PUPILS' PERCEPTIONS OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN SELECTED SECONDARY SCHOOLS OF MAZABUKA DISTRICT, ZAMBIA.

BY

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AUTHOR'S DECLARATION

I, BESTRIDAH. M. MWEEMBA do hereby declare that this dissertation entirely represents my own undertaking. I further certify that the work has not previously been submitted for a master's degree to the University of Zambia or any university for academic credit.

Signed………………………………… Date ……………………………………

DEDICATION

I dedicate this work to my beloved three children: Kunda, Choolwe and Lewis (Jr.). Your presence in this life greatly ignited me to further my academic journey. Always persist for what is good. I deeply love you all.

CERTIFICATE OF APPROVAL

This study by Bestridah .M. Mweemba is submitted to the University of Zambia in partial fulfillment of the requirements for the Award of the Degree of Master of Education in Guidance and Counselling.

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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ASCA	American School Counselling Association
ECZ	Examinations Council of Zambia
GCE	General Certificate of Education
HIV	Human Immuno Virus
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MoE	Ministry of Education
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education Scientific and Cultural Organization
USAID	United States Agency for International Development
USA	United States of America

ABSTRACT

This study was designed to establish pupils' perceptions of guidance and counselling services provided in selected secondary schools in Mazabuka district. It was guided by the following objectives: to identify the types of guidance and counselling services provided in secondary schools, to examine how guidance and counselling services are provided to pupils in secondary schools, to establish the challenges faced by secondary school pupils in accessing guidance and counselling services and to determine pupils' perceptions of the guidance and counselling services offered in secondary schools. A qualitative approach of the descriptive survey design was used which followed both qualitative and quantitative methods. Four schools where picked as study sites, two missions, a co-education private school and a government co-education rural boarding/day school. The sample size of the study was 371 participants: 4 head teachers, 4 guidance and counselling teachers and 363 pupils. Stratified, random and purposive sampling techniques were adopted to select participants. Data collection tools included questionnaires, focus group discussion and interview guides. Qualitative data was analyzed thematically while the quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) software version 20. The study revealed that social, vocational, educational, personal, health, spiritual and moral guidance and counselling services were offered to pupils. However, some schools stressed more importance to particular types of guidance and counselling to pupils in particular grades at the expense of other types and pupils in other grades. Pupils were dissatisfied with the provision of career guidance and counselling services. Guidance and counselling services were provided on one-on-one basis and in group sessions, with the majority of pupils having preference to individual mode. Challenges which were highlighted as being faced by pupils in accessing guidance and counselling services included: lack of self-confidence, lack of materials accompanied by poor physical facilities, gender of guidance and counselling teachers and little or no time by the guidance teachers and pupils. The study further indicated that despite the challenges pupils faced in accessing guidance and counselling, it was perceived as a worthwhile component of the education system by the majority of the pupils. The study recommended that all the essential types of guidance and counselling services be provided equitably if more pupils are to access the services and perceive them positively. Challenges that pupils face in accessing guidance and counselling services should be curbed in schools by ensuring their privacy and confidentiality, GCE to run independent from guidance and counselling department, schools to have male and female guidance teachers and ensure an adequate allocation of guidance and counselling materials.

<center>**CHAPTER ONE**

INTRODUCTION</center>

1.0. Overview

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

1.1. Background

Perceptions about guidance and counselling by pupils in Zambia's secondary schools remain unclear despite existence of policy statements and many benefits that guidance and counselling can bring to pupils. So much emphasis in many, if not all nations, has equally been placed on guidance and counselling to pupils in secondary schools due to the realization that present day society has witnessed many problems with which pupils must cope with during their major years of growth and development. At secondary level of education for instance, pupils are susceptible to various abuses. Thompson and Rudolph (2000) have highlighted that any form of child abuse torments a child since the welfare or health are threatened and harmed. That is to mean that be it physical, mental, verbal, emotional or sexual related abuse, all have a devastating effect to a pupil not only in their present life but equally in the future at large. This echoes WHO's (2010) assertion that child maltreatment causes suffering to children and has long-term negative consequences such as impaired lifelong physical and mental health, as well as negative social and occupational outcomes. With such occurrences, the rationale to offer guidance and counselling services to pupils in secondary schools is apparent, but how pupils perceived these services was unknown.

When they report for school, one would take it that all pupils are happy, cared for, loved or given food. Yet, many are victims of child negligence, (Hakan, 2012). Due to prolonged absence of parents in homes, negligence and maltreatment at the hands of caretakers or maids has become the order of the day. Parental supervision is minimal and sometimes not evident at all. Olugbenga and Ogidan (2006) asserting to the realities of the home and family life remark that most parents, because of the demands of their jobs, pay very little attention to the development of their sons and daughters. Due to such therefore, food, care, decent clothing, educational and medical attention may be a nightmare for some secondary school pupils.

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Neglect is the most common type of maltreatment that children experience and accounts for over one-half of reported child maltreatment cases and is the leading cause of fatalities due to child maltreatment. Neglect involves the caregiver's inattention to the basic needs of a child, such as food, clothing, shelter, medical care, and supervision, (Crosson, 2003). Added to this complexity are the high incidences of divorce ushering tremendous changes in the family structure. Echoing to this fact, Thompson and Rudolph (2000) posit that, divorce or separation of parents is equivalent to death of a parent. They further argue that divorce, losing a parent or remarriage brings about rapid and multiple changes in the family making it puzzling and painful for all involved. Pupils in secondary schools are not exceptional to this reality. Thus, it becomes compelling to have guidance and counselling services to help them with changes that come suddenly and unexpectedly into their life. However, it also becomes undeniable to know how these pupils perceived guidance and counselling services amidst the articulated matters.

The devastating impact of HIV-AIDS has also infiltrated among the secondary school pupils. While a big number of pupils are affected by the pandemic, many others are also infected with the virus. As a result, uncertainty about the future clips in. MoE (1996) recognizes that the exploding problem of AIDS is that it shutters pupils psychologically by the traumatic loss of parents. For economic or health reasons, many pupils infected and affected by HIV- AIDS may not be able to attend school regularly because they have to nurse ailing relatives. With this in mind, MoE (1996) recommend that due to the psychological and social problems which arise from HIV-AIDS, there is need to timely counsel and guide pupils in the various encounters of their lives, though the way pupils perceived the offered guidance and counselling services is a fact not well known in secondary schools in Mazabuka.

Furthermore, secondary school pupils indulge in high risk behaviours involving drugs, alcohol abuse and sexual relationships, (Gumisiriza, 2012). For instance, the case of a grade 12 pupil who was found trafficking in marijuana and pleaded guilty by saying he was in possession of the drug because he wanted to use it for smoking, (Post Newspaper, September 22nd, 2014). Several grade 12 pupils where reported engaging in sex and beer drinking bash in Choma (Post Newspaper, 31st October, 2015) while at Chikankata secondary school in Southern province again, 12 pupils were found having illicit sex in the dormitory (Times of Zambia, 17/03/2013). While it may be true to say that curiosity leads pupils into such activities, others attempt to withdraw from the vices, however pressure of being mocked or labeled cowards by their fellow peers prevent them to do so. If anything, pupils here are searching for a place to

belong and heavily rely on peer acceptance and feedback. Hence, schools provide pupils with guidance and counselling services to help them make concrete and compounded decisions. Due to the activities above, MESVTEE (2013) contends that guidance and counselling act as a tool for preventing, remediating or correcting pupils engaged in social experimentation of any kind, but it was not known how pupils perceived the guidance and counselling services offered to them despite the many benefits that come along with the services.

In educational cycles, pupils must deal with academic pressures as they face competitive examinations and the challenges of progressing to the next grade. Kochhar (2013) noted that the phenomenon of low academic achievement is frustrating and it makes it a major problem of adjustment for pupils. Too often, pupils that continually perform poorly feel that their educational hopes are shuttered. Several cases have even been documented about pupils that attempt suicides due to unanticipated poor performance while others due to lack of preparation or fear of the examinations engage themselves in examination malpractices. True to this is a documented case of 39 grade 12 pupils who in Mtendere's compound of Lusaka province were arrested for being in possession of English examination papers, (The Post Newspaper, 8th October, 2014). Poor results may partly be attributed to the poor academic skills and knowledge from studying (study habits), skill in note taking as well as memory strategies which can be curbed through the provision of educational guidance and counselling to which study techniques, effective note taking and memory-recalling academic material becomes its areas of concern. Borders and Drury (1992) have also submitted that guidance and counselling services enhance pupils' classroom behaviour, self-concept, and attitude towards school work and reduces cases of school dropouts. As such knowing how pupils in secondary schools in Mazabuka district perceived guidance and counselling services cannot be over-emphasized.

Kochhar (2013) asserts that lack of educational information makes it difficult for students to make realistic choices of subjects, courses and educational institutions. However, educational guidance can help students to develop study skills, be motivated and concentrate on the study materials, combat forgetfulness and use appropriate study technique. Pupils should be able to manage their activities by making a formal time schedule and personal study time-table. The skills of note-taking and sitting for examinations should be developed to avoid anxiety and stress of pupils, (Ndhlovu, 2015). Clearly, as poised by Ndhlovu (2015), educational guidance and counselling at secondary stage of education plays a role of helping pupils develop skills

that will benefit and assist them as they learn such as developing new ways of thinking, association and forming positive attitudes. In relation to pupils in secondary schools in Mazabuka district of Zambia, it was not clear how they would perceive guidance and counselling services offered in their schools in addressing their educational needs.

Lunenburg (2009) submits that the function of education is to provide opportunities for each pupil to reach his/her full potential in the areas of educational, vocational, social and emotional development. As such, managers of school must consider guidance and counselling as an integral part of education and that it is centred directly on this function. Guidance and counselling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Gibson, 2008). The responsibility and decisions here must be reflected in the areas as alluded to. The capacity to make such intelligent choices is not inherent but, like other abilities, must be developed. This implies that any decision made has roots in reinforcement, which may come due to the provision of guidance and counselling services, although secondary school pupils' perceptions about the services in question in Mazabuka district was a subject not very clear.

Planning for the future, combating career stereotyping, and analyzing skills and interests are some of the goals pupils must develop whilst in secondary school. Career information through career guidance and counselling is offered to pupils. Collaboration usually takes place between the school and representatives from various industries or fields. When programmes of this nature take place, pupils are helped to solve career problems but increase competence in making decisions and plans for the future like preparing for the world of work in life (Borders and Drury, 1992). What was not known in the scenario of secondary schools in Mazabuka district is how pupils viewed career guidance and counselling offered to them.

Proponents of guidance and counselling reveal that there are two ways in which guidance and counselling services are delivered in educational settings like secondary schools. Depending on the nature of the problem at hand, a counsellor may opt for individual or group guidance and counselling. Ndhlovu (2015:67) referred this as, "procedure in guidance and counselling". He stated that "procedure in guidance and counselling refers to how counselling is offered, for example, individual counselling or group guidance and counselling". Ndhlovu (2015) thus cautions guidance and counselling teachers that although the case (s) determines the procedure one selects, both have their own merits and demerits. Scholars such as Kochhar (2013),

Olugbenga and Ogidan (2006) and Okumu (2012) are of the view that guidance and counselling teachers need to meet pupils individually or in group meetings. According to the Tanzanian Institute of Open Education (2013), discussions, problem solving, role playing, brainstorming and observations are some of the techniques used in group guidance and counselling. In Zimbabwe, a study by Mapfumo and Nkoma (2013) revealed that guidance and counselling services were mainly provided in groups in formal classroom lessons and while there was minimal one-on-one guidance or counselling . Such a setup may deter pupils from participating because they may not be able to share their problem to the whole group. School guidance and counselling teachers need to employ ways of delivering guidance and counselling services to cater for all pupils' needs. It was however not established how guidance and counselling services were offered to pupils in secondary schools of Mazabuka district, a scenario which may eventually influence pupils' perceptions about the services offered .

Despite the many advantages that guidance and counselling services have, pupils may not fully utilize the services for several reasons. In a study by Chathurika (2015), 65% of pupils confirmed that they had less confidence in their school counsellor especially where individual guidance and counselling was concerned. In this respect, pupils mistrusted the guidance and counselling teacher who they thought unfaithful. Ndhlovu (2015) cites confidentiality as one of the basic characteristics of counselling in which the provider is expected and obliged to keep and treat information given by the client, in this case pupils, confidential. Nyambura (2007) also confirmed that fear of breaking confidentiality was one of the reasons that kept students away from seeking guidance and counselling related help. Pupils desire for a counsellor who is confidential. When pupils' issues are divulged, they develop a bad impression of the guidance and counselling. In this way, pupils may not recognize their guidance and counselling teachers as fully qualified for the job. Consequently, pupils would not seek for guidance and counselling services optimally or not at all. It therefore became imperative to ascertain how pupils in Mazabuka perceive the provision of guidance and counselling in their schools.

In other studies, pupils highlighted that the problems they faced in accessing guidance and counselling services emanated from the fact that the guidance and counselling office was poorly located, did not exist at all or was in dilapidated conditions. In particular, Chireshe (2006) revealed that the majority of pupils in the study conducted in Zimbabwean secondary schools said that guidance and counselling rooms were located near the administration building, a substantial number indicated that the services were provided in an office far from

the administration block and a quarter said the services were conducted in a classroom. As for Nyambura's study (2014), guidance and counselling services were offered in the principal or deputy principal's office, dining hall, during assemblies or at open grounds. No wonder, Yunis (2006) asserts that when guidance and counselling services are perceived as part of the administration, pupils avoid accessing the services. On the other hand, when they perceive it as concerned with educational or academic problems, it will still keep them away. As such, the researcher aimed at establishing whether this could be the same or different among the pupils in secondary schools in Mazabuka.

In Chathurika's study (2015) mention was made that there was no room or place for school counselling in schools and that in other schools, although there was evidence of counselling rooms, they were not in any appealing condition. Therefore, the current study sought to establish perceptions of guidance and counselling services by pupils in secondary schools in Mazabuka district in Southern province of Zambia. The above work suggest that guidance and counselling services were provided in various places some of the locations perceived 'unfit' for the purpose, especially where counselling is concerned. Ndhlovu (2015:65) elaborating on one of the aspects of privacy of the counselling environment stated, 'the venue or room where counselling takes place must be appropriate for such an exercise...the room should be quiet and free from disturbance or frequent interruptions'. Absence of a recommended guidance and counselling place entails deviation from the ideal. Therefore, one would wonder, that if this was the situation in some research conducted somewhere else, what then was the situation in secondary schools of Mazabuka district, resulting in how pupils perceived the offered guidance and counselling services.

Additionally, guidance and counselling teachers are sometimes seen as lacking good qualities. Some personal attributes among others include intolerance, bad listener, favouritism, impatience, judgemental attitude, poor morals and short temperedness. Once pupils observe any of these qualities in the guidance and counselling teacher, it may impede their accessibility to guidance and counselling services. Momanyi (2013) alluded to the fact that pupils were afraid to meet the school guidance and counselling teacher because pupils perceived them to be impatient. With such sentiments uttered by pupils, one would then question how pupils in secondary schools of Mazabuka perceive guidance and counselling services availed to them. This defeats the principles of counselling such as neutrality, acceptance and flexibility. Nyambura (2007) supports the idea that pupils look forward to guidance and counselling

teachers with qualities such as genuineness, acceptance, trustworthiness and empathy. She is in support of this idea because it has a bearing to pupils such as positively influencing their help seeking behaviour of guidance and counselling services. The way pupils in secondary schools of Mazabuka would perceive guidance and counselling services therefore became compelling.

Computers, career, educational, test taking skills materials, job description of different careers, newsletters, pamphlets and various catalogues are said to be powerful guidance materials in secondary schools. About 90% of pupils in a study carried out by Siamoongwa (2004) reported that pupils lacked materials that would acquaint them with knowledge on educational and vocational guidance. Momanyi (2013) stated earlier, also found that career booklets were not available in public secondary schools in Ongata Rongai and Ngong zones of Kajiado north district in Kenya. She further revealed that guidance books were not adequate in secondary schools while other school did not have the materials. Nyokabi (2005) quoting Amukoa (1984) to the preceding articulates that, career booklets and other guidance reference materials are not available in most schools and those few schools that may have do not have enough to accommodate all pupils. Yet it is urged that the allocated guidance and counselling room should have enough materials for the pupils' utilization. Career booklets contain information on different careers, different courses that are on offer in institutions of higher learning and the subject combinations that are required for different courses.

Guidance and counselling teachers including pupils need to use materials for reference. If not available or are inadequate, school counsellors' work becomes more difficult since these books may contain the contemporary strategies on guidance and counselling and other emerging issues. Lack of these books frustrates the effort of the teacher counsellors to implement the guidance and counselling services resulting to perceptions towards the same by the pupils. As much as the empirical studies by Siamoongwa (2004) in Zambia and Momanyi (2013) in Kenya highlight either inadequacy or unavailability of guidance and counselling materials, the state of affairs still remained unknown in secondary schools of Mazabuka District.

The need to have female counsellors in schools necessitated the development of guidance and counselling in America, (Ndhlovu, 2015). In line with this, Yirgalem (2013) found that female participants were not utilizing the counseling services due to fear of the male guidance and counselling teachers. Siamoongwa (2004) in his study revealed that many pupils have preference of guidance teachers of the opposite sex while only very few liked guidance teacher of their sex. Chireshe (2006) also concluded that female pupils preferred female counsellors while male pupils had a preference of male counsellors. Hence, according to Ministry of

Education, Science, Vocational Training and Early Education (MESVTEE, 2013), schools need to respond to both boys' and girls' counselling needs by staffing the guidance and counselling departments with female and male guidance and counselling teachers. But what was unfamiliar was how pupils in secondary schools in Mazabuka district perceived guidance and counselling services.

The principle behind the provision of guidance and counseling services is to prepare pupils for life. Preparing pupils for life entails fulfilling their educational, career, personal/social guidance and counseling services. Therefore, a pupil who is able to make right decisions in these areas may have positive perceptions about guidance and counselling. The opposite is true. When a pupil is content with the educational guidance and counseling needs, such a one knows efficient study methods and implements them, manages and uses time effectively, learns how to learn, becomes aware of own potential and knows how to boost it, knows how to get help about educational matters or does not have adaptation problems in school may attribute this a result of guidance and counselling, hence having positive perceptions.

Related to personal guidance and counseling, pupils may be satisfied if they are able to form harmonious relationship with people around them, know oneself, improve problem-solving and communication skills. Not only this, but also they must improve social skills, cope with test anxiety, make effective decisions and develop problem solving skills. Nyan (2014) citing Kuzgun (2000) argued that a student whose career guidance and counselling need is satisfied becomes aware of own abilities, interests and career values. S/he may inquire as to which interest area each career is related with, hence s/he could negotiate his/her qualities with the occupation necessities. However, Momanyi (2013) remarked that pupils have wrong perceptions towards guidance and counselling for they perceived the services to be meant to help those pupils confronted with academic problems and where teachers want to know more about their family and social issues. This depicts pupils' unwillingness and avoidance to access guidance and counselling services even when they (pupils) have a problem, hence had wrong perceptions towards the guidance and counselling services. Yet, perceptions by pupils towards the guidance and counselling services offered in secondary schools of Mazabuka district were not established.

Similarly, Wanjohi (1990) observed that most students feel that it is only those students with problems who should access guidance and counselling from the counsellor. Pupils who are

academically stable without any academic problems should not seek for any help. As such, some pupils become indifferent to guidance and counselling services. It is therefore important to get the perceptions of guidance and counselling services held by pupils in Mazabuka district. According to Fgatabu's (2012) results of the study conducted in Kenya's Starehe district were that the majority of secondary school pupils show an attitude of negativism towards guidance and counselling. He explained that pupils' negative attitudes were due to lack of confidence in the teacher-counsellors and scarcity of time for guidance and counselling. Eyo et al (2010) also pointed out that some pupils reveal wrong points of view with regards to guidance and counselling services, hence were not sure if guidance and counselling would help them to resolve or find better alternatives to their school problems and life challenges in general.

Nyokabi (2005) exposed that 77.9% of pupils had positive attitudes towards guidance and counselling service. A study by Nyambura (2014) and Eyo et al (2010) also put forward that a significant number of pupils were aware of the availability of guidance and counselling services and had positive perceptions about the services they were provided with. The conclusion was derived from what pupils said about the offered guidance and counselling. For example, pupils argued that they were able to progress well in their education, solve their problems objectively and identify their endowed abilities in various areas or activities. Therefore, pupils with positive attitudes towards seeking help are more likely to seek counselling than those with negative perceptions towards guidance and counselling services. Perceptions by pupils on guidance and counselling services remained uncovered in secondary schools in Mazabuka district, which the current study hoped to expose.

Therefore, being aware the needs of secondary school children, the importance of providing guidance and counselling services in the education system like in secondary schools is enshrined in some of Zambia's official policy documents such as 'Educating Our Future' of 1996 as well as the Education Act No.23 of 2011. The former asserts that it will see to it that guidance and counselling services are offered and improved in all school in order to counsel and guide children who are affected by psycho-social problems connected with HIV/AIDS, family bereavements, conflicts between customary and modern values or priorities, and similar anxiety-inducing situations. It further stipulates that the ministry of education will reinforce school guidance and counselling services, and that through career teachers, it will publicize information concerning training and preparations for employment opportunities after attainment of basic education and beyond. The education Act (2011) on one hand 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 education institutions. This implies that the document advocates for the implementation of guidance and counselling services at various levels of education

Besides the above two documents is the Zambian Education Curriculum Framework (2013) which considers guidance and counselling as a cross cutting issue that must be included in the school curriculum, with the view to develop pupils holistically. It stresses that guidance and counselling has four main areas. These are career, personal, educational and social guidance and counselling. All the areas have been deemed vital as they are interlinked and that they must be attended to fairly if optimum benefits of the guidance and counselling services are to be realized on pupils. The Curriculum Framework (2012:22) furthermore alludes to this by arguing that, a good working guidance and counselling programme should thus have all the aspects of guidance and counselling services and provide them to the learner in a well-proportioned way. However, despite declarations and commitments on guidance and counselling as seen in the three documents and secondary schools having implemented guidance and counselling services, it was not clearly established how pupils in secondary schools of Mazabuka district perceived guidance and counselling services integrated in schools. This therefore prompted the researcher to investigate the issue.

1.2. Statement of the Problem

Pupils' perceptions of guidance and counselling has remained an illusion, despite the provision of guidance and counselling services in secondary schools. According to the Examination Council of Zambia (ECZ) report of 2011, about 311 candidates where involved in examination malpractices during the 2010 grade 9 and 12 examinations. This was an alarming number considering that almost all the schools provided guidance and counselling services which helped pupils prepare for their examinations. Furthermore, 39 grade 12 pupils in Lusaka were in 2015 caught going through English examination papers by the police, (Post Newspaper, October 8th, 2015). In addition, cases of irresponsible sexual behaviours among the secondary school pupils have been clearly documented. For, instance the case of Choma where pupils were reported engaging in sex and beer drinking bash at some lodge in the district. Besides this, another incident was reported in Chikankata in Southern province where 12 pupils were caught having sex in the dormitory (Times of Zambia, 17/03/2013). Apart from this, several cases of drug abuse by pupils have been reported in various schools with some being convicted

by the courts of law. The question is how do pupils perceive guidance and counselling services offered to them in secondary schools?

Therefore, the researcher seeks a shift in the way pupils might access the guidance and counselling services implemented in secondary school so as to ensure that they have a smooth academic advancement, an understanding of their personalities, strengths and weakness in relation to choice of vocations and shape their lives through an enhanced social-personal development.

1.3. Purpose of the study

This study sought to investigate how pupils perceive guidance and counselling services offered to them in their respective schools.

1.4. Study objectives

   i.   To identify the types of guidance and counselling services provided in secondary schools

  ii.   To examine how guidance and counselling services are provided to pupils in secondary schools

 iii.   To establish the challenges, if any faced by secondary school pupils in accessing guidance and counselling services

 iv.   To determine pupils' perceptions of the guidance and counselling services offered in secondary schools

1.5. Research Questions

   i.   What types of guidance and counselling services are provided to pupils in secondary schools?

  ii.   How are guidance and counselling services provided to pupils in secondary schools?

 iii.   What challenges do pupils in secondary schools face in accessing guidance and counselling services?

 iv.   What are pupils' perceptions of guidance and counselling services offered in secondary schools?

1.6. Significance of the Study

It is hoped that this study might benefit pupils, school guidance and counselling personnel, educational administrators and researchers. Pupils might benefit through increased awareness

of guidance and counselling services provided in their schools resulting in increased access. They might also realise its essence in addressing problems confronting them, their needs and interests too. It is also envisaged that pupils might actively participate in guidance and counselling activities by spearheading certain activities.

Guidance and counselling teachers might benefit by evaluating how they provide guidance and counselling to their pupils and their general efficiency and effectiveness. Such evaluation would enable them weigh and later demonstrate their professional preparation or competency and strengthen areas of deficiency. Educational administrators on the other hand, might accept and treat guidance and counselling with utmost importance by giving necessary support, leadership and favourable school policies. The study further hopes to contribute new knowledge on the perceptions of secondary school pupils (users) of guidance and counselling services in Zambia and elsewhere. Guidance and counselling researchers might find the results of the study as literature for future research.

1.7. Delimitations of the Study

Delimitations of a research study according to Cressswell (2009) are useful in addressing how the study is narrowed in scope. The study was conducted at four selected secondary schools, Mazabuka girls, St. Edmunds, Nanga and Nakambala private schools. Single sex mission schools included Mazabuka girls and St. Edmunds (boys' only school). One government co-education rural school, this was Nanga secondary was also studied. Nakambala private, a mixed sex school run by Zambia Sugar Company was included in the study. The schools were opted for as study sites due to their easy accessibility and proximity. Besides, their long existence, prominence and reputation in the district made them better study sites. In fact, since pupils in rural, mission, urban and private school setup might exhibit varied guidance and counselling needs, their perceptions too might be heterogeneous.

1.8. Limitations of the Study

Grade twelve and nine examinations period occurred at the time data was collected, yet the pupils in these grades formed part of the sample. Due to the challenge of coinciding school examination calendar with the university calendar, the researcher administered questionnaires to the two grade pupils in all the four sites earlier than the other grades. The study confined itself to only four schools due to financial constraints and time yet it would have been ideal to include all the secondary schools of Mazabuka district. Therefore, care should be exercised when generalising the findings to the whole of Southern province or Zambia.

The study used a descriptive-survey design whose limitation is that results can change over a period of time. Hence, results will not be taken as a constant for the group surveyed as perceptions, actions or characteristics can change over time. Few empirical literature on the Zambian context exist as such the researcher largely relied on international literature. In addition, data was collected from pupils, school guidance and counselling teachers and school head teachers excluding other stakeholders such as class teachers, parents and education officers for guidance and counselling. The inclusion of these other stakeholders could have given a more holistic picture of pupils' perceptions about guidance and counselling services. Due to these limitations, the study findings must be generalised cautiously

1.9. Theoretical Framework

The study was grounded on two theories of perception, Gibson's theory of direct perception and Gregory's theory of indirect perception. The two theories were used because they were complementary and had different components which were hinging on the research. For example, in that in the former perception relies on the sensory input which an individual gets from the contextual environment. While in the latter theory, perception is considered to be more than mere collection of sensory data but that it entails making a construct rather a precise interpretation of the sensory information through ones' cognition. Meaning, there is involvement of higher cognition rather abstracting is integral in enabling people form perceptions of things.

Gibson's Theory of Direct Perception

Gibson's theory, an example of the bottom–up theories of perception, assumes that the content and quality of sensory input play a determinative role in influencing the final percept. Sensory input in this sense signifies the basis of cognition and by its own nature it determines further sensory data processing. Demuth (2013) calls this data–driven processing perception. The theory postulates that we extract information from the external environment which is necessary for our survival. The pressures of the environment caused our receptor to be created and formed so that they became sensitive to relevant stimulus from the environment and they adapted to the environment. On the basis of this, Gibson arrived at a conclusion that by detailed analysis of data collected from the environment we might acquire all the essential information about objects [an activity and program] by direct perception of their perceivable qualities including information about their importance and potential application. This can be

explained using an example of a ladder, that if a person looks at it, he/she might also see the possibility to climb up or down. The example is applicable to all common activities we do with objects, but also to atypical, original or highly abstract ways of use.

Gibson (1950) realized that, to some extent, our perception is effected by our active approach. He argued that perception did not mean only focusing our attention and perceptual accommodation. The core of Gibson's concept is a conviction that our perception is based on information volume of sensory inputs, which we further process only via revealing and explaining the available information. The implication of this theory is that pupils may perceive guidance and counselling services from different angles. Therefore, to uncover how pupils perceive guidance and counselling services offered in their schools, this model can be applied in a society, community and school environments where there are so many pressures which pupils are exposed to which required guidance and counselling services. For example, there is crime, fear of the unknown, withdrawnness, drug abuse (smoking, alcoholism), handling sexual information, illnesses, financial problems, academic failure and career uncertainty. These act as stimuli which will then determine pupils' perception of guidance and counselling. In other words, pupils will create and form perceptions of guidance and counselling services based on what they have heard and seen in the external environment.

Gregory's Theory of Indirect Perception
The key feature of this theory as an example of the top-down theories of perception is the participation of higher cognitive functions in the process of perception in form of support, discrimination and interpretation of perceived contents. According to the theories of indirect perception, perception is possible only by means of mental representation. The theory assumes that the process of perception is a highly active process of extracting sensory stimuli, their evaluation, interpretation and backward organization of sensory stimulus. Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process. Perception is thus influenced by a wide range of individual factors that can lead to an inadequate interpretation, (Eysenck, 2008).

Gregory claims that sensory data found on receptors are just some sort of energy samples, but they are of no great importance themselves. Their importance is based on our previous experience. Perception is a matter of receptors as well as of brain. Material acquired by sensory organs is non–specific and raw, so we must approach it by higher cognitive functions. In this

context Gregory talks about searching for a hypothesis that would be able to grasp and interpret sensory data in the most pertinent way. Subsequently, we test the given hypothesis. So sensory data are only clusters of physical stimuli and our brain tries to interpret them in the most meaningful and the most likely way, (Demuth, 2013). Gregory thinks, that a subject needs contents and ideas more than a great sum of sensory information. Experience is the key point of interpretation. He explains that for interpretation of sensory data, experience is more important than sensory image. The context, the motivation and the expectations are some of the key theorems of Gregory's theory. Gregory, therefore, says that to see means to believe, that the given object is what it is, but also, that our perception is determined by attitudes, emotions and expectation.

Therefore, through their experiences of guidance and counselling services, pupils will have expectations based on what they have heard and seen. This sensory data does not necessarily mean to perceive, but to perceive always means pupils would have integrated their feelings into a broader context of beliefs and opinions. Since perception goes beyond mere collection of information, pupils' perceptions of guidance and counselling would be based on active participation of higher cognitive functions responsible for constructing.

1.10. Definition of Key Terms

Perception- it refers to the thinking, understanding, meaning, views or opinions attached to an activity, program or a situation through ones' cognition. It is also defined as the process by which people translate sensory impressions into a coherent and unified view of the world around them, though it may sometimes be based on incomplete and unverified (or unreliable) information. Perception is equated with reality for most practical purposes and guides human behaviour in general. In this study therefore, perceptions means the awareness, the impression, the thinking, feeling, interpretations , comprehension, views, regard and the meaning pupils attach to school guidance and counselling services offered in schools.

Guidance- it is the help given by a qualified person to pupils to help them in making informed and compounded decisions on different aspects of their life through realisation of one's potentials. In this particular study guidance means assistance offered by a trained or appointed teacher in the guidance department to help pupils help themselves in making desirable choices, adjustments and solve various problems in their educational, vocational or social-personal life thereby living a satisfying life.

Counselling- this is a helping relationship through which pupils are helped by a trained person to define their goals, make decisions, and resolve problems related to social, personal, educational and career of one. It involves enabling pupils find better alternatives to problems befalling them, gain and recover skills after being listened to in a manner that is non judgemental, in an environment that does not threaten or inhibit pupils from opening up or sharing their concerns and at the end of the process be empowered and attain self actualisation.

School guidance and counselling services-these are organised activities and services within the school program which are intended to assist pupils with their developmental needs. The services are comprehensive in nature in order to meet holistic individual needs.

Secondary school- it is an education institution running from grade eight to twelve or grade 10 through the twelfth grade serving children approximately between ages of 12 and 19 years old, with majority learners in adolescence stage.

1.11. Summary

This chapter covered the introduction to the study. The background to this study stemmed from the need to establish pupils' perceptions of guidance and counselling services offered to them in their secondary schools. The chapter further presented the statement of the problem, purpose of the study, study objectives and research questions. Additionally, it covered the significance of the study, limitations, delimitation including definition of key terms. It summarised the chapter at the concluding stage.

The next chapter presents the literature review which was pertinent in addressing the research objectives in relation to what other scholars have done and existing knowledge gap for this study.

CHAPTER TWO

LITERATURE REVIEW

2.0.   Overview

Taking cognisance of the importance of guidance and counselling especially in secondary schools where the majority of pupils are at the peak of development (reached adolescence), many scholars have dealt with topics related to guidance and counselling in secondary schools. This chapter reviews a record of related literature. A Review of literature aided the researcher identify existing knowledge gaps as per the objective and justify on the need to carry out research on secondary school pupils perceptions of guidance and counselling services offered to them in their schools.

The literature review chapter is segmented into the following themes: the types of guidance and counselling services in secondary schools, how guidance and counselling services are provided in secondary schools, challenges, if any, faced by pupils in accessing guidance and counselling and perceptions of secondary school pupils of guidance and counselling services provided in their schools.

2.1 Development of Guidance and Counselling in the International Arena

It is not surprising to pin point that many of the people who are engaged in providing guidance and counselling services in institutions such as secondary schools, have little awareness of the historical background of guidance and counselling in the world at large, in Africa and of their own countries, (UNESCO, 2000) Therefore, this section outlines the background (early developments) of guidance and counselling at global level.

Initial work in guidance was evident in the USA in the 19th Century by George Merrill at California School of Mechanical Arts in San Francisco, California. Information on various jobs was given by Merrill to the pupils in order to equip them and assist them in selecting vocations that were in line with their strengths, interests, aptitude and potentialities. School counselling on the other hand was officially noted at the turn of the twentieth century. In 1626, the first document on vocational choices 'The Universal Plaza of All the Professions of the World' authored by Tomaso Garzoni came into sight. Despite this preliminary work, it was not until the twentieth century that formal guidance activities were handled by expert personnel (Gysbers & Henderson, 2001).

According to Krumboltz and Kolpin (2002) the development of guidance and counselling in the United States began with the social reform movement in the 1890s. Attributed to this emergency was the unprecedented increase in child labour and the difficulties people residing in slums within cities encountered, many people were outraged. In that regard, compulsory education movement and vocational guidance movement started and focused on guiding people into the labour force so that they became productive members of society. In 1909 Frank Parson, coined the term 'Vocational guidance' in his book 'Choosing a vocation' and was credited as being the "father" of the vocational guidance movement. His immerse input at the Civic Service House led to the development of the Boston Vocation Bureau in 1909. The Boston Vocation Bureau designed a system of vocational guidance in the Boston public schools. Further, the work of the bureau stimulated use of vocational guidance both in the United States and other countries.

The emergence of Industrial Revolution also facilitated the development of guidance and counselling, (Gysbers and Henderson, 2001). This was the period that saw a swift growth in the industrial sector, social protest, social reform and utopian idealism. To this end guidance and counselling was initiated to tackle the negative social conditions associated with the industrial issues. Ndhlovu (2015) identified development of job analysis, formal assessment tests of mental ability and excess profit tax as three main factors responsible for the evolution of personnel work in industry. Olugbenga and Ogidan (2006) asserted that the industrial revolution instigated the commencement of vocational guidance that was started to help individuals to choose and to prepare for a most relevant vocation. Additionally, Schmidt (1993) stated that an increase in divergent population enrolled in schools led to the introduction of school guidance and counselling. Furthermore, the world wars dictated the emergence of school guidance services as students needed counselling services to overcome the traumatic war experience they had during the world war. Krumboltz and Kolpin (2002) pointed out that after World War II men in the counselling field adopted the 'nondirective' or 'client-centered' counselling strategies moving away from the old trend of testing. Carl Rogers, the proponent of client centered theory in counselling, an American psychologist, was directly responsible for that change. The new approach minimised counsellors' advice-giving and stressed the creation of conditions in which the client controlled the counselling content. In the 1950s the American School Counsellor Association (ASCA), was born and expanded the professional identity of the school counsellor (Kochhar, 2012).

Other countries later began to develop guidance movements. For instance, in 1918 there were documented reports of vocational guidance in Uruguay and China. In France, secondary school counselling was started in 1922 and by the late 1930s was adopted by the educational system and considered as an essential part in guiding learners in their educational endeavours and preventing deviant behaviour among them. Taylor (1971) states that in Britain, school counselling was introduced in schools in reaction to societal transformation which created conditions that necessitated attention for individual needs. He states that urbanization, decline in family tradition and industrial revolution led to the introduction of vocational counselling. The industrial revolution and urbanization created emotional instability among the learners as they were studying under high anxiety due to high competition. Learners were under pressure to choose a vocation. As a result, vocational counselling was started to help the learners in selecting their vocational ambitions. Klingman and Ajzen (as cited by Karayanni 1985, p.297) stated that school counselling services had started in Israeli schools in the 1960s. The services that were introduced focused on the learners' vocational needs as well as educational development. Yuk Yee and Brennan (2004) highlighted that in Hong Kong, school guidance and counselling started in the 1950s. That was due to variations in children's background, increased developmental, social and personal problems, lack of motivation in academic activities, the rise in deviant classroom behaviour and juvenile delinquency. In that regard school guidance and counselling services were initiated in order to assist the learners overcome educational, personal, social and vocational problems.

The development of school counselling in South Korea seemed to be quite rapid as reflected by the growing number of school counsellors (Lau and Fung, 2009). While it was encouraging that full-time school counsellors' positions were established in the schools in 2005 and that setting up a tenure system provided better job security for school counsellors, their work environment, however, was found to be quite undesirable. Guidance and counselling work, as a result, was not the mainstream in the realm of education. In Japan, guidance and counselling in schools were initially taken up by clinical psychologists.

2.2. Development of Guidance and Counselling in Africa

Prior to Western influence, most African societies had various forms of social services that were provided for young people and children, so that they could develop and grow into responsible and productive members of their communities or ethnic groups (UNESCO, 2000). To function effectively in one's community, one needed to be aware of the values, beliefs and

roles one had to play as a member of a particular regiment or sex. Many young boys and girls were socialized, or taught the ways of their communities, as well as the various skills their forebears used to earn a living, or to provide for their families. Initiation schools, for example, taught young people things they would need later on in their adult lives. For instance, they would learn about the history of their ethnic group, how to relate to each other as boys or girls, and how to behave as adults, as well as know their responsibilities as parents or members of the community.

While some people argue that guidance has always been part of an African heritage, the formalization and integration of guidance services into the education system only began in the late fifties. However, guidance activities can be traced in Nigeria in the 1950s. In other countries such as Malawi, Tanzania, Swaziland and Zambia guidance did not exist until the 1960s. Idowu (2004) elaborated that the genesis of formal guidance and counselling in Nigeria dates back to 1959, a year in which a group of Catholic Reverend Sisters at St. Theresa's College, Oke-Ado, and Ibadan organised a formal careers guidance programme for their graduating final year students. Professionals were invited to give vocational talks to the students. The Careers Day conference, as it was later christened, gave learners an opportunity to interact with, listen to and ask questions from the professionals about labour market and the fields of work. Later that formed the basis of the Ibadan Careers Council in 1962 which was later transformed into Nigerian Careers Council in 1967 with the participation of other states of the federation. Denga (1986) reported that the Nigerian civil war of 1967 disrupted the activities of the council but in 1976, the Counselling Association of Nigeria (CASSON), an offshoot of the Nigerian Careers Council, was launched. The activities of CASSON provoked the development of guidance through conferences, publications, seminars and other professional activities of individual members or the collective efforts of the organisation.

The Kenyan government recognised the need for school guidance and counselling. In 1971, guidance and counselling was introduced in Kenya through the recommendation of Kenya Education report. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counselling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among pupils (Republic of Kenya, 1976). As a result, guidance and counselling played a role in preventing examination malpractices in Kenyan's education system.

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Chireshe (2006) mentioned that the introduction of the school guidance and counselling services as supportive services to learners was started in Zimbabwe after its independence in 1980. In 1983 the establishment of the Schools Psychological Services (SPS) within the Zimbabwe Ministry of Education, Sport and Culture provided a platform that responded to the personal, educational and career needs of students in schools. Similarly, Ndanga (1994) said that an increase in responsiveness in the range of individual differences in intelligence, interests, motivation and needs as a result of the expansion in Zimbabwean education resulted in the introduction of school guidance and counselling services in schools. Learners were guided and counselled against many vices including examination malpractice

UNESCO (2000) stated that in 1963, Botswana introduced school guidance and counselling in the education system. Since 1985, after a policy direction seminar on guidance and counselling, Botswana directed her emphasis on making guidance and counselling comprehensive through the provision of personal, social, vocational and educational needs of learners. It is worth noting that some countries now train teachers in school counselling, so that they can provide effective counselling and guidance. In Botswana, for example, in addition to the general guidance and counselling courses taken by all those trained as teachers, the University of Botswana has introduced a Post-Graduate Diploma in Counsellor Education (PGDCE) and plans to have other counsellor education programmes at the certificate, diploma, bachelor, and master levels. In addition, it is now a requirement for every teacher to have studied guidance and counselling at the pre-service level. Plans are underway to provide training for all teachers in the field of guidance (Guez and Allen, 2000).

2.3. Development of Guidance and Counselling in Zambia

With regard to Zambia, guidance and counselling as an emerging component in the field of education is receiving overwhelming support by educational stakeholders. Ndhlovu (2015) asserts that guidance and counselling in Zambia sprung from career guidance which was initiated in 1967. In 1970, the first practitioners of school career guidance (teachers) were appointed to facilitate career related activities in secondary schools. In the subsequent year, a step in the right direction was undertaken and this was the creation of the School Guidance Unit managed by a career guidance officer who was responsible for organising, coordinating and running the guidance unit. The guidance officer worked under the administration of the psychological services at the Ministry of Education headquarters in Lusaka.

However, in 1981, the Educational psychological services unit was brought under the Examinations Council of Zambia, though it demised afterwards. This state of affairs led to the establishment of the School Guidance Unit under the Ministry of Education. Kwalombota (2014) citing the Ministry of Education (2003) wrote that in the year 1990, the School Guidance Unit was renamed to be the School Guidance Services which encompassed a number of services such as counselling HIV-AIDS related issues, child abuse and life skills. It was further broadened to include educational, social and personal elements in order to enable pupils attain all-rounded development during and after secondary school level of education.

Along the formation of the Lusaka Province Career Masters' Association in the 1980s, a career program was started and aired on radio through reading of scripts or career bulletins by a pupil from Chongwe secondary school (Ndhlovu, 2015). The people who spearheaded the formation of the named association were those that had passion and great interest in helping pupils identify careers of their interest having an accurate understanding of their personality, weaknesses and aptitude. Career guidance at this point in time was solely offered on voluntary basis by career masters. However, with much emphasis of the need to identify career works in schools, the need to introduce training of career personnel increased. As such, in 1987 a course on Guidance, Counselling and Placement was introduced at Technical and Vocational Teachers College and at National In-Service Training College to trained guidance and counselling teachers. In 2003 an association called National Guidance and Counselling Association of Zambia (NAGCAZ) was formed with Dr Phiri. Its role was to enhance professionalism among guidance and counselling teachers in the country.

2.4. Types of Guidance and Counselling Services Provided in Secondary Schools.

Pupils have needs and problems which are not confined to one life-sphere only but relate to different areas of needs and interests. It is this heterogeneity of pupils' needs and the challenges faced that the various types of guidance and counselling services become a necessity in their overall life. Anyone who is responsible for providing guidance and counselling services today needs to have a clear understanding of the differing needs and concerns of boys and girls, so as to adjust the guidance and counselling services and activities to meet these different circumstances and realities at their different stages of development and education. This section reviews literature on types of guidance and counselling services that are offered to pupils in secondary schools.

Authorities among them, Coy (2004), MoE (2012), USAID (2012) and Kochhar (2013), affirm that guidance and counselling should encompass four major areas in a school setup. The components that are urged include educational, personal, social, and career guidance and counselling. In justifying the areas highlighted, the Zambian Education Curriculum Framework (2012) argues that all the domains are very cardinal and complement each other to facilitate for wholesome development of pupils. In addition, Educating Our Future policy document argued that it will ensure that guidance and counselling services are not only offered in schools but are also improved in order to counsel and guide children who are affected by psycho-social problems connected with HIV/AIDS, family bereavements, conflicts between customary and modern values or priorities, and similar anxiety-inducing situations. It further asserted that the Ministry of Education will strengthen school guidance and counselling services, and that through career teachers, it will publicize information concerning training and preparations for employment opportunities for pupils.

Educational guidance and counselling helps pupils in creating keen interest in educational matters. For example, it increases pupils' educational knowledge and opportunities beyond secondary school. Study skills are developed and time is effectively managed throughout the schedules that are put in place. Ndhlovu (2015) adds that pupils are equipped with skills in note taking and making, formulation of formal schedules and personal study time tables, test preparation, learning strategies or memory techniques to combat forgetfulness of studied or leant material. Development of skills in note-taking and examinations writing helps pupils to avoid examination anxiety and stress, which once is not ignored, has a negative bearing to one's input and ultimately their performance. Lack of educational information may make it difficult for pupils to make realistic choices of subjects, courses and educational institutions.

Another yet important type of guidance and counselling services that scholars have emphasised to be present in schools is vocational guidance and counselling. It is no longer deniable that many careers have come on board in the 21st century, (Hossain and Faisal, 2013, MESVTEE, 2013 and Kochhar, 2013). As such, by the time pupils enter secondary school, they tend to develop fear due to uncertainties with what career they would be absorbed into. With secondary school pupils, vocational concerns are more pronounced towards completion of the twelfth grade. Therefore, pupils need to timely plan about what they would want to become in future in relation to their personality, potentialities, strengths and weaknesses. According to Coy (2004), vocational or career guidance and counselling address career related fear and

indecision by pupils. It involves giving or receiving information about the subject or course required for a particular career, career path planning, career prospects, qualifications, nature of career and potential employers.

On the other hand, there is personal-social guidance and counselling which involves helping pupils to know themselves better and relate well with other members of the community. Through this kind of guidance and counselling, self-identity, social skills, conflict management, loss and other social-personal problems are explored by pupils in order to live a more satisfying life (Mwamwenda, 1995). Pupils who are not exposed to social guidance and counselling end up being socially maladjusted as they have little or no self confidence in themselves.

With due considerations to the types of guidance and counselling services provided to pupils in secondary schools, some researchers have highlighted the types of guidance and counselling services that exist. For instance, Nkhata's (2010) descriptive survey study on 271 respondents using questionnaires, interviews and focus group discussion evaluated the guidance services offered at three co-educational boarding schools of southern Zambia. Results from the second objectives of his study revealed that educational, personal-social, vocational, avocational and health guidance services were provided to pupils by the three boarding schools namely Kalomo, Zimba and Choma, but that the services were not provided adequately due to lack of trained guidance teachers, lack of materials, inadequate resources and inaccessibility of counsellors due to the high teaching load. Pupils perceived the offered types of guidance and counselling services unsatisfactory in that their needs were not wholly met. Nkhata's (2010) study concentrated on problems encountered by pupils in government co-education boarding schools only. On one hand, the current study looked at pupils' perceptions of guidance and counselling services from different types of schools because their perceptions might be influenced by the nature of the school.

In her cross sectional survey study on Perceptions of Teachers and Students towards Guidance and Counselling Services in public secondary schools in Ongata Rongai and Ngong zones of Kajiado north district in Kenya, Momanyi (2013) found that several guidance and counselling services were offered in secondary schools within the two zones. Teacher counsellors, principals and pupils mentioned the following as guidance and counselling services offered to pupils: educational, peer pressure, personality difference, relations, social roles, family, health, religious, and career and conflict resolution. However, from all the types that were given, educational issues (96.6%) and career guidance (86.6%) were mostly offered to pupils. This

shows that although there were several guidance and counselling services that teacher counsellors could offer, pupils mainly sought for guidance on issues related to academics and vocational paths. Yet, pupils are advised to seek for these services in a balanced manner just as teachers are requested to offer all the types of guidance and counselling equitably. Therefore, investigating perceptions held by pupils in secondary schools of Mazabuka district was significant as this would help reveal areas of deficiency or whether the services call for an overhaul in delivery and provision of guidance and counselling services to foster improvement.

A descriptive and correlation study comprising 185 participants by Mghweno et al (2013) at three secondary schools in Kilimanjaro region, Dar-es-Salaam, examined the influence of secondary school students' access to guidance and counselling services on school life, attitudes towards studies and career choice. The findings showed that guidance and counselling services offered included discipline, HIV/AIDS awareness or health living, spiritual and academic issues. Furthermore, Mapfumo and Nkhoma (2013) indicated that in urban high schools of Mutare in Manicaland Zimbabwe, guidance and counselling services made available to pupils included personal-social guidance in the areas of HIV-AIDS, relationships and behaviour problems. In the later study, the educational or academic aspect was missing. Equally, career planning and exploration was absent in both reviewed studies, implying a deviation from the norm. A comprehensive guidance and counselling programme should cover the educational, career, personal and social development of pupils, Schmidt (2008), Lunerburg (2010), UNESCO (2000) and Olugbenga and Ogidan (2006). What was not known in secondary schools of Mazabuka however were the types of guidance and counselling services offered to pupils resulting in their perceptions of the services.

Similarly, In East Harerge zone and Hareri region of Ethiopia, Yirgalem (2013) through a survey design using interviews and questionnaires assessed the provision and perceived importance of guidance and counselling services at nine secondary schools. He concluded that vocational guidance was less emphasized by all participants including the school guidance counsellors while education and discipline were believed by the participants to be the most important roles of the school guidance and counselling programs. The finding contradicts what proponents of guidance and counselling advocate for, which is the holistic approach to education since the life of pupils deal with different life facets. Therefore, studying perceptions secondary school pupils had on guidance and counselling services was indisputable. Pupils and teachers in Yirgalem's (2013) study were probed through questionnaires only contrary to the

current study which has utilized two instruments to gather data from pupils, pupils' questionnaires and further verified the data through conducting pupils' focus group discussion.

2.5. How Guidance and Counselling Services are Offered in Secondary Schools

Guiding and counselling pupils is one of the basic functions of the school guidance programme. Counselling skills are needed by school professional counsellors. Acquaintance with counselling methods and points of view is useful to them. This section reviews literature on how guidance and counselling is carried out in secondary schools.

Counselling methods and points of view have developed from research and theories about how individuals grow and develop, change their behaviour, and interact with their environment. Ndhlovu (2015) and Lunenburg (2010) postulated that counsellors may provide guidance and counselling in three broad ways: through the directive, nondirective and eclectic methods. Coleman (2009) argued that the directive method to counselling is commonly used by counsellors in school settings where the focus is on identifying, exploring, analyzing the problem and finding an appropriate solution to it. The nondirective approach was believed to help a pupil to become a better organized person. School guidance counsellors might also integrate concepts from both directive and nondirective approaches. The open university of Tanzanian (2013) argues that in the provision of counselling services, a counsellor may use one among three counselling techniques, although a combination of the client–centred and counsellor-centred approaches, i.e., eclectic approach, may result in better service delivery. This is also to mean that no matter what method is used to guide and counsel pupils, they all emphasise on solving a problem and assisting pupils to earn a skill and find better alternatives to their problems. That was why guidance and counselling teachers usually adopted the most appropriate and applicable method to the situation at hand. According to Lunenburg (2009), the effectiveness of the counsellor would depend more on the relationship existing between the pupils and counsellors than on the method chosen and how well the counsellor performed within the method employed.

There are two ways in which guidance and counselling services are delivered in educational settings like secondary schools. Depending on the nature of the problem or issue at hand, a counsellor may opt for individual or group guidance and counselling. Ndhlovu (2015) called this procedure, meaning, how guidance and counselling was offered, either individually or in groups. In Zimbabwe, Mapfumo and Nkoma (2013) in Manicaland looked at the state of

guidance and counselling programmes in high Schools. Results of the study revealed that guidance and counselling services were provided in groups in classroom lessons while individual sessions were rarely carried out. Pupils reported that individual sessions were absent in secondary schools while teachers admitted that individual guidance and counselling was minimal in Zimbabwean secondary school. Such a setup may have had deterred pupils from participating because they may not be able to share their problem to the whole group. Thus, it was unquestionable to know how pupils in secondary schools in Mazabuka perceive guidance and counselling services.

Kochhar (2012), Olugbenga and Ogidan (2006) and Okumu (2012) were of the view that guidance teachers needed to meet pupils individually or in group meetings. According to the Tanzanian Institute of Open Education (2013), discussions, problem solving, role playing, brainstorming and observations are some of the techniques used in group guidance and counselling. Momanyi (2013) citing Mutie and Ndambuki (1999), writing on guidance and counselling for schools and colleges emphasised that teacher counsellors in Kenyan secondary schools should be well prepared. They noted that in preparing for counselling, it was important to acquire knowledge of theories of personality and psychotherapy, diagnostic and behavioural intervention techniques as well as dynamics of human behaviour.

Ringera (2008) carried out a study on the challenges facing guidance and counselling services in secondary schools in Miriga Mieru West Division in Meru District in Kenya. In survey design study, questionnaires and interview guides were used to collect data. It was noted that since teacher counsellors were not frequently trained in guidance and counselling services and did not have much information on the current trends in guidance and counselling. Participants in the study therefore, perceived guidance and counselling teachers to have had no skills and knowledge in modern guidance and counselling methods that were used in secondary schools. In fact this work highlighted that guidance and counselling teachers were not abreast or aware of the contemporary approaches or skills needed in guiding and counselling pupils. The study was mainly concerned with the challenges the guidance department faced and did not give any insight on whether these challenges made pupils develop certain perceptions towards guidance and counselling services. As such, the current study focused on the perceptions that pupils had towards guidance and counselling services.

2.6. Challenges Pupils Face in Accessing Guidance and Counselling Services in Schools

Guidance and counselling as a service in school is meant for every pupil in order to help them cope up with life pressures confronting them. Reality has shown that to every activity, resistance may be evident no matter how minimal it may be. In the same vein, despite existence and awareness of guidance and counselling services in the school, pupils may avoid seeking for or accessing the services. There is need to identify problems faced by pupils in accessing guidance and counselling services in order to alleviate them in secondary schools.

A study on student perception on current school counselling service in Sri Lanka was carried out on 100 grade 10 pupils by Chathurika (2015) at four mixed sex schools in Anuradhapura district. A survey design was employed as the major research approach using questionnaire and interview schedule as instruments for data collection. As a main problem, 65% of pupils confirmed that they do not have much confidence with their school counsellor especially with individual counselling in the sense that the responsible teacher was not faithful. From the study above, it can be seen that most pupils perceived their guidance teachers not fully qualified for the job, resulting into a breakdown between them and the school guidance and counselling teachers. According to the data put forth in the study conducted by Chathurika (2015), pupils mentioned that there was no room or place for school counselling in their schools while other schools did not have a proper place for guidance and counselling as the rooms were not in good condition. In the interview done by Chathurika (2015), a pupil echoed the following with regard to how he perceived guidance and counselling:

> We don't have a proper or permanent place for guidance and counselling.
> Sometimes the counselling teacher asks us to come to the library or staff room.
> But I feel very uncomfortable to discuss my learning difficulties with her.

The study above was conducted at mixed sex schools only and only among the grade ten (10) pupils. However, it is widely argued that guidance and counselling is a service that must be offered to all pupils (Kochhar, 2013, Ndhlovu, 2015). Therefore, in order to establish the perceptions of pupils, the current study included pupils from grade 8 to 12 so as to obtain a holistic picture. Pupils' focus group discussion other than questionnaires and interviews in an effort to verify and produce credible and in-depth results were used.

Chireshe (2006) undertook research whose aim was to assess the effectiveness of guidance and counselling services in Zimbabwean secondary schools. Her study utilised the survey design from a sample of 950 individuals no more than by means of questionnaires. The majority of the

pupils in the study stressed that guidance and counselling rooms were located near the administration building, a substantial number indicated that the services were provided in an office far from the administration block and a quarter said the services were conducted in a classroom. The state of affairs was not different from Nyambura (2014) who employed the ex-post facto design on 240 pupils using interviews, questionnaires and focus group discussions, to investigate students' perceptions of the effectiveness of guidance and counselling services in curbing deviance in secondary schools of Thika sub-country in Kenya. He established that guidance and counselling services were offered in the principal or deputy principal's office, dining hall, during assemblies or at open grounds.

Results in both Chireshe (2006) and Nyambura (2014) suggest that guidance and counselling services were provided in different places some of the locations deemed 'unfit' especially where counselling was concerned. Some guidance lessons or counselling sessions cannot be offloaded in open places, deputy or head teacher's offices as these are usually busy, hence are subject to distractions, (Ndhlovu, 2015). Put rightly, these places are against the ethics of the field, since they do not uphold privacy and confidentiality especially where the issue under discussion are very sensitive like in the case of social personal counselling contrary to educational or vocational counselling. To this, Ndhlovu (2015) put forth an assertion that guidance may be given anywhere but counselling needs privacy if it is to be effective. Kuhn (2004) also emphasized the importance of having proper safe place for counselling. This could be attributed as to why more than half (52%) of pupils in Chathurika's study (2015) in Sri Lanka indicated dissatisfaction with the current counselling services in their schools including the place that was used as counselling room and the general facilities. In line with the preceding, Lunenburg (2009) argues that physical facilities that are well planned or provide for adequate space, privacy and accessibility must be characteristic of quality guidance and counselling programs. The location of guidance and counselling centres may thus make it conducive or unfit for the users to visit them. Unfortunately, there has been no study conducted in Mazabuka to show the prevailing condition regarding place or rooms where guidance and counselling is offered from which may eventually led to pupils' perception of the same and how pupils perceive the guidance and counselling services offered to them in their schools.

In a study done by Momanyi (2013) in Kenya, data collected from a pupil through the interview highlighted as follows:

If I say everything to her, she might misunderstand me. Therefore I am afraid to tell her my personal problems. If I go to the counselling room, other friends laugh at me .So I am shy to meet the counsellor for personal matters. Due to the counselling teacher's behaviour (getting angry suddenly) sometimes we can't get solutions or advice.

Besides the above, the results further indicated that pupils were afraid to meet the school guidance and counselling teacher because sometimes they were not patient. It was therefore important to get perceptions from pupils in secondary schools of Mazabuka district towards the offered guidance and counselling services.

Borders and Drury (1992) submit that in America, guidance rooms have computers, career or educational materials, test taking skills materials, job description of different careers, newsletters, pamphlets and various catalogues. To the contrary, Siamoongwa (2004) randomly selected a sample of 64 participants at four high schools (Munali boys, Lotus, Kamwala and Chelstone secondary schools) in Lusaka urban. The focus of the study was to evaluate awareness and attitudes of pupils towards guidance and counselling services. Questionnaires were used to gather data from the 60 pupils as well as the four teachers. Ninety (90%) of pupils in this study perceived guidance and counselling services as lacking materials that would acquaint them with knowledge on educational and vocational guidance. However, the situation was not made clear with regards to the secondary schools in Mazabuka

From a total sample of 150 participants, Momanyi (2013) used questionnaires on 120 pupils in her cross-sectional survey design study. Of the pupils who responded, 49.1% said that career booklets were not available while a small number said that they were not adequate. However, about 31.1% said that they were adequate. This is in agreement with Amukoa (1984) that generally, career booklets are not available in most schools and those few schools that may be having, they are not adequate. Yet it is urged that the allocated guidance and counselling room should have enough materials for the pupils' utilization. Career booklets contain information on the different careers, the different courses that are on offer in institutions of higher learning and the subject combinations that are required for the different courses. Most teacher counsellors (65.2%) indicated that guidance and counselling books are not adequate while 26.1% showed that they are not available. Only a minimal number (8.7%) said that they are available. This implies that generally guidance and counselling books are missing in most schools in Ngong and Ongata Rongai Zones. It remained unknown whether essential, sufficient

and appropriate guidance and counselling materials are availed to pupils in secondary schools of Mazabuka district and how pupils perceive guidance and counselling offered to them.

In another study conducted by Yirgalem (2013), it came to light that the counsellor-pupil proportion at the 9 schools in Ethiopia's East Harerge zone and Hareri region was about 1 to 1000. Such a ratio is not in tandem with the ideal situation recommended by ASCA (2007) when it urges that there must be counsellor-pupil ratio of a minimum of 1:100 and a maximum of 1:300 while the Nova Scotia Department of Education (2007:37) suggests that 'both elementary and secondary schools must have a maximum ratio of students to guidance counsellor of 500 to 1". Counsellors in the reviewed study had too many pupils to attend to, but it remains unclear whether pupils in secondary schools of Mazabuka district in Zambia are in a similar situation or in a somewhat different situation. A thousand pupils against an individual counsellor as was the case in Ethiopia may result into pupils failing to receive adequate individual or group guidance and counselling to the point of avoiding the services.

Lunerburg (2009) postulated that most accrediting agencies (Southern Association, North Central Association, for example) required a counsellor-pupil ratio of one full-time counsellor for 250 to 300 students. A caseload of this magnitude is satisfactory if counsellors are to have adequate time to counsel pupils individually and in small groups, as well as consult with faculty, administrators and parents. In this study, all the schools researched on were government (public) schools, yet the present research incorporated two missions and one private school because pupils may hold different perceptions. Further, Yirgalem (2013) assessed the provision and perceived importance of guidance and counselling programs at secondary schools of Hareri region and East Harerge zone of Oromia region while the focus of this study was to establish perceptions of pupils of guidance and counselling services in secondary schools of Mazabuka district, Zambia.

Ndhlovu (2015) explains that one of the reasons behind the development of guidance and counselling particularly in America was the need to have female counsellors. A step of this kind could simply be because the sex of the guidance teacher may stimulate a pupil in accessing guidance and counselling services and how they would perceive the services. According to the findings by Yirgalem (2013), female participants mentioned fear as a principal reason for not utilizing the counseling services. He goes on to state that this might emanate from the culture and the way females are socialized in general and absence of female

counselors in particular. Many guidance teachers in the schools surveyed by Yirgalem (2013) were males, a situation which proved problematic to female pupils in accessing the guidance and counselling services provided. In most Ethiopian culture, females are not allowed to approach males privately. That is why many female pupils mentioned fear as a reason for not utilizing the services. Hence, it is advisable for schools to respond to female pupils' counselling needs by employing female professionals too. The Child and Law Foundation (2003:28) cited in Chireshe (2006) state that each school with a working guidance and counselling programme should have a team of female and male guidance teachers. Zambia through MoE (2013) also alludes that all Zambian schools must have school counsellors of both sexes. Behind this thought could be that pupils may approach the guidance and counselling teacher of a sex they are content and relaxed with.

Siamoongwa (2004) in his conducted in secondary schools of Lusaka urban in Zambia found that 57 pupils out the 60 in the study indicated preference of guidance teachers of their sex while only three liked guidance teacher of their sex. Pupils explained that they were freer to talk to the guidance and counselling teacher of the same sex. Questionnaires alone as a means of data collection cannot give in-depth results due to its limitations. In the current study on secondary school pupils' perceptions of guidance and counselling services provided in schools, focus group discussion, interviews and questionnaires were used to gather data in an effort to make the findings comprehensive because use of questionnaires alone whether bearing open ended questions cannot capture information that focus group discussion or interviews may yield. It was established in Zimbabwe by Chireshe (2006) that female pupils preferred female counsellors while male pupils had a preference of male counsellors. UNESCO (2000) also indicated sex preference of pupils as important to facilitating their access and positive perceptions to guidance and counselling services. A pupil in an interview by Chathurika (2015) in Sri Lanka reported that the guidance and counselling teacher was a lady and as a boy he was shy to discuss his personal matters with her. This brings to light that the gender of guidance teachers may have a bearing on how pupils perceive guidance and counselling services, yet the situation was not known in secondary schools of Mazabuka district in Zambia.

Mapfumo and Nkoma (2013) were of the view that counsellors tend to lack necessary training and rarely keep records on their activities. Maturure (2004) as well concluded that the majority of guidance teachers are general teachers with no component of guidance and counselling in their training. In the same respect, Mamonyi's (2013) findings also showed that

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lack of trained teacher counsellors and facilities results to teachers not being confidential and lack the knowledge and skills required to guide and counsel pupils. In Zambia, MoE (2012) confirms this by stating that in case a school does not have a qualified guidance or school counsellor, the head teacher is mandated to appoint anyone among his teaching staff as guidance teacher/counsellor as long as the appointee has favourable attributes of a counsellor. An implication to this is that the appointee may not be able to identify pupils' problems, know how and when to offer the services or work within the ethics because of lack of training, thus may be deemed incompetent by the pupils they serve.

In a study conducted by Nyokabi (2005) in Gatuanyaga division-Thika district of Kenya, it was found that pupils disliked the idea of being seen around the guidance counsellor or seen going into or leaving the counselling office. Probably, this could be due to perceived victimization by fellow pupils. Bichanga's (2005) research on students' attitudes towards guidance and counseling in five public secondary schools of Ngong Division, Kajiado district in Kenya found among others that counselors' incompetency, inadequacy of resources and facilities for the guidance and counselling department, double role of teacher counsellor and lack of appropriate time set aside from the school curriculum for guidance and counselling activities hindered pupils' access to guidance and counselling services. This resulted into pupils perceiving guidance and counselling services negatively, but the above still remained unknown among pupils in secondary schools in Mazabuka.

Some attributes of a guidance counsellor that are negative in nature such as uncaring attitude or disrespect for pupils, divulging pupils' issues among others may make it difficult for some to access guidance and counselling services even when they may wish to. In fact, their perceptions of the offered services may be influenced by these factors. Siamoongwa (2004) pin points that pupils in his study indicated inclination of having a counsellor who is honest, friendly, understanding, approachable and emotionally stable. However, pupils opted not to access guidance and counselling services due to lack of these elements by guidance and counselling teachers. To argue further, Hornby et al (2003) and Lane (1996) recognised that an obvious problem with school counselling practitioners is the general informality of the setting in which counselling occurs compromises pupils' privacy or lead to embarrassment thereby causing hesitation to using the services. The question therefore was how do pupils in secondary schools in Mazabuka district perceive the offered guidance and counselling services?

Results of a case study on secondary school students' reluctance in seeking counselling by Aizat et al (2015) in Lumpur, Malaysia indicate that pupils are reluctant to access counselling services mainly because they are not ready to do so. In addition, pupils prefer to seek help from sources other than the counsellor. The study was conducted at two secondary schools on 52 pupils picked randomly. Questionnaire and interviews were used for data collection. From the interviews which Aizat et al (2015) conducted, one respondent said that she was reluctant to seek counselling because she did not know how to identify her problems. She thought that she had no problem at all and was not ready to seek counselling service because she would not know where to start from. In terms of help preference, a respondent said that he only sought for counselling service as the last resort because he was more comfortable to share his problems with his close friends. In terms of information about the guidance and counselling teachers, a pupil claimed that he did not know the roles of counsellors, and thus perceived that counselling was only for problematic pupils. Therefore, the researcher intended to establish whether this situation could be true for pupils in secondary schools in Mazabuka district.

2.7. Pupils' Perceptions of Guidance and Counselling Services in Secondary Schools

Views pupils hold towards any services provided to them are extremely vital. Clearly, whether or not the guidance and counselling services would be utilized optimally would be determined by what pupils think and say about the services, which may result into their perceptions. Therefore, secondary school pupils' perceptions of guidance and counselling services provided in their schools is one area that cannot be over-looked. This is because it would help know whether the provision of guidance and counselling services need improvement. Skinner (2001) asserts that guidance is a service for all and not a few. A review of related literature on pupils' perception of guidance and counselling services offered in secondary schools is given below.

Several scholars have investigated on perceptions and attitudes of pupils on guidance and counselling services at secondary school level. For example, in Kenya, Nyokabi (2005), Fgatabu (2012) and Nyambura (2014) did research work in Thika district's Gatuanyaga and Juja divisions and in Starehe districts respectively, through ex-post facto designs. Eyo et al (2010) by means of questionnaires alone conducted a descriptive study of 400 pupils in cross river state-Nigeria sampled using the stratified sampling technique. Chireshe (2006) in Zimbabwe, Ubana 2008, Denga (1983), and Onyejiaku (1991) also carried out researches to find out perceptions of pupils on guidance and counselling services. Generally, findings indicated that pupils exhibit either positive or negative perceptions of guidance and counselling services provided in their schools.

A study about the attitudes of secondary school students towards guidance and counselling in Yakurr local government area in Cross River State of Nigeria was done by Ubana (2008). He found that pupils' attitude towards guidance and counselling services was negative and that sex of the pupil and the geographical location of the school had no significant influence on pupils' attitudes toward guidance and counselling services. In Kenya's Starehe district, Fgatabu (2012) examined institutional factors influencing provision of guidance and counselling services in secondary schools. Results indicated that the majority of secondary school pupils show an attitude of negativism towards guidance and counselling. He lamented that pupils' negative perceptions emerged from their lack of confidence in the teacher-counsellors, lack of professionalism in the service and scarcity of time for guidance and counselling. Results by Eyo et al (2010) showed that pupils reveal wrong perceptions with regards to guidance and counselling services, hence were not sure if guidance and counselling would help them to resolve or find better alternatives to their school problems and life challenges in general. Although the way pupils in secondary schools in Mazabuka district would perceive guidance and counselling services offered to them was a subject not clear.

Using the ex-post facto design on 160 forms two and three pupils selected randomly, Nyokabi (2005) explored students' problems and perceptions towards guidance and counselling services in Gatuanyaga division in Nairobi. Findings exposed that 77.9% of pupils had positive attitudes towards guidance and counselling services. Studies by Nyambura (2014) and Eyo et al (2010) also put forward that a significant number of pupils were aware of the availability of guidance and counselling services and had positive perceptions about the services they were provided with. Pupils attested that it was due to guidance and counselling that they were able to progress well in their education, solve their problems objectively and identify their endowed abilities in various areas or activities. Revelations of this nature point to the fact that those pupils' perception of guidance and counselling services in this particular work was positive, but the scenario was unknown in Mazabuka's secondary schools.

In 2006, a study on perceptions of teachers and students towards guidance and counselling services in public secondary schools in Ongata Rongai and Ngong zones of Kajiado north district –Kenya was undertaken by Momanyi. A Cross-sectional survey research design was used to carry out the study. Through simple random sampling and stratified random sampling, six schools out of the twelve public secondary schools in the two zones were sampled for the study. The sample comprised 150 respondents (120 students, 24 teachers and 6 principals). The

study used questionnaires and interview schedules to assess the students' and teachers' perceptions towards guidance and counselling services. Results show that pupils have wrong perceptions towards the provided guidance and counselling services. Pupils particularly perceived it as a service meant for those with academic problems and where teachers want to know more about their family and social issues. This resulted into their non-utilization of the services. This thus, shows that pupils were not ready to seek for the guidance and counselling services even when they have a problem, hence have wrong perceptions towards the guidance and counselling services. As much as other studies done in other countries may have found that pupils perceive guidance and counselling negatively like the reviewed study by Momanyi (2013), it still became important that pupils' perceptions in Mazabuka needed to be unveiled.

Additionally, gender and the location of the school were found to have an influence on pupils' perceptions about guidance and counselling services. Confirming this picture, Eyo et al (2007) in their investigation made known that female students responded favourably to guidance and counselling services than the male pupils and that rural pupils portrayed more negative perceptions towards guidance and counselling services than urban pupils. The difference in attitudes between the rural and urban pupils were attributed to exposure or non- exposure to the media and appropriate materials. It could also be that pupils in the urban schools might have been aware of the guidance and counselling services offered by the school. As for the female pupils, they sought guidance and counselling regularly than the boys because girls naturally are social and want to open up to other people on what they are going through while the boys are rigid and think they can solve their problems without consulting.

In his research on the effectiveness of guidance and counselling in secondary schools after the ban of corporal punishment in Kenya, Mutunga (2003) found out that the level of voluntary consulting with the guidance and counselling department by pupils was very low. This he attributed to lack of trust, fear of being victimized and poor counselling environment. He therefore noted that pupils are yet to perceive the role of guidance and counselling positively and embrace it appropriately. Wanjohi (1990) added that most pupils felt that it was only those pupils with problems who should see a counsellor. The pupils who were bright in class and with no academic problems should not seek for any help. This was why according to Amukoa (1984) and Wanjohi (1990) pupils were indifferent to guidance and counselling services. It was therefore important to get the perceptions held by pupils in secondary schools of Mazabuka and establish ways perceptions would be improved if they were negative.

Yunis (2006) carried out a study on the students' perception of guidance and counselling services in secondary schools in Kajiado Central Division, Kajiado District. A survey design was used and questionnaires were administered to establish the perceptions 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, pupils avoided using it. On the other hand, when they perceived it as concerned with only educational or academic problems, it would still keep pupils with other problems from using it. Yunis (2006) explained that perceptions held by pupils towards seeking help also determine how effectively counselling resources were used. Therefore, pupils with positive attitudes towards seeking help were more likely to seek counselling than those with negative attitude. As such, special attention should be drawn to adolescents' perceptions towards guidance and counselling services so as to develop willingness to access these services. In the current study, pupils' questionnaires, pupils' focus group and interview schedules were used to get in-depth information which might not easily be captured in a questionnaire.

Nyambura (2007) carried out a survey on the attitudes of students and teacher counsellors towards guidance and counselling in selected schools in Limuru Division. She used questionnaires for data collection. The study found out that fear of breaking confidentiality was one of the reasons that kept students away from seeking help. The students expected the teacher counsellors to be confidential, have qualities like genuineness, acceptance, trustworthiness and empathy because these personal attributes could influence the help seeking habits of students and eventually have positive perceptions of the services offered. She established that besides being ashamed to disclose certain problems to guidance teachers, pupils fear accessing guidance and counselling for fear of what people would think of them.

2.8. Summary

The literature review revealed that guidance and counselling services did exist in secondary schools. It brought to light that educational, career, avocation, personal, social, health and spiritual guidance and counselling services were available in most secondary schools. However, this literature showed deficiencies in as far as offering all the required types of guidance and counselling services was concerned. For example, educational and social-personal guidance were perceived as the most crucial types of guidance and counselling yet career guidance and counselling was less emphasised in many secondary schools. Similarly, other secondary schools stressed educational and vocational guidance at the expense of social

personal guidance and counselling, showing variations in the types of guidance and counselling services offered in secondary schools. The literature revealed that guidance and counselling were offered mainly through group sessions while individual sessions also occurred though to a minimal extent. With regards to problems pupils in secondary school faced in accessing guidance and counselling, the reviewed literature pointed to lack of materials, poor facilities, poor qualities of guidance and counselling personnel, fear, gender of the personnel in charge and lack of confidentiality by guidance and counselling teachers.

When the guidance and counselling services are not provided for effectively, pupils develop perceptions which may hinder their continued seeking for the services. In this regard therefore, literature revealed that pupils whose academic progress was enhanced, feel that the teaching learning environment is conducive, are better informed with career matters, have confidence in themselves and have improved relations with peers or teachers attach rather owe these as results of guidance and counselling services, hence having positive perceptions. However, in other studies, pupils found guidance and counselling services unsatisfactory or simply were not at all aware of the existence of the services. These pupils did not utilize guidance and counselling services optimally while others even completely shunned the services. These pupils included those with perpetual poor performance, those who failed to adjust within the school, pupils who were withdrawn or isolated themselves and always felt inadequate in many respects of their lives. These perceived guidance and counselling services negatively.

Moreover, the reviewed literature showed that there are no studies on the perceptions held by pupils towards guidance and counselling services in secondary schools of Mazabuka district in Southern province of Zambia, leaving a gap that the current study hoped to address. Even though studies have been done related to this study somewhere else, none has been done in Mazabuka. More also, some of the studies reviewed mainly used questionnaires to collect data. Questionnaires have limitations thus the findings may not have been exhaustive. The current study however, used questionnaires, focus group discussion and interview schedules. The interview and focus group schedules sought to get in-depth information which would not easily be captured in a questionnaire. This concise literature chapter may not shade light on pupils' perception of guidance and counselling services offered in secondary schools of Mazabuka district. Available literature therefore still leaves knowledge gaps about pupils' perceptions of guidance and counselling services offered in selected schools in Mazabuka district of Zambia. The next chapter explains the methodology that was used in the study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

Research methodology is a "plan of action which informs and links the methods used to collect and analyse data to answer the original research questions...giving rationale for the particular methods", (Wilson, 2010:58). This section comprises, describes and justifies procedures including strategies that were employed in the study under the headings: research design, population, sample size, sampling procedure, data collection tools and procedure for data collection. It further explains how data was analysed to answer the research questions. In addition, a description of how the researcher upheld research ethics during the process of data collection is given. A summary of the chapter is captured at the end.

3.1. Research Design

A research design is said to be a logic plan of study that guides the researcher as he/she collects, analyses and interprets data. Kombo and Tromp (2014:70) view it as 'the structure of research...the 'glue' that holds all the elements in research project together'. Cressswell (2009) states that researchers attempt to describe phenomena as they appear in everyday life before they have been theorised, interpreted, explained and otherwise abstracted. In order to describe the lived experience of how pupils perceive guidance and counselling services, a descriptive survey design was employed in the study. The design was deemed appropriate since the researcher intended to describe the phenomenon as it exists without manipulating participants, conditions or situations. Besides, Leedy and Ormrod (2005) were of the view that descriptive surveys involve acquisition of information about the current status and enable researchers to learn more about opinions or attitudes of individuals from a reasonably large population. Mertler (2012) states that surveys are the most frequently used designs for collecting information about people's perceptions, attitudes, opinions or habits in education.

3.2. Population

The accessible population for this study included all pupils, guidance teachers and head teachers of secondary schools based in Mazabuka district.

3.3. Sample and Sampling Techniques

The total sample of participants in this study was 371, broken down as follows: four school head teachers (one per school) and four guidance and counselling teachers translating to one from each school and the 363 pupils selected from the four schools.

Stratified, random and purposive sampling techniques were used in the study. Schools were purposively selected because they were renowned with established and functional guidance and counselling departments. Guidance and counselling teachers as well as head teachers were selected on purpose. Mugenda and Mugenda (1999) pointed out that purposive sampling technique allows the researcher to use cases that have the required information with respect to the objectives of his or her study. Pupils in single sex schools were randomly selected while those in mixed sex were firstly stratified, classes, that is, grade 8, 9, 10, 11 and 12 were stratified to have representation by each grade then make a random selection. From this selection, pupils in co-education schools were then stratified according to gender thereafter selected randomly to arrive at the definite number of participants. In this way, elimination of possible biasness was adhered. Head teachers and school counsellors were selected purposively because they were key informants to the study. Pupils took part because they are the principal receivers of school guidance and counselling services who hold perceptions about the guidance and counselling services offered by their schools. Guidance teachers are in charge and implement guidance and counselling services. They too conduct need assessment of pupils, know how many pupils turn up for the services daily, weekly, monthly and yearly (keep records), decide when and how the services should be provided, collaborate with teachers and other stakeholders, make referrals for pupils, make pupils aware of the services and inform them on the essence of these services. Above all, they know the type of support rendered to the guidance and counselling department, which may positively or negatively impact on effective provision of guidance and counselling services thereby induce pupils' perceptions about the services. Head teachers were included due to their critical role of supervisory which they play towards the delivery of guidance and counselling services.

3.4. Instruments for Data Collection

There is no such a rule in research that restricts researchers to using only one instrument in investigation. In order to counterbalance the threats inherent to any one instrument, the researcher triangulated the research tools by using interviews, questionnaires and focus group discussion guides. Mertler (2012) is of the view that triangulating data collecting tools yields

holistic data and prevents bias, besides increasing the credibility and validity of the results. This gave a more detailed and balanced picture of the situation under study.

Interviews (see appendix 1 and 2) were used to gather data from guidance teachers and the head teachers because they promote exploration of issues and allows pursuing information not initially planned, (Leedy and Ormrod, 2005). Use of questionnaires guides (see appendix 4) allowed for uniformity of responses. Additionally, closed questions made it easy to code and analyze the data numerically, while open ended questions helped generate rich and candid data. Focus group discussions guides (appendix 3) were used in order to obtain insight into multiple and different perceptions by revealing beliefs, attitudes, experiences and feelings as participants interact. Questionnaires and focus group discussions were administered to pupils in order to cross check information given by head teachers as well as guidance and counselling teachers through interviews.

3.5. Procedure for Data Collection

Prior to administering the tools, the researcher visited head teachers in the selected schools to seek for permission and make appointments. It was during the first visit that the purpose of the study, target sample and the tools for data collection were described to the head teachers. A sample of each instrument was left with the head teachers for familiarising with the questions. On the actual date of data collection, the researcher hand delivered questionnaires and self-administered them to the sampled pupils in the school hall accompanied by the teacher on duty. Upon completion, the researcher retrieved the questionnaires immediately. This ensured a high return rate. Afterwards, the researcher randomly picked five pupils, one per grade for the focus group discussion. The selected 5 pupils were requested to remain behind in the same venue for the focus group discussion. Structured interviews and focus group discussion guides were utilized to guide the interviews and focus group discussion. Interviews with the head teachers were done from the head teacher's office while guidance and counselling departmental offices were used to interview school guidance teachers. In both cases, the interviews and discussions were recorded alongside taking down notes for acknowledgement of verbatim. Data collection took place in October 2015.

3.6. Reliability and Validity of instruments

Reliability is the accuracy with which the test measures a particular trait. It is the consistency

obtained by the same person when retested with identical tests or with an equivalent form of the test (Kochhar, 2013). The instrument must yield comparable scores upon repeated administration. As for validity, Kochhar (2013) again defines it as the degree to which the test or instrument measures what it purports to measure. Therefore, reliability of the findings was ensured by verifying the collected data through triangulation and respondent validation. Triangulation was done by comparing different kinds of data from different instruments to see whether the information correlated. For instance, data collected by interviews from head teachers and guidance teachers were cross-checked with data collected from pupils' questionnaires and focus group discussions. Respondent validation was done by verifying the results with respondents and by relating the findings with the evidence from the available literature. The content validity of the instruments was done by reviewing several literature and using relevant variables and questions formulated from various empirical studies. Besides, the instruments were scrutinized and validated by the supervisor to ensure that they were appropriate for the purpose of the study.

3.7. Data Analysis

In order to interpret the findings of the research objectives, the obtained data was analysed quantitatively and qualitatively. To show meaningful distribution of scores of frequencies as well as percentages, the Statistical Package for Social Sciences (SPSS computer software) version 20 helped analyse the quantitative data presented in tables and figures gathered from questionnaires to determine: the types of guidance and counselling services provided in schools, problems pupils face in accessing guidance and counselling services, perceptions of pupils of guidance and counselling services provided and how these services are offered in schools. As for the qualitative data, thematic analysis was employed in which major themes were drawn from respondents. Thus the emerging themes became the categories for analysis. In this regard the researcher categorised the major themes and identified the related issues that arose from the themes after which it was reported verbatim.

3.8. Ethical Considerations

The researcher adhered to ethical standards firstly by seeking for permission from the University of Zambia Ethical Committee before commencing the research. While carrying out the research, the right of self-determination was highly upheld to allow the respondents to decide will free whether to participate in the study or not. For the sake of anonymity, gender rather than names were used on the questionnaire. No one was coerced into participating, thus

informed consent was sought. The researcher ensured that information given was treated confidentially; by so doing the participant's rights of privacy were respected. Above all, the researcher communicated to the participants prior to the administration of the instruments the purpose of the study in writing and verbally. Respondents were informed that they had the right to withdrew and the effect of their withdrawal in the study was explained. The benefits of taking part in the study were also communicated to respondents.

3.9. Summary

This chapter presented the methodology that was used in the study. A descriptive survey design was use. 371 respondents participated in the study selected through the stratified, simple random and purposive sampling procedures. They consisted of 4 head teachers, 4 guidance and counselling teachers and 400 pupils, though pupils, analysis was based on the 363 whose questionnaires were completed. Data collection tools included; interview guide, focus group discussion guide and self-administered questionnaire guides. Attempts on how validity and reliability were ensured in the research have also been given. Qualitative methods were employed in the study to analyse qualitative raw data in respective themes while SPSS software version 20 was used for quantitative data analysis. A description of how the researcher adhered to ethical issues was outlined.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0. Overview

This chapter presents the findings of the study derived from pupils' questionnaires, focus group discussion with pupils, interviews with head teachers and the school guidance and counselling teachers. The presentation is in line and order of the study questions which were: what are the types of guidance and counselling services provided to pupils in secondary schools?, how are guidance and counselling services provided to pupils in secondary schools?, what challenges do pupils in secondary schools face in accessing guidance and counselling services and what are pupils' perceptions of guidance and counselling services offered to them in secondary schools?

4.1. BIOGRAPHIC DATA OF RESPONDENTS

Table 1- Gender of Respondents

	Pupils		Guidance/Counselling teachers		Head teachers	
	Frequency	%	Frequency	%	Frequency	%
Female	189	52.1	1	25	1	25
Male	174	47.9	3	75	3	75
Total	363	100.0	4	100.0	4	100.0

Table 1 above shows the distribution of gender of the various groups of participants in the study. According to the table, there were 189 girls against the 174 boys in the study. Out of the 4 guidance and counselling teachers who took part in the study, only one representing 25% was female. Apart from that, there were 3 male head teachers (75%) against 1 female (25%) head teacher.

Training, Qualification, Experience and Age of Guidance and Counselling Teachers and Head teachers

All the 4 (100%) head teachers had obtained bachelor's degree in education. Among them, 1 has experience in guidance and counselling for he served for 7 years as the school guidance and counselling teacher while the remaining three had no experience.

Furthermore, three guidance and counselling teachers were holders of bachelors' degrees in education whereas one (25%) possessed a diploma in education and was trained in guidance and counselling. Of the three degree holders, 2 had training in guidance and counselling while one had no training, but was appointed by the school administration to the position of the school guidance and counselling teacher. In addition, all the 4 head teachers were in their early fifties while guidance and counselling teachers' ages ranged between 30 and 40 years.

4.2. TYPES OF GUIDANCE AND COUNSELLING SERVICES PROVIDED IN SECONDARY SCHOOLS.

To establish types of guidance and counselling services offered to pupils in secondary schools of Mazabuka district, head teachers and guidance and counselling teachers were interviewed while questionnaires and focus group discussions were held with pupils. A presentation of the findings to this is given below. It begins with views of pupils then followed by those of guidance teachers and head teachers.

4.2.1. Views of pupils on types of guidance and counselling services provided in school

With regards to the types of guidance and counselling services offered to pupils in secondary schools, through pupils' responses, they disclosed educational, career, personal, social, health, spiritual and moral guidance and counselling services to have been provided.

Pupils were asked whether there were various types of guidance and counselling services offered in schools. Below is a table showing the findings

Table 2: Are there Any Types of Guidance and Counselling Services Offered in your School?

Responses	Frequency	Percent
Yes	342	94.2
No	21	5.8
Total	363	100.0

Pupils who responded that guidance and counselling services of different types were offered were 342 pupils translating to 94.2%. There were 21 pupils, making 5.8% who indicated that various types of guidance and counselling services were not provided in schools. This revelation provides evidence that secondary schools in Mazabuka district adhere to the Zambian education policy document "Educating Our Future' (1996) which urges schools to provide guidance and counselling services to pupils.

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When they were probed to state the actual types of guidance and counselling services offered in their schools, it emerged from that there was educational, social, vocational, spiritual, health, personal as well as moral guidance and counselling. Pupils in all the four focus group discussions acknowledged that these types of guidance and counselling services were provided to them. One girl from the private school reported that:

> *We are equipped with ways of recalling and enhancing our memory on certain materials or topics by using mnemonics. Studying skills on specific topics are also taught. Besides, we are also guided and counselled on what not to do, how to use the social media like facebook constructively, the right time for recreation and what we ought to do to postpone procreation.*

Another pupil based at the government school's explanation went as follows:

> *The guidance and counselling department offers us pupils with social guidance and counselling to talk about issues of pregnancies, alcohol drinking and smoking. We are guided on how to make good friends and on the need to associate with people who would build our future, although career guidance is of lack.*

Pupils were probed on whether there were career events that took place in their schools. Findings as to whether schools hold career talks/conferences are in the subsequent table

Table 3- Whether Secondary Schools Hold Career Talks or Career Conferences

Does your school hold career talks or career conferences		Frequency	Percent
	Yes	243	66.9
	No	120	33.1
	Total	363	100.0

An examination of the results in table 3 show that 243 (66.9%) pupils out of the 363 in the study said that career related events were conducted in schools whereas 120, that is, 33.1% indicated that career talks or conferences were not held.

Pupils' responses by type of school on whether schools conducted career talks or career conferences are given in the cross-tabulated table below.

Table 4: Type of School * School Holding Career Talks Cross Tabulation

| type of school | Does your school holding career talks/conferences | | Total |
	Yes	No	
urban girls mission day school	83	10	93
urban boys mission day school	51	49	100
Rural-government-co-education boarding/day	46	25	71
urban co-education private	63	36	99
Total	243	120	363

An analysis of the cross tabulated results as depicted in the table shows that the urban girls mission school had the highest number of pupils (83 out of the 93 pupils) who felt that career talks were arranged by the school. Second to this was the private school with 63 pupils who were of the view that career talks/conferences were held in their school. For the rural boarding school, there were 46 pupils who indicated that career talks were convened in the school. The urban mission school for boys comprised the highest number of pupil respondents in the study and yet had more pupils who expressed that their school did not hold career talks or career conferences than any other school.

Pupils were also probed on how often career talks or career conferences were held in the school. Findings to the question were as follows.

Figure 1- How Often Career Talks or Career Conferences were Held in the Schools
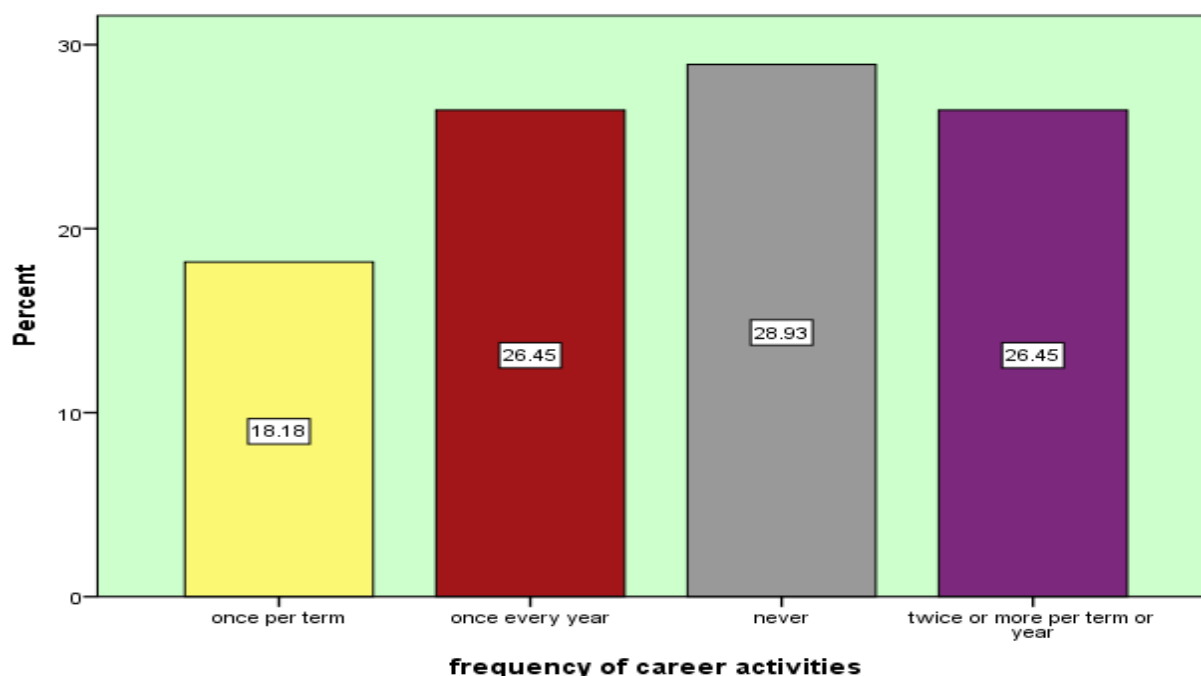
According to the study findings above, it emerged from the results that more pupils, these were 105 (28.9%) indicted that there had never been a time career conferences or career talks were held in their schools. For those who felt that the activity was conducted once every year and twice or more per term or year both constituted 26.4% of pupils for both responses. The two responses comprised 96 pupils for each. The least number of respondents who were 66 (18.2%) indicated that career conferences or career talks occurred once per term. The quantitative finding is very much in line with what was put across by two pupils in different FGDs. One remarked that career talks took too long to be conducted. At the mission school, a boy had elaborated that:

> O*ur school last conducted a career talk in December last year and since then there has been no one who has talked to us. They are not held too often.*

The study also found that professionals who visited pupils in their schools for career talks included marketing officers, officers from examination council of Zambia, policemen, clinical officers, agricultural officers, drug commission officers and accountants. This finding was confirmed by the head teacher from the boys' mission school regarding professionals that had visited pupils for career guidance. He said:

To address career related matters, officers in the police service, health personnel, agricultural officers and drug commission officers came at different occasions, and even now I have another pending appointment with a drug commission officer.

To the contrary, a boy from the rural government co-education boarding/day school during a focus group discussion interjected the friend who called upon the need to strengthen visits by various experts to motivate pupils on careers they wish to pursue. The pupil in question said:

*T*here has been no one who talked to us on vocational issues. It has never been done, not once, there has never been anyone. So what strengthening is she talking about? Instead let our school start inviting experts from various work places to come and motivate us.*

4.2.2. Views of Guidance and Counselling Teachers on the Types of Guidance and Counselling Services Provided to Pupils.

All the four (100%) school guidance and counselling teachers disclosed that they offer all the types of guidance and counselling services that the new Zambian curriculum framework of 2012 advocates. They stated that their school guidance and counselling programs contained mainly educational, vocational, social and personal guidance and counselling. Added to these types was the provision of spiritual, health and moral guidance and counselling. A guidance and counselling teacher based at the boys mission school for example highlighted:

There is guidance and counselling in the areas of education, social life, personal guidance and career guidance. Although the department provides the aforementioned types of guidance and counselling services, e*ducational, career guidance and counselling are offered in the third term mainly to the grade twelve pupils.*

When asked why career and educational guidance and counselling services were mainly offered to the mentioned grade pupil and more in the last term? He justified that:

Educational guidance, which also targets examination classes, grade 9 and 12, is given in the third term to orient pupils on examination writing to enable them pass the exams. As for career guidance and counselling, it is provided mainly to the grade twelve pupils in the third term also to enable them know and be sure of where they are going after they graduate from secondary school.

The female guidance and counselling teacher at the girls' mission school indicated:

Pupils are guided and counselled in areas of illnesses, mistreatment, grief and bereavemt. They are also discouraged from going out with men and instead are advised to concentrate in their education now. Guidance in reproductive health is done. It is aimed at helping pupils understand stages of development and overcome fears and pressures that come along with adolescence. They are also helped in the selection of subjects that would help them in the choices of their future careers and

academic performance is not left out. The school being a mission school, spiritual and moral guidance and counselling are emphasized too.

4.2.3. Head Teachers' Views on the Types of Guidance and Counselling Services their Schools Offered to Pupils.

All the four head teachers in the study, representing 100%, indicated that their schools offered guidance and counselling services that addressed various educational, social, vocational as well personal needs and interests of their pupils. For instance, a female head teacher from the co-education private school emphasized:

> *These pupils are here not only for academic purpose, but for other integral elements in ones' life. Therefore, the social-personal, moral and spiritual elements which help someone be a good, sound and productive person are instilled in them through guidance and counselling services.*

Furthermore, the head teacher from the boys' mission school explained that

> *In a way, this school endeavours to provide all round development of pupils, thus educational, social, personal and career aspects are highly embedded in the school guidance and counselling program to help our boys. In fact,* a*ll the essential types of guidance and counselling services are offered to our pupils and in order to address career related matters, officers in the police service, health personnel, agricultural officer and a drug commission officer came at different occasions, and even now I have another pending appointment with a drug commission officer.*

4.3. HOW GUIDANCE AND COUNSELLING SERVICES WERE PROVIDED TO PUPILS IN SECONDARY SCHOOLS

The study sought to establish how guidance and counselling services were offered to pupils in secondary schools. To this effect guidance and counselling teachers as well as head teachers were interviewed while focus group discussions along with questionnaires were administered to pupils.

4.3.1. Views of Pupils on How Guidance and Counselling Services in Secondary Schools are Offered

The study found that pupils were guided and counselled individually or in groups as a class or the entire school population. Pupils were gathered in classes or school halls through direct talks in which they were lectured on topics that they had less knowledge about, though sometimes the discussions were centered on cross cutting issues like HIV-AIDS, pregnancies, drug abuse and sexuality. Pupils through question and answer session were given an opportunity to ask questions before, during or after the guidance session. The following were reported by pupils

during FGDs on how guidance and counselling was carried out in their secondary schools: At the government school, two pupils echoed that:

> *Usually, teachers want to bring out information about a particular pupil who made a mistake or did something good. So we are guided in numbers so that others learn or they do not make the same mistake or follow the good done by their friend.*

> *Guidance and counselling is done either individually or in groups to talk about issues of pregnancies and smoking, the biggest problems of social and personal challenges of all at this school, although pupils who are found smoking are flashed from boarding instead of properly guiding them.*

On the other hand, a pupil at the private and girls' mission schools respectively stressed:

> *When a pupils' performance is becoming poorer, the teacher guides that pupil among others so that others learn from it. Although the teacher will not point out that the lessons has been given because of what is happening to this particular pupil. They will guide all pupils in a class or grade as if all did not perform well.*

> *You may be called by the guidance and counselling teacher and be talked to on how to handle the problems you are faced with as an individual, like to see the way forward with your academic or help you resolve personal problems.*

Between individual and group guidance and counselling, the majority of the pupils indicated preference to individual guidance and counselling to group sessions. The findings are depicted in the figure below.

Figure 2: Preference by pupils on the modes of carrying out guidance and counselling.

Pupils' preference on mode of providing guidance and counselling services

individual sessions
group sessions

22.59%

77.41%
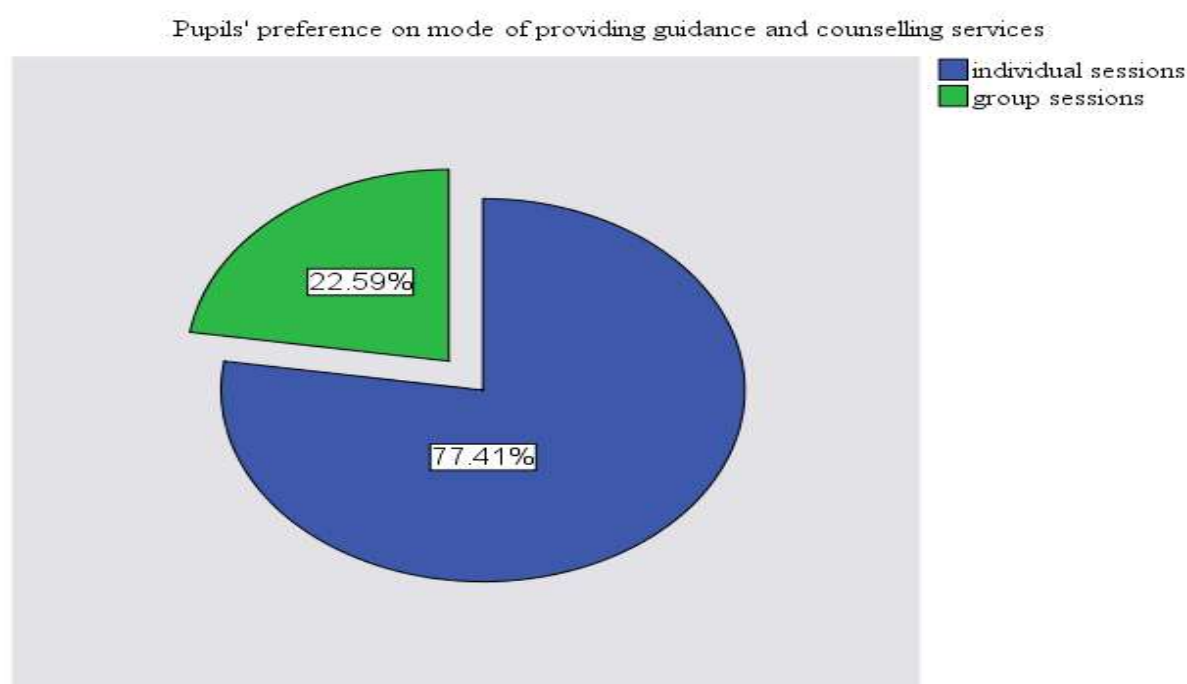
Out of the 363 pupils who took part in the study, 281 (77.4%) indicated that they preferred to receive guidance and counselling services by means of individual sessions while 82 of them (22.6%) said they preferred group sessions. Asked to give reasons for ones' preference, pupils advanced an inclination to the one-on-one method as it allowed them have freedom in self-expression, thereby be able to overcome shyness than through group guidance and counselling. Secondly, pupils said that they would not want their personal life to be made known to others. Another factor was that guidance and counselling mostly was done in groups, thus they wished for change where individual guidance and counselling would be done as much as the group approach was used. This was in fact confirmed by a teacher who reported that guidance and counselling mostly involved groups sessions than the one-one sessions. Those who preferred group guidance and counselling explained that the procedure enabled them gather confidence after listening to what others said about something and learnt from others' contributions and ideas (share knowledge).

4.3.2 Views of Head Teachers on How Pupils are Guided and Counselled in Secondary Schools

Head teachers also confirmed that the guidance and counselling teachers carry out guidance and counselling in two different ways. It was pointed out by one from the boys' mission that:

> *The methods used vary according to the prevailing situation. The guidance and counselling teachers selects a method that may be appropriate for the case (s) at hand, hence group or individual methods may be opted for, although they both have advantages and disadvantages.*

A similar view was given by two other head teachers whose responses were that guidance and counselling teachers usually conducted group guidance and that there was less of individual guidance. Concerning counselling, the head teachers from the girls' mission and government schools both explained that mostly pupils were met individually when delicate problems like pregnancies were noticed in pupils. The head teacher for the government school, confirmed:

> *The ways in which pupils are approached really matter in the area of guidance and counselling. For example, there are girls who are suspected of being pregnant and they need discrete counselling. While, if group guidance and counselling would be used as well, then the guidance and counselling teacher should deal with the matter very skillfully and tactfully to ensure that pupils' emotions are not intentionally injured.*

They also commented that group counselling was also practiced for non-sensitive matters as well as sensitive ones that could best be addressed to pupils through group means.

4.3.3. Views of Guidance and Counselling Teachers of How Guidance and Counselling Services are provided to Pupils in Secondary Schools

Guidance and counselling teachers explained how they provided guidance and counselling services to pupils. From the girls' mission school, it was reported that:

> *We carry out guidance and counselling on a one on one basis, that is to say, pupils are met as an individual whenever they seem to be bothered about something. When we discover that the girl is not free to open up, we would ask her who she feels free to share the problems she is going through with. When she mentions the person, we allow her. We don't restrict, because she needs to throw it. Though before the pupil meets with the teacher of their choice, the guidance and counselling teacher meets with that teacher to give him or her a general picture of the situation in counselling and guiding pupils. Other than this, in times when a pupil finds difficulties to talk, to open up, we would also ask them to write or still be given a transcript, that is, written work. Brainstorming too is used.*

A male guidance teacher from the boys' school alluded as follows:

> *Pupils use a common venue for group guidance and counselling. In most cases, we tell them to go in one of the school halls and talk to them as a group. Then sometimes, we go class by class to look for those that are not doing well and try to chart with them on issues identified to find the best way they can be aided. However, for special cases, one on one is applicable and used.*

4.4. CHALLENGES FACED BY PUPILS IN THEIR ATTEMPT TO ACCESS GUIDANCE AND COUNSELLING SERVICES IN THEIR SCHOO LS

The research further endeavoured to establish challenges faced by pupils in accessing guidance and counselling services. The findings are presented below.

4.4.1. Views of Pupils with regards to the Challenges they encounter in Accessing Guidance and Counselling Services Provided in Secondary Schools

Shyness, inadequate materials, mistrust of guidance and counselling teachers, negative attitudes of guidance and counselling teachers, guidance not accorded time on the school time table and busy schedules by guidance teachers were problems pupils faced in accessing guidance and counselling services. Not only were these problems, but also that pupils were ignorant about the services offered. Other problems included absence of office for guidance and counselling, poor location of the office, gender of guidance teacher, guidance office too interfering for pupils due to presence of GCE pupils, guidance teachers not known by pupils and pupils' fear of being criticized and victimized by their colleagues.

Pupils were asked how accessible guidance and counselling services in the schools were. The findings are reflected in the figure below.

Figure 3- How Accessible Guidance and Counselling Services in Secondary Schools were.
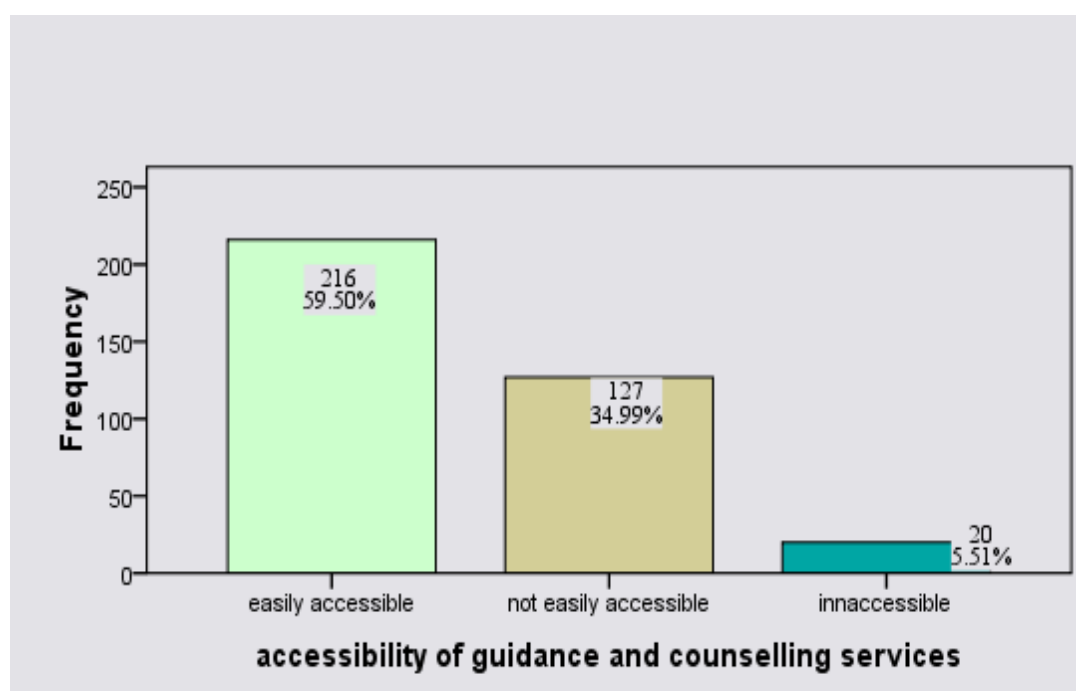
Findings according to figure 3 reveal that 59.5% of the pupils, of which were 216 indicated that guidance and counselling services in secondary schools were easily accessible whereas 34.9%, who were 127 said the services were not easily accessible. The remaining 20 pupils making 5.5% expressed that the services were inaccessible.

The findings on where pupils accessed guidance and counselling services from in the school. Asked where they usually received guidance and counselling services, pupils provided the following response: school hall, chaplain's office, staff rooms, classrooms, in open places like school foyers or under trees, laboratories and offices (guidance and counselling, head's, deputy head's and departmental offices). At one school however, pupils explained that there was no guidance and counselling office. A boy at the rural government boarding/day school commented:

> *We receive guidance and counselling which is privately in public. We need maybe*
> *to go in a hall, there is need of a certain place because at this school there is no*
> *guidance office, we are guided anywhere.*

Having probed pupils on places they received guidance and counselling services from, they were further asked whether they were comfortable with them. Findings to this are illustrated:

Table 5: Whether Pupils were Comfortable with the Place Designated for the Provision of
Guidance and Counselling Services

Responses	Frequency	Percent
Yes	277	76.3
No	86	23.7
Total	363	100.0

Table 5 shows that the majority of the pupils, 277 (76.3%) were comfortable with the place allocated for the provision of guidance and counselling services while 86 (23.7%) of them were not comfortable. Pupils who indicated that they were not comfortable with the place where guidance and counselling services were offered from gave various factors. These were lack of privacy, the place was too open, was poorly ventilated and not well lit. Others said the guidance and counselling office was usually congested with others pupils, hence not suitable for the kind of services offered. Inadequate furniture in the guidance and counselling office was also alluded to. This made pupils to kneel down or stand while receiving guidance or counselling services.

Findings on how often pupils accessed guidance and counselling services offered in schools.
Figure 4- How Often Pupils Accessed Guidance and Counselling Services

how frequently pupils access guidance and counselling services
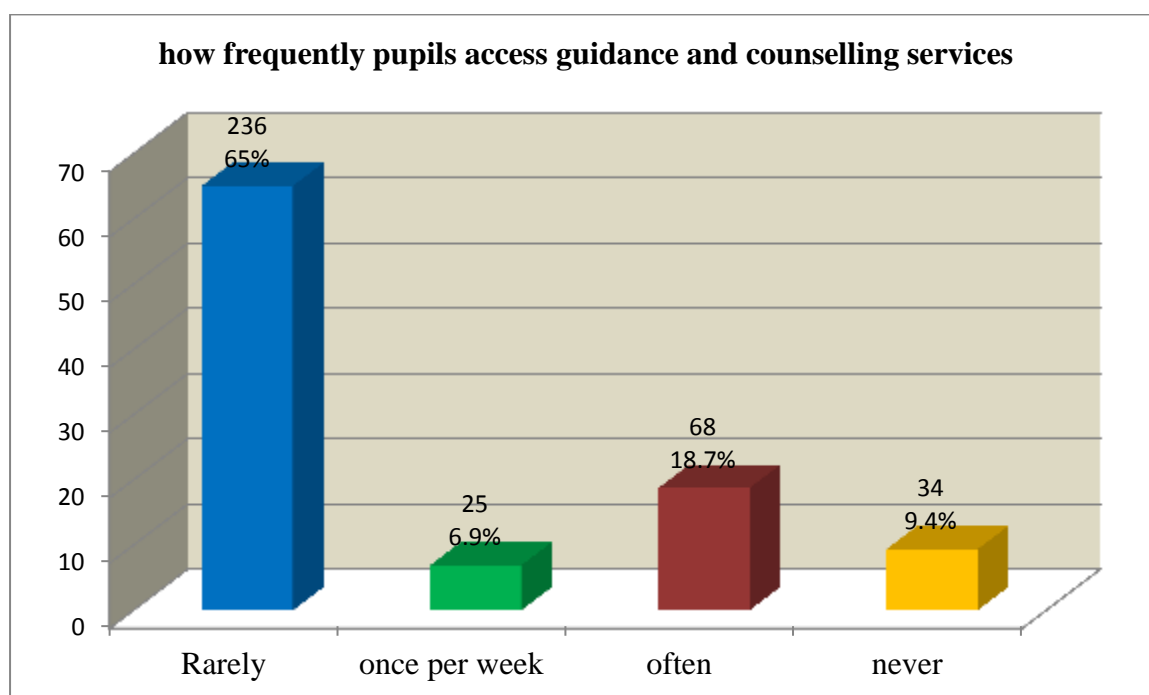
The results in the foregoing figure show that the 236 pupils (65%) rarely accessed guidance and counselling services offered and 68 (18.7%) of them often accessed the services. The remaining category of pupils, this was 25 (6.9%) and 34 (9.4%) represent that pupils accessed the services once per week and the others never utilized the services respectively. This signifies that many pupils do not always consult or access guidance and counselling services.

Table 6: How Often Pupils Accessed Guidance and Counselling Services by Gender

		how often guidance and counselling is accessed				
		rarely	once a week	Often	never	Total
gender of respondent	female	113	13	48	15	189
	Male	123	12	20	19	174
Total		236	25	68	34	363

The results of the study in the table above show there was low access to the guidance and counselling services by both male and female pupils.

Asked if pupils were comfortable discussing their personal life with the guidance and counselling teacher, results as reported by the pupils were as depicted below.

Figure 5: Whether Pupils were Comfortable to Discuss their Personal life with Guidance and Counselling Teachers

are you comfortable to discuss your personal life with the guidance and counselling teachers?

NO-210 42%

YES-153 58%
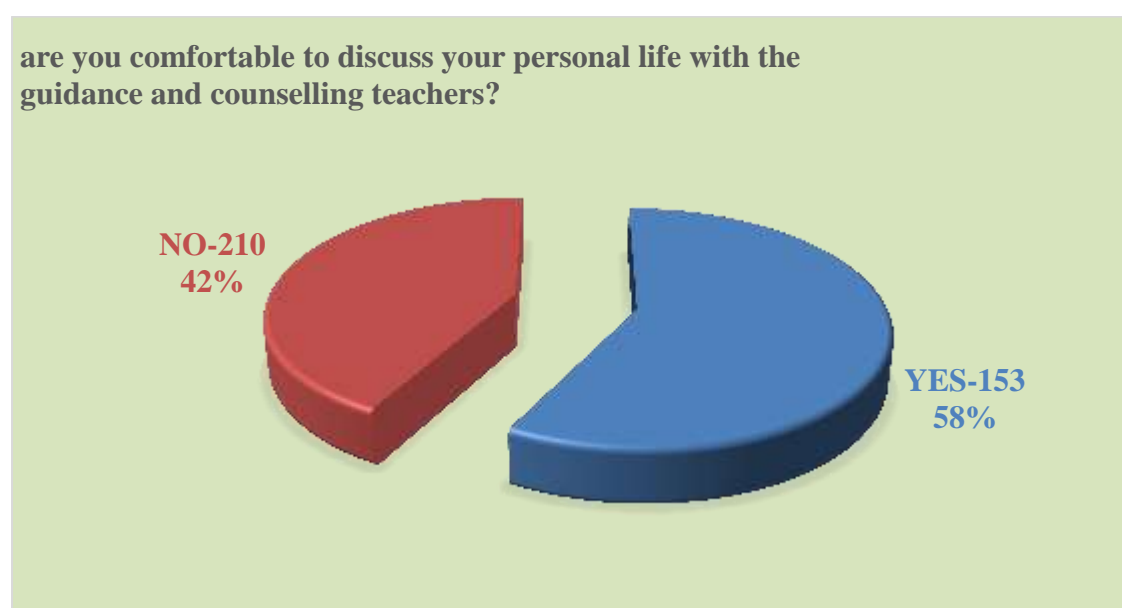
The findings of the study on whether pupils are comfortable to discuss their personal life with the guidance and counselling teachers as reflected in figure above shows that 153 (58%) pupils were comfortable while the rest of the pupils, these being the majority who made up a total of 210 (42%) were not comfortable.

Pupils were solicited whether the gender of guidance and counselling teacher affected their access to the guidance and counselling services. The results are provided in the figure below.

Figure 6: Whether the Gender of Guidance and Counselling Teachers Influenced Pupils in Accessing Guidance and Counselling Services
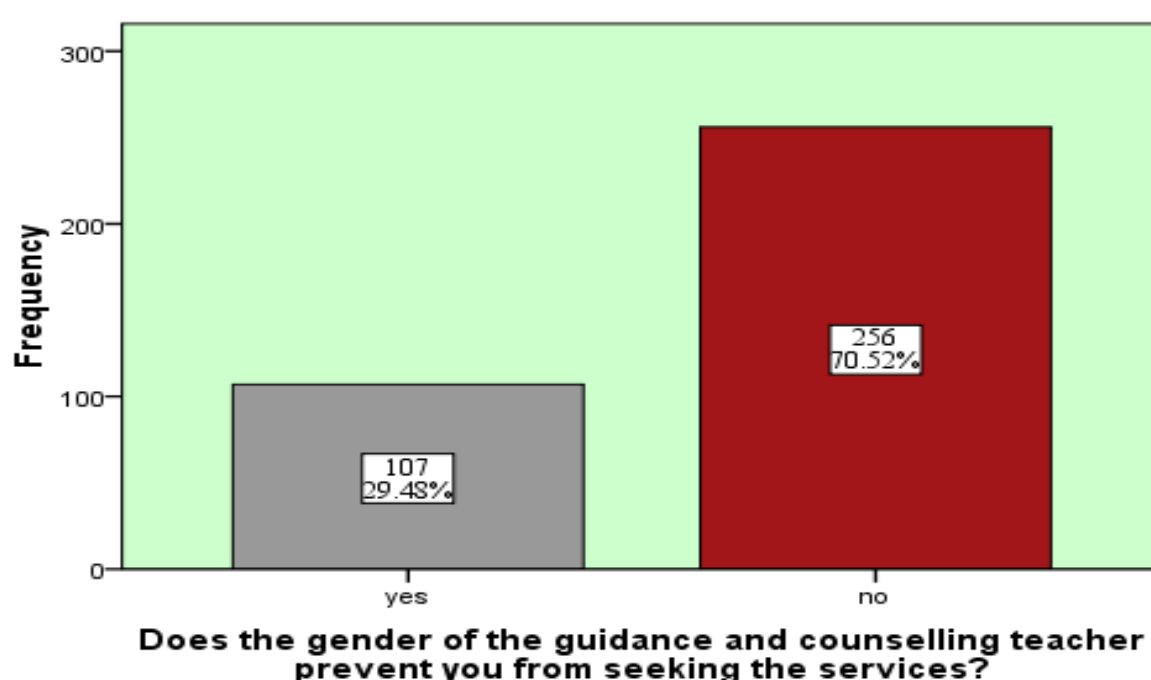
As depicted in the figure, 256 (70.5%) of the pupils in the study indicated that the gender of the guidance teacher did not hinder their access to guidance and counselling services while 107, making 29.5% of them acknowledged that they were influenced by the guidance and counselling teachers' gender. This quantitative finding contradicts what pupils said in all the four conducted FGD in that they disclosed that the gender of the guidance and counselling teachers affected their access to the services. Asked to clarify how gender impacted them, one pupil at the boys' mission school said:

> Some pupils fear to go for guidance and counselling while others do access the services but cannot express themselves properly on certain issues due to the presence of female guidance teacher. It does not feel alright and normal to share certain issues concerning yourself as a boy to a female guidance teacher.

Another boy in the same FGD as the previous one echoed that:

Although there is both male and female guidance and counselling teachers, the female one lacks good qualities in that her dressing code is sometimes unpleasant, so it is not easy to approach her when the male guidance and counselling teacher is busy or not around.

While a girl at a different discussion, (rural government school) advanced a reason that:

There is one guidance and counselling teacher and he is male. There is no female guidance and counselling teacher, yet there are both girls and boys in the school. This is problematic to some of us because as girls we feel shy to share private issues with the male teacher. We find it difficult to explain certain experiences to him. It is very difficult to open up to this teacher.

With regards to whether at any time pupils intended to access guidance and counselling services but changed their decision to seek help, these results are shown in the following table.

Table 7: Whether at any Time Pupils Intended to Access Guidance and Counselling Services but Changed their Decision to seek help

Responses	Frequency	Percent
yes	112	30.9
no	251	69.1
Total	363	100.0

The table above depicts pupils' responses to the question on whether at any time they intended to access guidance and counselling but rescinded their decision. Of the pupils who indicated yes were 112 making a percentage of 30.9% while those who indicated no were 251 represented by 69.1%. Clearly, there were more pupils who sought for guidance and counselling services at first thought.

The following figure presents findings by gender on whether at any time pupils sought to access guidance and counselling services but withdrew from doing so.

Figure 7: Cross Tabulation on whether at any time Pupils Decided to Access Guidance and
Counselling Services by Gender but Changed the Decision
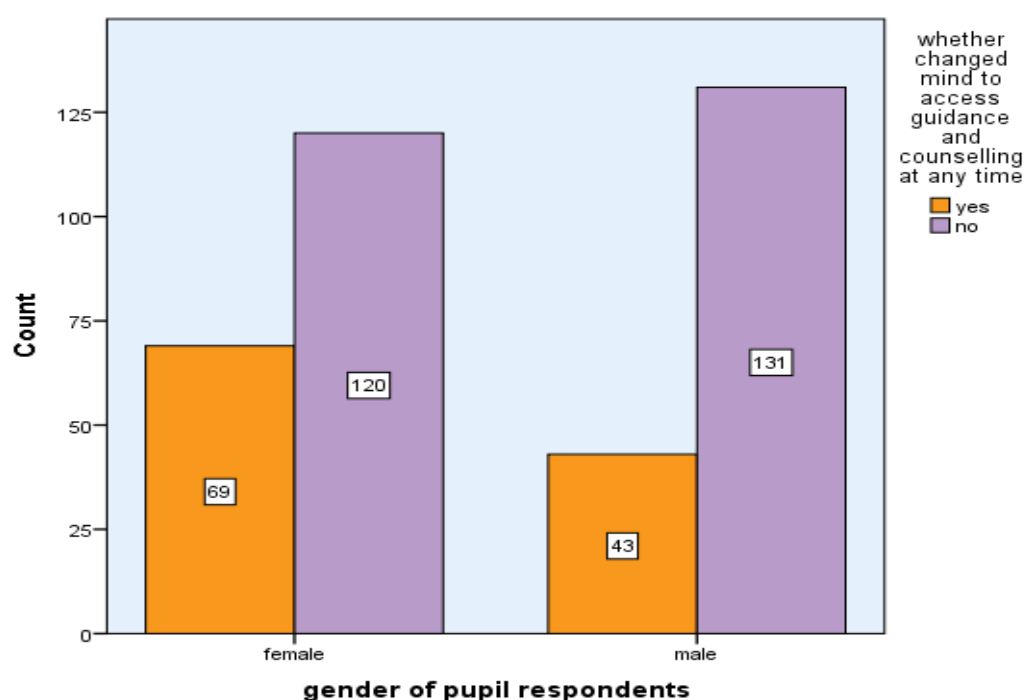
By gender, 69 girls and 43 boys said they had changed their intention to access the services while to the no response, there were 120 female respondents compared to the male respondents who were 131. Therefore, more than half of the pupils (251) who took part in the study represented by 69.1% indicated that they had not changed their mind when they decided to seek for guidance and counselling. A total of 112 pupils representing 30.9% said they had changed their decision.

Respondents who said they had rescinded the decision to seek for guidance and counselling services were solicited to give reasons for withdrawing. Findings to this were for example that guidance and counselling teachers displayed negative attitudes such as scolded pupils, used demeaning language, did not show warm reception to pupils when they went to seek for help and at times were moody. At the boys' mission school, a pupil during a FGD explained:

> *You see madam; the guidance teachers do not know how to guide us sometimes. Last week I needed guidance on something but I remembered how the teacher talked to me some time back where instead of guiding and advising me properly, I was reprimanded badly.*

Yet in a different discussion, a pupil from the private school explained that:

I have no courage to speak to teachers who are responsible for giving guidance and counselling because they are not that friendly.

In another different scenario, a male pupil from the government school had this to say:

How do you go for guidance and counselling when the guidance teacher does not defend you despite having a discussion with him in which you have proven you have reformed from the wrong you did, but he does nothing when you are found on the wrong like smoking, they flash us pupils out of boarding, like this how do you go ahead for guidance.

It also emerged from four pupils that they withdrew from accessing the services because they had realised that they could solve the problem on their own while others remarked that they were not sure if their shared problems would not be divulged by the guidance and counselling teachers. *We feel embarrassed because what is talked about privately between a guidance teacher and pupil is brought out to other people in the school and even our parents are told,* a female pupil explained. Besides these reasons, others acknowledged that they were discouraged by their peers as well as their parents not to seek help from the guidance and counselling teachers.

Concerning the kind of guidance and counselling materials available in secondary schools, pupils said that the following were available: books, computer lab and magazines on life situations that educate young people about how people somewhere got entangled into threatening issues and tutor on how they managed to escape-found solutions. Booklets about the various training institutions in Zambia containing requirements were as well mentioned.

Pupils were further probed to find out whether guidance and counselling materials in secondary schools were enough and appropriate for them. Their responses to this are presented in the table below.

Table 8: Sufficiency and Appropriateness of Available Guidance and Counselling Materials

Responses	Frequency	Percent
yes	162	44.6
No	201	55.4
Total	363	100.0

When pupils were asked whether guidance and counselling materials in schools were sufficient and appropriate, it was revealed that 201 (55.4%) of the pupils mentioned that the materials were not enough while those that said the materials were sufficient to cater for their various needs were 162 (44.6%). To this effect, during a focus group discussion at the boys mission school, one discussant stated:

> *Guidance and counselling materials are not enough. For example in the library, there are only two books by the ministry of education against the high population of pupils at this school. we are restricted to use available materials and facilities to access information that would help us, e.g. we are not allowed to borrow the book on examination tips for many days as it is the only cope in the library and for the computer lab, pupils are only allowed to use computers for only a few hours because they are also few. What is available is too inadequate to cater and accommodate all pupils in the school.*

Commenting on the same, a boy from the government school reported:

> *We only have guidance and counselling teacher and not the materials for use. Yet we need documents that we can use to guide ourselves apart from the teacher.*

A cross-tabulation to establish the sufficiency of guidance and counselling materials by types of schools in the study was done. From the distribution of responses, pupils at the girls' mission school and the urban co-education private school indicated that they are better equipped with guidance and counselling materials than urban boys' mission school and the rural boarding/day school. The results are contained in the cross-tabulated table below.

Table 9: Type of School * Whether Guidance and Counselling Materials are Enough

type of school	Does your school have enough guidance and counselling materials		Total
	Yes	No	
urban girls mission day school	64	29	93
urban boys mission day school	25	75	100
rural govt co-education boarding/day	17	54	71
urban co-education private	56	43	99
Total	162	201	363

The results above show that the girls' mission school was better supplied with guidance and counselling materials could have been due to a reason that girls are more vulnerable than male pupils. Therefore, it was probably necessary to prepare them optimally in different life spheres. As for the urban co-education private school, it might be due to better funding to school programs while the urban boys' mission could have not been fully stocked with the materials due to reluctance as boys are considered a stronger sex. For the rural school, access to materials may take longer due to distance as information may not reach the school on time

In addition, a pupil in a FGD asserted that the problems pupils faced in accessing guidance and counselling concerned discouragement by peers to utilize the services. At the same time, guidance and counselling teachers were not known by some pupils especially those that were new in the school. To this effect, a boy from the boys' mission school said:

> *There is lack of communication about guidance and counselling. Pupils are not well informed. Some do not know who and where to go for the services more especially the grade eight pupils. They are not aware of guidance and counselling services.*

Pupils further reported that guidance teachers had very tight schedules as they were also subject teachers. It was explained that guidance lessons sometimes coincided with scheduled afternoon subject lessons. This made some pupils to miss out group guidance sessions. However, this was refuted by one guidance teacher who explained that in order to attend to all classes and grades, guidance lessons were done by tackling classes and grades. In addition, the study found that as a result of little or no time, guidance and counselling teachers were rarely found at the office to attend to pupils. Related to this is that the guidance and counselling office was closed most of the time, making pupils' efforts to access the services unsuccessful.

4.4.2. Head Teachers' Views of the Challenges Pupils face in Accessing Guidance and Counselling Services in Secondary Schools

In responding to the question on challenges pupils faced in accessing guidance and counselling services**,** the four head teacher all expressed that challenges were there. Asked what challenges pupils faced, they attributed them to lack of self-confidence and sometimes uncertainty as to whether the shared issue would be kept confidential. In fact, fear by pupils and lack of materials featured as the most prominent challenges pupils met as mentioned by four (100%) head teachers. The head teacher from a boys' mission school replied in an interview that:

Some of our pupils are shy and they feel out of place mainly if guidance or counselling is done at an open place. The guidance and counselling office at this school for instance is in the open and needs to be relocated but another room has been availed for counselling, this is the chaplain, and it is a bit closed.

He further elaborated that:

The guidance and counselling office has also become more of the academic aspect throughout the year. More also that the office deals with pupils under GCE too, internal pupils feel uneasy with the presence of external pupils to go to the office to access these services.

In an interview with a head teacher from a private school, she revealed as indicated below:

Pupils mainly are unable to open up and share anything with the guidance and counselling teachers. Besides they are aware that the office or department for guidance and counselling exists, but does not have the necessary materials like books, cabinets for files that have records of pupils who have been counselled and the interventions and referrals made.

4.4.3. Views of Guidance and Counselling Teachers' on Challenges Pupils Face in Accessing Guidance and Counselling Services in Secondary Schools.

With the understanding that guidance and counselling teachers provide guidance and counselling to pupils, they were asked to point out problems that pupils face in accessing the services. The four (100%) guidance and counselling teachers in the study all admitted that pupils encountered some challenges in their attempt to access these services. For instance, at one mission school, the guidance and counselling teacher commented that:

T*here are only two books available, 'Exams made easy book' and the second material available is the Career Guide for Learners, though it has been recently brought, hence has not yet been used.*

He further remarked that:

The biggest challenge for pupils is that they have noticed that the department is overwhelmed with GCE candidates who come to register for exams or collect their result statement, giving them less concentration, hence avoid accessing the services from such a busy place.

However, one guidance teacher disputed reports by pupils that their information was divulged to some other people. She explained that guidance teachers in the department were very observant of ethics, like keeping information given by pupils confidential. For pupils who were hesitant to access the services through the guidance and counselling teachers, she stated

that they were allowed to choose any teacher they wanted, were safe and confident with to talk to them.

4.5. PERCEPTIONS OF PUPILS OF GUIDANCE AND COUNSELLING SERVICES PROVIDED IN SECONDARY SCHOOLS.

The section presents views of pupils, head teachers and guidance and counselling teachers regarding pupils' perceptions of the offered guidance and counselling services in schools. Respondents perceived guidance and counselling services worthwhile as far as addressing pupil' needs, interest and aspirations in various respects of their lives such as education, social-personal needs and career competencies were concerned.

Educational needs included scholarships, pamphlets and books on study skills while vocational needs concerned information about occupations and subjects related to the fields. On the other hand, social-personal guidance and counselling needs and interests of the pupils encompassed booklets on self-understanding, reproductive health, time management, and sex education. Respondents also attributed the good morals and spiritual values exhibited by pupils in the schools to have been 'fruits' of the guidance and counselling services offered to them. It was perceived that through moral and spiritual guidance and counselling good discipline among pupils in the schools ensued as such the services promoted a good and conducive atmosphere in which learning and teaching processes occurred.

4.5.1. Views of Pupils about how they Perceived Guidance and Counselling Services offered to them in Secondary Schools.

Responding to the question on whether pupils perceived guidance and counselling services provided to them beneficial, responses were as shown in the figure below.

Results of the figure show that guidance and counselling services provided to pupils in secondary school were perceived beneficial by 329 (90.6%) of the pupils in the study. Only 34, that is, 9.4% of the pupils did not perceive the services beneficial.

Figure 8: Whether Pupils Perceive Guidance and Counselling Services beneficial.
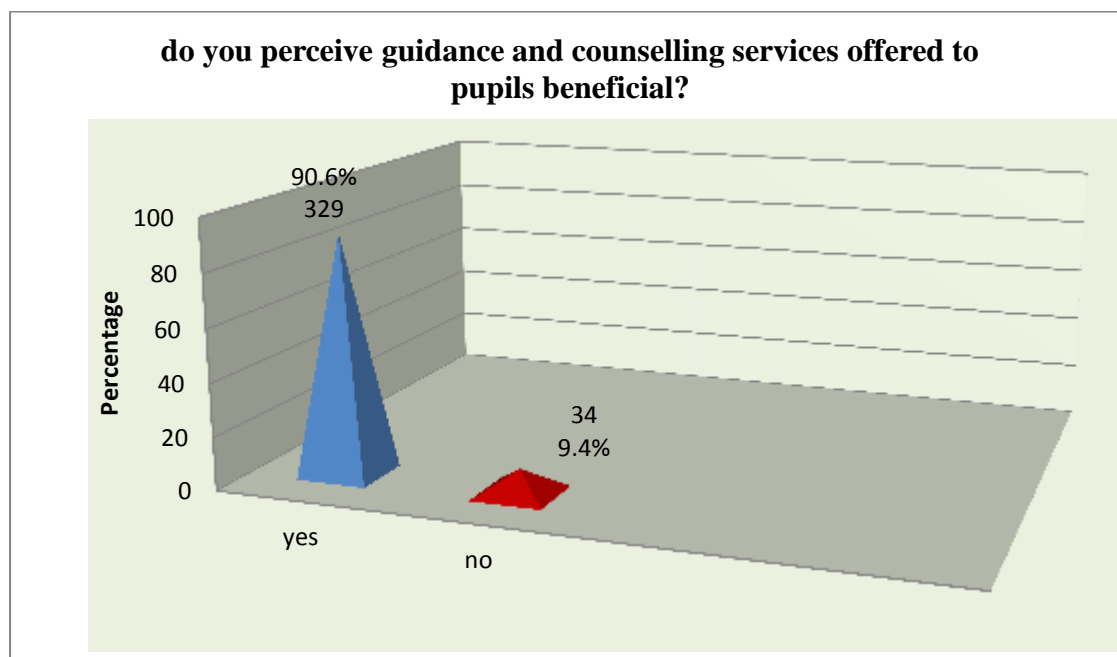
The results were also backed from what came out in the focus group discussions with pupils were they voiced that the services were vital to them in many ways. In particular, at the girls' mission school, a pupil argued that:

> *The benefits we may acquire from guidance and counselling services are several. They concern academic progress, mental or intellectual development, preparedness in future careers and well developed social life.*

When they were asked to explain why they perceived guidance and counselling services offered to them beneficial, pupils advanced that the services were essential to them since they had acquired knowledge and information pertaining to various careers they wished to pursue through some career talks that were presented in schools. Such was echoed in a focus group discussion where a discussant revealed that:

> *I know what is required of some careers for one to undertake them including the working conditions once someone is in that career. This knowledge was imparted in me through career guidance that we are offered with.*

Contrary to this finding, some pupils perceived the offered guidance and counselling services in their schools unable and inadequate in meeting their career needs. This for example was put to light by a boy at the public school who stated:

> *Career guidance is of lack. The information that I need to help me understand the career I want has not been given to me, yet I'm going into my final grade. I'm not content with what the teachers offer. Most teachers lack information about my*

career. I haven't benefited to this career guidance much, although others might have benefited.

In the academic realm, pupils perceived guidance and counselling services to be the reason for their improved academic performance. This owed to the fact that they were abreast with study techniques and other ways of enhancing their educational performance through the guidance and counselling services they received in schools. A pupil's verbatim from one FGD went as:

> *When you look at the educational aspect, we are motivated to work hard through studying. We are taught how to manage time during everyday prep, such that in the long run we improve in the way we fair in tests and examinations. The afternoons and Saturdays at this school are strictly reserved for prep and this is compulsory. I have noted that in many classes, group discussions are conducted and they go on very well. To me, this entails that many of us pupils have acquired a skill in group studying after we were guided on how we can go about it. Based on this observation, my view about the guidance and counselling services we pupils receive serve the purpose like pupils doing what they are supposed to do at the right time.*

Furthermore, guidance and counselling was perceived by pupils to have had contributed to their enhanced personal wellbeing and helped them in accomplishing tasks knowing that time was a very important resource. Restraining from bad social vices such as alcoholism, smoking and parading themselves on roads were also mentioned by pupils to have had manifested in them due to their exposure to guidance and counselling services. In line to this, a girl from the government school had narrated that the services enabled pupils to restrain from issues of sexual intercourse as teens while another girl from the private school perceived guidance and counselling services effective for pupils as far as avoidances of procreation among them was concerned.

Morally, pupils disclosed that through the provided guidance and counselling services in secondary schools, they were able to exhibit acceptable school and societal behaviours such as respecting teachers, parents, elderly people in the community and their colleagues. Other than this, morals related to not indulging in illicit sex were reported. With the rampart use of social media in this modern time, five pupils in the FGDs indicated that they safe guarded themselves from things such as pornographic movies and stories as these would corrupt their minds. Mention was also made by three pupils that they and other pupils refrained from such vices as consuming health hazardous substances such as beer and drugs. To this, a girl from the private school at a focus group discussion narrated:

The guidance and counselling services are helpful since the services facilitate moral and spiritual growth in pupils. For example, we know what things to feed our minds, we know what things to read that may bring benefits to us and are aware of boundaries when it comes to using the social media. We are also able to form relationships with friends and through continued interactions with them, we sustain these relations.

Furthermore, one boy at the discussion done at the boys' mission school explained as follows:

Guidance and counselling has helped me to stay focused by setting goals and live in accordance with the aim of fulfilling my dreams. In this sense, it has aided us pupils to prepare for future responsibilities and have a positive outlook of life despite going through some difficulties as adolescents.

Guidance and counselling teachers were perceived competent by some pupils with an explanation that despite the many challenges facing the guidance and counselling departments such as few materials and inadequate facilities, they strived to address pupils even when they had to divide their time between guidance and counselling duties and that of teaching.

On the other had some pupils perceived the services to have had very little impact on them. This was through various responses such as: guidance and counselling services were offered by personnel who were not known by some pupils. It was disclosed that some pupils especially those at junior level were neither aware of the functions executed by the guidance and counselling departments nor the existence of an office for the purpose of guidance and counselling in schools. Not only this, the findings also reveal that pupils lacked information of guidance and counselling services that were offered while others did not know who the guidance and counselling teachers in the schools were. Based on this, some pupils did not access the services. Pupils also perceived the services not to have been offered equally. According to some pupils, more time was devoted to particular types of guidance and counselling services with career matters being the least in provision. This was explained by one boy based at the boys' mission school. He said:

The program is good of course, but what about us who want to do other careers such as that of becoming doctors. Most of the guidance lessons tackle matters of drugs and not tackling other areas that we would also want to benefit from like on careers. When these people come, they usually speak about drugs. Yes this is important and very helpful, but what about us who want to hear information of becoming a doctor. When are we going to get such information? The school should supply information equally at all levels to all pupils on what we want to become in future.

Another boy in the same group discussion argued:

We need to be motivated by people who have achieved the careers we would want to be. People who would tell us what to do, how they managed to be there, the values, the importance, the benefits themselves get from those careers. Like this, it would help us pupils know, understand and make an informed decision on why we want to do those careers.

As a result, pupils perceived the services ineffective to some extent. The study also revealed that pupils perceived guidance and counselling services to have been delivered by personnel who were unfriendly and lacked commitment towards their guidance and counselling duties. With all these findings, pupils argued that guidance and counselling services had very little if any impact on their overall life.

As regards to whether guidance and counselling helps pupils ease fears in school activities, the results of this particular question are drawn in the table below.

Table 10: Whether guidance and Counselling helps Pupils Ease academic Fears

Responses	Frequency	Percent
Yes	289	79.6
No	74	20.4
Total	363	100.0

Indicating that guidance and counselling reduces school related anxieties were 289 (79.6%) of the pupils while 74 (20.4%) of them pointed out that the services had no bearing in easing school related fears. To this, pupils were probed further to give examples of school related situations or activities which they worked around with less anxiety. The activities which pupils mentioned to have had done with minimal fears were writing tests and examinations. Mention was also made by 7 pupils that they were able to address an audience in school and outside school. More than half of the pupils also stated that they could actively participate in various school projects or programmes. These included: JETS, clubs, sports and that they were able to make vibrant academic and non-academic presentations at school, district, provincial and national level. An overwhelming finding to this concerned a pupil from the boys' mission school who reported that guidance and counselling helped him overcome academic nervousness. He expressed that he was greatly assisted by making a decision to take pure sciences, and thus was among the first group to undertake pure sciences after its re-introduction.

Findings as to whether pupils attributed guidance and counselling services to enable them easily adapt to the school environment are shown in the following figure.

Figure 9: Whether Guidance and Counselling Services Helped Pupils to Adapt to the School Environment
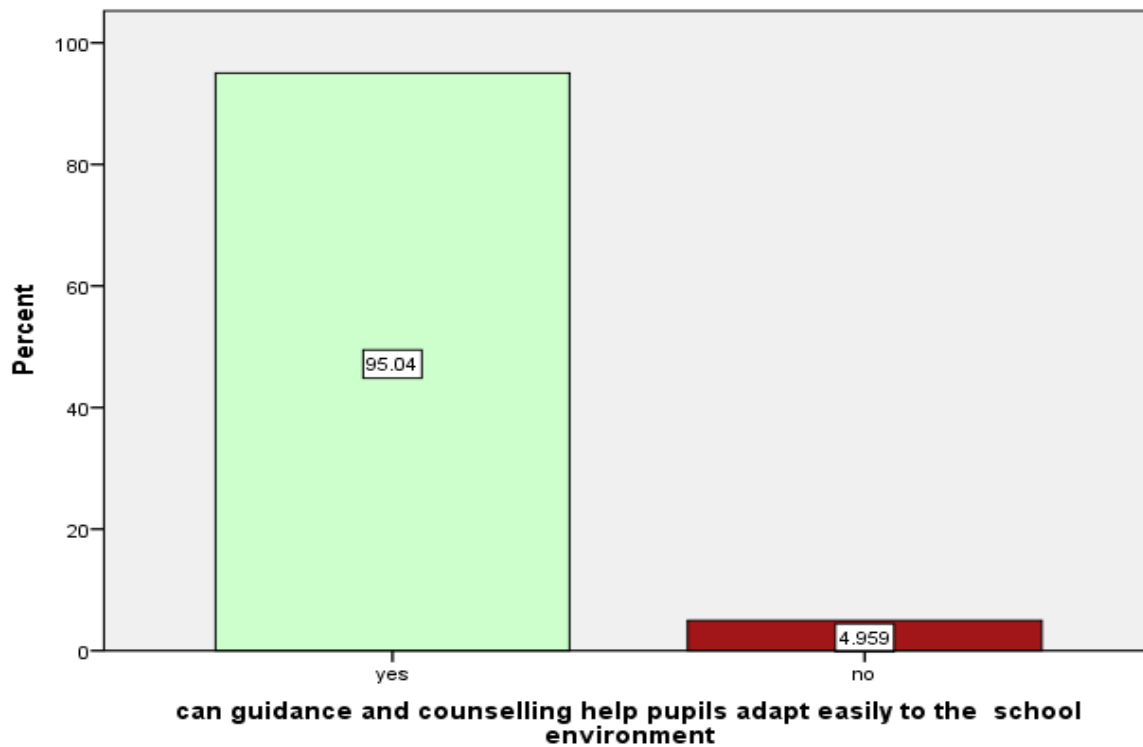
An overwhelming number of pupils, 289 (95%) said guidance and counselling services helped them adapt to the school environment whereas the 18 pupils, which was 5% revealed that the services did not help them to adapt to the school environment.

As regards to whether guidance and counselling services offered to pupils contributed to a healthier learning atmosphere in the school, findings are illustrated in the following figure.

Figure 10: Whether Guidance and Counselling Services Contribute to providing a Healthier Learning Environment for the Pupils
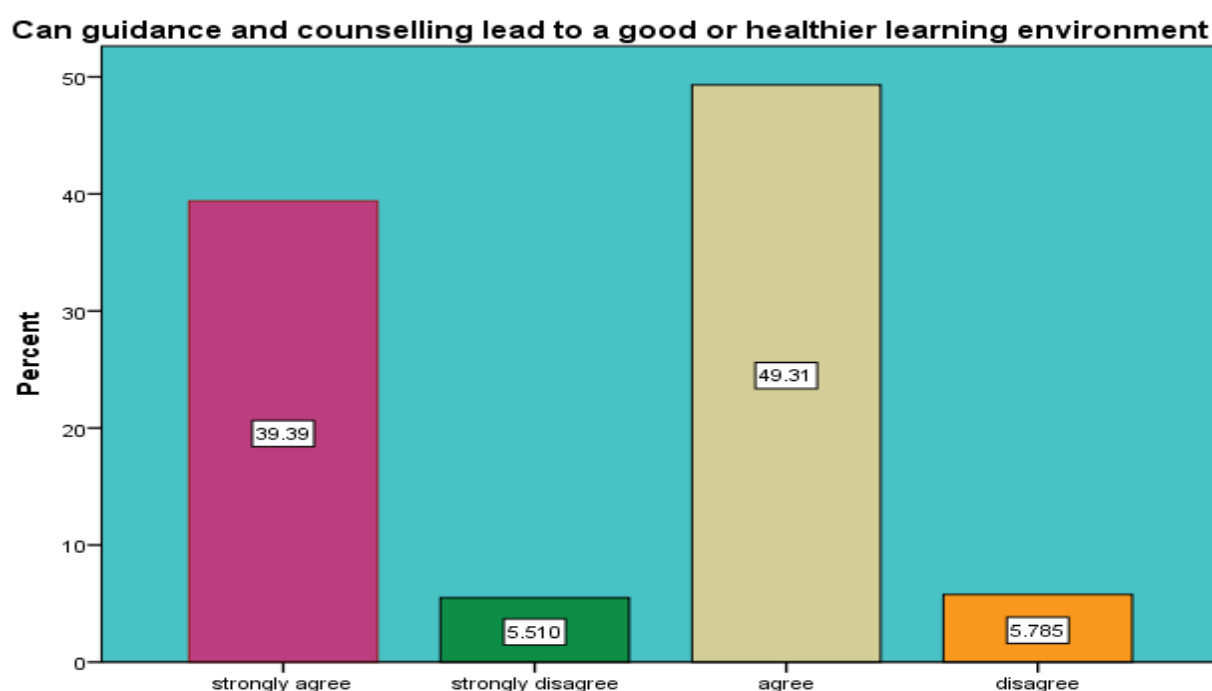
It is clear from the figure that the majority of pupils (49.3%) agreed that guidance and counselling services offered to them contributed to a healthier learning atmosphere. These were 179. Pupils who indicated that they strongly agreed were 143, thus 39.4 %. On the other hand 20 pupils or 5.5% of the pupils strongly disagreed whereas 21 (5.8%) disagreed to the assertion that guidance and counselling services offered to them could contribute to a healthier learning and teaching atmosphere.

In responding to the question on whether guidance and counselling would help pupils build self-confidence necessary in approaching various school activities or life challenges, pupils' responses were as indicated in table 11. Findings were that:

Table 11: Guidance and Counselling Help Pupils Build Self-confidence Required to Approach Various School Activities or Life Challenges

Responses	Frequency	Percent
Yes	347	95.6
No	16	4.4
Total	363	100.0

The majority of the pupils, these were 347 (95.6%) indicated that guidance and counselling services assist pupils approach school activities and overcome life challenges confidently while only 16 (4.4%) pupils indicated that the services were not able to help them tackle school activities or have confidence to challenges that confronted them. The findings above are in correlation with the responses obtained in the focus group discussions which were conducted among pupils where it was reported that guidance and counselling services as perceived by pupils assisted them embrace change in their lives in a manner that did not leave one torn apart. For example, it was explained that pupils were able to accept and come to terms with happenings in their lives such as illnesses, death of someone in the family, changes to their bodies due to adolescence and changes they witnessed as new entrants in new school setups.

4.5.2 Views of Head Teachers about the Perceptions by Pupils of Guidance and Counselling Services Provided in Secondary Schools

Secondary school head teachers from the four schools were probed through interviews to explain pupils perceptions of the guidance and counselling services provided in their schools. It was evident from all the four (100%) that many pupils perceived the services offered useful and that this was evident through pupils' improved understanding of themselves. Of the four head teachers, one responded that:

> Pupils take guidance and counselling services seriously as a school program and thus they improve in their concentration like in the area of study. Like this, I can judge their positive perceptions through personal observations if targets such as avoiding bad vices are met and pupils adhere to ethics of the school as the case is at this school.

It was also reported by two head teachers (50%) that pupils generally had positive perceptions of guidance and counselling services offered to them because whenever there were organised lessons, they turned in big numbers to attend. The remaining two head teachers (50%) however felt that although many pupils perceived the services positively, some pupils had negative views of the guidance and counselling services provided in schools. For instance, at the government school, the head teacher alluded that:

> Some pupils do not respond accordingly when they are needed for counselling. The guidance teacher may try to convince them to be helped and talked to, but to no avail. They deny having problems and pretend by behaving as though all is well.

Such attitudes exhibited by pupils are an indication of avoiding accessing the guidance and counselling services that are primarily meant for them.

4.5.3. Views of Guidance and Counselling Teachers on How Pupils Perceived Guidance and Counselling Services Provided in Secondary Schools

Findings from guidance and counselling teachers on pupils' perceptions of the guidance and counselling services they offer in secondary schools were such that: pupils showed a better understanding of existing careers, reduced exams fear, improved study habits, improved interpersonal relationships and good social skills. On the other hand, pupils portrayed varied understanding and feelings about the services.

One female guidance and counselling teacher from the girls' mission school explained that:

> *These pupils have mixed feelings due to what they hear at home and what they are guidance at school. In some instances, you find it very difficult for pupils because you try to guide and tell them the normal and acceptable ways of behaving or doing things and they will tell you the other way they do things at home. So you discover that this girl is confused. She does not know what to do, either to take and follow what she has been guided at school or what she hears at home.*

The male guidance and counselling teacher at a public school on the other hand responded as:

> *Pupils perceive the services important in their lives. For example they know what they are supposed to do in future after they graduate from secondary school education. Apart from widened knowledge in career matters, they are able to tackle exam questions, undertake competitive and challenging examinations.*

Whereas, at the private school, he echoed that:

> *Before guidance lessons are taught like in the area of studying, pupils do not take studies seriously. However, from the time pupils in a class or grade are guided on studying, you find they concentrate and do not wait to be told but on their own you notice them studying individually or in groups. Therefore, I can say that pupils perceive these services worthy looking at what they do such as improved study habits.*

4.6. Summary

The chapter presented findings of the study which sought to answer the following questions: What are the types of guidance and counselling services provided to pupils in secondary schools? How are guidance and counselling services provided to pupils in secondary schools? What challenges do pupils in secondary schools face in accessing guidance and counselling services and what are pupils' perceptions of guidance and counselling services offered in secondary schools?

The study found that vocational, educational, social, personal, spiritual, health and moral guidance and counselling services were provided to pupils. However, some schools did not place considerable emphasis on the provisions of career guidance and counselling service. The

guidance and counselling services were offered to pupils individually and in groups with the majority of the pupils having preference to individual guidance or counselling. This was because they perceived this mode of delivery more advantageous than group sessions.

As regards to what problems pupils faced in accessing guidance and counselling services in the school, the study found that the problems included: their own shyness, mistrust of guidance teachers to keep information shared in secrecy, inadequate guidance materials, negative attitude of guidance and counselling teachers and guidance and counselling not being time tabled. The gender of guidance teachers, unawareness by pupils on who the providers of guidance and counselling services in the school were, office located in open areas and much attention rendered to GCE pupils were also some of the challenges pupils faced in accessing guidance and counselling services. These problems affected the way pupils perceived guidance and counselling. To the majority of the pupils, they perceived guidance and counselling to have had contributed to their improved academic performance, broadened awareness on careers, living a socially and morally acceptable lives, enhanced spiritual wellbeing and better understanding of themselves. To the contrary, some pupils, though the minority, perceived guidance and counselling services not to have had contributed much to their wellbeing due to various problems that existed, resulting in their not accessing the services.

The next chapter presents the discussion of the findings showing whether the research findings were in agreement or disagreement with literature. It will further show the similarities or differences in the outcome.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.0. Overview

The chapter discusses the findings of the study which investigated pupils' perceptions of guidance and counselling services offered in selected secondary schools in Mazabuka district. The discussion of findings is presented in order of the study objectives which were: to establish the types of guidance and counselling services in secondary schools, to examine how guidance and counselling services are provided to pupils in secondary schools, to establish problems faced by secondary school pupils in accessing guidance and counselling services and to determine pupils perceptions of the guidance and counselling services offered.

5.1. Gender of Participants, Experience, Training, Qualification and Age of Guidance and Counselling Teachers and the Head Teachers

The distributions of gender of the participants in the study as indicated on table 1 in the previous chapter reveal that 189 girls against the 174 boys took part in the study. The gender imbalance could have been caused due to the fact that there were more girls enrolled in the co-education government schools and co-education private schools that were studied. Furthermore, the percentage skewed to girls due to single sex girls' school which was studied. Out of the 4 guidance and counselling teachers who took part in the study, only one was female, representing 25%. This squarely relates to the study by Yirgalem (2013) done in Ethiopia where several guidance and counselling teachers in the schools surveyed were males, a situation which proved problematic to female pupils in accessing the guidance and counselling services provided. Yet he asserted that in most Ethiopian culture, females are not allowed to approach males privately. The study also found that there were 3 male head teachers (75%) against 1 female (25%) head teacher. These statistics showed that the males and females did not have an equal distribution. This also shows that there were gender disparities that existed among the sample of the four head teachers were the male head teachers dominated the staffing in secondary schools. Further revelations noted a unique gender distribution in the appointment of the guidance and counselling heads of departments.

The study further highlighted that all the 4 (100%) head teachers had obtained first degrees in education. Among them, 1 had an experience in guidance and counselling for he served for 7 years as the school guidance and counselling teacher. As for the guidance and counselling teachers, three (75%) were holders of bachelors' degrees in education whereas one (25%)

possessed a diploma in education and was trained in guidance and counselling. Of the three degree holders, 2 had training in guidance and counselling while one had no training in guidance and counselling. Therefore, the findings are different from the results obtained in a study by Hossain and Faisal (2013) who elaborated that both secondary and primary schools in Bangladesh did not have trained personnel solely responsible for offering the services to pupils. The results further do not support findings by Orodho and Cheruiyot (2015) who found that two-third of the practicing guidance and counselling personnel in secondary schools of Bureti in Kenya did not have the required qualifications of Diploma or above. Concerning the age of head teachers as well as the guidance and counselling teachers, the study found that all the 4 head teachers were in their early fifties while guidance and counselling teachers' ages ranged between 30 and 40 years.

5.2. Types of Guidance and Counselling Services Provided in Secondary Schools

The first objective of this study sought to establish the types of guidance and counselling services offered to pupils in secondary schools from the head teachers, guidance and counselling teachers as well as pupils.

An analysis of the quantitative data as provided in table 2 in the previous chapter reveals that 94.2% of pupils indicated that different types of guidance and counselling services were provided in schools while only 21 pupils representing 5.8 % in the study disclosed non availability of types of guidance and counselling services in schools. The finding is encouraging because it is one of the initial and vital information which would influence pupils to access guidance and counselling services. This revelation also provides evidence that secondary schools in Mazabuka district adhere to the Zambian education policy document ''Educating Our Future' (1996) which urges schools to provide guidance and counselling services to pupils.

As regards to the actual types of guidance and counselling services, the study found that secondary schools in Mazabuka district offered pupils with educational, career, social, personal, spiritual, health and moral guidance and counselling services. In an interview conducted with one head teacher, he explained that the school endeavoured to produce pupils with all rounded development and as such even the guidance and counselling services which were offered by the school in a way included all the essential areas such as academic, social-personal and vocational aspects. Pupils also acknowledged that the guidance and counselling services in schools included guidance in issues of smoking and pregnancies which were the

biggest social challenges encountered by the pupils. It emerged from a girl at the private school during a FGD that pupils were given guidance on how they would take advantage of the social media, use it constructively and also were guided and counselled on what was required of them to prevent early marriages. This finding was equally backed by the guidance and counselling teacher from one mission school who had described that pupils have access to many forms of entertainment and communication these days. Due to this, she explained that: The social media was good but also has negatively affected pupils. As such, being aware that children use internet on their own and at their own time, they were guided on what to not to take and what not to take.

Guidance on how to make good friends, that is, on the need to associate with people who would build their (pupils) future (relationships) was revealed to be provided to pupils in secondary schools by three pupils in the FGDs. Illnesses, bereavements and grief counselling were also reported as being provided. Additionally, it was reported that reproductive health was not left out because of the changes pupils underwent during puberty which may be confusing and devastating to them. This was done to help pupils understand stages of developments and bear the pressures of such changes to their bodies. Alluding to the above types of guidance and counselling services the school offered, a guidance and counselling teacher remarked as follows:

> *Pupils are guided and counselled in areas of illnesses, mistreatment, grief and bereavement. They are guided and counselled not to involve themselves in sexual relationships with boys and men and instead are told to concentrate in their education at the moment. Guidance in reproductive health is done. It is aimed at helping pupils understand stages of development and overcome fears and pressures that come along with adolescence. They are also helped in the selection of subjects that would help them in the choices of their future careers and academic performance is not left out. The school being a mission school, spiritual and moral guidance and counselling are emphasized too. We try to incorporate Christian values through lessons, conducting compulsory mass, morning devotion every day before commencement of lessons and advise them to dress properly as girls.*

The findings above are in conformity with those of Nkhata (2010) who asserted that educational, social-personal, avocation and vocational guidance and counselling were provided in Choma, Kalomo and Zimba boarding schools in southern province of Zambia despite that these services were not provided satisfactorily, but contradicts with Mapfumo and Nkhoma (2013). They found that guidance and counselling services made available to pupils in urban high schools of Zimbabwe only contained personal-social guidance in the areas of HIV-AIDS,

relationships and behaviour problems. The results are further in agreement with results of Momanyi's (2013) work who among other types found that religious issues and peer pressure guidance and counselling services were present in public schools in Kenya.

With regards to educational guidance and counselling, the study revealed that schools stressed outstanding school performance by the pupils through imparting knowledge and skills in studying, time management and recalling or memory techniques. Apart from this, the study found that pupils were guided on how they would avoid procrastination. It was reported that in the academic part, pupils were encouraged to work hard. Those that had lost hope were motivated so that they do not lag behind academically or feel that they would never improve their performance. One pupil in a FGD confirmed that, they were guided on how to study specific topics and how to combat forgetfulness of a material taught by their teachers or that studied on their own. She said that this was through the use of mnemonics.

The above finding is amazing in that it points to the requirements of the New Zambian Curriculum Framework (2012) which stresses that educational guidance and counselling should be among the integral components of guidance and counselling services offered in schools. Educational guidance and counselling service was also reported by Nkhata (2010), Momanyi (2013) and Mghweno et al (2013) to have been offered to pupils at boarding schools in southern province of Zambia, in public school of Kenya and at three secondary schools in Kilimanjaro region, Dar-es-Salaam respectively. On the other hand, academic guidance and counselling was not highlighted to have been provided in a study conducted by Mapfumo and Nkhoma (2013) in urban high schools of Zimbabwe where personal-social guidance in the areas of HIV-AIDS, relationships and behaviour problems were brought out as the types of guidance and counselling present in secondary schools.

Another type of guidance and counselling which respondents revealed as being offered to pupils in schools was career guidance and counselling. It was expressed by the 4 (100%) guidance and counselling teachers in the interviews that pupils were helped with information on future careers through guidance in specific subjects to know where to concentrate for them to become what they aspire to be in life. According to data tabulated in table 3, the majority (66.9%) of the pupils, 243 in total, revealed that career related events were conducted in schools whereas 120 pupils signifying 33.1% indicated that career talks were not held. When they were asked how often career talks were convened in schools, it emerged from the results as depicted in figure 1 in the preceding chapter that more pupils (28.9%) indicted that there had

never been a time career talks were held in their schools. Responding that career talks occurred once every year and twice or more per term or year constituted 26.4% of pupils for both categories. The least number of pupils (18.2%) indicated that career conferences or career talks occurred once per term. The finding is very much in line with what was put across by two pupils in different FGDs. Two boys from the mission school had remarked that for the past one year, the school had not conducted any career conference or career talks. One reported that: *Career talks take too long to take place from the time the previous one took place*, while the other pupil said: the *school last conducted a career talk in December last year [2015,] and since then there has been no one who has talked to us.*

They boys as reflected above emphasized that career related events were not held too often. At the public school, two pupils in the FGD echoed absence of career guidance and counselling services. These findings are thus in relation with what was put to light in Bangladesh in an exploratory study by Hossain and Faisal (2013) that in public and private primary and secondary schools, there is hardly opportunities for pupils to be helped in making choice of careers or choosing professional courses.

The study however established that the types of guidance and counselling services which were offered to pupils were not offered equitably. This was on career guidance as well as guidance in examination writing were pupils in other grades were left out. According to one guidance and counselling teacher, educational guidance in examination writing was targeted at examination classes mainly and offered in the third term to enable the examination candidates pass the exams. As for career guidance, he reported that it was mostly targeted at the grade 12 pupils so that they become certain of where they were going after secondary school education. Clearly, other pupils were denied the career guidance service at the expense of those in grade 12 and guidance on examination writing for the examinable classes. This could have been the reason why many pupils in the FGDs expressed dissatisfaction with the provision career guidance and counselling. However, Momanyi (2013) found that academic performance, career guidance, social relations, family problems, subject choice, religious issues, peer pressure, conflict resolution and personality difference were offered as mentioned by pupils and teachers. From this list, the mostly offered types of guidance and counselling in public secondary schools in Ongata Rongai and Ngong zones of Kajiado north district in Kenya were educational issues and second were career guidance and counselling. This could have been

due to the perceived importance of career and educational guidance and counselling by pupils as receivers of the services and guidance teachers as providers of the services.

Researchers such as Nyan (2014) in a study conducted in Uganda's Pallisa district also and Hossain and Faisal (2013) in Bangladesh highlighted that guidance and counselling services were not satisfactorily offered because they were not holistically provided. In other words, not all the components of guidance and counselling services were offered to pupils. On the other hand, Mghweno et al (2013) revealed that the guidance and counselling services which were offered to pupils at three secondary schools in Kilimanjaro region, Dar-es-Salaam included discipline, HIV/AIDS awareness or health living, spiritual and academic issues. Findings by Mghweno et al (2013) are not directly in line with results of the current study in that the former did not bring out the provision of career guidance and counselling. Career guidance and counselling was completely absent in those schools. The current study revealed that career guidance and counselling among others was also offered although pupils disclosed that its provision was not as satisfactory as other types of guidance and counselling services. Equally, planning and exploration in various vocations as well as academic guidance and counselling were not provided to pupils in the schools studied by Mapfumo and Nkhoma (2013) in Zimbabwe. The differences and similarities in the types of guidance and counselling services offered in secondary schools in these studies could be attributed to the needs of pupils in the studied schools.

The study further found that career information was not only given to pupils by guidance and counselling teachers. Information was disseminated to pupils in the secondary schools by various people in different fields of specialisation who were invited to present career talks. In the business or commercial sector, marketing officers and accountants were confirmed by pupils to have had presented career talks to them about the two vocations although there was no mention of any one in the engineering department and arts industry. In the health sector, a medical doctor and a clinical officer talked to pupils while from the agricultural sector an agricultural officer was reported to have presented career talks to the pupils in three schools in the study. In the defense sector, pupils and two head teachers disclosed that police officers were invited and the career talks were held. Officers from Examination Council of Zambia had also visited school to talk to the pupils. This was only confirmed by three of the four schools in the study that officers from ECZ guided pupils on how they may avoid examination malpractices. To tackle social issues of drug abuse, a drug commission officer was as well said to have had presented a talk to pupils in the secondary schools. In a study carried out in

Bangladesh by Hossain and Faisal (2013), teachers acknowledged that on many occasions, personnel from different defense force such as air, navy and arms provided information about careers in that field. They thus asserted that such service partially fulfills vocational guiding needs because it is confined only within army background related job description.

Although respondents acknowledged career talks to have been presented in schools by people from various walks of life, there was refutation by pupils at one school of experts who came to talk to them on careers. Interjecting a fellow discussant who was urging schools to expose them to career motivators, a pupil in the FGD from the public boarding/day school explained that the school did not at any time conduct any career talks to enable pupils get to know about vocations available out there and what one needed to do to join the vocation. There was in fact, strong denial that pupils were motivated by any professionals. Similar results were also reported by Hossain and Faisal (2013) in which they commented that some schools in Bangladesh did not hold motivation talks on careers. They elaborated that pupils rarely or did not have encounters with professionals to talk to them about various vocations. While at a discussion held from the boys' mission school, a boy with regards to career guidance and counselling had explained:

> *The program is good of course, but what about us who want to do other careers such as that of becoming doctors. Most of the guidance lessons tackle matters of drugs and not tackling other areas that we would also want to benefit from like on careers. When these people come, they usually speak about drugs. Yes this is important and very helpful, but what about us who want to hear information of becoming a doctor. When are we going to get such information? The school should supply information equally at all levels to all pupils on what we want to become in future.*

There is thus great need to expose pupils to experts serving in different vocations and departments for proper information pertaining to specific careers. Ibrahim et al (2014) advices that career counselling should be inherently practiced to provide pupils with indispensable information and competence required in the world of work. The finding therefore, is an eye opener, that career talks be introduced or intensified in secondary schools in order to satisfy pupils' careers aspirations and to prepare them for the world of work. Findings fall short by what the Zambian document on the administration and Management of guidance and counselling in the educational system contends. It states that the provision of guidance and counselling should be balanced for attainment of pupils' all rounded development, (MESVETEE, 2013). Nyambura (2014) too calls for an immense need to have a good balance

of all the integral components of guidance and counselling services in schools if the services are to yield meaningful impact on pupils.

On the other hand, Mghweno et al (2013) revealed that the guidance and counselling services which were offered to pupils at three secondary schools in Kilimanjaro region, Dar-es-Salaam included discipline, HIV/AIDS awareness or health living, spiritual and academic issues. Findings by Mghweno et al (2013) are not directly in line with results of the current study in that the former did not bring out the provision of career guidance and counselling. Career guidance and counselling was completely absent in those schools. The current study revealed that career guidance and counselling among others was also offered although pupils disclosed that its provision was not as satisfactory as other types of guidance and counselling services. Equally, planning and exploration in various vocations as well as academic guidance and counselling were not provided to pupils in the schools studied by Mapfumo and Nkhoma (2013) in Zimbabwe. The differences and similarities in the types of guidance and counselling services offered in secondary schools in these studies could be attributed to the needs of pupils in the studied schools.

5.3. How Guidance and Counselling Services were Provided to Pupils in Schools

As disclosed by respondents, the modes in which guidance and counselling was delivered to pupils involved group sessions. It was found that in group guidance, pupils were guided and counselled either as a class, a grade or the whole school. Other than, group guidance and counselling, the study also found that pupils were guided and counselled individually. Of the two procedures, that is group and individual procedure, many of the pupils indicated preference to individual guidance and counselling as opposed to the group type. They said the mode was better because it allowed them to express themselves more freely or openly and that it enhanced confidentiality and privacy than group guidance and counselling did. This is supported by Omari (2006) who states that the one to one advisory relationship enables an individual to be free to express own feelings, client is assured of confidentiality and privacy is maintained and makes easy the establishment of smooth relationship between a counsellor and a client. Chathurika (2015) in his study done at four mixed sex secondary schools among the grade 10 pupils in Sri Lanka found that most of the students preferred to gain professional guidance and Individual counselling for their personal matters and requested for more confidential, effective counselling services.

A head teacher at one school disclosed that the methods varied in respect to the existing situation, hence group or individual methods were adopted although they both have advantages and disadvantages. This was also revealed by one guidance teacher. He explained that for exceptional situations, one on one way of guidance and counselling was used since it was the most appropriate. In addition, the study further found that to carry out group guidance and counselling, pupils would be gathered in a common venue such as halls or a classroom depending on the target group to be talked to. Besides this, pupils would at times be talked to as a class or better still all pupils in a particular grade, on issues identified as challenges to find the best way they could be aided. Confirming this, it was revealed in the interview with a guidance and counselling teacher at the girls mission school who alluded that:

> *In most cases we tell pupils to be in one hall and talk to them as a group. Sometimes, we try to look for those who are not doing well and try to guide or counsel them accordingly. We carry out guidance and counselling on a one on one basis, that is to say, pupils are met as an individual whenever they seem to be bothered about something. When we discover that the girl is not free, we would ask her who she feels free to share the problems she is going through with. When she mentions the person, we allow her. We don't restrict, because she needs to throw it. Though before the pupil meets with the teacher of their choice, the guidance and counselling teacher meets with that teacher to give him or her a general picture of the situation in counselling and guiding pupils. Other than this, in times when a pupil finds difficulties to talk, to open up, we would also ask them to write or still be given a transcript, that is, written work. Brainstorming too is used.*

At the boys mission school on the other hand, the male guidance and counselling teacher elaborated that pupils used a common venue for group guidance and counselling. He also explained that pupils would be told to gather in one of the school halls and talk to them as a group. While at times, the guidance and counselling teachers went class by class identifying pupils with academic, social, personal and emotional problems. On sensitive issues, the same teacher said one on one method was utilized to guide or counsel pupils or a pupil concerned.

According to several pupils during group guidance, they were guided by means of discussions on various matters or topics that they had less knowledge about, though sometimes the discussions were centered on cross cutting issues like HIV-AIDS, pregnancies, drug abuse, sexuality, healthy living and so on. It was also found that pupils through question and answer sessions were given an opportunity to ask questions before, during or after the discussions in order to fully interact with the guidance and counselling teachers.

Findings in the present study regarding the procedures that were used to offer guidance and counselling services to pupils in Mazabuka district agree with those of Mapfumo and Nkoma

(2013) who revealed that guidance and counselling services in Zimbabwean secondary schools were mainly provided in groups in formal classroom lessons. They further found that there was absence of one-on-one guidance or counselling as was reported by pupils while teachers acknowledged that individual counselling rarely occurred. Unavailability of individual sessions in carrying out guidance and counselling services to pupils would hamper effective service delivery. Therefore, both modes, groups and one-on-one should be employed in any secondary school that offers guidance and counselling services to maximise pupils' access to the services and also if pupils are to perceive the services positively.

The study further found that from the 363 pupils who took part in the study, 281 (77.4%) indicated that they preferred to receive guidance and counselling services by means of individual sessions while 82 of them (22.6%) said they preferred group sessions. These results are reflected in figure 2 of chapter 4. Asked to give reasons for the preference, pupils advanced an inclination to the one-on-one method because allowed them have freedom in self-expression since it enabled them overcome shyness than through group guidance and counselling. Secondly, pupils said that they would not want their personal life to be made known to others. Another factor was that guidance and counselling mostly was done in groups, thus they wished for change where individual guidance and counselling would be done as much as the group approach was used. This was in fact confirmed by a teacher who reported that guidance and counselling mostly involved groups sessions than the one-one sessions. Those who preferred group guidance and counselling explained that the procedure enabled them gather confidence after listening to what others said about something and learnt from others' contributions and ideas (share knowledge).

Although the current study revealed that both individual and group methods of providing guidance and counselling to pupils were used in secondary schools of Mazabuka district of Zambia, Hossain and Faisal (2013) on the contrary found that there wasn't any provision for individual guidance and counselling needs of pupils in some secondary and primary schools in Bangladesh.

5.4. Challenges Faced by Pupils in Secondary Schools in Accessing Guidance and Counselling Services

This study also set out to establish challenges faced by secondary school pupils in accessing guidance and counselling services offered to them. Respondents reviewed the following problems: pupils' own shyness, inadequate materials, mistrust of guidance and counselling

teachers, negative attitudes of guidance and counselling teachers, guidance not accorded time on the school time table featured prominently. Other challenges included: ignorance of the existence of the services, absence of office for guidance and counselling, poor location of the office, gender of guidance teacher, guidance office too interfering for pupils due to presence of GCE pupils, guidance teachers not known by pupils and pupils' fear of being criticized and victimized by their colleagues.

Although there were numerous challenges which pupils encountered in accessing guidance and counselling services, the study according to figure 3 of chapter four found that the services were easily accessible by 59.5% of the pupils, of which were 216 pupils. Pupils who indicated that guidance and counselling services in secondary schools were easily accessible 127 pupils (34.9%). The remaining 20 pupils making 5.5% expressed that the services were inaccessible. These statistics give an indication that guidance and counselling services could be accessed by many pupils in secondary schools of Mazabuka district. However, it was found that the degree to which pupils accessed these services was determined by the type of the school.

The findings from pupils showed that guidance and counselling services were offered from various places. Common in all the four schools were the classrooms, halls, staff rooms, offices (deputy, head teacher or departmental offices) and laboratories. At one mission school, it was expressed by the head teacher that the chaplain was utilized when the allocated guidance and counselling office was congested. Clearly, such rooms can only be used when need to guide or counsel pupils arises as they are meant for other functions. Pupils in one particular school also claimed that they received guidance or counselling anywhere like under a tree while at another school, the foyer was reported to be used despite that there was an office designated for guidance and counselling. The finding is in consensus with Chireshe (2006) who reported that pupils in secondary schools of Zimbabwe were guided in rooms located near the administration building, in an office far from the administration block and in a classroom. Nyambura (2014) in her study conducted in Thika district of Kenya revealed that guidance and counselling services were offered in the principal or deputy principal's office, dining hall, during assemblies or at open grounds. These places were not suitable for individual counselling of personal issues. A private counselling room where sensitive matters would be dealt with is necessary in a school. To this effect, Momanyi (2013) reported that most pupils in public schools in Ongata Rongai and Ngong zones of Kajiado north district in Kenya preferred being counselled in an enclosed environment.

Except for one school, the study found that the three schools in the study as confirmed by the three groups of participants had guidance and counselling offices besides other places outlined as being used to guide and counsel pupils. This finding disagrees with Juma (2009) who asserts that most secondary schools lacked guidance and counselling rooms. However, the guidance and counselling offices were deemed by three (75%) guidance and counselling teachers as small for guidance and counselling of confidential issues. One of them had explained that it was difficult to carry out counselling sessions at the boys mission school in an office that was shared with another guidance and counselling teacher. He indicated that:

> *As you can see, this is the guidance and counselling office. It is not big enough for even group guidance of more than 12 pupils or not even for the two of us-the guidance teachers. I feel it is worse for pupils.*

For one school, it was pointed out that it lacked an office/room for guidance and counselling. During a FGD, pupils at this school disclosed that there was no specific place for guidance and counselling as the school did not have a room. The same was reported by the head teacher as well as the guidance and counselling teacher from the public school. This led to pupils receiving guidance or counselling anywhere like under a tree or lab where there was no privacy. In the same vein, the head teacher who did not refute that the school did not have guidance and counselling office stated:

> *Not having a room for guidance and counselling at this school does not mean we do not value the services. Of course we are limited by the infrastructure, but you must understand that this school was opened due to the community's outcry of the need for a secondary school in the area years back. The building was given by the neighbouring school, but since we are building a new campus with all the necessary departments and offices, our pupils will not complain with regards to the guidance room as the office is on the plan too. As it is now, it is true; there is no guidance and counselling room, making it difficult for pupils to access these services.*

Nyan (2014) and Chathurika (2015) observed the same scenarios in their studies in Uganda and Sri Lanka respectively. They reported that some secondary schools lacked facilities like rooms to conduct guidance and counselling services. Similarly, a study on exploration of factors affecting provision of guidance and counselling services in inclusive secondary schools in Southern and Lusaka provinces by Hamainza (2015) found that guidance and counselling offices were too small. The present study's finding is a long recognised problem which must be looked into in the 21st century. A long recognised problem because without private accommodation or poor state of guidance and counselling offices, then guidance and

counselling may not be delivered successful and effectively thereby causing pupils to negatively perceive the services.

Answering to the question on whether pupils were comfortable or not with the place where guidance and counselling services were provided from, responses from pupils revealed that the majority (76.3%) were comfortable with the counselling office. This information is contained in table 5 in the earlier chapter. The findings is not in line with what was revealed in the four pupils' FGD were in all the discussions pupils displayed displeasure with the places from where guidance and counselling services were offered from. For instance a boy from a mission school expressed that the guidance and counselling office had too many GCE pupils who were coming and leaving the office and that most of them were female candidates. The boy voiced that this was strange and awkward to him to see many female pupils under GCE in school since this was a boys' school. This distracted some of the pupils from accessing the services from the guidance and counselling office.

The guidance and counselling teacher at one mission school also admitted that the office was usually congested by external pupils coming to pay examination fees. As such, the head teacher at the school remarked that internal pupils could not access the guidance and counselling services because of the GCE pupils. As a result, some pupils developed negative perceptions of guidance and counselling services.

Pupils who were not comfortable with the place advanced reasons such as; lack of privacy because the guidance and counselling offices were located in open areas. They felt shy to access the services as they feared to be seen by their friends and teachers. This resulted into them shunning the services. Apart from the guidance and counselling office located in the open, pupils responded that the office was poorly ventilated, poorly illuminated and lacked chairs. Due to lack of furniture (chairs), pupils indicated that they knelt or stood whilst guided or counselled. This state of affairs is a wakeup call to educational stakeholders. Offices meant for guidance and counselling services should be improved and spacious if pupils are to develop right perceptions of the offered services. There is consensus on the finding in this study with the research which was carried out in Kenya's Bureti Sub-country by Orodho and Cheruiyot (2015) where it was reported that guidance and counselling rooms did not have adequate physical facilities such as furniture to facilitate effective provision of the services.

When guidance and counselling teachers were interviewed on problems pupils faced in accessing guidance and counselling services, three of them echoed one another by stressing that pupils were generally shy and lacked self-confidence. However, one guidance teacher explained that at her school, shy pupils were assisted to open up to their concerns. She stated:

> *When we discover that the girl is not free, we would ask her who she feels free to share the problems she is going through with. When she mentions the person, we allow her. We don't restrict, because she needs to throw it. Other than this...we would also ask them to write or still be given a transcript, that is, written work.*

The study further found that secondary schools had very few materials available for pupils and teachers' references on career, educational, social, spiritual and health guidance and counselling. Although it was established that schools in the study had guidance materials such as books, magazines, computer lab, and pamphlets/brochures and booklets about the various training institutions in Zambia, these were reported inadequate and as such it deterred some pupils from accessing guidance and counselling services. In particular, 55.4% of the pupils said the existing guidance and counselling materials were not enough and suitable for pupils' use and 44.6% of the pupils indicated that guidance materials were adequate. These findings are illustrated in chapter 4 on table 8. From the distribution of responses of the cross-tabulated results on types of schools and availability of guidance and counselling materials, table 9 in chapter four showed that the mission school for girls and the urban co-education private schools were better equipped with guidance and counselling materials than urban boys' mission and the rural boarding/day schools.

The quantitative findings that more pupils felt that guidance and counselling materials in secondary schools were not enough was congruent with what was revealed by pupils in the FGDs and guidance teachers during the interviews. For example, a guidance and counselling teacher had narrated that the school had only one copy of a booklet that he used to guide pupils in careers. He further explained that the guidance and counselling materials were by far from being enough for pupils and guidance teachers too. The only materials were 'Exams Made Easy' and 'Career Guide book for Learners'. He said the career guide book was recently brought and so it had not yet been used. While, during one FGD, a pupil from a government school argued that there was a person responsible for providing guidance and counselling services to the pupils in the school, yet materials were not there at all. The pupil had articulated that: *We only have a guidance and counselling teacher and not the materials for use, yet we need documents that we can use to guide ourselves apart from the teacher.*

In the same vein, a boy in the same FGD from the boys' mission school uttered that:

> *Guidance and counselling materials are not enough. For example in the library, there are only two books by the ministry of education against the high population of pupils at this school. We are restricted to use available materials and facilities to access information that would help us, e.g. we are not allowed to borrow the book on examination tips for many days as it is the only cope in the library and for the computer lab, pupils are only allowed to use computers for only a few hours because they are also few. What is available is too inadequate to cater and accommodate all pupils in the school.*

The finding is not at all surprising in that it confirms research work conducted by Okola (2005) who discovered that Kenyan secondary schools had very few reference books on guidance and counselling. Speaking almost the same, Nyambura (2014) and Siamoongwa (2014) agree that secondary schools of Kenya's Thika district and Southern and Lusaka in Zambia respectively lacked materials for health and disaster matters, vocational and educational guidance and counselling. Momanyi (2013) established that video/CDs and DVDs on information on drugs and substance abuse, pre-marital sex, abortions and STIs were not adequate in secondary schools. She goes on to state that information of this kind is relevant in that it would enable pupils to visualize what they are being guided on. According to Juma (2009), lack of videos made it difficult for pupils to understand consequences and outcomes of their behaviours and actions. It can thus be argued that although pupils may have knowledge of the availability of guidance and counselling services in the school, inadequate and non-availability of guidance materials may prevent them from accessing the services, hence perceive the services negatively.

The study found that pupils did not access guidance and counselling services even when they were faced with situations that required expert guidance. For example, the majority of pupils (65%) rarely accessed guidance and counselling services with only 18.7% of pupils who indicated that they often accessed guidance and counselling services. The remaining category of pupils, this was 6.9% represented pupils who accessed the services once per week and 9.4 % of pupils never utilized the services. This high percentage of pupils who rarely accessed the services is worrisome as these would miss out the benefits that come along with accessing guidance and counselling services. These may also perpetuate deviant behaviours in schools. In contrast, Nyambura's (2014) findings were that the majority of the pupils in public and all

the pupils in private schools in Thika Sub country in Kenya received and utilized guidance and counselling services. However, according to Chai (2000), findings are in line with the current study in that he revealed that only few pupils actually utilized guidance and counselling services for emotional and mental problems.

By gender, the study revealed that both female and male pupils rarely accessed the guidance and counselling services offered to them by the schools. In number, there were 113 girls against the 123 boys who indicated that they did not seek guidance and counselling regularly. This difference was negligible, hence the conclusion that there was low utilization of the services by both the girls and the boys in the study. However, out of the 68 pupils who responded that they often sought guidance and counselling services, about three quarters (48) were girls and the 20 were boys. The revelation is supported by scholars and researchers like Eyo et al (2006) where they found that female pupils in secondary schools of Cross River State in Nigeria were more and favourably disposed to school guidance and counselling services than their male counterparts. Attributed to this could be that girls are generally good in interpersonal relationships, self-disclosure and openness than male pupils who think they are strong and can stand the pressures they encounter or solve their problems without consultation. Yirgalem (2013) on the other hand in Kenya established that compared to male pupils, female pupils' utilization of guidance and counselling services was significantly lower, this therefore does not agree with the present study's findings.

Pupils brought out the following as reasons for not frequently accessing guidance and counselling services. They responded that they were not ready to undertake such a decision, had realised that they could solve the problems that they wanted to seek guidance and counselling for on their own while others reported that they were uncertain as to whether what they discussed would be kept confidential by the guidance and counselling teachers. This finding was reflected in what pupils echoed in FGDs were words of one boy were that pupils in schools did not trust guidance and counselling teachers because information they gave was shared to fellow teachers and even some pupils such that the victim would get embarrassed. While a girl at the public school testified saying that she did not feel like getting help from the guidance and counselling teacher because was not ready for assistance.

A study conducted at two secondary schools in Kuala Lumpur, Malaysia by Aizat et al (2015) indicated that pupils were reluctant to seek counselling services mainly because they were not ready to do so and preferred to seek help from sources other than the school guidance and counselling teachers. It is worrisome that pupils in secondary schools questioned the

trustworthiness of guidance and counselling teachers. These made pupils not free and hence were not willing to access guidance and counselling services. Agreeing with this view point, Kasonde, Ndhlovu and Phiri (2009) expressed that the pupils went to the counselling teacher as a last option due to lack of confidentiality exhibited by the practitioners. While pupils in the current study were not accessing guidance and counselling due to doubt that the teacher would not keep the shared information, Nyambura (2014) noted that a very small number of pupils in public and private secondary school did not access guidance and counselling services and this was due to lack of knowledge about its importance and the perceptions they had towards the services. Mutunga (2003) as cited by Momanyi (2013) found that the level of voluntary consulting with the guidance and counselling department by students was very low due to lack of trust, fear of being victimized and poor counselling environment. As such, there is need to find means of alleviating the problems mentioned above to improve pupil's access to guidance and counselling services in schools.

Other than fear of being stigmatised by friends when seen guided in public, pupils also revealed that they were at times discouraged to access help from the guidance and counselling teachers by their peers. This shows how powerful peer approval among secondary pupils can go. Findings of the study on whether pupils were comfortable discussing their personal life with the guidance and counselling teacher as described in figure 5 revealed that 58% of pupils were comfortable while 42% of pupils were not. Data collected through pupils' questionnaires as presented in chapter fours' sixth figure discovered that most of pupils (70.5%) were not affected by the gender of the guidance teacher in accessing the services. Only 29.5% of the pupils acknowledged gender of the guidance teacher as having an effect to them in accessing guidance and counselling services. To the contrary, it was apparent from pupils in all the four conducted FGD that gender of guidance and counselling teachers had a great influence on pupils' access to the services. Boys reported that they did not like presence of female guidance and counselling teachers while girls indicated a dislike of male guidance and counselling teachers. For example, one pupil at a mission school argued that:

> *Some pupils fear to go for guidance and counselling while others do access the services but cannot express themselves fully on certain issues due to the presence of the female guidance and counselling teacher. It does not feel alright and normal to share certain issues concerning yourself as a boy to a female guidance teacher.*

At a discussion that took place at the government boarding/day school, a girl advanced a reason that:

There is only one guidance and counselling teacher who is also male. There is no female guidance and counselling teacher, yet there are both girls and boys in the school. This is problematic to some of us because as girls we feel shy to share private issues with the male teacher. We find it difficult to explain certain experiences to him. It is very difficult to open up to this teacher.

It was also apparent from two guidance and counselling teachers in the interviews that pupils were doubtful in accessing the services at times due to the gender of the guidance and counselling teachers while no head teacher attributed the gender of guidance and counselling teachers to be a challenge for pupils. Momanyi (2013) in her study established that the sex of the teacher counsellor did not affect pupils' seeking habits for guidance and counselling services. Equally, Kombo (1980) found that pupils were minimally affected by the sex of the guidance and counselling teacher in accessing guidance and counselling services.

Through the questionnaire administered to pupils, the study revealed that 30.9 % of pupils in the study rescinded the decision to access guidance and counselling services while 69.1% of the pupils did not rescind their decision. Table 7 of chapter 4 shows these results. Pupils who changed their mind to go ahead with accessing guidance and counselling did so due to the negative attitudes of the guidance and counselling teachers. For instance, guidance and counselling teachers were said to be too talkative, scolded pupils, used demeaning language against pupils and that they were unfriendly and moody at times. A pupil in a FGD had asserted that guidance and counselling teachers did not know how to guide pupils. For instance, instead of properly addressing the issues brought out by a pupil, they were blamed and reprimanded. Pupils also brought out the fact that they lacked self-esteem due to the nature of some guidance and counselling teachers. To this, a female pupil at the private school explained that:

I have no courage to speak to teachers who are responsible for giving guidance and counselling because they are not that friendly.

The above was also intoned by three other pupils in the various FGDs.

In a different scenario, a boy from the public school commented that pupils avoided guidance and counselling services because there was no appreciation or commendation given to pupils who walked in the right path after they were caught in the wrong: The pupil said:

How do you go for guidance and counselling when the guidance teacher does not defend you despite having a discussion with him in which you have proven you have reformed from the wrong you did, but he does nothing when you are

found on the wrong like smoking, they flash us pupils out of boarding, like this how do you go ahead for guidance.

The finding is in agreement with Kwalombota (2014) that pupils shunned guidance and counselling services because teachers in charge lacked good rapport. Chathurika (2015) also made similar conclusions that pupils regarded guidance teachers to be impatient and unfriendly, hence hesitated in utilizing guidance and counselling services. Therefore, guidance and counselling teachers must display outstanding attributes such as sincerity, patience, friendliness, non-judgemental and be good listeners so that pupils do not thick twice in accessing guidance and counselling services.

The Qualitative results of the study also revealed that pupils could not access guidance and counselling because the teachers were busy most of the time. Guidance and counselling teachers just like any subject teachers were expected to carry out their duties of teaching pupils. To this reality, the male guidance and counselling teacher at the government school in the study with regards to his schedules which affected his availability to offer pupils with guidance and counselling services reported as follows

I'm a teacher of English, Religious Education and Civic Education. In a week I have a total of 31 periods for morning classes only minus those for open learning. At the same time I have to attend to pupils who need guidance and counselling. When pupils come for help and find that I'm not available, they give up and may not come back again.

Additionally, the second guidance teacher had also narrated that he was too busy attending to GCE pupils who were about 779. He said during the registration period for the GCE pupils, he hardly found time to guide or counsel the internal pupils. These two revelations from guidance teachers correlated with what pupils remarked about the busy schedules by the guidance and counselling teachers. What came out in all the four FGD was that the guidance teachers were rarely found at the office because they were preoccupied with the usual duty, teaching. As such, there was little and sometimes completely no time by guidance teachers to attend to pupils unless something needed immediate attention. This was what one pupil disclosed: *The guidance teacher is not always found to guide pupils because he has a lot of things to do. We give up in sharing our issues because he is too busy.*

The finding does not oppose Chathurika (2014) who alluded that in Anuradhapura zone of Sri Lanka, guidance and counselling teachers due to overloads mainly attended to pupils to offer

guidance and counselling when the pupils were in crisis. Consistent with these findings, Kwalombota also (2014) established that guidance teachers were not utilised by pupils because the school curriculum was too packed henceforth, it did not give room for guidance lessons. Ajowi and Samatwa (2010) suggested that guidance and counselling teachers be given about fourteen periods a week from the normal teaching load to enable them carry out guidance and counselling services which include arranging for experts to deliver talks, filling up the cumulative record cards, providing individual guidance to pupils and career information. ASCA (2007) is also of the view that guidance and counselling teachers should be accorded time and spend at least 70 % of it offering direct services to pupils.

The study revealed that the provision of guidance and counselling services happened haphazardly. It was not accorded time on the formal school time table like it was with the examinable subjects. Although three guidance and counselling teaches, except for the government school, were able to produce the school guidance and counselling time tables, these were only stuck in the guidance and counselling offices where no other people had access to them. However, as already alluded, the guidance and counselling activities in all these three schools were not fussed in the general school time tables. As such pupils also expressed that due to lack of time slotted particularly for the services, guidance lessons were rarely taught and not compulsory. Consequently, pupils did not take the lessons seriously. In addition, it was disclosed by pupils that sometimes time for guidance lessons coincided with afternoon subject lessons. For example, a pupil from the boys mission school stated:

> *Guidance and counselling services are not held regularly. In a term we may receive lessons once and other classes are left out, it really takes time to be offered because it is not on the time table.*

Similar findings were reported by Wango (2006) that guidance and counselling in secondary schools in Nyeri, Kenya was either not time tabled or had limited time. Thus, Juma (2009) and Kwalombota (2014) advise that guidance and counselling in schools should be time table to enable pupils' access it. Lack of time clearly set for guidance and counselling hinders the success of counselling with pupils, thus they may develop negative perceptions about the services.

The findings revealed that two schools in the study had more than two guidance and counselling teachers and the other two each had only one guidance and counselling teacher. At the boys' mission school, the head teacher expressed that there were four guidance teachers in

the school, each with specific roles, although one was relived from duty for other duties. It was a similar situation at the private school where the head explained that at the time there was only one guidance and counselling teacher because the other one was relived to be in charge of procurement. The staffing of guidance and counselling teachers in each school was thus in ratio with the number of pupils. In addition, none of the schools in the study had a population of pupils exceeding 800. The finding is not in agreement with that of Chireshe (2006) who said the counsellor-pupil proportion in Zimbabwean secondary schools was about 1:1000.

5.5. Perceptions of Secondary School Pupils of Guidance and Counselling Services Offered in Secondary Schools

Pupils in secondary schools may perceive guidance and counselling services differently. It therefore becomes imperative to discuss how guidance and counselling is perceived by the pupils in secondary schools of Mazabuka, who are said to be the main recipients of the services.

The study established that guidance and counselling services offered in secondary schools of Mazabuka district were perceived positively by the majority of the respondents while the minority expressed negative perceptions of the offered services. The findings are illustrated in figure 9 in chapter four. In particular, all head teachers (100%) and all the guidance and counselling teachers (100%) in the study said pupils in secondary schools perceived guidance and counselling services beneficial and relevant. Equally, the majority of pupils (90.6%) deemed guidance and counselling services beneficial while only 9.4% did not perceive the services significant. These percentages suggest that pupils perceive guidance and counselling services positively. In a study conducted by Moyles (2007) in India which surveyed 200 pupils with impairments, experiences and perceptions of school guidance, he found that for pupils who had an encounter with a counsellor, half of them found the experience rewarding while the other half found it unbeneficial.

The way respondents perceived guidance and counselling services was expressed in respect to what pupils were able to achieve or do in various aspects such as education, careers, social-personal, moral and spiritual domains. Pupils who expressed that they perceived guidance and counselling services beneficial were asked to point out things they found rewarding out of the provision of the services. Most of them pointed out that their performance in various subjects improved. Academic improvement was associated to the acquisition of better study methods and improved ways of combating forgetfulness. In other words it was reported that pupils

perceived guidance and counselling worthwhile since they were able to use various skills such as recalling/memory strategies. A school head teacher remarked as that pupils took guidance and counselling seriously as a formal school program and thus they improved in their concentration like in the area of study. For the guidance and counselling teachers, one of them commented that:

> *Before guidance lessons are taught like in the area of studying, pupils do not take studies seriously. However, from the time pupils in a class or grade are guided on studying, you find they concentrate and do not wait to be told but on their own you notice them studying individually or in groups. Therefore, I can say that pupils perceive these services worthy looking at what they do such as good study habits.*

While a pupil in a FGD affirmed:

> *When you look at the educational aspect, we are motivated to work hard through studying. We are taught how to manage time during everyday prep, such that in the long run we improve in the way we fair in tests and examinations. The afternoons and Saturdays at this school are strictly reserved for prep and this is compulsory. I have noted that in many classes, group discussions are conducted and they go on very well. To me, this entails that many of us pupils have acquired a skill in group studying after we were guided on how we can go about it. Based on this observation, my view about the guidance and counselling services we pupils receive serve the purpose like pupils doing what they are supposed to do at the right time.*

Studies by researcher such as Momanyi (2013) and Baker and Gerler (2001) found that guidance and counselling programs in schools had significant influence on improving and fostering positive study habits and study skills by pupils and that eventually pupils made progress in their academics. Yirgalem (2013) quoting the Ethiopian Education and Training policy (1994) poised that the purpose of general secondary education is to enable students identify their interests for advancement of their education and for specific training. True to this assertion, all the categories of respondents explained that pupils made choices of subjects to take that related to the choices of careers they wished to pursue after secondary education. This purpose was perceived by both pupils and guidance and counselling teachers to have been achieved due to the fact that pupils were able to carefully analyze their potentials and interests through the provided career information in preparation for the world of work.

It was apparent from the interviews, focus group discussions and data from questionnaires that guidance and counselling services in secondary schools were perceived by pupils to foster positive behavioural change among them. Pupils explained that it was through guidance and

counselling services that some of them exhibited desirable principles and in a way grow spiritually. In addition, it was expressed by pupils that guidance lessons assisted them to be alert young people and be conscious in that they were able to select on their own things to feed their mind that would help build their characters. Socially, pupils acknowledged that guidance and counselling services played an important role as helping pupils judge diligently what kind of friends they would associate with. It was further revealed by the respondents that guidance and counselling services provided to pupils were highly responsible for enhancing pupils personal wellbeing, understood the value of time as such enabled them accomplish tasks on time and lived health lives by restraining from drug abuse and other vices that would destroy or put their lives at stake. This finding was also supported by a head teacher who reported that:

Through personal observation, targets such as avoiding bad vices are met and pupils adhere to ethics as the case is at this school'. When they follow what they are guided to do, sure, the services are effective. There are for instance specific cases like at senior level; those pupils from different schools who are admitted may not behave well as those who have been in the school for a long time. But later, you find the stubborn or unruly pupil is charging his bad behaviour. When change is seen in specific direction, i judge this as being the effectiveness of the guidance and counselling services. Those in grade 12 also tend to realise, they open up and acknowledge doing wrong, but they later begin to portray good behaviour after they are exposed to guidance and counselling. Therefore, I believe pupils perceive the services worthy.

Besides this revelation, it was reported that pupils exhibited acceptable school, home and societal behaviours. Findings are similar to the study conducted by Hussain (2006) who established that guidance and counselling programmes in secondary schools had significant influence on improving discipline among the pupils.

Guidance and counselling services were further perceived to have enabled pupils be focussed in life by setting goals and that pupils were determined to live a life that was in accordance with the goals they set. In this sense, guidance and counselling had aided pupils in to prepare them for future responsibilities and have a positive outlook of life in general. Concurrent with this finding is a comment by Nyan (2014) who agrees to the assertion that guidance and counselling services in schools are most likely to improve pupils' perceptions of life. In his study, Nyan (2014) as mentioned earlier further revealed that most of the pupils and guidance and counselling teachers considered that pupils took guidance and counselling as a powerful and influential tool in doing the right things. Respondents in the current study also indicated that pupils perceived guidance and counselling service as a tool that enabled them to embrace changes in their lives in a manner that did not leave one toned apart. This was especially

linked to changes such as puberty, illnesses and poor academic performance. Revelations of this nature point to the fact that pupils perceived the offered guidance and counselling services positively and essential in their lives. Another finding of the study was based on the spiritual aspect of pupils which respondents owed to the offered services.

Findings revealed that there was good relationship among pupils, teachers, administrators including auxiliary workers due to guidance and counselling services provided in secondary schools. Guidance and counselling teachers and head teachers in the interviews agreed to this. Most of the pupils also commented that guidance and counselling services helped them establish, maintain and find better ways of enhancing the established relationships with others in the school and community at large. The results are in harmony with findings from FGDs with pupils and the interviews with head teachers as well as the guidance and counselling teachers. One of the guidance and counselling teacher responded that pupils had been helped to develop sound relationships and social skills .This had resulted in integrating those pupils who were withdrawn, isolated or had poor social skills. Both guidance and counselling teachers and pupils in Momanyi's study (2013) agreed overwhelmingly that there was a health relationship between them as a result of guidance and counselling services in the.

In the current study, guidance and counselling teachers were perceived by pupils as competent in that despite the many challenges facing the department such as few materials and inadequate to poor facilities, they strived to address pupils even when they had to divide their time between guidance and counselling activities and that of classroom teaching. The finding is amazing in that most of the studies in various countries as was indicated in the literature review reported that pupils perceived guidance and counselling services to be offered by incompetent teachers who were not trained for the job.

Furthermore, as perceived by pupils guidance and counselling services were seen as helping get rid of fears they had towards school. Data derived from pupils showed that 289 (79.6%) of the pupils perceived that school related anxiety was minimised in various respects owing to guidance and counselling services they were offered with while 74 (20.4%) of them pointed out that the services had no bearing in easing academic fears. Pupils mentioned minimal nervousness in writing tests and examinations. Mention was also made by pupils that they were able to address an audience in school and outside school. Several pupils also stated that they could actively participate in projects and school programmes such as JETS, clubs, sports and make vibrant academic and non-academic presentations. A pupil from the boys' mission

school reported that guidance and counselling helped him overcome academic nervousness. He expressed that he was greatly assisted by making a decision to take pure sciences.

To one guidance and counselling teacher, he associated pupils' capabilities to take part in competitive school activities such as examinations, Quizzes, and fairs as one way in which he could tell that pupils had reduced fears in executing school activities. The statistics that 79.6% of the pupils perceived that academic anxiety was minimised through guidance and counselling services against the 20.4% who refuted the assertion show that there was a very wide difference between pupils with positive and negative perceptions of offered guidance and counselling services as far as helping them to manage academic nervousness. Hamainza's (2015) study on Factors Affecting Provision of Guidance and Counselling Services in Inclusive Secondary Schools in Southern and Lusaka provinces reported that guidance and counselling services helped pupils get rid of stress and examinations anxiety.

A similar situation was evident regarding whether guidance and counselling services could assist pupils adapt without difficulty to the school environment. From the results in figure 9 in the previous chapter, 95% of the pupils said they adapted easily to school as a result of guidance and counselling services they received whereas 5% revealed that the services did not help them to make quick adjustment to the school environment. The percentages on the whole suggest that pupils had positive perceptions of guidance and counselling services, hence reiterated the need. According to the guidance and counselling teacher from the private school, some pupils could not cope in the new school in the early days of their reporting. He confirmed that:

> *During the first few days of being in school, some pupils seem lost. You would see them withdrawn, disturbed and not enjoying. They do not know where to go for some activities like sports, clubs and so on. But within a week or so you see them tuning in and getting used to the environment after getting to know the people around them, the school rules, play fields, toilets and other buildings and their purpose in the school. This adaptation usually occurs after orienting them to the school environment and through their continued interactions with the old pupils in the school.*

From the study, it was further found that 49.3% of the pupils strongly agreed that guidance and counselling services contributed to a healthier learning environment in their schools. In disagreement were 39.4% of pupils. Those that agreed were represented by 5.8 % while those who strongly disagreed that the services contributed to a health learning environment were at 5.5%. Figure 10 in chapter 4 contains this data. The results are supported by findings from

pupils' FGD where one pupil said: *there is peace in the school. As pupils, when we have differences with our peers and at times with our teachers, we do not rush into making decisions that may be cost like boycotting learning or informing our parents about the conflict, but we know how to resolve the matters within the school amicably.* Lapan (2001) as quoted in Chireshe (2006) puts an argument that effective guidance and counselling services in American schools create a safe school environment in which pupils enjoyed greater sense of belonging

The majority of the pupils (95.6%) as opposed to 4.4% as presented in figure 11 in chapter four perceived guidance and counselling services to assist them to approach school activities and confidently overcome life challenges that befell them. Some of the things pupils reported to had tacked with confidence due to the guidance and counselling they had received were addressing a crowd in schools and at churches. The findings above are in correlation with the responses obtained in the focus group discussions which were conducted among pupils were it was reported that guidance and counselling services as perceived by pupils assisted them embrace change in their lives in a manner that did not leave one torn apart. For example, it was explained that pupils were able to accept and come to terms with happenings such as illnesses, death of someone in the family, changes to their bodies due to adolescence and changes they witnessed as new entrants in new school setups. These results impacts on pupils making them develop positive or negative perceptions towards guidance and counselling services.

On the other hand, pupils expressed that guidance and counselling services were not helpful to them. Pupils who expressed dissatisfaction with guidance and counselling services pointed out things they found unsatisfactory to them. Most of them pointed out that the process of counselling was lacking confidentiality since information shared to the counsellors was leaked to parents, teachers, the staffs in the school and other community members.

Another point that was raised was that there was very little or no awareness by pupils of the guidance and counselling department's functions, the services available and its personnel. A pupil from a boys' mission school testified that they were not informed on the guidance and counselling services while others did not know who was in charge and where to go for the services mainly the grade eight pupils. As such, only few pupils accessed the services while the majority did not. Pupils further perceived guidance and counselling services as inadequate in meeting some of their interests and needs. This was backed by the fact that more time was

devoted to particular areas with career matters being minimally stressed rather neglected. They argued that since the provision with regards to the domains of guidance and counselling services is not balanced, they perceived the services ineffective to a degree. One boy at a FGD conducted from the government school stressed that they was never a time the school held careers' day. He thus called upon the school administration through the guidance and counselling department to strengthen career programmes such as inviting experts from various work places to motivate pupils on their careers.

Meanwhile, a pupil from the boys' mission school argued that the provision of guidance and counselling services to pupils was critical but he was not content with one thing. This for instance was on the continued holding of guidance talks on drugs and not tackling other areas that pupils desired to benefit from like on careers. *He stated: When these people come, they usually speak about drugs. Yes this is important and very helpful, but what about us who want to hear information of becoming a doctor. When are we going to get such information? The school should supply information equally at all levels to all pupils on what we want to become in future*.

Another boy in the same discussion argued:

> *We need to be motivated by people who have achieved the careers we would want to be. People who would tell us what to do, how they managed to be there, the values, the importance, the benefits themselves get from those careers. Like this, it would help us pupils know, understand and make an informed decision on why we want to do those careers.*

The study also established that some pupils perceived guidance and counselling services to be under the responsibility of incompetent personnel who they said lacked devotion to guidance and counselling duties. One pupil from the boys' miss ion school echoed that the guidance and counselling teachers had not explained to them the importance of guidance and counselling services and thus to him this was an indication of their lack of seriousness towards publicizing the availability of the services. Similarly, another pupil from the same FGD stated: *there are only a few pupils who have knowledge of the guidance and counselling department. There is lack of research by the teachers to see if pupils are aware, are content and if there are any guidance talks given to them*. A pupil from the government school also explained that when pupils wanted to see the teacher in charge, he would be doing something else other than help pupils solve their problems. He further commented that: *when you ask some teachers about subjects required for ones' career, they would say they are not very sure and that would inform*

you after researching, but they don't get back to us. To this effect, pupils argued that the services had very little, if any impact on their overall life.

5.6. Theoretical Support to the Findings.

This research was premised on Gibson's Theory of Direct Perception and the Indirect Theory of Perception propounded by Gregory. The direct theory of perception asserts that people form perceptions of things according to what they have seen, heard or experienced within the external environment. This principle of seeing is believing was also highlighted by Gregory in explaining the concept of perception. Gregory assumed that the process of perception is a highly active process of extracting sensory stimuli through evaluation and interpretation of sensory information. According to these theories, respondents in the study cited the types of guidance and counselling services provided in their schools, stated how the services were provided, highlighted the challenges pupil faced in accessing the services and revealed how the services were perceived by the pupils based on the content, in this case, sensory information of what respondents had seen, heard and experienced from their contextual environments. Their experiences and expectations were fundamental in integrating interpretations, feelings, opinions, meanings and comprehensions in respect to the types, modes of delivery, challenges encountered by pupils in utilizing the services and what their perceptions on the services were.

In this research, it was discovered that perceptions by pupils of guidance and counselling services was a product of their interaction between the stimulus and the internal hypotheses, expectations and knowledge of the respondents. This in essence entails that each respondent perceived the variables of the research from his or her point of view, that is, from different angles depending on what ones' expectations, motivation, importance and potential application of the guidance and counselling services was. Pupils had different perceptions on the services offered by the guidance and counselling department in that this can be attributed to their responses regarding what they believed existed and what was available, for example girls perceived that if counseled by a woman they may reveal the confidential information to others. These are some of the reasons which were leading to some negative perceptions of the guidance services by girls. This was after what they may have heard from friends or experienced during their course of study. This is exactly what Gibson and Gregory's theories of perception suggest.

5.7. Summary

The guidance and counselling services provided in schools had a range of types such as educational, career, healthy, moral, spiritual and social-personal components. There were requests by the majority of the pupils on the need to improve the way career guidance and counselling should be offered. Mainly, pupils desired that they could be exposed to career talks and conferences. These aforesaid types of guidance and counselling services were offered to the pupils by means of individual and group sittings. Group sessions were not favoured by many pupils but individual procedure was more appreciated due to its ability to uphold privacy and confidentiality. In accessing the guidance and counselling services, it was clear that pupils were faced with challenges. These included their difficulties to open up, poor or lack of physical facilities and materials, presence of the gender of the guidance and counselling teacher not favoured by the pupils and lack or little time for guidance and counselling services.

CHAPTER SIX

CONCLUSIONS AND RECOMMEDATIONS

6.0. Overview

The principal aim of this study was to establish how pupils in secondary schools of Mazabuka district perceive guidance and counselling services offered to them. Conclusions of the study were derived from the discussions of the findings and are in accordance with study objectives.

6.1 Conclusions

From the first objective, it can be concluded that pupils in secondary schools of Mazabuka district received different types of guidance and counselling services. The types include educational, career, personal, social, moral and spiritual guidance and counselling. However, not all the highlighted types of guidance and counselling services were provided adequately and satisfactorily to the pupils. This for instance concerned career guidance and counselling. Conclusions drawn from the second objective are that there are two basic ways in which pupils in the sampled secondary schools were guided and counselled. These are individual and group guidance and counselling sessions, although mostly the services were offered through group sessions, yet pupils had more preference to individual sessions. The procedure depended on the topics and on the target group.

The conclusion drawn from objective three is that there were a number of problems pupils faced in accessing guidance and counselling services. Shyness caused by their lack of confidence to seek help, lack of materials, gender of guidance teacher, negative attitudes by guidance and counselling teachers, guidance not being time tabled, guidance teachers not known, poor location and lack of guidance and counselling office and guidance office being too busy with GCE pupils. Despite the challenges pupils faced in accessing guidance and counselling services, conclusions drawn from the fourth objective are that the majority of pupils had positive perceptions of the offered services in their schools with the minority perceiving the services negatively. The positive perceptions of pupils to the guidance and counselling services provided stemmed from the fact that they attributed the acquisition of improved competencies in the areas of education, vocation, and social-personal, moral and spiritual aspects.

The study has achieved its objectives in that despite providing guidance and counselling services, pupils had different perceptions to the offered services. It is through the alluded

perceptions that the study revealed what was leading to the low utilization of the guidance and counselling services among pupils in secondary schools

6.2 Recommendations

Based on the findings of the study, the following recommendations were made.

1. If all pupils in secondary schools of Mazabuka district were to receive and access guidance and counselling services, schools should include all the essential types of guidance and counselling services.

2. Pupils should be sensitized on the availability of guidance and counselling services in their school.

3. Pupils should be exposed and be motivated through conferences, seminars and workshop on the need to participate in guidance and counselling activities for proper self and academic adjustment and development of healthy and positive perceptions.

4. In order to have all pupils access guidance and counselling services, head teachers and guidance teacher must address the problems that pupils face in accessing these services.

6.3 Suggestions for Future Research

The researcher suggests that there is need to have a study on how the long standing problem of lack of time for guidance and counselling could be best addressed.

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APPENDICES

APPENDIX 1- INTERVIEW GUIDE FOR GUIDANCE AND COUNSELLING TEACHERS

I am a post-graduate student at the University of Zambia to gather information in connection with the guidance and counselling services offered to pupils at this school. This forms part of my Master Degree in Guidance and Counselling of the University of Zambia. The information will assist me to put up a research on pupils' perceptions of guidance and counselling services offered by their school. You were selected to participate because guidance counsellors are part of the management of the secondary schools in which they operate and much of the welfare of pupils depends on your operations.

School……………………   Training in G&C…………..   Qualification…….   Age

Gender of G & C Teacher: -----------------------------------

1. What types of guidance and counselling services are offered to pupils?

2. From the types you have highlighted above, explain the major activities that your guidance and counselling office avail pupils with.

3. From the types and activities you have stated in the question above, are there type (s) /activity (ies) mostly emphasised. If so, why is that the case?

4. How are pupils guided and counselled at this school?

5. Which method or mode of delivering guidance is mostly used and yields better results?

6. Are there any problems faced by pupils in accessing guidance and counselling services?

7. What are some of the problems pupils encounter in accessing guidance or counselling?

8. Is there any positive result or benefit that can be achieved by pupils out of the provision of guidance and counselling services? Explain

9. How do pupils perceive guidance and counselling services offered to them?

THANK YOU FOR PARTICIPATING IN THE STUDY.

APPENDIX 2- INTERVIEW GUIDE FOR THE SCHOOL HEADTEACHERS

My names are Mweemba Bestridah, a post graduate student at the University of Zambia. The aim of my visit is to ask you questions concerning the guidance and counselling services provided to pupils by the guidance and counselling department of this school. I believe this office offers administrative support to the guidance and counselling office and that without your support, it may not be able for the department to produce the best results. I would be delighted if you avail me written documents that give weight to what you will say. Please, do not produce any documents if the school has decided that the documents should not be made available to an outsider. The questions I will ask you are in four important areas and these are: areas of guidance and counselling services provided to pupils in this school, how your pupils perceive the guidance and counselling services provided to them, problems your pupils face that may hinder their access to guidance and counselling services and the methods used to deliver guidance and counselling services.

Type of school:………….....   Training in G & C …………… Qualification……………..

Gender of Head Teacher …………………………….   Age…….

1. Is your school providing all the types of guidance and counselling services as demanded by the current curriculum framework of 2012?
2. If your response to the question above is No, state the specific type (s) of interest of your school guidance and counselling programme
3. How are guidance and counselling services provided in your school? Explain
4. Do pupils at this school access guidance and counselling services offered?
5. Are there any challenges pupils face in accessing guidance and counselling services?
6. What challenges may pupils face in accessing guidance and counselling the school provides?
7. How do pupils perceive guidance and counselling services offered to them by responsible department?

THANKS FOR YOUR TIME AND INFORMATION

APPENDIX 3-PUPILS' FOCUS GROUP DISCUSSION GUIDE

Dear respondent,

You have been selected to take part in this focus group discussion. You may wonder why, but other than giving information from questionnaires as you have, through your interaction in the group, this will provide an insight into your different views, beliefs, attitudes, perceptions, experiences and feelings with regards to the guidance and counselling services your school offers pupils with. Your voice as a group will assist in reflecting on the provision of guidance and counselling services to bring about improvements. Therefore, feel free to participate.

Name of school --

Questions for discussion

What do you think about the provision of guidance and counselling services in this school?

Your discussion should highlight on the following aspects of your school guidance and counselling services.

  i. The main types and the actual activities under each area of the guidance and counselling programme of your school.
  ii. How guidance and counselling services are provided at this school, that is, mode of delivery/methods/procedures or simply way of carrying out guidance
  iii. Problems, if any, that you as pupils of this school face in accessing guidance and counselling services
  iv. How you (pupils) perceive the guidance and counselling services offered to you

NB- If you would want to make a follow up on the findings of this study, please feel free to do so. Access the work through your school guidance counsellor or the office of the head or better still you can contact the researcher on the number-0955-580105.

   Thank you for your valuable time.

Questionnaire #: -----------

This Questionnaire seeks for your opinion on your **PERCEPTIONS OF GUIDANCE AND COUNSELLING SERVICES** provided in secondary schools like this one. The study forms part of my Master Degree in Guidance and Counselling at the University of Zambia. It is assumed that information given by you may help improve the school guidance and counselling services. Do not write your names on this instrument to guarantee anonymity. Please be as much honest as possible in responding to all questions. Your responses will be treated confidentially.

NOTE: You are required to tick your most appropriate response to the questions provided with options (√)

For questions with black spaces, kindly write your view (s) in the space provided

Name of School: ----------------------------------

Type of school: -----------------------------------

SECTION A: PUPIL'S PERSONAL DETAILS

1. What is your gender?

    a. male   (   )

    b. female   (   )

SECTION B: TYPES OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN SECONDARY SCHOOLS

2. Are there any types of guidance and counselling services provided in your school

    a. Yes

    b. No

3.   If the response to the previous question is yes, state the types of services offered in the school..(what guidance and counselling you are offered with)

4. Does your school hold career talks or career conferences?

    a. Yes

    b. No

5.   How often is the activity in Qn. 4 held at your school?

    a. Once every school term

    b. Once a year

    c. Never

    d.   Twice or more in a term or year

6.   Are there any professionals who have visited your school during career talks or conference? (state if any)---

SECTION C: HOW GUIDANCE AND COUNSELLING SERVICES ARE PROVIDED TO PUPILS IN SECONDARY SCHOOLS

7. How is guidance and counselling offered to pupils in this school?

    ....

    ....

8. Indicate your preference to either individual guidance or group guidance and counselling..

9. Give reasons for your preference above..

SECTION D: PROBLEMS FACED BY PUPILS IN ACCESSING GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS

10. Where do you receive and access guidance and counselling services from?

   ....

11. Are you comfortable with the location and place where you receive guidance and counselling services from?

   a. Yes

   b. No

12. If your answer to question 11 above is No, explain your reasons.

   ....

   ....

13. How often do you access (use) guidance and counselling services?

   a. Rarely

   b. Once a week

   c. Often

   d. Never

14. Do you feel comfortable discussing your personal life with the guidance and counselling teacher (s)

   a. Yes

   b. No

15. Does the gender of the guidance and counselling teacher affect your utilization of guidance and counselling services?

   a. Yes

   b. No

16. If your answer in question 15 above is yes, explain why the gender of the school guidance and counselling teachers affects your access to the service ....

   ....

   ....

17. Have you ever tried to access guidance and counselling services, and then suddenly changed your mind?

   a. Yes

   b. No

18. If your response to the question above is Yes, Why did you withdraw your intention?

....

....

19. What guidance and counselling materials are available in your school?

....

20. Do you think the guidance and counselling materials available in the school are sufficient and appropriate?

    a. Yes

    b. No

21. State any other problems you face in accessing guidance and counselling services in your school ....

....

22. What would you suggest to be done to help resolve or curb the problems pupils face in accessing guidance and counselling services...

....

....

SECTION D. PUPILS' PERCEPTIONS OF GUIDANCE AND COUNSELLING SERVICES PROVIDED TO THEM IN SCHOOLS

23. Do you perceive guidance and counselling services provided by the school beneficial to pupils?

    a. Yes

    b. No

24. Explain how you perceive guidance and counselling services which are offered to pupils in this school?

....

....

....

25. Can guidance and counselling help pupils adapt easily to the school environment?

    a. Yes

    b. No

26. In which way has guidance and counselling helped you in various aspects of your life?

....

....

27. Does guidance and counselling help ease pupils fears in their academic pathway?

a. Yes

b. No

28. Do you agree that guidance and counselling yields a conducive learning and teaching atmosphere in the school?

    a. Strongly agree

    b. Strongly disagree

    c. Agree

    d. disagree

29. Do you think guidance and counselling services can build a pupil's confidence in approaching various school activities or life challenges you face?

    a. Yes

    b. No.

Thank you for taking part in this study