

**THE ROLE OF SCHOOL GUIDANCE AND COUNSELLING IN ACADEMIC
PERFROMANCE OF GRADE 12 LEARNERS: A CASE STUDY OF SELECTED
SECONDARY SCHOOLS IN MANSA DISRICT, ZAMBIA**

BY

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**A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of
the Master of Education in Guidance and Counselling Degree of the University of
Zambia**

The University of Zambia

Lusaka

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DECLARATION

I, **Catherine Kalinda**, do hereby declare that this Master's dissertation represents my own work and has not previously been submitted for any academic qualification or a postgraduate degree or any award at the University of Zambia or any other higher learning institution. All cited works and materials from other sources have been duly acknowledged and referenced thereby given.

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CERTIFICATE OF APPROVAL

This dissertation by **Catherine Kalinda** has been hereby approved as having fulfilled the requirements for the award of the degree of Master of Education in Guidance and Counselling of the University of Zambia.

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DEDICATION

This dissertation is dedicated to my husband and children who persevered spiritually and morally to support my education. It was painful to complete this wonderful work without him, the father of my children. I wish life could have allowed him to live to enable us celebrate together, but all is in vain. May his Soul Rest in Eternal Peace. To my children **Thelma, Wilma, Munkombwe** and **Dr Thomas Munyandi**, thank you so much for your love and inspiration you rendered to me during the painful and tireless situation. May the Lord Almighty bless you so abundantly in your daily endeavours.

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ABSTRACT

The study did explore the role of School Guidance and Counselling in academic performance of Grade 12 learners in selected secondary schools in Mansa district, Zambia. The objectives of the study were; to explore the types of School Guidance and Counselling offered to grade 12 learners in study schools; to explore how School Guidance and Counselling offered enhances the academic performance of Grade 12 learners, to explore factors related to School Guidance and Counselling that might have affected the academic performance of Grade 12 learners, and to explore efforts schools were making through School Guidance and Counselling to improve academic performance of Grade 12 learners in study schools. The research was guided by the Social Cognitive Theory (SCT) by Albert Bandura. The study used a case study research design supported by qualitative approaches. A sample size of 20 participants determined by saturation point and using expert and extreme purposive techniques were used. The 20 consisted of; 4 head teachers, 4 guidance teachers, 2 subject teachers, 8 Grade 12 learners, one Senior Education Officer and one District Guidance Coordinator. In addition, In-depth Interview guides and FGD interview guides were used. While thematic analysis approaches were equally used to analyse the data. The study revealed that there were five common types of School Guidance and Counselling practiced in the study schools namely; educational, social, personal, vocational and psycho-social which helped grade 12 learners academically. The teachers and learners were aware of the availability of these types of School Guidance and Counselling although it was career guidance which was more pronounced. These types of School Guidance and Counselling provide vocational information, improve learners' study skills and teaches learners academic writing skills and promotes self-awareness. Also, sensitisation and provision of psycho-social support were enhanced academic performance of the Grade 12 learners in the study district. The study further, revealed the major factors related to School Guidance and Counselling which negatively affected the academic performance of Grade 12 learners. These included; early pregnancies and early marriages, high poverty levels and negative attitudes towards learning. Other challenges contributing to low performance, were said to be; were the poor reading culture partially due to automatic pass progression to higher grades, lack of appropriate infrastructure, lack of motivation and lack of teaching and materials. Also, lack of parental involvement and non-upgrading of qualified guidance teachers and child headed homes as a result of death of parents due to HIV and AIDS realities. The study recommends that since School Guidance and Counselling had a key role to play in promotion of academic achievement, the study schools should work towards enhancing the offering of the services particularly to Grade 12 learners for purpose of improving performance.

Key Words: *Guidance and Counselling; Academic performance; Explore; Learner*

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ACRONYMS AND ABBREVIATIONS

COVID-19	-	Corona Virus Disease 2019
CPD	-	Continuing Professional Development
DRC	-	Democratic Republic of Congo
ECZ	-	Examination Council of Zambia
FGDs	-	Focus Group Discussions
HIV/AIDS	-	Human Immune Deficiency Virus and Acquired Immune Deficiency Syndrome
MESSVTEE	-	Ministry of Education, Science, Vocational Training and Early Education
MoE	-	Ministry of Education
MoGE	-	Ministry of General Education
SNDP	-	Seventh National Development Plan
UNZA	-	University of Zambia
USA	-	United States of America
WW	-	World War

DEFINITION OF KEY TERMS

Policy -A policy is a document that outlines the Government's desired developmental outcomes as well as the accompanying strategies and programmes.

Guidance -It refers to the process of helping an individual to understand himself or herself and his or her world.

School Counsellor -A person trained and specifically appointed to provide guidance services to the learners.

Counselling -It is a relationship between a concerned person (counsellor) and a person with a need (client).

Grade 12 Learner - It refers to any person who is attending school and in the final grade of the Zambian school system for the purposes of gaining knowledge and sometimes the terms may be used interchangeably with 'student.'

Academic Performance - It refers to the learners' scores in the Grade 12 National Examination (ECZ), which marks the end of secondary education.

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter presents information about the background of the study, Statement of the Problem, Purpose of the Study, Study Objectives and Research Questions. It further provides the Significance of the Study, Limitations and Delimitation as well as the Theoretical Framework. It ends with the Operation Definitions and a Chapter Summary.

1.1 Background

Makinde (1988) (Ndhlovu, 2015) explored the word guidance as derived from its root word ‘guide’, which means direct, steer, aid, lead, inform and interact. However, the difference between Guidance and Counselling, is that the word ‘guidance’ simply means either the advice or instructions which are based on general problems that can be given by someone more experienced or qualified. The word ‘counselling’ means a mutual relationship between a concerned person in this case a ‘Counsellor’ and the person with a need ‘client’ (Ministry of Education, 2014). This is why the MoE, 2014 has come to call it as School Guidance and Counselling.

Nevertheless, the provision of School Guidance and Counselling is not a new phenomenon as viewed by some people. Biblically, it initially started by God during the creation of heaven and earth where counsel was provided to the first man Adam and woman Eva when they errored before God (Christian Bible NIV, 2003). In addition, (Chisenga, 2021) states that Guidance and Counselling principles began in ancient Greece and Rome with the philosophical teachings of Plato and Aristotle when the religious organisation, especially Christianity, began to grow in the Middle ages. Equally, the elders in the African continent based on traditional practices, have been practicing School Guidance and Counselling within their community settings because they believed had a role to play in preparing the children for adult roles and responsibilities (Snelson, 2013). For instance, in our Zambian context elderly people long time ago could pass on School Guidance and Counselling although informal, to the young girls and the boys once reached puberty stage through initiation ceremonies. This type of informal School Guidance and Counselling was done under some sort of shelters and in our own Zambian languages which we call ‘*Insaka*’ for the men or ‘*Ichibwanse*’ for women in Bemba; and ‘*Gobelo*’ in CiTonga for

men and helped the upcoming young adults learn and appropriate adult roles. Men and women lived in seclusion especially in the evenings and highly talked about their cultural norms to their children as a way of maintaining their cultural heritage as well as a means to command respect from the young men who learnt societal life. Such initiatives helped in moulding the young adults into type of community members' society expected to see. This role however, has been overshadowed by the coming of new technology such as smart phones and televisions through which guidance is provided although its impact on young men and women varied considerably.

Also, Birichi and Rukunga (2009) stated that guidance and counseling is a practice that has been in existence for a long time and has been passed on from one generation to another (Salgong, 2016). According to their studies, it is said that the concept of Guidance and Counselling carry different but overlapping meanings, and they are closely interrelated and cannot be overly separated from one another. For instance, pupils need to be guided in all aspects of their lives such as in educational, vocational, social and personal life to enable them make some informed decisions. For example, the importance of career path way in education is to guide the pupils to choose the subjects which they are capable of performing well according to their weaknesses and strengths. As a result, learners need to be guided and counselled about the importance of the subjects which they are taking in secondary schools for their career choices in order to improve learner performance.

However, the initial modern historical development of Guidance and Counselling according to Shertzer and Stone (1980), Denga (2009), Ogbodo *et al.* (2014.) started in the United States of America (USA) under Frank Parsons in 1908 (Adoga, 2020). This was after the end of the World War I (WWI) and World War II (WWII) since there was a need for vocational placement of those soldiers who had no jobs after the war. Therefore, due to the fact that those soldiers had some experiences from the various activities during the war, Parsons considered them to be skilful and they were allocated jobs according to their personality traits (Ukamaka, 2019). Furthermore, the purpose of provision of School Guidance and Counselling was extended to meet the educational, vocational and social need of the learners in learning institutions. Parsons' concern and belief was that if individuals can understand their strengths and weaknesses, such knowledge can be used to choose vocational opportunities (Chisenga, 2021).

In support, Mutie and Ndambuki (2002) observed that, the belief was that human beings are basically self-determining creatures (Salgong, 2020). This simply means that human beings have an innate desire for independence and autonomy as well as for self-destruction which can also be implied that human beings have the ability, to control their own destiny and to be fully responsible for their actions. For example, the pupils in secondary schools according to Donald Super's stages of career development are regarded to be in exploration stage (Kosine & Lewis, 2008). As a result, this stage is very challenging and pupils should be provided with knowledge on how they can avoid those early pregnancies which may be dangerous to their lives. For example; contracting of HIV and AIDS and engaging themselves into drug abuse.

Furthermore, Chisenga (2021) wrote that the kind of vocational spread to various countries and continents, and this made Frank Parson to be credited with the term "Vocational guidance" which is commonly known as career guidance in schools. In support, Ministry of Education (2014) has been emphasising that School Guidance and Counselling is a very important aspect in the learners' education and life as a whole. The ministry pointed out that conversely, without School Guidance and Counselling uncertainty, low self-esteem and low actualisation, fear, irrational reasoning misplacement of priorities and values, maladaptive behaviour, poor personal and academic performance and no proper subject combinations in schools could be some of the many negative effects. It also emphasises that counselling and career guidance shall be an essential component to welfare at all levels of education system and shall be part of the overall management and administration of educational institutions.

In Zambian schools, however, the provision of School Guidance and Counselling started in 1967 and was an initiative of the Ministry of Education. The main focus then was to guide the pupils into vocations based on pupils' capabilities while, at the same time help them with academic guidance in such as study skills to improve their school work (Maliwa, 2016). It started after Zambia attained its independence from the British colonialism such that the government ministries and organisations as well as industries had ran out of manpower and wanted personnel to take over those vacancies created by the departure of whites. It was believed vocational guidance would help to better place the would be employees in various sectors. Therefore, due to the demand of the labour market and in order to drive the Zambian economy, the government had no option but to offer job opportunities to individuals even to those who had no proper job

skills thereby setting a ground for more formalized form of career guidance as we know it today. This was the period when all the Grade 12 pupils then during August holidays were required to work in the government departments especially in rural areas were motivated with maintenance wages but at the same time allowing them to develop interest and desires in certain vocations. According to Maliwa (2016), the school was seen as a vehicle through which a systematic form of Guidance and Counselling would be developed and allowed to play a role in better shaping the academic and social lives of the young Zambian into academically and socially responsible adults. It was believed that guidance and counselling would positively contribute significantly by playing a role to academic and social life of the learners as they transit into adulthood.

In support, the development of Guidance and Counselling in Zambian schools with its role to support academically and socially the developing young Zambian, can be traced back in the early 1970s when careers guidance was introduced in secondary schools (Ndhlovu, 2015). The idea was to provide a more formalized system of providing as well as guiding the young Zambians. It was however, observed that the role of career teachers now called either guidance teachers or school counsellors by then the School Guidance and Counselling programme had less manpower to meet the academic and social needs of learners in the school system (MoGE, 2001). As a result, in early 1980s and 1990s, the School Guidance and Counselling programme was reintroduced with expanded functions but not limited to academic work, reducing drop-out rates but to counselling of pupils with emotional and social problems as well as offering psychological help to for example, abused pupils, drug-abusers and sensitising pupils on issues of subject combinations and career choice, HIV and AIDS besides helping reducing examination anxiety among pupils which often led to examination malpractices in the school system (Ministry of Education, 2014). However, is still not quite clear as what extend does school guidance and counselling contribute to the academic achievement of learners in the Zambian school system, hence, the need for a study of this nature.

Following the initiative of introducing school guidance and counselling in Zambian schools, attempts have been made to address those issues related to social, educational, vocational and psychosocial concerns of learners to enable them function effectively in the society as well as - provide pedagogical knowledge and help learners to overcome their problems (Ndhlovu, 2015).

Pedagogy is the knowledge about teaching and learning that is not-specific, such as the knowledge of learning, classroom management and student motivation (Auerbach, 2018).

In 1996, therefore, the Ministry of Education (MoE) through its education policy, emphasised on schools' provision of School Guidance and Counselling services as an avenue of providing quality education which mainly focused on four major components namely educational, social, personal and vocational (MOE, 1996). Furthermore, the need for School Guidance and Counselling in the education system was amplified by the World Education Forum that was held in Dakar in Senegal in 2008, which stressed the need to assess academic and social progress of learners and making appropriate interventions towards the Education for All Goals (Ministry of Education, 2014). The reason was that there are enormous problems that young learners are facing today such as HIV and AIDS which left many learners orphaned, issues of drug and child abuse coupled with increased statistics and data on teenage pregnancies and early marriages. Nevertheless, Malinda & Mandyata, (2021) report that there are significant improvements in the preparation of students for tertiary education as most of them are being exposed to pre-vocation information. Through such information, students are made to refocussed their commitment to academic work in the schools. In support of this view, Salgong *et al.* (2016) report in their findings revealed that, School Guidance and Counselling had helped to improve discipline and academic performance of the learners. These significant improvements were in terms of behaviour; reduced pregnancy rates and improved academic performance which the greater of the change being associated with the role played by School guidance and counselling. However, enough proof was obtained that there is still lack of legal and policy framework, lack of trained teacher counsellors and too much work load work for teachers hence making it difficult for Guidance and Counselling to significantly contribute to success of students in the context of improved discipline and academic work

Therefore, since it has been observed that young people are no longer spending their time to sit under the counsel of the elders but they are more overwhelmed by the coming of technology where they spend more time playing on their smart phones and watching televisions, the schools therefore have a responsibility to provide formal School Guidance and Counselling services. In the present study, the aim is to explore the role of school guidance and counselling in the academic life of Grade 12 learners in Zambian schools.

In support of the role of School Guidance and Counselling, Hamoonga, (2017) states that learner performance in line with this study, refers to the learners' scores in the Grade 12 National Examination (ECZ), which marks the end of secondary education (ECZ, 2013:1). This has a bearing on their performance and indeed the School Guidance and Counselling received from the teachers and parents. Further, she reports that, the ECZ, (2014) grade 12 results performance to a certain extent is an indication of how much support is available from support services such as guidance and counselling. They services received had a potential of influencing the outcome of academic work. For example, how learners respond to the given assessment items in the National examination based on the set standards; can be attributed to support received such as study skills in the context of Grade 12 examinations. The study speculates that the high performance associated with other province might have been a product of besides day to day academic work among grade 12 learners, quality of guidance and counselling services received. However, although somehow academic performance of grade 12 at national level, appeared to be fair to good in selected provinces such as Southern, Lusaka and Eastern provinces as reflected in the Examination council of Zambia reports (ECZ 2018; 2019 and 2020; 2021), Luapula province appeared to have continued recording low performance at grade 12 level over the years (2012-2021), despite the School Guidance and Counselling services being provided to grade 12 learners as can be seen from the figure below:

Table 1: Academic Performance of Grade 12 Learners According to Provinces 2017-2021

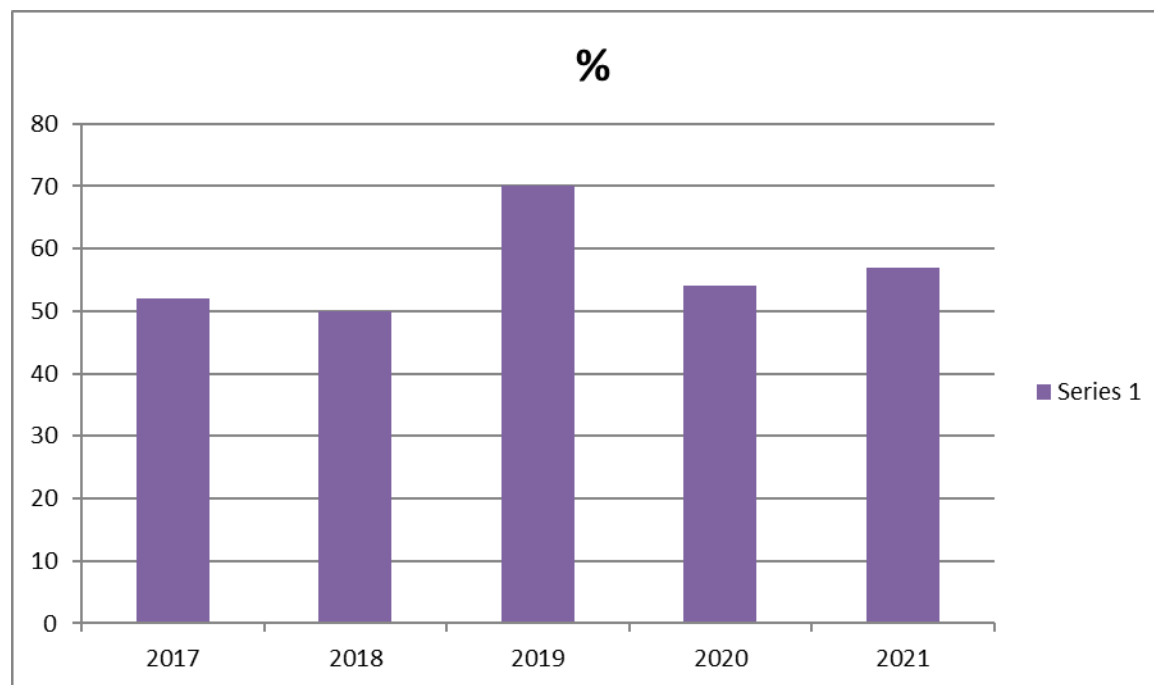
S/No.	Province	2017	2018	2019	2020	2021
1.	Luapula	64.93	61.77	57.56	58.79	63.32
2.	Lusaka	63.82	65.37	67.39	62.77	64.10
3.	Copperbelt	60.38	62.80	66.1	64.46	67.94
4.	Central	67.56	68.70	67.18	66.56	70.11
5.	Muchinga	73.29	61.49	58.88	54.51	62.20
6.	Northern	75.51	65.07	63.3	59.68	62.69
7.	North Western	58.35	55.60	63.3	59.53	67.80
8.	Western	57.64	48.50	56.3	68.96	73.73
9.	Eastern	68.51	67.75	66.49	67.22	69.33
10.	Southern	70.06	66.83	70.73	70.55	70.44

Grade 12 Source: (ECZ, 2022)

At the provincial level, Mansa district seem to equally show low performance as compared to other districts especially in high performing provinces. The table below shows the academic performance of grade 12 learners between in 2017 and 2021, which appeared to be considerably

low as compared to other districts in other provinces, despite school with grade 12 learners offering School Guidance and Counselling Services, as illustrated below:.

Figure 1: The Grade 12 Results, Mansa District, Luapula Province 2017 -2021



Source: Statistics Office at provincial education office in Mansa

According to figure 1, above, the academic performance of Grade 12 learners in Mansa, Luapula province, had the highest score in 2019 with 70 per cent and was followed by the 2021 with 58 per cent. The 2020 academic year recorded 52 per cent, 2017 recorded 51 per cent and in 2018 had an average passing rate of 50 per cent which were significantly low when compared with other districts in other provinces equally, offering school guidance and counselling. This situation did raise a concern as to what role was School Guidance and Counselling playing in the academic life of Grade 12 learners in the province, and in particular, the study district -Mansa of Luapula province. It is against this background that the study sought to explore the role of School Guidance and Counselling in the academic work of Grade 12 learners in selected secondary schools of Mansa district in Luapula province of Zambia.

1.2 Statement of the Problem

The provision of School Guidance and Counselling is very important, since it is the it has a potential of improving academic achievement of learners (Ndhlovu, 2015). Because of this potential, through the 1996 Education policy- Educating Our Future, and amplified through the Education Act of 2011, the Ministry of Education in Zambia has directed schools to provide School Guidance and Counselling to learners, with a view of improving academic work of learners, and adequately preparing learners for responsible and productive future life as citizens (Ministry of Education, 2014). Also, other studies conducted by (Tuchili & Ndhlovu, 2018); (Kabamba, *et al.*, 2020); (Zimba & Changala, 2018); and (Malinda & Mandyata, 2021), have reported that there has been a strung stress by the government to have School Guidance and Counselling services provided to all learners for several reasons including improving academic performance, behaviour modification, improve study skills among learners in Zambian school system.

Despite the initiative to provide School Guidance and counselling to learners in Schools, taken through Ministry of Education, it has been reported that Grade 12 results particularly in Luapula province, have continued to be low among the grade 12 leaners yet have been receiving School Guidance and Counselling (ECZ, 2022; Chanda, 2022). This state of affairs in the academic life of grade 12 learners, has raised an education knowledge gap as to what role, was School Guidance and Counselling, playing in the academic life including performance of Grade 12 learners in Zambian Secondary Schools? The present study, therefore, sought to explore the role of academic School Guidance and Counselling in academic performance of Grade 12 learners in selected secondary schools of Mansa district, in Luapula Province in Zambia.

1.3 Purpose

The purpose of this study was to explore the role of School Guidance and Counselling in performance of grade 12 learners in selected secondary schools in Mansa District, Zambia.

1.4 Study Objectives

The study was guided by the following objectives:

1. To explore the types of School Guidance and Counselling offered to grade 12 learners with a view assisting them in academic performance;
2. To dissect how the identified types of School Guidance and Counselling services offered support the academic performance among Grade 12 learners;
3. To delve into factors related to School Guidance and Counselling that might have affected academic performance of Grade 12 learners in the study schools; and
4. To explore efforts schools were making through School Guidance and Counseling services to improve academic work of Grade 12 learners in study schools.

1.5 Research Questions

The following research questions guided the study:

1. What types of School Guidance and Counselling services are offered to Grade 12 learners with a view of supporting academic performance in the study schools?
2. How do the identified types of School Guidance and Counselling services support the academic performance of Grade 12 learners in the study schools?
3. How do various factors related to School Guidance and Counselling affect the academic performance of Grade 12 learners in the study schools?
4. What efforts were schools making through School Guidance and Counselling services to improve performance of Grade 12 learners in study schools?

1.6 Significance

It is hoped that the findings of this study would be significant in that it would bring out views of stakeholders on the role of School Guidance and Counselling in academic performance of the Grade 12 learners in selected secondary schools in Mansa district. In support, Ministry of Education (2014) has been encouraging the schools in provision of nature of Guidance and Counselling namely; educational, vocational, social and personal Guidance and Counselling as one ways of addressing those challenges learners are facing in schools such as use of drug abuse, casual sex, prostitution, poor academic performance, truancy, bullying and riotous behaviour as stated by (Zimba & Changala, 2018).

It is hoped that the study will attract the policy makers to come up with solutions pertaining to those challenges that negatively hinder the academic performance of Grade 12 learners in the

study schools. Also the study findings will encourage the new researchers for further studies and an exploration for new literature.

1.7 Limitations

According to (Nakwenda, 2017) who cited Best and Kahn (2009) that limitations are those conditions which are beyond the control of the researcher, and may also place restrictions on the conclusion of a particular study. Similarly, (Akanle, 2020) defined the term ‘limitation’ that it is used for constraints that explore the researcher’s ability to effectively study the scope of the project.

The study therefore, was limited to four (4) selected government secondary schools in Mansa district in Luapula province. The reason was that Luapula province has been recording the lowest results for Grade 12 academic performances over the past five years compared to the rest of the provinces (Chanda, 2022). As a result, that raised an educational concern to conduct the research in Luapula province by sampling Mansa district which is one of the towns in the Province. However, the research findings could not be generalised since they are only a representation of the small sampled population in the province. Equally, the findings could not represent the views of the entire population of the selected secondary schools in Luapula province or all the government secondary schools in Zambia but were just for Mansa district.

1.8 Delimitations

According to (Theofanidis & Fountouki, 2018) delimitations are those choices that are made by the researcher which should be mentioned to explore the boundaries that are set for the study. Delimitation were mainly said to be concerned with the study’s theoretical background, objectives, research questions and variables of the sample under study. The researchers may decide to set them as the boundaries or limits of work so that the study’s aims and objectives do not become impossible to achieve. The research therefore was conducted in four (4) selected secondary schools in consideration that Mansa district has more qualified teachers in School Guidance and Counselling than the other districts in the province. This helped the researcher to collect more information since Mansa district fitted the profile of people that were interviewed. Further, it was convenient since geographically Mansa district is located in the central part of Luapula province than those districts that share an international border with the Democratic

Republic of Congo (DRC). For instance, schools which are based along the border as well as those which are on the islands for example, in Ilunga district could have been costly for the research work. As a result, Mansa district is good for sampling since it is the provincial headquarter of Luapula province with the highest number of schools which made the data collected trustworthy.

1.9 Theoretical Framework

This research was guided by the Social Cognitive Theory (SCT) developed by Albert Bandura in 1986. The theory emphasizes that there is a dynamic interaction between people (personal factors), their behaviour, and their environments. These interactions are demonstrated by the construct called Reciprocal Determinism. That is, personal factors, environmental factors, and behaviour continuously interact through influencing and being influenced by each other (Bandura, 1986).

The theory states that when people observe a model performing a behaviour and the consequences of that behaviour, they remember the sequence of events and use this information to guide subsequent behaviour. Observing a model can also prompt the viewer to engage in behaviour they already learned (Bandura, 1986). In other words, people do not learn new behaviour solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others. Depending on whether people are rewarded or punished for their behaviour and the outcome of the behaviour, the observer may choose to replicate behaviour modelled (Evens and Bandura, 1989). Therefore, the guidance teachers should provide the necessary School Guidance and counselling to the Grade 12 learners in order to enable them change their negative behaviours towards education. In order to achieve the change, the parents and their children should first accept their behaviour which is currently. Additionally, Gestalt's theory believes, that with the acceptance of self, comes the beginning of change.

In addition, they should also realise that human beings have potential to be more than they imagine or they feel they can be. In support, Salgong (2016) cited Mutie and Ndambuki (2002) that human beings have an innate desire for independence and autonomy as well as for self-destruction which can also be implied that human beings have ability to control their own destiny

and to be fully responsible for their action. This can also be applied to the Grade 12 learners that after receiving School Guidance and Counselling, they are capable of making some informed decisions towards their behaviours which in a way has the potential of helping to improve their learning outcomes.

1.11 Chapter summary

The Chapter gave the background of the study for the research. The Chapter also presented the Statement of the Problem, Purpose of the Study, Research Objectives and Questions, Significance of Study, Limitations and Delimitations of the Study, Theoretical Framework and some Definitions of Terms that are used in this study. Therefore, the next Chapter attempts to review various literature deemed relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

Having completed the first Chapter, Chapter Two reviews literature related to Guidance and Counselling and its implications on academic performance of learners in a school system. The review is guided by the set objectives for the study. The Chapter first reviews literature centred on types of School Guidance and Counselling and how contributes of academic performance of learners. This is followed by a discussion on how Guidance and Counselling services enhance academic performance before looking at factors associated with School guidance and counselling that affects academic performance of learners. Its ends with efforts schools make through Guidance and Counselling services enhance academic work of learners in the schools.

2.1 Types of School Guidance and Counseling Services Offered to Support Academic work of Learners

Arising from the works of Maliwa (2016) and Hamoonga (2017), there are four major components of School Guidance and Counselling generally offered in learning institutions which explore to learners' academic performance. The two studies cited; Educational guidance, Personal guidance, Social guidance and Career guidance as the most common and tend to be interrelated in practice with each making a significant impact on academic life of learners.

Educational Guidance aims at helping learners to acquire study skills, plan some educational programmes and make adjustment, choose appropriate subject courses and acquiring time management and study skills as well as how to prepare for the examination in order to reduce examination anxieties (Ministry of Education, 2014). It further emphasises that Educational guidance does provide guidance at crisis points when learners have difficulties of subject selection, concentration in class and are performing poorly academically. As to come up with such programmes, the Ministry of Education observed that many young people in schools are faced with a number of problems and it is through the office of School Guidance and Counselling that those pupils might find help and allow them to concentration on academic work.

Vocational guidance according to Mutie and Ndambuki (2001) refers to a process of helping an individual to choose an occupation, prepare for it and enter into it and progress in it. Therefore, Career Guidance and Counselling are services that help learners to select suitable vocations after considering their strengths, limitations, preparation, educational and professional qualifications. For instance, teachers in secondary schools should assist learners to make some tentative choices and skills development. In order to strengthen the provision of School Guidance and Counselling in schools, the (MoESVVE, 2014: 63) established the career pathways in secondary schools namely academic and vocational career pathway so that learners could be assisted in selecting the subjects according to their abilities.

Personal guidance assists individuals to solve their emotional problems. Further, it helps learners to solve problems such as emotional conflicts, anxieties, frustrations, fears, poor self-image indecision, alcohol and drug abuse, unwanted pregnancies, the effects of the HIV and AIDS epidemic, delinquency, suicide and to settle goals in life. In support, (Maliwa, 2016) cited Kochhar (2006) that personal or social guidance services are directed to helping learners with problems of personal and social nature which consequently affect their academic work. Unless their personal and social problems are attended to, it becomes difficult for learners to pay attention and concentrate on their school work in order to experience academic success.

Social Guidance and Counselling is yet another form of guidance which helps learners to develop interest in and liking for self-awareness and character information since humans are regarded as social beings who need to relate to each other as much as possible to survive (Ministry of Education, 2014). Therefore, the importance of encouraging the learners participating in core co-curricular activities is for their physical development as well as to improve their mental health. Learners therefore need good health practices and habits to balance with class activities. As a result, the Ministry of Education encourages learners to participate for instance in community work such as voluntary work together with academic since curricular activities provide the opportunity which may lead the learners to careers in the future.

2.2 Role of School Guidance and Counselling in Enhancing Learners' Performance

Some of the factors that might affect academic performance and school Guidance and Counselling become necessary, include creating good working environment for teachers,

adequate supply of teaching and learning materials, teachers' motivation, proper teacher recruitment and in-service training, a good education policy, teachers being responsible and accountable, use of proper teaching and learning methods, as well as community participation in school activities and good child care (Chileya, 2016) and Mubita and Mwanza (2020). In addition, the recommendation was made that there should be re-training of teachers through Continuing Professional Development (CPD) in order to build teachers' capacity. This may not be the same in the study schools. Hence, knowledge gap is less known.

The other aspects considered by Hamoonga (2017) in her study was to recommend that if possible public secondary schools in Zambia should revise their approach to enrolment of learners, leadership appointment and advised that there should be an adoption of policies that meet the needs of the Zambian context as well as invest in research. Furthermore, Theresa (2016) emphasised that School Guidance and Counselling is very important in the schools since it is an educational tool used in the orientation of a child in shaping from negative ideas planted in the child by his or her peers. It also shapes the child in the right part to take in their life pursuit. In addition, she quotes Egbo (2013) that the total number development of a child can only take place in an environment that is conducive for teaching and learning.

Therefore, the provision of School Guidance and Counselling may improve the educational programmes; enhance learning and improve the competence of the teachers. For instance, the co-curricular activities that are done outside the classroom such as debates, sports, drama and poetry, HIV and AIDS and COVID-19 awareness may help the learners to overcome some of the challenges and hence encourage them to develop keen interest in studies and this may help them to overcome some of the challenges such as early pregnancies, drug abuse and beer drinking.

The reason is simply that those children at secondary school according to Super's theory of human stages of career development are in exploration stage where they would like to attempt to do different things as to show their superiorities (Kosine & Lewis, 2008). As a result, it is the role of the Counsellor to come up with counselling skills and techniques in order to help the learners to come out of such situations. In support Daka and Changwe (2020) cited Farmer (2004) that no two individuals learn in the same way, nor do they bring the same prior knowledge to a learning experience since the way individuals learn is as unique as our

fingerprints. Therefore, advice was given that for quality learning to take place, there is a need to use a variety of teaching strategies.

Furthermore, the school climate is also one of the important aspects that can explore to academic performance (Daka & Changwe, 2021). Also, they cited (Osborne, 2013) that School Guidance and Counselling services and the provision of extra-curricular or co-curricular activities are other examples of service provision that explore to quality school environments, and it should also be noted that this learning begins with quality content. In support (Kane *et al.*, 2016) cited the School Climate Council (2007: 5) that school climate encompasses the experiences of individuals in the school, including learning and building relationships while also capturing the collective beliefs and attitudes that are present within a school.

2.3 Factors Arising from School Guidance and Counselling that Affects Academic Performance

According to literature reviewed by Haamoonga (2017) and Banerjee (2016) the major factors arising from the provision of School Guidance and Counselling services which negatively affect academic performance were such as (a) socio-economic status; (b) the nature of the teaching and learning environment; (c) personal factors relating to the learners, teachers and head teachers; and (d) education policy issues relating to learner enrolment and assessment, teacher selection, recruitment and development and highly controlled bureaucratic systems. It was observed that some of the Exploring factors to poor academic performance of Grade 12 learners were lack of appropriate policies on how teachers, head teachers and learners were selected and recruited in order to guarantee quality learner performance. Poverty levels of the parent and lack of parental involvement and motivation were some of the emerging themes (Banerjee, 2016).

Therefore, a suggestion was made that the policy makers should establish a mechanism to curb the challenges that learners were experiencing in schools. For instance, schools must attach greater importance to identification and meeting of learners' personal needs, interests and aspirations through provision of proper School Guidance and Counselling. It was also observed that learners selected to Grade 10 should be subjected to aptitude tests in order to proceed to the next grades in preparation of better Grade 12 academic performances. Government to endeavour to support by providing as much financial support as possible to public schools to ensure provision of necessary learning and teaching materials that could potentially improve learners'

performance in Grade 12. Further, through School Guidance and Counselling administration, there would be a very strong bond and interaction involving schools, parents and community in order to improve academic performance of Grade 12 learners in schools.

Similarly, this study looked at socio-economic factors and school environment; pedagogical factor and school policy School Guidance and Counselling; home climate and personal factors as well as the effects of HIV and AIDS and COVID 19 which were threats in the Ministry of General Education.

2.4 Synthesis on literature review

The term synthesis, (Wyborn, Elena, Jerry *et al.*, 2018) defines it as to concisely summarising and linking different sources in order to review the literature on a topic, make recommendations and connect to practice to the research. The literature reviewed that the poor academic performance of learners was as a result of absenteeism, inadequate teaching and learning materials, lack of infrastructure for guidance teachers; inadequate time table as well as poor reading culture and laziness by some pupils and teachers (Chileya, 2016); Banerjee (2016); Haamonga (2017) and Maliwa (2016). Furthermore, Banerjee (2016); Hammonga (2017) and Maliwa (2016) also reviewed that the poverty level of the parents and lack of parental involvement and motivation were Exploring factors to poor academic performance of learners in secondary schools. In addition, Ngambi (2015) revealed that the poverty level of the family which leads to poor academic performance of learners in schools was as a result of socio-economic factors and the use of poor teaching methodology by some teachers. Therefore, the strong recommendation were made by Haamoonga (2017) that the Ministry of Education should come up with a Guidance and Counselling policy to guide the practice of Guidance and Counselling in order to enhance academic performance of learners in secondary schools.

Despite the literature having explored the common findings about the challenges that led to poor academic performances among the learners in secondary schools as well as the importance of Guidance and Counselling in schools, the knowledge gap in the synthesis is that there was no information regarding the exploration of the role of School Guidance and Counselling in academic performance of Grade 12 learners in secondary schools. In addition, it was observed from the research conducted by Maliwa (2016) and Kabamba *et al.* (2020) who only assessed the

provision of School Guidance and Counselling services in secondary schools. According to their findings, there is provision of School Guidance and Counselling in secondary schools though it has not yet achieved its intended goals since learners were said to be still experiencing some challenges such as early pregnancies, drug and alcohol abuse, absenteeism, lack of Guidance and Counselling time table as well as inadequate offices for the provision of Guidance and Counselling in schools which was said led to factors that explored to the poor academic performance. Despite such findings, the Explore the role of Guidance and Counselling to improve academic performance of Grade 12 learners was not considered. Therefore, the provision of School Guidance and Counselling services did not necessarily mean working towards enhanced academic performance of learners in a school where such services were offered. As a result, this study explored the role of School Guidance and Counselling in academic performance of Grade 12 learners in the study schools.

Furthermore, the study also considered the application of a theory. According to Ndhlovu (2015) emphasised that counselling theories help us to explain why and how things happened. For instance, in order to assist the learners to come out of some difficult challenges in schools, a qualified Counsellor should be equipped with the knowledge of theories. In support, Kosine and Lewis (2008) emphasised that Super's theory of human development stage can help a Counsellor to understand why children behaved in a certain manner at secondary school, and the reason was that their age was still in the exploration stage. Therefore, guidance teachers should be more helpful to such learners by providing some appropriate School Guidance and Counselling services to help them improve in their academic performances.

For instance, the poverty level of the parents mentioned in the literature review as the Exploring factors to the poor academic performance of learners in secondary schools, it requires the intervention of the School Guidance and Counselling office to encourage the parents to provide the basic needs to their children. Parents should also be encouraged by guidance teachers to help their children how to read and write based on the homework policy. The breakthrough in reading can enhance academic performance of Grade 12 learners since the research reviewed that the causes of poor academic performance among others was as result of insufficient application of teaching methodology by some teachers. In support, Kaani (2014) emphasised that the reading instructions did not focus on strengthening linguistic abilities that children bring to the classroom

as oral vocabulary in their first mother language, but it needed to be learned properly from the skilled teachers. This means that teachers should equip themselves with the necessary teaching and learning skills to prepare learners to read fluently with understanding in order to enhance academic performance of Grade 12 learners in secondary schools.

Furthermore, the literature revealed that lack of proper infrastructure also adds to poor academic performance of Grade 12 learners. Nevertheless, Daka and Changwe (2021) emphasised that the conducive environment of learners improved academic performance in schools. The gap therefore is that there was no parental involvement towards the provision of School Guidance and Counselling in schools to enhance the academic performance of Grade 12 learners being poor. For instance, parents should ensure that their children received some basic needs such as food for mental health before they went to school. In support, the Education for All, Global Monitoring and Evaluation Report (2010) advised that the Educational disadvantage started in the womb and free maternal and child health care are an education imperative. As a result, this research explored the role of School Guidance and Counselling to enhance the academic performance of Grade 12 learners in study schools.

2.5 Chapter Summary

This Chapter explored the nature of School Guidance and Counselling such as educational, personal, vocational, social and psychosocial Guidance and Counselling. Further, the literature reviewed revealed how those types of School Guidance and Counselling explored to the academic performance of learners in secondary schools such as provision of conducive working environment, adequate supply of teaching and learning materials, teachers' motivation and recruitment in-service training and education policy as well as use of proper teaching and learning methods to the learners and involvement of community participation in schools. It also, explored factors arising from the provision of School Guidance and Counselling services which negatively affected the academic performance of learners in secondary schools and the major findings were such as socio-economic factors, nature of the teaching and learning environment, personal factors, education policy issues and teacher recruitment and highly controlled bureaucratic systems. Also, the poverty level of the parents and lack of parental involvement and motivation were some of the emerging themes.

Therefore, the major gap observed from the literature review was that despite having explored the factors leading to the poor academic performance of learners in secondary schools, little was discussed on how School Guidance and Counselling may enhance the academic performance of the Grade 12 learners as well as those efforts schools should make in order to improve learners' academic performance. Nevertheless, with the knowledge of literature synthesis, it has helped to understand the research. Therefore, the next Chapter will explain the methodological approaches adopted in this research in order to explore the role of School Guidance and Counselling in academic performance of Grade 12 learners in selected secondary schools in the study area.

CHAPTER THREE: METHODOLOGY

3.0 Overview

This Chapter explains the methodological approaches adopted. The Chapter presents the research design, study population, sample size, sampling techniques, data collection techniques, data analysis and ethical considerations.

The research methodology simply refers to the practical “how” of any given piece of research (Jansen & Warren, 2020). In addition, (Nakwenda, 2017) quoted Kombo and Tromp (2006), that a research design is a plan on how a study would be carried out or a detailed outline of how a research would take place. She further quoted Borg and Gall (1989:78) who stated that, research design refers to “all the procedures selected by a researcher for studying a particular set of questions or hypothesis.” It is more specifically about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives are attained.

3.1 Research Design

Kothari (2004) define a research design as a “blueprint for conducting a study with Maximum control over factors that may interfere with the validity of the findings”. Parahoo (1997) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed.” The present study used a case study research design which was supported by qualitative approaches. This approach was used because of its ability to provide in-depth or detailed information about the phenomena being studied in a small setting. This agrees with Creswell (2009) says, a case study provides an in-depth study of one person, group, or event. With this type of research design, nearly every aspect of the subject matter is analyzed to seek patterns and causes of behaviour. The researcher, choice to use a case study because of its ability to explore a phenomenon in much detail. The insights gained from such a detailed research can then help the researchers develop additional ideas and study questions that might then be explored in future studies.

In support, Creswell *et al.* (2007) cited Whyte, Greenwood and Lazes (1999) says that this form of research design is unique in the sense that the researcher and the members of the community are engaged at all levels of the research process. As a result, those advices which would come

from other personnel as well as those from the Ministry of Education (MoE), parents and other stakeholders would be important for the research to supplement and validity the detailed information form the key participants ie teachers and grade 12 learners.

3.2 Study Population

Study population is defined as a pool of individuals from which a statistical sample is drawn for a study (Banerjee, 2016). Therefore, the population study comprised of: the head teachers, guidance teachers, subject teachers, learners and key informants such as the Senior Education Officer and District Guidance Coordinator in the study district. The reason is that these are the people who closely deliver and monitor Guidance and Counselling in Schools as well as monitor School Guidance and Counselling activities including conducting public examinations to Grade 12 learners. For instance, the Senior Education Standard Officer, the District Guidance and Counselling Coordinator and the guidance teachers were all experts in guidance and counselling. Whereas the head teachers, subject teachers and pupils were sampled to suit the characteristics of population and objectives in the extreme purposive sampling that was used to conduct the research. These participants, were therefore seen to posse sufficient knowledge and experience to make a significant contribution to the outcome of the study.

3.3 Sample Size

Sample size was 20 participants. The sample, was broken down as follows: 4 head teachers, 4 Guidance and Counselling teachers, 2 subject teachers, 8 learners and one Senior Education Officer and one District Guidance Coordinator. All these were drawn from selected study schools in district. The size used in the study, was determined through a saturation point. This meant that the cut-off point was arrived at a point when the responses to the questions in the interview guides became more and more repetitive (Creswell, 2009). Such a small sample supports, makes it easier to get more detailed data to support the study. Its ability to use in depth case-oriented analysis is characteristic of qualitative approaches and tend to provide richer information. In other ways, the data that was generated minimally repetitive, detailed, and sufficient enough to be extrapolated and provided more informative findings (Kasonde-Ngandu, 2013).

3.4 Codes for the Participants

In order to identify the sources of voices or verbatim captured in the study conducted in Mansa district on the role of School Guidance and Counselling in performance of Grade 12 learners in the selected secondary schools, each participants was, assigned a code for easy identification. The participants were head teachers, School Guidance and Counselling teachers, subject teachers, learners, district guidance coordinator and the Senior Education Officer (SEO) and below are their respective codes for purpose of identifying them in the study:

- (i) The letters HT1, HT2, HT3, and HT4 stands for 4 head teachers in the four sampled government secondary schools;
- (ii) The letters GT1, GT2, GT3 and GT4 stands for 4 guidance teachers in the four government secondary schools represented by letters A, B, C and D;
- (iii) The letters ST1 and ST2, stands for 2 subject teachers in the four government secondary schools;
- (iv) The letter DGC, stands for 1 District Guidance Coordinator;
- (v) The letter SEO stands for 1 Senior Education Officer; and
- (vi) The letters L1, L2 L3, L4; L5; L6 L7 and L 8 stands for 8 Grade 12 learner- participants.
- (vii) The four study public secondary schools were labelled; A, B, C and D.

3.5 Socio-demographic characteristics

The study had 20 participants divided into professionals and Grade 12 learners. The study itself took place in one district of Luapula province, Mansa district of Zambia. Table 2 below summarises the description of the professional participants in the study:

Table 2: Characteristics of Professional Participants

S/No.	Gender	ID	Age	Position	Qualifications
1.	M	H1	58	Head teacher	Degree
2.	M	H2	56	Head teacher	Degree
3.	M	H3	38	Head teacher	Degree
4.	F	H4	48	Head teacher	Master's

5.	M	GT1	46	Guidance teacher	Diploma
6.	F	GT2	36	Guidance teacher	Diploma
7.	M	GT3	38	Guidance teacher	Diploma
8.	F	GT4	51	Guidance teacher	Degree
9.	F	ST1	42	Subject teacher	Diploma
10.	F	ST2	36	Subject teacher	Diploma
11.	F	DGC	56	District Guidance Coordinator	Degree
12.	F	SEO	46	Senior Education Officer	Master

There were generally, more guidance teacher participants and head teachers while subject teachers, district guidance coordinators and senior education officer- guidance and counselling were less presented in the study.

In the case of grade 12 learner participants, the summaries of the description is, presented below in table 3

Table 3: Characteristics of Grade 12 Learner Participants

School Category	Learner's IDs				Gender		Age range	Total
	L1	L2	L3	L4	M	F		
A	1	2	3	4	1	1	17-18	2
B	1	2	3	4	1	1	16-20	2
C	1	2	3	4	1	1	16-18	2
D	1	2	3	4	1	1	17-19	2
								8

According there were 8 grade 12 learner-participants who were receiving, School Guidance and Counselling services in schools, had were believed to have sufficient information and experiences to support the study.

3.6 Sampling Techniques

Sampling is a way of selecting people, events or objects for study in a research (Kombo and Tromp, 2006). The study used a homogenous (head teachers, subject teachers), and expert (guidance teachers) purposive sampling techniques to select participants. Simple random sampling was used to selected grade 12 learners. To selected grade 12 learners, using this sampling technique, grade 12 learners at each school were given numbers. Each number was written on a piece and grade 12 learners asked to pick from box. On each piece of paper, it was written YES or NO. Those who picked yes were allowed to participate in the study while those who picked NO, were not allowed to participate in the study. Bryman, (2012), Miles et al. (2014) and Patton, (2002) states that the purposeful sampling is the most used sampling technique in qualitative research. It is also called criterion based or judgment sampling as it is based on the judgment of researcher. Expert (guidance teachers) homogenous (head-teachers, district guidance and counselling coordinators) purposeful sampling technique were equally used. The two techniques had several advantages such as; helping to highlight new areas of interest and providing significant insight into a particular phenomenon In case of homogenous sampling technique, it was used because of it's simplicity and lack of biasness as data is processed (Creswell, 2009). Additionally, these techniques, were seen to be more specific techniques to arrive at more relevant participants' thoughts to support the present investigated.

3.7 Research Instruments

3.7.1 Interview Guide

Aryet *al.* (2010, and (Trigueros *et al.*, 2017), stated that the most common research instruments used in qualitative research are observational checklist, interview guide, focused group discussion guide and documentary analysis. In this study, the researcher employed a semi-structured interview guide in order to gather appropriate study information and focused group discussion guide to get information from the Grade 12 learners. The semi-structured interview guides (Appendix 1, 2, 3, 4, 5, 6, 7) were, found to be helpful to the researcher to know what to ask about and in what order, and provided room for further probing of the participants (Creswell, 2009). Further, interview guide used seem to be useful exploring participants' thoughts, feelings and beliefs about a particular topic. It was also easy to maintain consistency across several interviewees, and it had the ability to give applicants the opportunity to provide more thorough

inputs besides allowing the interviewer a chance to ask questions that provided background information before actively engaging them in the study. Interview guide was found to be much rich to support this kind of study or a worthwhile research instrument to support this kind of study. Additionally, the study also used Focus Group Discussions (FGDs guide (8) which involved grade 12 learners at the study schools.

3.7.2 Focused Group Discussion Guide

There were four focused group discussion used in the study. At each school, four grade 12 learners made up a group and participated in the discussion as one group. Use of focused group discussion was sign to be significant in the study because it; quick way of generating data and is quite cheap; provide rich data, information can be obtained in a particular language; researcher easily interacts with participants and can use prompts to seek further information and information is provided more quickly from the participants (Mugenda and Mugenda, 2009)..

3.8 Procedure for Data Collection

This research collected two types of data, namely: primary data and secondary data. Below is how each type of data was collected.

3.8.1 Primary Data

Primary data obtained by a researcher from the participants was recorded descriptively. It is essential to mention that, primary data offers original data that the researcher collects on first hand for a specific research topic (Minnesota Department of Health, 2013). Thus, Primary data was collected through semi-structured interviews.

The researcher employed a semi-structured interview guide because it helped to explore participants' thoughts, feelings and beliefs about the topic under investigation. It also helped the researcher to interact with the participants in key focus areas of the study. Further, it provided in-depth information on some of the more intangible factors like experiences, opinions, motivations, behaviours or descriptions of a process, event or a particular context which might be relevant to the research (Rahman, 2016). The reason was that some of the respondents would be easily taken away from the questions which were to do with probing since a qualitative approach used people's stories, experiences and feelings to measure change.

3.8.2 Secondary Data

Secondary data is the data already collected and recorded by someone else and readily available from other sources. For example, statistical information about the academic performance of grade 12 learners between 2017 and 2020 was sourced from the records at the district education office for the participating schools. Secondary data collected from available literature was necessary because of the traits it holds including fastness, less expensive and less activities. It was important for the study because it helped to improve the understanding of the problem. The idea was to gather data from numerous sources as possible and then be able to counter check the information so as to further validate the findings (Oluwaseun *et al.*, 2019). This kind of data collection as secondary data was so essential in terms of fact finding and offering descriptive information to support the research.

3.9 Trustworthiness of Data

Data validation is vital to ensure that the data is clean, correct and useful. Therefore, running validation on the data means the researcher could be confident with the results. The validation of data is a significant part of any application in research as it guarantees that a system works on clean, perfect and helpful data. Moreover, validity in qualitative research means appropriateness of the tools, processes and data.

Creswell (2009) stated that trustworthiness is a strategy used to describe the accuracy, credibility, and to validate qualitative study. To establish the trustworthiness of a study, Creswell (2009) propose unique terms such as “credibility, transferability, dependability and confirmability as equivalents to internal validity, external validity, reliability and objectivity respectively”.

Credibility

Creswell (2007: 207 in Simalalo, 2017) defines credibility as “the truth value. It is a test to whether the study is authentic”. This boils down to the question of “How do you know that your findings are true and accurate?” Credibility of a study can be assessed by evaluating the data collected, the analysis and the conclusions that are made. Qualitative researchers can use triangulation or crystallisation to show that the research study’s findings are credible (Guba &

Lincoln, 1989). Triangulation can assist the researcher in identifying both convergence and divergence in the emerging data. This helped to create trust between the researcher and the participants, helped the researcher to get a greater understanding of the context, and allowed for checking for misinformation. The more time the researcher spends in the field, the more experience he gains in collecting accurate and valid data. In this study, the researcher remained in the field for six months conducting interviews particularly in the selected study sites.

Dependability

Kasonde-Ng'andu (2013) points out that dependability is equal to reliability in quantitative research, which refers to the consistency and replicability of findings. Dependability can be established through auditing of the research process (Creswell, 2009). To establish dependability of the findings, the researcher used an inquiry audit in which a senior qualitative researcher was assigned to review and examine the research process and the data analysis, which ensured that the findings were consistent and repeated.

Transferability

Transferability refers to the degree to which the findings of a qualitative research are generalised or transferred to other contexts or settings (Kasonde-Ng'andu 2013). From a qualitative perspective, transferability is primarily the responsibility of the scholar who does the generalizing. Qualitative researchers can use thick descriptions to show that the research study's findings is, applied to other contexts, circumstances, and situations. The use of different data sources from interviews guides as research instrument, strengthened the findings for possible generalisation to other contexts with detailed descriptions of the processes involved in the research and enhanced transferability of the findings.

Confirmability

Creswell, (2009) equate confirmability to objectivity in quantitative research. stated that confirmability is the degree of neutrality in the research study findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not

lean on either side of the scale. The interpretation of what the research participants said to fit a certain narrative. An audit trail is used as a strategy to ensure confirmability. To ensure confirmability, the researcher provided an audit trail, which highlighted every step of data analysis made and provided a rationale for the decisions that were made (see appendix on deductive data analysis). This helped in establishing that the findings of the study accurately portrayed the participants' responses. The researcher also ensured confirmability through member checking.

3.10 Data Analysis

According to Polite and Hungler (1983), data collected are not useful unless they are arranged in a meaningful manner so that it is possible to derive patterns of relationships. Therefore, data collected through interviews was analysed systematically and qualitative responses were summarized thematically and reported descriptively. The study used thematic analysis approach to analyse the data collected through interviews with the participants. Thematic analysis was used because; it is unsupervised meaning one does not need to set up categories in advance but can easily capture groups as goes on analysing the data. It is equally highly flexible approach in that it can be modified for the needs of many studies, provide a rich and detailed yet complex account of the data being analysed (Creswell, 2009).

During data analysis, the researcher used a five step approach (Patton, 2002). These involved; first step aimed at familiarising with the data from the field. This was done by listened to the recordings of the data in form of audio files, then transcribed and then read and re-read through the transcripts. This allowed the researcher to comprehensive understanding of the content of the interactions and to be familiarised with all aspects in data provided. In the second step she created initial codes or near codes leading to identification of preliminary codes indicating interesting and meaningful elements emerging. The researcher created a codebook to keep track of the codes.

The third step involved collating codes with supporting data. This involved interpretive analysis of the collated codes and sorting out relevant texts to create overarching preliminary themes. In the fourth step the researcher was grouping codes into emerging themes. Themes in qualitative

research are a powerful way to see trends and patterns in the data. The researcher combined codes and some themes were made into sub-themes at this stage of data analysis

In the fifth step researcher, was reviewing and revising the emerged themes. Following the initial set of themes, the researcher reviewed and revised the themes and ensured that each theme had enough supporting data. At this stage, similar themes were merged together and those that did not have enough data to back them up were removed before providing theme names and clear working definitions. At this point, a unified and descriptive story of the data emerged from the themes. The finally, step was writing a report. The researcher transformed the analysis into an interpretable piece of writing by using tables to project clearly what emerged during analysis and these were supported by extract examples and presented as findings in the subsequent chapter.

3.11 Ethical Considerations

Ethics were explored by Kibir (2017) that they are moral principles that control or influence a person's behaviour or it is a philosophical discipline that is concerned with human conduct and moral decision making. He further quotes Akinade (2005) that, ethics are normative in nature and focus on principles and standards that govern relationships between individuals, such as Counsellors and Clients. Therefore, norms of research were, considered because they promote the aims of research such as knowledge, truth, and avoidance of error. Therefore, the research was considered maximum confidentiality, anonymity, beneficence and was commit to consent the participants of the research. The University of Zambia ethics committee approved the study after considering the ethical issues surrounding the study (see appendix 6).

3.12 Chapter Summary

Chapter Three presented the methodology of the study which includes research design, study location, targeted population, sampling procedure, research instruments, data collection procedure, sample size data analysis and ethical consideration. The next Chapter presents the findings of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

The previous Chapter discussed the methodology and methods used to collect data for the present study. Chapter Four presents the findings whose data was collected through structured interview guide and Focus Group Discussions (FGDs) guide. The study focused on the exploring the role of School Guidance and Counselling in academic performance of Grade 12 learners in selected secondary schools in Mansa District, Zambia. The findings are presented according to the set research questions of the study are as follows:

1. What types of School Guidance and Counselling services are offered to Grade 12 learners with a view of supporting academic performance in the study schools?
2. How do the identified types of School Guidance and Counselling services support the academic performance of Grade 12 learners in the study schools?
3. How do various factors related to School Guidance and Counselling affect the academic performance of Grade 12 learners in the study schools?
4. What efforts were schools making through School Guidance and Counselling services to improve performance of Grade 12 learners in study schools?

4.1 What types of School Guidance and Counselling services are offered to Grade 12 learners with a view of supporting academic performance in the study schools?

In this section, participants were asked to indicate the types of School Guidance and Counselling service received from school as Grade 12 learners. There were several responses cited by the participants as evidenced in Table 3 below:

Table 4: Types of School Guidance and Counselling services available for Grade 12 learners

Themes	Codes or Near Codes
Educational Guidance	• Improves study skills. • Acquire academic writing skills. • Provide remedial work. • Teacher motivation and encouragement • Advice on subject combinations • Educational talks
Vocational Information	• Awareness on career choices. • Visiting speakers on career - Field visits to industries • Attachments to organisations - Advice on career pathway. • Career conferences
Personal Guidance and Counselling	• Assist with problem solving • Allow consultations • Developing self-awareness. • Develop assertiveness
Social Guidance and Counselling	• Improve communication skills • Acquire interactive skills • Awareness on social evils- drugs, alcohol abuse - Provide sexual education. - Acquire team work skills - extra-curricular activities. • Learn culture and norms
• Psychosocial Guidance and Counselling	• Rehabilitation involving alcohol abuse • Deal with sexual related problems enable them access social support • Link learners with problems to organisation for help • Teachers interact with parents on learners

As a result, the emerged sub themes are explained as follows:

Educational Guidance

With regards to School Guidance and Counselling services available for support the learning of Grade 12 learners in the study schools, the participants cited several educational related. These ranged from improving study skills among learners, supporting the acquisition of academic writing skills, supporting weak learners through provision remedial work, allowing teacher motivate and encourage learners. It was also evident that schools provided advice on subject combinations based on one's career preference to hosting of Educational talks linked various job requirements. These findings were evidenced in sentiments of some participants such of one Senior Education Officer, SEO who observed that:

“Educational guidance improves learners’ study skills and teaches learners academic writing skills. In my view interaction between teachers and learners on academic issues helps learners make some improvement.”

Exploring to the findings highlighted above, one District Guidance Coordinator, DGC stated that:

“In my school, educational guidance, learners are exposed to more study skills how to prepare for examination, how to use past papers to prepare tests and examinations.”

In support of the views of other participants on how education guidance help learners to improve on their schools’ work, one Grade 12 learners L1 from School C reported;

“It is through the office of Guidance and Counselling, where we are guided on how to study and prepare class tests and examinations. We are also encouraged to spend more time on our academic work.”

Based on the findings above, educational guidance was one of the emerging themes. The study revealed that through guidance teachers, schools provided support aimed at improving study skills, strengthen academic writing skills, advice on subject combinations and where possible remedial work with a view of improve academic learning outcomes.

Vocational/Career guidance and Counseling

Vocational information sharing is one of the areas Grade 12 learners very much require as they prepare for tertiary and higher education work. The information on careers available helps learners to refocus their thinking in terms of academic work. Participants cited the provision of vocational information as one area schools offered assistance through the department of Guidance and Counselling. Participants indicated that that could be done through vocational discussions on awareness of career opportunities and choices, visiting speakers to come schools and give talks on careers learners to participate in field visits to industries, attachments to organisations, learners to be advised on career pathways and to attend career conferences. In support of these findings one participant, DGC said:

“Learners are assisted on how to choose career through career talks and guided on subject combinations that are attached to career pathway through sensitisation.

Exploring on the same, one Grade 12 learner, L3 from school D emphasised that:

“We often have Career or vocational guidance discussions. People from different institutions who are specialised in various fields are invited by the administration to come and talk to us on career choices, requirements and we get motivated to work hard in our studies.”

It was evident from these findings that schools from time to time, provided Grade 12 learners with career or vocational related information to help them make informed decisions. Schools offered information on career opportunities and choices, allowed visiting speakers, learners participated in field visits to industries as well as created a platform on attachments to organisations. These actions helped Grade 12 learners to focus on their academic work.

Personal Guidance and Counselling

The theme on Personal Guidance and Counselling was identified by participants as one of the significant emerging themes when they were asked about the support Schools offered. It was

found that Grade 12 learners were supported through Schools attending to some of personal issues which were likely to negatively affect their school work like absenteeism, poor relationships with family and lack of punctuality. The school also allowed learners to do consultations at any time on personal issues, Schools making efforts to create self-awareness and confidence in them and provide awareness on personal-related issues and to serve as a link between them and their parents on personal and family issues. By doing so, learners were able to focus on their academic work due the assistance they received through Guidance and Counselling as evidenced in the Explore made by learner-participant, L2 from School D who disclosed that:

“It is through personal Guidance and Counselling that we receive help from the guidance teachers especially if parents are experiencing some marital conflicts at home, it becomes difficult for me to concentrate at School.”

Arising from the above findings, it was clear that Grade 12 learners were guided in addressing personal problems which affected their school work and explored negatively to their academic performance.

Social Guidance and Counselling

Another service provided as an aspect of School Guidance and Counselling was social guidance. The learners were guided on how to relate with elderly people as well as fellow learners and how to adhere to acceptable behaviour for them to benefit from school work. Additionally, it was found out that, learners needed assistance in improving communication skills, acquiring interactive skills, raising awareness on social evils such as drugs, alcohol abuse, issues of sex education that provide sex education which all have bearings on their school work. In support of these findings, one Grade 12 learner-participant, L2 from School D had this to say:

“As we are socially counselled and guided, boys are often sensitised on the effects of drug abuse on their school work and some are able to change and concentrate on school work while others continue to be a problem in the school.”

Exploring to the discussion, another Grade 12 learners L1 from school D observed:

“The office of Guidance and Counselling has come up with Anti-Drugs Club where pupils are being sensitised by peer educators on the effects of drug abuse and early pregnancies. As a result, some of our friends improve on their academic work.”

Based on the above findings, learners are engaged on social issues with a view of helping and then resolve their problems such as possibility of drug abuse, early pregnancies likely to affect their academic work if allowed to continue unresolved.

Psychosocial Counselling

Participants were asked on whether the schools provided any form of assistance when they had psychosocial related issues which were likely to threaten their academic work. Several responses were provided as findings including being provided with rehabilitation actions for those found with alcohol and drug abuse traits, those involved in sexual-related issues, helped those with social problems to access social support from institutions such as social welfare or linking them to organisations with the capacity to help and periodically teachers interacting with parents with emotional and social problems to reduce the effects on their school work. Exploring on the discussion on how schools helped learners with psychosocial-related problems with a potential of affecting their academic work, one learner, L1 from school D had this to say:

“The office of Guidance and Counselling, teach us on the effects of alcohol and drug abuse and girls on how to prepare some disposable sanitary pads. They use peer educators and our friends who are vulnerable, receive finances, books and bags from different organisation when identified needy learners are linked to them for help them. This helps them to concentrate on school work.”

Additionally, subject teacher participant, ST4 from school D emphasised that:

“Guidance and Counselling is very important in schools because it helps reform learners especially involved in alcohol and drug abuse and sex related problems thereby making them focus on academic work.”

It was clear from the findings that Grade 12 learners were supported in the area of psychosocial therapy in the study schools. As a result, those who were helped were able to concentrate on their studies, making Guidance and Counselling relevant to school life of the learners.

4.2. How do the identified types of School Guidance and Counselling services support the academic performance of Grade 12 learners in the study schools?

The analysis revealed major themes concerning how identified types of School Guidance and Counselling services helped to enhance the academic work of Grade 12 learners in the study schools. A set of sub themes also emerged as shown in Table 4 below:

Table 5: Emerging Themes in relation to School Guidance and Counselling and support to academic work of Grade 12 learners

Theme	Code or Near Codes
Assist the vulnerable learners	• Guidance teachers provide learning materials to vulnerable children and encouraged to work hard.
Improve academic interactions through activities	• Create space for dialogue with learners • Informative clear career pathway • Easy referrals for additional support • Consolidated support services • Teachers always preparing for classwork • Regularly giving home work • Accommodative and friendly teachers to learners • Use appropriate instructional approaches • Committed guidance teachers create space and handle some cases. • Administration makes referrals to guidance teachers for counselling learners.
Raising awareness through Sensitisation	• Conducting orientation talks. • Motivating learners on specific career information. • Increased consultation opportunities. • Allowing experts interface with learners on specialised career matters.
Improve Study skills	• Provide academic writing skills • Ease comprehensions study materials

	• Create Confidence in academic work • Easy to offer remedial work. • Teach learners to make study timetables, study group, acquire examination strategies and receive remedial work.
Develop Positive views on Re-entry policy	• Increased awareness on disadvantages of early pregnant • More pregnant girls returning to schools
Easy to engage peer educators	• Easy to learn from other learners • Teachers are assisted in teaching • Acquire interactive skills
Encourage Continuing Professional Development Meetings for teachers.	• Encourage teachers to share difficult topics through CPD and promote team work.
Promote co-curricular activities	• Improve learners' mental health • Promote interaction.
Provide orientations	• Train the guidance teachers new educational policies. • New teachers and learners are guided • Encourage teachers and learners to adopt to new environment

4.2.3 Assisting vulnerable children

It was observed that the guidance teachers intervened in situations where parents were unable to meet some educational requirements for their children. As a result, the HT 1 from School A said that:

“Guidance teachers provide shoes, bags, books and pads to the girls bought by different organisations and learners get motivated to work extra hard. Also, through psychosocial counselling, girls are taught on how to make some sanitary pads.”

4.2.3 Improve academic interactions through activities

Another theme that emerged was that School Guidance and Counselling activities helped to improve academic interactions which explored academic work of Grade 12 learners was that, teachers were able to engage Grade 12 learners through creation of space for dialogue with learners on academic issues, ensured information on a clear career pathway was provided, made referrals for additional support to learners and coordinated learners support services from and outside school. Through activities based on some of these activities, positive Explore to academic work of Grade 12 learners was being experienced to academic work of Grade 12 learners. These findings are acknowledged through sentiments of one head teacher participant, H3 from School C who said that:

“The results at my school are good since we had above average. This is because we freely discuss academic issues with our pupils, give them information on career requirement and easily refer learners to appropriate staff for support depending on the needs. It works for the school and the Grade 12 learners, I believe.”

In support of the views expressed above, one subject teacher participant ST4 from School D observed:

“In fact, the ranking as a province, Luapula has not been performing well and it has been happening for a number of years. However, the efforts guidance teachers are making to coordinator us as subject teachers seem to be working and leading to some improvements in the way Grade 12 learners are studying, we may be soon seeing improved results.”

In addition to the findings and arising from focus discussion with learners, one Grade 12 learner, L1 from School A said;

“I think as a province, we are number 9 and it is not a good position with the view that when we are with the friends from the other provinces, we cannot be proud of such an achievement. Teachers are however, have starting providing an atmosphere for us to interact with them to see how well we study”

Exploring on the same discussion, a district Guidance and Counselling coordinator, DGC disclosed that:

“We all aware, academic results as per our province are just below average for the past five years and I think we have not been doing well in coordinating teachers. But through activities we are seeing guidance and subject teachers are doing, we are likely to improve.”

In support of these views of district guidance coordinator DGC, Senior Education Officer, SEO expressed the same sentiment by saying that:

“I am aware of the Grade 12 academic performance results of learners in Luapula province that they are not so good, and I feel school are doing everything possible with support of guidance teachers to improve the situation”

It was evident from the findings that there are Guidance and Counselling activities in study schools which are directed at helping Grade 12 learners work towards improving academic work in the school.

4.2.4 Raising awareness through Sensitization

Participants also cited increasing sensitisation and orientation talks as yet another theme that emerged on how identified services provided in the schools, helped Grade 12 learners to academically work hard. These ranged from: motivating learners on specific career interest, easing access to career information, increasing consultation opportunities, and allowing experts interface with learners on specialised career matters. In support of these findings, one head teacher participant, HT 2 from School B had this to say:

“Through sensitisation talks that the guidance teacher organises in schools, for instance career talk; learners are encouraged to work hard towards a particular career ambition.”

Another head teacher participant, HT4 from School D reported:

“Through increased consultations, learners who have social problems such as pregnancy receive guidance hence are able to come back to school.”

Adding to views expressed by head teacher participants, one Grade 12 learner participant, L2 from School B observed that:

“Through sensitisation received from the Ministry of Health and DEC experts learners often became positive about certain careers such as medicine, nursing. Learners start working towards becoming such.”

In supported of these findings, a Senior Education Officer (SEO) reported that:

“Sensitisation talks that are conducted by different organisations such as Natwapane, DEC and MoE brings a desire to pursue a particular career, build self-awareness for example on HIV and AIDS and STIs diseases as well as the dangers of early pregnancies, drug and alcohol abuse. The information acquired help them to change behaviour and instead concentrate in classwork.”

Also, the District Guidance Coordinator revealed that:

“I always invite experts who talk about the effects of early pregnancies, drug and alcohol abuse to the learners in schools and they get motivated to work hard. The reason is that there are some learners who still believe that performing well at school, unless someone takes some drugs.”

4.2.5 Improving Study skills

Concerning the activities done through Guidance and Counselling, another theme in relation to helping Grade 12 learners focus on their academic work, it was found that training in study skills was one activities done. Learners through activities on study skills were exposed to skills on how to study and how to respond to questions. Further, the study found out that, activities which were focused on academic work helped to study and writing skills eased comprehension of study materials, helped to create confidence in their academic work and gave an opportunity for remedial work. These findings were evidenced in views expressed by one guidance teachers GT1 from School A had this to say:

“Learners acquire study skills through guidance from class teachers, open discussions during career periods and interactions with peers in the school.”

Exploring on the same, one head teacher participant, HT4 from School D indicated:

“Through provision of competitions such as easy writing, learners were made to acquire study skills which explored to improved performance.”

These views were also echoed by one guidance teacher participant, GT2 from School B explained that:

“The provision of Guidance and Counselling for instance educational guidance is very important especially to the examination classes because learners are taught on how to study on their own and make personal study time tables compared to class timetable.”

It was evident from the study that, some of the activities carried out through Guidance and Counselling centered on study skills which were necessary in the improvement of academic work of Grade 12 learners.

Develop positive views on Re-entry policy

Regarding re-entry policy, it was reported that through Guidance and Counselling activities, the school created an opportunity to address the value of re-entering school by girls who became pregnant during school life. This provided an opportunity for Grade 12 girl-child learners to continue with school work once they had delivered or given birth. It was found out that, through increased awareness on the existence of re-entry policy more girls were able to return to school as indicated by one guidance teacher, GT2 from School B who said:

“Through the knowledge of re-entry policy the guidance teachers provided to the learners, I have seen more girls who become pregnant while at school still coming back to school. This is a good Explore the role of Guidance and Counselling activities.”

One Grade 12 learner participant, L2 from School D, however observed negatively on information shared through Guidance and Counselling on re-entry policy, she observed that:

“Despite the Ministry of Education embracing the girls who become pregnant to come back to school, and which is a very good policy, many girls’ are unable to return to school and those who did so had poor performance in school work. The

reason is that not all of the girls are capable of coming back to learn and take examinations.”

Based on the findings concerning the Explore the role of Guidance and Counselling activities, on the return to school of girls once pregnant, participants had mixed feelings. While others felt activities helped to increase awareness on the provisions available, others felt such girls hardly returned and whenever they returned to school, they performed badly Exploring to the poor academic performance of the province.

4.2.6 Easy to engage peer educators

With regards to participants in the School Guidance and Counselling activities and how these explored to the academic life of Grade 12 learners, it was observed that it was easy to engage other learners as peer educators on various academic-related issues. It was reported that peers helped in teaching certain aspects of academic life. This helped in enabling learners to acquire interactive skills which were beneficial in their academic work. These findings were supported by views by one guidance teacher, GT3 from School C who said:

“Guidance teachers engaged other learners as peer educators to help teach some academic skills like in reading and writing skills. This was good in my views”

Exploring on the same, one head teacher participant, HT4 from School D added by saying:

“As for us to manage a big population of about 1,027 learners sharing career related information guidance teachers also involve other learners hence, learners quickly get to know what is required of them.”

4.2.7 Promote co-curricular activities

It was revealed by Grade 12 learner that through the guidance counselling they were encouraged to participate in co-curricular activities and L1 from School A said that:

“We always involve ourselves in sports, jets and quiz with different schools which make us exposed to what other learners do as they do academic work. For example; if I am not good in mathematics, English or biology, I learn from friends

from other schools through interaction and not depending just on my class teacher.”

It was clear from the findings, that teachers often involved peer educators during Guidance and Counselling activities, to teach some skills such as study skills to Grade 12 learners in study schools.

4.2.8 Orientation of teachers and learners

Pertaining to the issue of orientation, the District Guidance Coordinator revealed that it was one of the enhancing factors to academic performance of learners and had this to say:

I usually train guidance teachers about any latest information received from the Ministry of Education and I have 122 schools in the district. Also, guidance teachers are encouraged to orient new teachers and learners in order to adapt to the new environment. However, the challenge that I have is that I do less monitoring in schools with a view that I am stationed at school instead of being at the district, and I am overloaded with work.

With reference from the above findings, we can analyze that the participants were able to explore how the types of school guidance and counseling are positively enhancing the academic performance of Grade 12 learners in school. Therefore, the next research question will reveal the factors related to Guidance and Counselling that are negatively affecting the academic performance of Grade 12 learners in the schools.

4.3 Research Question 3: How do various factors related to School Guidance and Counselling affect the academic performance of Grade 12 learners in the study schools?

With regards to factors that were perceived to hinder the academic progression of Grade 12 learners, it was found out that negative socio- economic factors; teachers use of inappropriate strategies and poor learning environment. Others were personal-related factors and misunderstanding of some education policies and free education. Also, not upgrading the guidance teachers and unsupportive school administration as well as wrong use of technology and psychological factors were said to have explored to the continued poor academic achievements of Grade 12 learners despite the provisions of School Guidance and Counselling services as evidenced below:

Table 6: Factors Related to School Guidance and Counselling Affecting Academic Success of Grade 12 Learners in the study district.

Themes	Codes or Near Codes
Socio-Economic Factors	• Parents too poor to support learners • Attractive manganese mining atmosphere • Too much house chores • High economic demands in homes, Learners selling on markets. • Seasonal economic activities e.g. catching caterpillars and fish • Long distances to schools • Poverty in homes e.g. Girls pregnant and, parents marrying girls • Child-headed homes due to explore of HIV and AIDS and COVID-19 • Negative attitudes by both the learners and teachers • Lack of parental monitoring at home
Pedagogical Factors	• Poor teachers' preparedness for class. • High rate of Learners' absenteeism • Frequent absconding classes • Lack of guidance on study skills • Lack of aptitude test in secondary schools learners forced to take subjects. • Automatic learner-progression • Poor reading culture and no libraries • Less homework given • Unsupervised prep. • Un complete of syllabus

	• Guidance Coordinator not receiving reports. • Unqualified teachers provide Guidance and Counselling with other teaching subjects. • Lack of exposure for education tour. Little monitoring by district office • Lack of motivation by teachers and learners.
Poor Learning environment.	• Shared office accommodation • Poor learning infrastructure. • Overcrowding of learners schools just recently upgraded to secondary
Re-entry Policy issues	• Girl child Learners found it difficult to concentrate on schools after delivery • Taking human rights for granted. • Unestablished Guidance and Counselling. • Parents demanding free education for re-entry learners • Negative attitudes to re-entry policy by some parents • Lack of focused support for re-entry learners • Abusive of human rights of re-entry learners
Psychological Factors	• Learners emotionally disturbed e.g. called by some teachers dull. • Guidance teachers not paid attention and frustrating

	• Pressure coming from school and caring of babies by some girls. • Parental marital conflicts disturb learners
Personal factors	• Intimidated by other teachers because no salary scale. • learners from child headed homes • Too much manual work at schools. • Unsupported school administration • Lack of proper intervention for learners • unqualified guidance teachers • Intimacy relationship among learners and male teachers • Psychological torture from step-parents
Technology Factors	• Wrong use of the phones and televisions • Limited access to computers • Inadequate computer skills

The above explored themes and codes emerged from the factors surrounding Guidance and Counselling that seemed to have negatively explored in academic performance of Grade 12 learners in secondary schools. As a result, the major themes were generated in order to cover all the information that was collected from the participants.

4.3.1 Social-Economic Factors

The socio-economic factors that negatively affected the academic work of some of the Grade 12 learners ranged from parents being too poor to support the academic work of the learners; attractive manganese mining incentives which forced learners to abandon school work to go and work on the mines, too much house chores which left especially girl children without time for

academic work, high economic demands in homes which led to learners opting to selling on markets. Additionally, because of the hard economic situation, learners preferred to supplement on home income by getting involved in seasonal economic activities such as catching caterpillars in order to explore the immediate economic needs in homes. Also, the outbreak of the COVID-19 pandemic disturbed the normal learning and school programmes. The study revealed that the poverty situations in homes made it difficult for the learners to concentrate on academic work despite being guided through Guidance and Counselling activities in study schools. These findings were evidenced in the voice of the District Guidance Coordinator, **DGC** who had this to say:

“The parents in Mansa district have the tendency of supporting the boy child education leaving out the girl child behind who was forced to go into early marriages as well as regarding them to be in the kitchen. Also, learners in Mansa district they do not value education because they are not very much exposed to professionals. As a result, they lack interest and venture into small businesses such as catching of caterpillars and boys are engaged into manganese mining viewing that there is no employment after school including selling at the market which made it difficult to concentrate on academic work.

In support these views, one guidance teacher, **GT4** from School **D** said that:

“Due to poverty levels of some parents, learners have not been provided with learning materials which make them leave school to look for money to buy school requirements. Also, there are some learners who are covering long distances of about five to ten kilometers coming to school and without food since morning to the time they knock off at 16:00 pm so even guidance is there they cannot just do well”.

The point above concerning poverty was supported by the head teacher **HT1** from School **A** who had this to say:

“Due to poverty levels of the parents, some girls are prompted to go for prostitution leading them into pregnancies and early marriages”

Therefore, the issue of early marriage remains problematic in the study area.

In addition, the Senior Education Office, **SEO** who also observed that parents in Mansa district were fond of marrying off their girl children early.

However, the subject teacher **ST2** from School **B** had also another observation about those children who lived in child headed homes when he said:

“Due to diseases such as HIV and AIDS and poverty levels, of some children came from child headed homes where both parents went out for businesses leaving behind an elderly child to take care of the siblings and we have three quarters of them”.

However, according to an observation that was made by **HT1** from School **A** parents in Mansa district were not very much involved in their children’s learning affairs who had this to say:

“There is lack of parental involvement in improving learners’ academic performance since parents are stakeholders in the running of the school. For instance, some schools I visited in Lusaka and Southern provinces, parents are able to help in the building of the schools”.

However, during group discussion **L1** from School **D** had an observation about one of the reasons learners were not performing well and said that:

“Sometimes we get tired to study since we are given a lot of work at school such as watering in the garden and working in the fields while other friends from different schools they do little work since it is the job of the general workers.”

Another observation was made by **L2** from School **D** during group discussions that those girls who became pregnant while they were still at school had also explored to the low academic performance and had this to say:

“Since not all the girls who become pregnant while they are in Grade 12 are capable of coming back to write the examination, as a result, the register for examination is marked absent and affecting the results analysis.” In addition, the issue of drug and alcohol abuse has also a negative explore on our academic results.”

Based on the findings presented above, poverty in homes where most Grade 12 learners came from negatively affected the learners' desire to work hard. Although guidance was given through the school, factors arising from poverty affected their learning outcomes.

4.3.2 Pedagogical Factors

The study also revealed that were pedagogically related factors affected the Grade 12 learners' academic work which were beyond the control of School Guidance and Counselling services. The study for example, cited poor teachers' preparedness for classwork, limited study skills, lack of variations in instructional approaches, inability by teachers to use available materials and the poor management of learning time as indicated by one, guidance teacher, **GT2** from School **B** who noted that:

“The majority of teachers who provide Guidance and Counselling do not have skills for guidance since they were just appointed leading to poor academic results. In addition, the same teachers are still teaching other subjects which they are not specialised in. Even myself I am a qualified guidance teacher but in charge of computer department.”

The above observation was supported by the guidance teacher, **GT 4** from School **D** who said that:

“I feel that learners have been neglected in the areas of Guidance and Counselling with a view that there are few qualified guidance teachers in the district and majority were just being appointed. As a results, learners in the district they seem to be lacking some examination skills.”

In support, another guidance teacher, **GT3** from School **C** had an observation and this is what he had to say:

“Those appointed teachers do not even pay much of attention to the provision of Guidance and Counselling in school since they have other subjects which they are teaching.”

There is serious need to ensure that appointed guidance teachers who are not trained should undergo necessary trainings for quality purposes and professionalism.

In addition, the subject teacher, **ST4** from School **D** disclosed that:

“There is also lack of teaching skills especially, practical subjects which has led to poor academic work among Grade 12 learners. Also the guidance teachers are not given an opportunity to select the Grade 10 learners which is very wrong as well as incomplete of syllabus.

The above point was also supported by the head teacher **HT 2** from School **B** said that:

“There is also lack of consistently revisions and monitoring of practical subjects by the head of departments as well as incomplete of syllabus by some teachers.”

Effective monitoring and evaluation of practical subjects should be considered.

Pertaining to the issue of incomplete of syllabus, it was observed that the school was very much in holding of school activities since it was a provincial school and some teachers were unable to complete the syllabus.

However, an observation was made by the learners during group discussion and **L2** from School **D** had this to say:

“I think as learners we have not been given some opportunities to choose our subjects according to our abilities, but we are being forced to take subjects which are not of our own choices. For example; our friends in other schools are given some aptitude tests when they reach into Grade 10 so that they can be re-allocated into classes according to their achievements.”

Although the subject teacher, **ST4** from School **D** that:

“There is lack of field trips for learners in Mansa district and learners are not very much exposed to the role models. According to my understanding, learners are supposed to see practically what they are learning theoretically. The reason is simply that some learners learn well when they see physically what they are taught in school.”

School management should seriously consider school trips.

Furthermore, the guidance teacher, **GT2** from School **B** observed that learners had a challenge of reading hence difficult to comprehend what they were learning in class and had this to say:

“It is as a result of poor reading culture. Learners when they reach Grade 7 are allowed to progress even with their poor reading culture and it is not something easy for the teachers to help such children due to number of the learners in class.”

Against this revelation, there is serious need to revise the progression policy.

Also, the learners during group discussions agreed that due to lack of libraries and learning materials in schools it was difficult for them to perform well.

However, the Senior Education Officer (**SEO**) had also something to say pertaining to school monitoring and had this to say:

“I think there is little monitoring in the area of Guidance and Counselling since the guidance coordinator does not receive reports about the causes of low academic performances from the guidance office as to come up with a solution”.

Therefore, there is serious need for this office to develop interest to change the narrative. For instance, the District Guidance and Counseling Coordinator should be based at district office for easy flow of information pertaining to roles of guidance and counseling in schools.

4.3.3 Poor Learning and Guidance Environment Factors

Regarding the learning and guidance environment, it was found out that although efforts were made to guide the learners on how to choose subjects and how to study, some study schools did not possess the necessary facilities to aid the learning of Grade 12 learners in the school. For example, the poor learning infrastructure, overcrowded classrooms and congested guidance office. These views were in line with those of one head teacher participant, **HT 2** from School **B** who said:

“Most schools in Mansa district were just recently upgraded from primary into combined secondary school and there are a lot of learners leading to over enrollment as a result of pressure that is coming from the local community since schools are still lacking some infrastructure.”

In support, the **ST1** from School **A** said that:

“There is an over- enrolment of learners compared to teacher/learner ratio. Also, the noise that is coming from the surrounding community disturbs the learners’ concentration such that when individuals are fighting from the community, the learners will leave the teacher behind to go and watch what is happening outside.”

Another subject teacher participant, **ST2** from School **B** observed that:

“There is a challenging issue of uncondusive offices for Guidance and Counselling. For instance, a guidance teacher may be advised to share the office with other heads of departments which seems to be unethical due to the nature of the job that demands confidentiality.”

Without conducive counselling offices, confidentiality may be compromised.

Also, the guidance teacher **GT2** from School **B** observed that:

“Due to lack of infrastructure, we always encourage learners to come back to school so that we may provide some Guidance and Counselling skills but not all of them managing to come back.”

In support, learner **L2** from School **D** during the group discussions also disclosed that since they were just being forced to go for afternoon classes for prep due to lack of infrastructure, and the consequences were that:

“We had some difficulties to concentrate in class especially to some of our friends who were coming from long distances.”

4.3.4 Policy issues relating to learner enrolment, teacher appointment, recruiting and upgrading of salary scales

It was also disclosed that parents and teachers experienced challenges pertaining to some policies such as learners' enrolment, appointment of teachers and recruitment as well as delayed upgrading of salaries for guidance teachers.

Matters relating to the above theme, the **HT 2** from School **B** said that:

“An automatic pass progression of pupils sometimes affects the low academic performance of Grade 12 results since there are some parents who are not in support of their children to repeat a grade and hence leading some learners to reach into Grade 12 with the poor reading culture.”

Also, **HT 2** from School **B** observed that:

“Due to educational policy which is encouraging every child to go to school, there is pressure that is coming from the local community and the most schools in Mansa district were just recently made into combined secondary schools and lacking infrastructure.”

Nevertheless, the **GT4** from School **D** revealed that:

“Despite the appointment of the District Guidance Coordinator, it has been observed that the person in charge of the Guidance and Counselling is stationed at school not at the district making it difficult to work properly.

In support, the **DGC** said that:

“The gap is there in the provision of Guidance and Counselling because as at now I am stationed at school since the office is not yet recognized. I mean, the position is not yet established with a salary scale, and the flow of information is not so good. This is the biggest challenge I have seen in the area of Guidance and Counselling.”

However, the **HT2** from School **B** had this to say:

“Some learners become rude and fail to comply with the school rules since they have been taking human rights for granted.”

Another observation was made by a learner that some girls took the re-entry policy for granted and had this to say:

“Despite the Ministry of Education embracing the girls who become pregnant to come back to school, and which is a very good policy, some girls’ performance is not good and they are the ones suspected to be Exploring to the low academic performance. The reason is that not all of the girls are capable of coming back to write the examinations. As a result, the register is usually marked absent and affecting the result analysis for the Grade 12.”

4.3.5 Psychological Factors

The **LB** from School **4** explained the factors that learners faced psychologically and had this to say:

“I think low academic performance is caused as a result of girls who become pregnant while they are still at school. As a result, they have to wait for the growth of their babies before they can be allowed to come back to school. Even though they are allowed, their concentration is mainly at home and usually their performance is not so good.”

In addition, the **DGC** had this to say on psychological factors that negatively explored the girl children to perform well:

“It has been observed that those girls who become pregnant, and when they are given an opportunity to come back to school, they are not encouraged by their parents to return to schools. They are psychological thinking about what their parents think about them and how their peers will be thinking of returned to school. There are no role models to help them see the need and be encouraged to go back to school and work hard.”

However, **L1** from School **B** said that:

“Teachers are fond of criticising our academic performances saying that we are dull without making some interventions into our problems, and we feel shy to confront them for the sake of respect.”

4.3.6 Personal factors relating to administrators, guidance teachers and subject teachers

The study also found out that there were varied negative personal effects which explored to the poor learning outcomes among Grade 12 learners despite activities conducted by the guidance office. The study showed that some school administrations were often not supportive of guidance programmes and activities thereby affecting the academic performance of Grade 12 learners in the schools. For example, it was found out that, school administrations had no interest in what guidance teachers did, they did less to secure trained guidance, did not help to get parents involved in guidance issues, encouraged over enrolment which affected guidance work and did little to motivate subject and guidance teachers as echoed by most of the guidance teachers who said that:

“Some school administrations are not in full support of the provision of Guidance and Counselling resulting in personal problems affecting learning not being addressed. For instance, some guidance teachers are allowed to spend most of their time in handling examination issues at the expense of psycho-social problems of the learners. Also, the office of the head teacher and that of the District Guidance Coordinator in Mansa district have not been working with us on guidance issues. They do very little to support guidance activities, no wonder learners see no value in what we do.”

This point above was supported by guidance teachers, **GT2** from School **B** who had this to say:

“The guidance teachers in our district are only considered to be important during examination entries. Also, some teachers are not qualified to offer Guidance and Counselling and fond of intimidating the role of the guidance teachers because the salary scale is not established yet. For example; I was laughed by some teachers the time I went to pursue a diploma in Guidance and Counselling at LTVTC by saying that the course was taking me nowhere. As a result, some guidance

teachers have remained with such a stigma of not supporting the Guidance and Counselling programmes in schools.”

4.3.7 Technology Factors

The participants in the study indicated the wrong use of technology also was one of the Exploring factors to the low academic performance. Wrongly use of internet has become a big challenge among the learners in schools. Therefore, schools should come up with school based rules on the use of internet such as age limit. The aspect of technology, **L2** from School **D** had this to say:

“It is good that there is knowledge of technology amongst ourselves, but I have observed that most of us use phones wrongly through internet. Also some of us we are fond of watching television channels which are not of our age group.”

4.3.8 Motivational Factors

Due to lack of motivation as cited in the study failure by homes to support academic lack of role models around learners and failure to timely intervene in socio-psychological issues affecting Grade 12 learners resulting in low learning outcomes. In support of these findings, the district guidance coordinator, **DGC** had this to say:

“Guidance teachers lacked motivation since there were a number of them who had attained their highest qualifications and had worked for more than ten years without being upgraded.” In fact, all the teachers in Mansa district they lack motivation and coordination and, I think in other provinces and districts they might have been doing it.”

Further, the point was supported by the head teacher **H1** from School **A** who said that:

“Our learners and teachers in the district lack motivation. I had visited schools in provinces such as Lusaka and Southern. Teachers and learners who performed well were motivated in different forms either verbally, written or given certain things thanking them for the job well done. For instance, at Batoka secondary school, parents had even bought a Higer bus and truck for the school as well as Toyota Hilux for the head teacher. Even the office of the head teacher is well built

and teachers they teach but here parents are fond of condemning the teachers. In short, there is parental involvement and it is not that I am underrating this place.”

With the above information, factors that negatively explored in academic performance of learners in secondary schools were discussed and the next research question would consider the efforts that were made by the office of Guidance and Counselling to effectively enhance the academic work of Grade 12 learners in the study schools.

4.4 Research Question 4. What efforts were schools making through School Guidance and Counselling services to improve performance of Grade 12 learners in study schools?

The findings revealed the efforts the School Guidance and Counselling had put in place in order to improve the academic performance of learners in the study district and the following themes emerged as a way of providing the comprehensive data as shown in Table 6.

Table 7: Efforts Being Made Through School guidance and counselling to Improve Academic Performance of Grade 12 Learners

Themes	Codes or Near Codes
Qualified guidance	• Availability of trained guidance teachers • Conduct in house training • allow training of long duration
Low teaching periods.	• Reduce work load for GCT • Guidance teachers not attached any duties • Allow free time for GCT
Involvement of various stake holders	• Traditional leaders are involved • Parents and community involved. • Relevant professional engaged.
Regularly monitoring learners	• Assessing learners • Varying activities • provide educational talks
Create time for Guidance and Counselling	• Organise guidance activities • Prepare counselling work. • Provide timetable for guidance

The fourth research question aimed at finding out the measures taken to ensure the effectiveness of School Guidance and Counselling in the study secondary schools. As a result, the themes emerged in order to broaden the following measures which were explored by the SEO guidance.

4.4.1 Appointment of qualified School Guidance and Counselling teachers in schools

One of the measures disclosed by the SEO guidance was to address challenges that are there in the provision of Guidance and Counselling in schools to enhance academic performance in the district was the appointment of guidance teachers and this is what was said:

“As to make an effective provision of Guidance and Counselling in schools, I always encourage that there should be a trained guidance teacher especially in grade 1 schools as to reduce work load of the guidance teacher. However, the schools where there are no trained guidance teachers, appointment should be considered.”

Similarly, the learners during group discussions, learner **L1** from the School **A** had this to say:

“There is a need for more guidance teachers in schools as to meet a number of learners since our school has more than 1,000 pupils, and one guidance teacher is not enough.”

Also, the guidance teacher **2** from School **B** had some other measures that were put in place to address such problems and disclosed that:

“As to manage the big population of learners in schools, I always encourage the learners to come back for afternoon classes so that they can be provided with examination skills.”

4.4.2 Involvement of various stakeholders in School Guidance and Counselling

Involvement of stakeholders in school guidance and counseling in schools is very important since they assist to fight issues to do with Gender Based Violence and teenage marriages. The SEO guidance engaged the traditional leaders as one of the measures to fight the issue of early marriages among the young girls said to be rampant in the district and had this to say:

“Parents in Luapula province have the tendency of marrying their children at tender age. As a result, we have engaged traditional leaders to intervene by talking to their subjects.”

In support of the point that was raised by the SEO guidance, the guidance teachers disclosed that they were also put in place some measures and this is what they said:

“We usually invite different organisations such as Natwapane, Drugs Enforcement Commission (DEC) and Ministry of Health to talk to the pupils about the dangers of drug and alcohol abuse as well as effects of teenage pregnancies.”

4.4.3 Regularly monitoring

As to increase an awareness of the provision of School Guidance and Counselling in the study schools, the Senior Education Officer **SEO** guidance disclosed that:

“The office had introduced an accountability check list system where all the school programmes and activities done by schools are reported monthly through online platform. Also, the activities conducted from different schools are advised to be zoomed for confirmation during monitoring.”

4.4.4 Creating space for School Guidance and Counselling

The issue of lack of timetable for provision of School Guidance and Counselling in schools was the major concern from all the participants. As a result, the guidance teacher, **GT2** from School **B** created the space in the afternoon as one of the measures to help the learners with study skills especially those who were in the examination classes.

The above research question discussed some measures which were put in place by the office of School Guidance and Counselling in order to improve the academic performance of learners in the study schools. Those efforts were such as appointment of guidance teachers, involvement of stakeholders, conducting of school monitoring and provision of space for Guidance and Counselling since Guidance and Counselling was not timetabled.

4.4.5 Chapter Summary

In this chapter, the study revealed the types of School Guidance and Counselling that are offered in schools. The findings were presented according to the research questions set for the study. The types of School Guidance and Counselling offered in study schools were explored as educational, social, personal, psychosocial, vocational, or career Guidance and Counselling. The study findings also explored the way those types of School Guidance and Counselling enhanced the academic performance of learners in the study district. Further, the Chapter also explained those factors related to School Guidance and Counselling that negatively explored in academic performance of Grade 12 learners in secondary schools.

The findings revealed that despite having some challenges in the provision of School Guidance and Counselling, there were some measures put in place to make School Guidance and Counselling to positively explore to the academic performance of learners. Those measures were such as appointment of guidance teachers, involvement of stakeholders, conducting regular monitoring and creating time for provision of School Guidance and Counselling. Therefore, the next Chapter discusses the study findings based on the research objectives, research questions as well as from the knowledge gained from the literature review in order to come up with recommendations from the study.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

This Chapter presents a discussion of the study findings present in the previous Chapters on the Explore the role of Guidance and Counselling in academic performance of Grade 12 learners in Mansa district. The findings are discussed based on the set objectives of the study and correlated with the relevant reviewed literature.

The following study objectives guided the discussion:

1. To explore the types of School Guidance and Counselling offered to grade 12 learners with a view assisting them in academic performance;
2. To dissect how the identified types of School Guidance and Counselling services offered support the academic performance among Grade 12 learners;
3. To delve into factors related to School Guidance and Counselling that might have affected academic performance of Grade 12 learners in the study schools; and
4. To explore efforts schools were making through School Guidance and Counseling services to improve academic work of Grade 12 learners in study schools.

5.1 Types of School Guidance and Counselling Offered to Grade 12 Learners with a View Assisting Them in Academic Performance

The study findings indicated that there were five common types of School Guidance and Counselling that are offered in the study secondary schools. These were identified as educational, social, personal, career or vocational and psychosocial and that these explored on the academic work of Grade 12 learners differently. These findings are similar to types of academic guidance and counselling reported by Maliwa (2016), Kamba *et al.* (2020), Theresa (2016), Hamoonga (2017), Malinda and Mandyata (2020), Tuchili and Ndhlovu (2018) and Nakwenda (2017) who indicated that schools and tertiary education institutions were heavily engaged in following as part of School Guidance and Counselling services in the area of: educational, social, personal, career or vocational Guidance and Counselling. For instance, in Nakwenda's work, it was revealed that educational guidance helped learners to plan their learning educational programmes and activities. They were able to make adjustments, choose appropriate subject courses to take and acquired study skills with bearings on how Grade 12

learners performed in their academic work and examinations. Through education guidance, Grade 12 learners learnt how to prepare for the examination thereby reducing examination anxieties which had the potential of bearing satisfactory learning outcomes (Ministry of Education, 2014).

However, the learners' perceptions to the types of School Guidance and Counselling offered in schools appeared different from those for teachers, head-teachers and education managers. According to them they thought that visits by organisations doing sensitisation in schools such as Drug Enforcement Commission (DEC), nursing schools, Anti-corruption and Natwapane in themselves, were the very types of Guidance and Counselling schools offered. This indicated that Grade 12 learners were not quite familiar with the types of School Guidance and Counseling offered in schools and how such services explored on their academic work. Thus, the services were not properly known. In support, Maliwa, (2016) stated that the learners complained that they did not know whether School Guidance and Counselling was offered and for what reasons but acknowledged attending discussion meetings with organisations that came from outside the schools such as DEC.

In addition, it was observed that even some of the teachers were still faced challenges to explore the types of School Guidance and Counselling which were emphasised by the Ministry of Education. For instance, one of the subject teachers disclosed that he was familiar with career or vocational guidance since it was more pronounced in schools than the other types of School Guidance and Counselling. It was viewed that the offices of career masters of early 1980s were more vibrant than the office of the guidance teachers seen nowadays since the schools conducted more activities related to career guidance than other types of Guidance and Counselling mentioned in this study.

It appears from the study findings, that although study schools made efforts to provide educational, social, vocational or career guidance, psychosocial support to Grade 12 learners, learners themselves were not quite familiar with these services and how they contributed to the successful learning of cleaners in schools. Following the identification of the various School Guidance and Counselling services offered in the study schools, the researcher considered how these types of School Guidance and Counselling enhanced the academic performance of Grade 12 learners in order to respond to the second objective of this research. The outcome of the study

does not however, provide a comprehensive picture of the extent of academic guidance and counselling contribution to academic work of the learners, an area which might require further investigation. Hence, what still remains unclear is the extent to which these types of school guidance counselling enrich academic success among grade 12 learners in the study schools.

5.2 Types of School Guidance and Counselling and Enhancement of academic performance among Grade 12 learners

The participants expressed their views on how the identified types of School Guidance and Counselling helped Grade 12 learners in their academic work and explored to their performances. They cited the positive Explores of improved study skills; assistance to vulnerable learners to access classroom curriculum; helped to improve academic interaction among learners; helped raise awareness on academic practices leading to enhanced performance; enabled girl-child Grade 12 learners to take full advantage of the re-entry policy and helped to improve Grade 12 readiness to take public examination through orientation on Examination Council of Zambia set examinations. These findings are line with Hamoonga (2017) cited (Daka, 2012) who called for orientation of learners on how to take examinations explore d as score familiarise them with set standards of Examination Council of Zambia as a way of ensuring academic readiness for them to take examination. This is on the premise that, learners in schools are faced with a lot of social and academic problems which negatively affect Grade 12 learners' performance hence, requiring the attention of the guidance teachers. Similarly, Malinda and Mandyata (2021), observes that learners in schools faced academic challenges that were often influenced by peer pressure; social, personal and educational environments available to them and negatively explored to their academic performance. For instance, due to peer pressure, some Grade 12 learners in schools failed to perform well and ended up involving themselves in illicit sex, alcohol and drug abuse as a cover up for their academic failures.

In support, the literature reviewed for Zimba and Changala (2018) advised that in order to avoid those social vices that negatively affected the learners' academic performance such as the use of drug abuse, casual sex, prostitution, truancy, burying and riotous behaviour, provision of School Guidance and Counselling became very important in schools. Without School Guidance and Counselling Grade 12 learners, were overwhelmed with uncertainties leading to low self-esteem and low actualisation, fear, irrational reasoning misplacement of priority and values, maladaptive

behaviour, poor personal image which result in poor academic performance. However, it is worth noting that different types of School Guidance and Counselling services offered in the study schools contribute to academic success of Grade 12 learners differently. while some have direct impact on academic work, other do so indirectly as projected in the text bellow:

5.2.1 Educational Guidance and Counselling

Regarding educational Guidance and Counselling, it was found out that, education guidance helped Grade 12 learners to acquire study skills necessary for them to succeed academically. It also helped them to choose right subject combinations, match their academic abilities with academic subjects with a potential of academic success. Additionally, it was found out that educational guidance helped Grade 12 school learners to improve their study skills; improve their acquired academic writing skills, in providing remedial work, motivating teachers and in encouraging learners to work hard through educational talks. In support of these findings, a study by Tuchili and Ndhlovu (2016) on the sub-topic of development of interpersonal and study skills, observed that students who received interpersonal and study skills counselling services performed better than those who did not. Similarly, the Senior Education Officer supported that study skills assisted learners prepare for examinations by going through past papers. It is evident from the findings that, academic guidance and counselling does not just focus on direct academic work but included guidance on interpersonal and study skills which equally have the potential of enhancing

With regards to the provision of study skills, it was found out to it was one of the key aspects enhanced the academic performance of Grade 12 learners in schools. For instance, learners were taught how to prepare their study time tables, formation of study groups as well as going through examination techniques such as how to avoid examination anxieties and malpractices. Also, learners familiarised with examination terminologies such as words like explore, narrate, discuss, compare, relate and define; explain; state; which allowed them to be better placed for examinations. This helped them to understand the questions during examination. Furthermore, the Grade 12 learners were encouraged to come up with mnemonic devices in order to remember certain aspects in subjects which were difficult to understand. For example, in order to remember the reactivity series of metals in decreasing order of their reactivity, the Grade 12 learners should be taught the mnemonic by using a sentence such as; Please send cats, monkeys and zebras in

lovely happy cages made of silver, gold and platinum and so forth. Or learners may say; Please, stop, calling, me, a, careless, zebra, instead, try, learning, how, copper, saves, gold. As a result, this might help some learners to remember the series of metals in order of their reaction, such as potassium, sodium, calcium, magnesium, aluminum, carbon, zinc, iron, tin, and lead, hydrogen, copper, silver and gold.

5.2.2 Vocational or Career Guidance and Counselling

Regarding offering of vocational Guidance and Counselling, the study findings disclosed that, in the career or vocational guidance, people from different institutions and specialised in various fields were often invited by the school administration to sensitise learners. This move helped in motivating Grade 12 learners and led to the development of interests in such fields of study. As a result, some Grade 12 learners were made to work hard because of the Guidance and Counselling in specific fields they received. In support of these findings, Malinda and Mandyata (2021) quoted Kochhar (2017) that career guidance was necessary in helping the pupils with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. Similarly, it was supported by Tuchili and Ndhlovu (2016) that students who received Guidance and Counselling in regard to vocational and problem-solving skills tended to perform better academically than their counterparts who did not.

5.2.3 Personal Guidance and Counselling

Furthermore, the study findings revealed that through personal Guidance and Counselling learners received from the guidance teachers such as in problem solving; allowance for consultations; ensuring self-awareness; ability to develop assertiveness and especially if their parents were experiencing some marital conflicts at home, learners were able to concentrate on studies. Similarly, Theresa (2016) advised that Counsellors should work with individual students; know their personal problems and aspirations, their talents and abilities, as well as the social pressures that are confronting them. In addition, the present study, observed that there were some intimacy relationships which were said to be happening between some male teachers and the girls as well as amongst themselves and learners were seeking help from the guidance

teachers on how to come out of such pressure. Usually learners in learning schools suffer due to peer pressure hence the need for personal guidance.

5.2.4 Social Guidance and Counselling

Learners were also asked to discuss some of the activities of social nature which were conducted by guidance teachers in school. The study showed that the office of Guidance and Counselling came up with Anti-Drugs Club where pupils were being sensitised on the effects of drug abuse, early marriages and how they explored to the poor academic performance. In support of these findings, Theresa (2016) emphasises that Guidance and Counselling is very important in schools since it is an educational tool in shaping in the children in the right part to take in their life pursuit. The reason is simply that humans are social beings who need to relate to each other as much as possible for survival. Therefore, during school orientation new learners are usually reminded on how to relate to each other such as to avoid mockery and abusive language. The guidance teachers therefore provide materials pertaining to social vices in order for the learners to live in unit with health mind which is necessary for smooth academic work. In addition, the School Guidance Services, (2014) emphasised that the guidance teachers should provide the necessary social guidance through critical to social development in solving the problems they faced in their day-to-day life and affected their learning. For instance, vulnerable children who might lack learning materials and it was the role of the guidance teachers to support them by providing the learning materials such as books and pens so that they are able to concentrate on their school work.

5.2.5 Psychosocial Guidance and Counselling

With regards to psychosocial Guidance and Counselling, it was found out that, learners were emotionally supported; guidance teachers paid attention to their psychosocial needs and addressed their frustrations; attended to managing their pressure coming from school besides helping them solve the conflicts they had with their parents. The study further revealed that the learners were provided with psychosocial Guidance and Counselling which helped them to concentrate on school work. In support, the South African Journal of Education (Mwoma, 2015) cited UNICEF (2009: 10) that socially psychosocial support may positively influence learners to

improve in their learning outcomes. Therefore, the provision of psychosocial Guidance and Counselling enhanced academic performance of Grade 12 learners in study schools.

5.2.6 Guidance and Counselling and Re-entry policy

Promotion of re-entry policy in schools also revealed that was the responsibility of guidance teachers and where actively involved it helped to enhance the academic work of Grade 12 learners. It was found out that, girl children learners found it difficult to concentrate once re-admitted hence needed the support of guidance teachers; re-entry learners felt that their human rights were abused in schools; parents demanded for free education for their re-entry learners which schools felt was too much a request hence, concentration on school work was limited; schools often showed negative attitudes towards re-entry policy which led to lack of academic support resulting in poor academic work. In support of these findings, although the Ministry of Education (2011) supported the re-entry policy launched in 1997, the school environment did not quite support the learning of re-entry learners hence leading increased poor academic among Grade 12 learners in the study schools. Similarly, a study by Mulenga and Mukaba (2018) cited MoESVTEE (2014) and FAWEZA (2001) that one of the roles of the Guidance and Counseling department was to receive the re-entered girls and change the perceptions of viewing them as mothers and offer support and acceptance. The study revealed that, guidance teachers' knowledge of the re-entry policy was quite meaningful to support and enabled the girls to go back to school after they fell pregnant.

However, Mwansa (2011) observed that despite the policy being put in place in Zambia, there was an increasing number of girls who did not return to school after giving birth or when they returned they failed to concentrate on their school work thus Exploring to the poor academic performance at Grade 12 level of education. The reasons for failure to go back to school could be attributed to lack of knowledge on the re-entry policy provisions, fear of being mocked by peers and lack of parental support. The guidance teachers once they embraced the young girls who fell pregnant, have a duty to prepare them for returning to school and for their being ready to explore to improve the academic performance of Grade 12 learners in general.

5.2.7 Learner Orientation on Social and Academic work

The orientation of new teachers and learners in schools by guidance teachers also was revealed by the District Coordinator as one of the enhancing factors that helped to enhance the academic performance of Grade 12 learners. The district guidance coordinator revealed that the teachers were oriented on any piece of information on School Guidance and Counselling and how to use such information to enhance learning. For example, orientation in school was very important when conducted with a view that new learners and teachers should understand the school rules and how to apply these in order to improve behaviour and learning outcomes. For instance, in order to improve the academic performance of Grade 12 learners and new teachers', learners are sensitised on how to prepare for examinations and how to avoid malpractice. This view agrees with the position Bandura in his Social Cognitive Theory (SCT) (1986) where he sees, dynamic interaction between people (personal factors), their behaviour, and their environments as being significant in making social adjustments and means to enhancing their learning outcomes. The theory states that when people observe a model performing a behaviour and the consequences of that behaviour, they remember the sequence of events and use this information to guide subsequent learning of a new behaviour. This is in line with the findings of the present study, where academic guidance teachers provide a sequence of learned behaviour in Grade 12 learners which allows them academically to change from negative academic behaviours towards a more positive behaviour which has the potential of leading to academic success.

In addition, the teachers are reminded about the codes of ethics which explain the values of morality such as honesty and integrity through the office of school Guidance and Counselling administration in order to improve academic performance of Grade 12 learners in schools. In support, Mwelwa and Mulenga (2020) according to their literature in quotation in Mulenga and Luangala (2015: 39) clearly elaborated that 'teachers are the most critical resource in the provision of any formal education anywhere in the world'. This shows that teacher quality promotes learners' academic achievement and orientation. This means that teachers must develop a healthy attitude to teaching and instilling good discipline towards improved learning outcomes as projected by the Social Cognitive Theory (SCT) believes in a dynamic interaction between people (personal factors), their behaviour, and their environments influencing the behaviour of individuals for a more positive changed academic behaviour. The theory was thus

seen to be relevant in the study of the role of school guidance and counselling in the academic life of grade 12 learners in Zambian secondary schools particular in Mansa district of Luapula province.

As a result, it is the role of the guidance teachers to intensify orientation and stress its importance as works towards improving the academic performance of Grade 12 learners in the study schools. Furthermore, in order to explore the role of Guidance and Counselling in academic performance of learners in the study district, the participants were also asked to explore the academic performance of learners according to their own perspectives. The major findings therefore, are discussed under the following sub-theme.

5.3 Factors Related to Academic Guidance and Counselling affects performance of Grade 12 learners

With regards to the factors related to School Guidance and Counselling that seem to have explored in academic performance of Grade 12 learners, participants cited several themes such as socio-economic status; Pedagogical factors; Policy-related factors, learner enrolment-related factors and Psychological factors. Others were personal factors, learner and head teacher relationships, lack of parental involvement as well as technology-related factors. The study findings were similar to Hamoonga (2017), Banerjee (2016), Mubita and Mwanza (2020), Rammala (2009), Nghambi (2015) and Chileya (2016) who indicated that the poor academic performance of learners was caused by lack of parental academic involvement and the poverty levels of the parents due to socio-economic status. Also, it was observed that teaching in public secondary schools was influenced by socio-economic factors; the nature of the teaching and learning environment; personal factors; and policy-related issues. Similarly, the study findings which were stated by Banerjee (2016) that some of the factors associated with underachievement were such as socio-economic status as well as lack of positive attitudes towards school and learning as well as less supportive environment. Furthermore, Banerjee (2016) cited Ayoub *et al.* (2009; Hanson *et al.* (2009) stated that children whose mothers had less than a high school education had lower cognitive skill scores. Therefore, the following discussion was based on the findings highlighted above from the literature review related to factors in Guidance and Counselling that might have explored in academic performance of Grade 12 learners in the study schools.

5.3.1.2. Socio-Economic Factors

There were a number of issues that emerged from social-economic factors as exploring factors to the poor academic performance of Grade 12 learners in the study district. These included negative attitudes towards education, poverty, lack of employment, early marriages and pregnancies, drugs and alcohol abuse, long distances, child headed homes, excessive manual work, lack of parental involvement in their children's academic affairs, as well as parental marital conflicts. These were believed negatively affected the academic work of Grade 12 learners in the study schools. Learners hardly concentrated on school work because of such challenges thereby creating a scenario where career guidance became necessary in the school life of Grade 12 learners in the study schools. Similarly, Nghambi (2014) revealed that the main problems were that of parents or guardians who forced their sons and daughters to get involved in their economic activities such as tobacco harvesting. This was evident in that learners in Mansa district were being disturbed by their parents and such kind of behaviour explored to the poor academic performance of the Grade 12 learners.

5.3.1.2 Negative Attitude towards academic

Nghambi (2014) observed that parents were reported to have negative attitude towards the academic work of their own children hence were less involved in the schools. Similarly, the study conducted in Mansa district revealed that parents were fond of involving their children in businesses as opposed to school work thus leading to poor academic performance. The study findings established that learners in Mansa district also did not value education. It was reported that some of the Grade 12 learners ventured into small businesses such as boys engaging themselves into manganese mining assuming that there was no employment after school hence paid less attention to school work.

According to the report, too much absenteeism from the learners' specific classes explored to the poor academic performance of Grade 12 learners. . Similarly, Rammala, (2009) cited (Mullins, 2005: 365) that the negative attitude towards learning might result into the poor academic performance of learners. Learners needed to be encouraged by their parents to go to schools in order to enhance Grade 12 good academic performances. This could be achieved by parents consistently checking on the learners' books and to ensure that they regularly attended classes as well as responding positively to the homework policy. Such negative attitudes by parents

towards school work, were as a result of lack of knowledge value of education thereby it reflected in the academic performance of Grade 12 learners. However, Chileya (2016) cited Steinberg (2006) whose findings indicated that learners' achievement improved when parents became involved in their children's education at school such as Parents' Teachers' Association (P.T.A.) meetings.

However, the issue pertaining to lack of employment as perceived by some learners, Moono and Rankin (2013) in their study about employment and education in Zambia analysed and advised that the economic growth and labour demand over the past twenty years real per capita income in Zambia had steadily rose. Therefore, this was evident that the Grade 12 learners in schools needed such knowledge through the provision of educational and career guidance. For instance, the Grade 12 learners should know about the courses and jobs which were available on the labour market than concluding that there was no employment in Zambia. Also, it is the role of the guidance teachers to explain to the Grade 12 learners the purposes of career pathways in schools. According to MoESVTEE (2014), it emphasised that the Secondary School Curriculum should provide academic and vocational or technical subjects known as career pathways. Therefore, an advice was given that when considering what subjects to take at school, the Grade 12 learners needed to find out which career subjects matched with their career choices instead of just engaging themselves into subjects that they were not capable of performing well. In support, Malinda and Mandyata (2021) cited Mwaba (2010) that the majority of school leavers seemed not to be aware of their own potential, values, beliefs, personalities, abilities and interests to support their career choices. If learners lacked such knowledge, they would suffer a lot of challenges like resorting to drinking beer while assuming that there was no employment in Zambia and such learners needed advise from the guidance teachers.

5.3.1.3 Poverty level of the parents

It was revealed that learners in Mansa district would rather be absent from school in order to go and sale chlorine at the market or go to catch caterpillars as well as fish while others were engaging into prostitutions and selling at the market hence being absent in school classes. However, it was noted that some of the Grade 12 learners did so in order to raise money for books and uniforms while their parents were just busy drinking beer. Similarly, Hamoonga (2017) cited UNESCO (2014: 195) that the effect of socio-economic factors on learners'

academic performance such as poverty was one of the major drawbacks to the provision of the basic needs and school requisites. Also, it was studied that the poverty levels deprived many families of access to basic needs which in turn affected their concentration on learning as well as created challenges to teaching.

However, the Education Act (2011), emphasised that Ministry of Education shall, in collaboration with the Ministry responsible for health and any other national or international agency, promote the personal health and nutritional wellbeing of learners at educational institutions. As a result, it is the role of the guidance teachers to intervene into such situations so that learners may be encouraged to continue learning despite having such problems. In support, the Education Act of 2011 emphasises the Ministry of Education that counselling and career guidance shall be an essential component of learners' welfare at all levels of the education system and shall be part of the overall management and administration of educational institutions. Therefore, provision of Guidance and Counselling in schools should be embraced.

5.3.1.4 Early marriages

The other finding reported was that the parents in Mansa district were not very much interested in the girl child's education instead they were in support of the education of the boy child leaving out the girl child behind. As a result, it was therefore revealed that in Mansa district, parents were fond of marrying off their children at the tender age as well as deprived the girl children of the rights to education. Similarly, the issue of intimidating the girl child education was also reported by Rammala (2009) that the gender roles which compromised the female learners in terms of their responsibilities at home were observed that female learners had to do all the household chores while boys were free to study or play soccer. Therefore, the parents in Mansa district believed that the main roles of the girls were mainly in the kitchen as well as to get married.

However, according to the Education Act (2011) the law states that a person shall not marry or marry off a learner who was a child or prevent or stop a learner who is a child from attending school for the purpose of getting married or marrying off the learner who is a child. It also says that a person who contravenes this section commits an offence and is liable, upon conviction, to imprisonment for a period of not less than fifteen years and may be liable to imprisonment for

life. In addition, it is contrary to the Educational Act (2011) that emphasises to the Ministry of Education that it shall promote equity to the learners in accessing education, participation and successful completion of education at all levels, irrespective of gender, social class or disability. It is therefore very important for the guidance teachers to be encouraging Grade 12 learners to develop keen interest in education despite of gender inequality as well as to carry out massive campaign against early marriages.

5.3.1.6 Long distance from school to homes

Long distance was also revealed by the guidance teachers during the face-to-face interviews that some learners covered long distances of about five to ten kilometers going to school and without food from morning up to the time they knocked off at 16:00 hours in the afternoon. This was said to be very difficult for the Grade 12 learners to concentrate on school work. Similarly, Rammala cited Karande and Kulkarne (2005: 4) who stated that if children are capable of eating a healthy diet, they have an improved memory and conceptual thinking that can explore towards their satisfactory academic performance. But with nutrition deficiencies, they are a threat to the academic performance according to the quotation from (Polite, 1994). Therefore, in order to improve the academic performance of Grade 12 learners, the guidance office should have a record of vulnerable learners and create food programme to be feeding such learners.

Similarly, Hamoonga (2017) in her studies reported that some learners in schools usually went on empty stomachs and as argued by scholars like Maslow (1943), their concentration to learning is likely to be compromised. In addition, the Journal of Nutritional Education and Behaviour (2007) on the study about developing a nutrition and health education programme for primary schools in Zambia, Luapula province was reported as one of the poorest and most neglected provinces in Zambia in terms of agriculture, infrastructure and community development. Further, it was reported that about half the households were chronically food insecure and there was an indication that under nutrition and micronutrient deficiencies had continued to impede the growth and development of children when they reach school going age while also reducing their capacity and motivation to learn. This was evident that some learners in the district walked long distances to school without food as revealed by the guidance teachers. However, in order to alleviate such conditions, it was further noted that the project, “Nutrition Education in Basic Schools” (NEBS), originally mounted under the Technical Cooperation Programme of the Food

and Agriculture Organisation of the United Nations (FAO), assisted the Zambian Ministry of Education in developing a nutrition education programme for basic school (Journal of Nutrition Education and Behaviour, 2009).

5.3.1.7 Child-headed homes

It was revealed that most learners in Mansa district came from child-headed homes due challenges of HIV and AIDS which led to loss of lives and resulted into large number of orphaned children. Therefore, it was reported that some Grade 12 learners were cared for by their eldest siblings without proper food and hence they found it difficult to concentrate at school. Similarly, Banerjee (2016) in his findings about factors linked to poor academic performance also observed that such children from disadvantaged backgrounds often faced multiple negative situations in their ambience which took them away from education. Their circumstances were worsened if they were faced with unsupportive environments in school and society. In addition, Mwoma (2015) cited FHI and USAID (2001) that there was an overwhelming number of OVC living with either one parent, elderly grandparents who also needed care and support or with poor relatives who struggled to meet their own needs.

Furthermore, the Nutritional Education and Behaviour (2007), studied that such a situation of HIV and AIDS was seen to be affecting every aspect of life and drained the country of human resources and undermined the economy as well as caused the youths to venture into drugs and alcohol abuse since they lacked financial support for school. Therefore, it was reported that in such circumstances children were at risk of losing opportunities for schooling, decent living and meeting their psychosocial needs.

However, on the issue of COVID-19, learners complained that their parents were not allowed to conduct some PTA meetings, the guidance teachers in collaboration with the parents, provided psychosocial counselling based on the five golden rules of prevention of COVID-19 such as masking up in public; maintaining physical distance; washing of hands frequently or use of hand sanitizer; avoiding crowded places and staying at home; seeking medical attention early if symptomatic (MoH, 2020). This was done in order to enhance the academic performance of Grade 12 learners in Mansa district. Similarly, Banerjee (2016) advised that parental

involvement in the children's studies, particularly in terms of academic socialisation was very important since it improved academic achievement.

5.3.1.8 Learner- Parental conflicts

It was revealed that some Grade 12 learners had difficulties to concentrate in school as a result of their parents who had marital conflicts at home. Further, it was disclosed that it really affected their academic performance because their minds were disturbed and failed to study properly. Similarly, Rammala (2009) cited Adell (2002: 91) who observed that the family background was the major factor in determining the academic performance of learners because unstable families explored to the poor academic performance. Nevertheless, it was reported that some learners were able to seek guidance from the guidance teachers on how they could avoid such trauma. In support, Theresa (2016) quoted Egbo (2013) who advised that Counselling was a learning process in which a Counsellor helped an individual or individuals to learn, understand themselves and their environment and be in a position to choose the right type of behaviours to help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally. In other words, Guidance and Counselling was a transformative process of helping people especially Grade 12 learners to learn and see the value of education.

5.3.1.9 Lack of parental involvement

Lack of parental involvement in the learning of Grade 12 learners, was also raised as one of the social factors that explored in academic performance and needed the intervention of the guidance teachers. Similarly, Hamoonga (2017) revealed from the Centre for Education Statistics and Evaluation (2014: 3) that attainment of desirable results from learners, demanded consensus in terms of vision among stakeholders such as the school leaders, parents, students and members of the community; and collaboration in identifying mechanisms that can bring about the intended goals. As a result, it was observed that there was minimal parental involvement in public schools and this negatively affected the performance of many learners. Banerjee (2016) cited (Westerlund *et al.*, 2013) that parental involvement in their children's studies, particularly in terms of academic socialisation improved academic achievement and explored on the overall health and cumulative well-being.

5.3.2 Pedagogical Factors

Under pedagogical factor, there were also a number of issues that were raised that explored in academic performance of Grade 12 learners in the study district. Those were such as poor teachers' preparedness for classes, high rate of learners' absenteeism, frequent absconding from classes, lack of guidance on study skills, lack of aptitude test in secondary schools and learners were forced to take subjects. Pedagogical knowledge according to Auerbach and Andrew (2018) explored it as the knowledge about teaching and learning that was not topic-specific but such as knowledge of learning theory, classroom management and student motivation. As a result, pedagogical knowledge was recommended by Chan and Yung (2015, 2017) to be important because it helped instructors to develop other knowledge bases especially among high school teachers who might be teaching a topic for the first time. For instance, some teachers might rely on the idea that students or learners had prior knowledge on some certain topics and some might have the knowledge of approaches to formative assessment as well as to design questions to help them to understand what they were learning in class (Andrew & Auerbach, 2018). Similarly, Hamoonga (2017) revealed that poor academic performance of learners was caused as a result of the nature of teaching and learning environment which was explored as pedagogical factors. Therefore, the following discussion will be based on some of the pedagogical issues highlighted above and how the guidance teachers should have enhanced the academic performance of Grade 12 learners in the study district.

5.3.2.2 Lack of study skills

The study revealed that the Grade 12 learners found it difficult to study because of the unsupervised prep. As a result, the learners had no one to consult in topics which were difficult to understand during their studies. In this context, learners lacked some study skills as explored by the guidance teachers during the face-to-face interviews. It is very important for the Grade 12 learners to equip themselves with such knowledge of study skills since it prepared them on how to handle examinations well. Similarly, Kabamba *et al.* (2020) in their studies about the exploration of Guidance and Counselling in schools, they noted that school Counsellors who were more fully involved in providing learners with a unique network of emotional and instructional support services were more likely exerting an optimistic explore than Counsellors who did not implement such activities. In support, Hussan (2006) emphasised that the quality of

education besides other factors depended upon study habits and study attitudes of the learners. Also, it was revealed that the quality of a nation depended upon the quality of its citizens that depended on the quality of their education. As a result of these, the education is reflected through academic achievement which is a function of study habits and study attitude of the students or learners.

The reason was that guidance referred to leading a person to self-actualisation or helping him or her to develop his or her full potential. This objective of self-actualisation was difficult to attain if students were unaware of or were unrealistic about their potential. Further, Bhatnagar and Gupta (1999) defined guidance as a process of helping the individual find solutions to his own problems and accept them as his own (Hussan, 2006). Therefore, provision of study skills is very important to the learners as recommended by one of the guidance teacher that she was able to create a space just to encourage learners who were in examination class.

5.3.2.3 Automatic Learner Progression

It was reported that the learners in study schools experienced an automatic learner-progression which resulted to a poor reading culture due to lack of libraries. Learners were also given less homework and that they had unsupervised prep as well as incomplete syllabus by some teachers. Similarly, Hamoonga (2017) studied that one of the leading factors to poor academic results among the learners was as a result of automatic pass progression. Therefore, an advice was given that learners who failed to reach a set minimum performance level must not be allowed to proceed to the next grade instead they should be made to repeat and be assisted to grow academically.

5.3.2.4 Workload for Guidance Teachers

It was reported that guidance teachers in Mansa district were assigned to do a lot of work and little attention was given to the provision of guidance of Guidance and Counselling to the Grade 12 learners. Similarly, Nghambi (2014) studied that those teachers were being overworked and this was a similar situation revealed in Mansa district that guidance teachers complained of having too much workload which led to appointment of unqualified guidance teachers just to fill up the number of such teachers yet they lacked Guidance and Counselling skills. In support of this view, Nghambi (2014) indicated that, teachers who are overworked cannot make good

preparations. In support, of these findings Mubita (2020) observed that, teachers were not even adequate to teach the available number of learners hence, did not have time for Guidance and Counselling services. Mubita (2020) further indicated that, teachers in fact needed both thorough understanding of the subject as well as positive attitude towards learners receiving Guidance and Counselling in order to yield positive results. As a result, the guidance teachers in Mansa district reported that they encouraged other teachers to be active not only in teaching but also in the way they guided the Grade 12 learners on how to prepare themselves for public examinations.

5.3.2.5 Inadequate provision of Guidance and Counselling

It was revealed by the subject teachers that the provision of Guidance and Counselling in schools was not timetabled and the guidance teachers had to find their own time to provide guidance to the learners. Also, Kaamba *et al.* (202) studied that teachers in schools had little or no time to provide Guidance and Counselling services to the pupils as most of the Guidance and Counselling teachers were subject teacher as well. Similarly, Malinda and Mandyata (2021) observed that provision of guidance was considered to be optional and not part of the curriculum as well as the school timetable was a major challenge and this had to be addressed in order to ensure that the success of secondary school pupils in tertiary education was achieved. This was also a confirmation from one of the girls who disclosed that the provision of Guidance and Counselling was not enough and yet they had a lot of problems which needed to be shared with the guidance teachers. In support, Nkala (2014) reported that, it was evident that some adolescent students or learners in secondary schools experienced a lot of challenges such as child abuse, pressure from peers to concede to sexual practices before marriage and experience from drugs and yet parents and teachers were expecting them to excel in academic work. Also, the learners during focus group discussions expressed their grievances that the provision of Guidance and Counselling was not enough and yet they had a lot of problems to share, hence, the need for effective Guidance and Counselling system in schools.

In addition, Nkechi and *et al.* (2016) believed that the provision of Guidance and Counselling services in schools was important since their main purpose was to develop, assess and improve educational programmes; enhance teaching and improve the competence of the teachers and reduce cost for the children. The reasons advanced were that school children underwent some of the most difficult periods of life such as the transition from childhood to adulthood which was a

difficult one. Also, the influence which came from the parents, friends as well as school environment may affected the young people's life either negatively or positively. As a result, it was the task of Guidance and Counselling teachers to help each young person to cope with the changes and them to develop a sense of responsibility, to make definite and considerable personal decisions in the world of work.

However, the challenge was that of lack of Guidance and Counselling timetable in schools which seemed to have continued hence making Grade 12 learners not to receive proper Guidance and Counselling which was important for their academic performance. UNESCO (2006) also noted that Guidance and Counselling was not considered as a subject and was not timetabled but was only a comprehensive programme. As a result, this led to a huge challenge for teachers in Zambia to provide Guidance and Counselling to the learners especially in primary schools. Further, from the literature reviewed on Africa, it was evident that Guidance and Counselling was provided in African schools though its efficacy was still unknown (Loescher, 2007). Also, it was said that Macharia (2007) noted that problems that affected the development of putting up effective Guidance and Counselling programme in eastern and southern African countries included the imposition of western models of Guidance and Counselling which did not reflect the African culture including illiteracy and ignorance.

5.3.2.6 Unsupportive learning environmental factors

It was revealed by a subject teacher that schools in Mansa district lacked conducive offices for them to provide effectively Guidance and Counselling as well as learning. Also, the head teacher agreed with the subject teacher by revealing that the Exploring factors to such a situation was that most schools in Mansa district were just recently upgraded from primary into combined secondary schools without any office provision for counselling service. Therefore, in addition, schools were located in high density areas, the infrastructure and learning materials were not enough to carter for the number of learners that came from within the community. As a result, this affected the Grade 12 learners' academic achievement with the fact that learners had little learning materials to prepare for the examinations.

Similarly, Rammala (2009) also observed that generally, some of the factors Exploring towards the poor academic performance of learners were lack of resources and poor facilities in most

schools. According to the ethics and principles of Guidance and Counselling, sharing of the same office with a qualified Counsellor was unethical due to the nature of the job that demanded confidentiality (Ndhlovu, 2015). The conducive environment for Guidance and Counselling enhanced academic performance of learners. Furthermore, the challenging issue of not having proper offices for Guidance and Counselling also had a negative explore towards the academic performance of Grade 12 learners in the district. The pupils during focus group discussions disclosed that it was difficult to share some information involving confidentiality. Similarly, the subject teacher revealed that some of the guidance teachers were even sharing the same offices with other heads of departments in the school, hence making difficult for learners to seek guidance from the Counsellors because some issues learners faced involved confidentiality. The reason was simply that learners encouraged to be free to express themselves concerning issues that were bothering their personal lives such as the pressure which came from their peers. Therefore, learners should be given an opportunity to talk about their personal issues without any limitation as well as the challenges they might encounter during the lessons. For instance, some teachers were unable to deliver the lessons according to the learners' expectations.

5.3.2.7 Poor Learning Environment

Poor learning environment was reported as a exploring factor to low academic achievements among Grade 12 learners in the study district. It was reported for example that, guidance teacher, often shared office accommodation which was not supportive to counselling ethics; poor learning infrastructure, and overcrowded classrooms made it difficult for teachers to provide individualised attention to Grade 12 learners. This situation negatively affected their learning resulting into poor performance in public examinations. These study findings are in agreement with the study of Hamoonga (2017) who linked poor academic performance of learners to poor learning environment they were exposed to in schools. The overarching findings according to Hamoonga (2017) were as a result of lack of learning and teaching resources, poor sanitation, inadequate facilities which explored negatively on learning outcomes. Similarly, during the face-to-face interviews the head teachers disclosed that due to the limited learning space, learning time was reduced even in the case of Grade 12 learners in order to accommodate more classes in the few classrooms available. This situation affected the learning and it was evidenced in the poor performance thereafter in most study schools.

5.3.2.8 Lack of Educational tour for learners

The study revealed that lack of educational tours was a hindrance to academic performance. A certain subject teacher complained that the district lacked field trips for learners which were supposed to be expose them to the role models. According to his grievances, the subject teacher explained that learners were supposed to see practically what they learnt theoretically in class. He further explained that some learners in fact learnt well when they physically saw what they were taught in school, for example, seeing how electricity was generated at a power station. Also, the head teachers agreed with what the subject teacher said concerning the importance of education tours. This point was supported by one of the subject teachers who demanded that new learners in schools should be taken on some educational tours so that they might increase their knowledge of understanding the lesson through observation and physically seeing what they learnt in class. Similarly, the psychologist Bandura asserted that the learning process sometimes occurred through observation, modeling and imitation (Namavi, 2012). For instance, learners get motivated to work hard after seeing some models in society.

5.3.3 Appointment of unqualified teachers to provide Guidance and Counselling

It was revealed that the majority of teachers who provided Guidance and Counselling in Mansa district were not qualified but were just appointed and this was reported as an Exploring factor to the poor guidance in supporting academic performance among the Grade 12 learners. Further, it was reported that the same teachers complained of being overloaded with work because they had some other classes to attend to besides offering guidance and counselling to individual learners..

Similarly, Nkala (2014) noted that in secondary schools, Guidance and Counselling services were assigned as additional responsibilities to classroom teachers who were already overloaded with normal duties and in most cases were not trained in the implementation of such services. Further, in quotation of the America School Counselor Association (1993) it was observed that in developed countries, a professional guidance-counsellor was expected to be a licensed teacher with a graduate level training in counselling who should be able to demonstrate competence in knowledge, skills and attitude. Also, UNESCO, (2001), emphasised that Guidance and Counselling teachers needed to be equipped with professional skills required to design comprehensive Guidance and Counselling programmes, provide services and able to use evaluation procedures that create a positive future for the learners.

5.3.4 Inadequate monitoring in schools

The study revealed that the schools lacked consistent revisions and monitoring in practical subjects by the heads of departments thereby affecting the academic performance of Grade 12 learners in the study schools. In support, the SEO guidance disclosed that there were no reports from the DGCs pertaining to the reasons why the Grade 12 learners in the district as well as the entire province did not academically perform well in order to come up with a solution. Nevertheless, it was noted that there was less monitoring in the area of Guidance and Counselling thereby questioning the quality of services offered to Grade 12 learners in readiness for the public examinations.

According to Datahan (2020), monitoring gives the information on where a policy, programme or project is at any given time relative to the respective targets and outcomes. Whereas, monitoring and evaluation is designed to monitor the explore of a policy and progress of programme activities, and the two definitions are distinct yet complementary. As a result, for effective outcome of a positive school performance, consistence monitoring and evaluation is required. In short, monitoring and evaluation of Guidance and Counselling activities, answers whether targets and outcomes are achieved or not so that it may further help to seek and address problems and issues of achievements among Grade 12 learners in the study schools.

5.3.5. Policy Related Factors

Also, issues related to policies such as the re-entry policy and enrollment of learners seemed to be a big challenge towards the academic performance of learners in Mansa district.

5.3.5.1 Re- Entry Policy issues

It was revealed that not all the girls who became pregnant and were given re-entry policy forms were capable of going back to school although they required emotional support through guidance. The learners disclosed during the focus group discussions that such girls explored to the poor academic performance because they did not have sufficient material and psychological support to face the examinations, hence affecting the Grade 12 results analysis. It was observed that the behaviour of the girls in study schools was worrying because they felt that they could fall pregnant at any time and still get back to school with the support of the re-entry policy. As a result, this negatively affected their commitment to studies and ended up not doing well.

Similarly, in a study conducted by Kamanga, Daka and Mkandawire (2022), it was noted that the implementation of the re-entry policy seemed to lack clear guidelines on how to assist learners hence continued to explore to the poor academic work especially among Grade 12 learners.

5.3.5.2 Over-enrolment of learners

The subject teacher revealed that there was an over-enrolment of learners compared to teacher-learner ratio which affected both learning and guidance services. As a result of too many Grade 12 learners in each class, the teachers disclosed that it was not something easy to attend to the slow learners or to provide individual guidance. In such a situation, the guidance teachers were forced to work beyond their time in order to personalise support and other activities to the learners. Similarly, Hamoonga (217) revealed that there were a high number of enrolments in government schools. As a result, advice was given that secondary schools in Zambia should revise their approach to enrolment of learners.

5.3.6 Technology factors

It was revealed by one of the boys during focus group discussions that poor academic performance of the Grade 12 learners was caused as a result of the wrong use of phones, television and internet. Similarly, Shartri (2020) reported that the worrying problem was that information technology was often misused by students who spent hours on the computer and mostly they used it for pointless things such as Facebook and various games. Also, Patuck-Gala College of Commerce (2018) stated that the unhealthy use of internet may cause some Internet Addiction Disorders that covered a variety of compulsive activities such as cyber-relationships leading to romantic. Therefore, it was observed that the excessive use of computers had become a growing social issue in today's age and was currently under worldwide debate.

However, it was reported that use of technology had also some advantages and strong influence on the education of today's students. Further, studies reported that over 80 per cent of students surveyed for use of the Internet they gained many advantages such as obtaining new information for educational purposes and interacting with new people. As a result, it was advised that since technology has a strong influence on the education of today's students, parents should also have an important role in the education of their children to be watching what their children are seeing on the smart phones from the internet. Also, the parents can help the children to use the

internet for education purposes. Similarly, Rammala (2009) observed that some parents were not at home to monitor their children's activities with respect to school participation.

Therefore, it is evident that the use of technology cannot be avoided since it opens more doors and introduces new experiences and such new experiences may also result in new discoveries about the world (Shatri, 2020) cited Gaille (2018). For instance, some people become experts through internet, and the Zambian Education Policy has been supporting schools with provision of computers. One of the goals for use of the technology in learning institutions is to increase access to education and life skills training (MoE, 1996). Similarly, Moono and Rankin (2013) stated that the Zambian government attempts to address the challenges that young people face when entering the labour force by implementing policies that encourage entrepreneurship and improved technical skills. An example given was the Zambia National Service that re-organised into the Zambian Youth Training Service with a mandate to strengthen youth skills training and has also increased the share of spending allocated to education and training. Therefore, the use of internet has come to stay and it is the role of the guidance teachers to talk to the Grade 12 learners about the pros and cons of internet so that it can achieve its intended goals in the study district.

5.3.7 Personal factors relating to teachers, learners and head teachers

It was revealed that learners, teachers and the head teachers had their own personal factors that were mentioned as hindrances towards the academic performance of learners. Those were to do with criticism and frustration of learners and guidance teachers as well as some administrators who were not in full support of the provision of Guidance and Counselling in some study schools.

5.3.7.1 Criticism

A girl during focus group discussions revealed that teachers were fond of criticising them towards the low academic performances saying they were just dull and learners felt intimidated. According to the learners, they expected teachers to intervene into their problems so that they could know the reasons why the academic performance was not as good. As a result, it was disclosed that such intimidation, usually made learners to feel shy to confront the teachers for the sake of respect. Similarly, Hamoonga (2017) cited School Performance Improvement

Frameworks (2010: 16) that as schools posit for the high academic performance, they should also ensure that they should also be characterised by a learning environment that was secure, non-intimidating, healthy and intellectually stimulating.

5.3.7.2 Frustration

It was revealed by the head teachers during interviews that in Mansa district some guidance teachers were not fully supported by the school administration where provision of Guidance and Counselling were concerned. It was reported that some of the qualified guidance teachers were allowed to spend most of their time in handling examination aspects. Similarly, one of the guidance teachers agreed with this point and further disclosed that guidance teachers in fact received a lot of frustrations especially from some fellow teachers. For instance, it was disclosed that some teachers were fond of ignoring the position of the guidance teacher since it has no salary scale and not established yet. Further, she disclosed that she was laughed at by some teachers the time she went to pursue a diploma in Guidance and Counselling at LTVTC and was discouraged that the course would take her nowhere. As a result, it was revealed that some teachers remained with such stigmatisation of not being supporting in the provision of Guidance and Counselling programmes in schools. Also, it was observed that there were some guidance teachers who did not Guidance and Counselling seriously due to such frustrations and intimidation from their fellow teachers.

5.4 Efforts Being Made Through School Guidance and Counselling to Improve Academic Performance of Grade 12 learners

The participants had also an opportunity to discuss the following efforts that were made to ensure that School Guidance and Counselling to have an explored to good academic performance of Grade 12 learners in Mansa district.

5.4.1 Appointment of qualified Guidance and Counselling teachers

It was observed that despite the Ministry of Education emphasising the provision of School Guidance and Counselling in schools, the SEO guidance revealed that there were few trained guidance teachers in the district and measures were put in place to address such challenges. Therefore, as to ensure the provision of quality School Guidance and Counselling in schools in Mansa district, more and more qualified guidance teachers are being preferred for appointed to

run the offices of Guidance and Counselling. Also, in bigger schools, the measures were put in place to appoint more guidance teachers in order to reduce the work load of the guidance teachers who attended to psychosocial problems of learners. These efforts were supported by learners during focus group discussions who revealed that one guidance teacher in a school population of more than 1,000 learners was not enough hence schools appointed more guidance teachers to help the learners.

5.4.2 Involvement of stakeholders in Guidance and Counselling

The involvement of the stakeholders such as parents was one of the efforts that were made in order to address some of the academic and psychosocial challenges faced by Grade 12 learners with a view to improve learning outcomes. According to Adewale and Munamo, (2012) cited (Dess, Lumpkin, Eisner, McNamar and Kim (2012) who explored stakeholders as persons or groups of people who were directly or indirectly affected by a project, as well as those who could be interested in a project and/or the ability to influence its outcome, either positively or negatively.

It was therefore, revealed by the SEO guidance that the traditional leaders were engaged in order to fight the issue of early marriages among the young girls which was said to be rampant in the study district. According to the SEO guidance, the traditional leaders were asked to intervene by talking to their subjects. The reason for engaging the traditional leaders was because the schools were surrounded by villages. According to Logan (2004), stakeholders were groups of people who had an interest in an organisation's work and to whom the organisation had an ethical duty (Adewale & Munamo, 2012). Further, they quoted Thompson and Martin (2010) who identified an organisation's stakeholders as employees, competitors, potential partners, suppliers, the public, regulatory bodies and the government. Therefore, in this definition, everyone was involved to fight such challenges since a consultation with key stakeholders was an important factor in achieving ultimate success of Grade 12 learners. Also, the guidance teachers in the schools in Mansa district in conjunction with different organisations such as Natwapane, Drugs Enforcement Commission (DEC) and Ministry of Health worked together in sensitising the learners about the dangers of drug and alcohol abuse as well as effects of teenage pregnancies.

5.4.3 Regularly School monitoring and Evaluation

The SEO guidance revealed that the office had to introduce an accountability check list system where all the school guidance programmes and activities done by guidance teachers in schools were reported monthly through an online platform. Therefore, the guidance teachers were advised to zoom all the meetings and activities conducted from different schools for confirmation during school monitoring. Hence, it helped to ensure that Grade 12 learners received necessary academic and psychosocial support as prepares for public examinations in the district.

Similarly, Datahan (2020) emphasizes that the institutionalisation of school guidance monitoring and evaluation plays a crucial function in determining whether the desired outcomes of Guidance and Counselling were met and were taking place. As a result, it was explored as an important tool used by different sectors in the government to track progress in the achievement of programme objectives. Further, it was explored that the main objective of School Guidance Monitoring and Evaluation System was to provide the necessary information and insights for the school head teacher to perform school-based management effectively and efficiently and for the teachers to manage based on the standards of the teaching and learning process. In addition, it was reported that school guidance monitoring played a very important role to provide insights on learners' progress and achievement of desired learning competencies and potentials of learners to meet the requirements of the next learning level, and also to cover the status and effectiveness of curriculum implementation and school programmes.

5.4.4 Creation of space for provision of Guidance and Counselling

Due to lack of School Guidance and Counselling timetable in schools, the guidance teacher revealed that she had to create a space in the afternoon for provision of study skills especially to the Grade 12 examination classes. Similarly, the MoESVTEE, (2014) stated that time allocation for provision of School Guidance and Counselling would vary depending on the level of education and advised that at secondary school level, a Guidance and Counselling teacher would have at least five periods every morning and afternoon during registration.

These findings are similar to those by Maliwa (2016) whose findings established the types of Guidance and Counselling such as educational, social, personal, career or vocational Guidance

and Counselling although were limited by space and material provisions. The study aimed at establishing the challenges that are faced in provision of Guidance and Counselling in secondary schools, such as lack of parental participation through involvement of teachers, parents and community which was the similar findings from the participants. However, the differences were that this study focused on the Explore the role of Guidance and Counselling to the enhancement of academic performance of Grade 12 learners. Similarly, Tuchili and Ndhlovu (2016) stated that the educational Guidance and Counselling provided interpersonal and study skills while Malinda and Mandyata (2021) quoted Kochhar (2017) that career guidance was necessary in helping the pupils with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation.

5.5 Chapter Summary

The findings have revealed that despite having some challenges in the provision of School Guidance and Counselling, there are some measures that are being taken to make School Guidance and Counselling positively explore to academic performance of Grade 12 learners. Those measures were such as appointment of guidance teachers, involvement of stakeholders, conducting regularly monitoring and creating time for provision of School Guidance and Counselling. Therefore, the next chapter will discuss the study findings which will also consider the research objectives, research questions as well as knowledge from the literature review in order to come up with a recommendation to the study.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Overview

The previous Chapter presented the discussion on findings. This Chapter presents the conclusions and recommendations on the Explore the role of School Guidance and Counselling in academic performance of Grade 12 learners in Mansa District, Zambia. The Chapter also indicates areas for future research on learners' performance and School Guidance and Counselling since the field of study requires more knowledge and its implications for Practice.

6.1 Summary of the Study

The main goal of this research was to explore the role of School Guidance and Counselling in academic performance of Grade 12 learners in selected secondary schools in Mansa district, Zambia. The main objectives were to explore the types of School Guidance and Counselling which are available in study schools and to explore on how they enhanced the academic performance of Grade 12 learners as well as those factors related to School Guidance and Counselling in academic performance of Grade 12 learners in the study district. Furthermore, the study also considered the efforts that were made to ensure that School Guidance and Counselling offered to improve academic performance of Grade 12 learners.

Considering the study findings, there were five types of School Guidance and Counselling that were practiced in the study schools namely academic, social, personal, vocational or career and psychosocial School Guidance and Counselling. Therefore, the participants during the face-to-face interviews and focus group discussions possessed the knowledge also to explore how those types of Guidance and Guidance Counselling enhanced the academic performance of Grade 12 learners in Mansa district such as sensitisation talks in schools.

It was also found out that there were several factors related to guidance which negatively affected the performance of Grade 12 learners highlighted from the research findings. These ranged from social-economic factors, pedagogical factor, environmental factors, educational policy issues, personal factors to technology factors. Additionally, the study indicated that the ineffective provision of School Guidance and Counselling resulted from the number of unaddressed issues that emerged from the explored factors such as poverty levels of the parents

which led to early marriages and pregnancies, uncondusive offices for guidance teachers and learners' absenteeism. Further, lack of study skills, lack of motivation and guidance time table, misunderstanding of the re-entry policy and lack of parental involvement, insufficient trained guidance teachers as well as negative attitudes by both parents explored to the low academic performance noticed among Grade 12 learners despite School Guidance and Counselling being offered. Although, School Guidance and Counselling services were being offered it was evident from the study that it did not have a significant explore on the learning on Grade 12 learners to explore positively to the academic performance of learners in the study district.

6.2 Conclusion

Considering the findings of the study presented, although may not be generalizable, it is fair to argue that school guidance and counselling plays a significant role in the academic achievement of the grade 12 learners in the study district. It is however, clear that although academic guidance and counselling is contributing positively to academic work of learners, there are several challenges which seem to affect negatively the academic work of the grade 12 learners. These include; lack of study skills, lack of motivation, misunderstanding of the education policy, lack of parental involvement, insufficient trained guidance teachers as well as negative attitudes which affect academic performance of grade 12 learners. Participant's understanding of the role school guidance and counselling to academic work of the grade 12 however, has been met with several gaps created by; insufficient guidance and counselling resources , ill-preparedness of teachers for guidance and counselling services, the presence of unsupportive school administration to guidance issues, and inadequate collaboration with parents and relevant guidance and counselling professionals to support the learning of grade 12 learners in the study district.

6.3 Recommendations

Arising from the present study, the following recommendations are made:

1. The Government through relevant ministry should ensure that Guidance Teachers are equipped with necessary skills through short and long term training in academic guidance and counselling for them to be able to provide, the required support for them to remain relevant to academic needs of grade 12 learners

2. School should actively involve parents and other relevant stakeholders in the development of necessary academic skills in grade 12 learners for them to be able to improve on their academic performance.
3. The community leaders, community members, parents, teachers and school managers should regularly collaborate on issues of academic work of their grade 12 learners so that they speak with one voice on the need to work hard to improve their learning outcomes.
4. Teachers and learners should be motivated by stakeholders including parents in order to improve their learning outcome performances. For example, Further creation of a strong bond of interaction between parents and their children; between parents and teachers with support from guidance and counselling teachers would help learners to refocus their priorities in academic work.
5. School Management should strive to create a more positive academic guidance and counselling environment to enable grade 12 learners see the need to utilize knowledge and skills from guidance and counselling in their academic work.

6.3 Proposed Areas for Future Studies

In the study on exploring the role of Guidance and Counselling in academic performance of Grade 12 learners in Mansa district in Zambia, not all aspects of the problem have been fully investigated to warrant generalization of the study. Hence, as a way of building further the knowledge on the subject matter, I suggest that other scholars can consider the following areas of possible study:

- (i) The perception of parents and other key stakeholders of Grade 12 learners on the quality of academic Guidance and Counselling offered in the Zambian secondary school system
- (ii) Broadening the present study by conducting a countrywide survey on the contribution of guidance and counselling to the academic performance of pupils in the Zambian schools. To question employers on guidance provided to Grade 12 learners in the district.
- (iii) To explore the views of trainers of trainers on the impact of guidance and counselling on the quality of education in Zambian Secondary schools. role of Guidance and Counselling in families with limited sources of income.

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APPENDICIES

APPENDIX 1: INTERVIEW GUIDE FOR GRADE 12 LEARNERS

The Ministry of General Education through the policy document, Educating Our Future (MoE, 1996), has been emphasising the need for education to prepare young learners for their future roles as to become productive citizens. Despite having encouraged the schools to strengthen the provision of Guidance and Counselling administration in schools, Grade 12 results per province, it has been reported that Luapula province over the five years has continued to record the low academic performance. The study seeks to establish the contribution of academic guidance and counselling to the performance of grade 12 leavers:

1.1 Background information

1. Gender of participants (Male or Female)
2. How old are you? (Below 14years; 15 – 19 years; 20 years and above)
3. How long have you been in school?

Objective 1: Nature of Guidance and Counselling that explore to learner performance

1. Does the school offer you Guidance and Counselling services?
2. If yes, what are the types of Guidance and Counselling services are offered to you in your school?
3. What activities are carried out as part of Guidance and Counselling services in your school? How are these activities conducted?

Objective 2: How Guidance and Counselling explore to learner performance

4. How has Guidance and counselling activities done in the school explored to the current academic performance among Grade 12 pupils?
5. What gaps (if any), have you observed between Guidance and Counselling services provided and academic performance of Grade 12 pupils in this school? Why are these gaps (if any) in this school?

Objective 3: Factors related to Guidance and Counselling that might have led to current academic performance of Grade 12 pupils in your school

6. What do you think might have explored to the current performance of Grade 12 pupils in your school despite the provision of Guidance and Counselling?
7. What other factors do you think might have led to the observed academic performance among Grade 12 pupils in your school? Why is it so?
8. Tell me about how Guidance and Counselling can explore to better academic performance for Grade 12 pupils in school?
9. In your views what should be done to enable Guidance and Counselling to have an impact academic performance of Grade 12 in your school?

Thank You for Your Participation!

APPENDIX 2: INTERVIEW FOR GUIDANCE TEACHERS

The Ministry of General Education through the policy document, Educating Our Future (MoE, 1996), has been emphasising the need for education to prepare young learners for their future roles as to become productive citizens. Despite having encouraged the schools to strengthen the provision of Guidance and Counselling administration in schools, Grade 12 results per province, it has been reported that Luapula province over the five years has continued to record the low academic performance. The study seeks to establish the contribution of academic guidance and counselling to the performance of grade 12 leavers:

1.2 Background information

1. Gender of participants (Male or Female)
2. How old are you? (Below 24years; 25–29 years; 30-34 years and 35-39 and (40 year and above)
3. What are your academic qualifications?
4. Are you trained in Guidance and Counselling?
5. How long was the training in Guidance and Counselling?
6. What qualification do you have in Guidance and Counselling?
7. How long have you been teaching? (4 years and below; 5-9 years; 10-15 years; 16-19 years, 20 year and above)

Objective 1: Nature of guidance that explore to learner performance

8. Does the school offer you Guidance and Counselling services to Grade 12 pupils?
9. If yes, what are the types of Guidance and Counselling services are offered to pupils in your school?
10. What are the major components of Guidance and Counselling available to pupils in your school? How are they connected to academic work of the pupils?
11. What activities are carried out as part of Guidance and Counselling services you are offering school? How are these activities conducted?
- 12.

Objective 2: How Guidance and Counselling explore to learner performance

13. How have Guidance and Counselling activities done in the school explored academic performance of Grade 12 pupils?
14. What role do you play as Guidance and Counselling teacher in supporting the academic work of pupils in your school?
15. How are you assisted by class teachers and school administration provide Guidance and Counselling to pupils and promote better academic work in the school?
16. What gaps (if any), have you observed between Guidance and Counselling services provided to Grade 12 pupils and their academic performance in this school? Why are these gaps (if any) between Guidance and Counselling offered and academic performance of pupils?

Objective 3: Factors Related to Guidance and Counselling that might have negatively explored in academic performance of Grade 12 Pupils in the study Schools

17. What do you think might have explored to the current academic performance of Grade 12 pupils in the school despite the provision of Guidance and Counselling?
18. What other factors do you think might have led to the observed academic performance among Grade 12 pupils in your school? Why is it so?
19. Tell me about how Guidance and Counselling explore to better academic performance of Grade 12 pupils in your school.
20. In your opinion, what should be done to enable Guidance and Counselling ably explore to academic work of Grade 12 pupils in your school?

Thank You for Your Participation

APPENDIX 3: INTERVIEW FOR SUBJECT TEACHERS

The Ministry of General Education through the policy document, Educating Our Future (MoE, 1996), has been emphasising the need for education to prepare young learners for their future roles as to become productive citizens. Despite having encouraged the schools to strengthen the provision of Guidance and Counselling administration in schools, Grade 12 results per province, it has been reported that Luapula province over the five years has continued to record the low academic performance. The study seeks to establish the contribution of academic guidance and counselling to the performance of grade 12 leavers:

1. Gender of participants (Male; Female)
2. How old are you? (Below 24 years; 25-29 years; 30 -34 years, 35-39 years and 40 years and above)
3. What is the highest academic and professional qualification?
4. How long have you been teaching? (4 years and below; 5-9 years; 10-15 years; 16-19 years, 20 year and above)

Objective 1: Nature of guidance that explore to learner performance

5. Does the school offer you Guidance and Counselling services to Grade 12 pupils?
6. If yes, what are the types of Guidance and Counselling services are offered to pupils in your school?
7. What activities are carried out as part of Guidance and Counselling services you are offering school?
8. How are these activities conducted and connected to academic work of the pupils?

Objective 2: How Guidance and Counselling explore to learner performance

9. How have Guidance and Counselling activities done in the school explored to the current academic performance of Grade 12 pupils?

10. How do you assist the guidance teachers to provide Guidance and Counselling services to promote better academic work in the school?
11. What gaps (if any), have you observed between Guidance and Counselling provided and academic performance of Grade 12 pupils in your school?

**Objective 3: Factors Related to Guidance and Counselling that might have led to
Current Academic Performance of Grade 12 Pupils in the Schools**

12. What do you think might have explored to the current academic performance of Grade 12 pupils in the school despite the provision of Guidance and Counselling?
13. What other factors do you think might have led to the observed academic performance among Grade 12 pupils despite the Guidance and Counselling provided? Why is it so?
14. Explain how Guidance and Counselling explore to better academic work of Grade 12 pupils in your school.
15. In your opinion, what should be done to enable Guidance and Counselling ably explore to academic work of Grade 12 pupils in your school?

Thank You for Your Participation!

APPENDIX 4: INTERVIEW GUIDE FOR HEAD TEACHERS

The Ministry of General Education through the policy document, Educating Our Future (MoE, 1996), has been emphasising the need for education to prepare young learners for their future roles as to become productive citizens. Despite having encouraged the schools to strengthen the provision of Guidance and Counselling administration in schools, Grade 12 results per province, it has been reported that Luapula province over the five years has continued to record the low academic performance. The study seeks to establish the contribution of academic guidance and counselling to the performance of grade 12 leavers:

Objective 1: Nature of guidance that explore to learner performance

1. Gender of participants (Male; Female)
2. How old are you? (Below 24 years; 25-29 years; 30 -34 years, 35-39 years and 40 years and above)
3. What is the highest academic and professional qualification?
4. How long have you been in educational administration? (4 years and below; 5-9 years; 10-15 years; 16-19 years, 20 years and above)?
5. Have you been engaged in any Guidance and Counselling training?
6. What are the types of Guidance and Counselling services offered to pupils in your school?
7. What activities are usually carried out as part of Guidance and Counselling services you are offering at school?
8. How are these activities related to academic work of the pupils in your school?

Objective 2: How Guidance and Counselling explore to learner performance

9. How have Guidance and Counselling activities done explored to the current academic performance of Grade 12 pupils?
10. How do you assist the guidance teachers to provide Guidance and Counselling services as a way of bettering academic work in the school?

11. What gaps (if any), have you observed between Guidance and Counselling provided and academic performance of Grade 12 pupils in your school?

Objective 3: Factors Related to Guidance and Counselling that might have led to

Current Academic Performance of Grade 12 Pupils in the Schools

12. What do you think might have explored to the current academic performance of Grade 12 pupils in the school despite the provision of Guidance and Counselling?
13. Tell me how the school administration can explore the role the role of Guidance and Counselling services to academic performance.
14. In your opinion, what should be done to enable Guidance and Counselling explore to better academic performance of Grade 12 pupils in your school?

Thank You for Your Participation!

APPENDIX 5: INSTRUMENT FOR DISTRICT GUIDANCE COORDINATOR (DGC)

The Ministry of General Education through the policy document, Educating Our Future (MOE, 1996), has been emphasising the need for education to prepare young learners for their future roles as to become productive citizens. Despite having encouraged the schools to strengthen the provision of Guidance and Counselling administration in schools, Grade 12 results per province, it has been reported that Luapula province over the five years has continued to record the low academic performance (Chanda, 2022).

1.2 Background information

1. Gender of participants (Male or Female)
2. How old are you? (Below 24years; 25–29 years; 30-34 years and 35-39 and (40 year and above
3. Are you trained in Guidance and Counselling?
4. How long was the training in Guidance and Counselling?
5. What qualification do you have in Guidance and Counselling?

Objective 1: Nature of guidance that explore to learner performance

6. Does the district provide Guidance and Counselling services in schools?
7. If yes, what are the types of Guidance and Counselling services are offered to pupils in your district?
8. How are they connected to academic work of the pupils?
9. What activities are carried out as part of Guidance and Counselling services in your district?
10. How are these activities conducted in your district?

Objective 2: How Guidance and Counselling explore to learner performance

11. How have Guidance and Counselling activities done in the district explored academic performance of Grade 12 pupils?
12. What role do you play as a District Guidance Coordinator in supporting the academic work of pupils in your school?

13. How are you assisted by teachers and school administration in provision of Guidance and Counselling to pupils and promote better academic work in the district?
14. What gaps (if any), have you observed between Guidance and Counselling services provided to Grade 12 pupils and their academic performance in this district?

Objective 3: Factors Related to Guidance and Counselling that might have led to Current Academic Performance of Grade 12 Pupils in the Schools

16. What do you think might have explored to the current academic performance of Grade 12 pupils in the district despite the provision of Guidance and Counselling?
17. What other factors do you think might have led to the observed academic performance among Grade 12 pupils in your district? Why is it so?
18. In your opinion, what should be done to enable Guidance and Counselling ably explore to academic work of Grade 12 pupils in your school

Thank you so much!

APPENDIX 6: INTERVIEW GUIDE FOR SENIOR EDUCATION OFFICER (SEO)

The Ministry of General Education through the policy document, Educating Our Future (MoE, 1996), has been emphasising the need for education to prepare young learners for their future roles as to become productive citizens. Despite having encouraged the schools to strengthen the provision of Guidance and Counselling administration in schools, Grade 12 results per province, it has been reported that Luapula province over the five years has continued to record the low academic performance. The study seeks to establish the contribution of academic guidance and counselling to the performance of grade 12 leavers:

1.2 Background information

1. Gender of participants (Male or Female)
2. How old are you? Below 24years; 25–29 years; 30-34 years and 35-39 and 40 years and above.
3. Do you have Guidance and Counselling in your Province?

Objective 1: Nature of guidance that explore to learner performance

6. Does the district provide Guidance and Counselling services in schools?
7. If yes, what are the types of Guidance and Counselling services are offered to pupils in your district?
8. How are they connected to academic work of the pupils?
9. What activities are carried out as part of Guidance and Counselling services in Mansa district?
10. How are these activities conducted in your district?

Objective 2: How Guidance and Counselling explore to learner performance.

11. How have Guidance and Counselling activities done in the district explored academic performance of Grade 12 pupils?
12. How are you assisted by the District Coordinator and school administration in provision of Guidance and Counselling to pupils and promote better academic work in the district?
13. What gaps (if any), have you observed between Guidance and Counselling services provided to Grade 12 pupils and their academic performance in Mansa district?

Objective 3: Factors Related to Guidance and Counselling that might have led to Current Academic Performance of Grade 12 Pupils in the Schools

15. What do you think might have explored to the current academic performance of Grade 12 pupils in Mansa district despite the provision of Guidance and Counselling?
16. What other factors do you think might have led to the observed academic performance among Grade 12 pupils in your district? Why is it so?
17. In your opinion, what should be done to enable Guidance and Counselling ably explore to academic work of Grade 12 pupils in Mansa district?

Thank you so much!

APPENDIX 7: APPROVAL OF STUDY



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APPROVAL OF STUDY**

IORG No. 0005376 HSSREC IRB No. 00006464

REF. NO. HSSREC: 2022-MAY-005

6th July, 2022

Ms Catherine Kalinda

The University of Zambia School of Education

P.O. Box 32379

LUSAKA.

Dear Ms Kalinda,

RE: “EXPLORE THE ROLE OF GUIDANCE AND COUNSELLING IN ACADEMIC PERFORMANCE OF GRADE 12 LEARNERS IN SELECTED SECONDARY SCHOOLS IN MANSA DISTRICT, ZAMBIA”

Reference is made to your submission of the protocol captioned above.

The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.