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BY

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ROLE OF GUIDANCE IN LEARNERS' ACADEMIC PERFORMANCE:
A CASE OF SELECTED SECONDARY SCHOOLS IN KASAMA, ZAMBIA.

A Dissertation submitted to The University of Zambia- Zimbabwe Open University in partial fulfilment of the requirement for the award of the degree of Master of Science in Counselling

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This dissertation of **Chisoso Chanda Elizabeth** is approved as fulfilling the requirements for the award of the degree for Master of Science in Counselling by the University of Zambia and Zimbabwe Open University.

Dedication

This work is dedicated to the almighty God who has faithfully guided me throughout my life, my husband, Pastor Willard Nonde Sichlima, and our Children, Kai, Kutemwa, Kalinda and Kavwa. I further dedicate it to my late father, my mother, all my siblings, our grandchild Amani and other relatives and friends for support rendered to me throughout my studies.

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Table of Contents

Copyrighti

Declaration.....ii

Certificate of Approval.....iii

Dedication.....iv

Acknowledgements.....v

Table of contents.....vi

List of abbreviations.....ix

List of tables.....x

List of figures.....xi

Abstract.....xii

1.0 CHAPTER ONE

INTRODUCTION

1.1 Background of the study.....1

1.2 Statement of the problem.....1

1.3 Purpose of the study.....1

1.4 Research objectives.....2

1.5 Research questions.....2

1.6 Significance of the study.....2

1.7 Delimitations.....3

1.8 Limitations.....3

1.9 Theoretical Framework3

1.10 Definition of Terms.....3

2.0 CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

2.2 Historical Background.....4

2.3	Role of Guidance.....	5
2.4	Challenges in the Delivery of Guidance Services.....	7
2.5	The Types of Guidance Services Provided to Learners in Secondary Schools...	8
2.6	Enhancement of Guidance Services.....	9
2.7	Knowledge Gap for this Study.....	10

3.0 CHAPTER THREE

METHODOLOGY

3.1	Research design.....	12
3.2	Study Population.....	12
3.3	Study Sample	12
3.4	Sampling Techniques.....	13
3.5	Instruments for data collections.....	13
3.6	Data collections procedure.....	14
3.7	Data Analysis Procedure.....	14
3.8	Ethical considerations.....	14

4.0 CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1	Overview.....	15
4.2	Whether Participants were Knowledgeable about the Roles of Guidance	15
4.3	Challenges suggested by Teachers in Providing Guidance Services.....	16
4.4	Challenges suggested by Learners.....	16
4.5	Types of Guidance Services provided.....	17
4.6	Whether Guidance Services Can Address Academic Performance.....	18
4.7	Services to Enhance Academic Performance.....	19
4.8	Findings from Head and Deputy Teachers.....	20
4.9	New Knowledge Contributed.....	21

5.0 CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Role of Guidance.....22

5.2 Challenges in delivering guidance services.....22

5.4 Types of guidance services provided.....24

6.0 CHAPTER SIX

CONCLUSION/RECOMMENDATIONS

6.1 Conclusion.....25

6.2 Recommendations.....25

REFERENCES

APPENDICES

- Appendix I
- Appendix II
- Appendix III
- Appendix IV
- Appendix V

Abbreviations

ASCA:	American School Counselling Association
DEBS:	District Education Board Secretary.
ESO:	Education Standards Officer.
MoESVTEE:	Ministry of Education Science, Vocational Training and Early Education.
MoE:	Ministry of Education.
UNESCO :	United Nation Educational Scientific and Cultural Organisation.
SED:	Scottish Education Department
NGOs:	Non-Governmental Organisations

List of Tables

Table 1.1: Challenges suggested by Teachers in Providing Guidance Services.....16

Table 1.2: Challenges suggested by the Learners.....16

Table 2: Types of Guidance Services Provided.....17

Table 3: Whether Guidance Services can address Academic Performance.....18

Table 4: Findings from Head and Deputy Head Teachers.....20

List of Figures

Figure 1: Whether Participants were knowledgeable about the Role of Guidance...15

Figure 2: Services to Academic Performance.....19

Abstract

The main purpose of this study was to find out the role of guidance in academic performance of learners in five selected secondary schools in Kasama District. The research further looked at the challenges encountered by both teachers and learners in the providing and receiving of guidance services, determined the types of services that are being offered and the effectiveness of such services in the process of carrying out such services. The total study population was 146, which comprised of five head teachers, five deputy head teachers, sixteen guidance teachers and 120 learners. The number of females was 60 and males were also 60 from the learners, equally represented by gender. The guidance teachers were also eight males as well eight females gender represented, while the number of head teachers and Deputy Head teachers was not gender represented. The response rate of questionnaires was 99% and 100% for structured interview guide. The techniques employed were the qualitative and quantitative in data collection. During data collections, the instruments used were questionnaires, interview guides and focus discussion group were conducted among the head teachers for more details in certain areas. The study found that, 100 (%) participants knew about the role of guidance while the other 20 (%) was not sure. While guidance had been established in schools and guidance teachers were there, a significant percentage of the participants did not know the role it played to enhance academic performance in learners. The 2016 Grade 12 analysis for 2009 - 2015 cohorts revealed that learners had not been performing at an expected rate. To this effect, some of the recommendations made were that, government should re-organise the structures of guidance at all levels, Guidance should be time tabled in secondary schools, teachers should be empowered in guidance skills, Where possible the Ministry of General Education should intensify the process of monitoring the activities of guidance at all levels and Guidance teachers should be given incentives to motivate them.

1.0 CHAPTER ONE

INTRODUCTION

This chapter introduced the Background to the problem, statement of the problem, purpose of the study, study objectives, research questions, and significance of the problem. It further highlighted the delimitation, limitation, definitions and ethical considerations of the study.

1.1. Background of the Study

There are a lot of challenges that learners face as they strive to attain secondary school education. Some of these are a carryover from home environment, early childhood and primary school levels. Among the issues noted by Kelly (1999) are; poverty, diseases, long distances in rural areas, teacher absenteeism, learner-teacher ratio among the many other causal factors of difficulties in academic performances at secondary school level.

Against this background, the importance of guidance services cannot be ignored in Zambian schools. To this effect, the government was prompted to instruct secondary schools to open guidance units as early as 1970 (Ndhlovu, 2015). This was done to mitigate some difficulties learners face in order to improve academic performances. To demonstrate the effectiveness of commitment made, the government attaches the need to have effective programmes aimed at preparing youths for future roles and productive lives (MoE, 2006). Furthermore, the policy document has been published to guide the provision of uniform activities in Zambia. Nevertheless, the role of guidance in secondary schools in correlation with academic performance has not yet heeded any positive results in Kasama District.

1.2. Statement of the Problem

Grade twelve School Certificate results analysed for Northern Province, in general, and Kasama District in particular for the period 2009 to 2015 consistently showed low academic performance according to 2015 result analysis. Despite the introduction of guidance in secondary schools, little was known about the role it played in academic performance of learners in Kasama District, hence the need for study.

1.3. The Purpose of the Study

The purpose of this study was to establish the role of guidance in addressing academic performance by learners in five selected secondary schools of Kasama District.

1.4. Research Objectives

The objectives of this study were to:

1. Establish the role of guidance in addressing academic performance by learners in secondary schools.
2. Identify challenges in the delivery of guidance services in secondary schools.
3. Determine the types of guidance services provided in secondary schools.
4. Determine whether the guidance services provided in schools meet the needs of learners.

1.5. Research Questions

The research questions for the study were;

1. What role can guidance services play to improve the learners, academic performance in secondary schools?
2. What challenges are faced in the delivery of guidance services to learners in secondary schools?
3. What type of guidance services are provided to learners in secondary schools?
4. To what extent do the guidance services provided meet the needs of learners?

1.6. Significance of the Study

The significance of the study was that, it hoped to establish the role of guidance in academic performance and provide the insight to the stakeholders into the prevailing situation in secondary schools. Since no research had been conducted in these schools in line with the same, it was hoped that the findings may bring out the challenges faced in providing guidance services, types of guidance services provided, how to enhance the services and the extent to which services provided meet the needs of learners in secondary schools. This in turn was hoped to avail policy makers with useful information pertaining the provision of guidance in secondary schools and make necessary adjustments. In addition, it was hoped that the findings may shed some light on providing guidance services in accordance with the government intentions and implementation aimed at improving learners' academic performance in secondary schools to met their needs. Finally, the study was in line with the policy of 1996 in 'Educating our future' which emphasises the need for future roles as productive citizens.

1.7. Delimitation of the study

The research was conducted only in five selected secondary schools in the urban area. These schools had guidance teachers providing services but had always recorded academic performance for the past years.

1.8. Limitation

The limitation of the study was that it was only conducted in five secondary schools. This therefore, means that the findings to this study may not be generalised to other secondary schools because each institution is in its own environment and have its own culture in which it operates.

1.9. Theoretical Framework

The theory which supported and justified concepts of this study was the Cognitive Behavioural Theory.

In this theory, Beck, Ellis, and Glasser, emphasises on the interventions and strategies to change thought patterns and acquire desirable behaviour. With regard to this, Ndhlovu (2015) points that, clients are to be introduced to interventions and strategies which would help in changing thought patterns and eventually acquire desirable behaviour. Therefore, the Cognitive Behavioural Theory guided this study in a sense that its variables were logically interrelated to this study, hence it helped to explaining phenomenal on how guidance can be applied in the learning processes to enable secondary school learners acquire skills and values which can also facilitate in improving the academic performance. It also guided the study into developing ideas for deeper investigation.

1.10 Definition of Terms

Guidance - the process of helping others to understand themselves and their world.

Stakeholders - all people concern in the provision and receiving of guidance services.

2.0 CHAPTER TWO

REVIEW OF LITERATURE

2.1. Introduction

This chapter introduces the historical background of guidance, literature review in form of themes which are formulated to help in the discussion of the concepts in this study. These themes are: the role of guidance, challenges in the delivery of guidance services, and ways to enhance guidance.

2.2. Historical Background

The origin of guidance can be traced way back when human beings started existing. Kocchhar (2013) discovers that in the primitive society, guidance was offered to the young by elders in the family. In an education set up, guidance was offered in an informal way by good teachers who had interest. The main aim was to provide help to learners who had difficulties in achieving and adjusting to school demands.

Makinde (1988), as cited in Ndhlovu (2015) suggests that, “guidance is derived from its root word guide, which means direct, steer, aid, lead, inform and interact” (p. 21). According to Nyamwange, Nyakan and Ondima (2012), guidance is a process of helping individuals to understand by self discovery their needs, interests and capabilities. Guidance helps a person to make satisfactory adjustment in homes, schools and communities.

As an organised profession, guidance begun between 1890 and 1905 by Frank Parsons who was among the early pioneers in the United States and is called the father of vocation guidance. Later, scholars like Jessie, B. Davis, Anne Read and Eli Weaver emphasized the importance of schools helping the young ones face the society holistically. Ngumbi (2004) suggest that, guidance has been identified as an important aspect in educational and training instructions by many countries in the world. For instance, Ngumbi mentioned that in Kenya, though guidance started long time ago, it was only formally organised in 1970. In Nigeria, guidance services have existed for over 30 decades even though it still appeared in its infancy stage (Education and Research, 2015). SED (1968) as cited in a survey conducted by Eyo, Joshua and Esuong (2010), records that by 1968, guidance structural programmes were formally introduced in Scottish schools though promotion took place in 1970. This led to the establishment of guidance system by education authorities in 1974.

In Zambia, the trend has been similar like in many other countries. Guidance started in 1967 as career guidance by the Ministry of Education (Ndhlovu, 2015). In 1970, secondary schools were directed to provide career guidance to all learners in schools. Although guidance had difficulties in being introduced in secondary schools, it has continued to develop very fast both in public and private higher institutions.

2.3. Role of Guidance

The role of guidance services cannot be over emphasized in our schools at all levels of learning. According to UNESCO (2000a), the components of guidance roles include; educational guidance, vocational guidance and personal social guidance. These guidance services operate towards achieving some goals which would address each unique need of different learners in secondary schools .Nwachukwu (2007) suggests that information, placement, appraisal, vocational guidance, counselling, referral, evaluation, follow-up, consultancy and research service as some roles that guidance can provide. Eyo, Joshua and Esuong (2010) agree that, guidance services will enable each institution of learning derive optimal educational benefits so as to actualise their potentialities. MoE (1996:60) emphasises that “high schools will be required to intensify the preparation they give to pupils for the conclusion of life in schools and the commencement of adult life”. Guidance brings more activities to help the learners achieve their intended goals.

Furthermore, MoE (2000) realises the need to provide guidance services to the parents as one way of narrowing the levels of understanding between them and learners. Akinade (2012) supports that guidance teachers should provide information on counselling to parents and school authorities to facilitate informed planning as well as policy making.

MoE (2001:65) contends that “guidance is basically a support programme in which a pupil is guided and assisted to determine his/her aptitudes, abilities, interests, personality dimensions, opportunities and limitation.” From this perspective, Sidhu (2013) observes that the role of guidance will not only help learners academically but would also equip them with other essential survival skills. Makinde (1994) reveals that learners should be guided so that they cannot just acquire excellence in academic work, but also in discipline .In this case, guidance services could also help in maintaining good discipline in schools. This is confirmed by Achieng (2007) who reports that all schools in Kenya were asked to establish guidance department to help in instilling discipline and achieve positive growth and development in learners.

According to Gibson and Mitchell (2012) group guidance service should be organised to prevent development of problems that learners could encounter in their study. Mushaandja, Hachambo, Vergnani and Frank (2013) add that a trained guidance teacher should successfully sensitise a significant number of teachers to psychosocial and basic methodology on how to address such needs.

Mfune (2014) equally emphasises that parental guidance can enhance learner academic support or control bad habits in terms of continuity at home. For instance, he notes that parents can control the television and video games which are ranked among things that steal time for the learners hence result into low performance.

MoESVTEE (2014) rightly asserts that the emphasis of guidance is to provide assistance to learners to perform satisfactorily in their academic work. The guidance teacher can play a significant role in the overall growth and development of learners thus; should be an essential part of school curriculum (Cathy & Semple, 1996).

In view of that, MoETVEET (2015) prostrates that goal setting is a process which learners must be taught in order to motivate and guide them where to work hard. Additionally, Gibson and Mitchell (2012) indicate that guidance teachers will monitor student's progress and provide counselling support at a time of transition.

To teachers, school administrators and other stakeholders, Sidhu (2013) suggests that a guidance counsellor will act as a consultant to give expertise to them. For instance, he mentions that, a guidance counsellor would consult with the class teacher by giving guidance on curriculum while at the same time administrators could be fed with information on the learner's characteristics and their needs.

Mushaandja et al (2013) cites Ministry of Education (2004) that Namibia directed schools to appoint counsellor teachers to render the support of counselling to the learners. They also note that a guidance counsellor with the management should advocate for a healthy school environment to enable the learners be receptive to what the teachers are teaching. Egbo (2012) adds that guidance counsellors should promote morale needs especially to low academic performers to avoid creating a negative school's psychological problems and other issues that are likely to turn into emotional and behavioural difficulties of learners.

Mushaandja et al (2013) further state that in Namibia, trained guidance teachers are expected to directly or indirectly influence school management regarding psychosocial needs of learners and handle other issues which are likely to turn into emotional and behavioural difficulties of learners. ASCA (2006) also indicates that referral is another aspect that can enhance the guidance services in all settings, because workers establish networking of qualified professionals who have special expertise to meet the needs of the clients.

2.4. Challenges in the Delivery of Guidance Services

Studies by Kocchhar (2013) reveal that guidance is a service meant for all at every stage. However, there are many challenges which are faced in the process of delivering guidance services to the learners.

Melgosa (2013) point out that many youths of this age go through social or emotional crisis that causes school achievement to decrease. Melgosa (2014) further states that when the learner's social and emotional well being is disturbed, they tend to stop thinking normally and most of the decisions made affect the academic aspect.

Wuanna (1999) and Ogunyenu (2003) confirmed that, learners' attitude is one of the reasons why guidance teachers choose to teach instead of conducting guidance activities. Ubana (2008) also adds that attitude of head teachers towards guidance impact negatively on the guidance programmes in the school. Studies by Kombo and Tromp (2006) show that learners in secondary schools have negative attitude towards guidance counselling. Akinade (2012) agrees that uncooperative attitude of the public is the major problem hindering services in school.

Another challenge noted, is of guidance teachers having full time teaching loads in secondary schools. Akinade (Ibid) observed that because teachers are overloaded with teaching periods, learners cannot manage to stay after school to access guidance services. Nyamwange et al. (2012) also allude to teachers not having sufficient time to devote to the provision of guidance services. Ngumi (2003) asserts that the guidance responsibilities may fail to enhance the credibility to teacher because the same teacher is supposed to follow up cases, report to the relevant authorities, and counsel the learners while doing many other related activities.

Lack of planning is another challenge which the guidance teachers face. Mutie and Ndambuki (2002) as cited in MoESVTEE (2014) state that, guidance is a process of helping an individual in planning a suitable educational programme and making progress in it. To this effect, Havinal (2014) recommends that planning determines why to take action, what action, how to make action and when to make action.

Lack of convenient office space where to conduct guidance service is another serious challenge faced in secondary schools. Achieng (2003) argues that without a private accommodation, delivery of guidance services could be regrettable. Kiragu (2002) earlier observed that most school counsellors' offices do not have the basic facilities like books, guidance manuals and materials. Egbo (2012) states that any principal who knows the worth of guidance services should make funds available for such activities.

Another challenge is that guidance services in secondary schools have for a long time been left as a responsibility of teachers. However, the issues of guidance should involve different professionals from all walks of life. Makinde (1994) agrees that teachers and parents alike should be acquainted with the unique problems of learners.

Singh (2011) mentions lack of expertise among members of staff in schools which compromise on confidentiality because of accessibility issues. Nevertheless, Corey (2002) and University of Namibia (2012) emphasise the obligation to abide by professional ethics of up-holding the client's confidentiality. Ngumi (2003) notes lack of well qualified staff and adequate staffing as other major challenges hindering the provision of quality services. He further acknowledges lack of covering sufficient courses in the guidance teacher training programme to effectively render a negative impact on quality service delivery.

2.5. The Types of Guidance Services Provided to Learners in Secondary Schools

According to MoESVTEE (2013) the four types of guidance expected to be offered to the learners are; Educational guidance, personal guidance, social guidance, and career guidance. Hernderson and Thompson (2007) suggest that a good guidance programme should contain the following; educational tours, orientation talks career talks, career conferences, career exhibitions, educational and social guidance activities offered to learners in secondary level follow-ups. Makinde (1994) notes that meaningful guidance services in developing countries should focus on; decision-making, interpersonal, educational, value clarification, vocational and life-span, counselling and placement as well as enhancement of teachers and parent

effectiveness skills. In addition, Ndhlovu (2015) suggests that learners in secondary schools should be helped to develop new ways of thinking, new associations and spheres of concern. Furthermore, learners should be helped to develop good study skills for enhancing their advancement in education, give ideas and prospects to learners regarding their decisions during secondary school and after. During career conferences, a guidance counsellor can give details and information about their individual skills and academic performances.

2.6. Enhancement of Guidance Services.

Enhancing guidance services should involve several ways. Makinde (ibid) indicates that resourcing and how schools use the funding can enhance the guidance services. With regard to that, Ndhlovu (2015) recommends the need to plan programmes in guidance which would help to meet the needs of all learners successfully. Furthermore, MoE (1996) suggests the need to systematically organise guidance programmes which should be in line with what is prevailing on the ground.

Furthermore, MoESVTEE (2014:71) points out that, “an effective guidance programme maintains reliable, valid and comprehensive information about the learner’s performance.” According to erepository.uonbi.ac.ke/./18052, a more comprehensive guidance counselling curriculum should be incorporated in pre-service course for all teachers to ensure that they are fully trained guidance workers and regular in-service for practicing guidance teachers in schools.

Another way to enhance the provision of guidance services in low academic performance is through parental support. Mfuno (2012) advises parents to be with their adolescents and offer support during the times of discouragements or when certain events interfere with their studies. Melgosa (2013) states that lack of quick interventions during crisis have a devastating effect on children and they need to be assured of receiving enough support through this period to help them effectively deal with a crisis as soon as they could. In Scotland, MacBeath and Myers ((2008:42) discovered that, “emotionally secure, self confident adults can give that quality of support to their off-springs and shepherd them through the challenges of childhood, encouraging them to face and overcome those challenges for themselves, knowing there is a secure supporting hand behind them.” Moreover, MoESVTEE (2013) observes the organisation of guidance services not to be the major responsibility of an individual person, but to be considered as a joint responsibility of head teachers, counsellors, career teachers, administrators, specialists and the community at

large. Findings of a Survey in July (2013) in New Zealand states that schools should use trained and qualified personnel because they have a skill to effectively meet the needs of learners, their parents and the community. MoESVTEE (2013) reveals the importance of guidance teachers to possess the necessary knowledge and skills in guidance services.

MoE (2001) supports group guidance as another effective way in which learners could be helped. With regard to this, Gibson and Mitchell (2012) confirm that these groups serve a variety of purposes and have become increasingly recognised as a way of helping learners meet their adjustment and developmental needs in school and home settings. To this effect, Singh (2011) agree that people can be given chance to grow in their understanding of group interactions and dynamics and also in the understanding of their own behaviour in a particular setting. Therefore, MoESVTEE (2015) urges the head teachers to strengthen community linkages with the schools.

2.7 Knowledge Gap for This Study

Despite the literature reviewed, the study could still identify the knowledge gap which acts as a base to conduct further research. For instance, studies done in Kenya by Ngumbi (2004), Eyo, Joshua and Eswong (2010) in Nigeria as well as Ndhlovu (2015) in Zambia all allude to the fact that guidance was established way back around the 1970s in these countries, though further add that it was still in an infancy stage. However, what has not been established yet are the reasons why this delay in development of the discipline and solutions to enhance its development.

On the other hand, MOE (1996) emphasises on secondary schools to intensify the preparation they give to learners so that they can build their lives at school and after school as one of the roles. Makinde (1994) also confirms that learners need to be taught discipline along side with academic work. Nevertheless, what is prevailing on the ground is that, guidance teachers are unable to fulfil these proclamations made because there are no clear guidelines and policies on how guidance would play a role in enhancing these good intentions. In all the five secondary schools where the study was conducted, there was no slot for guidance or counselling activities on their timetables as compared to academic subjects.

This means that, there is more of academic work being implemented but without reinforcing good morals and value to enhance good performance. This also means that, secondary schools are off-loading young adults into the world of work who have no values and morals

in what they are doing. For instance, one can even abscond from work and go to drink beer without their conscious bothering them. Skills and values are usually taught in guidances activities but if guidance is not given room, then a learner will not develop holistically.

3.0 CHAPTER THREE

METHODOLOGY

This chapter presented the methodology which was used to carry out the study. It outlined the description of the research design, study population, study sample, sampling techniques, data collection procedure, delimitation and data analysis techniques as well as instrument procedures.

3.1. Research Design

In this study, the design chosen to accomplish this report was a descriptive survey. This design is simple and because it uses standardised instruments like checklists, questionnaires, structured interviews and semi-structured interviews, is easily understood and at the same time it allows easy comparisons of data. According to Flick, von kardoff & Steinke (2004) claims to describe life -worlds from the point of view of the people who participate. Mack, Woodson, MacQueen, Guest, and Namey (2005:4) note that “one advantage of descriptive survey is that, use of open-ended questions and probing gives participants the opportunity to respond in their own word”. In other words, probing gives participants the opportunity to respond freely, unlike being forced to draws its strength on the assumption that people who experience and participate in the environment are the ones who are better placed to give meaning to what they feel and observe. This type of design, therefore, made it possible in providing a detailed description about the prevailing situation in secondary schools. Making use of the descriptive design in qualitative approach also allowed the researcher to theorise and search for fundamental education theories to support the findings of the study.

3.2. Study Population

The population of the study was all Head teachers, all Deputy Head teachers, all guidance teachers and learners drawn from the sites where the study was conducted. The choice of the participating secondary schools was based on boarding and day status to facilitate the comparison of existing trends in guidance services being offered.

3.3. Study Sample

The study sample comprised a total of 146 participants. These included five Head teachers, five Deputy Head teachers, sixteen Guidance teachers and 120 learners drawn from all participating secondary schools. The five head teachers and five deputy head teachers were

used because they are the administrators of the schools. The deputy head teachers are considered as supervisors of all the activities in the school setting while the head teachers are managers mandated to be overseers of all programmes in school. The number for both positions was five each because that is how the establishment is in the system. There is only one position for the head and deputy head teacher for each school and since the study took place in five secondary schools, the total number was as it is presented above. As for guidance teachers, the three grade one secondary schools had four guidance teachers each, two females and two males respectively. The other two secondary schools were grade two by establishment and they had two teachers each, one female and one male. The total number came to sixteen and they were all involved in a study to have a better representation. The number of learners was 120 because each school contributed the number of participants according to the ratio of their enrolment. However, gender was observed in co-education schools. The 120 participants was also a good number in terms of managing them during activities.

3.4. Sampling Techniques

The study used purposive sampling technique to select the participating secondary schools, including the Head-teachers, Deputy-Head teachers and Guidance teachers. By applying the stratified sampling technique, learners were randomly selected from the 2016 grade twelve (12) cohort. A stratified sampling technique in research was preferred because it gave a true picture of what was prevailing. These respondents automatically participated by virtue of being in the research sites sampled in Kasama District.

3.5. Instruments for Data Collection

The instruments used to collect data in this study were questionnaire, structured interviews and focus discussions group.

According to Kombo and Tromp (2006) questionnaire is the document which contains a list of pertinent questions for statistical inquiry hence it gave the study the following advantages; it was sent to all participants regardless of where they were. The other advantage was that the absence of the researcher from the participants allowed them to express their opinions freely and participants were assured of anonymity and confidentiality hence responded truthfully than would if the researcher could be in their midst. As for interview guide, the researcher used this instrument to gather the facts because it is flexible and cheaper to manage. The

focus group discussion was also used to determine the participants feeling and to verify if the answers which they had given on other instruments were correlating.

3.6. Data Collection Procedure

In this research, data was collected using the three sources which were; questionnaires, scheduled interviews guide and focus group discussions. Questionnaires were distributed to all participants who were requested to respond within a specific time. This took place after they were given instructions on how to complete the questionnaires. The advantage of using these instruments were that, they ensured reliability and validity apart from being economical in this type of study. In order to validate the data collected through questionnaires, participants were also being interviewed. In addition, focus group discussions were held in order to supplement the data collected. Interviews and group discussions were conducted during the participants' spare time to avoid disturbing them during working or learning hours. Nevertheless, the bulk of data came from a review of related literature.

3.7. Data Analysis Procedure

In qualitative approach, data was analysed manually through coding and categorization of themes that which emerged from the study. All the interview guide and questionnaire responses from each participant were recorded and transferred into a grid. From the grid, it was easy to identify the responses and connect them to the research questions and the themes identified for the research. For easy identification, data was be (colour) coded according to themes. Data from both questionnaire responses and interviews and literature review was matched in order to link corresponding ideas for easy analysis.

3.8. Ethical Consideration

Permission was sought from the District Education Board Secretary (DEBS-Kasama) and Head teachers in selected secondary schools to carry out the research. Letters of the alphabet were used to name the secondary schools instead of the actual to avoid embarrassment. Participants were oriented on the requirements to enable them make informed decision. Furthermore, participants were at liberty to withdraw from the study at any time they wished and their decision would be treated with due respect. Additionally, participants were assured that all discussions were purely for academic purposes and were treated with high confidentiality. Findings of the study were shared with the participants as a way of validating data.

4.0 CHAPTER 4

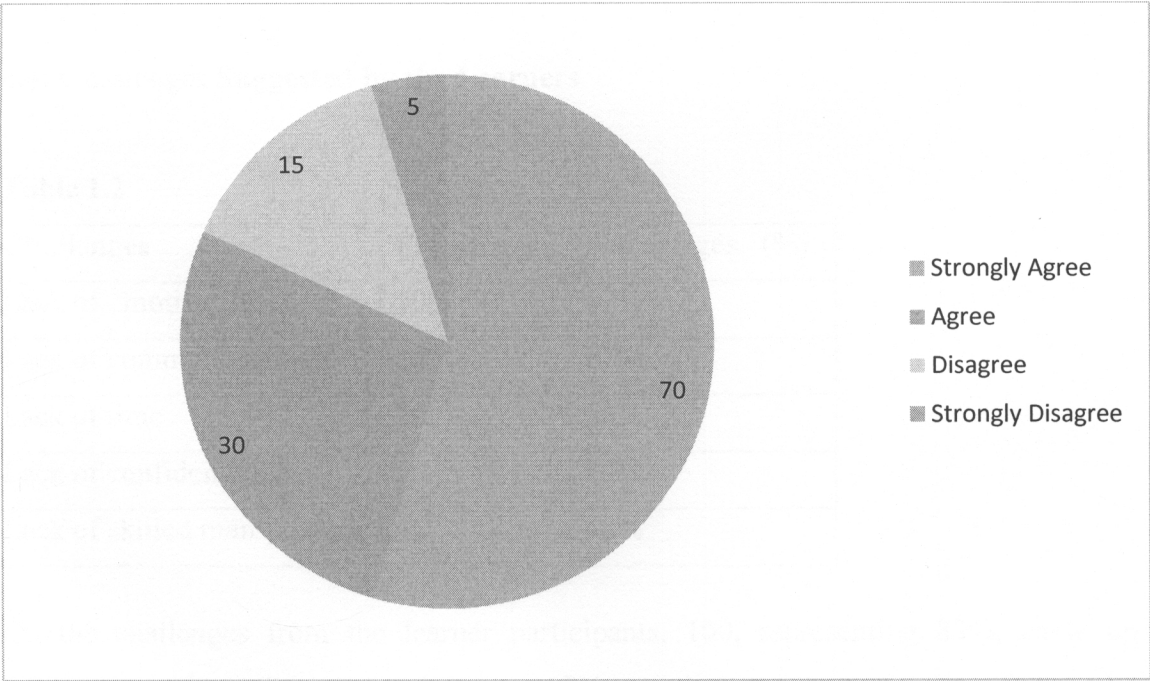
RESEARCH FINDINGS

4.1. Overview

The research was conducted to establish the role of guidance to learners in academic performance from the five selected secondary schools. To better understand the issue, the findings were divided in themes as below: Gender of teachers and learners who participated in the study of role of guidance to learners in academic performance. Other themes looked at were; Challenges in the delivery of guidance services to learners in academic performance, determining types of services offered and whether the guidance services provided meet the needs of learners.

4.2: Whether participants were knowledgeable about the roles of guidance

Figure 1



The figure above shows that from 120 participants, 100 representing (58%) strongly agreed, 30 representing (25%) agreed while fifteen disagreed and five strongly disagreed that they were knowledgeable about the roles of guidance services to the learners in academic performance.

4.3: Challenges Suggested by Teachers in Providing Guidance Service

Table 1.1

Challenges	Females	Males	Total
Over load Periods	08	08	16
Lack of training	10	06	16
Lack of Recognition	11	05	16
Lack of incentives	08	06	14

As shown in the table above, all sixteen participants from the group of guidance teachers ranked overload periods, lack of training, lack of recognition first, while fourteen indicated lack of incentives to teachers who were handling guidance services.

4.4: Challenges Suggested by the Learners

Table 1.2

Challenges	Frequency	Percentages (%)
Lack of motivation	100	83%
Lack of communication.	80	67%
Lack of time	70	58%
Lack of confidentiality	60	50%
Lack of skilled man-power	45	38%

On the challenges from the learner participants, 100, representing 83%, came up with motivation, 80 participants making up 67% mentioned communication, followed by 70 representing 58% indicated lack of time, while 60 of them (50%) came up with confidentiality and 45 who represented 38% indicated that lack of skilled man-power among the guidance teachers was another problem which they faced.

4.5: Types of Guidance Services Provided

Table 2

Guidance Services	Head Teachers N=(5)	Deputy head Teachers N=(5)	Guidance Teachers N=(16)	Learners N=(120)	Total N=146	Percentage 100 (%)
Motivation Talks	5	5	16	120	146	100 %
Education	5	5	16	120	146	100 %
Career talks	3	4	14	115	141	96 %
Study talks	5	5	16	115	136	93%
Counselling	4	5	16	100	125	87 %
Personal guidance	3	4	16	30	53	36 %

SCALE:

N= represents the total number of participants

n = represents the of those who agreed

Table 2 shows the ranking of how the participants felt were the services to be offered in secondary schools. Motivation and Education were ranked in the first positions, each being represented by 146 participants at (100%).Career talks came out second with 141 being represented by (96 %) ,study skills had 136 participants on the third position representing (93%). Counselling had 125 participants standing at (87%) and personal guidance was also represented by 53, which stood at (36%).

4.6: Whether Guidance Services Can Address Academic Performance

Table 3

Category	Frequency
Yes	26
No	23
Did not know	71
Total	120

From table 3 above, twenty-six participants acknowledged that the services provided by guidance teachers meet the needs of the learners while 23 indicated that the services provided did not meet their needs and unfortunately, 71 participants consisting of the larger number were not aware of any services provided.

4.7: Services to Enhance Academic Performance

Figure 2

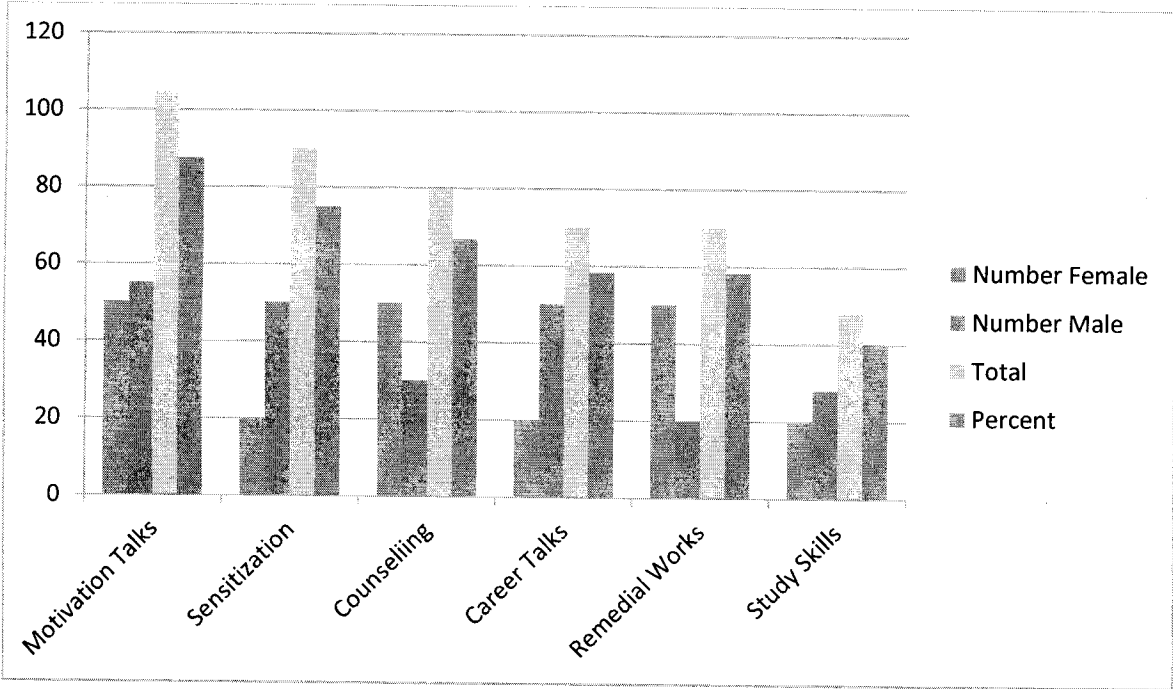


Figure 2 above shows that 105 representing (88%) participants strongly believed that motivation talks would be of greatest help, 90 of the learner participants (75%) realised that sensitisation can help to enhance guidance services and 80 of the participants (67%) felt counselling services would help the learners. On the other hand, career talks and remedial work recorded 70 participants (58%) each and 48 of them (40%) suggested that study skills could be helpful.

4.8: Findings from Head and Deputy Head Teachers

Table 4

Activity/frequency	A-Girls secondary	B-Boys secondary	C-Girls secondary	D-boys and girls secondary	E-boys and girls secondary
Number of guidance teachers	4	4	2	4	2
Trained teachers	0	0	0	3	0
Meetings per term	1	1	0	3	1
Low academic achievers	0	50	0	184	0
Programmes	1	4	3	2	1
Existence		41	12	4 months	
Monitoring a year	1	3	2	3	1
Learner improvement	0	20	0	0	0
Last meeting attended	1	1	0	1	1
Amount spent	0	K2,000.00	0	0	0
Adequate Materials	Nil	Nil	Yes	Nil	Nil

The findings from the deputy head teachers in five secondary schools indicate that, they were sixteen guidance teachers manning the guidance services from the selected sites, but only three from D secondary were trained. Furthermore, data from secondary A, B and E indicated that these schools conducted their guidance meetings only once per term , D secondary conducted three times per term while C-secondary had never met the learners. On low academic performance, B- secondary recorded 50 while E-secondary recorded 184 learners who had improved in academic performance. Other schools did not have any data.

4.9. New Knowledge Contributed

From our findings, the general view of most learners from the five secondary schools where the study was conducted was that guidance services did not meet their needs in improving academic performance with the majority expressing ignorance about the services and how they affect academic performance. The most notable challenges in the provision of guidance services were overload periods and lack of training amongst those who were providing the guidance services in secondary schools. On the part of learners, lack of motivation and communication were the major challenges they faced in accessing guidance services. Amongst the different types of guidance services researched on motivation talks, sensitization and counselling were more appreciated than other types of services provided in the five secondary schools.

5.0: CHAPTER FIVE

DISCUSSION OF THE FINDINGS

This chapter focuses on a discussion of the findings of the study on the role of guidance to learners in academic performance.

5.1. Role of Guidance

According to the findings in this study, it was observed, to a larger extent, that only a limited percentage of the participants as shown in figure 1 were not knowledgeable on the role of guidance in academic performance. To be precise, fifteen participants disagreed while five totally disagreed, out of 120 participants. This could be attributed to the fact that all selected schools had guidance teachers in place that could have sensitised the learners. This tallied well with figure 1 above which shows that 80 participants indicated that sensitisation was needed because it had proved its effectiveness

5.2. Challenges in Delivering Guidance Services

The study established that there have been a lot of challenges in the delivery of guidance services and this confirms why there are prominent gaps noted. For instance, Akinade (ibid) confirms that because teachers have overloads with teaching periods, they are too tired by the end of the last periods, so much that they fail to extend their services towards offering guidance to the learners.

The study used tables 1.1 and 1.2 to understand the challenges from the two views. The first view was from the guidance teachers and the second one was from the learner participants' perspective. However, it was sometime difficult to make comparisons from both views because participants were not at the same levels in terms of experience and needs. According to the findings, all the sixteen guidance teachers who participated in the study alluded to lack of time, lack of training, lack of recognition and lack of incentives. Apart from lack of incentives where fourteen out sixteen participants pointed out, it was worth noting that all the participants provided a significant amount of information on other categories anonymously.

On lack of time, the study confirmed that teachers did not have enough time just as they stated because guidance had not been given a slot on the school timetable. Additionally, the same teachers were teaching just like those who had no extra duties to take care of. However, despite MoESVTEE (2015), pointing out that, guidance is a core business in enhancing

academic performance, guidance teachers still felt the demand on time and energy to play the full time role in guidance responsibilities as well as full load in teaching is not available. Further studies as reviewed by literature were in line with what the participants in table 1.1 stated. The challenge noted here is of guidance teachers having full time teaching loads in secondary schools. Nyamwange et al. (2012) also noted that teachers did not have sufficient time to devote to the provision of guidance services. Therefore, for guidance teachers to effectively and efficiently provide guidance services to learners, there is need to make provisions for ample time.

Lack of training was another aspect which came out strongly and all the sixteen participants eluded to the fact that lack of training made them become ineffective in a quest to adequately provide competitive and enriching programmes. This was also confirmed by 38% participants in table 1.1, who through regular interactions became equally aware that one of the challenges they experienced was lack of skilled man-power among the guidance teachers who were handling them. To this effect, 50% of the participants from the group of learners indicated that lack of competences could also result in lack of confidentiality while (80%) settled for lack of communication respectively.

To help in handling learners' needs successfully, Mushaandja, Hachambo, Vergnani and Frank (2013) earlier on revealed that, according to Namibian Ministry of Education, one of the roles of a trained guidance teacher is to successfully sensitise a significant number of teachers to psychosocial and basic methodology on how to address such needs. This was in line with how the participants from the study sites felt, thus agreed that it can work well even for Zambian Ministry of General Education, because the trained guidance teachers are very few but work is too much for them to handle

Despite guidance being introduced way back in 1970s (Ndhlovu, 2015), all the participants as shown in table 1.1, still felt they were not recognised by the educational system as it should. This is because inspire of offering services as they have been doing, there has been no incentives attached to the services as compared with other responsibilities in a system. Thus, results clearly indicated that, all the sixteen participants in table 1.1, mentioned lack of incentives as another major problem. This could probably be one of the reasons why findings

on table 4, show that guidance teachers were not very keen in conducting meetings and programmes in secondary schools.

5.3. Types of Guidance Provided

The study found that, all the 146 participants from all categories representing (100%) in table 2, totally supported that motivation and education were some among other activities which should be offered by all guidance teachers. When we attach the support given to motivational talks and education, one can easily assume that indeed these services are cardinal in academic performance of learners. Career had 141 participants representing (96%) at the second positions. This was seen as a way of empowering the school leavers who if guided are likely to choose wrong jobs, and also choose wrong careers.

Study talks were also highly represented by 136 translating in (93%).Counselling was supported by 125, representing (87%) who had passion for it. The truth about counselling is that, it has several skills which could help learners to become whole rounded citizens. In personal counselling, 53 participants representing (36%) who felt that time and again people experience unique problems hence the need to seek individual counselling to meet their needs.

6.0 CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

The study has provided a base of data on the role of guidance to learners in academic performance in five selected schools in Kasama District. However, it was evident that the role of guidance in secondary schools needed to be reinforced if learners were to be helped in academic performance. The reinforcement in guidance has to be whole rounded, because the already existing man power, infrastructure and materials are not enough.

On manpower, the study discovered that only three teachers from one secondary school were qualified for the duties. This was not very surprising because it was concluded from the nature of services which they had been offering. Out of five schools, none of them had adequate record from which constructive data could be retrieved. However, these schools do not necessarily need to send their teachers for long term course to handle those offices, but they could attend short term courses and workshops and still acquire reasonable skill to be competent in their operations. As for the offices, guidance teachers could be given spacious room from the already existing infrastructures, in which to operate from, and most of the head teachers were willing to do so.

6.2. Recommendations

1. Government should re-organise the structures of guidance at all levels because at the time of study the gaps were there.
2. Guidance should be time tabled in secondary schools and be taught as a subject.
3. .Government should empower teachers with long and short term trainings in guidance skills to make them effective.
4. Where possible the Ministry of General Education should intensify the process of monitoring the activities of guidance at all levels.
5. Guidance teachers should be given an incentive in form of extra duty allowance so that they are motivated.
6. Further research should be undertaken by stakeholders on a wider range to determine what is prevailing on the provision of guidance in secondary schools.

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APPENDIX I

CONSENT

I have read/been explained to the purpose of the study. I have understood what is involved and I agree to participate in this research. I have been availed with a copy of this form and have read through it.

Participant's signature
Date
Witness
(Name and Signature).....
Date

APPENDIX II

The University of Zambia

Great East Road Campus

School of Education

P.O .Box 32079

Lusaka.

4th January, 2016

Cell: 0977217361/0965217361/0953719031

Dear Sir /Madam,

Guiding learners in academic performance is a noble responsibility that should be taken seriously by all secondary schools. Considering the fact that learners are on a transition period from primary and to tertiary levels, they are all expected to perform well in order to realise their goals. This period is when children pass through a lot of confusions; hence they need some guidance to maintain their academic excellence.

This questionnaire seeks to collect information on the role of guidance to learners in low academic performance in selected secondary schools.

For would be participants in the provision of data, confidentiality is highly assured.

I wish to thank you in anticipation for deciding to take part in this study as a way of assisting in giving out the information.

In case of any questions, please refer them to the above address and the contact numbers.

Yours Sincerely,

Chisoso Chanda Elizabeth

(MSCC 510), student.

APPENDIX III

GANTT CHART

The table below shows the proposed time line for the proposal.

ACTIVITY	MONTH					
	Jan-2016	Feb-2016	March-2016	April-2016	May-2016	June-2016
Research Proposal Preparation						
Data collection						
Editing, coding and data entry.						
Data analysis						
Report writing.						
Submitting of report.						

APPENDIX IV: RESEARCH BUDGET

The table below shows the proposed Budget for the Proposal and the Report.

SN	ITEMS (BUDGET DETAILS)	COST (ZMK)	TOTAL (ZMK)
	Stationary		
1	1 tonner cartilage	1,500	1,500
2	5 rims of A4 paper at K60 each	300	300
3	50 blue pen at K2 each	100	100
4	50 pencils at K0.50 each	250	250
	Sub total	2,150	2,150
	Communication	1,000	1,000
5	Internet Services		
6	Phone services	500.00	500.00
7	50 envelopes	100.00	100.00
	Sub Total	2,600.00	2,600.00
	Secretarial Services		
8	Typing and printing	500.00	500.00
9	Photocopying	500.00	500.00
	Sub total	1,000.00	1000.00
	Field Work		
10	Transport per school	1000.00	1000.00
11	Refreshment	2500.00	2500.00
12	Data analysis	1500.00	1500.00
13	Printing and binding	1000.00	1000.00
	Subtotal	6000.00	6000.00
	Total	K11,750.00	K11,750.00

APPENDIX V

A Sample of Learners: Questionnaire to be completed learners.

Instructions

Indicate clearly the correct answer by ticking or writing in the space provided.

Questionnaire serial.....

Section A

Bio Data

Gender:

Grade:

Section B

Questions related to the role of guidance in addressing low academic performance of learners.

- 1. Can guidance address low academic performance by learner?
.....
.....
- 2. How can guidance services address low academic performance of learners?
.....
.....
- 3. What role can guidance services play in enhancing academic performance of learners?
.....
.....
.....

Section C

Questions related to type of guidance services in schools.

- 4. What type of guidance services are being offered in your school?
.....
.....
.....

5. How can each type of guidance service being offered in your school enhance academic performance in learners?

.....

.....

.....

Section D

Questions related to challenges in providing guidance services in schools.

6. Which challenges are being faced in the provision of guidance in your school?.....

.....

.....

.....

7. What could be the causes of some of those challenges mentioned?

.....

.....

.....

.....

8. Suggest some ways in which those challenges could be overcome in your school?

- i.....
- ii.....
- iii.....
- iv.....

SECTION D

Questions related to the extent to which guidance services meet the needs of learners.

9. What needs do learners have at your school?

.....

.....

10. Does guidance provided services provided meet the needs of learners?

.....

.....

11. What type of guidance services are needed most to meet the needs of learners?

.....
.....
.....
12. Suggest how guidance services can best be provided to meet the needs of learners?

.....
.....
.....

APPENDIX VI

A sample of group interview schedule for guidance teachers

Bio Data

Interview code #:

Facilitator's computer #:

Date of interview:

1.

As guidance teachers, what do you think is the role of guidance services to the learners in low academic performance?
2.

How can the guidance service provided in schools improve the learners performance?
3.

Which guidance services can effectively enhance the learners low academic performance?
4.

How often do you help the learners to effectively handle the challenges that they face in their academic work?
5.

What activities have you programmed to equip the learners meet the challenges
6.

What extent can the guidance provided in schools help the learner improve low academic performance?

.....
.....

7. Considering the performance at your school, how would you rate the services being offered to assisting learners in low academic performance?

.....
.....
.....

8. What are some of the challenges if any, are you facing as guidance teachers as you carry out your duties?

.....
.....
.....
.....

9. Suggest some ways you think would be more effective in helping the learners in low academic performances?

.....
.....
.....

10. In your own opinion, do you think guidance services are important in improving of academic performance of learners in low academic performance?

.....
.....

APPENDIX VII

A Sample of a Checklist: for Heads and Deputy Head teachers for selected secondary schools.

Bio Data

Gender:

Name of the school.....

1. How many teachers do you have for guidance and counselling?
2. Indicate the number of trained teachers in guidance and counselling services?
3. How many times is guidance as a service, offered to learners per term?
4. How many learners do you have from each grade in low academic performance?
5. As a school how many programmes have you designed to enhance the performance of learners in your school?
6. For how long have guidance programmes existed in your school?
7. How many times do you monitor their performance each term?
8. How many learners have improved their performances due to guidance programmes? (i) Girls: (ii) Boys:
9. When did you last attend guidance meetings as administrators?
10. At least how much is spent on guidance programmes each term? K
11. Do you have adequate books and or materials to use for guidance services at your school?
(ii) Yes (ii) No

APPENDIX VIII

Questionnaire Head teachers

Bio-Data

Gender

School

1. Have guidance been addressing low academic performance in your school?
.....
2. In what ways has guidance services been addressing low academic performance in your school?
.....
.....
.....
3. What role can you play as an administrator to enhance the provision of guidance service in your school?
.....
.....
.....
4. What type of guidance services are or can be more effective in helping learners low academic performance in your school .?
.....
.....
.....
5. How many times do you attend guidance activities per term?
.....
6. How many teachers have attended guidance meeting at the district level, provincial level and national level from your school?
7. How often is guidance as a department given chance to sensitise other members of staff in your school?
8. What challenges are faced by the teachers in the provision of guidance to learners in low academic performance in your school?

.....
.....
.....

9. Which measure have you put in place as a school to help in alleviating the challenge ?

.....
.....
.....

10. What extent do you think guidance services meet the needs of learners in your school?

.....
.....
.....

11. Give some suggestion on how well can guidance services best be provided to the needs of learners in your school?

.....
.....
.....
.....

APPENDIX IX

Questionnaire for a district coordinator

Bio-Data

Gender:

Professional Qualification:

1. How long have you been a District Coordinator?
2. How many sensitisation meetings have you conducted about the role of guidance in your district ?
3. How has been the general response towards any meeting in guidance from the schools?
4. Have you formulated a guideline or is there any existing policy about the provision of guidance services in secondary schools?
5. How effective have guidance services been in enhancing low academic performance in your district?
.....
.....
6. What types of guidance services have you oriented the guidance teachers in schools ?
.....
.....
.....
7. According to your experience, which guidance services are more effective in addressing low academic performance?
.....
.....
8. What complaints do you occasionally receive from the guidance teachers in your district as they provide the services to the learners?
.....
.....
9. What measures have you come up with in alleviating the challenges being faced by guidance teachers in providing the services to the learners?
.....
.....
.....