

**GUIDANCE SERVICES IN BOARDING HIGH SCHOOLS
IN SOUTHERN PROVINCE, ZAMBIA**

BY

LEONARD NKHATA

**A dissertation submitted to the University of Zambia in partial fulfillment
Of the requirements for the degree of
Master of Education in Educational Psychology**



**The University of Zambia
LUSAKA**

2010

DECLARATION

I, **Nkhata Leonard**; declare that this Dissertation has been written by me. All quotations have been distinguished by quotation marks. The sources of all materials referred to have been specifically acknowledged, and the Dissertation has never been accepted in any previous award for a Degree at this or another University.

SIGNED:

L. Nkhata

DATE:

0279803

APPROVAL

The Dissertation of **NKHATA LEONARD** is approved as fulfilling part of the requirements for the degree of Masters of Education in Educational Psychology by the University of Zambia

SIGNED:  DATE: 12/07/2010

SIGNED:  DATE: 12.07.10

SIGNED: _____ DATE: _____

SIGNED: _____ DATE: _____

ABSTRACT

This study evaluated school guidance services in boarding high schools based on learners' views. Three objectives guided the study namely; to find out the problems learners in boarding high schools face, to establish the types of the guidance services available in boarding high schools and to investigate learners' evaluation of the guidance services in boarding high schools.

The sample comprised 271 respondents from three (3) co - educational boarding high schools .They consisted of (265) learners; 135 female and 130 male learners, 3 headteachers and 3 counsellors. "Statistical Package for Social Sciences (SPSS) was used to generate frequency tables, percentages and graphs and Qualitative data was analysed qualitatively. Results showed that there were peculiar problems learners in boarding high schools faced and these included meals that were poorly prepared, not balanced and insufficient, poor dormitory accommodation, erratic supply of water and poor sanitation, bullying and sexual violence, peer pressure, homesickness, out break of diseases and restrictive rules. In addition they shared with day high school learners problems such as poor or lack of information on entry into colleges, universities and job, inadequate co – curricular activities, inadequate teaching and learning materials, shortages of teaching staff, HIV/AIDS and corruption.

The findings revealed that educational, vocational, avocational, personal/social and health guidance services were available in the boarding high schools. However, these guidance services were not offered to a satisfactory degree due to a number of challenges which included lack of trained School Counsellors, inadequate resources and materials for the guidance units, inaccessibility of School Counsellors to learners due to high teaching loads and the inadequate funding to the guidance units. However, despite the challenges learners were satisfied with the guidance services provided.

The study recommended that the Ministry of Education should train School Counsellors and deploy them in all boarding high schools on a full time basis. The study also

recommended that Boarding High Boards should ensure that School Counsellors' services are fully and effectively utilized and that School counselors train learner peer – counselors and establish guidance clubs.

DEDICATION

To my wife (Felistus), mum and dad, brothers Alfred and Moffat, sisters Christine, Joyce and Eunice, brother in law (Edwin), sister in law (Taizi) and friends and relatives whose names are too numerous to mention herein.

I love you all for the inspiration and encouragement you gave me in the deepest hours of need to my social and academic endeavours.

May God bless you all.

ACKNOWLEDGEMENTS

I am indebted to the following without whose, assistance and cooperation this dissertation would not have come to a successful completion.

I wish to express my deep respect for and gratitude especially to my supervisor, Dr. J. T. Phiri, for providing tireless wise guidance, for challenging me to produce my best work possible and for his courtesy and kindness shown at various stages along the way.

My special thanks to Dr. Kasonde Ng'andu Soffi, for being there as my lecturer at the beginning of the programme and through out my studies.

I also owe a debt of gratitude to Dr. S.P.Z Syachaba, Mr. G. Lungu, Mrs. C. N. Gumbo, Mrs. A.S. Mwansa and many others who helped in the review and editing process.

I acknowledge also the teachers and pupils of Choma Secondary School, Hillcrest National Technical High, Kalomo High and Zimba High Schools and their headteachers who kindly accepted me and answered my questionnaires.

TABLE OF CONTENTS

	PAGE
Title page	i
Declaration.....	ii
Approval.....	iii
Abstract.....	iv
Dedication.....	vi
Acknowledgements.....	vii
Table of contents.....	viii
List of tables.....	x
List of abbreviations.....	xiv
 CHAPTER ONE.....	 1
Introduction.....	1
Background to the study.....	1
Statement of the problem.....	3
Purpose of the study.....	3
Objectives of the study.....	3
Research questions.....	4
Significance of the study.....	4
Limitation of the study.....	4
Operational Definitions of Terms.....	5
 CHAPTER TWO	 6
Literature Review	6
 CHAPTER THREE.....	 25
Methodology.....	25
Research design.....	25
Pilot study.....	25
Target population.....	26

Sample Size..... 26

Gender of respondent 26

Sampling procedure..... 27

Research instruments..... 27

Data collection procedure..... 28

Data analysis..... 29

CHAPTER FOUR..... 30

Presentation of Findings..... 30

CHAPTER FIVE..... 60

Discussions of the Findings..... 60

CHAPTER SIX..... 77

Summary, Conclusions, Recommendations..... 77

Summary..... 77

Conclusions..... 77

Recommendations 78

REFERENCES..... 81

APPENDICES..... 87

LIST OF TABLES

TABLES		PAGE
1. Respondents by sex.....		26
2. Learners' responses on whether they faced problems in boarding high schools		30
3. Learners responses of problems they faced by school.....		31
4. Learners' responses on types of common disciplinary cases among boys and girls		32
5. Learners' responses to the common disciplinary problems by school..		32
6. Responses of learners on whether there was something they wanted to change to improve the boarding school life.....		32
7. Learners' responses on what they wanted changed in their schools...		33
8. Learners' responses on who oriented them by school.....		34
9. Learners' responses to whether they were assisted in subject selection...		34
10. Learners responses of who assisted them in subject selection.....		34
11. Learners' responses on whether they were taught study skills.....		35
12. Learners' responses of who assisted them in various subjects by gender..		35
13. Learners' responses on why they chose teachers to help them in particular subjects.....		36
14. Learners' responses on why they chose friends to help them in particular subjects.....		36
15. Learners' responses on whether they were provided with information on entry requirement to universities and colleges.....		37
16. Learners responses of sources of university/college requirement information by sex.....		37
17. Learners' responses of on whether they were assisted in career making Decisions.....		37
18. Learners' responses on who assisted them in career making decisions...		38
19. Learners' responses to whether they are provided with information about job opportunities.....		38

20. Learners' responses of who provide information on job opportunities....	39
21. Learners responses on who provided them with information on job opportunities by Grade.....	39
22. Learners' responses to whether their hobbies were identified as they entered the school.....	40
23. Learners' responses to whether they were encouraged to participate in co – curricular activities.....	40
24. Learners' responses to who encouraged them to participate in co – curricular activities by sex.....	41
25. Learners' responses to who assisted them with personal problems.....	41
26. Learners responses on whom they reported teacher – learners conflicts.....	42
27. Learners responses to who assisted them resolve learner - learner conflicts by gender.....	42
28. Learners' responses on whether there were girls in school that became Pregnant.....	43
29. Learners' responses on whether cases of girls getting pregnant had increased by school.....	43
30. Learners' responses on who helped boys and girls when they mature....	44
31. Boys responses of who they shared information with first when they impregnated a girl.....	44
32. Girls' responses of who they shared information with first when they became pregnant.....	44
33. Boys' responses on who sought sexual favours from boys	45
34. Girls' responses on who sought sexual favours from girls.....	45
35. Learners' response by school on whether schools re – admitted pregnant girls.....	45
36. Learners responses on whether there were girls in school that became pregnant.....	46
37. Learners' responses of who assisted girls who had re - entered the school to settle.....	47

38. Learners' response on whether schools regularly organised health talks...	47
39. Learners response on whether schools organised regular health talks by school.....	47
40. Learners' responses on whether they were made aware of the sexually transmitted diseases and HIV and AIDS.....	48
41. Learners' responses to whether they assisted when they had health problems.....	48
42. Learners' responses on whether schools requested for medial examinations from learners.....	49
43. Learners' responses on whether guidance services were available in schools.....	49
44. Learners' responses to whether school counsellors were available in school.....	50
45. Learners' responses to whether guidance and counselling in school was time – tabled.....	50
46. Learners' responses to whether guidance services were helpful to them.....	50
47. Learners suggestions of improving guidance services.....	51
48. School Counsellors' responses on how long they had been school counselors.....	52
49. School Counsellors' responses on what their duties and responsibilities were.....	52
50. School Counsellors' responses on how frequently they meet with learners for guidance services.....	52
51. School Counsellors' responses on why guidance and counselling was not time – tabled	53
52. School Counsellors' responses to what they considered common disciplinary problems.....	54
53. School Counsellors' responses on who organised health talks for learners.....	54

54. School Counsellors' responses on how learners were assisted when they fell sick.....	54
55. School Counsellors' responses on whether guidance units had materials and resources to provide guidance services.....	55
56. School Counsellors' responses on whether learners were encouraged to participate in co – curricular activities.....	55
57. School Counsellors' responses to what they felt were their challenges in providing guidance services.....	55
58. School Counsellors responses on how the provision of guidance services could be improved.....	56
59. Headteachers' responses to why guidance and counselling was not time – tabled.....	56
60. Headteachers' responses on what they considered as learners common disciplinary problems	57
61. Headteachers' responses on how learners were assisted when they fell sick.....	57
62. Headteachers' responses to whether schools had girls that had been readmitted after being pregnant	58
63. Headteachers' responses on what they felt were their challenges in providing guidance services.....	58
64. Headteachers' responses on how the provision of guidance services could be improved.....	59

LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
DANIDA	Danish International Development Agency
GRZ	Government of the Republic of Zambia
HIV	Human Immuno – deficiency Virus
JETS	Junior Engineers Technicians and Scientists
PTA	Parents Teachers Association
UN	United Nations
UNICEF	United Nations Children’s Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNZA	University of Zambia

CHAPTER ONE

INTRODUCTION

This chapter outlines a brief description of boarding high schools and school guidance services in Zambia. The chapter also presents the statement of the problem, the purpose of the study, objectives of the study, research questions, the significance of the study, the limitation of the study and operational definitions of terms.

1.1. Background to the study

1.1.1. A Brief Description of Boarding High Schools

In accordance with the present policy, the education system in Zambia has adopted the following structure; basic schools offering Grades one to nine; high schools offering Grades 10 to 12 and tertiary education for learners who have successfully completed Grade 12. In 2008 the number of basic schools offering Grades 1 to 9 education stood at 8,195 while the number of high schools offering Grades 10 – 12 education was 599. Of the 599 high school, 61 offered boarding facilities and 20 of these are found in Southern province (Ministry of Education, 2008).

Boarding high schools were first introduced in Zambia during the colonial days. A boarding school is an educational institution where learners not only study at the school, but also live there, amongst their peers. The word “boarding” in this sense means to provide food and lodging. Boarding schools in Zambia are both single sex and co-educational. Boarders enjoy benefits such as close and long lasting friendships and immediate access to staff who can assist with their welfare. There is usually a range of facilities and activities offered.

In a typical boarding school learners are expected to be in school for three terms of the thirteen (13) weeks each in a year and generally need permission to go outside defined school bounds. A Boarding teacher is in-charge of the administrative matters concerning the well-being of boarders while some senior teachers are appointed as house teachers. Each house teacher has a quasi - parental responsibility for learners

resident in a house. Co - educational or girls boarding high schools have a matron as well. There are learners who are appointed as prefects who have limited authority over their peers. The prefects ensure strict adherence to school routine. The routine each day involves waking up, taking meals, attending lessons, contributing to preventive maintenance, participating in co – curricular activities and retiring to bed. There are slight variations in the routine on Saturdays and Sundays. On the whole, routines in boarding schools are comparatively different from those in day schools.

1.1.2. Guidance Services in Zambia

The provision of school guidance services in Zambia dates back to 1967 when careers guidance in Zambia's educational system was initiated. In 1970 the Ministry of Education directed secondary schools to nominate teachers to take up the responsibility of careers work in each school. The year 1971, was significant because a Careers Guidance Unit was established and a Careers Guidance Officer was appointed to co-ordinate, organise and inspire the work of careers teachers in all secondary schools. The officer was to work under the administration of the psychological services at the Ministry of Education Headquarters in Lusaka (Ministry of Education, 2003).

The transfer of the Psychological Services Unit to the Examinations Council of Zambia in 1981 and its subsequent abolishment saw the creation of a Guidance Unit in the Ministry of Education. The Unit operated as a separate entity with restricted responsibilities for careers guidance. In 1990 the Guidance Unit was re-named School Guidance Services and broadened to take care of issues related to HIV/AIDS, child abuse, psychosocial life skills, and many others as an integral part of its operations (Ministry of Education, 2003). The Ministry of Education's resolve to ensure that learners in all schools, received adequate school guidance services is reflected in its policy document Educating our Future which states "A core set of life-skills for the promotion of a healthy and well being of learners includes decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationships, self awareness, stress and anxiety management, coping with pressures,

self-esteem and confidence should be promoted in high schools” (Ministry of Education, 1996: 43).

1.2. The Statement of the Problem

School guidance services in general have been the subject of attention by researchers and educationists (e.g. Mutie and Ndambuki, 1999; Kochhar, 2006). However, there is a striking absence of attention given to problems faced by and the guidance services available to learners in boarding high schools. Boarding schools are unique in many ways. Learners are removed from their parents for a long period of time and during this period they depend on their peers and teachers for guidance in personal/social and academic guidance. In doing so they might encounter challenges beyond which their peers and teachers can help. The need to know the boarders’ problems and the guidance services needed therefore becomes necessary.

1.3. Purpose of the Study

The study sought to find out the problems learners in boarding high schools face, the types of guidance services available in these schools and the learners’ evaluation of the services.

1.4. Objectives of the Study

1.4.1. General Objective:

The general objective of the study was to evaluate the guidance Services in boarding high schools.

1.4.2. Specific objectives:

The specific objectives of the study were to:

- i. To find out the problems learners in boarding high schools face.
- ii. To establish the types of the guidance services available in boarding high schools.
- iii. To investigate learners’ evaluation of the guidance services in boarding high schools.

1.5. Research Questions

The following questions guided the study:

- i. What are the problems learners in boarding high schools face?
- ii. What are the types of guidance services available in boarding high schools?
- iii. What is the learners' evaluation of the guidance services in boarding high schools?

1.6. Significance of the Study

It is hoped that the findings of the study will highlight the need for a review of the guidance services available to boarding high school learners. This is necessary if the services are to be made effective in meeting the unique needs of the learners. It is also hoped that this study will stimulate interest for further research in these important areas of the learners' life.

The findings from the study might also assist the Ministry of Education to formulate policies to effectively guide the running of school guidance services in schools in general and boarding high schools in particular.

The findings from the study may also be used by school administrators to create safe and conducive environments for learners. They may also use them to plan for special infrastructure to effectively offer guidance services in schools

1.7. Limitation of the Study

The study sampled only 265 learners from three boarding high schools in the province from a population of 12, 516 learners (6727 boys and 5789 girls) in twenty boarding high schools. Both the number of participants and schools in the study were very small compared to the target population of the province and the country at large. Another limitation of the study was the little data that was available on the Zambian situation. As a result of this limitation most of the literature reviewed came from studies outside. The

implication is that the results of the study can not be generalized to all boarding high school.

1.8. Operational Definition of Terms

The following were the terms used in this study:

Avocational Guidance: Refers to the process of helping learners to meaningfully utilize the time outside the normal classroom time.

Boarding: Refers to a situation in which learners lodge and live within the school.

Educational Guidance: Refers to a process for helping an individual to plan a suitable educational programme and make progress in it.

Guidance Services: Guidance services refer to the organised procedures and processes to achieve a helping relationship.

Health Guidance: Refers to a process of helping learners to promote and protect their health thereby achieving their health potential.

High School: Refers to an institution of learning offering education to learners from Grade 10 to 12 in the Zambian educational system.

House: Refers to a group of learners living together in a dormitory or a set of dormitories in a boarding high school under the supervision of a house teacher.

Lights out: Refers to the time in the boarding high school when all learners are expected to be sleeping in bed.

Personal/Social Guidance: Refers to a process of helping a learner to know how to behave when relating with other people.

Learner: Refers to any individual learning and residing in a boarding high school.

Vocational Guidance: Refers to a process of helping an individual to choose an occupation, prepare for it, enter it, and progress in it.

CHAPTER TWO

LITERATURE REVIEW

This chapter explores relevant literature on school guidance services in boarding high schools. The review is presented according to the subthemes which are; problems learners in boarding high schools face, the types of guidance services available in boarding high school and learners' evaluation of the guidance services.

2.1. Problems learners in boarding high schools face

Boarding schools play a key role in providing high school education to learners who due to long distances or poor socio – economic position of their parents would have fallen out of school at basic education level. When managed and operated properly, boarding schools can yield benefits for learners. However, learners in these schools are not without problems. Many studies (Boulton and Hawker, 1997; Makinde, 1984; Human Rights Watch, 2001 and Brown, 2003) indicate that learners in boarding high schools face different problems which include lack of or poor food, lack of toilet facilities, lack of recreation, mass transfers of teachers, corruption, immorality (teachers and learners), shortage of accommodation, increase in school fees, lack of water and sanitation, drug abuse, child labour and poverty.

In Zambia, there have been many reports of rioting in boarding high schools. The Times of Zambia (08/04/2003) reported that fourteen (14) learners at Chiwala Boarding High Technical School in Ndola had been suspended for allegedly master – minding a riot in which five teachers houses were damaged. The cause of the riot was poor diet. In another development the Saturday Post (27/03/2010) reported that police had arrested 149 learners from Isoka High School for riotous behaviour. The paper reported that learners rioted and destroyed school property over meals. Learners had rice only for a number of days instead of the staple food, “nsima”. The school administration concerted to the problem attributing the riot to the delay in the arrival of bags of mealie meal.

Dadey and Harber (1991) indicated that in Kenya, the Daily Nation (26/7/90) reported a riot of about 500 learners at Karugoya Boys High School. The police was called in and the learners then went on rampage destroying school property which included windows, doors, offices, dormitories and staff quarters because the school's damaged television set and record player had not been repaired by the school administration.

In another development, Lusaka Times (17/11/2008) reported that police had arrested 48 learners of Monze Boarding High School for riotous behaviour. They caused damage to the school infrastructure and property which included the Deputy Headteacher's office, the Headteacher's house and other staff houses. According to the police report learners rioted against the decision made by the parents in the Parent Teachers Association (PTA) Annual General Meeting to increase the school fees from K420 000 to K510 000.

With regard to water and sanitation, Walters and Cram (2002) studied facilities offered for drinking water at 54 schools in North Yorkshire. The study looked at hygiene standards at drinking water fountains and whether they posed any risk of contamination to learners using them. The findings revealed that the standard of facilities offered to learners at schools varied considerably. In most schools the main provision for drinking water was from coldwater taps in school toilets. According to study, the next most popular option was drinking water from fountains. A visual hygiene assessment of the fountains revealed that many of the fountains in toilets were not well maintained or clean. Traditional hygiene swabs taken from 47 fountains in 17 schools gave high bacterial colony counts, above what would be expected on a facility used for obtaining a drink of water. The main conclusion of the study was that school toilets were not an ideal type of environment for obtaining drinking water and better facilities needed to be offered to learners.

Lusaka Times (22/06/2009) reported that Saint Marks Boarding high school in Choma had been given an ultimatum to resolve the problem of poor sanitation which had threatened the lives of the learners. This was according to the report that was submitted

to a workshop sponsored by the United Nations Children's Fund (UNICEF). An inspection of the institution by a team of health experts revealed that toilet facilities were in a pathetic state due to erratic supply of water and that learners answered to the call of nature in the surrounding bush. The report also stated that the effluent from the ablution block flowed into a nearby stream posing a threat of an out break of water borne diseases. In addition, the report revealed that the school's dinning hall was in a poor state with inadequate tables and no chairs forcing the learners to take meals while standing.

In a related development, the *Zambian Watchdog* (32/09/2009) reported that Mukinge Girls Boarding High School in Kasempa district was also given an ultimatum by the District Health Management Team to improve the sanitary conditions because the school was operating under severe unsanitary conditions which had the potential to cause illnesses. According to the report the school had inadequate sanitary accommodation due to the closure of one of the ablution blocks causing the 540 learners to share two wash blocks. Concerning the learners' meals the team reported that the school had been preparing food under extreme unhealthy conditions. At the time of the inspection some learners were admitted to the nearby hospital complaining of chest and abdominal pains while others lay in their dormitories.

Bullying is another widely reported problem. Patterson (1982) did a number of studies on bullying and all the studies observed that bullying occurred in schools including boarding high schools. According to him bullying was usually aimed at those who were different, or were perceived as being different and took place when teachers were not around. Unsupervised periods of the school day, such as breaks, lunchtimes and bed times were known to be instances of worry for victims. In such times the bullies took advantage and pounced on their victims. The bullying sometimes manifested itself in fighting. Lines (2006) supports Patterson's observation and argues that the occurrence of learners' fighting in school and of them being persistently aggressive towards their peers should be concern to everyone as well as to all well meaning school administrators.

Boulton and Hawker (1997) in their study of non - physical forms of bullying among high school learners found many learners were bullied in non-physical ways, and that these experiences were associated with psychological disturbances. Some of the non physical forms of bullying according to the study included being excluded from some activities, laughed at, kicked, called names, not being talked to and being punched.

Ndeti et al. (2007) in their study to investigate the prevalence and frequency of bullying in Nairobi public day and boarding secondary schools found that bullying was highly prevalent with between 63.2% (640) and 81.8% (828) of learners reporting various types of bullying, both direct and indirect, with significant variations in terms of sex, age, class and year of study.

Makinde (1984) investigated the dimension of problems high school learners faced in Nigeria. The findings revealed their problems included lack of study skills, lack of information, isolation, financial difficulties, inappropriate boy – girl relationships and being forced to take subjects they disliked such as mathematics in which only 23 (9.1%) of 253 learners had interest in.

Bourdillon (2000) conducted a study into child labour and education in boarding high schools from south-eastern Zimbabwe. The study reported that learners had very little free time for study and their conditions were harsh. The study revealed that learners were contracted to work for the tea estates as a condition of attendance at the boarding schools. It was further revealed that while teachers were concerned that the learners did not have sufficient time and energy for maximum proficiency at the school work they realised that high cost of organising and running boarding high schools justified the involvement of learners in the manual work.

Some of the problems of learners in boarding high schools are gender based. Several studies revealed the existence of sexual abuse. Leach, Muchakanja and Mandoga (2000) carried out a preliminary investigation of the abuse of girls in Zimbabwean junior secondary schools in three co – educational junior secondary schools and one all

– girls’ secondary school in one region of Zimbabwe. In the study 112 girls mostly aged 13 – 15 in Forms one to three, were interviewed. In addition, boys, teachers, and Headteachers and some government officials from rural, peri – urban and urban school were also interviewed. The study revealed that there was widespread abuse of girls in the co-educational schools where the research was done. The abuse took the form of aggressive sexual behaviour, intimidation and physical assault by the older boys; sexual advances by male teachers; and corporal punishment and verbal abuse by both male and female teachers on both boys and girls. The report also mentioned that violent environment was neither conducive to girls’ learning nor to their forming mature relations with boys and had implications for the spread of HIV/AIDS among the adolescents. Finally, the study further revealed that girls from single sex schools were not protected from sexual advances from outside the school.

Studies by the Human Rights Watch (2001) and Brown (2003) in South Africa and Ghana respectively confirmed the presence of sexual harassment and abuse of girls by teachers and male learners in schools. In the South African case, girls were raped in school toilets, empty classrooms, dormitories and hostels while in Ghana teachers blackmailed and threatened to give lower Grades to girls who refused to have sexual relations.

Afenyadu and Goparaju (2003) in a study of the sexual health status of 400 in-school and out-of-school adolescents in Dodowa found that teenage premarital sexual activity was widespread. According to the study, most of the girls in school were sexually active, had engaged in sex for money, had had sex with a stranger, had experienced forced sex and some of them had had multiple partners in the previous year. Most sexual activity was with their peers, although there were cases of girls who reported having had sex with a teacher. It was further found that sometimes girls had forced sex with teachers.

Still in Nigeria, Popoola (2005) investigated the prevalence of peer victimisation among secondary school learners in a state in South Western Nigeria and found overall high

levels of peer victimisation. The study revealed the existence of significant differences between male and female participants on all forms of victimisation with females reporting higher level of social victimisation, verbal victimisation and attack on property than males. The study also found that while learners' level of study did not significantly influence the extent to which they were victimised by peers, age was a significant factor in reported levels of peer victimization.

Ministry of Education in Zambia (2007) indicated that dropping out was another problem facing learners. The drop out rate of the learners in Grades 10 to 12 was higher for girls (2.05%) than that for boys (0.82%). In addition the completion rate was lower for the girls (17.22%) than for the boys (22.24%). The disparities in the drop out rates and completion rates were attributed partly to the social – economic factors. The findings were supported by Miske (2008) whose study which was carried out on girls' enrolment and dropout in Kosovo by UNICEF in 2004 revealed that greater gender disparities occurred in high school education with girls dropping out of high school mainly due to security concerns and also because society viewed school as being less beneficial for them.

A summary of the literature reviewed in the foregoing section has shown that learners in boarding high schools face several problems which included insufficient food, poorly prepared meals, poor and inadequate dormitory accommodation facilities, cultism, restrictive rules, bullying and harassment, homesickness and outbreaks of diseases. They also face problems such as lack of learning and teaching materials, substance abuse, teenage pregnancies, sexual abuse and defilement, effects of HIV/AIDS and lack of information on the vocational guidance. It was evident from literature that sexual problems like sexual abuse, harassment and defilement affected the female learners (girls) more than the male learners (boys). This indicates that some of the problems learners faced were gender based.

2.2. Types of Guidance Services

The purpose of guidance services in schools is to help learners in the selection of educational courses and profitable occupations; help to place learners in jobs and in the next stage of education and training. They also serve to improve learners' study skills and maintenance of mental health. These services are also useful in counselling and identifying learners with special needs (Phiri and Ndhlovu, 2006). This section reviews literature on the different types of guidance services that are expected to be found in boarding high schools.

2.2.1. Educational guidance Services

Educational guidance services are essential since educational problems are on the list of learners' problems. Educational guidance should be provided at crisis points when learners have difficulties of subject selection, concentration in class and are performing poorly academically. In boarding high schools guidance services have an essential role to play in ensuring that individuals' educational decisions are firmly based, and in assisting learners to develop effective self-management of their learning and career paths.

According to Bhatnagar and Gupta (1999) for better learner achievement, it was necessary to aid learners make progress in their education by developing good study skills. Kochhar (2006) supports this view by asserting that guidance services can guide learners in developing good study habits by providing study skills which reduce stress in learners for them to adequately prepare to sit for examinations. In the process of guiding the learners, educational guidance services play a vital role of removing problems that would otherwise have impeded on learners' academic performance. It is also argued that educational guidance services help the learners adapt to school for them to make educational decisions and choices by enlightening them about educational facilities and also helps those with learning difficulties.

The importance of educational guidance services was highlighted in a study by Omoegun (2000) investigated the effects of educational guidance on the academic

achievement of the adolescents in the Lagos State secondary schools in English comprehension. In the study the experimental group was exposed to educational guidance services in the group counselling while the control group was not. Ten standard comprehension passages were used to generate pre-and post-test scores, and t-test statistics was employed to analyse the generated data. The results of the study revealed that the educational guidance intervention was effective and thus promoted adolescents' academic achievement in English comprehension.

2.2.2. Vocational Guidance Services

Vocational guidance services help learners to select suitable vocations after they have considered their strengths, limitations, preparation, educational and professional qualifications. They are meant to prepare learners for a particular career by selection of relevant courses and programmes. Through vocational guidance services therefore learners are supposed to be provided with detailed information on cut off points, subject combinations, duration of training, and the application procedures and training commencement dates for courses at 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 decision the learners make and the goals they seek to attain. They further add that through vocational guidance services learners can commit themselves to discovering more about themselves in terms of their needs, interests and abilities in order for them to see whether they could progress in the direction of personal goals. Taylor (2007) investigated the impact that career guidance counselling had on the level of career indecision in the career decision-making process of high school learners in Cape Town. The sample consisted of 83 Grade 11 and 12 learners from single and co – educational schools in Cape Town. The findings of the study showed that the level of career indecision reduced greatly in the learners who were provided with career guidance counselling at high schools. Vocational guidance services therefore help learners to select suitable vocations according to an individual's strengths, limitations, preparation, educational and professional qualifications. These services prepare learners for the 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 individualized interpretation and feedback; information about relevant occupations; opportunities for necessary behaviours to be modelled; helping learners 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 components included in the process.

McWhirter, Rasheed and Crothers (2000) found there was an increase in career decision-making and vocational skills self-efficacy when high school learners were provided with guidance service. They indicated that learners 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 Learners exposed to guidance services also increased their expectations of pursuing and obtaining a satisfying career.

A study to determine what factors influence young people's choice of careers and career paths was conducted by the Ferris State University Career Institute for Education and Workforce Development in conjunction with the National Association of Manufacturers, the Precision Metalforming Association Educational Foundation and the Associated Equipment Distributors Foundation (Hurley and Thorp. Eds., 2002). The study consisted of 809 enrolled high school learners from across the United States aged between 14 and 20 years with 50% males and 50% females. The findings of the study revealed that most young people were receiving little to no career guidance outside the home. The study further revealed that 51% of the learners did not find anyone helpful in the school to advise them on career options while 24.8% and 21.1% of them found teachers and counsellors helpful respectively. Additionally, the findings revealed that 20% of the learners felt that the school had helped them with career decision making.

Another study on vocational guidance services is that which was done by Pyne (2002) who investigated junior high and senior high school learners' perception of the terms "career" and "occupation in Southern Alberta. The findings revealed that there was a

need for learners to be provided occupational information in order for them to establish their area of interest or be able to participate in active exploration. Additionally, the study revealed that earlier career lessons promoted earlier exploration, thus enabled older learners to progress to more complex exploration involving greater career skill development and employability skills. Earlier exposure according to the findings had a potential to foster career growth and better prepare older learners 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 learners to choose a pathway through life in terms of employment, occupation or career. Recipients of these services needed wisdom, perception and discretion, for them to effectively apply their experience and knowledge to their own particular situation, and to tolerance of the ambiguity of the human condition when making decisions.

2.2.3. Personal/social guidance services

According to Kochhar (2006) personal/social guidance services are directed to helping learners with problems of personal and social nature. Learners may have problems related to themselves, 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 are sometimes affected by the jealousy of their siblings, domination of adults, lack of love and affection, failure to make successful friendships, difficulties in changing schools and feelings of inadequacy and inferiority. Personal/social guidance services assist them to adjust and to be well equipped to meet these personal and social pressures. It must be noted that because of the peculiar nature of boarding high schools, learners are affected by the above problems in a peculiar manner too.

Egbochuku and Aihie (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 learners from three schools, one for boys, one for girls and one co-educational school in Benin City formed the sample. Using the pre –test - post test control group experimental design, the findings revealed that social and personal guidance increased the learners self – concept.

In a related study Wagner and Macgowan (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 learners. In their study a sample of 289 learners was referred for school-based substance abuse counseling. Of these 180 were exposed to group while 109 of them offered treatment-as-usual for substance abusing learners in the school system in which the study took place. The findings supported the contention that school-based group counseling could lead to significant and sustained reductions in learners' alcohol and marijuana use and substance use in high schools.

2.2.4. Avocational Guidance Services

Learners in boarding high schools spend more time outside the classroom per day. Teachers in charge of co-curricular activities usually engage learners in educational programmes outside the classroom such as sports, community service and activities by learner clubs and societies within and outside the schools. What they do during that time has a great bearing on their life and behavioural patterns. Individual personal characteristics are fully expressed when learners are involved in the co-curricular activities. The filling up of the vacant hours must be an important task of education if learners were not to drift in a sea of confusion, doubt, anxiety and aimlessness in their early formative years. During such activities in schools with fully implemented guidance services learners exceptionalities such as giftedness and maladaptive behaviours can be observed, studied and consequently the needed interventions provided (Adeoye (1998). The school counsellor could educate the learners on the benefits derivable from co-curricular activities. Therefore avocational guidance services come in to guide learners in the selection of hobbies, co – curricular games, athletics and cultural programmes.

Rashid and Sitra (2005) carried out a study which investigated teachers' perceptions of the correlation between learners' 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 learners who actively participated in 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-curricular activities using perceptions by stake holders in Peshawar district of 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-curricular activities complimented the academic activities in attainment of education's most important purpose of bringing change in learner's behaviour.

Din (2005) conducted a study to determine whether participating in sport activities had any impact on learners' academic achievement in rural high schools of four rural school districts in the Kentucky area of the Appalachian Mountains region. The immediate pre-season Grades in English, mathematics, science and social science for a sample of 225 learners were compared with their immediate postseason Grades in the same courses. The findings revealed that participating in school-sponsored sports activities did not affect the academic achievement of the high school learners.

2.2.5. Health Guidance Services

Good health is a prerequisite for the learner to participate in the curricular and co-curricular activities. This is particularly so in boarding high schools (Barki and Mukhopadhyay, 1986). Learners 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 sanitation in the school dormitories, protection through immunization against diseases, early diagnosis and treatment of illnesses and health education through formal or informal sensitisation are adhered to.

Kamau (2002) studied the factors influencing access and utilisation of preventive reproductive health services by adolescents using a sample of 128 learners aged 13 to 19 years in Forms one to four from six single and co educational secondary schools in Kenya's Murang'a district. The findings of the study revealed that learners behavioural, psychological, maturational, developmental and gender – specific sexual and reproductive health needs and concerns were not addressed. The study attributed the

findings to the lack of learner – friendly services, inadequate school health services and the lack of sufficient awareness among the learners on the preventive reproductive services. The findings also showed that health workers were too few and heavily loaded with other responsibilities to offer the health services. Additionally there was lack of friendly environment and inadequate counselling rooms in schools.

Maine (2007) studied the effect of guidance services in reducing the use of drugs among the youths in Kenya. The results showed that there was a continued high prevalence rate of drug use in high schools including boarding high schools. The reasons advanced for the development included peer pressure, curiosity, friendship and the easy access to some drugs. While guidance services had significant influence on the disciplinary problems of learners (Baker and Gerler, 2001), lack of sufficient information on drugs, defensive parents, lack of proper guidelines from the Ministry of Education on guidance services and limited time counsellors had due to work loads impacted negatively on the provision of the services. In contrast, Allensworth, Lawson, Nicholson, and Wyche (1997) asserted that most schools in Virginia in the United States provided health services such as screenings, monitoring learner immunization status, providing first aid, administering medication and providing a wide range of health services for learners with disabilities and special health care needs.

Idehen and Oshodin (2008) found in a study of factors affecting health instruction in secondary schools in Edo State, Nigeria that there are several factors that affected the provision of health instruction in secondary schools. They included school Headteachers' poor managerial styles; little time allocated to providing health instruction in schools; lack of health education teachers; and the quality of the teachers providing health instruction, the available instructional materials in terms of textbooks, pamphlets, posters and other available infrastructural facilities such as play fields, toilets and time available for instruction in matters related to health education determined the effectiveness of the health services provided.

There is a very strong relationship between health and education. According to Ministry of Education in Zambia (1996) poverty related malnutrition, environmentally – related malaria, sexually transmitted diseases such as HIV/AIDS and other health problems were widespread. This posed a danger to the effective and efficient delivery of the education to the learners in boarding high 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 learners could play a very vital role in the provision of guidance services through peer counselling to fellow learners at a time when school counsellors and health personnel may not be available. Arudo (2008) in a study to establish peer counselling experience 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 peer counselling services improved in academic performance, discipline, self awareness, self worth and competitive spirit. In addition, the development of effective systems which ensured the availability of teaching aids, financial support, good will and in-service training for counsellors would enhance counselling services and meet the intended objectives of providing peer counselling.

In summary, the literature reviewed on the types of guidance services revealed that educational, vocational, avocational, personal/social and health guidance services were available in boarding high schools as evidenced from counselling, appraisal, placement and follow up, orientation, rights of a child and HIV/AIDS awareness and medical examination activities available in some of the schools where studies were conducted. Literature also showed that in schools where guidance services were available, guidance services improved the learners' academic achievement, fostered positive attitudes in learners toward school and work, improved their behaviour and increased their acquisition and application of conflict resolution skills.

2.3. Learners' evaluation of guidance services

Guidance services in schools are meant to improve quality of life of the learners for which these services are intended. However, there is need to give the learners an opportunity to evaluate the services to find out to what extent their needs are met and also their level of satisfaction with the services. The section therefore reviews the literature related to the learners' evaluation of the guidance services.

Reid, (1996) carried out a study using the Kids Help Line in Australia which surveyed 150 young people's perceptions and experiences of school counselling. Results showed that of the learners who had seen a counsellor, half had found the experience beneficial while the other half found it unhelpful. The learners who expressed dissatisfaction with the experience were requested to be specific about what was not helpful to them. The most frequently mentioned reason for dissatisfaction with the counselling process was confidentiality. According to these learners the counsellor had breached confidentiality by telling parents, teachers or other members of the school without the learner's permission.

Lapan, Gysbers and Sun (1997) evaluated the impact of comprehensive developmental guidance implementation on learners' outcomes from a state - wide group of 236 high schools in the state of Missouri. The results of their study revealed that in schools with more fully implemented guidance services learners indicated they earned higher Grades, were being better prepared for later life and had career and college information readily available in the school. The findings showed that guidance services positively influenced the performance of the learners and helped in the establishment of a positive teaching and learning environment. The results clearly revealed that learners had a positive perception of the guidance services.

Warton and Cooney (1997) in a study conducted on information and choice of subjects in the senior school found in Australia that there was little evidence that subject choice by school learners was a considered, planned exercise. Their finding revealed that 30 per cent of learners had not received an information booklet about

subject choice distributed by all schools in the study suggesting that the information was not sufficiently salient or valued. The results also indicated that information about subject choice was gathered accidentally and formally. The study therefore concluded that adolescents were thus unlikely to make optimal choices as they lacked sufficient and appropriate vocational information. Chapman (1993) affirming these findings stated that while many schools provided a range of career-related services and information resources to facilitate learners decision making process, only limited research had addressed how useful and meaningful this assistance is for learners.

A study carried out to evaluate educational guidance and counselling in Finland by Kasurinen, Numminen and Vuorinen, 2003 revealed that the general upper secondary school learners' assessments of access to educational guidance and counselling ranged between rather poor and moderate. A good third of the learners thought that they had received an adequate or fairly adequate amount of individual guidance and counselling, but nearly two fifths of them considered that they had not been provided with anything like enough guidance and counselling. However, according to this study the availability and access of educational guidance and counselling for learners attending general upper secondary schools in urban areas and in country municipalities was better than for learners attending general upper secondary schools in smaller towns. The study further reported that learners perceived that the provision of guidance and counselling on personal growth and development and on study skills as being between rather poor and moderate although learners also reported that they had received significant help with their learning, developing their study methods and setting themselves study goals. For the most general upper secondary school learners it was found that learners thought that they had not been given enough information on working life and occupations. A further two thirds of learners reported having had no working life orientation periods.

Hayes and Murray (2007) surveyed respondents' knowledge, experience and opinion of guidance services in Ireland and also sought recommendations on how guidance services could be improved. The findings revealed that over one third of the 635 respondents were 'positive' or 'very positive' about the guidance services while one

sixth described themselves as being 'negative' or 'very negative' about the guidance services which were provided. In addition, 65% of the sample stated that guidance services were available while they were in school.

Yüksel-Şahin (2008) evaluated school psychological counselling services based on high school learners' views. The study consisted of 235 learners as participants. The Learners' Personal Information Form and the School Guidance Services Scale were used for data analysis. Multivariate analysis of variance and multiple regression procedures were used for data analysis. The study found that learners listed the guidance services from the most utilized to the least as follows: consultation, placement, follow-up, public and family relations, orientation, research and evaluation, information gathering and outreach, appraisal and counselling services. On the other hand Yüksel-Sahin (2009) evaluated the psychological counselling and guidance services offered in schools according to the views of 204 elementary and secondary school teachers. The study revealed that teachers ranked the guidance services from the most utilized to the least as follows: consultation, counselling, information gathering and outreach, appraisal, orientation, placement, research and evaluation of public and family relations and follow-up services. The study also reported that in schools where the study was conducted approximately 46% of all guidance services were offered.

Another study to investigate the perceptions of high school learners of the roles and functions of school counsellors was done by Kuhn (2004) who found that learners rated five counselling roles as the most important roles of counsellors. These were assisting all learners in choosing college or career paths that were right for them; assisting in registration, scheduling, maintaining school records and files; starting new programs to help all learners obtain knowledge about college or careers; and providing all learners with a safe place to talk about problems related to academic work.

Gordon, Guez and Allen (2000) found that guidance services in most African schools were left in the hands of teachers with high teaching loads and without training in the area of guidance and counselling. The implication was that while guidance services may

be provided in schools, many learners were in school without knowing what they were supposed to do, and left school without any idea of what type of jobs or careers they should follow. The scenario was compounded by the fact that in most cases, guidance services were limited to the graduating classes in secondary schools leaving learners with little or no understanding of themselves and their socio-economic and political environment.

Phiri (2005) reported that while the guidance services were provided in schools, schools had various challenges in providing these services. However, the study concluded that despite the challenges the schools faced, school counsellors were doing their best to meet the learners' needs. In a related study Kasonde, Ndhlovu and Phiri (2007) who investigated the impact of Guidance and Counselling services on high school learners in Zambia found that guidance and counselling services were available in school and that both teachers and learners perceived guidance services in the schools as effective. On the other hand Tuchili (2008) evaluated school guidance and counselling services provision in one basic and two day high schools in Lusaka, Zambia. The study revealed that while learners benefitted from guidance services, there were still a number of challenges that needed to be addressed. Some of them included the need to orient and train teachers in guidance services; to provide career talks in rural schools; reduce drop out of school cases; and reduce cheating in the examination; which was prevalent.

In Nigeria Egbochuku (2008) surveyed the quality of guidance and counselling services offered to learners in secondary schools in sixteen (16) secondary schools comprising four hundred and twenty (420) respondents in Edo State. The study revealed that the quality of guidance services and facilities were significant predictors of learner adjustment and that the facilities such as accommodation, bookshelves, and tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials needed by the school counsellor to carry out quality guidance and counselling services in the school were inadequate. This negatively impacted the effective delivery of quality guidance services in schools.

In summing up the literature reviewed on learners' evaluation of the guidance services provided in boarding high schools, it was clear that some learners, especially from schools with comprehensive guidance services, had positive perceptions of guidance services and saw them as beneficial, effective, positively influencing their performance, helping them in the establishment of a positive teaching and learning environment. However, others found them unhelpful describing these services as negative and therefore not satisfactory in influencing their lives positively. It was also clear from literature that the provision of guidance services especially in Africa met several challenges such as having counsellors with high teaching loads and without training in the area of guidance and counselling and inadequate facilities and materials needed by school counsellors to provide quality guidance services.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology which the study utilised to carrying out the study. It is divided into the following subsections: the first section describes the design, pilot study, population, sample and sampling procedure and the research instruments. The last section comprises of data collection methods, analysis of data and limitations of the study.

3.1. Research Design

The study used descriptive and survey research designs. The descriptive design was utilised because of its advantage of not only collecting facts but it also assisted the researcher in the formulation of principles and solutions to significant problems (Kombo and Tromp, 2006) in the study. In addition, in line with the observation of Best (2006), the descriptive survey method enabled the researcher to obtain opinions of the representative sample of the target population so as to be able to infer the perception of the entire population.

3.2. The Pilot Study

A pilot study was carried out on a group of learners from Hillcrest National Technical High School with similar characteristics to the group on which the final instruments (questionnaires) was to collect data from. After answering the questionnaires the same participants were engaged in a focused group discussion.

Piloting the study was meant to test the design and the research instruments so that adjustments could be made accordingly. On the basis of the responses from the pilot study, the items in the questionnaire were found to be clear and easily understood by the participants. The method of administering the questionnaire by teachers in class was found to be suitable and guaranteed a maximum return rate on questionnaires.

3.3. Target Population:

The target population of the study consisted of 12, 516 learners (6727 boys and 5789 girls) in 23 boarding high schools in Southern Province. Southern Province was chosen because it had the largest number of boarding high schools in the country and so presented to the researcher larger but specific group of individuals (Best, 2006) to whom findings of the study was to be generalised.

3.4. Sample Size

In this study the sample comprised 271 respondents from three (3) co – educational boarding high schools. Two hundred and six five (265) respondents were learners broken down as ninety learners from each school (45females: 45 males). From each school, 30 learners from each Grade 10, 11 and 12 were selected to participate in the research. In addition 3 Headteachers and three School Counsellors; one from each school formed part of the sample.

The sample size of 271 respondents was arrived at to ensure that the characteristics of the sample was diverse, representative, accessible and knowledgeable in the area of study if the findings were to be generalizable to the target population (Kombo and Tromp, 2006).

3.4.1. Gender of Respondents

Respondents were asked to indicate their sex. Their responses are shown in table 1 below.

Table 1: Respondents by sex

Type of respondent	male	Female	total
Learners	130	135	265
School counsellors	2	1	3
Headteachers	3	0	3

3.5. Sampling Procedure:

Probabilistic and non – probabilistic procedures were applied in the study. For the purposes of ensuring that each school had an equal chance of being selected a simple random sampling for selection of schools was used. It is carried out by picking the required number of pieces of paper with names of schools from a bowl.

In selecting the learners, classes were initially stratified into Grade 10, 11 and 12 so that each Grade was represented in the sample. Then they were selected using the simple random sampling. When that was done the learners were stratified into girls and boys followed by simple random sampling to get the actual participants. This was so to ensure that there was an equal representation of all the Grades and learners by gender. Purposive sampling for the school Headteachers and counsellors was applied since they possessed vast information on guidance services in their respective schools and therefore were well vested in the area of study.

3.6. Research instruments

In order to solicit views from learners, school Counsellors and Headteacher questionnaires, interviews and focus discussions were used. In addition, data was sourced from published and unpublished literature.

3.6.1. Questionnaires

The use of the questionnaire was arrived at because it helps create a rapport, explains the purpose of the study. In addition the availability of many respondents at a time made it possible for the researcher to collect data within a short period, get a high response rate and also reducing the financial expenses. In fact the use of questionnaires was chosen since studies by Bowling (1999) revealed that as an instrument for collecting data, questionnaires used in a survey increased the external validity of the study done in natural settings.

3.6.2. Semi – structured interview schedules

Semi – structured interview schedules were utilized to collect data from the School Counsellors and the Headteachers.

3.6.3. Focused group discussion

The third instrument that was used to collect data was the focus group discussion. The focused group discussions with the learners clarify and shade more light on the issues raised and not clarified in the questionnaire. Focused group discussions with the learners were used in data collection meant to clarify and shade more light on the issues raised and not clarified in the questionnaire. This instrument was particularly utilised because according to Cohen, Manion and Morrison, (2007) it was economical on time, focused on a particular issue, yielded insights that would not otherwise be available in a straightforward interview, produced large amounts of data in a short period of time and was useful to triangulate with more traditional forms of interviewing, questionnaire and observation.

3.7. Data Collection Procedure

In collecting data, questionnaires were administered, interviews conducted, focus group discussions carried out, library research done and subjects observed.

Two questionnaires, one for female learners and the other for male learners were developed and administered in a pilot study to establish their validity and reliability after which they were used to collect data from the learners. Each questionnaire had four (4) pages and comprised of 29 questions developed by the researcher. Questions in the questionnaire covered items based on the objectives of the study namely: to find out the problems learners in boarding high schools face, to establish the types of guidance services available in boarding high schools and to investigate learners' evaluation of guidance services in boarding high schools. The researcher administered the questionnaire to learners.

Data was collected from Headteachers and School Counsellors through the semi - structured interviews.

Data was also obtained from published and unpublished literature. The sources of this form of data included records in the library of the University of Zambia and David Livingstone College of Education, Ministry of Education Provincial Office, and material collected from the internet, newspapers, conferences and Government of Zambia policy documents.

3.8. Data Analysis

Data analysis is a process of examining the data that has been collected and making deductions and inferences from it. During the process of data analysis underlying structures are uncovered, important variables extracted, any anomalies detected, and underlying assumption tested. Data analysis can be done qualitatively or quantitatively.

Both qualitative and quantitative methods were used in the analysis of data. Descriptive statistics were used to analyse the data using frequency tables, distributions, percentages and graphic presentations in form of tables. Non – structured questions were analysed through categorisation and coding of themes.

CHAPTER FOUR

PRESENTATION OF FINDINGS

This chapter presents the findings of the study. The presentation is divided into three parts. The first part addresses the first objective of the study “To find out the problems learners in boarding high schools face”. The second part of the presentation addresses the second objective of the study “To establish the types of guidance services available in boarding high schools.” The third part deals with the third objective namely, “To investigate learners’ evaluation of guidance services in boarding high schools”.

4.1. Problems learners in boarding high schools face

Table 2: Learners’ responses on whether they faced problems in boarding high schools

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
238	89.8	25	9.4	2	0.8	265

Of the respondents, 238 (90.5%) indicated that boarding high schools had problems that were peculiar only to them and 25 (9.5%) of them indicated that learners in boarding high school had no peculiar problems. Further 118 (91.5%) and 120 (89.6%) of the boys and girls respectively indicated that boarding high school learners had peculiar problems.

Table 3: Learners' responses of problems they faced by school

Problem	School						Total Frequency
	Choma		Kalomo		Zimba		
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	
Inadequate, poorly prepared and unbalanced meals	54	35.5	48	31.6	50	32.9	113
Restrictive rules	34	40	26	31	24	28.6	84
Water and sanitation	25	42.4	7	11.9	27	45.8	59
Bullying of younger by older learners	3	7.3	22	53.7	16	39	41
Peer pressure to engage in acts of indiscipline	10	27	21	56.8	6	16.2	37
Too much manual work	8	26.7	4	13.3	18	60	30
Thefts due to lack of security	5	17.2	14	48.3	10	34.5	29
Immorality among learners and also between female learners and male teachers	7	25	9	32.1	12	42.9	28
Inadequate and poor accommodation	13	48.1	10	37	4	14.8	27
Poor Health and disease out breaks	11	52.4	2	9.5	8	38.1	21
Congestion in dormitories and dining halls due to over enrolments	19	95	0	0	1	5	20
Punishments	1	5.9	5	29.4	11	64.7	17
Lack of finances to supplement the meals	6	46.2	1	7.7	6	46.2	13
Satanism (Occultism)	0	0	6	50	6	50	12
Power load shading	8	72.7	1	9.1	2	18.2	11
Homesickness	2	20	4	40	4	40	10
Lack of entertainment	10	100	0	0	0	0	10
Communication where learners were not allowed cell phones	1	10	1	10	8	80	10

There were 113 (35.5% from Choma, 31.6% from Kalomo, 32.9% from Zimba) learners that indicated that inadequate, poorly prepared and unbalanced meals was a problem in their schools while those that indicated that Satanism (Occultism) was a problem were 12 of whom 0 (0%) came from Choma, 6 (50%) from Kalomo and 6 (50%) from Zimba high schools. The findings indicated that some problems were more prevalent in some schools than others.

Table 4: Learners' responses on types of common disciplinary cases among boys and girls

	Boys		Girl		Totals	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Beer drinking	62	47.7	78	57.8	140	52.8
Drug abuse	12	9.2	7	5.2	19	7.2
Premarital sex	21	16.2	10	7.4	31	11.7
Absenteeism from lessons	51	39.2	60	44.4	111	41.9

Most of the learners, 140 (52.8%), consisting of 62 (47.7%) boys and 78 (57.8%) girls indicated that beer drinking was a common disciplinary case in boarding high schools. In addition, 19 (7.2%) of the learners indicated drug abuse, 13 (11.7%) of them indicated premarital sex and 111 (41.9 %) of them indicated absenteeism it as common cases of indiscipline in schools.

Table 5: Learners' responses to the common disciplinary problems by school

	Beer drinking		Drug abuse		Premarital sex		Absenteeism from class	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Choma	21	23.0	5	5.6	11	12.2	55	61.1
Kalomo	62	70.5	5	5.7	15	17.0	25	28.4
Zimba	57	65.5	9	10.3	5	5.7	31	35.6

The findings revealed that absenteeism from lessons was very common at Choma High School while for Zimba and Kalomo high schools beer drinking was highly prevalent.

As to whether the cases of indiscipline had increased, 12 (4.5%) of the learners did not respond to the question, 181 (68.3%) of them indicated that cases of indiscipline had increased and 72 (27.2%) indicated that cases had not increased. However of those that had indicated that cases of indiscipline had increased 89 (49.2%) were boys and 92 (50.8%) were girls.

Table 6: Learners' responses on whether there was something they wanted to change to improve the boarding school life

Yes		No		No Response		Total Frequency
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	
237	89.4	19	7.2	9	3.4	265

Of those that responded, 113 (90.4%) of the boys and 124 (94.7%) of the girls indicated they would have loved to change some aspects of the school. Almost the same number of learners (93.2% from Choma, 92.9% from Kalomo and 91.7% from Zimba) indicated that they wanted something changed in their schools.

Table 7: Learners' responses on what they wanted changed in their schools

SOMETHING LEARNERS WANTED TO CHANGE	SCHOOL			TOTAL
	Zimba	Kalomo	Choma	
Increase quantities and improve preparation of meals to improve diet	25	14	33	72
Improve infrastructure and learners accommodation	6	11	10	27
Reduce mischief among pupils	5	15	6	26
Allow use of phones	14	1	0	15
Improve sanitation and water	4	1	7	12
Improve health services and fight HIV/AIDS	3	7	6	16
Improve on teaching and learning material	6	2	3	11
Ensure no corporal punishment	1	7	0	8
Provide adequate entertainment	0	1	7	8
Improve teacher / learner relationships	5	2	0	7
Lessen restrictions on school rules	3	1	1	5

Some of the things learners wanted changed included meals where 72 of the learners wanted to see some improvement in the preparation and quantities given to them. This was followed by the improvement in the infrastructure where 27 of learners wanted more dormitories constructed to lessen the congestion that resulted in sharing of beds and mattresses. In the area of communication, 15 learners mainly from Zimba High School indicated that the school administration should allow the use of cell phones in boarding high schools for easy communication with parents and the rest of the outside world. The table above provides the rest of the information.

4.2. Types of Guidance Services provided in boarding high schools

4.2.1. Educational Guidance Services

Table 8: Learners' responses on who oriented them by school

	HEAD		SCHOOL COUNSELLOR		LEARNER		NONE		TOTAL
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
CHOMA	24	27.1	31	36.6	25	28.7	7	8.0	87
KALOMO	28	34.1	27	32.9	24	29.3	3	3.7	82
ZIMBA	43	50.6	10	11.8	25	29.4	7	8.2	85
TOTAL	95	37.4	68	26.8	74	29.1	17	6.7	254

The response rate to the question was 254 (95.8%) while the failure rate was 11 (4.2%). Of the respondents, 247 (93.3%) received orientation either from the Headteacher, School Counsellor or learners but 17 (6.7%) did not.

Table 9: Learners' responses to whether they were assisted in subject selection

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
80	30.2	170	64	15	5.7	265

On whether learners were assisted in subject selection the response rate was 250 (94.3%) while 15 (5.7%) of the participants did not respond to the question. Of the respondents 80 (32%) of learners indicated that they were assisted while 170 (68%) of them were not assisted in selecting subjects when they entered into Grade 10.

Table 10: Learners' responses of who assisted them in subject selection by gender

	Teacher		Friend		Counsellor		No one		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Boys	22	25.9	10	11.8	12	14.1	41	48.2	85
Girls	22	24.7	7	7.9	19	21.3	41	46.1	89
Total	44	25.3	17	9.8	31	17.8	82	47.1	174

As to who assisted the learners in subject selection, 174 (65.7%) of the learners responded to the question, 91 (34.3%) did not respond to it, 82 (30.9%) indicated they were assisted by neither teachers nor friends nor counsellors. The table above shows the distribution of learners who were assisted by different individuals by gender.

Table 11: Learners' responses on whether they were taught study skills

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
208	78.5	55	20.8	2	0.8	265

The table above indicates that 263 (99.2%) of the learners responded to the question on whether learners were taught study skills. In terms of gender, 103 (79.2%) of the boys and 105 (78.9%) of girls indicated having received study skills assistance.

Table 12: Learners' responses of who assisted them in various subjects by gender

	Teacher		Friend		Counsellor		No one		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Boys	77	59.2	38	29.2	12	9.2	3	2.3	130
Girls	88	65.7	29	21.6	14	10.4	3	2.2	134
Total	165	62.5	67	25.4	26	9.8	6	2.3	264

On whether learners were assisted when they had problems in the various subjects, 264 (99.6%) of the learners responded to the question while 1 (0.4%) of them did not. Of those assisted 16 (62.5%) of them were assisted by teachers, 67 (25.4%) by friends, 26 (9.8%) by counsellors and 6 (2.3%) by no one.

Table 13: Learners' responses on why they chose teachers to help them in particular subjects

Reason for choosing teachers for academic assistance	Frequency	Percent (%)
Teachers knew the problems and solutions in particular subjects	63	27.6
Teachers were willing to help	3	1.3
Teachers taught the learner	37	16.2
Teachers were always present	41	17.9
Learners had more freedom with teachers	25	10.9
Teachers were friendly	16	7.01
Teachers had better explanations	23	10.0
Teachers were responsible people	10	4.3
The counsellor was not available	10	4.3

Among the reasons given by those that chose friends were that friends were always present, explained better than teachers and allowed them the freedom of expression.

Table 14: Learners' responses on why they chose friends to help them in particular subjects

Reason for choosing learners for academic advice	Frequency	Percent (%)
Learners understood better from friend	21	17.3
Fellow learners explained better	11	9.0
Learners had more freedom with fellow learners	81	66.9
Teachers were not always present while learners were	8	6.6

For the learners that chose School Counsellors, 14 (37.8%) indicated that counsellors were specifically trained to provide guidance, 5 (13.5%) that School Counsellors were the best to talk to and 18 (13.5%) that it was their duty to provide advice. Those that did not go to any one stated that they had no time and no reason to consult any one.

4.2.2. Vocational Guidance Services

Table 15: Learners' responses on whether they were provided with information on entry requirements to universities and colleges

	Yes		No		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Boys	106	82.2	23	17.8	129
Girl	118	88.1	16	11.9	134
Total	224	85.2	39	14.8	263

The response rate to the question on whether schools provided information on college and or University entry requirements was 263 (99.2%). The rest of the information is given in the table above.

Table 16: Learners' responses to sources of university/college requirements information by gender

	Teacher		Friend		Counsellor		Other		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Boys	49	44.1	46	41.4	2	1.8	14	12.6	111
Girls	50	41.3	48	39.7	1	0.8	22	18.2	121
Total	99	42.7	94	40.5	3	1.3	36	15.5	232

The response rate to the question on learners' sources of university/college requirements information by sex was 232 (87.5%) and the failure rate was 33 (12.5%). The Table shows that 99 (42.7%) of the learners sourced information from teachers, 94 (40.5%) of them from friends, 3 (1.3%) of them from counsellors and 36 (15.5%) of them from other sources not specified here.

Table 17: Learners' responses on whether they were assisted in career making decisions

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
190	71.7	72	27.2	3	1.1	265

With regard to whether learners received assistance in career making decisions the response rate to the question was 262 (98.9%). Of the respondents, 190 (71.7 %) of the

learners stated that they had received assistance while 72 (27.2%) of them indicated that they had not been guided in this area.

Table 18: Learners' responses on who assisted them in career making decisions

	Teacher		Friend		Counsellor		Other		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Boys	35	35.4	2	2.0	47	47.5	15	15.2	99
Girls	39	39.8	2	2.0	51	52.0	6	6.1	98
Total	74	37.6	4	4.0	98	49.7	21	10.7	197

For those that received assistance in career making decisions, only 4 (2.0%) of them received assistance from friends. The assistance was provided mainly by teachers 74 (37.6%), counsellors 98 (49.7%) and other sources 21 (10.7%). The percentage of learners receiving assistance from the counsellors was higher for girls (52.0%) than for the boys (47.5%).

Table 19: Learners' responses to whether they were provided with information about job opportunities

Yes		No		No Response		Totals	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
165	62.3	90	34.0	10	3.8	265	100

Of the 165 (67.7%) of the respondents, 85 (51.5%) of the boys and 80 (48.5 %) of the girls indicated that they were provided with the information. However 90 (35.3%) showed that they had not received any information on job opportunities.

For those who received the information on job opportunities by grade, 56 (34.4%) were Grade 10, 54 (33.1%) were Grade 11 and 53 (32.5%) of them were Grade 12 learners. On the other hand, 34 (37.8%) of the Grade 10, 28 (34.1%) of the Grade 11 and 28 (34.6%) of the Grade 12 learners had no information on job opportunities.

Table 20: Learners' responses on who provided information on job opportunities

	Teacher		Friend		Counsellor		Other		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Boys	35	42.7	11	13.4	34	41.5	2	2.4	82
Girls	41	49.3	6	7.2	36	43.4	0	0.0	83
Total	76	46.0	17	10.3	70	42.5	2	1.2	165

The response rate to the question on who provided information on job opportunities was 165 (62.3%) and while 100 (37.7%) of the learners did not respond to the question. The findings showed that 35(42.7%) of boys and 41 (49.3%) of the girls indicated they received information from teachers, 11 (13.4%) of the boys and 6(7.2%) of the girls indicated they were provided information by friends, 34(41.5%) of the boys and 36 (43.4%) of the girls got information from counsellors and 2 (2.4%) of the boys and 0(0.0%) of the girls from someone else.

Table 21: Learners' responses on who provided them with information on job opportunities by grade

	Teacher		Friend		Counsellor		Other		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Grade 10	36	63.2	5	8.8	15	26.3	1	1.8	57
Grade 11	17	30.9	8	14.5	29	52.7	1	1.8	55
Grade 12	22	43.1	4	7.8	25	49.0	0	0	51
Total	75	46.0	17	10.4	69	42.3	2	1.2	163

The table above shows that 38 (63.2%) of Grade 10 learners indicated they got information from the teachers while 29 (52.7%) of Grade11 learners and 25 (49.0%) of 12 learners indicated that they were provided with information by the counsellors. On the other hand 1 (1.8%) of both Grades 10 and 11 learners indicated that other people provided them with the information. No Grade 12 learner was provided with information by other people.

4.2.3. Avocational Guidance Services

Table 22: Learners' responses to whether their hobbies were identified as they entered the school

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
125	47.2	126	47.5	14	5.3	265

The response rate to the question on whether learners' hobbies were identified by the school was 251 (94.7%) with a failure rate of 14 (5.3%). Of the respondents 125 (49.8%) of the learners indicated that their hobbies were identified while the other 126 (50.2%) indicated that their hobbies were not identified. Of those who had hobbies identified, 66 (52.8%) were boys and 59 (47.2%) were girls.

Table 23: Learners' responses to whether they were encouraged to participate in co – curricular activities

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
247	93.2	16	6.0	2	0.8	265

On the question of whether learners were encouraged to take part in co - curricular activities 247 (93.2%) of the learners indicated that they were encouraged to participate in co – curricular activities, 16 (6.0%) of them indicated they were not and 2 (0.8%) did not respond to the question. Of those that indicated that they were encouraged to participate in co – curricular activities, 122 (49.4%) were boys and 125 (50.6%) were girls.

Kalomo High School had the largest number of learners, 86 (97.7%) of them that indicated that they participated in the co – curricular activities followed by Choma High School with 83 (92.2%) learners and then Zimba High School with 78 (91.8%) learners.

Of those that were encouraged to participate in co – curricular activities, 122 (49.4%) were boys and 125 (50.6%) were girls. Learners indicated participation in co –

curricular activities decreased as they progressed to higher grades, 88 (95.7%) for Grade 10, 84 (95.5%) for Grade 11 and 73 (90.1%) for Grade 12 learners.

Table 24: Learners' responses to who encouraged them to participate in co – curricular activities by sex

	Teacher		Counsellor		Friend		Other		Total Frequency
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	
Boys	91	70.5	22	17.1	5	3.9	11	8.5	129
Girls	90	68.2	24	18.2	12	9.1	6	4.5	132
Total	181	69.3	46	17.6	17	6.5	17	6.5	261

The response rate to the question on who encouraged learners to participate in co – curricular activities by sex was 261 (98.5%) with a failure rate of 4 (1.5%). Of the respondents 181 (69.3%) of the learners indicated that they were encouraged by teachers, 46 (17.6%) of them by counsellors while those encouraged by friends and others were at 17 (6.5%) each.

In terms of the types of activities learners were involved in, 30 (11.3%) indicated being involved in visiting friends, 181 (68.3 %) in sports and 32 (12.1%) in listening to music.

Learners indicated that other co – curricular activities they participated in included attending church services and participating in clubs like JETS, debate and mathematics clubs.

4.2.4. Personal/Social Guidance Services

Table 25: Learners' responses to who assisted them with personal problems

	Teacher		Counsellor		Friend		No one		Total Frequency
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	
Boys	28	22.0	39	30.7	55	43.3	5	3.9	127
Girls	22	16.3	34	25.2	69	51.1	10	7.4	135
Total	50	19.1	73	27.9	124	47.3	15	5.7	262

On the question of who assisted learners with personal problems, 262 (98.9%) responded to the question and 3(1.1%) did not do so. The respondents were broken into

127(48.5%) boys and 135 (51.5%) girls. Further more for the respondents, 50 (19.1%) of them indicated they went to teachers and of these, 28 (56%) of them were boys while 22 (44%) of them were girls. A total of 124 (47.3%) the learners indicated seeking assistance from friends and of this number 44.4% were boys and 55.6% were girls. A smaller number of pupils 73 (27.9%) indicated they went to see counsellors and 15 (5.7%) went to none of the above for assistance.

Table 26: Learners' responses on who they reported teacher - learner conflicts

Teacher		Friend		Counsellor		No one		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
56	21.8	48	18.7	115	44.7	38	14.8	257

On the question of whom learners reported teacher - learner conflicts, 257 (97.0%) indicated that they reported problems to someone while 8 (3.0%) not respond to it. Of the respondents, 56 (21.8%) of the learners indicated that they reported to teachers, 48 (18.7%) to friends, 115 (44.7%) to counsellors and 38 (14.8%) of them to no one.

Table 27: Learners responses to who assisted them resolve learner - learner conflicts by gender

	Teacher		Counsellor		Friend		Other		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Boys	95	75.4	11	8.7	15	11.9	5	4.0	126
Girls	88	66.2	16	12.0	25	18.8	4	3.0	133
Total	183	70.7	27	10.4	40	15.4	9	3.5	259

In the case of the learner - learner conflicts, 259 (97.7%) of them indicated that they reported such cases to someone while the remaining 6 (2.3%) did not report them. However, the findings indicated that 183 (70.7%) report to teachers, 40 (15.4%) report to friends, 27 (10.4%) report to counsellors and 9 (3.5%) report to someone else not specified here. Of those that reported these cases more girls 133 (51.4%) than boys 126 (48.6%) did so.

Table 28: Learners’ responses on whether there were girls in school that became pregnant

Yes		No		Total Frequency
Frequency	Percent (%)	Frequency	Percent (%)	
250	94.3	15	5.7	265

The response rate to the question on whether there was an increase in the number of girls who became pregnant in schools was 250 (94.3%). Of the respondents, 133 (50.2%) of them indicated that the numbers of girls getting pregnant had increased while 112 (42.3%) indicated that the numbers had not increased.

Table 29: Learners’ responses on whether cases of girls getting pregnant had increased by school

School	Yes		No		Total Frequency
	Frequency	Percent (%)	Frequency	Percent (%)	
Choma	23	28.8	57	71.2	80
Kalomo	37	44.0	47	56.0	84
Zimba	73	90.1	8	9.9	81
Total	133	54.3	112	45.7	245

The response rate of learners to the question on whether cases of girls getting pregnant had increased by school was 245 (92.5%) with a failure rate of 20 (7.5%). Of the respondents, 133 (54.3%) indicated that pregnancies had increased and 112 (45.3%) of them indicated that pregnancies had not increased.

Table 29 above indicates that 23 (28.8%) of learners at Choma High School indicated that the number of girls getting pregnant had increased while 57 (71.2%) indicated the numbers had not increased. For learners from Kalomo High school 37 (44.0%) and 47 (56.0%) indicated the number of girls getting pregnant had increased and not increased respectively. For those from Zimba, 73 (90.1%) indicated that the numbers of pregnant girls had increased while 8 (9.9%) indicated the numbers had not increased.

Learners in the focus group discussions attributed the increase in pregnancies of female learners to learners’ desire to improve their economic status, the laxity in school rules

which increased the free interaction between male and female learners and the introduction of the re – entry policy for girls.

Table 30: Learners’ responses on who helped boys and girls when they matured

	Teacher		Matron		Friend		Counsellor		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Boys	16	12.5	31	24.2	45	35.2	36	28.1	128
Girls	0	0	107	79.3	22	16.3	6	4.4	135

The response rate of boys to the question on who helped boys them when they matured was 128 (98.2%) while the failure rate was 2 (0.8%). For girls however, 135 (100%) of them responded to the question on who helped them when they matured. There were no (0.0%) girls that were helped by teachers. The table shows the rest of the information.

Table 31: Boys responses of who they shared information with first when they impregnated a girl

Teacher		Matron		Friend		Counsellor		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
3	2.3	28	21.9	75	58.6	22	17.2	128

In terms of who boys first shared the problem of impregnating a girl, 3 (2.3%) of the boys indicated that they shared with teachers, 28 (21.9%) with the matron, 75 (58.6%) with friends and 22 (17.2%) of them with the counsellors.

Table 32: Girls’ responses of who they shared information with first when they became pregnant

Teacher		Matron		Friend		Counsellor		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
0	0.0	54	42.0	76	58.0	1	0.8	131

On the other hand when girls become pregnant, 0 (0%) of them indicated that they shared the news with teachers, 54 (4.2%) of them shared with matrons, 76 (58.0%) indicated that they shared with friends and 1 (0.8%) of them with counsellors.

Table 33: Boys' responses on who sought sexual favours from them

Teacher		Girls		Women from out		None		Totals
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
4	3.1	72	55.4	10	7.7	44	33.8	130

On who sought sexual favours from boys the response rates was 130 (100%) and of these the results indicated that 86 (66.2%) of them were requested for sexual favours.

Table 34: Girls' responses on who sought sexual favours from them

Teacher		School boys		Men from outside		None		Totals
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
25	19.1	63	48.1	34	26.0	9	6.9	131

On who sought sexual favours from girls the response rate was 131 (97%) and the results indicated that 122 (93.1%) of them were requested for sexual favours.

Table 35: Learners' response by school on whether schools re – admitted pregnant girls

	yes		No		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Choma	30	34.9	56	65.1	86
Kalomo	73	86.9	11	13.1	84
Zimba	60	73.2	22	26.8	82
Totals	163	64.7	89	35.3	252

On whether the re- entry policy for girls was good or not, 236 (89.1%) of the learners indicated that the policy was good, 27 (10.2%) of them indicated that the policy was not good while 2 (0.8%) of them did not respond to the question.

As to whether there were girls in the school that were re – admitted into the school after being pregnant, 195 (73.6%) of the learners stated that schools had such girls, 68 (25.7%) of them indicated that there were no girls who had been re – admitted into school and 2 (0.8%) of them did not respond to the question.

From the focus group discussions some learners felt the policy was bad because it encouraged promiscuity in girls and that girls deliberately engaged in sex knowing that they would get back to school if they got pregnant. Further such female learners (parents) would need to attend to the welfare of the child or children.

However, others felt that the policy was good and offered gender parity in education. Learners supporting this view stated that usually girls did not plan to get pregnant but did so by mistake. In addition they asserted that the practice acted as a discouragement to early marriages. One girl even stated that it was important because educating a girl meant educating a family, a clan and the nation because women were more caring than men.

Table 36: Learners’ responses by school on whether there were girls who had been re – admitted into school after being pregnant

School	Yes		No		Total
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
Choma	33	37.1	56	62.9	89
Kalomo	83	95.4	4	4.6	87
Zimba	79	90.8	8	9.2	87
Total	195	74.1	68	25.9	263

The response rate to the question on whether there were girls who had been re – admitted into school after being pregnant was 263 (99.2%) while the failure rate was 2 (0.8%). Of the respondents, 33 (37.1%) of the learners from Choma High School stated that there were girls in the school who had been re – admitted while 56 (62.9%) of them indicated that no girls had been re – admitted into school after being pregnant. For Kalomo High School, 83 (95.4%) of the learners indicated that there were girls in the

school who had been re – admitted and 4 (4.6%) of them indicated that such girls were not in schools.

Table 37: Learners’ responses of who assisted girls who had re - entered the school to settle

Teacher		Matron		Friend		Counsellor		No Response	
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
62	23.4	80	30.2	26	9.8	49	18.5	48	18.1

The response rate to the question on who assisted girls who had re - entered the school to settle was 217 (81.9%) and the failure rate was 48 (18.1%). Of the respondents 62 (28.6%) were assisted by teachers, 80 (36.9%) by matrons, 26 (12.0%) by friends and 49 (22.6%) by counsellors.

4.2.5. Health Guidance Services

Table 38: Learners’ response on whether schools regularly organised health talks

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
195	73.6	66	24.9	4	1.5	265

Of the respondents, 88 (68.8%) of the boys and 107 (80.5%) of the girls indicated that schools regularly organised health talks. On the other hand 40 (31.2%) of the boys and 26 (19.5%) of the girls indicated that schools did not organise health talks regularly.

Table 39: Learners’ responses on whether schools organised regular health talks by school

School	Yes		No		Total Frequency
	Frequency	Percent (%)	Frequency	Percent (%)	
Choma	73	82.0	16	18.0	89
Kalomo	65	74.7	22	25.3	87
Zimba	57	67.1	28	32.9	85
Total	195	74.7	66	25.3	261

There were 263 (99.2%) learners that responded to regular health talks. Of those that indicated that schools provided regular health talks, 73 (82.0%) of them came from Choma, 65 (74.7%) from Kalomo and 57 (67.1%) from Zimba High Schools.

Table 40: Learners' responses on whether they were made aware of the sexually transmitted diseases and HIV and AIDS

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
257	97	6	2.3	2	0.8	265

The response rate to the question on whether learners were made aware of the sexually transmitted diseases and HIV and AIDS was 263 (99.2%) while the failure rate stood at 2 (0.8%). Of the respondents, 129 (49.0%) were boys and 134 (51.0%) were girls. On who organised health talks, 100 (49.8%) of them indicated that health talks were organised by teachers, while 16 (8.0%) and 85 (42.35%) of the learners indicated that health talks were organised by learners and the counsellors respectively.

Table 41: Learners' responses to whether they were assisted when they had health problems

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
238	86	32	12.1	5	1.9	265

The response rate to the question on whether were they assisted when they had health problems was 260 (98.1%) and 5 (1.9%) of them did not respond to the question. Of the respondents, 238 (86.0 %) of the learners indicated that learners received health assistance, 32 (12.1%) of learners indicated learners did not receive any health assistance. Of those that indicated that learners received assistance when they fell sick, 118 (91.5%) of them were boys and 110 (84.0%) were girls

Table 42: Learners' responses on whether schools requested for medial examinations from learners

	Yes		No		Total frequency
	Frequency	Percent (%)	Frequency	Percent (%)	
Choma	24	27.0	65	73.0	89
Kalomo	40	47.1	45	52.9	85
Zimba	34	39.1	53	60.9	87
Total	98	37.5	163	62.5	261

There were 261 (98.5%) of the learners that responded to the question on whether schools requested for medial examinations from learners while 4 (1.5%) of them did not. Of the respondents 130 (49.8%) were boys and 131 (50.2%) were girls. Further, of those that indicated that medical examinations were requested for 50 (51.0%) were boys and 48 (49.0%) were girls while for those that indicated that medical examinations were not required 80 (49.1%) were boys and 83 (50.9%) were girls.

4.3. Learners' evaluation of guidance Services in boarding high schools

In order to investigate the learners' evaluation of guidance services in the boarding high schools, responses were sought from the learners on the availability of guidance services, availability of School Counsellors, the time – tabling of guidance and counselling, whether learners benefitted from the guidance services provided and learners suggestions to improve the provision of the guidance services. School Counsellors' and Headteachers' responses on the provision of the guidance services in boarding high schools are also presented here to authenticate learners' evaluation of guidance services in boarding high schools.

4.3.1. Learners' responses on guidance services in boarding high schools

Table 43: Learners' responses on whether guidance services were available in schools

Yes		No		No Response		Total Frequency
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	
237	89.4	23	8.7	5	1.9	265

Of the respondents 237 (91.2%) indicated that boarding high schools had guidance services while 23 (8.8%) showed that these services never existed in their schools.

Learners in the focus group said that although these services were there, they were not taken seriously by the school and that there were no regular meetings where the counsellors discussed various concerns of the learners.

Table 44: Learners’ responses to whether school counsellors were available in schools

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
227	85.7	30	11.3	8	3.0	265

The response rate to whether school counsellors were available in schools was 257 (97.0%) and of these 227 (85.7%) indicated that school counsellors were available in schools. However, learners in the focus group discussions indicated that counsellors were not accessible due to heavy teaching loads and that they were not friendly to learners which made it difficult for learners to approach them.

Table 45: Learners’ Responses to whether guidance and counselling in school was time – tabled

Yes		No		No Response		Total
Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency
49	18.5	210	79.2	6	2.3	265

On time – tabling of guidance services, 259 (97.7%) out of the 265 participants responded to the question with 210 (81.1%) of them indicating that guidance and counselling was not time – tabled while 49 (18.9%) indicated that it was time – tabled.

Table 46: Learners’ responses to whether guidance services were helpful to them

Yes		No		No Response		Total
Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency
196	74.0	26	9.8	43	16.2	265

On whether the guidance services in schools were helpful to pupils, 196 (74.0%) of the pupils indicated that they were helpful, 26 (9.8%) of them indicated that they were not

helpful and 101 (89.4%) of the boys and 95 (89.4%) of the girls indicated that Guidance Services were helpful to learners.

Table 47: Learners suggestions of improving guidance services

Suggestions Of Improving Guidance Services	Zimba	Kalomo	Choma	Frequency	Percent (%)
Organise regular guidance and counselling meetings	17	34	31	82	20.5
Time - tabling guidance and counselling to ensure Consistence	13	13	21	47	11.75
Fulltime counsellors who are accessible	24	9	4	37	9.25
Train and provide qualified counsellors	4	25	6	35	8.75
Increase guidance services and counsellors	5	19	8	32	8
Store and provide guidance material for learners' use	7	15	7	29	7.25
Create guidance and counselling clubs	13	10	5	28	7
Involve learners through peer counsellors	14	5	6	25	6.25
Sensitize learner on importance of guidance services and dangers of HIV/AIDS	14	9	8	31	7.75
Counsellors to be accommodating, respectful, tolerant, kind and open to learners	2	10	8	20	5
Involve outsiders, colleges, universities, business houses and individuals	4	4	4	12	3
Provide counselling to offenders	2	6	2	10	2.5
Administration to provide offices for school counsellors for counselling	3	3	1	7	1.75
Ensure gender balancing of counsellors	2	0	3	5	1.25

Of those that responded to question requesting learners to provide suggestions of improving guidance services 82 (20.5%) indicated that there was need to regularly organize guidance and counselling meeting meetings. This was followed by 47 (11.75%) of the learners that indicated that guidance and counselling needed to be time – tabled. At the bottom of the table was 5 (1.25%) of the learners that indicated that there was need to ensure gender balancing in the deployment of the school counsellors to schools so that learners of the same sex with the counsellor were free to discuss matters they could not with the opposite sex.

4.3.2. School Counsellors' responses on guidance services in boarding high schools

Table 48: School Counsellors' responses on how long they had been school counsellors

School of counsellor	Length in years as counsellor
Choma	4
Kalomo	1
Zimba	3

The average length of time the respondents had been operating as counsellors was 2½ years. When the school counsellors were asked whether they were formally trained as counsellors, all (100%) of them indicated that they had no formal training.

Table 49: School Counsellors' responses on what their duties and responsibilities were

Duties of School Counsellors	Frequency (f)	Percent (%)
Counselling learners in academic, personal and social areas	3	100
Providing career guidance	1	33.3
Coordinating examination	1	33.3
Maintaining learners records	2	66.7
Orientation of new learners to the school	1	33.3

When asked what their duties and responsibilities were, all the three indicated that they were to provide counselling pupils on personal, social and academic matters, 2 (67%) of them indicated that they were to run examinations and keep the pupils records and one (33.3%) of them indicated the provision of orientation to new learners in the school.

Table 50: School Counsellors' responses on how frequently they meet with learners for guidance services

	Frequency (f)	Percent (%)
Daily	1	33.3
Monthly	1	33.3
As need arises	1	33.3

As to how often counsellors met the learners to provide guidance services, 1 (33.3%) indicated once a week, 1 (33%) indicated once per month and the last one indicated as need arose.

Table 51: School Counsellors' responses on why guidance and counselling was not time - tabled

Reasons for not time – tabling guidance and counselling	Frequency (f)	Percent (%)
The school time – table was full	1	33.3
Schools had no trained school counsellors	1	33.3
Guidance units had no material such as syllabi and books	2	66.7
school counsellors were overloaded with other subjects	1	33.3

As to whether guidance and counselling was time – tabled all of them indicated that it was not citing congestion on school time – tables, lack of training, none availability of the syllabi and teaching materials and high teaching loads as the reasons.

When asked whether learners who had various problems with friends and teachers were free to consult School Counsellors, 3 (100%) of them indicated that counsellors were the last resort learners reported such conflicts to. According to them learners consulted house teachers and matrons and sometimes fellow learners when they had interpersonal conflicts with friends or teachers.

On whether learners were assisted in career paths, all (100%) of School Counsellors indicated that they assisted learners in choosing their career paths by providing information to learners on subject combinations required for various careers and also information about the requirements for various colleges and universities.



Table 52: School Counsellors' responses to what they considered as learners' common disciplinary problems

Common Disciplinary Problems	Frequency (f)	Percent (%)
Beer drinking	3	100.0
Out of bounds	3	100.0
Stealing	1	33.3
Fighting	1	33.3
Drug abuse	1	33.3
Absenteeism from lessons	2	66.7

When asked the most common disciplinary cases in school, 3 (100%) of them indicated beer drinking, 3 (100%) out of bounds, 2 (66.7%) absenteeism from lessons while 1 (33.3%) of them indicated stealing, fighting and drug abuse as common disciplinary cases.

Table 53: School Counsellors' responses on who organised health talks for learners

Who organise health talks	Frequency (f)	Percentage (%)
Guidance unit	2	66.7
Medical personnel	1	33.3

On the organisation of health talks School Counsellors indicated that they were organised by the school guidance and counselling units through the various organs such as the health clubs and the medical personnel from the hospital or clinics.

Table 54: School Counsellors' responses on how learners were assisted when they fell sick

How schools meet learners health needs	Frequency (f)	Percentage (%)
Take learners to clinic	3	100.0
Sensitise learners on cleanliness	1	33.3
Clinic nurse takes care	1	33.3
School meets medical costs	1	33.3

With regard to how learners were assisted when they fell sick, School Counsellors from Kalomo and Choma High Schools indicated that they took care of learners health

concerns in consultation with the clinic staff in school clinics while Zimba High School indicated that the school sent sick learners to the hospital, met their needs while in hospital and called in parents or caregivers if the learners were admitted to the hospital.

Table 55: School Counsellors' responses on whether guidance units had materials and resources to provide guidance services

Yes		No	
Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
0	0	3	100

On whether they had the required resources and materials to perform their duties, all the counsellors indicated that they did not. Further, they stated that the Ministry of Education never provided such resources and materials.

Table 56: School Counsellors' responses on whether learners were encouraged to participate in co – curricular activities

Yes		No	
Frequency	Percentage (%)	Frequency	Percentage (%)
3	100	0	0

The table above shows that 100% of the School Counsellors indicated that they encouraged learners to participate in co – curricular activities. Further, School Counsellors indicated that schools had adequate and active co – curricular activities which included sports like football, netball, chess volleyball; clubs such as Mathematics, JETS, debate; and religious activities.

Table 57: School Counsellors' responses to what they felt were their challenges in providing guidance services

Challenges of School Counsellors	Frequency (f)	Percentage (%)
High teaching loads	3	100
No materials e.g. syllabus, guidelines	2	66.7
Lack of training	1	33.3
No support from the ministry	1	33.3

When asked to state the challenges School Counsellors faced in performing their duties, they 66.7% of them indicated that lack of resources, 33.3% lack of training, 100% high teaching loads and 33.3% lack of support from the Ministry of Education made it difficult for them to be available for learners and effectively provide guidance services.

Table 58: School Counsellors responses on how the provision of guidance services could be improved

Suggestions to improve guidance services	Frequency (f)	Percentage (%)
Need for full time counsellors	1	33.3
Train school counsellors	2	66.7
Reduce the teaching loads	1	33.3
Time – table guidance and counselling	1	33.3
Provide materials to the guidance unit	2	66.7

On how the provision of guidance services could be improved, school counsellors indicated that there was need for schools to have full - time trained counsellors, reduce teaching loads for teachers appointed as counsellors, time - table guidance and counselling and to have adequate resources and materials in guidance units.

4.3.3. Headteachers’ responses on guidance services in boarding high schools

Table 59: Headteachers’ responses to why guidance and counselling was not time - tabled

Reasons for not time – tabling guidance and counselling	Frequency (f)	Percentage (%)
Congested school time table	1	33.3
No trained school counsellors	2	66.7
Lack of information on guidance and counselling	1	33.3
Overloaded school counsellors	1	33.3

When asked whether guidance and counselling was time – tabled, Headteachers indicated that it was not time – tabled because the time – table was congested, school counsellors were overloaded and had no formal training and had little knowledge of the subject.

Table 60: Headteachers' responses on what they considered as learners common disciplinary problems

Common Disciplinary Problems	Frequency (f)	Percentage (%)
Beer drinking	2	66.7
Out of bounds	3	100.0
Illegal use of cell phones	1	33.3
Female – male learner sexual relationships	1	33.3
Absenteeism from lesson	1	33.3

On the common disciplinary problems schools had, Headteachers indicated that out of bounds without permission, illegal connections of phones in the dormitories, beer drinking, unhealthy sexual relationships among pupils and absenteeism from lessons were common disciplinary problems

Table 61: Headteachers' responses on how learners were assisted when they fell sick

How Schools Meet Learners Health Needs	Frequency (f)	Percentage (%)
Patients are given passes to go or to be taken to the hospital	2	66.7
Learners are sensitised on health matters and preventive maintenance	1	33.3
School has qualified health personnel at school clinic	2	33.3
In case of admissions the school meets medical costs	1	33.3
For serious ailments parents are summoned to the school	1	33.3

As to how learners were assisted when they fell sick, Headteachers for Choma and Kalomo High Schools indicated they had school clinics manned by qualified health personally who attended to the sick. The Headteacher for Zimba High School indicated that pupils were taken to the nearby hospital. In the event that the condition of learner admitted to the hospital deteriorated, the school administration informed the parents or care givers to travel. All of the Headteachers stated that teachers on duty ensured the learners welfare while in the hospital was taken care of. The health personnel according to the Headteachers were also involved in the sensitization of learners in health matters.

Table 62: Headteachers’ responses to whether schools had girls that had been readmitted after being pregnant

Yes		No	
Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
2	66.7%	1	33.3%

The table above indicates that 2 (66.7%) of the Headteachers indicated that when girls became pregnant they were given maternity leave and returned to the school after delivery. However, 1 (33.3%) of the Headteachers indicated that girls that that fell pregnant were not re - admitted into schools but the schools facilitated their transfer to other schools to ensure high standards of discipline and morality. As to whether learners had accepted the re – entry policy, all 3 (100%) of the Headteachers indicated that learners had welcomed the policy although it offered challenges to school administrators because some girls paraded as heroes and were opt to repeat the practice

Table 63: Headteachers’ responses on what they felt were their challenges in providing guidance services

Challenges of School Counsellors	Frequency (f)	Percentage (%)
High teaching loads	2	66.7
No material e.g. syllabus	1	33.3
Lack of training	1	33.3
No support from the ministry	2	66.7
Lack of interest from school counsellor	1	33.3
Inadequate financial resources to fund guidance unit	1	33.3

When requested to state the challenges headteachers faced in providing guidance services, 33.3% of the Headteachers indicated that schools had no resources to provide charts, pamphlets, posters and books for the guidance and counselling offices, 33.3% of them indicated that counsellors providing guidance services had no training, 66.7 % of them that counsellors had high teaching loads and therefore had no time to provide the services adequately. In addition, 66.7% of the headteachers indicated that there was little support from the Ministry of Education in the area of providing guidance services.

Table 64: Headteachers' responses on how the provision of guidance services could be improved

Suggestions to Improve Guidance Services	Frequency (f)	Percentage (%)
Need for full time counsellors	1	33.3
Train school counsellors	2	66.7
Reduce the teaching loads	1	33.3
Time – table guidance and counselling	1	33.3
Provide materials to the guidance unit	1	33.3
Counsellors to develop interest	1	33.3

On suggestions to improve the provision of guidance services to learners, 33.3% of the headteachers indicated that there was need to have full time counsellors, 66.7% of them the need to train counsellors, 33.3% of them the need to reduce teaching loads of counsellors to encourage a face to face interaction between the learners and the counsellors and 33.3% of them need to ensure that the Ministry of Education made it mandatory to time - table guidance and counselling in schools.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

In the preceding chapter, the findings of the study were presented by the use of tables of frequencies and percentages, pie charts and bar charts. This chapter discusses the findings which sought to address three objectives namely:- “To find out the problems learners in boarding high schools face”, “To establish the types of guidance services available in boarding high schools.” and “To investigate learners’ evaluation of guidance services in boarding high schools”.

5.1. The problems learners in boarding high schools face

The first objective of the study endeavoured to find out the problems learners in boarding high schools faced. This section discusses the findings of the research on problems learners in boarding high schools face.

Among some of the notable problems learners in boarding high school faced was that of poor meals. Meals were not properly prepared. The food was usually over cooked or not fully cooked. In addition, schools had insufficient food stocks leading to learners being under fed. The insufficient provision of meals was especially manifested at the end of the school term. The menu was not balanced. In most boarding high schools the menu mainly consisted of hard corn porridge “nshima” with beans or cabbage for most part of the week with one or two meals of nshima with beef for lunch and supper while breakfast consisted of samp on week days and bread and tea on weekends. These findings were supported by Makinde (1984) when he stated that learners rioted because they complained of insufficient and poor food and Bista and Cosstick (2005) who found that under-funded boarding schools compromised the health of learners due to insufficient, inadequate and poorly prepared food.

The other problem of learners in boarding high school was congestion. There was clear evidence that school enrolments had greatly increased despite the limited room in the dormitories, classrooms and dinning halls. Findings revealed that learners shared beds, mattresses, and lockers in the dormitories. In dinning halls there was not enough room

to take in all the learners at the same time and where the dinning halls were big enough there were no dinning tables and learners stood when taking meals. Classrooms that were intended to accommodate 40 learners took in more than 60 learners.

Lack of water and poor sanitation was yet another problem in boarding high schools. The findings revealed that schools had no sources of water of their own and that where they did they had operational problems of maintaining a continuous flow of the water. Poor sanitation and lack of water exposed learners to the risk of diarrhoeal diseases and also to the loss of time for lessons as they fetched water for the kitchen and the toilets. The findings of the study were supported by Walters and Cram (2002), Lusaka Times (22/06/2009) and Zambian Watchdog (23/09/2009) who in separate situations found that boarding high schools had poor sanitary conditions. According to them the unsanitary conditions had a potential of exposing learners to waterborne diseases.

The findings also revealed that sexual violence was another problem to learners in boarding high schools. This problem was mainly experienced by the female learners in schools. Learners were concerned especially with the sexual relationships between the female learners and the male teachers. While male learners were requested for sexual favours by mainly female learners, female learners on the other hand were requested for sexual favours from male learners and male teachers in the school and men from outside the school. Boarding high schools therefore increased the risk of female learners being sexually abused. Headteachers and School Counsellors alluded to the fact that girls fell pregnant in schools and that there was an increase in pregnancies implying an increase in the sexual activities. In one of the schools at the time of the study, the Headteacher indicated that the school had twenty girls that were pregnant in the school and most of them in the graduating classes. The findings were supported by DANIDA (1999) in Malawi where the biggest problem female learners in secondary schools faced was sexual abuse and subsequent pregnancies, Leach, Muchakanja and Mandoga (2000) found a widespread abuse of girls in co – educational schools in Zimbabwe and Human Rights Watch (2001) discovered that in South Africa girls in schools were sexually harassed and abused by teachers and male learners.

In fact Headteachers, counsellors and the learners indicated that there was a problem of sexual relationships in schools and especially so that some of the male teachers were allegedly being involved in the sexual abuse of girls meant that many incidents of sexual abuse cases in schools were still being covered up. The findings revealed that girls succumbed to the sexual propositions from teachers in order to win favours, for fear of being victimized and black mailed, to empower themselves financially in light of the poor meals and the fear of being punished after committing an offence. The developments could have serious implications and lead to low academic performance, poor school attendance and high drop out rates for girls. While there was a re – entry policy in place, not all the girls that fell pregnant re – entered into the education system. In 2006 for instance there were 1752 girls that fell pregnant at high school level and only 1082 of them were re – admitted into school country wide (Ministry of Education 2007). According to Ministry of Education (2007), stigmatisation, lack of support from teachers and parents and lack of self esteem from victims were among the factors that prohibited them from returning to school. Others included the inconsistency in the application of the policy among the school authorities despite the on going sensitisation programmes in place. These issues point to the need for the provision of vibrant guidance services.

Bullying in boarding high schools was yet another problem learners faced. According to the findings of the study learners in upper Grades usually the Grade 11s bullied the Grade 10 learners, the elderly bullied the young learners and sometimes learners were bullied on account of the subject combinations they took or classes they belonged to. The victims of bullying were beaten, insulted or forced to abandon their beds while others were asleep. The findings of Ndeti et al. (2007) where various types of bullying, both direct and indirect, with significant variations found for sex, age, class and year of study in Kenyan day and boarding secondary schools support this study's findings. While bullying took place almost all the time, most of it happened at night in the dormitories. The trend was passed on from one set of learners to another. Bullying is a social issue requiring the immediate attention of school authorities in Zambia. If left

unchecked continued exposure of learners to bullying while in school could lead to high levels of social aggression later in adult life manifesting itself in increased societal crime, marital violence, child abuse and sexual harassment.

Peer pressure poses a big challenge to boarding high school learners. Findings of the study revealed that peer pressure for learners to engage in vices such as beer drinking, early child sex, going out of bounds, absconding from lessons and drug abuse was another problem in all the schools. From the study learners ranked common disciplinary cases as beer drinking (52.8%), absenteeism from lessons (41.9%), premarital sex (11.7%) and drug abuse (7.2%). It was evident that there was an increase in indiscipline among learners in boarding high schools. These learners were in the adolescent stage of development and were greatly influenced by their peers to engage in the vices above. While peer groups were sources of ready companionships and adventure, these also had negative effects on individuals in the group leading to insubordination and defiance to the established school rules and norms. Makinde's (1984) findings where learners were punished for absenting themselves from school without any apparent reasons, disobedience to teachers and authorities, lying to teachers in classrooms, disobedience, fighting with friends, examination malpractices, smoking, beer drinking, being late for school routines and sex violence and harassment toward girls supports these findings. Apparently this was the case in the boarding high schools where the study was done.

Communication was another issue that affected learners in boarding high schools. The problem here was that school authorities did not allow cell phones in boarding high schools while their counterparts in day high schools had access to them. The findings revealed that schools had formulated rules that banned the use of cell phones because the gadgets were a nuisance to the normal teaching and learning. They took away learners' minds to other things. On the other hand learners felt that cell phones were a necessity for communication with the parents, care givers, friends and teachers. Learners strongly felt that schools needed to allow the use of phones in school at given specified times and places. It was further revealed that in spite of the school regulations banning the use of cell phones, there were several learners that went to school with cell

phones. These phones were charged secretly in the dormitories resulting in severe vandalism of electrical installations in schools. In fact in one school it was stated that it was even a cause of a riot. There was therefore need for the school administrators to look at the issue and find ways of resolving the matter.

Most of the problems discussed in this section cut across the five levels of human needs and aspirations of motivation; basic needs (food and water), personal safety (accommodation), social needs (belonging to peers), esteem needs, (self-respect and the respect of others) and self - actualization needs (personal fulfillment) as put forward by Maslow (1968). While guidance services are meant to assist learners to develop to their fullest potential through the acquisitions of skills and abilities to resolve life's challenges, collaborative efforts by all stakeholders are required to ensure that boarding high school environments are ideal by lessening learners' problems. Reinforcement of old and formulation of new policies on school menu, pupil enrolment, teacher/ pupil ratio, classroom/pupil ratio, pupil/toilet pan ratio, teachers' code of conduct, water and sanitation reticulation and learners' code of conduct among others would greatly lessen some of the problems learners face. If these areas are addressed School Counsellors would be able to provide learners with effective educational, vocational, avocational, personal/social and health guidance services otherwise as at present the provision of guidance services in boarding high schools will remain a challenge and may not adequately motivate learners to attain self – actualisation.

5.2. The types of guidance services available in boarding high schools

The second objective of the study sought to establish the types of guidance services available in boarding high schools with special reference to educational, vocational, avocational, personal/social and health guidance services in schools. These are the focus of our discussion in this section.

5.2.1. Educational Guidance Services in boarding high schools

Under educational guidance services, the discussion will focus on activities related to orientation of new learners, subject selection, learners' hobbies and study skills.

Orientation activities as a component of educational guidance services as Kochhar (2006) put it were meant to provide continuity from one school to another, new learners with information about the school in terms of its history and traditions, rules and regulations, help learners fit in the school with minimal difficulties and appreciate the academic expectations of the institutions. The study revealed that orientation was available in schools. Learners on arrival into the school were provided the orientation of what was expected of them. However, these orientations were not really organised and usually they were not carried out by the guidance and counselling units of schools. Learners were mainly oriented by Headteachers, teachers and fellow learners which implied that counsellors played a very low profile in the orientation of the new learners. In fact from the results almost 36% of the learners had no orientation leaving them to guess what was expected of them by the school authorities. The findings of the study implied that most of the learners entering the boarding high schools found it difficult to settle and fit in school programmes. Subsequently such learners broke schools rules and regulations, failed to establish themselves in the school and had problems of social adjustment. Boarding high schools that failed to orient learners were rocked with several disciplinary cases and poor learner academic performance as a result. It was therefore incumbent upon the guidance units to provide learners with the orientation.

Subject selection is a critical component of the educational guidance services. The findings of the study revealed that selection of subjects was almost none existent in boarding high schools. Most of the learners (68%) showed that they never received any assistance in subject selection while only 32% of them did so. Further, of the 32% that received the assistance only 12% of them were assisted by the counsellor. As learners reported in Grade 10, subjects were imposed on the learners by the school administration without discussing the reasons for the kind of subject offerings. While the findings of the study were supported by Makinde (1984) who found that learners were forced to take subjects they did not like, Kasonde, Ndhlovu and Phiri (2007) on the other hand found that learners were assisted by the guidance and counselling units to select subjects. The imposition of subjects on the learners resulted in them taking

subjects they did not sit for in the final examinations. Among the subjects that were mentioned as being forced on learners included Metal Work and Mechanical and Geometrical Drawing.

Study skills are necessary for learners who are preparing to sit for examinations. The study revealed that learners were provided with the study skills to write their final examinations. Both boys and girls were adequately provided with the skills to prepare for examinations. However the striking issue was that most of the assistance was provided by teachers (62.5%) rather than the counsellors (9.8%). The findings could not be surprising as learners and counsellors indicated that there were few organised meetings with the learners. In one school for instance learners reported having only one meeting that had been organised by the counsellor in the whole year.

When learners had problems in various subjects, it was shown that they were assisted in those subjects and most of the assistance was provided by teachers. Learners that chose teachers for assistance gave a number of reasons which included the fact that teachers were trained in the specified subject areas and knew how to answer a number of questions, were friendly, available, and willing to assist. In addition they also indicated that counsellors were not readily available for consultations.

In the absence of teachers learners preferred to be assisted by their fellow friends because friends were easily accessible, provided better explanations to questions and provided them with the freedom to express their views to them. Counsellors were placed third in terms of whom learners sought assistance from in their studies. Those that saw counsellors for advice argued that counsellors were specifically trained to help learners and that it was their duty. On the other hand, the rest opted not to seek counsel from anybody when they were experiencing problems in the various subjects because they had no time and reason to see any one of the above.

5.2.2. Vocational Guidance Services in boarding high schools

The discussion of vocational guidance services focussed on entry requirements to higher education, career making decisions and exposure to information on job opportunities.

The provision of information on the entry requirements for colleges and universities to learners is one of the key components of educational guidance services. The study revealed that learners (85.2%) were provided with the information on the entry requirements for colleges and universities. More of the girls were provided with the information than the boys. While counsellors indicated that they provided the required information for learners to enter into any college or university, the learners indicated that they sourced the information from elsewhere. The study showed that the counsellors provided information to only 0.8% of the learners. The first choice of the source of information on the entry requirements to higher institutions of learning were the teachers. The second option for the learners to get information from was fellow learners. The development was substantiated by the fact that counsellors had no materials for them to carry out their duties. The fact was confirmed by the learners, counsellors and Headteachers when they complained of lack of resources and materials. Offices of the counsellors had no charts, pamphlets, syllabi or books. Counsellors and Headteachers further asserted that there was no support from the Ministry of Education in terms of materials in the provision of guidance services in boarding high schools.

The findings were in line with Kasonde, Ndhlovu and Phiri (2007) who found that in high schools although learners were provided with information on entry requirements to higher education there was lack of resources and information on subject combinations. The findings were also supported by Egbochuku (2008) who found that the provision of guidance services in boarding high schools was hampered by the lack of facilities such as accommodation, bookshelves, and tables with drawers, cupboard for storing pamphlets, finance and psychological test materials.

It was inevitable that learners who entered and left any boarding high schools were provided with adequate and accurate information on their career paths. It was not sufficient to formulate occupational and educational goals and passing examinations. Learners should be provided with detailed information such as the cut off points, subject combinations of the courses, the duration of training, the application procedures and the training commencement dates for various institutions. There was need for boarding high schools to lobby the Ministry of Education for the provision of materials such as prospectuses, brochures, charts and books containing such relevant information from colleges and universities.

Vocational guidance services are meant to assist learners to make decisions on their career paths. The findings of the study indicated that learners were assisted in making decisions on careers. There were 72.5% of the learners that indicated that they were assisted to make decisions on what careers they wanted to take and most of the assistance came from counsellors. Learners opted to go to teachers for assistance in career decision making as a second resort and to friends as the last resort. There were more girls (52.0%) that received the assistance in this direction than the boys (47.5%) from counsellors. The findings implied that learners would be able to reduce indecision in career making (Taylor, 2007). It seemed that after learners gathered information on the requirements for entry into the university or college from elsewhere they sought guidance from the counsellors.

From the study more Grade 12 (48%) learners received career information from counsellors than 10th (26.5%) and 11th (26.5%) graders. This finding was supported by the earlier findings by Gordon, Guez and Allen (2000) that stated that in Africa the provision of guidance services were mainly concentrated on the graduating learners of the high schools. The concentration of the provision of guidance services to the last Grade implied that learners left schools with little understanding of themselves and their socio – economic and political environment.

Vocational guidance services are meant to provide information on job opportunities. The findings revealed that learners were exposed to the information on job opportunities. There were slightly more boys (51.5%) than girls (48.8%) that indicated that they were provided with the information on job opportunities. The findings were supported by Hurley and Thorp, eds, (2002) who found that 73% of the learners indicated that the school provided them with information on how to look for and get a job. Further it was found that the Grade 10 learners received more of the information from the teachers while the upper Grades (Grades 11 and 12) were mainly provided with the information by the counsellors. It was also evident that as the learners moved to the point of graduation they depended more on the counsellors for the provision of accurate information about the job prospects. However when counsellors were asked whether some learners were allowed to gain job experiences in the industry, counsellors indicated that schools had no provision for that.

5.2.3. Avocational Guidance Services in boarding high schools

The identification of hobbies and participation of learners in the school co – curricular activities are an essential part of the avocational guidance services. The study revealed that for hobbies almost half (49.8%) of the learners had had their hobbies identified while for the remaining half (50.2%) of them no hobbies were identified. There were more boys who had their hobbies identified than girls. However Kalomo High school had more learners indicating that their hobbies were identified than those that indicated that they were not. In the remaining two schools however those that indicated they had their hobbies identified were less.

There was evidence from the findings that learners in boarding high schools were actively involved in co – curricular activities because of the high response rate (93.2%) of those that indicated being involved in them. Learners were encouraged to participate in these activities mainly by the teachers (69.3%) and to a lesser extent by the counsellors (17.6%). The participation in co – curricular activities was highest for the 10th Graders and gradually reduced as learners approached the Grade 12 final examinations.

In terms of the activities learners were involved in; it was found that there were limited offerings of the same. Most of the learners (68.3%) were involved in sports. The sporting activities were mainly out door which included football, netball, basketball and volleyball. The indoor activities included chess and badminton. Some learners indicated visiting friends, going to church, participating in clubs like JETS, mathematics and debate as the co – curricular activities they were involved in. There were very few co - curricular activities in schools and some of the learners had nothing to do and that led to indiscipline in the schools. It was important for school authorities to ensure that there was more co – curricular activities for learners to reduce indiscipline.

5.2.4. Personal/Social Guidance Services in boarding high schools

Personal/social guidance services are meant to assist the learners to resolve personal as well as social problems. The study revealed that learners were provided assistance for them to resolve their personal problems. Learners sought assistance from their friends first. They sought assistance from the counsellors as a second choice. Teachers were ranked third in the provision of assistance to learners with intrapersonal conflicts. The findings further revealed that when learners reached puberty and were experiencing changes in their bodies due to maturation, boys sought assistance mostly from their peers and went to the counsellors as second resort. Girls on the other hand sought assistance mainly from the matrons and rarely from the teachers and in the absence of the matron, they confided in friends first before seeing the counsellor. The findings were in conformity with those of Kasonde, Ndhlovu and Phiri (2007) in their study on the impact of guidance and counselling services on high school learners in Zambia, who reported that when learners had problems they mostly talked to their friends about the problems first, then the class teachers and finally the counsellors. The remaining learners sought assistance from other people not specified herein. Personal problems of the learners included lack of finances, poor academic performance, family problems and poor health.

As to whom learners reported interpersonal conflicts such as problems with teachers and friends, the findings revealed that learners reported problems with teachers to counsellors and those with friends to teachers. The numbers of girls reporting interpersonal conflicts were lower (46.6%) than the boys (53.6%), while for the learner – teacher conflicts more boys (51.4%) reported the cases compared to the girls (48.6%).

While the findings revealed that learners were assisted in resolving intra and interpersonal conflicts, the school counsellors were actively involved only when it came to the learner – teacher conflicts. A beneficial relationship between the learner and the counsellor needed to be established to ensure that learners sought the assistance of counsellors in times of need. The fact that the learners reported intrapersonal problems to fellow learners implied that there was need to empower some of the learners through peer training to create a pool of peer counsellors who would be available all the times. Sound interpersonal relationships between learners and the counsellors were only feasible in an environment where there was regular interaction between learners and counsellors. If peer counsellors were available they would take away some of the activities from the school counsellor and ensure that some of the intrapersonal and interpersonal problems were quickly resolved. Lack of training for the peer counsellors might result in them providing wrong pieces of advice or counsel.

Pregnant female learners in the boarding high school require personal/social guidance services because they are at a critical time of decision making. They may be unsure of their future in terms of whether they would continue with their education and the reaction of the parents, teachers and community at large. The School Counsellor is therefore necessary to ensure that the re – entry policy is fully explained to them. With regard to the re – entry policy, the findings of the study revealed that pregnant learners were re – entered in government schools while this did not apply in Grant Aided (Mission) schools. In schools where the re – entry policy was implemented, the findings revealed the schools had put in place measures to help girls to adjust and settle down upon coming back from maternity leave. The matrons, teachers, counsellors and friends were there to assist these girls. The guidance is inevitable for the victims because as

could be seen both learners and educators had mixed feelings on the re – entry policy. While some learners and educators felt that the policy encouraged promiscuity and increased chances of female learners being involved in the same practice, others defended the policy citing its benefits such as promoting gender parity in access to education and its deterrent effects on early marriages.

The study also revealed that in the case where the girls were impregnated by other learners, both the boy and the girl were supposed to be sent away rather than sending away the girl alone. At the time of the study it was evident that only the girls were sent away. With regard to teachers impregnating school girls, learners desired to see serious punitive measures being meted against such offenders because often teachers went scot-free. It seemed that such cases were neither reported officially nor disciplinary action was taken against the teachers perpetuating the practice.

5.2.5. Health guidance services in boarding high schools

The study revealed that schools regularly organised health talks for the learners. More girls indicated that schools organised health talks than boys. The health talks were organised mainly by teachers and counsellors in conjunction with health personnel at hospitals or clinics. Issues discussed in these health talks included sensitizing learners on personal hygiene, sexually transmitted diseases and HIV and AIDS, school hygiene and health, and preventive maintenance. In all the schools where the study was conducted there was a high level of consultation between counsellors, teaching staff and health personnel. In spite of all these developments, learners were of the view that schools needed to do more for them in the provision of health services. They indicated that when learners were admitted to the hospital or clinic, teachers were rarely there for them. They claimed that teachers never visited them in hospitals. Further the findings revealed that the diet for patients was not different from the one they usually had in school.

With regard to the medical examinations, it was evident from the study that schools never requested for the medical examinations as the learner entered the school for the first time. The development meant that schools had no early diagnostic services.

5.3. Learners' evaluation of the guidance services

The study revealed that guidance services were available in schools. This was seen from the 91.2% of the learners that indicated that the services were available and only 8.8% of them that indicated that there were no guidance services in schools. Additionally all Headteachers and counsellors indicated that schools provided guidance services. The presence of the counsellors in schools was another indicator of the availability of guidance services in schools.

The study also revealed that learners were satisfied with the guidance services provided to them. They found the guidance services useful and helpful. Both boys (89.4%) and girls (89.4%) indicated that guidance services provided in schools were helpful and that only 10.6% of the learners were not satisfied with the services rendered to them. These findings agreed with those of Hayes and Murray (2007) who found that over one third of 635 respondents were satisfied with guidance services and 65% of the sample stated that guidance services were available while they were in school.

While guidance services were found in schools, their provision met with various challenges. The learners indicated that school counsellors were not friendly making it difficult for learners to approach them. They felt that counsellors and school administrators did not take the provision of the services seriously. According to them the seriousness in the provision of the services would have been seen in the time - tabling of guidance and counselling and the increased frequency of meetings counsellors had with learners. Meetings were extremely irregular to such an extent that in one of the schools counsellors met with learners only once in the whole year. The implication was that the contact time between learners and counsellors was almost non existent. Learners as individuals met counsellors when and as need arose. These sentiments were similar to those found by Reid (1996) where some learners who were

dissatisfied with the guidance services felt counsellors disbelieved, disliked or blamed them.

A further insight into the study revealed that learners, counsellors and Headteachers were fully aware of the causes of such inadequacies in the provision of the services. Some of them are highlighted below.

While guidance services were provided in boarding high schools to the learners, there were several factors that hindered the provision of quality guidance services. School Counsellors in schools were ordinary school teachers with no specialised training in the field of guidance and counselling. Learners, school counsellors and Headteachers highlighted the need to have trained School Counsellors for quality and effective provision of guidance services. The findings were supported by Gordon, Guez and Allen (2000) that stated that the problem of providing guidance services in Africa was hampered by the fact that the guidance units were ran by people that had no training in the field. It was therefore highly probable that learners rarely went to school counsellors because they realized that the counsellors had little or nothing special to offer. In fact among the reasons that Headteachers gave for not having adequate services being provided was that the counsellors had no training and therefore lacked certain information and skills to deliver the services. Counsellors were required to have contact with such various institutions such as the universities, colleges, libraries, social services, hospitals, schools, learners' bursary organisations and workplaces to ensure that learners are provided with quality services. Therefore there was need for the Ministry of Education in general and school boards in particular to take a pro active stance in the training of the school counsellors so that they were well equipped.

Another challenge that affected the quality provision of guidance services was that of the learners' access to the school counsellors. The findings also revealed that school counsellors were not accessible to learners. Learners therefore turned elsewhere to seek guidance services. They opted to confide in their friends, teachers and others. The problem arose because school counsellors as teachers had high teaching loads due to

inadequate staffing in schools. The concern was echoed by both Headteachers and school counsellors too. All the school counsellors indicated that they did not meet the learners regularly due to the heavy teaching loads. Although counsellors were in schools, their busy schedule and high counsellor/learner ratios they were unable to fully provide the services. Schools in conjunction with the Ministry of Education needed to ensure that boarding high schools were supplied with full - time trained counsellors.

Office space, equipment and materials are cardinal in the provision of quality guidance services to learners. The findings revealed that while guidance offices were there in schools, these offices were inadequately supplied with the resources and materials for the provision of guidance services. The offices had no adequate furniture, books, charts and pamphlets. Guidance units had no syllabi and prospectuses from the various institutions of higher learning to assist learners in their career paths and subject selection. The lack of resources and materials implied that the learner information services were almost none existent in the schools. It was not surprising therefore that the findings of the study revealed that school counsellors had no information to provide learners on the requirements for higher training. Learners got most of the information from other sources rather than from the counsellors.

Another challenge to providing quality guidance services was the absence of specialised rooms such as counselling rooms. The offices school counsellors used were not ideal for counselling. These offices were multi – purpose and were used for the running examinations and for record keeping as well. The lack of room and furniture also meant that counselling could not be effectively provided especially that guidance offices were open to other teachers and learners. According to the findings this was the situation in schools. These findings were in line with Egbochuku's (2008) findings that the facilities such as accommodation, bookshelves, and tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials needed by counsellors to provide quality guidance services in schools were inadequate and therefore negatively impacted the effective delivery of quality guidance services. The availability of facilities for guidance and counselling services were significant predictors of the

learners' adjustment in school. Separate rooms that offered privacy and enhanced confidentiality were needed for effective provision of counselling to learners in need.

The provision of quality guidance services called for collaboration between the school and other stakeholders such as individuals, organizations and institutions. The findings of the study revealed that few individuals, organizations and institutions visited schools to provide career talks to learners. Headteachers and counsellors indicated that for any individual, group or organization invited to talk to provide guidance services to the learners, there was a financial cost to meet the travel, feeding and sometimes accommodation expenses for such individual or groups. Schools were unable to meet such costs especially when the frequency of these career talks was high. The findings seemed to suggest that schools operated independently from the various institutions such as business houses, colleges and universities that could render valuable guidance and counsel to the learners. It was necessary for school administrators to encourage public/private partnerships for the benefit of learners. If public/private partnerships were in place it would enhance the placement of learners into the industry thereby providing placement services in schools.

Peer counsellors play an important part in ensuring that learners received immediate assistance in times of need. Effective and well trained peer counsellors therefore contribute to the quality provision of guidance services. The findings of the study revealed that most learners felt comfortable to consult their friends on various issues affecting them because these were readily available. They also indicated that they were free with their peers. It was therefore necessary to train peer counsellors that would assist in the provision of the guidance services to their fellow learners. Supporting this finding Hui (2002) asserted that Musgrave's (1999) research on conflict resolution and peer mediation exemplified the need for training peer counsellors in schools to increase learners' self-confidence and trust to resolve conflict positively. Arudo's (2008) findings in Kenya supports the need for peer counselling in schools to ensure the learners health development and growth and improved academic achievement, good discipline, self awareness, self worth and competitive spirit in the learners.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The chapter covers the summary of the study, conclusions that are drawn from the study and recommendations.

6.1. Summary

The study evaluated the guidance services in boarding high schools. Three objectives guided the study namely; to find out the problems learners in boarding high schools face, to establish the types of the guidance services available in boarding high schools and to investigate learners' evaluation of the guidance services in boarding high schools. Descriptive and survey research designs were employed to collect data from three schools in Southern Province. There were 271 respondents comprising of 265 boarding high learners, three school counsellors and three Headteachers.

The study revealed that learners in boarding high schools faced several problems and most of them were peculiar to them. Among the problems they faced included meals that were poorly prepared, not balanced and usually insufficient, poor dormitory accommodation, erratic supply of water and poor sanitation, increased bullying and sexual violence, peer pressure, homesickness, outbreaks of diseases and restrictive rules. The study revealed that in addition, educational, vocational, avocational, personal/social and health services were available in schools. Learners were satisfied with the services provided. However, there are challenges which must be addressed to make guidance services more effective. Among the recommendations made are that the Ministry of Education should train School Counsellors and deploy them in all boarding high schools on a full time basis, Boarding High School Boards should ensure that School Counsellors' services are fully and effectively utilised, School Counsellors should train learners peer – counsellors and establish guidance clubs.

6.2. Conclusion

The study revealed that learners in boarding high schools experience problems that are unique to their setting. These problems included meals that were poorly prepared, not

balanced and usually insufficient, poor dormitory accommodation, erratic supply of water and poor sanitation, bullying and sexual violence, drug abuse, homesickness, outbreaks of diseases and restrictive rules.

The study also revealed that educational, vocational, avocational, personal/social and health guidance services were made available in boarding high schools. The availability of these guidance services was evidenced by the presence of activities such as orientation, counseling, and provision of information on the job opportunities, and health sensitisation of learners.

In addition, it was evident from the study that in the process of providing and ensuring the availability of guidance services in boarding high schools, there were uncoordinated efforts among the stakeholders; the counsellors, the teachers, the peers and others in the schools sampled. Moreover, these services were available with a skeleton staff but that the few counsellors in schools were under utilised.

The study further revealed that the provision of guidance services in boarding high schools met several challenges. The challenges included the lack of trained counsellors, lack of resources and materials due to inadequate funding to guidance units and inaccessibility of counsellors due to high teaching loads. Further trust could not be established with the counsellors due to the little contact time which led pupils to consult more among their teachers, peers, and others. However despite the challenges, learners were satisfied with the services provided.

6.3. Recommendations

While the study revealed that guidance services were available in boarding high schools and that learners were satisfied with the services, it also highlighted a number of challenges that needed attention for the guidance services to meet the various needs of learners in boarding high schools.

Based on the findings of the study the following are recommended: -

1. The Ministry of Education should use the Technical and Vocational Teachers' College, the National In – Service Training College and Zambian Open University to train School Counsellors who it could deploy in all boarding high schools to provide guidance services on a full time basis.
2. Boarding High School Boards should:
 - ensure that School Counsellors are not loaded with other responsibilities outside what they trained to do so that they are readily available and accessible to learners.
 - ensure that the School Counsellor - learner ratios are low by recruiting enough gender balanced counsellors so that learners choose which counsellor to assist them.
 - provide guidance offices for counsellors and also provide specialised, well furnished counselling rooms for counselling purposes. This requires that Boards budget at the beginning of each financial year for the provision of guidance services.
 - create an environment which encourages a strong public – private partnership and the involvement of different individuals, organizations and institutions to reduce the cost of providing guidance services.
3. School Counsellors should:
 - keep themselves abreast of the current trends in guidance services by currying out action research in their institutions and reading widely.
 - train peer counsellors to stand in the gap in their absence and establish guidance and counselling clubs.

6.4. Suggestions for Further Research

The study focused on the evaluation of guidance services provided in boarding high schools. The study ought to be seen as a preliminary effort in this area. There is need for further research which would focus on specific issues such as:

- A comparative study in the provision of guidance services between single sex and co - educational boarding high schools.
- A comparative study on the effects of guidance services on boys and girls in boarding high schools.
- A comparative study of guidance services in rural and urban boarding high schools or between GRZ and grant - aided mission boarding high schools.
- A longitudinal study on the impact of effective guidance services in boarding high schools.

REFERENCES

- Adeoye, E.A. (1998). Relationship between the counsellor and other school guidance personnel. In A.I. Idowu (ed.) Guidance and counselling in education. Ilorin: Indemac Ltd.
- Afenyadu, D and Goparaju, L (2003). Adolescent sexual and reproductive health behaviour in Dodowa, Ghana. Washington DC: CEPDA.
- Allensworth, D., Lawson, L., Nicholson, L. and Wyche. J. (Eds.). (1997). School and health: our nation's investment. Washington: National Academy Press
- Arudo, T.O. O. (2008). Peer counseling experience among selected Kenyan Secondary Schools KAPC Conference Safari Park Hotel 2nd To 4th September 2008 (Jambo Hall 11:00 – 12:30 3rd Sept., 2008) Kenyatta University
- Best, J.W. (1981). Research in education. 4th ed. New Jersey: prentice Hall, Inc.
- Baker, S. B. and Gerler, E. R. (2001). Counselling in schools. In: Locke D.C, Myers J.E. and Herr E.L. (Eds.), The handbook of counselling. Thousand Oaks, CA: Sage Publications.
- Barki B.G. and Mukhopadhyay B. (1986). Guidance and counselling: a manual. New Delhi – 110 0200: Sterling Publishers Pvt Ltd.
- Bhatnagar, A. and Gupta N. (1999). Guidance and counseling. Vol. II, New Delhi: National Council of Education.
- Bista, M. B. and Cosstick, F.E. (2005). Providing education to girls from remote and rural areas: advocacy brief. Bangkok: UNESCO Bangkok.
- Boulton, M.J and Hawker, D. S (1997). Non-physical forms of bullying among school learners: a cause for concern. Health Education, Volume 97, No 2, 61 – 64
- Bourdillon, M.F.C. (2000). Child labour and education: A case study from south-eastern Zimbabwe: Journal of Social Development in Africa, Vol 15 No. 2, 5J - 32
- Bowling, A. (1999). Research methods in health: investigating health services. Buckingham: University Press.
- Brown C (2003). Sexual abuse of school children in Ghana. Cape Coast, Ghana, Centre for Development Studies, University of Cape Coast/UNICEF.
- Brown, S. D., and Krane, N. E. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counselling. In: S. D. Brown & R. W.

- Lent (Eds), Handbook of counseling psychology. 3rd ed. New York: Wiley, pp. 740-766.
- Chapman, R. (1993). Occupation information at a critical time of decision making. Australian Journal of Career Development, 2 (2), 31-35.
- Cohen, L., Manion, L. and Morrison, K (2007). Research Methods in Education .6th ed. London: Routledge
- DANIDA. (1999). Increasing girls access to education in Malawi. UN Update. Lilongwe, Malawi: UNDP.
<http://www.sdn.org.mw/gender/grils_danida_study.html>. [15/4/2009].
- Dedey A. and Harber, C. (1991). Training and professional support for headship in Africa. London: Mariborough House, Pall Mall.
- Din, F.S. (2005). Sport activities versus academic achievement for rural high school students. National Forum of Applied Educational Research Journal-Electronic, Volume 19, Number 3E, 1 – 11.
- Egbochuku E.O. (2008). Assessment of quality guidance and counselling services to learners' adjustment in secondary schools in Edo State in Nigeria. Research Journal of International Studies - Issue 8
- Egbochuku, E.O. and Aihie. N. O. (2009). Peer Group counselling and school influence on adolescents self – concept. Journal of Instructional Psychology.
<<http://www.thefreelibrary.com/Peer+group+counselling+and+school+influence+on+adolescents'...-a0199537401>> [15/04/2010].
- Gordon, W., Guez, W and Allen J. (2000). Regional training seminar on guidance and counselling. Module 1: guidance; Botswana. Paris: UNESCO.
- Hayes, C. and Murray, M. (2007). Perceptions of the general public on guidance and guidance services: Consultative Process Report Executive Summary.
<http://www.nationalguidanceforum.ie/documents/NGF_Consultative_Report%20Final.pdf> [4/7/2009].
- Human Rights Watch. (2001). Scared at school: sexual violence against girls in South African schools, New York, Human Rights Watch.
- Hurley, D and Thorp, J. (Eds), (2002). Decisions without direction: career guidance and decision – making among American youth. Ferris career Institute for Education and Workforce Development < <http://www.ferris.edu/careerinstitute/exec.pdf>> [11/04/2010].

- Ismaṭ A. A. and Saleem R (2007). Role of Co-Curricular Activities: Survey of the Perceptions of Stake Holders: Case Study of Peshawar District. Journal of Managerial Sciences, Volume II, Number 2, 13 – 19.
- Kamau, A.W. (2006). Factors influencing access and utilisation of preventive reproductive health services by adolescents in Kenya: a case study of Murng'a District. DrPH Dessertation, University of Bielefeld.
- Kasonde N.S., Ndhlovu, D. and Phiri T.J. (2007). The impact of guidance and counselling services in high school learners in Zambia. University of Zambia: Unpublished.
- Kasurinen, H., Numminen, U. and Vuorinen, R. (2003). Evaluation of educational guidance and counselling in Finland, National Board of Education. <http://www.edu.fi/julkaisut/eng_opo_2003.pdf>. [6/3/2009].
- Kochhar S.K, (2006). Educational and vocational guidance in secondary schools. New Delhi: Sterling Publishers Private Limited.
- Kuhn, L. A. (2004). Student perceptions of school counselor roles and functions. Master of Arts Thesis, University of Maryland.
- Lapan, R.T., Gysbers, N. C. and Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school learners: A Statewide evaluation study. Journal of Counselling and Development, 75, 292-302.
- Leach F., Machakanja P. And Mandoga J. (2000). Preliminary investigation of the abuse of girls in Zimbabwean Junior Secondary Schools. Education Research Paper No. 39, 100 p. DFID - Department for International Development
- Lines, D. (2006). Briefing counselling in schools: working with young people from 11 to 18. 2nd Ed. London: SAGE Publications.
- Lombe, S. (2010). Cops arrest Isoka Learners for riotous behaviour. 27 Saturday Post p.4.
- Lusaka Times.com. (2008). Police arrest 48 Monze High school learners. <<http://www.lusakatimes.com/?=5604>> [24/04/2010].
- Maina, H. N. (2007). The challenges facing school counselors in eliminating use of drugs among learners: a case of public secondary schools in Ruiru Municipality. M.A. (Sociology) Thesis, University of Nairobi.
- Maslow, A. H. (1968). Toward a psychology of being. New York: Van Norstrand.

- McWhirter, E.H., Rasheed, S. and Crothers, M. (2000). The effects of high school career education on social-cognitive variables. Journal of Counseling Psychology, 47 (3): 330- 341.
- Makinde, O. (1983). Fundamentals of guidance and counselling. London: Macmillan Publishers Ltd
- Ministry of Education (1996), Educating our future. Lusaka: Zambia Educational Publishing House.
- Ministry of Education. (2003). School guidance services. Lusaka: Directorate of Teacher Education and Specialised Services.
- Ministry of Education, (2007). Educational statistical bulletin. 89 Mogadishu Rd, Lusaka: Golden Touch Graphical Printers.
- Ministry of Education, (2008). Educational statistical bulletin. 89 Mogadishu Rd, Lusaka: Golden Touch Graphical Printers.
- Miske, S. J. (2008). Learning from girls' education as an organizational priority: a review of UNICEF evaluations and studies, 2000–2005. New York: United Nations Children's Fund.
- Musgrave, R. (1999). Creative conflict resolution: a workshop approach in schools. In: Hui. E.K.P., A whole-school approach to guidance: Hong Kong teachers' perceptions, British Journal of Guidance & Counselling, Vol. 30, No. 1, 64 – 80.
- Mutie, E. K. and Ndambuki, P. (1999). Guidance and counselling for schools and colleges. Nairobi: Oxford University Press.
- Ndeti et al. (2007), Bullying in public secondary schools in Nairobi, Kenya, Journal of Child and Adolescent Mental Health, 19(1), 45-55
- Omoegun, O.M. (2000). Effects of remedial guidance on the academic achievement of Lagos State adolescents in English comprehension. Ilorin Journal of Education, 20, 87 - 93
- Patterson, G. R. (1982). Coercive family process. Eugene, OR: Castalia Press.
- Peck, D. (2004). Careers services: history, policy and practice in the United Kingdom. London: Falmer Pr.
- Phiri A. (2005). An investigation into guidance and counselling into four schools in Eastern Province- Zambia. Thesis (M.A.ED), University of College Dublin.

- Phiri, J.T and Ndhlovu, D. (2006). Introduction to guidance and counselling. Lusaka: Zambia Open University.
- Popoola, B.I. (2005). Prevalence of peer victimisation among secondary school learners in Nigeria. International Education Journal, 2005, 6(5), 598-606.
- Pyne D. P. (2002). An investigation of junior high and senior high school learners perception of the terms “career” and “occupation”. Master of Education Thesis, University of Lethbridge.
- Rashid, A., Sitra, A and Sasidhar, B. (2005). Teachers Perception on the Effectiveness of Co-Curricular Activities: A Case Study of Malaysian Schools. UNITAR E-JOURNAL Vol. 1, No. 1, 32 – 44.
- Reid W. (1996). School counselling: a client centred perspective, Kids Line. <<http://www.kidshelp.com.au/upload/1876.pdf>> [27/02/2010].
- Taylor B.C. (2007). The impact that career guidance counselling has on the level of career indecision in the career decision-making process of late adolescents in cape town, Degree of Honours Thesis, University of Cape Town.
- Times Reporter. (2003). Police arrest 40 riotous Chiwala learners, 8 April p. 3.
- Thoresen, C. E. and Ewart. C. K. (1978). Behavioral Self-Control and Career Development, In: Whiteley, John M., and Resnikolf, Arthur, Career counseling Brooks/Cole. Monterey California.
- Tuchili A.M. (2008). Evaluation of school guidance and counselling services provision in selected schools in Lusaka district, Thesis (M.A. Ed Psychology), University of Zambia.
- Walters, K and Cram, G. (2002). Drinking water in schools: hygiene standards at fountains, Nutrition and Food Science, Vol. 32, No. 1, 9-12.
- Wagner E. F. and Macgowan, M.J (2006) School-based group treatment for adolescent substance abuse In: Little, H. A. and Rowe C.L Adolescent substance abuse: research and clinical advances. New York. Cambridge University Press
- Warton, P. M. & Cooney, G. H. (1997). Information and choice of subjects in the senior school. British Journal of Guidance and Counselling, 25 (3), 389-397.
- Yüksel-Şahin, F. (2008). Evaluation of school counseling and guidance services based on views of high school learners, International Journal of Human Sciences, Vol 5, No 2 <www.insanbilimleri.com/ojs/index.php/uib/.../viewArticle/491> [27/02/2010]

Yuksel – Sahim, F. (2009). The Evaluation of Counselling and Guidance Services based on Teacher views and their Predictions based on some Variables. International Journal of Instruction, Vol. 2, No1, 61 – 76.

Zambian Watchdog (2009). Mukinge girls given ultimatum.
<<http://www.zambianwatchdog.com/2009/09/23/mukinge-girls-given-ultimatum/>>
[23/03/2010].

APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR BOARDING HIGH SCHOOL FEMALE LEARNERS

Dear learner,

I am a post graduate student at the University of Zambia. I would like to find out something about guidance services in boarding high schools.

I would be grateful if you found time to answer some questions. The information which you will provide will be treated with strict confidence and therefore you are not required to write your name. All your responses will be respected and will not be used to injure your reputation or that of the school. You have been chosen because you have been at this school for some time.

Personal details

Answer the following:

- (a) Are you a Boy [] or girl []?
- (b) Age.....
- (c) Grade.....

School details

- (a) Name of the school..... District
- (a) Are there school guidance services (guidance and counselling) at your school? Yes [] No []
- (b) Is there a school counsellor at your school? Yes [] No []
- (c) Is guidance and counselling in your school time – tabled? Yes [] No []

In this section you are provided with a number of questions on how school guidance services have affected you or your friends. In some cases you will be required to tick against your choice while in other cases you will be required to fill in the blank spaces. Be as honest as possible.

- 1. Are there particular problems that learners in Boarding High Schools face which day high school Learners' do not face? Yes [] No []

If the answer to question 1 is yes, list some of the problems

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

2. When you came into the school for the first time who gave you orientation about the school?
Headteacher [] Guidance Teacher [] Learner [] None []
3. a. When you came into the school for the first time was there anyone that helped you select the subjects? Yes [] No []
b. If the answer is yes, specify.
Teacher [] Friend [] Parent [] None []
4. When you entered in this school were your hobbies identified?
Yes [] No []
5. Are you provided with the study skills to effectively prepare you for Grade 12 final examinations?
Yes [] No []
6. a. When you have problems with certain subjects who do you go to seek help from? Teacher [] Friend [] Counsellor [] None []
b. Give a reason for your answer in (a)
.....
7. a. Does the school provide you with information on the requirements to get into the universities or colleges for further studies? Yes [] No []
b. If the answer is yes, who gives you the information?
Teacher [] Counsellor [] Friend [] Other []
If other, specify
.....
8. a. Does the school help you to make decisions on what careers you need to take after leaving school? Yes [] No []
b. If the answer is yes, who gives you the information?
Teacher [] Counsellor [] Friend [] Other []
9. a. Are you exposed to information about job opportunities?
Yes [] No []
b. If yes, who provides this information?
Teacher [] Friend [] Counsellor []
If other specify

10. a. When regular lessons are over, does the school encourage you to participate in co- curricular activities such as sports?
Yes [] No []
- b. Who encourages you to participate in co - curricular activities?
Teacher [] Friend [] Counsellor [] None[]
- c. Which co - curricular activities are you involved in?
Visiting friends []
Sports []
Listening to music []
If the answer is other, specify
.....
11. In your view which one the following is the most common disciplinary problem in the school?
a. Beer drinking []
b. Drug abuse []
c. Premarital sex []
d. Absenteeism from lessons []
e. Specify any other
.....
.....
.....
12. a. Do you think learners' disciplinary cases in school have increased?
Yes [] No []
- b. Give a reason for your answer
.....
13. When you have personal problems who do you go to for help?
Teacher [] Friend [] Counsellor [] None []
14. When you have problems relating to a teacher who do you report to?
Teacher [] Friend [] Counsellor [] None []
15. When you have problems relating to another learner who do you report to?
Teacher [] Friend [] Counsellor [] None []
16. a. Does the school regularly organize health education talks?
Yes [] No []

- b. If yes, who organizes them?
Teacher ☐ Learners ☐ Counsellor ☐
17. a. Does the school help you become aware of the dangers of contracting sexually transmitted diseases and HIV and AIDS? Yes ☐ No ☐
- b. If yes who provides the information?
Teacher ☐ Learners ☐ Counsellor ☐
18. In times when learners have health problems, does the school assist them to take care of their health problems? Yes ☐ No ☐
19. Does the school request all learners coming into school to take medical examinations? Yes ☐ No ☐
20. Is there something you would love to be changed to better the lives of learners in boarding high schools? Yes ☐ No ☐
- If yes, specify
.....
21. a. Are there cases of girls getting pregnant in this school? Yes ☐ No ☐
- b. If yes have the numbers of those getting pregnant increased? Yes ☐ No ☐
22. When girls become mature and start to menstruate in this school who helps them to understand their body system?
Teacher ☐ Matron ☐ Friend ☐ Counsellor ☐
23. If a girl gets pregnant at this school who is the first person she shares the problem with? Teacher ☐ Matron ☐ Friend ☐ Counsellor ☐
24. Who usually asks for sexual favours from girls?
Teacher ☐ Boys ☐ Men Outside The School ☐ None ☐
25. a. Does this school readmit girls who left school because they had become pregnant? Yes ☐ No ☐
- b. Is it a good policy for girls to come back to school after getting pregnant? Yes ☐ No ☐
26. Are there some girls that you know who were pregnant and are back in school? Yes ☐ No ☐

27. If so who helps such girls fit in the school again?
Teacher [] Matron [] Friend [] Counsellor []

28. Suggest ways in which guidance services in your school could be improved.

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

29. Having answered all these questions would you say that guidance services at this school have been useful to you? Yes [] No []

Thank you for your participation

APPENDIX 2

QUESTIONNAIRE FOR BOARDING HIGH SCHOOL MALE LEARNERS

Dear learner,

I am a post graduate student at the University of Zambia. I would like to find out something about guidance services in boarding high schools.

I would be grateful if you found time to answer some questions. The information which you will provide will be treated with strict confidence and therefore you are not required to write your name. All your responses will be respected and will not be used to injure your reputation or that of the school. You have been chosen because you have been at this school for some time.

Personal details

Answer the following:

- (a) Are you a Boy ☐ or girl ☐?
- (b) Age.....
- (c) Grade.....

School details

- (a) Name of the school..... District
- (b) Are there school guidance services (guidance and counselling) at your school? Yes ☐ No ☐
- (c) Is there a school counsellor at your school? Yes ☐ No ☐
- (d) Is guidance and counselling in your school time – tabled? Yes ☐ No ☐

In this section you are provided with a number of questions on how school guidance services have affected you or your friends. In some cases you will be required to tick against your choice while in other cases you will be required to fill in the blank spaces. Be as honest as possible.

1. Are there particular problems that learners in Boarding High Schools face which day high school Learners' do not face? Yes ☐ No ☐

If the answer to question 1 is yes, list some of the problems.

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

2. When you came into the school for the first time who gave you orientation about the school? Headteacher ☐ Guidance Teacher ☐ Learner ☐ None ☐

3. a. When you came into the school for the first time was there anyone that helped you select the subjects? Yes ☐ No ☐
- b. If the answer is yes, specify. teacher ☐ friend ☐ parent ☐ none ☐
4. When you entered the school were your hobbies identified? Yes ☐ No ☐
5. Are you provided with the study skills to effectively prepare you for Grade 12 final examinations? Yes ☐ No ☐
6. a. When you have problems with certain subjects who do you go to seek help from? Teacher ☐ Friend ☐ Counsellor ☐ None ☐
- b. Give a reason for your answer in (a)
.....
7. a. Does the school provide you with information on the requirements to get into the universities or colleges for further studies? Yes ☐ No ☐
- b. If the answer is yes, who gives you the information?
Teacher ☐ Counsellor ☐ Friend ☐ Other ☐
If other, specify
.....
8. a. Does the school help you to make decisions on what careers you need to take after leaving school? Yes ☐ No ☐
- b. If the answer is yes, who gives you the information?
Teacher ☐ Counsellor ☐ Friend ☐ Other ☐
9. a. Are you exposed to information about job opportunities? Yes ☐ No ☐
- b. If yes, who provides this information?
Teacher ☐ Friend ☐ Counsellor ☐
If other specify
10. a. When regular lessons are over, does the school encourage you to participate in co- curricular activities such as sports? Yes ☐ No ☐
- b. Who encourages you to participate in co - curricular activities?
Teacher ☐ Friend ☐ Counsellor ☐ None ☐
- c. Which co - curricular activities are you involved in?
Visiting friends ☐

Sports []
Listening to music []
If the answer is other, specify

.....

11. In your view which one the following is the most common disciplinary problem in the school?

- a. Beer drinking []
- b. Drug abuse []
- c. Premarital sex []
- d. Absenteeism from lessons []
- e. Specify any other

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

12. a. Do you think learners' disciplinary cases in school have increased?

Yes [] No []

b. Give a reason for your answer

.....

13. When you have personal problems who do you go to for help?

Teacher [] Friend [] Counsellor [] None []

14. When you have problems relating to a teacher who do you report to?

Teacher [] Friend [] Counsellor [] None []

15. When you have problems relating to another learner who do you report to?

Teacher [] Friend [] Counsellor [] None []

16. a. Does the school regularly organize health education talks? Yes [] No []

b. If yes, who organizes them? Teacher [] Learners [] Counsellor []

17. a. Does the school help you become aware of the dangers of contracting sexually transmitted diseases and HIV and AIDS? Yes [] No []

b. If yes who provides the information?

Teacher [] Learners [] Counsellor []

18. In times when learners have health problems, does the school assist them to take care of their health problems? Yes [] No []

19. Does the school request all learners coming into school take medical examinations? Yes [] No []

20. Is there something you would love to be changed to better the lives of learners in boarding high schools? Yes [] No []
- If yes, specify
.....
21. a. Are there cases of girls getting pregnant in this school? Yes [] No []
- a. If yes, have the numbers of those getting pregnant increased? Yes [] No []
22. When boys become mature and start to observe changes in their bodies who helps them to understand their body system?
Teacher [] Matron [] Friend [] Counsellor []
23. If a boy makes a girl pregnant at this school who is the first person he shares the problem with? Teacher [] Matron [] Friend [] Counsellor []
24. Who usually asks for sexual favours from boys?
Teacher [] Girls [] Women Outside The School [] None []
25. a. Does this school readmit girls who left school because they had become pregnant? Yes [] No []
- b. Is it a good policy for girls to come back to school after getting pregnant? Yes [] No []
26. Are there some girls that you know who were pregnant and are back in school? Yes [] No []
27. If so who helps such girls fit in the school again?
Teacher [] Matron [] Friend [] Counsellor []
28. Suggest ways in which guidance services in your school could be improved.
- i.
- ii.
- iii.
- iv.
- v.
29. Having answered all these questions would you say that guidance services at this school have been useful to you? Yes [] No []

Thank you for your participation

APPENDIX 3

INTERVIEW GUIDE FOR BOARDING HIGH SCHOOL COUNSELLORS

1. How long have you been here as a counsellor?
.....
2. Have you had formal training as counsellor?
.....
3. What are your duties and responsibilities?
 - i.
 - ii.
 - iii.
 - iv.
 - v.
4. How often do you meet the learners for guidance and counselling?
.....
5. Is guidance and counselling time tabled?If not what are the reasons?
.....
.....
.....
6. Are learners with various problems free to consult you?
.....
7. Are learners assisted to choose their career path?.....
If so how?
.....
.....
.....
8. When learners have problems with other learners or with teachers who do they report to?
9. What are the most common disciplinary cases in the school?
 - i.
 - ii.
 - iii.
 - iv.
 - v.

10. Are there health talks in the school?..... If yes, who organises them?.....
11. How does the school meet the health needs of the learners?.....
.....
12. Does your office have the required materials (e.g. syllabuses, guidelines from the Ministry, prospectuses of various institutions) for you to carry out your duties as a counsellor?.....
13. How would you describe the co - curricular activities in the school?
.....
.....
14. Are learners encouraged to participate in co – curricular activities?.....
15. What challenges do you have in executing your duties?.....
.....
.....
.....
16. What could be done to improve the provision of guidance services in your school?.....
.....
.....
.....
17. In case you have any other concerns I would be grateful to hear them from you.
 - i.
 - ii.
 - iii.

Thank you for your cooperation.

APPENDIX 4

INTERVIEW GUIDE FOR BOARDING HIGH SCHOOL HEADTEACHERS

1. Is guidance and counselling time - tabled? If not what are the reasons?
.....
.....
2. What are the main disciplinary problems you have from learners?.....
.....
.....
3. How are learners that fall sick in the school treated?.....
.....
.....
4. To what extent is the school counsellor involved in helping learners to resolve their various problems?
.....
.....
5. Do you have girls that have returned to school after being pregnant? How have learners received the re - entry policy?.....
.....
.....
6. What are the challenges you face in providing guidance services in your school?
.....
.....
.....
7. Are there suggestions you could give to improve on the provision of guidance services to learners?.....
.....
.....
.....

Thank you for your cooperation.

APPENDIX 5

FOCUS GROUP DISCUSSION QUESTIONS

1. What common problems do you have as boarders?
2. Who helps you in resolving these problems?
3. How would you describe the performance of the school counsellor?
4. What do you think of the re – entry policy?
5. What do you think of guidance services in your school?