to the examination process as stipulated in (MoGE, 2015) were performed accordingly but viewed with mixed feelings in the school. Although every activity related to registration of candidates for examination is of great importance, the study assumed that guidance teachers would do better if they prepared pupils for writing examinations and other challenges they may encounter as they prepare to sit for examinations. This above assumption is in line with Kwalombota (2014) who found that the role of guidance and counselling teachers in preventing examination malpractices was to prepare learners for examination by providing educational guidance and counselling services such as developing the learners' self-confidence, guiding learners on good study habits, skills or learner centred learning methods, orienting learners on the examination ethics, equipping learners with study resources or supervising and monitoring learners' academic performance.

The study revealed that head teachers perceived teaching as a primary responsibility of guidance teachers. It was established that secondary school guidance teachers were expected to teach first and secondly provide guidance services to pupils. It was argued that guidance teachers were employed as teachers, provision of guidance and counselling was an added responsibility under cross cutting issues. The findings are in agreement with Fourie (2010) who stated that teacher counsellors are ordinary teachers with full teaching loads who do the counselling and support of learners over and above their normal teaching programme without any incentives. This means that in addition to their normal duties of teaching, such as lesson planning, tests and homework marking, guidance teachers were expected to offer guidance to pupils. The dual roles that guidance teachers play have detrimental effects on the provision of guidance services in schools and to the counselling profession.

With regard to pupils' discipline, the head teachers revealed that guidance teachers were also members of the school disciplinary committees. Some participants revealed that the school

guidance teacher served as secretariat to that school disciplinary committee while others submitted that guidance teachers were passive members on that committee. The study noted that the role of guidance teachers in disciplinary committee was not clear. While MoGE and Zambian Education System literature on guidance teachers' role in pupils' disciplinary cases is silent, international literature states that school counsellors are not disciplinarians but providers of counselling services to students before and/or after disciplinary cases, and help students to better their behaviour to prevent indiscipline in the future (ASCA, 2005). Therefore, guidance teachers' continued membership in the school disciplinary committees prevent pupils from accessing counselling services for pupils would view as disciplinarians rather than counsellors.

Regarding the definition of the roles of the guidance teacher, the findings of the study revealed the head teachers had no written document that defined the roles of the guidance teacher. Most of the head teacher preparation programs do not provide information regarding the roles and functions of the school guidance teachers, so most head teachers learned about the roles of the school guidance teacher through personal experience (Amatea & Clark, 2005; Beale & McCay, 2001)). For this reason, many head teachers continue to visualize school guidance as a support service without clear purpose or a clearly defined view of the school guidance teacher's role (Amatea & Clark, 2005).

From the researcher's point of view, it can be concluded that the roles of guidance teachers are derived from the areas of guidance namely educational, career/vocational. Personal and social. However these areas were found to be blended together when providing guidance services to pupils on any topic. Hence it is impossible to separate the roles of the guidance teacher on the basis of a particular problem. The roles of guidance teachers are supposed to be comprehensive in a way that enables guidance teachers to holistically attend to the needs of learners in school.

5.2.1 Guidance Teachers' Teaching Load

It was interesting to note that head teachers believed that guidance teachers had a primary responsibility of teaching. To this effect one head teacher submitted that guidance teachers had both primary and secondary responsibilities of teaching and providing guidance and counselling to pupils. The findings are in agreement with Maluwa-Banda cited by Karangu and Muola (2011) who conducted a study in Malawi found that secondary school counsellors were also full-time classroom teachers. Correspondingly, Fourie (2010) stated that teacher

counsellors had full teaching loads in addition to providing counselling and support to learners. This was way over and above their normal teaching programme without any incentives. By implication, it meant that in addition to their normal duties of teaching, such as lesson planning, tests and homework marking, guidance teachers were expected to offer guidance to pupils. According to the researcher's point of view, the dual roles performed by guidance teachers have detrimental effects on the provision of guidance services in schools and to the counselling profession. Egbochukwu & Alika, (2010) argued that teachers were burdened with so many responsibilities already and making them guidance and counselling teachers in addition to their job makes them ineffective in both areas at the end of the day.

The study established that three (3) guidance teachers were relieved of their teaching responsibility, eighteen (18) guidance teachers had their teaching periods reduced to less than ten (10) periods per week by their head teachers as reflected in Table 2. This reduction of teaching periods was designed to enable guidance teachers dedicate more time to the provision of guidance services to pupils in school. This is in agreement with the assertions of Cochran and Peters (2002) who contended that the educational role of counsellors takes up most of their time thus entailing the need to reduce a teacher's workload to allow adequate time for effective provision of guidance service. Despite the above initiative by the school administration, Guidance was not provided for on the school time table and guidance teachers lacked adequate time to offer guidance service (Mwirigi, 2002; Hamainza, 2015). To the researchers' point of view, the head teachers 'intervention of reducing guidance teachers' teaching workload is an indication of positive perception towards the roles of guidance teachers in school.

Additionally, findings revealed that nine (9) guidance teachers were not relieved of their teaching loads. Further, head teachers bemoaned lack of guidance time on the school time table and attributed this to negative attitude by policy makers towards school guidance services. According to the researchers, the majority (27 out of 30 guidance teachers) of guidance teachers still have teaching responsibility leaving them with a challenge of balancing counselling and teaching. It can be inferred that guidance teachers are greatly overworked and therefore have little time to attend to guidance needs of pupils which according the researcher may lead to guidance teacher's role ambiguity.

5.2.2 Appointment of Guidance Teachers

With regard to the appointment of guidance teachers, findings revealed that the majority (27) of the guidance teachers are appointed by the head teachers, while other appointments were done by the PEO and the DEBS. The findings are in agreement with Ndhlovu (2015) who stated that head teachers were directed to appoint guidance teachers in schools since 1992. The appointments by DEBS and PEO is a promising development towards the recognition of appointed guidance teachers. The above revelation further confirms that head teachers are responsible for the day to day administration and activities of the school. Consequently, head teachers are in the powerful position of identifying, recommending and appointing; and ultimately deciding how to effectively make good use of staff including the guidance teacher (Zalaquett, 2005). The researcher noted that the appointment of guidance teachers by different authorities may disperse the authority of head teachers as they feel overpowered by the appointment made by their superiors. This may result in varied perceptions of the roles of guidance teachers since the study also established that the appointing authority was also responsible for defining roles to be performed. This calls for urgent need to specify the appointing authority.

Furthermore, it was established that guidance teachers performed roles described to them by either the head teacher or the deputy head teachers who was reported to be the chairperson of all the school committees including the guidance and counselling committee. On the other hand, trained guidance teachers were left to define their roles and others learned through capacity building workshops added. The findings of the study on this particular aspect support an argument advanced by the role theory which posits that human behaviour is guided by expectations held by the individual and other people (Biddle, 1986). The researcher noted that lack of uniformity in the definition of guidance teachers' roles affects the performance of the guidance teacher in the provision of school guidance services. Consequently this may have negative influence on the head teacher's perceptions of the roles of guidance teachers.

5.3 Perceived benefits of Guidance Services in schools

Head teachers felt that school guidance services improved behaviour in pupils. This finding is line with UNESCO (2000) that personal and social guidance helps individuals to know how to behave with consideration for other people, in order to improve the quality of life. Head teachers believed that through school guidance services, some pupils' behaviours could be

modified especially those whose behaviours could not be acceptable due to effects of peer pressure and other vices. Guidance services helps to harmonise pupils behaviour both at home and school and improves the image of the school. Guidance and counselling also helps secondary school boys and girls at the critical stages of life where and when they develop positive or negative sexual attitudes and practices, begin to understand who they are through the identification process and how they contribute to healthy relationships through a lot of experiments as they try to discover their hidden talents.

Additionally, head teachers believed that school guidance services benefit pupils in schools by improving their academic performance. This finding is in line with Muhammad (2011) who confirmed that guidance and counselling promotes subjective learning which is cardinal in the learning process. Guidance services provides extrinsic motivation to pupils thereby making them get focused on their academic activities so as to achieve their educational goals as well as stimulate their career aspirations. In this manner, pupils are helped to handle examination anxiety. Furthermore, guidance and counselling indirectly improves the academic performance of pupils that are academically and psychologically disturbed by talking to them, make them accept their differences and treat each other with respect as a way of promoting moral development. The other benefit of guidance and counselling services, as observed by head teachers, was that it was a crucial program under education that promotes an emotionally and physically safe environment for all pupils to concentrate on academic studies. For example, guidance teachers provide guidance against sexual harassment once regarded as innocuous horseplay but is actually destructive, illegal, and a hindrance to pupil's ability to benefit from the educational environment. School guidance teachers create a benign environment by befriending pupils, recognizing their efforts, providing academic support, encouraging educational and emotional development among pupils.

Moreover, head teachers attributed guidance services as a drive to pupils' career aspiration development. These career aspirations could be in the area of subject combination with regard to the demand from the labour market or equipping and imparting them with essential knowledge and skills preparing them for entrepreneurship ventures of running their own small businesses. For instance, a person could use the knowledge and skills acquired from the school guidance and counselling services to be self-reliance. Equipping pupils with basic of school guidance and counselling services make them become productive and compete for the same job market and some careers in order for one to be self-functional. The finding is in

agreement with Loan & Van (2015) who posits that education along with career guidance have positive impact on the students' academic performance and well-being, for they help them make good decisions regarding their education career. From the researcher's view point, guidance services act as a tool to pupils to be more productive because nowadays more and more jobs require a person to be well-rounded. As such, guidance services should become more prevalent in one's every-day life and workplaces. This helps to unlock the doors of entrepreneurship and exposes pupils/learners to many opportunities to excel as they are able to express themselves freely by applying the acquired knowledge and skills. These skills make them ready and well vested with knowledge in preparation for future career aspirations and employment opportunities. Therefore, using school guidance services have gained ground and as such, there is need to increase career guidance services for pupils to better equip them to compete in the world of work or labour markets as they complete their secondary education.

Finally, head teachers felt that guidance services offered in schools have a positive impact on school attendance. This finding resonates well with Mapfumo (2006) who posited that school guidance services were naturally connected to improving children belief in the importance of schooling. This lies in the premise that children are always obedient to their teachers and would want to strive hard in order to impress their teachers and parents in any way possible. Thus, guidance services enables pupils concentrate on academic activities and encourages pupils, especially truant ones, to attend school regularly. Guidance is an important aspect in the learners' education and life as a whole and as such, the Ministry of General Education should attach great importance to the provision of guidance and counselling services in learning institutions. The program has numerous benefits particularly for learners, teachers, parents, administrators and the business industry and labour market. According to the researcher, it is befitting to state that the objective of guidance and counselling is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society.

5.4 Perceptions on the Challenges faced Guidance Teachers in executing their roles

As regard to challenges, head teachers felt that lack of resources was perceived as a major challenge faced by guidance teachers. This included guidance and counselling books, furniture such as chairs and tables as well as time. This implies that schools had no ideal environment for the provision for guidance and counselling. Lehr and Sumarah (2002) claims

that the school guidance and counselling services should have appropriate space within the school setting to adequately provide confidential counselling and consulting services for pupils, teachers and parents. The absence of these resources in schools makes it hard for guidance services to be undertaken meaningful. This was so because for meaningful guidance and counselling to occur, it ought to be accompanied and supported by the required specific resources as well as other facilities. Egbochuku (2008) also revealed that the quality of guidance services required facilities such as accommodation, bookshelves, and tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials to enable the counsellor carry out quality guidance and counselling services in their school. As noted by the researcher, many schools had shared rooms too small and not conducive for undertaking required guidance and counselling services. As such, guidance and counselling services were offered in classrooms thereby compromising confidentiality. Additionally, the unfavourable environment used for conducting guidance and counselling, discouraged some pupils from seeking guidance and counselling for fear of ridicule and mockery from their peers. This challenge calls for immediate attention if guidance teachers are to be effective in executing their roles for the benefits of the learner.

Head teachers also perceived shortage of trained guidance teachers to providing guidance services in schools as another challenge revealed by this study. This finding was in line with Al-Ghamdi and Nawal (2010) who cited the many difficulties that constrained counsellors' work that included deficiencies in professional training. The study indicated that guidance teachers claimed that the responsibility of offering guidance services was imposed despite lack of knowledge and training. For example, the study found that some guidance teachers, who were appointed and tasked to lead the provision of guidance services were not skilled in guidance and counselling but specialized in teaching subjects. Guidance services provided by ill-qualified teachers was inherently ineffective. In other words, there is need to appoint trained guidance teachers in schools by the government (MoGE).

Additionally, the head teachers revealed that there was negative attitude from both teachers and pupils in schools. This finding is in line with Chireshe (2006) who postulated that some teachers and pupils always had a negative attitude towards guidance and counselling services in schools. This was because the program demanded more from teachers and some pupils felt apprehensive to open up and explicit details of their problems. However, on the other hand, the findings of the study showed that there were some teachers and pupils who were willing

to support the guidance and counselling services provided in schools. This shows how much value stakeholder attaches to school guidance services.

Furthermore, head teachers felt that institutional poor record keeping made it difficult for guidance teachers to have recourse to past counselling cases of pupils and greatly affected counselling interventions. The poor record keeping, seen by many respondents as an enemy of progress in the provision of effective guidance and counselling in schools, was mainly attributed to inadequate training in record management and to some extent sheer negligence by some guidance teachers. The findings contradict MoGE (2015) guidelines that posit record keeping as a critical function of guidance and counselling teachers. In view of the aforementioned, it is just prudent that schools formulate and implement proper filling and record keeping strategies and provide requisite records management skills to guidance teachers. These record keeping skills and strategies will ensure that new and old cases for pupils in schools are kept up to date and create a firm foundation for handling new and old cases even by teachers new to such cases.

Finally, head teachers felt that teaching workload by school guidance teachers was another challenge revealed by the study. This finding correspondent with observations made by Egbochukwu & Alika, (2010) that guidance teachers were saddled with so many responsibilities other than those of guidance and counselling. This overload made guidance teachers ineffective. This implies that school guidance teachers were too busy to be fully involved in the provision of guidance services in schools. This was explained on the premise that school guidance services to run smoothly, teachers must get involved. Owing to this challenge, it is clear that guidance teachers, teachers faced difficulties in executing their mandate of maintaining the school environment. However, this challenge is not peculiar for Zambian secondary schools alone but also in the education systems of other countries across the continent.

The perceived challenges faced by guidance teachers in executing their roles should be ignored but attended to. All challenges summed up calls for conducive work environment that promotes health development of every learner. Therefore head teachers should prioritise school guidance services for effective educational outcomes.

5.5 Summary

Head teachers' perceptions of the roles of guidance teachers revealed that head teachers considered the role of school guidance teachers to be important and wanted the position of the guidance teacher to be formally recognised and fully established on the school establishment. Head teachers perceived counselling to be the most important role of the guidance teachers and perceived registration of candidates as inappropriate role of the school guidance teacher.

The findings revealed that guidance teachers were providing guidance and counselling to pupils, registering candidates for examinations, keeping pupils 'records, subject teaching, identifying learners with special education needs and instilling discipline in pupils. However, most of the head teachers could not clearly state the roles of the guidance teacher for they felt that position of guidance teachers was not formally established in schools and existed without a job description that could state their roles.

As regards benefits of school guidance services, the study found that participants believed that guidance services can improve the general conduct of pupils, help pupils understand how to form moral relationships, beef up career aspirations that results in improved academic performance among pupils, promote self-awareness that transforms problematic behaviours among pupils especially girls from falling pregnant and reduce school dropout rate.

The following were the major challenges faced by the school guidance teachers in their execution of guidance services to pupils; limited time, inadequate space for guidance and counselling, inadequate trained guidance teachers and negative attitudes for both teachers and pupils, teaching workloads and poor record keeping.

This chapter endeavoured to discuss the findings of the study in a more coherent manner through qualitative techniques. The next chapter gives conclusion and further recommendations based on the study's findings.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

While the previous chapter discussed the findings, this chapter summarises the entire study. It provides a summary of the main findings of the study, conclusions and recommendations. Finally, the chapter ends by suggesting areas for further research.

6.1 Summary

The study sought to investigate the perceptions of head teachers towards the roles of school guidance teachers in Lusaka District based on objectives that included establishing head teachers perceptions of the roles of the guidance teachers ascertaining the roles of guidance teachers; perceived benefits of guidance services offered to pupils and challenges guidance teachers face in executing their roles in secondary schools. The main findings of the study in relation to objective of establishing head teachers' perceptions of the roles of guidance teachers was that head teachers perceived the roles of guidance teachers as important although these guidance teachers were not formally recognised and included established on the school establishment. Additionally, the study established that the guidance teachers had no defined roles but had activities that constituted what should be involved in the day to day program of the school guidance teacher. This was confirmed by Head teacher's inability to clearly state the roles of guidance teachers. However, it was found that guidance teachers tried to adhere to MoGE (2015) guideline on the Administration of Management of guidance and counselling in the education system although head teachers were not aware of the MoGE guideline.

The other finding were on ascertaining roles of secondary school guidance teachers and the study established that guidance teachers actually performed roles that incorporated provision of guidance and counselling to pupils, registration of candidates for examinations, keeping pupils 'records, subject teaching, identifying learners with special education needs and instilling discipline in pupils. These roles were performed by guidance teachers in line with the guideline on the administration and management of guidance and counselling in the education system (MoGE, 2015). However, head teachers misconceived the role of guidance teachers in the process of registering candidates for examinations and the Ministry of general education remained silent on the guidance teachers' role in instilling discipline to in pupils.

Furthermore, head teachers were of a view that that guidance services helped pupils to improve their academic performance and general conduct, understand how to form moral relationships, and promote self-awareness and reduce their rate of dropping out of school especially among girls owing to unplanned pregnancies. The other findings of the study included major challenges faced by guidance teachers that incorporated inadequate trained guidance teachers, inappropriate and inadequate office space for conducting guidance and counselling, vast teaching workloads, negative attitudes from teachers and pupils, limited time and poor record keeping.

Given the findings stated above, it can be said that the study affirmed the objectives it set out to achieve. These objectives included establishing head teachers perceptions of the roles of the guidance teachers; ascertaining the roles of guidance teachers; establishing perceived benefits of guidance services in secondary schools and challenges faced by guidance teachers in executing their roles.

6.1 Conclusion

The main objective of the study was to explore head teachers' perceptions of the roles of guidance teachers in selected government secondary schools in Lusaka district. Based on the findings the study concludes that head teachers perceive the role of guidance teachers to be important but be bemoaned the non-existence of the position of guidance teacher on the school establishment and lack of job description that could stipulate their roles. Although most school guidance teachers tried to adhere to Education MoGE guideline in the administration and management of guidance and counselling in the education system, all the head teachers interviewed were not aware of the MoGE guidelines.

6.2 Recommendations

Based on the findings above, the following recommendations were made:

A. The Ministry of General Education (MoGE)

- i. MOGE should formulate job description for guidance teachers in schools
- ii. MOGE should organize training of all teachers in Guidance and Counselling (G&C) so that all acquire basic knowledge and skills to address diverse needs of pupils which

do not require professionalism and also to improve the proportion teachers' participation in G&C activities.

- iii. The Ministry of General Education should conduct Continuous Professional Development (CPD) trainings for head teachers and guidance teachers to raise awareness on the roles and guidance services by the guidance teachers in order to make school guidance services effective.
- iv. The Ministry of General Education at all level of the education system and other collaborative partners should put more efforts and prioritise guidance services in schools through holding educative workshops so that all members of the school teaching staff acquire basic knowledge and skills to address diverse pupils' needs.

B. The school

- i. Appoint teachers trained in guidance and counselling to the position of a guidance teacher.
- i. Teaching responsibility should be removed from guidance teachers so that they can execute their roles effectively professional in the provision of school guidance services.
- ii. Guidance and Counselling should be incorporated in teachers' group meeting so as to create awareness to other members of staff.

6.3 Areas for Further Research

Arising from the research findings of this study, some other aspects of this study area may not have been studied and these areas may need to be studied. The areas of the study which may be studied include:

- i. Policies that influence the provision of school guidance services.
- ii. Effects of parental involvement in the provision of guidance services to pupils in schools.

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APPENDICES

Appendix A: Interview guide for head teachers

Head teachers' perceptions of the roles of guidance teachers in government secondary of Lusaka district, Zambia.

1. What are the roles of the secondary school guidance teacher?
2. In your own opinion, what are your views towards the role of the school guidance teacher?
3. How do head teachers perceive the roles of guidance teachers in secondary schools?
4. What do you think are the roles of the school guidance teacher?
5. What are the benefits of school guidance services in secondary schools?
6. What are the guidance services being offered to pupils in your school?
7. What challenges are faced by school guidance teachers in the execution of their guidance roles?
8. What suggestions do you have towards enhancing the roles of the school guidance teacher?
9. Do you have any other recommendation you think are appropriate to improve the provision of school guidance services?

Thank you for participating in the study!

Appendix B: Interview guide for guidance teachers

On Head teachers' perceptions of the roles of guidance teachers in government secondary schools of Lusaka district, Zambia.

1. What are the roles of the secondary school guidance teacher?
2. What are the benefits of school guidance services in secondary schools?
3. What are guidance services do you offer to pupils in your school?
4. What challenges do you face by in the execution of your guidance roles?
5. What suggestions do you have towards enhancing your roles as a school guidance teacher?
6. Do you have any other recommendation you think are appropriate to improve the provision of school guidance services?

Thank you for participating in the study!

Appendix C: Consent Form for Head teachers

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATION PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION

Dear Sir/Madam,

RE: REQUEST FOR CONSENT TO BE A RESEARCH RESPONDENT

I am a student at the University of Zambia doing a Master of Education in Guidance and Counselling. I am here to request for your consent to be one of my respondents to my research on “Head teachers’ perception of the roles of school guidance teachers in secondary schools in Chongwe district”. This will help me come up with information regarding the Head teachers’ perceptions of the roles of school guidance teachers in in secondary schools.

Be assured that the information you will share with me will be confidential and will only be used for academic purposes.

Your consent to this request will greatly be appreciated.

Yours Faithfully,

..... (Sign)

Nakwenda Kapuwamba Euodia - Researcher/Student

Consent by respondent

Having read or heard the information concerning this research, I hereby voluntarily consent to be one of the respondents. In this regard, I reserve the right to end the interview at any time and choose not to answer particular questions if necessary.

Name: Sign:

Date:

Appendix D: Consent Form for Guidance Teachers

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION

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