STATUS OF GUIDANCE AND COUNSELLING SERVICES PROVIDED TO PUPILS IN SELECTED PRIVATE SECONDARY SCHOOLS IN LUSAKA DISTRICT, ZAMBIA

BY

MUKUKA MWANGO REGINA

A dissertation submitted to the University of Zambia in partial fulfilment of the requirements for the award of the Degree of Master of Education in Guidance and Counseling

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DECLARATION

I, **Mukuka Mwango Regina**, do hereby declare that this dissertation is a product of my own effort, and that it has never been done before. The sources of all materials referred to in this report have been acknowledged. Any misrepresentation of information that would arise from this report is purely my responsibility.

Signed: ....

Date: ....

DEDICATION

I wish to dedicate this work to my husband, Mr Lungu Peter, and the family members whose support and encouragements in my studies will forever inspire me.

CERTIFICATE OF APPROVAL

The University of Zambia approves this dissertation of Mukuka Mwango Regina as fulfilling part of the requirements for the award of a Degree of Master of Education in Guidance and Counseling.

EXAMINERS' SIGNATURES

Examiners 1

Name…………………………………………………………..

Signature: ……………….……………………………………..

Date: ……………………………………………………………

Examiners 2

Name……………………………………………………………

Signature ……………………………………………………….

Date………………………………………………………………

Examiners 3

Name……………………………………………………………

Signature …………………….………………………………….

Date….……………………………………………………………

ACKNOWLEGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

ACRONYMS

AIDS: Acquired Immune Deficiency Syndrome

ASCA: American School Counselling Association

DEBS: District Education Board Secretary

HIV: Human Immunodeficiency Virus

MESVTEE: Ministry of Education Science Vocational Training and Early Education

MOE: Ministry of Education

NISTCOL: National In-service Teachers College

USA: United States of America

UNEB: Uganda National Examination Board

UNESCO: United Nation's Educational Scientific and Cultural Organization

LIST OF APPENDICES

ABSTRACT

The study was undertaken to investigate the status of guidance and counselling services in selected private   Secondary Schools in Lusaka District of Zambia. The specific objectives of the study were to: establish the types of guidance and counselling services provided to pupils; assess the factors influencing provision of guidance and counselling services; determine the ways in which pupils benefit from guidance and counselling and suggest measures to be taken to improve the provision of guidance and counselling services offered in private   Secondary Schools in Lusaka District. The population for the study was all the pupils, guidance and counselling teachers and head teachers from private Secondary Schools in Lusaka District. 64 respondents were selected comprising 4 head teachers, 10 guidance and counselling teachers and 50 pupils. A case study design was used to collect data through semi- structured questionnaires and interview guides. The study found that educational guidance, personal and social guidance were common types of guidance and counselling services provided in private secondary schools in Lusaka. Pupils had problems in decision making, poor performance in academic work, social relationships, financial problems, home related problems, problems in studying and lacked mutual respect for other pupils and teachers despite the provision of counseling services. It was evident that guidance and counselling services were also affected by lack of accommodation, pupils' negative attitude and failure to allocate it on the school timetable. There were inadequate facilities and trained personnel to guide pupils in the sampled schools. The study showed that pupils benefited from guidance and counselling services as; seen in the positive change of behaviour and decision making. It was recommended that the Ministry of General Education and private schools should build capacity of teachers. Further, guidance and counselling should be timetabled and the school administration should allocate office space to guidance and counselling teachers if they were to effectively provide proactive and rehabilitative counselling services to the pupils.

CHAPTER ONE: INTRODUCTION

1.1   Overview

This chapter presents the background of the study, the statement of the problem, the purpose and objectives of the study. It also highlights the research questions, the significance of the study, the limitations and delimitation of the study, the conceptual framework and finally the definition of key terms.

1.2   Background of the Study

Guidance and counselling as a movement was started in America at the beginning of the 20th Century as a reaction to change process in an industrialised society. Guidance and counselling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up (Summit, 1997). Globally, guidance and counselling services are essential elements in discipline management of people in all societies. It could be difficult for any society to function well without the exercise of discipline.

The need for guidance and counselling services to be provided in schools is of particular significance to all pupils and has a great need world over. However, the World Education Forum of 2000 amplified the need for guidance and counselling in the world. This move was directed at making societies more peaceful so as to focus on the education for all goals UNESCO, (2000) as cited by Kwalombota, (2014). The conference was held in Dakar Senegal in 2000. It recognized the need for education to be holistic taking into account the psychosocial dimensions of the school going children and their development (MESVTEE, 2013).

School guidance and counselling programmes have therefore been introduced to assist students overcome a number of challenges they experience at home and at school. Nziramasanga (1999) cited by Kwalombota, (2014) states that because of many pressures imposed on the family, parents had little time with their children to give them the necessary guidance. The parents

expected the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds:

> *African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people. Rapid sociological changes emanating from modernization and urbanization stress students.*

The role that guidance and counselling plays in boosting the learner's self-esteem, career trajectory and self-confidence cannot be over stated. Pupils in secondary schools are usually at a critical stage in their way to adulthood. Therefore, guidance and counselling plays a vital role in shaping the lives and prepare the pupils for adulthood life (Muribwatoho, 2003). The Ministry of Education in Zambia has over the years endeavoured to provide guidance and counselling services to pupils in schools so as to help them in shaping not only their careers but also the moral and social life as they develop towards adulthood. Particular attention has been placed on the duty and importance of guidance teachers and counselling offices in secondary schools. Luyando (2015) states that, the importance and existence of guidance and counselling in the educational system is recognised in the 2011 Education Act. In addition, the 1996 education policy document in education, 'Educating our Future' has also elaborated on the existence and role of guidance and counselling. It stipulates that the Ministry will strengthen school guidance and counselling services; and through training of guidance teachers, disseminate information relating to post basic education training and employment opportunities (MoE, 1996).

The role of guidance and counselling in the growth, learning and development of pupils is critical in addressing psychological issues in order to produce well-balanced and productive pupils. Some pupils attend school with minds 'flooded' with anxiety, illnesses from HIV, trauma and distress. For some, due to these experiences, they resort to alcohol/substance abuse and transactional sex to obtain good marks and other favours. Yet others, the loss of parents due to death, limit their opportunities to effective schooling. For this reason, the education system has placed guidance teachers at various levels of the system to help pupils with different issues that have the potential to affect the academic life of a learner (Luyando, 2015). Despite these actions by the Ministry of Education the status of guidance and counselling services offered to pupils in private secondary schools of Lusaka has not been clearly established hence the need to conduct this study.

1.3   Statement of the Problem

Guidance and counseling in secondary schools can help to solve the problem of deviance behaviours such as substance abuse, riots, teenage pregnancies, abortions, vandalism, crime, class boycott, demonstration, violence, use of abusive language, lack of adherences to school rules, examination malpractices and writing or painting graphics on school walls among other vices. Research on school guidance and counseling services in public secondary schools in Zambia is overwhelming (Luyando, 2015; Kasonde *et al*, 2009).

However, the status of guidance and counseling services provided to private secondary schools in Lusaka province is not known. Hence the need to conduct a study to fill this knowledge gap on the status of guidance and counseling services provided to pupils in privately owned secondary schools in Lusaka, Zambia.

1.4   Purpose of the Study

The study sought to investigate the status of guidance and counseling services provided in selected private   secondary schools of Lusaka district.

1.5   Objectives of the Study

The objectives of the study were to:

1. Establish the type of guidance and counselling services provided to pupils in private secondary schools in Lusaka district.

2. Assess the factors influencing provision of guidance and counselling services in private secondary schools in Lusaka district.

3. Determine the ways in which pupils benefit from guidance and counselling services offered in private   secondary schools in Lusaka district.

4. Suggest measures that should be taken to improve provision of Guidance and counselling services offered in private secondary schools in Lusaka district.

1.6   Research Questions

The study sought to address the following research questions:

1. What type of guidance and counselling services are provided to pupils in private secondary schools in Lusaka district?

2. What factors influence provision of guidance and counselling services in private secondary schools in Lusaka district?

3. How do pupils benefit from guidance and counselling services provided in private secondary schools in Lusaka district?

4. What measures should be taken to improve the provision of guidance and counselling services in private   secondary schools in Lusaka district?

1.7   Significance of the Study

The findings of this study may be important to the government of the Republic of Zambia. It is hoped that the study may be useful to the Ministry of General Education officials at provincial, district and school level in Lusaka; and various stakeholders in the school campaign against deviant behaviours in private secondary schools. The study may also add to the existing body of knowledge on guidance and counseling in Zambia and may lead to the identification of new research area in future.

1.8   Delimitation of the Study

The catchment area of the study was Lusaka District. The respondents were drawn from selected private secondary schools in Lusaka. Lusaka district was chosen because it was one of the cities with several   secondary schools that are privately owned and the researcher was very much familiar with the city and private school systems.

1.9   Limitations of the Study

The findings of this study may be restricted for generalization due to variation of culture and socio-economic status of other districts since it was conducted in selected private secondary schools in Lusaka only.

1.10   Conceptual Framework

A conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2004). In the conceptual framework below, effective guidance and counselling is the dependent variable for the study while the independent variables for the study are teacher training/qualification on guidance and counselling, guidance and counselling programmes offered and the availability of resources for guidance and counselling. The intervening variable for the study is the effectiveness of policies on guidance and counselling since supportive government and individual school policies are critical to the implementation process of any initiative in the school. If guidance and counselling teachers are well trained; varied and well-coordinated programmes are being implemented and adequate, up to date resources are available; supportive government and school policies are in place, then the status of guidance and counselling would be said to have improved.

Table 1: Conceptual Framework on Status of Guidance and Counselling in Private Secondary Schools
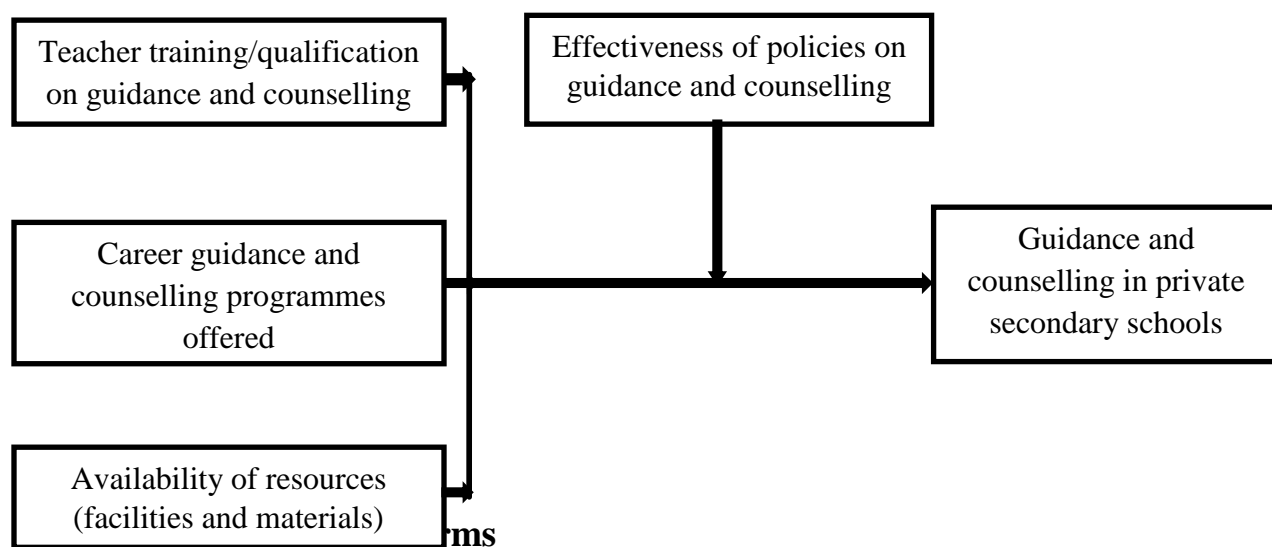
Adopted from Orenge, E.N., (2011)   ; Services provided to pupils in private secondary schools, if guidance and counseling teachers are well trained varied and well co-ordinated programmers are implemented and adequate up to date resources are available supportive government and school policies are in place, then the states of guidance and counseling would be said to have improved

Guidance: Provision of information to a person aimed at helping him/her psychologically, emotionally and even spiritually in order to have a meaningful life

Counselling: The formal process of helping an individual to accept and use information and advice so that he or she can either solve his present problem or cope with it successfully

Private Secondary School: A school supported by a private organization or private individuals rather than by the state that provides educational services to pupils in the senior grades from Grade 8 to 12..

Public Secondary Schools: These are schools owned and controlled by the government.

Benefit: The help that one gets from guidance and counselling program or service which in turn enables pupils to improve their behaviour, academic achievements and future wellbeing.

Guidance and Counselling Services: A programme or service intended to assist individuals of any age and at any point throughout their lives, to make personal, social, Educational, training and occupational choices and to manage their careers and lives.

Education guidance and counselling: This is an aspect of guidance and counselling which concerns itself with assisting the pupils in their curriculum and school life choices.

Vocational/Career guidance and counselling: This is an aspect of guidance and counselling which addresses the learner's problems as regards to vocational and career choices.

Personal and social guidance and counselling: This is an aspect of guidance and counselling that deals with the very personal problem that pupils meet as individuals and also as social beings.

Avocational guidance and counselling services: This is an aspect of guidance and counselling which addresses the learner's problems as regards to avocational choices of interest or hobby.

Health guidance and counselling services: This is an aspect of guidance and counselling services that aims at ensuring that preventive and restorative measures such as the supervision of sanitation in schools protection through immunization against diseases, early diagnosis and treatment of illness and health education through formal or informal sensitization are adhered to.

Guidance and counselling teacher: An educator trained and qualified to work in secondary schools to provide academic, vocation/ career, and personal/ social competencies to all pupils through school guidance and counselling programme.

1.11 Summary

Chapter one has given a clear roadmap of the research study as it clearly introduced the research problem, objectives, significance, delimitations and limitations of the study. The chapter spelt out the conceptual framework and operational definition of terms for discourse. In the next chapter, related literature by different scholars on school guidance and counselling is examined to establish the link to this study.

CHAPTER TWO: LITERATURE REVIEW

2.1   Overview

This chapter presents literature relevant to the study. The literature review sought to exploit the relevant works of other scholars in this particular field of guidance and counselling. It examines the findings and reports of different scholars from the global, African and Zambian perspective and highlights the gaps which the present study attempted to fill. The literature is presented according to the objectives of this study: Type of guidance and counselling services provided in private secondary schools, factors influencing provision of guidance and counselling services, ways in which pupils benefit from guidance and counselling services offered in private secondary schools and measures that should be taken to improve provision of guidance and counselling services offered in private   secondary schools in Lusaka district.

2.2   Importance of Guidance and Counselling Services

Egan (1998) stated that pupils should be helped to manage their problems and empower them to become effective in future. Guidance and counselling in schools is provided to the pupils with an opportunity to talk about their problems in a non-judgmental setting. Guidance and counselling services are important to pupils because they help pupils to adapt to school environment and society at large. It helps them to manage their problems and improve in their performance.

Fuster (2005) asserted that counselling had been used by different people since the beginning of mankind, for example, parents, teachers, friends, elders and so on. He explains that it was to the medical practitioner or family doctor that people went most frequently, who, according to the author , was interested in helping his or her patient with such problems as worries, depression, fears, anxieties and inner problems. Kochhar (2010) posits that guidance was as old as human civilization. He explains that in the primitive society, guidance was offered to the young by elders in the family and to persons in distress by the family priests or the medicine men who conjured up spirits of the dead or supernatural forces to help the client. However, in the educational system, Kochhar (2010) explains that the core aim of guidance is to help these job seeking youths form realistic career notions, so that they do not end up as failures.

Neukrug (2007) agrees with Egan and points out that Frank Parsons (1854-1908), one of the founding fathers of guidance and counselling, presented the service as a three part process in which an individual would develop, namely: A clear understanding of self, aptitudes, interest, ambitions, resources, limitations and their causes; knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; and true reasoning on the relations of these two groups of facts. Makinde (1988) stated that the aim of guidance and counselling in schools is to provide and interpret information pertaining to helping an individual to start analysing and examining himself or herself by relating his capabilities, achievements, and interest mode of adjustment to what new decision one has to make. Thus, school guidance and counselling helps pupils develop decision making abilities which they can use to plan their education, choose an occupation, and solve personal problems. This study sought to establish the availability and competencies of personnel involved in the implementation of guidance and counselling programmes in private secondary schools in Lusaka district.

2.3   Historical Perspective of Guidance and Counselling at Global Level

Globally, Guidance and counselling can be attributed to a number of prominent people whose contribution and impact is still felt in the academic circles. Jesse Davis for example, a class Counsellor in Central High School in the United States of America, is said to have developed one of the first guidance curriculum that focused on moral and vocational guidance (Neukrug, 2007). Neukrug, explains that Jesse Davis began a School- wide programme of personality, culture and character development and vocational information in connection with regular curriculum subjects in 1907. Kochhar (2010) adds that Davis was the first to stimulate the guidance movement from within a School system, rather than from outside. Elsewhere, Eli, Weaver, a New York City principal, at a Boys' High School in Brooklyn, started vocational guidance in New York City where he laid ground work for the New York City Vocational Guidance Survey of 1911 (Makinde, 1988). The current study sought to establish the type of guidance and counselling services provided to pupils in private secondary schools in Lusaka district.

Anne Reed also established guidance services in Seattle School systems, and by 1910, 35 cities had plans for the establishment of vocational guidance in their Schools. Kochhar (2010) observes

that like Jesse Davis and Eli Weaver, Anne Reed advocated for social reforms and stressed the necessity for schools to prepare youngster meet the rigours of a competitive and materialistic society. Fuster (2005) noted that a great pioneer of the client-centred counselling therapy was Carl Rogers, of the United States in 1942. According to Fuster, Carl Rogers rebelled against psychoanalysis because he felt that the mode of treatment was too subjective. He objected to Freudian way of gathering data about the client and of interpreting the causes of his or her illness, following the psychoanalysis mode. Rogers introduced the client-centred counselling theory, whose major concepts were the self or self-structure and self-actualisation. For Rogers, the main ingredient in helping people with problems was the helping relationship of creating rapport.

Neukrug (2007) reports that one individual, who had the greatest effect on the development of vocational guidance in America is Frank Parsons. Parsons is said to have coined the term `Vocational Guidance` and established the Vocational Bureau in Boston in 1908. Mc Daniel and Lallas *et al*. (1965) explained that the Bureau trained vocational counsellors who worked in schools and other community agencies, and who attempted to sponsor intelligent occupational choices on the part of their clients. According to Parsons, vocational guidance was established in all public schools as he wanted to see systematic guidance in all learning institutions. Parsons anticipated a National Vocational Guidance Movement, and hoped for a society in which cooperation would surpass competition. Neukrug further explains that Parsons strongly advocated the use of tests in vocational guidance, and foresaw the importance of individual counselling. His basic principles thus, ought to have implications on present-day guidance and counselling services.

From America, the guidance movement spread to other countries including Australia, Britain, Canada, France, Germany, Japan, Norway, to mention but a few. Kochhar (2010) reports that, people in France, Belgian, Norway and Denmark were mindful of guidance. He explains that in most of these countries, adequate guidance services were available in nearly every major town. According to Kochhar (2010), in Britain, counselling centres, guidance clinics and bureaus had been doing useful work and that guidance services were undergoing a rapid process of improvement, refinement and expansion. Such remarkable progress made in such countries can be attributed to the fact that they were not only developed but well organized.

2.4   Guidance and Counselling in Africa

With regard to African societies, there was indigenous guidance and counselling provided for the young which enabled them to grow into responsible citizens and productive members of their communities prior to the western influence. Erny (1981) observes that to function properly and effectively, the young were made aware of the values, beliefs and roles one had to play as a member of a particular society or ethnic group. The young were made to understand that moral values and rules of conduct did not only differ from one ethnic group to another, but also according to such elements of social life as associations, classes and castes. Makinde (1988) supports Erny (1981), and points out that a typical African, like his Western counterpart, believed that guidance was very much knowledge-based and full of activities in search of meaning of life and that it believed in the worth of an individual and in the awareness of the concepts of growth and development of physical, mental, intellectual, emotional, moral and social aspects. He points out that guidance and counselling for individuals had always formed part of the African strategy for combating suicide attempts and other personality problems. The current study endeavoured to establish activities that were conducted in private secondary schools in Lusaka to promote guidance and counselling.

2.5   School Guidance and Counselling in Zambia

Historical background of guidance and counselling in Zambian schools dates back to the late sixties. Wilma and John (2000) as cited by Tuchili (2008) reported that guidance services did not exist in Zambia until the late sixties, an indication that before that time there was no guidance and counselling in Zambian schools. However, people have had some form of guidance and counselling in the society in all cultures. Society counselling was manifested in the relationship between elders and young people. Counselling was seen during ceremonies such as weddings and many other celebrations. In initiation ceremonies, counselling was given in form of sex education. Guidance and counselling in Zambia originated from traditions and customs. Traditionally, guidance and counselling of young people was associated with elders in a particular society. The guidance and counselling was based on Zambian values, customs and the way of life of each particular people of Zambia. It is not known whether private secondary schools in Lusaka emphasise Zambian culture in guiding and counselling pupils, hence the study.

According to the Ministry of Education (2001) school guidance services in Zambia began in 1967. But it was not until 1970 when the Secondary Schools were directed by the Ministry of Education to allow teachers to take up responsibilities of career teachers. Through this arrangement, pupils were helped to become aware of the many occupations they were able to do and they were also helped to decide on what they would do when they left school. In Secondary Schools, for example, guidance and counselling services then started to take shape (Mwamba, 2011). During this era school guidance and counselling took a new twist. One of the important developments was the establishment of a careers guidance unit by appointing a careers officer working at the Ministry of Education headquarters. Among the duties of this careers officer was to co-ordinate, organize and inspire the careers masters in all the secondary schools since they were in charge of school guidance.

Mwamba (2011) postulates that guidance and counselling services were offered in many High Schools in Zambia. She however stated that there was a marked absence of attention to problems faced by pupils, and guidance services available to pupils with visual impairments in secondary schools, as the visually impaired children were neglected. She also pointed out that most African school guidance services were left in the hands of teachers with high teaching loads with no training in the area of guidance and counselling. Nonetheless, it is cardinal to point out that the importance of school guidance and Counselling was repeatedly emphasized during meetings held at Mulungushi International Conference Centre in September, 2009, in Lusaka, where the school curriculum and the policy document Educating Our Future was reviewed. The Zambian government had also pledged to support guidance services in schools. The policy document, MOE (1996) clearly states that it would strengthen its own child guidance and counselling services, which will in turn provide in-service training for teachers in how to deal with these and related problems. The extent to which this service had been fostered especially in private Secondary Schools remains unknown to most stakeholders.

In Zambia, school guidance and counselling is left in the hands of the teachers who are already overloaded with other teaching subjects. As a result new scale of problems such as defilements, child headed homes, drug and alcohol abuse in schools continue to rise. It is difficult for teachers who are not trained in guidance and counselling to solve these problems. A case study done by Mwamba (2011), on guidance and counselling provision in high schools for pupils with visual

impairment revealed that guidance and counselling was available for the pupils with visual impairment. However, the school counsellors and the head teachers revealed that the Ministry of Education did not support the schools in terms of materials to be used in guidance and counselling. The onus is, therefore, on Ministry of Education to provide more materials in schools and provide refresher courses for the guidance and counselling teachers in order to improve the services. It was not clear if private   secondary schools in Lusaka sent teachers for refresher courses in guidance and counselling. The study by Mwamba (2011) was biased towards pupils with visual impairment but the current study was on the status of guidance and counselling in private   Secondary Schools in Lusaka District.

Makumba (2013) observed that guidance and counselling in Zambia had proved to be important to the pupils in both primary and   Secondary Schools, because pupils had individual problems which needed the attention of the school guidance and counselling teachers. It therefore calls for all teachers in Zambian schools to find ways that can enhance the success of guidance services in schools. The study recommended that schools should use techniques and methods in guidance and counselling which help the pupils to maximise their intellectual potential and be able to enhance solving their own problems. It should therefore be acknowledged that for guidance and counselling to be effective in schools it needed support from the government and other stakeholders in education including parents. Phiri (2006) observed that teachers alone could not handle the pupils effectively unless they were assisted by the parents, family members and the community as a whole.

Thus, Teddie and Yu (2009) reported that Guidance and counselling services in private schools in Nigeria, generally, enjoyed better facilities as compared to the ones in the public owned schools. The status difference could be attributed to the good supervision and professional training of teachers in charge of counselling services in private   secondary schools in Nigeria. On the other hand, the improved guidance and counselling services in private schools was attributed to the availability of time on the part of teachers to do private and group counselling and also conducive facilities that would motivate pupils to seek guidance and counselling services privately without the knowledge of other pupils. However, the status of guidance and counselling services in Zambian privately owned schools maybe quite different from the situation in Nigeria, hence the need to conduct this study.

Private schools slightly differ from public schools as they have their own selection criterion, they regulate the number of pupils they admit to school so that the pupil-teacher ratio is balanced, and the balance in the pupil-teacher ratio is not the case in public schools. Proper pupil- teacher ratio plays a significant role in the provision of responsive guidance and counselling for pupils. This is because teachers can work with the pupils without being overwhelmed by the large number of leaner's seeking counselling services from few teachers. Kipnusu (2002) reported that private schools were more able to provide resources, physical facility, personnel, and administrative support towards counselling and of great importance, was the availability, approachability, confidentiality and friendliness of the guidance and counselling staff. This may not be a true picture in private Secondary Schools that were providing such services in Zambia.

2.5 Type of Guidance and counselling Services Available in   Secondary Schools.

The purpose of guidance services in schools is to help pupils in the selection of educational courses and profitable occupations, help to place pupils in jobs and in the next stage of education and training. They also serve to improve pupils study skills and maintenance of mental health. These services are also useful in Counselling and identifying pupils with special needs (Phiri and Ndlobvu, 2006).

2.5.1 Educational Guidance Services

Educational guidance services are essential since educational problems are on the list of learner's problems. Educational guidance is provided in crisis times when pupils face difficulties of subject selections, concentration in class and are performing poorly academically. In high schools, guidance services have an essential role to play in ensuring that individual pupils were helped. This is to ensure that pupils developed effective self-management of their learning and career paths. The extent to which guidance and counselling in private Secondary Schools was tailored towards assisting the pupils was still an empirical issue.

A study in Zambia by Mubanga (2014) entitled the role of school guidance and counselling in Education for Sustainable Development, used both qualitative and quantitative approaches, with the survey design as a research technique. Semi structured interview schedules, face to face

interviews and focus group discussion research tools were used. The study sample was 121 respondents. Some of the findings of the study were that: The syllabus was not implemented in some schools; there were no trained manpower in schools; there were no guidance and counselling teaching and learning aids in schools, and that some curriculums offered in schools were not career - oriented. This study was purely qualitative in nature and the sample comprised 64 respondents and its focus was on the status of guidance and counselling in private Secondary Schools.

A study by Agi (2013) in Ghana, investigated the status of guidance services in some Secondary Schools in Rivers State. The study involved 250 public schools in Port Harcourt and found that only twenty 20 had at least a practicing counsellor. 14 schools with practicing counsellors were sampled in this study. Data were collected through the administration of a questionnaire on guidance services. Data analysis revealed that guidance and counselling services in Rivers State were faced with many obstacles which jeopardized the effective delivery of the services thereby, resulting in educational wastage instead of the expected quality outcome. Funds for provision of basic guidance services were lacking. Most of the vital counselling services needed for quality education were the least regularly performed in schools. For example, use of psychological tests and keeping of cumulative record folders. According to the Ministry of Education policy document, Educating Our Future 1996, objectives of the National Policy on education with respect to guidance and counselling services had been realised to some extent in public secondary schools. If the stated objectives of education in the National Policy on Education were to be achieved for all, the current status of guidance services provided in private secondary schools in Lusaka needed to be reviewed and positive steps taken towards its improvement.

Mikaye (2012) investigated the influence of guidance and counselling services in public Secondary Schools students' discipline in Kenya. The study found that guidance and counselling services were offered in the schools and 82.4% of the principals considered it important but lacked the necessary material and literature support. From the literature reviewed it was established that character formation is achieved through intense formal and informal programmes for guidance and counselling. It was through guidance and counselling that students remained disciplined and focused in life. Collins (2002) cited by Mikaye (2012)

indicates that through guidance and counselling students were assisted to be disciplined and be able to deal with challenges and realities they faced in their academic, social and physical environment. The current study assessed the material and literature support in place to support guidance and counseling services provided to pupils in private secondary schools in Lusaka district.

According to Bhartnagar and Gupta (1999), for better learner achievement it was necessary to aid pupils make progress in their education by developing good study skills. Kochhar (2006) supports this view by asserting that guidance services could guide pupils in developing good study habits by providing study skills which reduced stress in pupils for them to adequately prepare to sit for Examinations. In the process of guiding the pupils, educational guidance services play a vital role of removing problems that would otherwise have impeded on pupils academic performance. It was also argued that educational guidance and counselling services helped the pupils adapt to school for them to make educational decisions and choices by enlightening them about the educational facilities and also helped those with learning difficulties. The importance of educational guidance services was highlighted in a study by Omoegan (2000) who investigated the effects of educational guidance on the academic achievement of the adolescents in Lagos state secondary schools in English comprehension. In the study, the experiment group was exposed to educational guidance services in the group counselling, while the control group was not. Ten standard comprehension passages where used to generate pre-and post-test scores, and t-test statistics was employed to analyse the generated data. The results of the study reviewed that the educational guidance intervention was effective and thus promoted adolescent's academic achievement in English comprehension.

2.5.2 Vocational Guidance Services.

Vocational guidance services helped pupils to select suitable vocations after they had considered their strength, limitations, and preparations, educational and professional qualifications. They were meant to prepare pupils for a particular career by selection of relevant courses and programmes. Through vocational guidance services, pupils were therefore supposed to be provided with detailed information on cut off points, subject combinations, duration of training and the application procedures and training commencement of dates for courses at the

institutions of higher learning. According to Thoresen and Ewart (1978) the objectives for vocational services include the clarification of the type and extent of the decisions the pupils make and the goals they seek to attain. They further added that through vocational guidance services pupils could commit themselves to discovering more about themselves in terms of their needs, interest and abilities in order for them to see whether they could progress in the direction of personal goals.

A study in Kenya by Orenge (2011) assessed the status of career guidance and counselling programmes for students in public Secondary Schools in Nairobi province. Descriptive survey design was used for the study coupled by Stratified and Purposive sampling methods were used. The primary data was collected by the use of questionnaires and an interview schedule. The study found that the career guidance and counselling teachers were available but not adequately empowered with career guidance skills, knowledge and facilities to carry out effective career guidance services. Although these findings were insightful to the current study, the intention of the current study was to use descriptive research in private secondary schools in Lusaka to get the views of participants. In addition, the setting of Kenya is different to Zambia thereby making the study on guidance and counseling in private schools unique.

Taylor (2007) investigated the impact that career guidance and counselling had on the level of career indecision in the career decision making process of high school pupils in Cape Town. The sample consisted of 83 grade 11 and 12 pupils from single and co-educational schools in Cape Town. The findings of the study showed that the level of decision making reduced greatly in the pupils who were provided with career guidance and counselling at high schools. Vocational guidance services therefore helped pupils to select suitable vocations according to an individual's strengthens, limitation, preparations, educational and professional qualifications. These services prepare pupils for their career by selection of relevant courses and programmes, progress in the programme and availing them information on the various career prospects. According to Brown and Krane (2000) the most effective career counselling consisted of an individualised, interpretation and feedback. Information about relevant occupations, opportunities for necessary behaviours to be modelled helping pupils to make realistic career choices in light of their social network and written homework exercises. They found a positive relationship between the

effectiveness of career counselling interventions and the number of critical component included in the process.

Mc Whirter, Rasheed and Crothers (2000) found that there was an increase in career decision-making and vocational skills self-efficacy when high school pupils were provided with guidance services. They indicated that pupils felt better able to make career-related decisions and perform career- related tasks than those who never received guidance services. The findings further revealed that pupils exposed to guidance services also increased their expectations of pursuing and obtaining satisfying careers. It was not known whether or not this could be the case with pupils in Zambian privately owned   Secondary Schools, hence the need to conduct this study.

Pyne (2002) investigated Junior School pupils' perceptions on the terms ''career'' and occupation in Southern Alberta. The findings revealed that there was a need for pupils to be provided with occupational information in order for them to establish their area of interest, or be able to participate in active explorations. Additionally the study revealed that earlier career lessons promoted earlier explorations thus enabled older pupils to progress to more complex explorations involving great career skills, development and employability skills. Earlier exposure according to the findings had the potential to foster career growth and better prepare older pupils in making appropriate and informed choices for their future. Credence to this view is given to Peck (2004) who viewed career services as a means of pupils to choose a pathway through life in terms of employment, occupation, or career. The recipients of these services needed wisdom, perception and direction for them to effectively apply their experience and knowledge to their own particular situation and to tolerate the ambiguity of the human condition when making decision.

2.5.3   Personal and Social Guidance Services.

According to Kochhar (2006) personal and social guidance services were meant for pupils with problems of personal and social nature. Pupils may have problems related to them, families, friends, teachers and the society at large. They might feel insecure and frustrated when they fail to meet their personal, parental and societal goals. They were sometimes affected by the jealous of the siblings, dominations of the adults, lack of love and affection, failure to make successful friendship, difficulties in changing schools and feeling of inadequate and inferiority complex.

Personal and social guidance services assist them to adjust and to be well equipped to meet these personal and social pressures.

Egbochuku and Alhie (2009) studied the influence of peer group counselling and school influence on the self-concept of adolescents in the Nigerian   Secondary Schools. Sixty eight high school pupils from three schools, one for boys, one for girls and one co-education school in Benin City formed the sample. Using the pre-test and post-test control group experimental design the findings revealed that social and personal guidance increased the learner self-concept.

In a related study Wagner and Mcgowan (2006) found that social and personal guidance led to significant and sustainable reduction in the alcohol and marijuana use and substance problems among the high school pupils. In their study a sample of 289 pupils were referred for school based substance abuse counselling, of these 180 were exposed to group guidance and counselling, whilst 109 of them were offered treatment as usual for substance abusing pupils in the school system in which the study took place. The findings supported the contention that school-based group counselling could lead to significant and sustained reduction in learner's Alcohol and marijuana use and substance use in high schools. However, what was not known was whether personal and social guidance services were provided to pupils in privately owned Secondary Schools in Zambia, hence the need to conduct this study.

2. 5.4 Avocational Guidance Services

Pupils in boarding high schools spend more time outside the classroom per day. The teachers in charge of co-curricular activities usually engage pupils in educational programmes outside the classroom such as sports, community service and activities by learner clubs societies within and outside the schools. What they do during that time has a great bearing in their life and behavioral patterns. Individual personal characteristics are expressed when pupils are fully involved in the co-curriculum activities. The filling up of the vacant hours must be an important task of education if pupils were not drift, in a sea of confusion, doubt, anxiety and aimlessness in their early formative years. During such activities in schools with fully implemented guidance and counselling services pupils exceptionalities such as giftedness and maladaptive behaviours can be observed, studies and consequently the needed intervention provided (Adeoge, 1998).The school counsellors could educate the pupils on the benefits of derived from co-curricular

activities. The pupils in private   Secondary Schools differ from the public schools as most of their time is spent in the classroom than the selection of hobbies, co-curricular games, athletics and cultural programmes.

Rashid and Sitra (2005) carried out a study which investigated teacher's perceptions of the correlation between learner's participation in co-curricular activities and their competence skills in communication, cognitive, self-management and academic excellence in the Malaysian schools. Two hundred and fifty-two (252) teachers took part in the study. The study revealed that pupils who actively participated in the co-curricular activities were found to be more competent. The findings were similar to those of Ismat and Saleem (2007) who surveyed the role of co-curriculum activities using perceptions by stakeholders in Peshawar District Pakistan. Their study revealed that the general outcome of co-curricular activities on the learner's academic performance and personality growth was positive. According to them, co-curriculum activities complimented academic activities in attainment of education`s most important purpose of bringing change in pupils behaviours. It was not known whether this could be the case with the pupils in private   Secondary Schools in Zambia, hence this study.

Din (2005) conducted a study to determine whether participation in sports activities had any impact on learner's academic achievement in public rural high school of four rural school districts in the Kentucky area of the Appalachian mountain region. The immediate pre-season grades in English, mathematics, science and social sciences for a sample of 225 pupils were compared with their immediate post season grades in the same courses. The findings revealed that participating in the school-sponsored sports activities did not affect the academic achievement of the high school pupils. This study, however, strived to establish the type of guidance and counselling services provided to pupils in private   Secondary Schools.

2.5.5   Health Guidance Services.

Good health is the prerequisite for the pupils to participate in the curricular and co-curricular activities. It is particularly so in boarding high schools (Barki and Mokhopadhyay, 1986) Learner's need guidance to appreciate and appropriate good Health practices and habits. Health Guidance services aim at ensuring that preventive and restorative measures such as the supervision of the sanitation in the school dormitories, protection through immunisation against

diseases, early diagnosis and treatment of illness and health education through formal or informal sensitisation were adhered to.

Kamaou (2002) studied the factors influencing access and utilisation of preventive, reproductive health services by adolescent using a sample of 128 leaners aged 13 to 19 years in forms one and four from six single and co-education at   Secondary Schools in a Kenya Muranga District. The findings of the study revealed that pupils' behavioural, psychological, maturational, developmental and gender-specific sexual and reproductive health needs and concerns were not addressed. The study attributed the findings to the school health services and the lack of sufficient awareness services and the lack of sufficient awareness amongst the pupils to the preventive reproductive services. The study also shows that health workers were too few and heavily loaded with other responsibilities to offer the health services. Additionally, there was lack of adequate fresh environment and adequate counselling services in schools. However, it was not known whether guidance and counselling teachers were overworked in private Secondary Schools as health workers were overworked at their places of work hence, the need for the present study.

Maine (2007) studied the effects of guidance and counselling services in reducing the use of drugs amongst the youths in Kenya. The results showed that there was a continued high prevalence rate of drugs in high school including the boarding schools. The reasons advanced for this development included peer pressure, curiosity, friendship and easy access to some drugs. While guidance services had some significant influence in the disciplinary problems of pupils, Backer and Gerler (2001) stated lack of sufficient information on drugs, defensive parents, lack of proper guidelines from the Ministry of Education on the guidance services and limited time counsellors had due to workloads impacted negatively on the provisions of services. In contrast Allen's Worth, Lawson, Nicolson and Wyche (1997) asserted that most schools in Virginia in the United States provided health services such as screening, monitoring learner immunisation status, providing first aid, administering medication and providing a wide range of health services for pupils with disabilities and special health care needs. The researcher wondered if this was the case in privately owned   Secondary Schools in Zambia and so this study.

A study in Nigeria by Idehen and Oshodin (2008) stated that several factors affected the provisions of health instruction in   Secondary School. They included school head teachers' poor

management styles, little time allocated to the provisions of health education in schools, lack of health education teachers and the quality of the teachers providing health instructions, the available instructional materials in terms of text books, pamphlets and posters and other available infrastructure facilities such as play fields, toilets and time available for instructions in matters related to health education determined the effectiveness of the health services provided.

There is a very strong relationship between health and education. Ministry of Education (1996) states that poverty related malnutrition, environmentally-related malaria, sexually transmitted diseases such as HIV/AIDS and other health problems were widely spread. This posed danger to the effective and efficient delivery of education to the pupils in boarding   Secondary Schools. The Ministry of education in Zambia stressed that guidance services would help in resolving or mitigating the effects of ill health through the dissemination of health education in collaboration with the other stakeholders such as the Ministry of Health.

In addition pupils would play a very vital role in the provision of guidance services through peer counselling to fellow pupils at a time when school counsellors and health personnel may not be available. Arudo (2008) in a study to establish peer counselling experienced among selected Kenyan   Secondary Schools showed that peer counselling was very necessary for the development and growth of teenagers. The study revealed that schools with effective systems which ensured the availability of teaching aids, financial support, goodwill and in-service training for counselors would enhance counselling services and meet the intended objectives of providing peer counselling.

2.6   Factors Influencing Provision of Guidance and counselling Services

2.6.1 Guidance and Counselling not being Time Tabled.

Globally, time is amongst the critical resources affecting provisions of guidance and counselling services for children. In Ethiopia, Alemu, (2013) found that school counsellor did not have adequate time to holistically address the educational, personal and vocational concerns of children. Similarly in the USA, Smith et al. (2001), reports that school counsellors performed clerical duties, carried out administrative tasks and were totally responsible for special needs education case management and assessment work. In Kenya, School counsellors administered

school guidance and counselling services for children during evenings and weekends because they had obligations just like other teachers leaving them with little time to guide and counsel children (Karangu and Muola, 2011). Consequently, children in Kenya received poor school guidance and counselling services as school counsellors were unlikely to establish warm and trusting relationship with them because of lack of confidentiality. In Botswana, in contrast, school guidance and counselling services provision for children were time tabled (Stockton *et al,* 2010). The guidance and counselling teachers followed the school timetable to help the pupils on the stipulated period of time set.

Teacher counsellors were loaded with lessons just like other teachers, leaving them with little time for counselling (Tumuti, 1985).They did counselling during the evenings and weekends. Counselling was not provided for in the teaching timetable and therefore, teacher counsellors lacked time to offer the service (Mwiringi, 2002). If principals had a positive perception on the effect of work load on the guidance and counselling services, they were likely to apportion work in such a way that the counsellor was given ample time for counselling duties. A survey conducted on 20   secondary school counsellors from Malawi revealed that they were all full time classroom teachers and had no formal training (Banda, 1998). However the situation was not known in private   Secondary Schools, hence the need to conduct this study.

In a study by Mutti and Ndambuki (1999), in Kenya on whether the guidance and counselling programmes were time tabled or not, the majority said it was not. In any case, both teachers and pupils indicated that guidance and counselling took place when a need arose. This revealed that guidance and counselling was done haphazardly in most schools. This really affected the effectiveness of the programmes or teacher counsellor, as MOE (1977) noted that lack of specific time set aside for guidance and counselling was hampering the success of guidance and counselling programmes. It, therefore, becomes necessary to advocate for specific times set aside for school timetable for guidance and counselling programmes.

Choge and Ndegwa (2001), add that the provision of the guidance and counselling programmes must be made in the school time table as well as in the budget to facilitate guidance activities such as maintenance of cumulative record, arranging for care and orientation talks, screening of films or plan tours. The availability of adequate time for school guidance and counselling services provision was likely to result in school counsellors to have adequate opportunity to take

responsibility of their own guidance and counselling. Similarly, according to the US department of education (2003), the availability of programmes schedule and staff roles and responsibility were very crucial for the effective implementation of guidance and counselling programmes. In the present study, however, guidance and counselling did not have clearly defined roles and responsibilities. School counsellors were preoccupied with routine works coming from the school head teacher. Meanwhile, American school Counselling Association (ASCA) states that school counsellors should spend at least 70% of their time offering direct services to pupils, the present study showed that most schools counsellors spent most of their time on guidance and counselling activities like being unit leaders and other managerial activities. In Zambia the scenario is strange as guidance and counselling was not time-tabled in most   Secondary Schools leading to compromising the standards of guidance and counselling delivery. Therefore, this leaves a lot to be desired. There was need for the government of the Republic of Zambia to come up with a proper guidance line and policy concerning guidance and counselling so as to be time tabled to avoid doing things in a disorganized manner.

Available literature supports the provision of facilities for effective counselling (Egbochoku and Iyamu, 2000, Mutie and Vengagroot, 1998). A principal who has a positive perception of the effect of facilities on counselling is likely to have the necessary amenities for the programme. Likewise, students who have positive attitudes towards guidance and counselling were likely to seek the service. Women were likely to help than men (Saunders 1996). Male student hold more negative attitude towards seeking guidance and counselling than female students (Chan and Naute 1997). A principal with a positive perception of the student attitudes seeking guidance and counselling services was likely to deal with issues that discourage student from seeking help such as allocating an office that provided some degree of privacy.

Female counsellors were more able in dealing with clients than male counsellors according to the study findings by (Wanjohi, 1990 and Maaitthya, 1998). Literature on age and effectiveness as counsellors was not conclusive. Aging comes with experiences in the profession as some students were conformable with young counsellors while others would want to seek help from the relatively order counsellors (Sunguti, 2003, Republic of Kenya, 1999: Wanjohi 1990).The researcher wondered if this could be the same situation in Zambia, hence the need to conduct this study.

A study by Charema (2008) done in Botswana revealed that training, lack of time for counsellors, facilities, for example, private reading rooms and counselling materials and teaching workloads were some of the factors hindering effective counselling in   secondary schools as perceived by school counsellors. Another study in Nigeria on 400   secondary schools in Aboujah city, students found that insufficient counsellors, inadequate available of counselling facilities and the qualification of guidance and counselling personnel had an impact on the quality of guidance and counselling services. However, the status of guidance and counselling was not known in Zambian Private Schools, hence the need to conduct the study.

 According to Oladede (1987), the quality of counselling services rendered depended a great deal on the training of counsellors. Other studies (Perusse and Goodnaf, (2005); Sumarah and Lehr, (2002); Benzanson and Kellet, 2001) have shown that support by teachers, parents, school administration and principals as well as training of counsellors were important in the successful implementation of counselling. However, what was not known was whether or not in the private secondary schools the stakeholders supported guidance and counselling and hence the need to conduct this study.

Amani (2015) assessed the status of career guidance and counselling services in four universities in Tanzania. The objectives of the study were to: identify and document the career counselling services offered, identify the career counselling needs of undergraduate students, explore the level of support of universities for students' transition to the world of work and identify the challenges which hinder effective provision of career guidance services. The study was informed by interpretive paradigm using the qualitative research approach. The study revealed four major career counselling needs: Knowledge of the self and world of work; employment opportunities; job requirements and salary prospects as well as preparation for joining the world of work. Moreover, it was found that in most universities career services were at a fairly elementary. Students in all fields received occupational information except those in the field of education. Furthermore, the findings revealed that low students' self-awareness, lack of both enough professional counsellors and a clear policy for implementing career guidance and counselling services at both university and national levels were the most fundamental barriers to effective provision of career guidance and counselling in Tanzania. This study was done in private secondary schools in Lusaka district

2.6.2 Facilities and Resources

The provision of facilities and resources in guidance and counselling department in   Secondary Schools is hindered by inadequate funding. According to Kafwa (2005), funding has been a major obstacle in many countries. He added that, without funding, teachers were paralyzed in their responsibility of providing guidance and counselling to students. Inadequate leads to lack of facilities and resources and this is the main hindrance to effective guidance and counselling, as a result counsellors were not motivated enough to carry out their assigned duties effectively.

Esere (1998) cited by (Kwalombota, 2014) reported that guidance and counselling teachers did not have adequate infrastructure and other facilities in order to function effectively in schools. Guidance and counselling was still presented in most schools as a supplementary function which may be adopted or ignored without causing harm to the provision of quality education.

Abdul (2012) states that sometimes counsellors are compelled under given circumstances to use their own money for purchase of items such as books, files and pens which they need to carry out their duty. He adds that, there were also instances where counsellors needed money to go for more information that would help in finding solutions to certain problems. Their efforts were usually foiled up if the school could not afford to fund such trips. Most countries had no provision for guidance programme and usually if there was funding available for implementation of guidance and counselling programmes then it was ad-hoc and grossly inadequate (UNESCO, 2007).

Kafwa (2005) found out that the following resources were not available in schools studied in Kenya: motion film projector, audiocassettes, and videocassettes recorder, teachers should therefore be supplied with relevant materials for the success of the challenges pointed out by Mutie and Ndambuki (1999) which affected the provision if physical facilities and other resources in the guidance and counselling were that, reference books in guidance and counselling in secondary schools were very few and that some schools head teachers considered guidance and counselling as a luxury and not a priority.

The counsellors' office should have furniture that includes a desk and chair as suggested by Frank and Karyu, (2005) they add that clients seemed to work better if their chair was responsibly paddled but not only stuffed. This is because clients seated in overstuffed chairs may

feel almost too relaxed and may even get to the point at which they lose motivation to work on their problems, there was need to find out the influence of these facilities and resources on the effectiveness of guidance and counselling.

2.6.3 Readiness of Students to Seek Guidance and Counselling.

According to Rana (2000), most students seek counselling when a crisis point is reached. That is when they cannot find a way of moving forward on their own and they realise that they are in need of help. Mutunga (2003) found out that the level of voluntary counselling was very low due to lack of trust, fear of victimising and poor counselling atmosphere. He noted that students were yet to perceive guidance and counselling positively and embrace it appropriately. Wambili (2003) established that although students were faced with many personal problems, very few visited guidance and counselling center. Most students sought help from their peers than from the teacher or counsellors (Ogoda, 2009).

Lack of confidentiality may hinder students from seeking guidance and counselling. Confidentiality means that counsellors should not disclose to others what a client has said in the Counselling session without the permission of the client as observed by (Frank and Karyu 2005). Religious differences between the client and the counsellors also hinder students from seeking guidance and counselling services (Abdul, 2012)

2.6.4 Attitude of Students towards Guidance and Counselling.

An attitude is any teamed enduring predisposition to respond in consistently favorable or unfavorable ways to certain people, group, ideas or situation, it is a person's feeling about something (Effinger 2005). Previous studies such as those of Denga (2001) have shown that principals and teachers constitute the greatest obstacle to the success of guidance and counselling services and counsellors in particular. Attitudes are beliefs and feelings that predispose our reactions to objects, people, and events.

Gitonga (1999) points out that attitude consisted of three types of components. These were the cognitive components, affective and behavioral components. The cognitive component relates to thoughts and beliefs, the affective relates to emotions or feelings and action. These three components of attitudes interacted in such a way that specific feelings and reaction tendencies

became confidentially associated with the attitude object. However, the attitude of the members of staff and pupils towards guidance and counselling in private Secondary Schools was not known.

2.6.5   Guidance and Counselling Teachers' Working Environment

The other contributing factor to good Counselling was the counsellor's working environment. Downing (1964) argues that the contribution of the school counsellor to pupils, school and society was dependent upon the existence of certain environmental conditions. He argued that counsellors needed to be free from administrative and clerical assignment which interfered with their responsibility as professional school counsellors. They needed to have the physical facilities appropriate to the work such as a private office which offered a relaxed, comfortable atmosphere in which they communicated with pupils and others in confidence and without interruption. To function well, counsellors' employment needed to be on full time basis and be extended beyond the normal school year. On the other hand, counsellors' salaries be commensurate with their level of training and experience and be compensated for the time they worked beyond the regular school year. Brammer and springer (1971) further say that the number of pupils for whom a counsellor was responsible needed to be such that the counsellor could carry out functions effectively for all of them. It is recommended that this pupil load should not exceed two hundred and fifty to three hundred pupils per councilor in developing countries. Above all counsellors should have a time schedule which enables them to pursue such activities as research participation in professional conference, and visits to other school, colleges, places of employment etc. The present study therefore sought to investigate the working environment in which counselling services were provided to pupils in selected private Secondary Schools in Lusaka district.

2.7   Ways in Which Pupils Benefit from Guidance and counselling Services

Before discussing the benefits of Guidance and counselling services to pupils, it is important to discuss the parameters of guidance and counselling provision which were beneficial to pupils. According to Gysbers (2004), for effective guidance and counselling provision in schools, good measures should be employed to facilitate a conducive atmosphere for guidance and counselling. The rationale is that there were many good decisions that pupils in schools would be able to

make, for themselves when sufficient and appropriate information was provided. Mapfumo and Nkhoma (2013), argue that there were other good decision for which pupils needed such as listening, questioning and relating skills of counsellors to reach the sort of decisions that were personally meaningful to them and that improved the quality of their lives. This simply means that an appropriate guidance and counselling service provision would be able to benefit pupils inside a way that pupils would be able to make good decisions that would be translated into quality of life for such pupils. What is cardinal therefore is the functional guidance and counselling programme in schools. The current study endeavored to establish the status of guidance and counseling services provided in selected private secondary schools of Lusaka district and assess whether personal, social benefits, careers and vocational benefits and scholastic - academic benefits were provided.

In America, for example, under personal and social benefits, Lonbory and Bowen (2004) and Lapan (2001) explain that effective school guidance and counselling services created a safe school environment. This leads to students' greater feeling of safety in schools. In this kind of environment therefore, pupils have a sense of belonging and being secure.

Furthermore, Bruckner and Thompson (1987) state that students were able to make friends and hold their temper down as a result of the school guidance and counselling services they would have received from schools. Therefore, the feeling of insecure together with invaded violence and indiscipline behaviour are reduced. In schools where there is a high rate of violence and indiscipline cases, it is an indication that guidance and counselling services do not adequately benefit pupils. However, it was not clear whether the pupils benefited from guidance and counselling services provided in private secondary schools in Lusaka district, hence the need to conduct this study.

Under scholastic academic benefits, Gerler (1985) reports that school counselling services in America positively influenced the affective, behavioral and interpersonal domains of children's lives and as a result affected student's achievement positively. It was also established in America that effective school guidance and counselling resulted in increases of behaviours related to achievement such as improved study habits, efficient use of time and greater academic effort (Otwell and Mullings, 1997). Furthermore, Gherter and Herndon (1993) added that effective school guidance and classroom behaviour reduced student's anxiety and improved self-concept.

It was not known as to whether the situation described above was also obtaining in Zambian privately owned   secondary schools hence the need for the study.

Snyder and Hackertt (1993) and Jones (1993) postulate that in America, students who received school guidance and counselling services reported that they learnt about careers, developed a clearer idea about possible careers for themselves, earned things about themselves and had been encouraged to learn more about careers. Furthermore, such pupils worked towards their careers path with less anxiety about life after high school.

According to Blair (1999) as cited by Gysbers and Lapan (2001), a comprehensive guidance and counselling programme should show evidence of school counsellors having more time with pupils in an effort to promote public understandings of their programmes or services and that there should be less time spent on routine clerical tasks. Pupils benefitting from guidance and counselling programme should therefore report to their school counsellors more frequently for meetings. Furthermore, comprehensive guidance and counselling services that benefited pupils positively were anchored on pupil's academic achievement, good attendance, good classroom behaviours, conducive school climates and the development of pro-social behaviour among pupils (Gysbers and Lapan, 2001). It was not known whether or not the pupils were benefiting from guidance and counselling services offered to them in Zambian privately owned secondary schools, hence the need to conduct this study.

Banda (1998) supports the above findings when she revealed that Malawian   secondary school guidance and counselling services helped students understand their interests, abilities and potentialities and developed them to the full. Students who had benefitted from guidance and counselling services were able to identify their educational and vocational opportunities with fewer problems. The researcher wondered whether or not it could be the same with pupils in the Zambian privately owned   Secondary Schools hence the need to conduct this study.

Mapfumo and Nkhoma (2013) also argued that guidance and counselling services in Zimbabwe were structured like any other comprehensive programme in development countries and their evaluation focuses on the key components of comprehensive programme elsewhere. The Zimbabwean guidance and counselling programme was made up of three principal components.

The first is the curriculum itself which comprised three major areas: career planning and exploration, knowledge of self and others and educational and vocational development. Pupils benefit from such services by becoming aware of various vocation or career opportunities out there for them. Furthermore, educational strategies were tailored towards achieving their dream career (Mapfumo, 2001).

In addition, the second component of the Zimbabwean comprehensive programme was made up of responsive services which were reactive in nature. Starr (1997) cited by Mapfumo and Nkhoma (2013), states that such services were normally not proactively offered by the school counsellor only but also by pupils, other teachers or members of the communities. These services benefited pupils emotionally and psychologically as they included counselling for pupils with personal or emotional challenges needs. Consultation with teachers and other staff, and consultation with the advisory committee of the school were made by pupils and they had reduced stress, fear and increased confidence of themselves.

Thirdly, the Zimbabwean guidance and consulting programme deals with the system of support related to the management activities requires running the programme.

These are services which include professional development opportunities for counsellors and other members of staff in the community outreach programmes. These services benefited pupils in that no matter what problem they might be having, the outreach programme and the partnership between the school and the community will enable pupils meet someone to talk to and consequently receive help. Some of these professionals can even connect vulnerable pupils to relevant organizations that can give them appropriate help (Gazzola and Samson, 2004; Gysbers and Henderson (2006) cited by Mapfumo and Nkhuma (2013).The researcher wondered whether or not that can be applicable to pupils in Zambian private   Secondary Schools hence the need to conduct this study.

The benefits which pupils derived from guidance and counselling services can be assessed in terms of their output. If effectively implemented and offered, guidance and counselling services have been reported to bring about a number of benefits for the pupils who take part in the programme. For examples, Sinc and Stroh (2003) argue that some studies had shown that school counselling programme had a positive effect on students' academic achievement and that they

31

reduced test and examination anxiety. Counselling programmes can also assist students with decisions about the right college and general further education.

In Zambia, several studies have been conducted to try and ascertain the benefits of guidance and counselling services in schools. For example, studies conducted by Tuchili (2008), Kasonde et al (2009), Nkhata (2010) and Makumba (2013) revealed certain parameters for a beneficial guidance and counselling programme. The parameters include the provision of various guidance and counselling services in schools, availability of trained school guidance and counselling services such as records, time tabling of services and positive responses from pupils themselves and other stakeholders.

In a study conducted by Tuchili (2008) in Lusaka it was established that pupils were aware of guidance and counselling services provided by their schools and that the majority of them had indicated that pupils benefited in such ways as developing the study skills, gaining knowledge of entry requirements into tertiary educating knowledge of various careers out there in the field, developed skills in dealing with the loss of their beloved one and other personal and interpersonal issues. However, what was not known was whether the pupils adequately benefited from guidance and counselling services provided to pupils in Zambian privately owned secondary schools.

A study by Kasonde *et al*, (2009) revealed that both pupils and teachers perceived the guidance and counselling services to be effective although a substantial number of pupils of about 31% were of the view that those services were ineffective due to the fact that pupils did not utilize them as they thought that the counselling unit lacked confidentiality and at times instilled a sense of fear in them but both teachers and pupils said that most of the parameters indicated above were present in schools and most pupils were satisfied with the services provided. Furthermore, pupils benefited in such ways as being able to choose the right subjects and developed knowledge of various entry requirements to higher education. The researcher wondered whether this was the same situation in Zambian privately owned Secondary Schools in Lusaka, hence this study.

In another study conducted by Nkhata (2010) in selected boarding schools in Southern Province, it was reported that both pupils and teachers had indicated that guidance and counselling services were provided in schools and pupils benefited from them although some services were none

existent. For example, subject selection and combination were not offered. The study also indicated that the head teacher of the school visited had indicated that guidance and counselling services were inadequate and their benefits to pupils were also compromised because the teachers providing such services were not qualified and had not received any training. But the study indicated that many of such services were offered and pupils had benefited.

The guidance teachers were keeping records of the activities in their schools. The researcher wondered whether or not the pupils in Zambian privately owned secondary schools in Lusaka could experience the same.

A study by Makumba (2013) in Mumbwa district investigated the status of guidance and counselling in selected basic schools. One of the objectives of the study was to establish the category of pupils who benefit most from guidance and counselling services in basic schools. The study used a survey approach. The sample size was 100 pupils' and100 teachers in charge of guidance and counselling services in selected schools in Mumbwa district. The findings of this study were that girls benefited more than boys from guidance and counselling services; grade 8 and 9 pupils benefited more than any other grade from guidance and counselling services. Moreover, Makumba (2013: 80) argues, "most teachers are not trained in guidance and counselling the aspect that leaves one to wonder what sought of counselling pupils received from the teachers, who have little or no knowledge about guidance and counselling." In spite of the above short coming the study indicated that many more service were offered and pupils benefited as they developed skills to help deal with their problems. Girls were reported to benefit more from the services as they were counseled when sexually abused and most, of them were served from being married off. Boys also received counselling and they reduced on abusing alcohol and drugs.

2.8   Measures to Improve Provision of Guidance and counselling Services.

Having reviewed related literature in regard to the benefits of guidance and Counselling services offered to pupils in schools, it is important to look at what measures can be put in place to enhance counselling services to pupils in private secondary schools in Lusaka district, Zambia. In Uganda the Ministry of Education and Sports (MOES) has put in place measures to strengthen guidance and counselling services in education Institutions. It has, for example, created a fully-

fledged Department of guidance and counselling in the Ministry of Education and Sports, developed reference materials for teachers, conducted workshops, strengthened monitoring and supervision, and developed policies and guidelines to address psychosocial difficulties experienced by school children MOE, (2010) and Ssenkuma, (2010). Despite these efforts there has been an escalation of indiscipline among Secondary School students in Uganda, Gulu municipality inclusive. Literature points to the fact that, there were waste reports on strikes, student unrest, examination malpractices, absenteeism, drug abuse and bullying (Ocoromach, 1999; Seburimage, 1998). According MOE (2008), one of the reasons for this trend of events was that pupils' needs were not attended to in time. The situation in Uganda may be the same with that in Zambian public secondary schools. However, this study was not targeting public schools in Zambia but private secondary schools in Lusaka district in Zambia.

Chireshe (2006) and UNESCO (1982) findings can be explained by the fact that each guidance and counselling strategy was effective in handling specific situations and that not all situations could be dealt with using only one strategy. Group guidance and counselling was more effective in handling problems common to all pupils (Hayes, 2001); UNESCO, 1982). Such problems include: Orientating new comers, choice of school, subject, courses, examination techniques and revision skills. In a group set up, a conducive environment is tenable for pupils to express their concerns and receive feedback that help them live better lives.

Individual guidance and counselling, on the other hand was more effective in handling personal challenges such as copying with stress, loss of relative, subject difficulty, and other family related issues. In such situations, pupils cannot easily open up to a group for fear of being exposed (Mubanga, 2014). For example, whereas pupils with high self-esteem would feel comfortable to air out their challenges in a group setting, timid and shy pupils would not. Over use of one strategy, therefore, means that other aspects of guidance and counselling were neglected and likely to contribute to learner misbehaviour. Both individual and group guidance and counselling strategies augment each other and should be used depending on the situation that unfolds. Head teachers and teachers should adopt the use of both group and individual guidance and counselling. It can therefore be recommended for ministry of education in Zambia to organize in-service training on school guidance and counselling for all teachers and head teachers (Makumba, 2013).

There is need to increase human resource in the department of counselling. Makinde (1994), supports this by saying that qualified teachers in Secondary Schools were scarce, therefore the government should train teachers in Counselling. This move has been seconded by Kayungwa (1999), who revealed that the government was aware that guidance and counselling is an essential service that can enhance teaching and improve the competence for teachers and make learning more meaningful and this can be seen by a number of teachers who were now undergoing in-service training in counselling. In a Zambian setting, good examples are at technical and vocational teachers college Luanshya, NISTCOL- Chalimbana and the University of Zambia that have opened up to offer these services. However, it was not clear if the private schools also sent their teachers for in-service training in guidance and counselling services provided to pupils in privately owned secondary schools in Lusaka district.

For those who are already trained in guidance and counselling, in-service programmes should be provided to them so that they are kept abreast with the latest ways of providing counselling services to the pupils and how best they can handle pupils. The other thing is that counsellors should be given chance to work with students and teachers freely through participation. Pupils should be free to the counsellors and other teachers without interference from the school administration while the government should establish school counselling programmes and use school counsellors to maintain individual respect and self-discipline.

This can only be achieved if the school counsellor should receive basic training as in a holistic manner, practice to prevent problems, rehabilitate problematic clients, keep pace with changing social needs, and at the same time maintain stability in the profession Makinde (1994). This is because the counsellor is one of the most important persons in the school who performs different roles. The counsellor performs three important roles namely rehabilitative roles, preventive roles and educative and developmental roles. Makinde (1994) states that in rehabilitative roles, the counsellor helped persons who were presently experiencing difficulty. In rehabilitative roles, the counsellor anticipates, circumvent and if possible forestall difficulties which may rise in the future, while in the development role, the counsellor helped individuals to plan, obtain and derive maximum benefit from educational, social, vocational and avocational and other kinds of experience which would enable those individuals to discover and develop their potential.

Counselling should not be taken as a lighter occupation which can be handled by any person. It must be a profession as it requires a high order of special skills and knowledge. This unique expertise must be recognized by society as being of paramount importance in order to promote high quality skills, contribute to the molding of intelligence, and prepare individuals for the acceptance of occupational ethics. Counselling would warn the status of a true profession in developing countries like Zambia when its training programmes increase the competence and ethical attitudes of those who seek to become counsellors.

2.9   Summary

In summary, the literature reviewed relates to guidance and counselling in the areas of educational, vocational, avocational and personal social and health guidance and type of services available to pupils in the   Secondary Schools. The literature also covered counselling, appraisal, placement and follow up, orientation, rights of a child, awareness and the medical examinations activities available in some of the schools. The next chapter is a discussion of the methodology used to carry out the study.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter describes the methods that were applied in carrying out the research. It provides a description of research design, the study population, sample size, sampling procedure and research instruments for data collection, procedure for data collection, data analysis and ethical consideration.

3.2 Research Design

Kasonde-Ng'andu (2013) defines a research design as the structure of research that holds the elements in a research project together. It locates the researcher in the frame of mind to get to places where to find information that is relevant to the question in mind. This study used a descriptive case study design in order to obtain extensive results on the status of guidance and counseling services in selected private schools of Lusaka district. Orodho (2003:71) opines that descriptive case study research is a "method of collecting information by interviewing or administering a questionnaire to a sample of individuals." It allowed the researcher in the current study to bring out the participant's views and opinions on the subject in a more elaborate manner in order to establish the findings of the study.

Therefore, qualitative research methods were used to collect data. Dawson (2013:14) defines qualitative research as "exploring attitudes, behavior and experiences through interviews or focus groups in order to get an in-depth opinion from participants." In other words, the qualitative approach was employed because it was helpful in ensuring that the researcher obtained holistic views of the phenomenon by exploring meanings, feelings, experiences and perceptions of the subjects (Tashakkori & Teddlie 2003).

3.3 Study Population

White (2003) defined a study population as the universe of units from which the sample is to be selected. The study population comprised all pupils, guidance and counselling teachers and head teachers in selected private secondary schools of Lusaka district.

3.4   Sample Size

The sample for this study consisted of 64 respondents, distributed as follows: 50 pupils, 10 guidance and counselling teachers and 4 Head teachers from the selected Private Secondary Schools within Lusaka District.

Table 1: Pupil participants by Gender and School (N=50)

School	Female	Male	Total
A (High Density)	7	8	15
B (High Density)	9	6	15
C (Medium Density)	5	5	10
D (Low density)	5	5	10
Total	**26**	**24**	**50**

Table 1 shows pupil participants by school and gender. There were 7 girls and 8 boys from private   Secondary School A, 9 girls and 6 boys from School B, 5 girls and 5 boys from each school, Medium and Low density respectively.

Table 2: Guidance and counselling Teachers by School and Gender (N=10)

School	Males	Females	Total
A (High Density)	1	2	3
B (High Density)	1	2	3
C (Medium Density)	1	1	2
D (Low density)	1	1	2
Total	**4**	**6**	**10**

From table 3 above, there were 4 male and 6 female guidance and counselling teachers drawn from the four selected schools.

Table 3: Head Teachers by Gender (N=4)

School	Gender	Frequency

A (High Density)	Female	1
B (High Density)	Male	1
C(Medium Density)	Male	1
D (Low density)	Female	1
Total		**4**

From table 3 above, there were two female and two male Head teachers drawn for the study sample.

3.5 Sampling Procedure

The study used quota sampling technique to select the Schools based on geographical location. In this study the technique involved grouping of schools into three geographical locations; low, medium and high density areas. The schools from each of these groups were then selected using a lottery simple random sampling procedure. Two schools were selected from the high density area, one from the medium and another one from the low density locations. Purposive sampling technique was used to select the guidance and counselling teachers and head teachers by virtue of their positions while convenience sampling was used to select the pupils who were easily accessed and willing to take part in the study. Teddlie and Yu (2007) states that purposive sampling is used in order to target specific personnel for a particular research study. It targets those with an in-depth knowledge about particular issues due to their professional role, power, and access to networks, expertise or experience. Hence, purposive sampling was necessary to select the teachers because the researcher targeted the guidance and counselling teachers and Head teachers who may have rich information about guidance and counselling services in schools.

3.6 Instruments for Data Collection

The study used semi- structured questionnaires and interview guides. The semi-structured questionnaires were administered to the guidance and counselling teachers and the pupils to obtain in-depth qualitative data. It was expected that teachers and pupils would explain the status of guidance and counselling than being restricted to a limited category of ideas. Interview

guides were subjected to the Head teachers in the four selected private secondary schools in Lusaka district, Zambia.

3.6.1 Semi-structured Questionnaire

In this study, semi structured questionnaires were used to collect data from the pupils in the selected Private secondary schools on the provision of guidance and counselling services. Through the use of a semi structured questionnaire, the researcher was able to assess the perception, opinions and feelings of the pupils with regard to the provision of guidance and counselling services at their schools. The semi structured questionnaires comprised open ended questions to enable the pupil respondents to give in-depth information on the subject under investigation.

3.6.2 Interview Guide

In this study, the researcher also used interview guide in the collection of data from the Head teachers in the selected private Secondary Schools. The interview guide comprised open- ended questions in which oral questions were asked and oral responses were given. The responses were recorded on a Memory Disk and later transcribed into written notes for the purpose of analysis. Creswel (2009) noted that the use of interviews in social research was important as it allowed the researcher to ask follow-up questions, and hence, get well-detailed clarifications. The interview guide was used on a one to one interaction in each school visited in order to solicit information from the Head teachers on guidance and counseling services without interferences.

3.7   Data Collection Procedure

Data collection is gathering information in order to prove or refute facts. Komb & Tromp (2006) argues that researchers collected data to help policy makers plan properly and effectively by influencing progressive and legislative policies and regulations. Before going into the field, the researcher collected an introductory letter from the Assistant Dean for postgraduate in the school of education at the University of Zambia and took it to District Education Board Secretary's (DEBS) office Lusaka to seek permission to conduct the study in the district. Permission was also sought from head teachers who linked the researcher to the guidance teachers. Before the participants were given any task, the researcher got their consent on their

willingness to participate in the project. The researcher distributed the semi-structured questionnaires to the Guidance and counselling teachers and the pupils who individually completed the questionnaires while the school administrators were interviewed through the face-to-face mode. The interviews were recorded and data transcribed for analysis.

3.8   Data Analysis

Thematic analysis was used to analyze the data. This approach involved grouping of the emerging themes from the responses generated on each question from the questionnaires and during interviews. The questions employed in the semi structured questionnaires and in the interview guides formed the central themes on which the analysis was based. The responses on each question were grouped according to the emerging themes. The process was repeated until all responses were grouped according to the themes or sub-themes that emerged from the study.

3.9   Ethical Consideration

The researcher was first cleared by the research ethics committee; introductory letter was obtained from the Directorate of Research and Graduate Studies at the University of Zambia. The letter was then presented to the selected private   secondary schools for permission to carry out the research. The study took into account all possible and potential ethical issues. The measures taken to ensure compliance with ethical issues included, but not limited to: keeping the identity of the respondents confidential. As lightly identified by Eric (2009), the principle of confidentiality and respect are the most important issues requiring compliance on the part of the research. The basic ethical requirements demand that the researcher respects the rights, values and decisions of the respondents. In addition, during research, respondent's responses were neither interfered nor contested by the researcher. Informed consent was obtained from both the respondents and the people in charge of the places where the research was carried out. All respondents received equal treatment.

3.10   Summary

This chapter of the study discussed the methodology that the study employed. The chapter elaborated the following themes of the study methodology: the study design, population of the study, sample size, sampling procedure, research instrument, data collection procedure, data

analysis and ethical consideration. The next chapter presents the presentation of the findings of the present study.

CHAPTER FOUR: PRESENTATION OF THE FINDINGS

4.1 Overview

This chapter presents the findings of the study on the status of guidance and counselling in selected private   secondary schools in Lusaka district. The presentation of the findings addresses the four research questions namely: What type of guidance and counselling services are provided to pupils in private secondary schools; what factors influence the provision of guidance and counselling services in private   secondary schools; how do pupils benefits from guidance and counselling services provided in the private   secondary schools in Lusaka district and what measures should be taken into consideration to improve the provision of Guidance and counselling services in private   secondary schools in Lusaka district?

In order to establish the type of guidance and counselling services provided to pupils in private schools, the pupils; teachers and head teachers from schools A,B,C and D were either given questionnaires or subjected to semi structured interviews.

4.1 Type of Guidance and Counselling Services Provided to Pupils

Respondents were asked to state whether their schools provided guidance and counselling services. The responses in table 4 below are only from pupils.

Table 4: Provision of Guidance and Counselling Services (N=50)

Responses	F	%
Yes	45	90
No	5	10
Total	50	100

The findings in table 4 shows that (45) 90 percent of the pupil respondents indicated that their private secondary schools provided guidance and counselling services and (5)10 percent of the pupil respondents indicated that their schools did not provide guidance and counselling services.

Similarly all the ten guidance and counselling teachers and four head teachers stated that their private secondary schools offered guidance and counselling services to the pupils. This clearly shows that guidance and counselling services existed in the private secondary schools.

4.1.2 Common Types of Guidance and Counselling Services

The pupils, guidance and counselling teachers as well as head teachers were asked to state the common type of guidance and counselling services provided in their schools.

Table 5 below shows the pupils responses on the type of guidance and counselling services provided in the private secondary schools.

Table 5: Type of Guidance and Counselling Services

Type	F	%
Educational Guidance	29	58
Personal Guidance	16	32
Social Guidance	5	10
Total	**50**	**100**

The findings of the study shows that out of the 50 pupil respondents, (29) 58 percent indicated educational guidance as the most common type of guidance and counselling service provided in the private secondary schools. The second common indicated was personal Guidance, represented (16) 32 percent of the pupil respondents and the least common type was the social guidance, represented by (5)10 percent of the pupil respondents.

During the interviews with the 4 school head teachers and the 10 guidance and counselling teachers, on the type of guidance and counselling services provided, educational guidance was the common response that nearly every interviewee brought out. For example, one participant from school B said:

> *Madam educational guidance is very common here and I do it in a communal way in the period assigned for guidance.*

 In addition, one head teacher from school A had this to say:

Guidance and counselling teachers deal with so many issues. Pupils face a number of problems and common among them are financial problems. This being a private secondary school the director has no mercy to tolerant the pupils who do not pay the school fees. Such pupils are asked to go home and are told to return to school only when they pay the school fees and when they fail to source for such monies there are no excuses.

4.2   Factors Influencing Provision of Guidance and Counselling Services

The respondents were asked to state the factors that influenced the provision of guidance and counselling services in private secondary schools. The study revealed a number of factors as influencing the provision of guidance and counselling services. The table below shows the responses from the pupils.

Table 6: Factors Influencing the Provision of Guidance and Counselling

Factor	F	%
Guidance and counselling not time tabled	24	48
Neglected by pupils	11	22
No trained personnel	7	14
Pupils negative attitude	8	16
Total	**50**	**100**

As shown from the table 6 above, (24) 48 percent of the pupils reported that guidance and counselling was not on the school timetable, (11) 22 percent of the pupils revealed that guidance and counselling sector was neglected, (7) 14 percent stated that guidance and counselling teachers were not trained and (8) 16 of the pupils reported that pupils had a negative attitude towards guidance and counselling.

The same question was asked to the guidance and counselling teachers and the head teachers on the factors that influenced the provision of guidance and counselling services. The study established that the provision of guidance and counselling was mainly affected by factors such as: lack of office space, inadequate financial and material resources, lack of knowledge on the significance of guidance and counselling by both teachers and community members and also negative attitudes by pupils towards guidance and counselling. A guidance and counselling teacher from school 'D' had this to say:

Madam as you can see accommodation space is not enough and adequate. Guidance and counselling is supposed to be provided in an office but office space is not available at this school. Guidance and counselling is not respected by the owners of the school. No office is assigned where the services should be provided; hence it is very difficult for me as an individual involved in the provision of Guidance and counselling services to make the department develop fully.

Furthermore, one head teacher from school C echoed:

"*Madam the sector lacks adequate allocation of resources or funds and I am sure you know that without money or resources nothing can materialise.*"

Another head teacher from school B said: "*The school and the community lacked knowledge on Guidance and counselling and so the activities under it were regarded as a shear waste of academic time as it was regarded as an extra-curricular activity.*"

Another head teacher explained: "*children in private schools think that everything is well with them and they have a negative attitude towards such activities. When a teacher is trying to give Guidance or counsel to them, they do not mind or pay attention.*"

The pupils' attitude towards guidance and counselling services was very bad. The majority of them when asked about guidance and counselling they would say it was not important to them as anyone would provide the service and not only a counsellor or a guidance teacher in a school.

4.3   Benefits of Guidance and Counselling Services Provided to the Pupils

The pupils were asked to state in their view how guidance and counselling services impacted on their discipline while at school. The responses from (25) 50 percent of the pupils were that guidance and counselling had helped them to focus and concentrate on their studies, knowing the reason of being in school. Knowing the importance of school, pupils work extra hard in the areas of academic work as concentration only comes with discipline and knowing what someone wants to achieve in life.

The majority of the pupils from school B revealed that guidance and counselling activities benefited them so immensely. For example, they reported that guidance and counselling services had managed to bring about good behaviour among the pupils. It was also revealed that they learnt how to make good decisions and managed their study time well. In addition, (12) 24 percent of the pupils disclosed that they learnt the study tips in guidance sessions and learnt the

importance of good discipline which helped them to work extra hard. In addition, guidance and counselling helped pupils in becoming better persons in life in that the pupils learnt wisdom from people as it was based on life facts. For example, one pupil said:

"Through guidance and counselling services I have managed to change our behaviour. I am now able to make good decisions and manage my study time well."

The guidance and counselling teachers were asked to explain how guidance and counselling had benefited the pupils in the following categories; personal/ social guidance, career planning and exploration and educational guidance.

One guidance and counselling teacher from school 'C' said:

> *Career planning and exploration has availed our pupils with important information on career path ways in which our pupils are able to choose the subjects accordingly to their ability and interest of what they want to do and become in future.*

In addition, another teacher from school 'A' added:

When the pupils just report to school in grade 8 or 10, I assemble them and explain to them the subject combination and tell them about the carer pathways. The pupils then choose the subjects according to the desired career of their choice in the future.

Another guidance and counselling teacher from school D had this to say, *"Madam career planning is beneficial to our pupils as it determines areas in which a pupil has strengths and weakness."*

Nevertheless, on education guidance most of the guidance and counselling teachers stated that the pupils learnt organisational skills where pupils learnt how to prepare themselves in school and discovered how to complete assignments assigned to them such as class work or homework assignments.

For instance, a teacher from school 'A' said:

"You see madam educational guidance helps pupils to be focused so as to study effectively, concentrate during lessons and become committed with their academic work."

Another teacher from school 'C' said;

With the help of the school administration I invite people from different careers to come to the school to give motivation talks. When people from different professionals come to school to give the career talks, they equip the pupils with motivational career talks. These motivational career talks shape behaviours of our pupils and because of such they are motivated to work hard so as to strive to be what they want to become in future.

4.4   Measures taken to improve the Provision of Guidance and Counselling Services

The participants were asked to suggest ways in which the provision of guidance and counselling services could be improved at school level. The findings from most pupils revealed that there was need to train more guidance and counselling teachers.

The same question was asked to the guidance and counselling teachers as well as head teachers. The responses were as follows; guidance and counselling teachers are not trained, schools to consult other schools that perform better, schools to provide office space for guidance and counselling activities and allocate it with more periods on the timetable.

For example, one guidance and counselling teacher from school 'C' had this to say:

Am not a trained Guidance and counselling teacher but am in charge of the sector. I am over worked; I have a class that I teach besides the responsibility of being guidance and counselling teacher. I suggest if guidance and counselling teachers can be exempted from teaching so that they can only concentrate on guidance and counselling work that is if they are to do some good and serious work in guidance and counselling.

Another teacher from school B said:

Madam, I am of a view that the guidance and counselling sector should be allocated office space to allow for more of individual counselling services and the teachers attached to the guidance and counselling department should be entitled to some attractive allowance so as to motivate them.

However, the guidance and counselling teacher from school D said;

The situation for guidance and counselling is bad in the sense that there is only one period assigned for it the whole entire week. I wish the periods were many so as to cater for the pupil population in school as each pupil is unique and has different individual unique problems.

Additionally, the head teacher from school A in a separate interview explained:

Schools must be consulting other schools that are performing well in the sector so as to learn from them. Team work, collaboration and parental involvement must be emphasised.

4.5   Summary

Chapter four has presented the findings of the status of guidance and counselling conducted in selected private secondary schools of Lusaka district. It was noted that the following types of guidance and counselling were conducted namely: personal guidance, educational guidance and social guidance. It was also established that factors such as guidance and counselling was not being timetabled, neglected by pupils and pupil negative attitudes influenced the provision of guidance and counselling services in private secondary schools. However, pupils benefited in various ways such as in academic work, good behaviour, decision making and provided vital information to pupils among others. In order to improve the provision of guidance and counselling services in private schools in Lusaka, there was urgent need to train and deploy guidance and counselling teachers. It should also be given enough time on the school timetable.

The next chapter discusses the findings according to how they are presented in this chapter.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1   Overview

The purpose of the study was to investigate the status of guidance and counselling services provided in selected private secondary schools of Lusaka district. The chapter discusses the findings according to the objectives of the study namely: to establish the type of guidance and counselling services provided to pupils in private secondary schools; assess the factors influencing provision of guidance and counselling services in private   secondary schools; determine the ways in which pupils benefited from guidance and counselling services offered in private   secondary schools and suggest measures that should be taken to improve provision of guidance and counselling services offered in private   secondary schools in Lusaka district.

5.1   Type of Guidance and Counselling Services

The first objective of the study endeavored to establish the type of guidance and counselling services provided in private secondary schools. The respondents reported that the most common notable type of guidance and counselling services provided in the private secondary schools to the pupils were educational guidance, personal guidance and social guidance. The educational guidance was provided in a communal way during the periods assigned for guidance and counselling. This implies that educational guidance was very important in any learning institution as it enhanced the pupils' ability to make better career choices so as to help develop their full academic potentials. This is also in line with Omoegan (2000), who emphasized on the importance of educational guidance services and stated that it promoted adolescent's academic achievement in English comprehension of   secondary school pupils in Lagos. Educational guidance is important and should continue to be provided to pupils in private secondary schools. Pupils face numerous challenges, if educational guidance is not conducted school going children may land themselves in awkward situations due to lack of information. pupils at private secondary schools in Lusaka should not be deprived of much needed information on career choices. This is important as pupils need to make informed choices.

The study also established that pupils that had personal and social related problems were adequately assisted by the guidance and counselling teachers. However, those pupils who faced

financial problems in private secondary schools were not adequately assisted by the guidance and counselling teachers as private secondary schools never entertained pupils that failed to pay school fees and no mercy was exercised to any one when it came to payment of the school fees. The pupils who failed to pay were asked to go home and are told to return to school only when they paid the school fees.

The study revealed that pupils encountered a number of problems. Common among them were; on decision making, poor performance in pupils' academic work, social relationships, and financial problems, home related problems, problems in studying and lack of mutual respect for other pupils and teachers. It is against such problems that guidance and counselling services were considered vital in any learning institution. In view of the above assertion, Kochhar (2006) supports that the problems encountered by pupils could only be overcome through the provision of guidance and counselling services in schools as this can guide pupils to develop good study habits by providing study skills which reduced stress in pupils for them to adequately prepare to sit for examinations, do class tasks and tests. In addition, educational guidance services played a vital role of removing problems that would otherwise have impeded on pupils academic performance. Therefore, it can be stated that educational guidance and counselling services help pupils make decisions and choices in time of need as well as during learning difficulties.

5.2 Factors Influencing Provision of Guidance and Counselling Services

The study found that one of the factors influencing the provision of guidance and counselling in private Secondary Schools was lack of adequate periods on the timetable for guidance and counselling. In the schools where guidance and counselling was timetabled, it was only one period allocated in a week. However, other respondents revealed that the sector had been neglected and that guidance and counselling teachers were not trained or qualified and that pupils had a negative attitude towards guidance and counselling services. These findings are in line with Kasonde-Ngandu et al (2009) and Luyando (2015) who reported that guidance and counselling was not adequately timetabled and lacked trained personnel. From the above findings, it is clear that Guidance and counselling was not allocated enough time as compared to other academic subjects. This implies that the guidance and counselling component was not considered to be very important. This also explains the reason why mostly, the component was managed by teachers who were not trained. From these factors, it can be concluded that the

status of guidance and counselling in the Private Secondary Schools was highly compromised. The views of respondents on time tabling guidance and counselling was also congruent with Mutti and Ndambuki (1999), who in their study established that guidance and counselling programmes were not time tabled and that it only took place when need arose. They stated that guidance and counselling was done haphazardly in most schools. This really affected the effectiveness of the programmes or teacher counsellor.

Similarly, MOE (1977) noted that lack of specific time set aside for guidance and counselling was hampering the success of guidance and counselling programmes and hence raised a concern to advocate for specific times set aside for school timetable for guidance and counselling programmes. Choge and Ndegwa (2001) also complemented what others put forward, that the provision of guidance and counselling programmes must be made in the school time table as well as in the budget to facilitate guidance activities such as maintenance of cumulative record, arranging for care and orientation talks, screening of films or plant tours.

The study further revealed that guidance and counselling suffered from lack of accommodation space where the counselling services could be provided. The private Secondary Schools never provided office accommodation to the guidance and counselling teachers for the purpose of guidance and counselling at school. The study also found that the sector lacked adequate allocation of resource or was less funded hence resulting into having no money or material resources thereby affecting the running of guidance and counselling services.

This is consistent with Kafwa (2005), who observed that funding had been a major obstacle in many countries. He added that without funding, teachers were paralyzed in their responsibility of providing guidance and counselling to students. He acknowledged that inadequate funding led to lack of facilities and resources and that it was the main hindrance to effective guidance and counselling. Similarly, Esere (1998) as cited by Kwalombota, (2014) maintained that guidance and counselling teachers did not have adequate infrastructure and other facilities in order to function effectively in schools. Guidance and counselling was still presented in most schools as a supplementary function which may be adopted or ignored without causing harm to the provision of quality education. Sadly, Abdul (2012) stated that sometimes counsellors were compelled under given circumstances to use their own money for purchase of items such as books, files and pens which they needed to carry out their duties. He added that, there were also

instances where counselors needed money to go for refresher courses that would help in finding solutions to certain problems, their efforts were usually frustrated as private secondary schools in Lusaka failed to fund such innovations. Most countries had no provision for guidance programme, whatever funding available for implementation of Guidance and counselling programmes was ad-hoc and grossly inadequate (UNESCO, 2007).

Besides, the school, the community also had a negative attitude towards guidance and counselling because of lack of knowledge on it and its activities. Some community members and pupils regarded the guidance and counselling activities as extra duty curricular activities and hence regarded as a waste of academic time. This finding has also been reported by Luyando (2015) where guidance and counselling in inclusive schools in southern and Lusaka province was not given the importance it deserved as it was regarded as an extra-curricular activity and more attention was paid to academic subjects instead. Guidance and counselling was also an educational programme which needed to be given similar attention like other educational aspects. In doing that, educationists may be in the right track in educating the whole child that is spiritually, morally and intellectually. It may also help fight deviant behaviours among school going children such substance abuse, vandalism, crime, teenage pregnancies and examination malpractice among others.

5.3   Ways in Which Pupils Benefit from Guidance and Counselling Services

The study found that pupils received help from the guidance and counselling services provided in the schools. The pupils managed to focus and concentrate on their studies because of the information provided to them through guidance and counselling services. In addition, the information provided to the pupils led to good behaviour among the pupils in that those pupils who used to misbehave, had changed. The change in behaviour had led to reduced indiscipline cases in schools. This is in line with Gerler (1985) who observed that school counselling services positively influenced the affective, behavioural and interpersonal domains of children's lives and as a result affected student's achievement positively. He also maintained that behaviour related to accomplishment of improved study habits, efficient use of time and greater academic effort could only be attained through effective school guidance and counselling. This view is supported by Gherter and Herndon (1993) who added that effective school guidance and classroom behaviour reduced student's anxiety and improved self-concept. Behaviour change is the most

53

important social attribute that can create a responsible future citizenry. Once the educational system chain out behaved graduates and morally upright, then issues of deviance and crime could be minimal. Every society that is non-violent is probable to make progress in social economic dispensation. The school system has a greater responsibility to ensure that young people were carefully guided to grow up into responsible, trusted and reliable citizens of the country. This means that educational policies must be directed into achieving this goal to maximize its benefits. Therefore, private secondary schools in Lusaka must ensure that guidance and counselling is effectively provided to pupils in order to uplift the moral behaviour in private secondary school graduates.

But Blair (1999) as cited by Gysbers and Lapan, (2001) posited that a comprehensive guidance and counselling programme should show evidence of school counsellors having more time with pupils in an effort to promote public understandings of their programmes or services. Pupils benefitting from guidance and counselling programme should therefore report to their school counsellors for meetings more frequently. Unfortunately the pupils in private Secondary Schools did not spend more time with the guidance and counselling teachers as the proprietors of the schools were more interested in the academic work than guidance and counselling. Furthermore the guidance and counselling component only appeared once on the school timetable and the teachers had no offices where they could conduct guidance and counselling duties from.

The study further revealed that Career planning and exploration had availed the pupils with important information on career path ways that enabled pupils to choose the subjects according to their ability and interest of what they wanted to be in future. This finding was in line with Okey, Snyder and Hackertt (1993) and Jones (1993) who reported that pupils who learnt about careers, developed a clearer idea about possible careers for themselves, earned things about themselves and had been encouraged to learn more about careers. Furthermore, such pupils worked towards their careers path with less anxiety about life after high school. This finding was also reported by Luyando (2015) where career guidance was stated to be important in helping school going children make informed choices.

Pupils who are not carefully guided according to their talents and abilities may not tap the full potential of their talents in future. Guidance teachers should ensure that they identify varying needs of pupils and encourage them to concentrate in certain aspects of the education system

such as sports, vocational skills, academic, theatre and or drama. This is important as there is urgent need to train pupils in survival skills than limiting them to white collar mentality which is limited to formal jobs. This may help secondary school graduates in private secondary schools not to tolerate societal pressure in the 21st century. In addition, Banda (1998) argued that guidance and counselling services helped pupils understand their interests, abilities and potentialities and developed them to the full. Pupils who had benefitted from guidance and counselling services were able to identify their educational and vocational opportunities with fewer problems.

5.4   Measures to Improve Provision of Guidance and Counselling Services.

The study found that the current scenario was bad, where the private secondary schools in Lusaka used untrained guidance and counselling teachers and that the only way to improve the sector was to train / employ the teachers in guidance and counselling. This finding of the study is congruent with the study recommendations by Orenge, (2011) who suggested that teachers should be trained on career guidance and counselling to improve their competencies by organising in-service trainings, seminars and workshops for the teachers in the service and through the inclusion of units on career guidance and counselling in the teacher training curriculum for the teacher trainees. This would translate into having all teachers empowered with the relevant information and skills to mainstream career guidance as part and parcel of their teaching.

In addition, Agi (2013) in his recommendations posited that the effort of government should be directed towards the training of more teachers and specifically counsellors if our desire for quality in our educational system was to be achieved. It is clear from the results of this study that shortage of trained guidance and counselling teachers in schools affected the delivery of the guidance and counselling services as the schools often used untrained staff to fill the gap of the neglected counselling duties. Although the impact of guidance and counselling in terms of awareness was felt in most of the schools, its recognition, acceptance and utilisation as a vital service in the school system was still far from being a reality.

The provision of guidance and counselling services should not be taken lightly and imagined that any person can offer it. Guidance and counselling is a profession as it requires a high order of

special skills and knowledge. As pointed out by Makinde (1994), qualified teachers in Secondary Schools were scarce and the government needed to train teachers in counselling. This observation was also supported by Kayungwa (1999), who revealed that the government was aware that guidance and counselling was an essential service that could enhance teaching and improve the competence for teachers and make learning more meaningful and this could be seen by a number of teachers who were now undergoing in-service training in counselling. This entails that, guidance and counselling can only improve if schools did away with using the untrained teachers, instead train more teachers in guidance and counselling.

The study also found that guidance and counselling needed to be allocated at least two periods per week as opposed to one period or nothing the whole week. Further, it was also discovered that schools needed to be consulting each with those that were performing well in the sector so as to learn from them and the emphasis of team work, collaborations and improved parental involvement. Similarly, Kwalombota (2014) expressed that the cooperation of the school counsellor and the other school personnel could help to reduce poor academic performance among students. If schools worked hand in hand in the area of guidance and counselling, chances were high that they could learn a lot from each other and so enhance the growth and continuity of guidance and counselling in the learning institutions.

The study established that the guidance and counselling sector needed to be provided with enough office space to allow for more of individual counselling services. Mbera, (2013) stated that there was need to publicise the programme in various schools in order to create awareness about the services offered and when they were offered. Further, he suggested that those schools without guidance and counselling offices should consider doing so.

The study further found that the guidance and counselling teachers be allocated fewer teaching periods or not given any teaching loads so as to enable them concentrate on the guidance and counselling services and also that an attractive allowance towards the responsibility of being a guidance and counselling teacher be attached so as to motivate them. These findings of the study were supported by Orenge (2011) who in his recommendation stated that teachers in charge of careers should be given a lighter teaching load of the academic subjects and have career education allocated time on the schools. These career guidance and counselling teachers can then

act as resource persons to both fellow teachers and students in the provision of career education guidance and counselling services.

Above all, the school management should demonstrate desire to appreciate the services offered through the guidance and counselling component. It is only through this appreciation that the guidance and counselling component can receive maximum support from the school management. Clearly, the benefits derived from guidance and counselling were visible as expressed by all the study participants and so extra care needed to be given to the section of the school curriculum.

5.5   Summary

This chapter discussed the findings of the study on the status of guidance and counseling in selected private secondary schools in Lusaka. The findings have shown the types of guidance and counselling services provided which included: educational, personal and social guidance. Factors affecting the effective provision of guidance and counseling services were also presented as well as the benefits of the programme. Crucial to this chapter were the measures that were established to improve the provision of guidance and counseling services such as training teachers in guidance and counseling, providing space and materials for guidance and counseling activities. The next chapter discusses the conclusion, the recommendations and suggestions for further research.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1   Summary of the Study

This study was undertaken to investigate the status of guidance and counselling services in selected private secondary schools in Lusaka District of Zambia. Four objectives guided the study, namely: to establish the type of guidance and counselling services provided to pupils; assess the factors influencing provision of guidance and counselling services; determine the ways in which pupils benefit from guidance and counselling and suggest measures to be taken to improve the provision of guidance and counselling services offered in private secondary schools in Lusaka District. The study population comprised all the pupils, guidance and counselling teachers and head teachers and total sample was 64 respondents; segmented as; 50 pupils, 10 guidance and counselling teachers, and 4 head teachers.

The study adopted a case study design and collected data through the use of semi- structured questionnaires and interview guide from the randomly selected study participants.

The study reported that educational guidance, personal and social guidance were common type of guidance and counselling services provided in private secondary schools in Lusaka. Pupils had problems in decision making, poor performance in academic work, social relationships, financial problems, home related problems, problems in studying and lacked mutual respect for other pupils and teachers despite the provision of counselling services. It was evident that guidance and counselling services were also affected by lack of accommodation, pupils' negative attitude and failure to allocate it on the school timetable. There were inadequate facilities and trained personnel to guide pupils in the sampled schools. The study showed that pupils benefited from guidance and counselling services through positive change of behaviour and decision making. It was therefore recommended that the Ministry of General Education and private schools should build capacity of teachers. Further, guidance and counselling should be timetabled and the school administration should allocate office space to guidance and counselling teachers if they were to effectively provide proactive and rehabilitative counselling services to the pupils.

6.2   Conclusion

The study sought to investigate the status of guidance and counseling services provided in selected private secondary schools of Lusaka district. The study found that guidance and counselling existed in private secondary schools and the type of guidance and counselling which existed was educational guidance, personal and social guidance. The study also found that pupils had problems in decision making such as subject selection and career path to take, academic work, social relationships, financial, home related, in studying and lack of mutual respect for other pupils and teachers. Further, the guidance and counselling teachers had problems with regard to office accommodation, where the guidance and counselling services could be conducted from. Guidance and counselling is a very important component that many people neglect and do not seem to support financially and materially. Guidance and counselling teachers elsewhere in the private and public primary and secondary schools were not motivated in monetary form. They had no salary scale and did not sometimes draw responsibility allowance for the service they provided.

Despite, these challenges which the guidance and counselling sector was facing, the guidance and counselling teachers' had continued to provide the services due to its significance in the area of education and the perceived benefits derived from such services. It was therefore assumed that if the guidance and counselling services were formally established as a stand-alone department with full time workers put in place, many educational, social and personal problems encountered by pupils would be dealt with accordingly thereby helping pupils to perform well academically, socially, economically and politically.

6.3   Recommendations

Based on the findings, the study made the following recommendations:

I.   The Ministry of General Education and the private schools should capacity build guidance and counselling teachers so as to equip them with the skills and strategies.

II.   The Ministry of General Education and proprietors of private schools should consider determining a salary scale for guidance and counselling teachers in order to motivate them. Motivating the teachers can lead to enhanced delivery of the service to the pupils from the guidance and counselling teachers.

III.   Guidance and counselling should be timetabled so that pupils can easily access guidance and counselling services. Timetabling guidance and counselling can facilitate and speed up an effective delivery of the provision of the service.

IV.   The school administration should provide guidance and counselling with office space or accommodation for guidance and counselling teachers if they were to effectively provide proactive and rehabilitative counselling services to the pupils.

6.3   Recommendations for Possible Future Research

This study was done in private   secondary schools in Lusaka district, so the same study can be done in private   missionary   secondary schools in the countryside

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APPENDICES

Appendix I: Semi structured Questionnaire for Pupils

Part A; Demographic Data

1. Gender: ....

2. Age ....years

3. Grade..................................

Part B: Type Of Guidance and counselling Services Provided to Pupils in Private Secondary Schools in Lusaka District.

4. Does your School provide Guidance and counselling services?...

5. What type of Guidance and counselling services are provided at this Secondary School?

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6. How are the Guidance and counselling services provided at this school? (E.g. communal, individual or both)

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....

....

7. What are the common problems that call for Guidance and counselling services at this School?

....

....

....

Part C: Factors Influencing Provision of Guidance and counselling Services in Private Secondary Schools.

8. What do you think are the factors that influence the provision of Guidance and counselling?

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9. What do you think could be the challenges in the provision of Guidance and counselling services in private   Secondary Schools?

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....

Part D: Ways In Which Pupils Benefit from Guidance and counselling Services Offered in Private   Secondary Schools.

10. In your view, how does Guidance and counselling impact on pupil discipline at this School?

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11. How do you think the Guidance and counselling services have benefited you at this school?

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12. In what ways do you think Guidance counselling services have been beneficial to this School?

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13. In what ways do you think the Guidance and counselling services have benefited the other pupils?

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....

14. To what extent does the Guidance and counselling services impact on the pupil academic attainment?

....

....

....

Part E: Measures that Should Be Taken to Improve Provision of Guidance and counselling Services in Private   Secondary Schools.

15. Suggest ways in which the provision of Guidance and counselling services in your school could be improved?

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....

16. What recommendation can be made concerning Guidance and counselling services offered in private   Secondary Schools?

....

....

....

The End Thank You for Your Cooperation.

Appendix II: Interview Guide for Guidance and counselling Teachers.
INSTRUCTIONS.

 Part A. Demographic Data

1. Gender

2. Age

3. Are you trained in Guidance and counselling?

4. Number of years in service

Part B: Type of Guidance Counselling Services Provided In Private   Secondary Schools In Lusaka District.

5. Do you provide Guidance and counselling services at your school?

6. What Guidance and counselling services do you provide to your pupils?

7. What is your comment on the type of the Guidance and counselling services provided in private   Secondary Schools as compared to those ones provided in Public Schools?

8. How do you think the Guidance and counselling services have impacted on pupil discipline at this school?

Part C: Assess the factors influencing provision of Guidance and counselling services provided to pupils in private   Secondary Schools in Lusaka District.

9. Is Guidance and counselling on the school time table?

10. In your view, in what ways is Guidance and counselling supported by the school administration?

11. What are the major challenges encountered in the provision of Guidance and counselling at this School?

12. What are the main factors hindering provision of Guidance and counselling services offered in private   Secondary Schools in Lusaka District?

Part D: To Determine the Ways In Which Pupils Benefit From Guidance and counselling Services Offered in Private   Secondary Schools.

13. How do you think the Guidance and counselling services have benefited the pupils at this school especially under the following categories?

a) personal/social guidance

b) Career planning and exploration

C) Educational/ academic guidance

14. In what ways do you think the Guidance and counselling services have been beneficial to this School?

15. To what extent does the Guidance and counselling services impact on the pupil academic attainment?

Part E: Measures That Should Be Taken to Improve Provision of Guidance and counselling Services in Private   Secondary Schools.

16. Suggest measures that should be taken to improve the provision of Guidance and counselling services in your school.

17. What recommendation can be made concerning Guidance and counselling services offered in private   Secondary Schools?

The End! Thank You for Your Cooperation.

Appendix III: Interview Guide for Head Teachers

1. Are you formally trained in Guidance and counselling?

2. Is Guidance and counselling allocated time on the school time table?

3. What type of Guidance and counselling services are offered at this school?

4. How do you think the Guidance and counselling services have benefited the pupils at this school?

5. In what ways do you think the Guidance and counselling services have been beneficial to this School?

6. To what extent does the Guidance and counselling services impact on the pupil academic attainment?

7. How do you think the Guidance and counselling services have helped in the effective management of pupil discipline at this School?

8. Generally, to what extent has the Guidance and counselling programme been a success with regard to benefiting your pupils and the School at large?

9. What are some of the challenges this School faces in the provision of Guidance and counselling services?

10. What factors hinder the provisions of Guidance and counselling services offered in private Secondary Schools in Lusaka District?

11. What do you think should be done to improve the provision of Guidance and counselling services at this school?

13. Suggest ways in which the provision of Guidance and counselling services could be improved in private Secondary Schools in Lusaka District.

14. What recommendation can be made concerning Guidance and counselling services in private Secondary Schools?

<div align="center">The End! Thank You for Your Cooperation</div>