

**PROVISION OF COUNSELLING SERVICES TO PUPILS: AN ASSESSMENT OF  
DETERMINANTS IN SELECTED PRIVATE SECONDARY SCHOOLS IN LUSAKA  
DISTRICT, ZAMBIA**

**BY**

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This dissertation by Mvula Elita is approved as partial fulfilment of the requirements for the award of the Degree of Master of Science in Counselling.

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## **DEDICATION**

This work is dedicated to my lovely husband Clergyman Mainza, son Andreas John Mainza and my daughter Beenzu Mainza for the love support and enduring my absence during my studies at the University of Zambia.

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I thank God for the sufficient grace and strength in order for me do this work. Indeed I received invaluable assistance and encouragement from various people whom I wish to acknowledge here. First and foremost, I thank most sincerely my supervisor Dr. D. Ndhlovu for his insightful, firm and fatherly guidance and assistance. It is through his effort and tolerance that I was able to accomplish this work. Special gratitude goes to Dr. Chikopela who stood in when my supervisor was not available. Also I earnestly recognise and appreciate the moral support I received from Dr. Mandyata. I am profoundly grateful to Mrs. M. Ntabo and Ms. Nzima for the support during the initial stages of my research. Lastly I must say thank you to my colleagues, without their contribution, I would have not accomplish this work.

## **ABSTRACT**

The aim of this study was to establish the determinants of provision of counselling services in selected private secondary school in Lusaka. The study used a descriptive design in order to have qualitative and quantitative data.

The sample size was 156 participants. Of these, were four Head teachers, 32 teachers (8 from each school), and 120 pupils (30 from each school). Since the study was guided by a descriptive survey design, both qualitative and quantitative methods were used to determine the sample size. Thus the number 4 for head teachers was chosen based on the fact that each of the four schools chosen had one head teacher. The choice of the number 32 for the teachers was arrived at using the qualitative method of determining sample size. The sample size 32 for teachers consisted of eight teachers from each school. The number eight was chosen based on the qualitative law of saturation of data which states that data saturation can be reached at eighth interval. The sample of 120 pupils consisted of 30 pupils from each of the four schools. The number 30 was determined by the quantitative principle of representativeness and was adequate as it was more than 10% of the number for the grade twelve pupils in each of the private schools sampled.

Questionnaires were used to collect quantitative and qualitative data from the pupils. Interview guides were used to collect data from teachers and head teachers. Qualitative data was analysed using thematic analysis while quantitative data was analysed using excel in order to obtain frequency distributions and percentages. The findings of the study were that problems that pupils had were need for improved academic performance, pupil misconduct, sexual relationships and need for good behaviour necessitated the provision of the counselling services in their schools.

Based on the findings, it was recommended that:

1. The Head teachers of private schools establish needs assessment to help them determine provision of counselling services to pupils in their schools.
2. The school management to have Guidance teachers in order to implement the role of guidance and counselling to improve on pupil academic performance.
3. The school administrators to establish peer groups to allow pupils who misconduct themselves to join in order to improve pupil's wellbeing.
4. The Head teachers to establish rehabilitation centres in order to help pupils achieve their personal goals by use of various interventions.

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## **LIST OF ACRONYMS**

PVT	-	Private
FC	-	Focus Group
CS	-	Counselling services

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Overview**

The chapter presents background, statement of the problem, purpose of the study, study objectives and questions. It further presents significance of the study, delimitation, limitations of the study and definitions of key terms used in the study.

### **1.1 Background**

Counselling is widely recognized as a very important component all over the world among secondary school students by contemporary educationists, (Kibonga, 2013). This is due to the fact that this level of schooling coincides with the period when the individuals go through volatile periods of many perplexities, changes and pressures. It is the period through which an individual gradually transforms from a child to an adolescent. Scholars assert that the professional school counsellors must therefore provide and carry out a comprehensive developmental Counselling programme which focuses on the uniqueness of all students in these areas of development, academic, career, personal and social issues, (Makatunga, 2009).

The establishment of counselling programmes in schools is meant to address issues such as truancy, indiscipline, drug abuse, school drop-out and teenage pregnancies (Macharia, 2006). (Kilonzo, 1980) found out that the counselling programmes in secondary schools limits itself to career guidance and is provided to form fours only. It provides students with information about the opportunities for further education, training and employment. (Kombo, 1998) investigated the correlates of students' deviant behavior and the provision of Counselling in schools. His findings communicates that there was a missing link in the understanding of the real value that students attach to counselling services. (Gitonga, 1999) observed that the students had a negative attitude to counselling and are afraid of being seen with a teacher counsellor, and fear that their confidential concerns would not be respected in the school. (Ndungu, 2002) found out that the effective implementation of the counselling programmes could not be attained, because the students who require this service were few, and effective counselling needs considerable time. Therefore, the counselling teacher needs to reschedule extra time to meet the counselees outside the school daily schedules. The secondary schools in Lusaka district, like all others in the country, have a long standing interest in meeting the educational needs of all students and improving the quality of

education offered but there is need to assess what determines provision of counselling services in private schools in Lusaka province. The Gachathi Report (1976) on education objectives and policies clearly observed that students have many psychological problems which are largely ignored. Student's access to Counselling services is however to a large extent voluntary, implying that only those that seek the services would have it. This can turn out to be a limitation because not all students that need the service would go out and get it. Indeed some students may not be aware that such a service would be helpful in the circumstances.

This unpopularity of counselling services among students is also further supported by studies conducted by Aminah Hashim and Zulkifli Hamid which found that students were inclined to turn to their friends or family members when they have problems,(Aminah et al, 2011). According to (Schmidt, 2011) a comprehensive counselling and guidance programme should cover the educational, career, personal and social development of the students. Besides, prevention and remedial programmes are also important in helping to prevent social ills in schools. (Chai, 2010) in his studies found that only 16.6% of students actually utilized the counselling services for emotional or mental problem. This is because students are unwilling to disclose their problems to another person due to their culture and difficulty in expressing their feelings and emotions. However, they are more willingly to seek counselling services for school work or career problems. Counsellors are ranked low as a source of help in personal problems. They will only seek counsellor assistance when their primary support system has failed to effectively solve their problem. These findings were also supported by western researchers like Gysbers and Henderson who proposed a school comprehensive counselling programme to take note of supporting the pupils and the supporting network of the pupils which include all the stake holders of education. In the United Kingdom, the provision of counselling services has undergone a shift from an individual focus to a community and multidisciplinary focus. The same scenario happened in the United State whereby the provision of school counselling services has changed from focusing on vocational emphasis to mental health, and later to a comprehensive guidance programme approach to work collaboratively with the community resource (Myrick, 2015) advocates that school counsellors should consult the adults, especially the significant adults in the students' lives, for the benefits of the school children. Assisting students in reaching their full potential requires the cooperative efforts of school administrators: teachers, community representatives, government officials, parents and the students themselves, as well as trained school counsellors, who are able

to facilitate students' psychological development and ability. The Ministry of Education (2004) recommended the function of Counselling as holding regular meeting with students to sensitize them on the dangers of taking drugs, premarital sex, misconduct and undesirable behaviours. The use of counselling makes students feel close to the teacher thereby establishing a friendly relationship. This enables the teacher to get the root cause of the problem and therefore has a long lasting effect and the student has the freedom to talk and realize the consequences of their action. The Ministry of Education, Science and Technology has placed great emphasis on a sustainable Counselling programmes in schools. This is because mere academic achievement is not enough for the all-round growth and development of the total person. Based on this background, there was need to understand what determines the provision of counselling services in private secondary schools in Lusaka district.

Schools are expected to provide and direct adolescent learners away from participating in the anti-social behaviours such as drug and alcohol abuse, prostitution and irresponsible sexual behaviours, teenage pregnancies, gang-banging and any other forms of school violence, truancy and school dropouts (Gysbers and Henderson, 2001; Nziramasanga, 1999; Robinson, 1996; Steinberg & Morris, 2001). Studies by Owino (2005) and Nwachukwa (2007) revealed that ineffective Guidance and Counselling services in the present day schools system precipitates unprecedented rise in the crime wave, violence among students, fuels cultism, wrong career choices, and wrong subject combinations.

The increase in diverse student problems such as career indecision, need to improve results for students, drug abuse, sexual relationships and personal problems as reported by Zambian newspapers ten years after the introduction of Guidance and Counselling programme in secondary schools are a clear indication that something is not right with the implementation of the programmes which in turn emphasizes the importance of this study. In order to come up with an effective Guidance and Counselling Programme, it is necessary to determine what support services and available resources are necessary to meet the needs of students, families and the communities. In Zambia, the Ministry Education is not clear on the required professional qualifications of Guidance and Counselling Programme implementers which are assumed may have an impact on the future of students. Although the goals and objectives of Guidance and Counselling Programme are clearly articulated in the syllabus, the major concern is that the Ministry of Public Service Commission which is the employer of teachers distributed a correspondence in 2008 to

government departments that it does not recognize Counselling degrees offered at Zimbabwe Open University for promotional and appointment opportunities. It is noticed that teachers who are holders of Bachelor Science Honours in Counselling and Masters of Science in Counselling are mostly trained at Zimbabwe Open University. The question is; what are the professional qualifications of teacher-counsellors who are mandated to implement Guidance and Counselling programme by the ministries of Public Service Commission and Education, Sport and Culture? Stated differently, what is the role of teachers with BScHC or MSSC obtained at Zimbabwe Open University in secondary schools? It is noted that in secondary schools, Guidance and Counselling services are assigned as additional responsibilities to classroom teachers who are already overloaded with normal duties and in most cases without training in the implementation of such services. In developed countries, a professional guidance-counsellor is expected to be a licensed teacher with a graduate-level training in counselling who should demonstrate competence in the following areas; knowledge, skills and attitude (America School Counsellor Association, 1993). According to UNESCO, (2001), guidance and counselling teachers need to be equipped with professional skills required to design comprehensive guidance and counseling programmes, provide services and use evaluation procedures that create a positive future for the learners. Gysbers and Henderson (2001) argue that if the teachers who provide Guidance and Counselling services are not buoyant enough to enable schools to provide effective Guidance and Counselling services then an ideal situation may remain “utopian”. The attitudes and perceptions of heads of schools toward the implementation of Guidance and Counselling services play a significant role in the extent to which the intended goals are achieved. In Nigeria, studies indicate that guidance and counselling programmes are not afforded due recognition by heads of secondary schools, teachers and relevant stakeholders (Abebe, 1988: Ademula, 1988: Bulus, 2001: Denga, 2001: Edet, 2008). Such heads of schools are said to have a tendency of withholding budgetary allocation for guidance and counseling services. Similarly, Rosenberg et al. (2009) in Chireshe (2006) found that some teachers used life orientation periods to do more „important“ subjects. Before the introduction and implementation of Guidance and Counselling subject in 2004 in secondary schools, Nziramasanga Commission (1999) had pointed out that, non-examinable subjects were ineffectively taught because they were regarded as inferior, such that they were merely conveniently time-tabled, but their time was usually used for the revision of examinable subjects. Similar studies have been carried out where heads of schools are criticized for encouraging subject-

teachers of examinable subjects to use the time allocated for guidance and counseling services for examinable courses/subjects; in Kenya, (Makinde, 1988: Nyamwake and Magaki, 2013), and in Zimbabwe, ( Chireshe, 2006). In Botswana, a study conducted by Zumba, Seotlwe and Montsi (2012) to examine the implementation challenges of Guidance and Counselling services revealed that teachers were not adequately equipped through training to teach the subject. The study also revealed that heads of schools did not supervise the implementation of the subject mainly due to lack of knowledge and skills on the subject content. The above studies generally indicate that factors such as lack of skills, misunderstandings regarding the implementation of guidance and counseling services, and confusion with regards to teachers and heads of schools in service delivery contribute to programme ineffectiveness. In addition to human resources, the provisions of material resources or facilities and support services determine the extent to which the Guidance and Counselling Programme achieve its intended goals.

In Zambia, guidance and counselling has developed from Career Guidance. In 1967, the ideas of setting up career guidance was instituted by the Ministry of Education. In 1980, Secondary school were directed to provide career guidance. In 1981, the Psychological Services Unit transferred to the Examination Council of Zambia and in its place, the Guidance Unit was created with restricted responsibilities for Career Guidance and it operated as a separate entity.

In the early 1980s, Lusaka Province Career Masters Association was formed in Lusaka by Mr. Penius Penyani, Mr. Lewis Sauti, Mr. Daniel Ndhlovu, Ms. Angel Chombolola and others. With this development, a career radio programme was introduced. The work of career masters was on voluntary basis. Formal training in guidance and counselling began in 1987 at the Technical and Vocational Teachers' College (TVTC) in Luwanshya.

In 2006, the Zambia Open University (ZAOU) developed a degree programme in Guidance and Counselling. Honorable Dr. J.T Phiri and Dr. D Ndhlovu are specially acknowledged for the developing the programme and writing of its modules on behalf of ZAOU. In the same year, career exhibitions in schools were revived.

Guidance and counselling services in primary schools in Zambia are provided by teachers who are trained in the theory and practice of guidance and counselling or sometimes not trained. The role of guidance and counselling teachers and their presence in government schools has become increasingly important in recent years. The increased importance being placed on guidance and counselling makes sense on many levels. By being available, school guidance and Counselling

teachers are used as a resource and in becoming accepted, they are free to focus on student needs that may not have surfaced during basic instruction or supervision (Ministry of General Education, 2016).

Guidance and counselling, in harmony with the goals of education, aims to facilitate maximum personal development of children in all spheres of life. In its attempt to meet the needs of all students, guidance and counselling makes education a meaningful and satisfying Experience. Learning and understanding about self is as important as learning about various school subjects. Every child has the potential to develop self-understanding which includes understanding of abilities, interests, behaviours, attitudes, values, conflicts, anxieties, likes, dislikes, impulses/emotions, goals, one's role in society, etc. (National Council of Educational Research and Training, 2015).

Ndhlovu (2015) states that the role of guidance and counselling teachers is immensely needed in Zambian schools as a result of problems such as poor academic performance, riotous or undesirable behaviours exhibited by learners. Other problems include early pregnancies, truancy, school dropout, poor study habits and examination anxiety. The significance of guidance and counselling services in schools can, therefore, not be overemphasized.

## **1.2 Statement of the problem**

The available literature indicate that there are many public and private secondary schools that provide counselling services to their pupils Ministry of education (2004). However, the determinants that determine its provision are not known. This study therefore, seeks to explore the determinants of the provision of counselling services in selected Private Secondary Schools in Lusaka District.

## **1.3 Purpose of the study**

The purpose of this study is to investigate the determinants of provision of counselling services in selected private secondary school in Lusaka so that corrective measures could be undertaken to improve pupil wellbeing and subsequently enhance pupil academic performance as well as achievement of personal goals.

#### **1.4 Objectives of the study**

To fulfill the purpose of the study, the following objectives were sought:

- (i) To establish determinants of the provision of counselling services in selected private schools in Lusaka.
- (ii) To describe effects of provision of counselling services on pupil's wellbeing in private secondary schools.
- (iii) To establish whether the provision of counselling services helps to improve pupil performance.
- (iv) To determine effects of provision of counselling services on achievement of personal goals.

#### **1.5 Research questions**

- (i) What determines the provision of guidance and counselling services in private secondary school in Lusaka?
- (ii) How did the provision of counselling services in selected private secondary schools in Lusaka affect pupil's wellbeing?
- (iii) How does the provision of counselling services in selected private schools in Lusaka help to improve pupil academic performance?
- (iv) How does the provision of counselling services affect achievement of personal goals?

#### **1.6 Significance of the study**

The study was important to help schools in establishing the determinants of the provision of counselling services to pupils, improve pupil academic performance, help with wellbeing of the pupils and achievement of personal goals of the learners.

The study was important to help the national planners of the curriculum to make informed decisions with regards to intervention to the determinants of the provision of counselling services in schools.

The study was salient as a baseline to enable other scholars anchor similar studies on.

## **1.7 Limitation of the study**

Despite sampling one province out of ten provinces, the results can still be generalised.

## **1.8 Definition of key terms of the study**

- (i) **Assessment:** The term assessment refers to a wide variety of methods or tools that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of pupils.
- (ii) **Private:** Controlled or owned by individual people or companies, rather than by the government.
- (iii) **Counselling:** The term counselling is defined as a therapy, in which a person (client) discusses freely about his or her problems and share feelings with the counsellor, who advises or helps the client in dealing with the problems.
- (iv) **Drug Abuse:** Drug abuse refers to the use of certain chemicals for the purpose of creating pleasurable effect on the brain.
- (v) **Determinant:** A determinant is a factor or cause that makes something happen or leads directly to a decision.

## **Summary**

This chapter presented the framework of the study. It has given the basis on which this topic warrant a research or the study of this nature. The chapter began by giving an overview, followed by the background to the study. Further, the chapter has given the statement of the problem, objectives, purpose of the study, significance of the study, limitations and ended with the definitions of operation. The next chapter presents a review of related literature of the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 overview**

This chapter generally presents relevant literature on the determinants of the provision of counselling services in schools with a specific focus on private schools. The literature review was guided by the following study questions: (i) What determines the provision of guidance and counselling services in private secondary school in Lusaka? (ii) How does the provision of counselling services in selected private secondary schools in Lusaka affect pupil's wellbeing? (iii) How does the provision of counselling services in selected private schools in Lusaka improve pupil academic performance?, and (iv) How does the provision of counselling services affect achievement of personal goals? As such thematic areas derived from the study questions are used as subheading for the sections in the chapter. The chapter end with a summary.

### **2.2 Determinants of provision of counselling services in private schools**

The role of School education is very significant in the whole life of a pupil. School education plays a key role in the development of all domains of the learner. School education enables students to adjust themselves in the society. It is school education which tells pupils, how to read and write? How to participate in the social activities? And how to be a beneficial citizen? No doubt, educated persons can play their role effectively in the progress of a nation. "Education is extensively regarded as a route to economic prosperity being the key to scientific and technological advancement. Hence it plays a pivotal role in human capital formation and a necessary tool for sustainable socio-economic growth." (Economic survey 2008-09). Only right kind of education enables children to take active part in the progress of the nation.

Counselling at high school is of great significance. The time spent at high school makes or breaks the pupils. At secondary level learners are at the age in which they want to do something different. At Secondary level two main streams of subjects are offered to the pupils. Guidance also helps in achieving the defined objectives through a proper procedure. It means is to put the individual in a position where he can choose the best suitable subjects for him/her.

In Pakistan's school system there is no proper guidance cell at school level, because this type of education will not be fruitful for him/her. Commission on National Education (1959) tells that "Students will be happier and better adjusted if they take up courses that fit the pattern of their special talent and abilities" It is guidance that helps individual to choose the right thing and adjusts him/her in the society in a better way. Gladding (1996) thinks guidance is a processes of helping people make important choices. The main purpose of the guidance is to help the students to understand themselves and their potentials and show them the right path on which they can move smoothly and can share their potential for the benefit of others. Guidance also helps in achieving the defined objectives through a proper procedure. It means is to put the individual in a position where he can choose the best suitable subjects for him/her.

The pupils have much potential to do something different in science subjects, not perform well due to lack of guidance. Report of the commission on National Education (1959) narrates that one of the major causes of failure in schools and of our low standards of achievements in professional and technical fields is the lack of proper counselling and guidance. At this stage learners must be provided proper guidance for what to do or what is better for their lives and society as well.

Ndhlovu (2015) define counselling as mutual relationship between a person in need of help (client) and a trained counsellor. Bhatnagar & Gupta (1999) define guidance as a process of helping the individual to find solutions of his own problems and accept them as his own. In Ireland the National Centre for Guidance in Education in association with the Department of Education and Science (2004) published a report under the title "Planning the School Guidance Programme", in which the guidance and functions of guidance are described as "Guidance refers to a range of learning experiences provided in a developmental sequence, designed to assist pupils to make choices about their lives and to make transitions consequent on these choices. These choices may be categorized into three: separate but interlinked areas: Personal and social, Educational and Career. Gibson and Mitchell (1999) consider that guidance is a help given by one person to another in making choices, in solving problems. They further describe that guidance works in all types of problem situations, past, present and future. Jaffari (2002, p.356) describes the following functions of school guidance programme with reference of American School Comselars Association (ASCA): Provide in-service training for teachers helping them identify serious problems among children, Provide consultations for teachers to help them build healthy classroom environment. Work with parents

to promote understanding of childhood growth and development, cooperate in identifying and referring children with mental and development deficiencies and disabilities and Divert older children's awareness to find out a relationship between school and work.

At school level the pupils often make mistakes in selection of subjects, they follow the existing trends by ignoring their own taste. Guidance prints great impact on the coming life of the students. Braddock (2001) describes the following purposes of guidance and counseling services for school children: Improve academic achievements, Foster positive attitude toward school, learning and work, Increase acquisitions and application of conflict resolution skills and Decrease dropouts. After passing grade XII, students select those subjects which decide their career. Students need career guidance for their future, so that by selecting the right subjects they understand them deeply and when they come to the real life they may be in a position to utilize them properly. Organization for Economic Co-Operation and Development the European

Commission (2004) defines career guidance as "Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers" A small mistake can create a big problem, although there are options of changing subjects but this may create problems for the students. Lapan, Gysber and Sun (1997) conducted a research with some 30,000 high school learners, they find that the scores of the students who attended the school where guidance services were provided, were better as compared to the students who attended the schools where guidance services were not provided. Aluede (2006) in his study on the comprehensive guidance programme for Nigerian Schools and conclude that comprehensive school guidance programme be implemented, as comprehensive school guidance programme has been associated with gains in academic achievements.

Furthermore, although teachers try to guide students in the light of their experiences. National Education Policy (2009) suggests that counselling facilities shall be made available to students from the elementary level onwards. The policy further suggests that Career guidance and counselling shall be introduced at secondary and upper secondary levels. It is also a problem of school teachers, that they have not any firsthand knowledge about the market situation. Parents

have no idea what is better for their children. A majority of the people let it up to the children to select subjects of their own. Owing to the non-availability of proper guidance, many students make mistakes, which influence their career. But it is the need of the time to provide the guidance to the school children so that they decide their future, today. Organization for Economic Co-Operation and Development (OECD, 2004) describes the following problems which students face: Teaching staff know little about the labour market and what is involved in different types of jobs. Little contact exists with the public employment service. Students have very few or no opportunities to take part in work experience. Few employers are invited in to the school to talk to students. Parents have little involvement in the school's careers programme. Careers fairs in which groups of employers come to the one location to provide information to students do not take place.

In advanced countries there are school guidance plans, which describe the aims and objects of the guidance and also define the ways how to achieve these aims and objectives. There are many pupils whose career is at risk due to the lack of guidance programme in schools of Pakistan. Even teachers are not trained properly to guide students for their future career. During teacher education, student-teachers learn how to teach in the class, after this they also do refresher courses but there is not any refresher course which tells them the existing trends in the education and what kind of education will be beneficial for the students.

There is no connection between the school and work place; even there is no connection between the school and higher education institutes. National Education Policy (1992) suggests that "A suitable institutional structure shall be established for the management of guidance and career counselling programmes to be introduced at the school, college and university levels".

Since 1994, the National Department of Education in South Africa has embarked on the enormous task of providing quality education to all children. It has been pointed out that no school system in Africa can claim to provide quality education when the majority of its pupils have no access to guidance and counselling services as integral component of their curriculum (Mwamwenda, 2004: 463). This study, therefore, seeks to explore the determinants of the provision of guidance and counselling services as possible influential factor in learners' behaviour and general school achievement. Maree and van der Westhuizen (2011: 105) pointed out that guidance and

counselling services in South Africa has always been a contentious issue rooted in the vocational guidance and counselling movement that emerged in the United States (U.S.). According to them, counselling was established in South Africa during the 1920s, largely as a result of the rise of intellectual testing during the time of intense class ordering in the new South African union. Naude and Bodibe (1999: 3) stated that in South Africa, guidance services probably originated in the Cape with the establishment of the Cape Education Department's psychological services in the 1950's. They maintained that the aim of this department was to help pupils who were not coping academically. This led to an emphasis on intelligence testing, resulting in the introduction of special education.

According to Qhingana (2006: 17), pupils sometimes do not find education meaningful hence they become bored. As a result they become involved in protests, alcohol and drug abuse, lack of discipline, violence, and other unproductive activities. To Qhingana (2006), guidance and counselling services would reduce these problems. Today, guidance and counselling services are essential for primary and secondary school pupils more than ever before, especially in Black communities. Because of the complexity of society, the pace and rate of change, the demand of technology and legacy of the past, Black communities face daunting challenges that make guidance and counselling a need, not a luxury. The service would help the child to leave school fully equipped with the ability to think critically and make realistic personal decisions and plans for the future (Chuenyane, 1999: 78).

Copeland (2002: 7) added that today's students are exposed to a multitude of threats to their personal wellness, many that were virtually unknown a generation ago. Recent incidents of school violence (however atypical they may be in absolute number and intensity) have refocused public attention equally on programmes to identify troubled students and also on approaches to ensuring a healthy school community.

Lindhard (1998: 128) described guidance and counselling services in South Africa as "stepchild" of the school system. He argued that factors which have prevented guidance and counselling services from making their presence felt in the school system include, firstly that it is not an examination subject and therefore carries no weight in the school curriculum and secondly the

administrators and other staff members have a negative perception of guidance teachers as they are not regarded as an integral part of the school staff and are not seen to be making a valuable contribution, despite a recent shift in emphasis to the guidance teacher as a school counsellor, an educational leader, learner advocate and a social agent. Moreover, McLoughlin and Kubick (2004: 131) maintained that the role of education as a link between learning and health promotion seems obvious; yet many school professionals continue to endorse a separation between education and health care (usually evidenced as deference to medical partners, e.g., “leave it to Medical Doctors (MDs) to diagnose ADHD”). However, social workers, counsellors, and psychologists have longstanding engagements in the provision of school-guidance and counselling services. Even though each of these groups tends to promote a different philosophy, service delivery system, and rationale for their work, each provides significant triage services to children through direct-intervention mental-health services as well as service coordination with local agencies.

Nastasi (2003: 545) maintained that the complexity of problems faced by today’s youth demand integrated system-wide efforts in the U.S. Schools, families, and community 3 agencies often impact each other in an interdependent context, and as such cannot afford to be ignored. According to Nastasi (2003: 556), school psychologists increasingly are being called upon to implement programmes that improve the wellness climate of the school, with activities such as structuring curriculum, initiating peer mediation and conflict resolution, mentoring, counselling, and providing a growing array of school-based mental health services. Power, Heathfield, McGoey and Blum (1999: 260) stated that system-wide initiatives in guidance and counselling promotion must begin with a statement of mission, goals, and purpose. They maintain that it is difficult to lead a school population to a generalised sense of guidance and counselling when involved parties such as school administrators and teachers are unable to adequately define the construct. Policies and procedures that both reflect and activate the mission should be incorporated at province, district, school, and classroom level. Mwamwenda (2004: 463) maintained that the common practice in most African schools where guidance and counselling services are available has been an emphasis on secondary school learners. Even at secondary school level, the emphasis has been on those who are about to complete their secondary education and this is not adequate, if guidance and counselling are to have their intended effects on the lives of African pupils. For this reason, wherever it is possible in terms of human and financial resources, guidance and counselling should

be introduced, should focus on the total development of the child and should include both service and subject components. Guidance and counselling is the concept of “cultivating the positive” through the expansion of mental health service delivery in the schools. Even so Bucy, Meyers and Swerdlik (2002: 281) recognised that, education reform initiatives in the U.S. have expanded the mission of schools to address the need of the whole child, including academic, social, and emotional and health issues. In addition to them, this, in part, has given rise to the concept of “full service schools”, described as “a convenient delivery system for students and their families to access needed intervention services, provide prevention programmes, and facilitate learning for all students”.

Although schools are supposed to play a significant role in career counselling, the opposite obtains in most cases. For example, Prinsloo (2007: 164) established that Life Orientation teachers in rural schools in South Africa did not have information for career guidance and neither were they formally trained in the area. This view is also supported by the Department of Education (2012). Similarly Rosenberg, Raven, Nsubuga, Mosidi, Romsamp, and Burt (2009: 10) found that very few teachers had been trained in Life Orientation and its career components while some teachers used Life Orientation periods to do more ‘important’ subjects. In a nutshell, learners never receive guidance and counselling services in their schools, and as a result, these learners do not have a clear sense of prospective careers. In the former Republic of Transkei, (now incorporated into the Eastern Cape Province) the Psychological Services unit was founded in February 1976, through the Human Sciences Research Council in Pretoria. A staff of nine guidance officers, all of whom were non-graduates, and the director of the unit, were charged with providing the much needed guidance and counselling services to primary and secondary schools in Transkei. With this skeleton staff, the unit was, from the outset, ill equipped for its duties (Qhingana, 2006).

Braddock (2001) conducted a study in Pakistan with a purpose to establish the determinants of the provision of counselling services and found that educational and career indecision, problem solving, conflict management skills and lack of training.

Despite the available literature, it still remains unknown about what determines the provision of counselling services in Lusaka. Such knowledge gap necessitated a study of this nature.

### **2.3 Effect of counselling services on pupils wellbeing**

Tuchili and Ndhlovu (2018) conducted a study to establish how guidance and Counselling services are used in the management of various disciplinary cases among students in selected public universities in Zambia. The study found that guidance and counselling helps to instill discipline among students and that it is used to manage disciplinary cases among students and promotes appropriate acceptable behaviours.

Guidance and counselling as a movement was started in America at the beginning of 20th Century as a reaction to change process in an industrialized society. Guidance and counselling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up, Summit (1997). Globally, guidance and counselling services are essential elements in discipline management of people in all societies. It could be difficult for any society to function well without the exercise of discipline. School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds that "African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people". Rapid sociological changes emanating from modernization and urbanization stress students.

Nzilaramasanga (1999) conducted the study with the purpose of assessing how the provision of counselling services affect pupil's wellbeing.

Despite the available literature, it still remain unknown about what determine the provision of counselling services in private schools of Lusaka

### **2.4 Effect of counselling services on pupils' on achievement of personal goals**

Tuchili and Ndhlovu (2016) conducted a study to establish whether students who received guidance and counselling services perform better than their counterparts who did not in regard to development of interpersonal, study, vocational and problem-solving skills. It was found that that

students who received guidance and counselling services were better developed in interpersonal, study, vocational and problem-solving skills than their counterparts in the control group.

In Malawi the need for guidance and counselling was recognized when a survey was done of 20 school counsellors in southern and central regions and the main problems examined. It was proven that, there is great need for a clear rationale and guidelines for Guidance and Counselling programmes, Taylor and Francis (1998). The main goal is to help the counselee learn to deal more effectively with himself and the reality of his environment. Schools are social systems which have several objectives to achieve and the role of guidance and counselling is vital in shaping the discipline of the students. Counselling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. Burks and Steffler (1979) see counselling as a professional relationship between a trained Counsellor and a client. Olayinka (1972) defined it to be a process whereby a person is helped in a face-to-face relationship while

Makinde (1983) explained counselling as an enlightened process whereby people help others by encouraging their growth. Counselling is a process designed to help clients understand and clarify personal views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. It believes that every human individual has the potential for self-growth, self-development and self-actualization. Although guidance and counselling was introduced to Kenya formally in 1967, under the Ministry of Education, it had been engraved in the African traditional society since time in memorial.

A report of the National committee on Education Objectives and Policies Gachathi Report, (Republic of Kenya 1976), recommended that the Ministry of Education should take charge of delivering counselling services. Despite the recommendations, the use of guidance and counselling services was still wanting in helping curb indiscipline in various schools, which was increasing. It is now vital to borrow the concept of formal guidance and counselling from the western world to meet the social changes in our society. Gitonga (2007) laments that due to educational and economic challenges they have to grapple with; parents are left with no time to positively parent their children. The result is permissive parenting style, which has its toll on the growing child.

Permissive parenting style has no rules or limits. Wangai (1994), in supporting this view observes that modernization in Africa has caused the disintegration of the traditional social structure. He suggested that clear supportive and progressive policies are needed to deal with most problems facing youth through schooling. Such policies can be implemented through the integration of guidance and counselling in secondary school programs. Guidance and counselling as the third force in education along with instruction, is an integral part of educational system. Guidance programmes for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance academic performance/achievements of students. Guidance plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students. The Report of the Presidential Workshop Party on Education and Manpower Training (The Republic of Kenya 1988), observed that guidance and counselling of youths in secondary schools is essential in enhancing discipline. The report suggested that guidance and counselling programmes should assist students to appreciate themselves and their role as workers and to develop right attitudes towards discipline. The challenge of indiscipline in secondary schools has been rising especially from the year 2000 when corporal punishment was banned by the Ministry of Education by the gazette notice of 13th march 2001. Many people have blamed the banning of the cane for the escalating cases of the school unrests. Counselling makes a student feel closer to the teacher thereby establishing friendly relationship. The student has the freedom to express himself/herself and realize the consequences of his/her misbehaviour, in the process positive discipline is ensured. Discipline is part of a very long tradition that may have been there from the beginning of human existence. It is through guidance and counselling that school administrators can manage discipline to students. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students. It is intended to suppress, control and redirect behaviour. In a school system all students must be aware of the rules before disciplinary action can be administered, Franken (1998). The concept of matching discipline and guidance and counselling helps to determine the value of Guidance and counselling to students in schools. Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioural codes for their lives, hence they ensure good discipline is maintained among students. Statement, many parents have abandoned the teaching of their children which they have entrusted to the teachers. Many

student face challenges and being far away from their parents the students require guidance to enable them curb and endure the many problems and challenges. Guidance and counselling concept that schools should promote the efficient and happy lives of individuals by helping them adjust to social realities. In Ole Ankale zone the boarding secondary schools are situated in an urban setting where cases such as unrest, drug abuse, and unwanted pregnancies among others are prevalent. These among other incidents contributed to the need to research on the determinants of the provision of counselling services in order to restore good discipline in the institutions of learning. In Kenya today job opportunities are scarce therefore being very competitive the learners need to be guided on choice of subjects and talent development to avoid career indecision.

Fracken (1998) conducted a study with a purpose to establish how the provision of counselling services affect the achievement of the pupil's personal goals. The results were that the pupils who were provided with counselling services were able to achieve their personal goals because they were capable of using their goal setting skill as well as study skill in making the best decisions in areas of achieving their goals.

Despite the available literature, it is still unknown about the determinants of counselling services in private schools of Lusaka.

## **2.5 How counselling services in schools improve pupils' academic performance**

School Counselling Services are an integral and essential component of the educational process for all students as they progress through the educational system. The need for these services is dictated by the complexity of the human growth process, the demands on youth and the ever changing nature of society. The aims of school counselling services, which are based on a developmental hierarchy, are to provide students with: opportunities to develop knowledge and an appreciation of themselves and others; opportunities to develop relationship skills, ethical standards and a sense of responsibility; opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities; information which would enable them to make decisions about life and career opportunities.

Counselling in schools across Prince Edward Island has a rich and diverse history, and the role of the school counsellor continues to evolve and change to meet the demands of the current

population. Over the decades, the role has changed from providing primarily academic support to a more comprehensive array of services, which range from academic and cognitive assessment to counselling students and their families. The changes have largely come about to reflect philosophical shifts in education and in society generally. For example, risk factors including poverty rates, working parents, blended families, transient families and an increase in divorce rates have increased demands for social/emotional support at a time when programs and service delivery traditionally provided by agencies and departments outside of the school system have changed. Today's students face increased challenges often with decreased support. Students live in a very dynamic world that presents constant change and increased demands for them to be self-reliant in a world that is as expansive and exciting as it is overwhelming and uncertain. Student feelings of anxiety and depression are intensified by peer pressure; bullying; unstable family environments; drug, alcohol and tobacco use; and increased teen suicide rates, all of which create barriers to learning. As well, the developmental diversity which exists within the student population and the changes in service delivery provided by outside agencies means that school counsellors and other support staff within the education system are faced with unique challenges. Flexibility seems to be a key ingredient in providing an effective and efficient school counselling service. More and more students vary in their capacity to cope with the academic, social and emotional demands and require support within the school system to help them make successful transitions through life. School counselling services are key to providing that support.

School counselling functions may include individual, group and class work to provide both an intervention and prevention service. The intention of the counselling service is: to respond to emotional, social, intellectual, academic and career needs in a developmentally appropriate manner; to provide an environment which is conducive to self-exploration in order to develop an awareness of personal uniqueness which is of primary concern in the counselling process; to promote personal and social development appropriate to developmental stages; to help students, through their families and the community, grow in areas such as self-esteem and individual responsibility, and in skills such as decision making and social relationships and to support a student's academic progress through a variety of interventions which may include individual assessments, goal setting, assisting with the development of Individual Education Plans (IEP), study habits and organizational skills.

A study of guidance and counselling in secondary schools published by the EEC in 1977 suggests that in times of financial stringency it might be more effective to spend less money on teaching and learning and more on guidance to ensure its effective use (Guidance & Counselling in schools, I.G.C .report, 1983). With this suggestion in mind, coupled with the extreme economic difficulties existent in Ireland at the moment, this study is an assessment into the determinant of the provision of counselling services in schools in Ireland in order to see if there is an effective service which is reaching out to the people it purports to serve. In the years since 1976, the total enrollment figures in secondary schools in Ireland has increased by 19,393 pupils, (Department Education statistics). Almost twenty thousand more pupils are attending secondary schools now, the total enrollment being 208,569 pupils. The Irish secondary school system has provided an increasingly academic structure by which young people are assessed. Over the last ten years there has also been an increase in the number of pupils sitting the Leaving Certificate examinations, 47,736 candidates in 1985 compared with 29,206 candidates in 1975 (Department Education Statistics). The increase in the general education of the youth of the country can be interpreted in terms of the emergence of a greater youth population, and it is an achievement which must be acknowledged that this growing population is being brought to a higher standard of education. However, there are indications of devastating social problems in the youth population which makes up half of Irelands total population, and the question which must be asked is whether the education system is giving young people an "Education for Life"? The secondary school child is undergoing one of the most difficult periods of life. The transition from childhood to adulthood is a difficult one, even for the most balanced child. Apart from the influence of the family, the other major influence on the young person's life is the school and the school environment. The most that either influences can attempt to do is to help each young person to cope with the changes brought by adolescence, to develop a sense of responsibility, to make definite and considered personal decisions, in short, families and schools have a duty to assist young people in their self-growth towards becoming a self-fulfilled and well-adjusted adult. Unfortunately, the economic difficulties in Ireland have made it very difficult for either parents or schools to cope with this duty. For many parents and family situations the priority at the moment is to survive rather than to achieve. In the school system, there is increasing pressure placed on young people to achieve academically or to drop out, some to accept unemployment, some to emigrate, still others to drift into an underworld life of drug-taking, alcohol abuse, and crime, all of which exist as serious problems in Ireland today. "The confusion,

uncertainty, and alienation that young people experience today are problems that past generations have not faced "(Myrick and Myrick,1983) Even for those young people who achieve academically, there is an unfortunate assumption that this level of education will provide an open door to any number of career prospects. However, employment prospects have decreased dramatically over the last seven years, In 1979 a survey carried out by the Department of Labour showed 68% of school-leavers employed in their first year leaving school,20% pursuing further education, with 7.6% being unemployed or - seeking their first job. The same survey, carried out in 1984 showed 41% in employment, 26.4% pursuing further education, while 28.5% were unemployed or seeking their first job, (The Economic Status of School-leavers, Department of Labour 1979-1984). A recent study by the Youth Employment Agency shows that youth unemployment figures have quadrupled over the last five years only. Thus, it is clear that for a very great number of young people, a qualification such as the Leaving Certificate is of little practical use in the business of life.

In examining the concept of psychological maturity and its relationship to schools, it has been pointed out by Mosher and Sprinthall (1971) and McLelland (1973) that concentrating on grades is no guarantee that success in life will follow. These studies indicate that ratings of psychological maturity are far more predictive of success after school than are grade points or scholastic aptitude measures, (Counselling and Human Development, June 1981)

Counselling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general "life skills training programme" for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives. In an article entitled "Guidance and Counselling, Today and Tomorrow" (I.G.C.Journal Spring 1981) The Department of education Chief Psychologist Turloch O'Concubhair gave as his definition of the Guidance counselling service in schools; "Guidance in schools is that area of the schools provision that is specifically directed towards helping pupils realise their full potential in preparing for adult and working life". "Career counselling is frequently advocated as essential in preparing people for the work-force, but it is an area which has largely escaped close examination", so stated Neville Taylor

(British Journal of Guidance & Counselling 1985), while Holland (1981) considered counselling to be a "popular but largely unevaluated technique". This lack of research can be attributed largely to the relative newness of guidance and counselling. There has been a certain amount of research done into some aspects of the subject, Pallone Di Bennardo (1967) investigated counsellor style; Irwin (1973) and McNally & Drummond (1974) examined the concept of empathy in careers counselling; concluding from research, Hayes & Hopson (1971) described counselling as a means of helping individuals develop self-understanding and occupational and educational plans. Its focus, they stated, varies from helping a client choose a career through teaching career decision-making skills, to aiding clients in understanding the entire career process, (Morrill & Forrest 1970).

Extensive research has demonstrated that pupil's social class is the most significant predictor, if not single most significant predictor of their educational success. Moreover, it is increasingly apparent that performance gaps by social class take root in the earliest years of children's lives and fail to narrow in the years that follow. These performance gaps reflect extensive unmet provision of counselling needs and thus untapped talents among low status class children.

Aluede (2006) conducted a study in Zambia with the purpose to establish determinants of provision of counselling services and found that behaviour management, social class, lack of training, indiscipline, low academic performance were prominent.

Despite the literature available it still remains unknown how counselling services improve pupils' academic performance in Lusaka's private schools.

## **2.6. Chapter summary**

Relevant literature has been reviewed on determinants of the provision of the counselling services, how counselling services affect pupil's wellbeing, how counselling services improve pupils' academic performance, and how counselling services affect pupils' achievement of personal goals. However, it still remains unknown about what determines the provision of counselling services in private secondary school in Lusaka, how counselling services in selected private secondary schools in Lusaka affect pupil's wellbeing, how counselling services in selected private schools in Lusaka improve pupils' academic performance and how counselling services affect achievement of pupils' personal goals. These knowledge gaps provide an opportunity for this study to contribute new knowledge.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Overview**

This chapter presents the process of the study which includes research design, target population, sample size, sampling techniques, research instruments, data collection procedure, data analysis and ethical consideration.

### **3.2 Research design**

The research study used a descriptive design. This design was chosen for this study because it employs both qualitative and quantitative research methods in data collection. The advantages of using the descriptive design is that it allows to integrate the qualitative and quantitative data collection.

### **3.3 Target population**

The population for this study consist of head teachers, teachers and pupils in private secondary schools in Lusaka district. Head teachers were included in the study because they are the ones charged with the responsibility of approving programmes and activities in the school including provision of counselling services to pupils. Teachers were included in the study because they were the ones who interacted and knew the counselling needs of pupils while the pupils were included because they were the ones whose needs were meant to be met by providing counselling services.

### **3.4 Sample size**

The sample size was 156 participants. Of these, were four Head teachers, 32 teachers (8 from each school), and 120 pupils (30 from each school). Since the study was guided by a descriptive survey design, both qualitative and quantitative methods were used to determine the sample size. Thus the number 4 for head teachers was chosen based on the fact that each of the four schools chosen had one head teacher. The choice of the number 32 for the teachers was arrived at using the qualitative method of determining sample size. To start with as indicated by Saunders et al. (2018) sample size in qualitative studies is not predetermined but reached at data saturation. In line with Jassin and Whitford (2014) data saturation relates to the degree to which new data repeat what was expressed in previous data. The sample size of 32 teachers consisted of eight teachers from each

school. The number eight was chosen based on the qualitative law of saturation of that data that data saturation can be reached at eighth interval Jackson et al. (2002) Jackson et al. (2000: p. 1406) states that” following analysis of eight sets of data, data saturation was established,” The sample of 120 pupils consisted of 30 pupils from each of the four schools. The 30 was determined by the quantitative principle of representativeness and is adequate as it is more than 10% of the number for the grade twelve pupils in each of the private schools sampled.

### **3.5 Sampling procedure**

Purposive sampling procedure was used to select, schools, the Head teachers, teachers and pupils. Purposive sampling procedure was used because it enabled selection of participants with similar characteristics needed for the study and those who would provide data to meet the purpose of the study. Simple sampling procedure was used to select 30 Grade 12 pupils from each school. First pupils who were willing to participate in the study were included in the sampling frame. Secondly a raffle was conducted to select the 30 pupils for the sample.

### **3.6 Research instruments**

The interview guide was used to collect data from Head teacher and teachers. The interview guide was chosen because it allows for follow up questions. A questionnaire was used to collect data from the pupils because it allows to collect data from a large sample size and uses same research question items to all the respondents. In addition, the questionnaire is able to collect qualitative and quantitative data which ensures trustworthiness and reliability of the data collected.

### **3.7 Data collection procedure**

To carry out the research the researcher obtained research authorization by writing a formal letter to the head teachers. The researcher then made introductory visits to create links with respondents.

Data was collected through a face to face interview with the 4 Head teachers and 32 Teachers. The questionnaire was given to 120 pupils to provide data on determinants for providing counselling services in their schools. The researcher distributed and collected the questionnaires.

### **3.8 Data analysis**

Data was analysed qualitatively and quantitatively. Thematic analysis was used to analyse qualitative data.

Thus the following six steps in thematic analysis suggested by Virginia & Clarke (2006) guided the study. Familiarization, generating initial codes, searching for themes, reviewing the themes, defining and naming the themes and finally writing the report.

The first step in analysis the data was familiarisation with the data. Transcription, re-reading of the data and noting down initial codes was done in order to familiarise myself with the data. Thereafter, initial codes were generated and systematically assigned to interesting features of the data set. The third step is to search for themes. This was done by gathering all data relevant to each potential theme. Step four of data analysis involves reviewing the themes. This was done by checking if the themes related with the coded data extracts and the entire data set. This was followed by the fifth step which involves defining and naming themes. This was done by an ongoing data analysis to refine each theme. The sixth step is report writing. This stage provided final opportunity for data analysis by selecting appropriate extracts, relating them to the research questions and reviewed literature.

For quantitative data, windows excel was used. This allowed to present data in frequency tables and figures. Descriptive statistics were used to describe features of the data in the study. They provided simple summaries about the sample and the measures. This allowed to present data in frequency tables and graphics where figures were used. To achieve this, windows excel was used.

### **3.9 Ethical consideration**

Firstly, verbal and written permission from the participants was sought. The whole research process was fully explained to all participants. Participants were not forced to take part in the study. Additionally, the respondents were assured of confidentiality and privacy by explaining to them that only identification numbers were used on the questionnaires and not names to ensure anonymity to the researcher and the general public. Participants were not subjected to any physical harm as the researcher did not involve any offensive or violent procedure.

## **SUMMARY**

This started with an overview of the chapter before presenting the research design and why the given research design is appropriate for this study. It has also given the population and the sample size from which the population and the procedure used to select an appropriate and representative of the population. That chapter has also given the data collection instruments and given reasons why it is appropriate for the study. The procedure on how data was collected and analysed has also been given in this chapter. Lastly, the ethical considerations that facilitated the study are given before giving a summary.

## **CHAPTER FOUR: PRESENTATIONS OF FINDINGS**

### **4.1 Overview**

The chapter presents the findings of the study. The findings are presented according to the study questions that is: What determines the provision of guidance and counselling services in private secondary school in Lusaka? How does the provision of counselling services in selected private secondary schools in Lusaka affect pupil's wellbeing? How does the provision of counselling services in selected private schools in Lusaka improve pupil academic performance? How does the provision of counselling services affect achievement of personal goals? The findings are presented in form of tables and graphs and the descriptions for each table or graph is given. The chapter end with a summary of the presented findings.

### **4.2 Determinants of provision of counselling services**

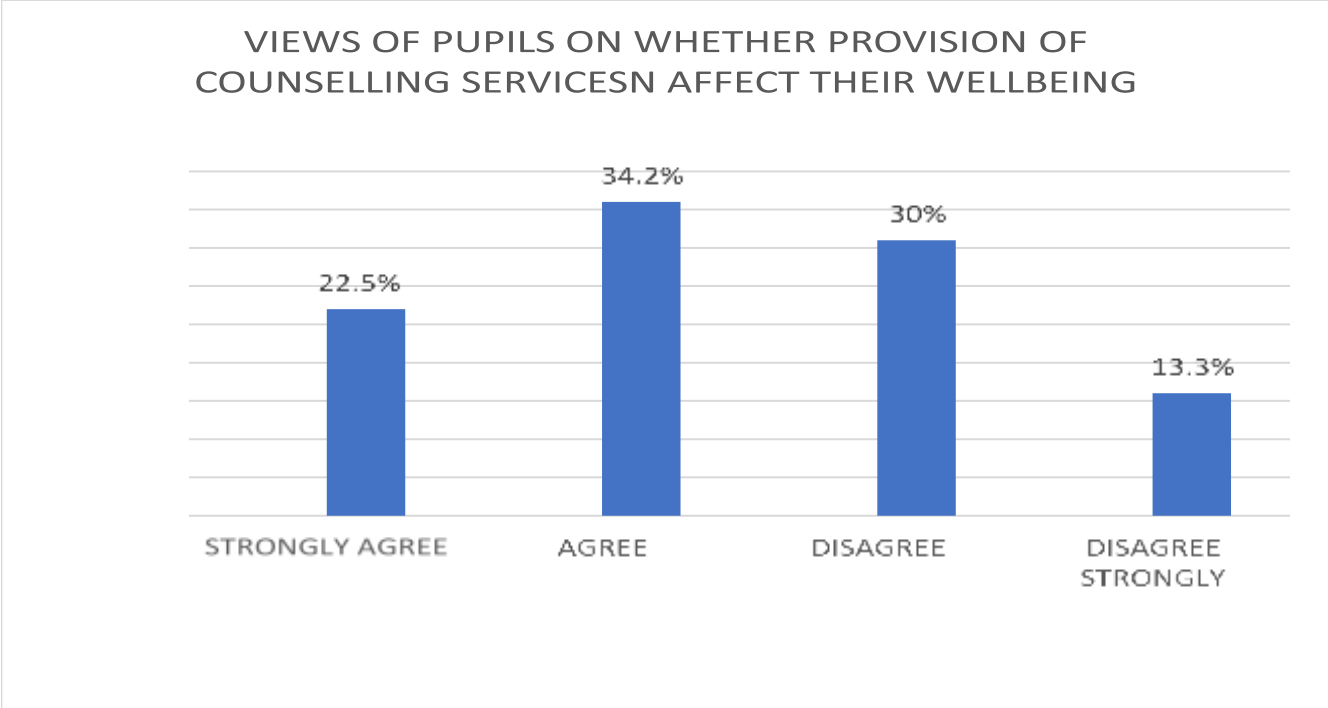
The participants were asked about what determines the provision of guidance and counselling services in selected private secondary school in Lusaka. It was found that the head teachers, teachers and pupils consistently indicated that problems, need for good academic performance and interpersonal relationships necessitated the provision of the counselling services in their schools. The details of their views are presented in figure 4.2.1.

**Figure 4.2.1 View of Head teachers, teachers and pupils what determines provision of Counselling**

<b>HEAD TEACHERS</b>	<b>TEACHERS</b>	<b>PUPILS</b>
Behaviour	Puberty	Problems
Violence	Sexual relationship	Sexual relationship
Interpersonal relationship	Class placement	indiscipline
Substance abuse	Personal and social challenges	need for good results
Career development	Diseases	Fighting
Sexual relationships	Recommendation to university	Insulting
Life skills	For inspiration	Bereavements
Family problems	Family problems	Need for good academic performance
Need for good academic performance	Orientation	Career
Preparation for examinations	Need for good academic performance	Study skills

### **4.3 Effects of provision of counselling services on pupil's wellbeing**

The participants were asked whether the provision of guidance and counselling services had effects on pupil's wellbeing in selected private secondary schools in Lusaka. It was established that the head teachers, teachers and pupils consistently agreed that the provision of the counselling services has a positive effect on the pupils' wellbeing. The details of their views are presented in figure 4.2.2.



**Figure 4.2.2 Effects of provision of counselling services on pupils’ wellbeing**

The participants were asked whether the provision of guidance and counselling services had an effect on pupil academic performance in selected private secondary school in Lusaka. It was found that the head teachers, teachers and pupils consistently agreed that the provision of the counselling services has a positive effect on pupil academic performance in their schools. The details of their views are presented in figure 4.2.3.

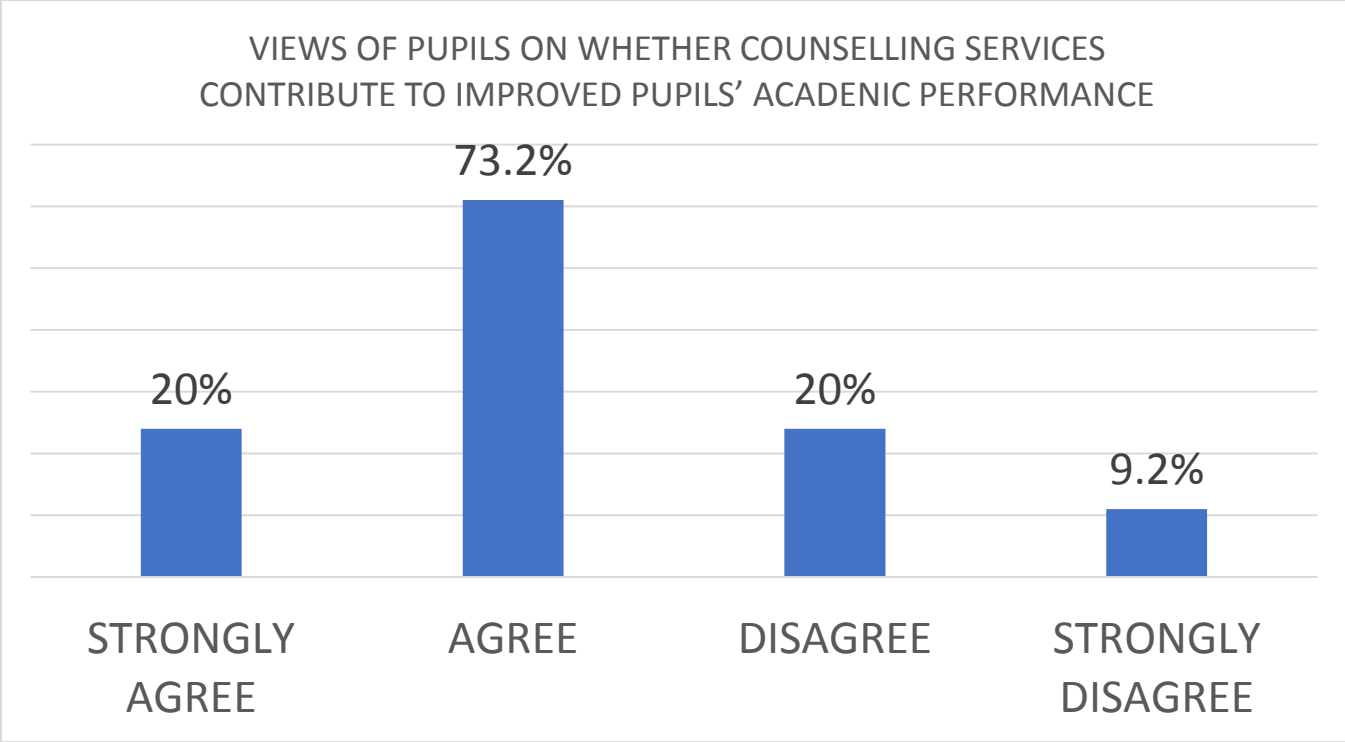


Figure 4.2.3. Effect of counselling services on pupil academic performance

**4.4 Effect of the provision of counselling services on achievement of personal goals**

The participants were asked whether the provision of guidance and counselling services had an effect on pupil achievement of personal goals in selected private secondary school in Lusaka. It was established that the head teachers, teachers and pupils consistently agreed that the provision of the counselling services has a positive effect on pupil achievement of personal goals in their schools. The details of their views are presented in figure 4.2.4.

## EFFECT OF PROVISION OF COUNSELLING SERVICES ON ACHIEVEMENT OF PERSONAL GOALS

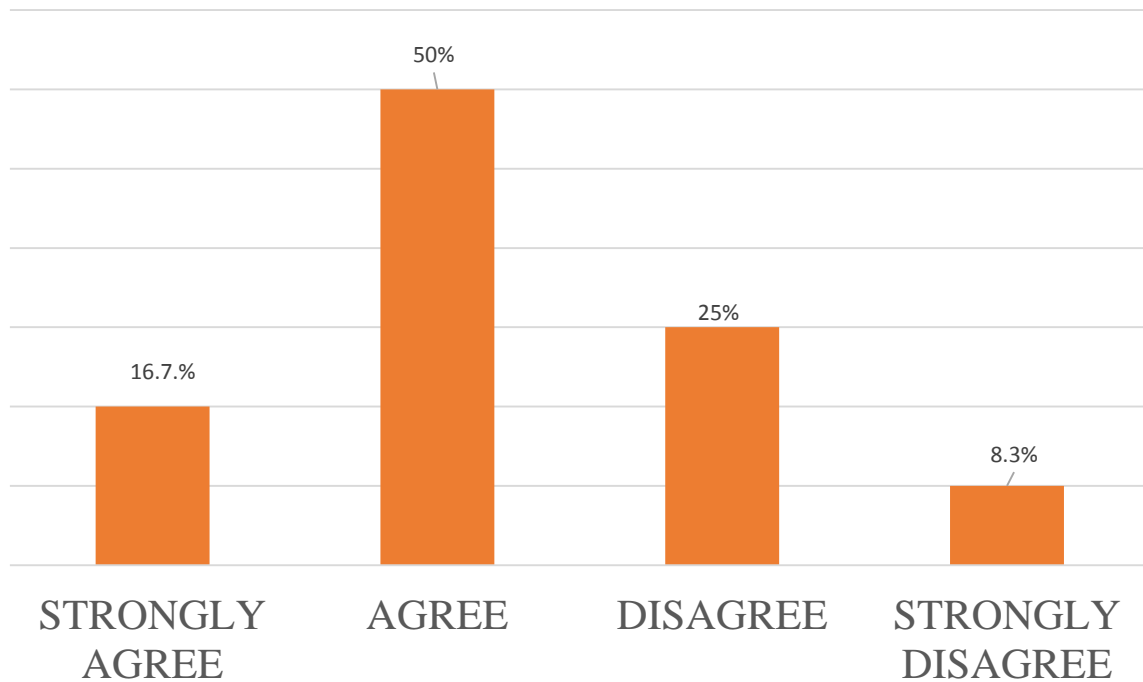


Figure 4.2.4 Effect of provision of counselling services on achievement of personal goals

### Summary

In line with the study questions, the findings were that need for good academic performance, problems and interpersonal relationship determined the provision of counselling services in private secondary schools. In terms of effects of provision of counselling services on pupils' wellbeing, it was found that counselling had a positive effect. It was further established that counselling helped to improve pupil's performance and achievement of personal goals.

## **CHAPTER FIVE: DISCUSSIONS AND FINDINGS**

### **5.1 Overview**

This chapter discusses the findings of the study following the data presented in the previous chapter. It follows the succinct approach with due cognizance to the research objectives. The objectives were to establish the determinants of the provision of counselling services in private secondary school, effect of the provision of counselling services on pupils' wellbeing, effect of provision of counselling services on pupil academic performance and effect of provision of counselling services on achievement of personal goals. The chapter ended with the summary of issues discussed.

### **5.2 Determinants of the provision of counselling services in private schools in Lusaka**

One of the factors the researcher assumed was the need for good academic performance. All the four private schools A, B, C and D respondents were consistent on this matter. It was explained that pupils with academic problems required assistance in realising their weaknesses and understand on how to work on them in order for them to achieve good results. This therefore, necessitated the provision of counselling services in these private schools to offer educational guidance.

In this study however, it was established that sexual relationship enhance the provision of counselling services. This is because when pupils involve themselves in these types of relationship, they turn to lose focus on school and concentrate on their relationships which eventually affect the preparation for their future. Provision of counselling services was assumed paramount in helping pupils alleviate such challenges. This is in line with Mwamwenda (2004) who conducted a research on learners behaviour and achievement. It was established that pupils in relationships were not coping with good academic performance as they concentrated on their sexual relationships. The similarities are that the sexual relationships divert pupil's attention from school, disturb their future plans and make them lose focus in their academic work, which in turn result into poor performance.

Furthermore, it was noted that problems pupils face necessitated provision of counselling services. For instance pupils who are orphans and those that come from broken homes once they lack necessities ended up becoming violent, emotional and at time isolates which affected their learning process. Therefore, provision of counselling become vital. School A recorded 15 out of the 30

pupils who experienced numerous problems such as puberty, personal and social problems which called for the provision of counselling services Aluede (2006).

In addition, it was assumed that misconduct impede the smooth learning procedure in these private schools. The affected pupils turn to disturb other pupils with their unruly behaviour. The provision of counselling services therefore play a cardinal role in assisting pupils to realise their levels of misconduct and find solutions. Pupils who end up expelled miss out on their academic progress. School be recorded 12 out of the total 30 of pupils who felt that misconduct was the main issue that necessitated the provision of counselling services at their school.

To add on the researcher assumed that substance abuse was one of the determinant of provision of counselling services. It was established that the pupils who get involved in substance abused turn to damage their brain cell which result into achieving low mark, skipping school, involvement in fighting, bullying and mockery. Many, such pupils spent most of the time sleeping in class, a habit which resulted into low achievement in their learning process. Due to high numbers with a variety of challenges, School C established a rehabilitation centre in an effort to reform such pupils. The centre works in collaboration with the community. Drug enforcement commission and other specialist to help the concerned pupils. These activities are facilitated through the provision of counselling services. It was noted that the pupils who are taken to the rehabilitation centre return with changed behaviour and in many cases serve as peer counsellors to the fellow pupils by citing themselves as living examples of reformed persons. Behavioural change was enhanced in these pupils. According to Qhingana (2006), pupils sometimes do not find education meaningful hence they become bored. As a result they become involved in protests, alcohol and drug abuse, lack of discipline, violence, and other unproductive activities. Therefore, guidance and counselling services assist to reduce these problems. This makes, guidance and counselling services essential for private secondary school pupils more than ever before .This is as a result of the complexity of society, the pace and rate of change, the demand of technology and legacy of the past, communities face daunting challenges that make guidance and counselling is a need, not a luxury. This service help the child to leave school fully equipped with the ability to think critically and make realistic personal decisions and plans for the future. The similarities are that the provision of counselling services help with behavioural change through rehabilitation programmes and the role model of

peer counsellors who underwent rehabilitation and have reformed and serve as mentors to their fellow pupils.

On the other hand career development indecision and class placement necessitated the provision of counselling in these private schools. It was assumed that the pupils faced challenge in selection of suitable careers that conform to their interest, aptitude, health, passion and talents respectively. The need for the right choice of combination of subject following the academic pathway was another area where the pupils required provision of counselling services to help them choose the right subjects and later in life suitable careers.

As regard to figure 4.2.2 above, 34.2%(41) of the 120 pupils indicated that problems necessitated the provision of the counselling services while 30.8% (37) indicated that need for good academic performance was a determinant for the provision of counselling services.

To this effect pupil 1 school B strongly agreed that poor performance necessitated the provision of counselling services.

### **5.3 Effect of provision of counselling services on pupil' wellbeing**

It was established that the provision of counselling services had an effect on the pupil's wellbeing. Many of the pupils in private schools face different problems such low self-esteem, peer pressure, mockery, bullying which result into discomfort. This in turn effect their wellbeing negatively. The provision of counselling services help such individuals to build confidence in themselves, believe in themselves, to develop high self-esteem and improve pupils' behaviour. Those that fail to participate actively in lessons due to mockery, with the provision of counselling services, they turn to be assisted in finding lasting solutions to their problems. Puberty issues that make pupils close up due to lack of understanding and accepting their stages in development equally had a negative effect on the pupil's wellbeing. However, the provision of counselling services helped to make pupils understand their stages in their development and conform to the changes experienced. In addition taking of the pupils with behavioural problems to the rehabilitation centre helped them to adjust the way they conduct themselves which resulted in improvement of their wellbeing. The above is supported by Tuchili and Ndhlovu (2018) who clearly stated that the provision of counselling services instil discipline in the student resulting in improved wellbeing of the students.

#### **5.4 Effect of provision of counselling services on pupil academic performance**

It was established that provision of counselling services had a positive effect on pupils who face various problems such as educational, personal and social, needed assistance were low achievers. Counselling helped them to come to terms with their challenges and found solutions to them. It was assumed that the establishment of learner support programmes in private school under the department of the guidance and counselling was key in ensuring that the pupils who faced problems were helped. Examples such as low achievers were provided with Individualised Education Programme (IEP) to assist them in improving their academic performance. The programme also facilitated counsellors journeying with pupils who encountered problems in order for them to be helped accordingly. The views of the Head teacher, Teachers and the pupils were consistent in this area. This view is supported by Aluede (2006) who wrote about behaviour management having influence on improving pupil academic performance and Branddock (2001) who stated that time management and study skills acquisition provided for under counselling services could improve pupil academic performance and reduce on the levels of school dropouts.

#### **5.5 Effect of provisional counselling on achievement of personal goals.**

It was assumed that the pupil's cards on which their personal goals are shortlisted in line with institutional goals were used through the provision of counselling services such as study skills, exam preparation, goal setting skills and skill time management skills to help the pupils achieve their personal goals. This is supported by Mwamwenda (2004) indicated that no social system in Africa can claim to offer quality education without the provision of counselling services. He stated that pupil behaviour and general school achievement is as a result of the provision of counselling services. In addition Lapan (1997) in his research indicated that schools that provided their pupils with counselling services scored higher marks compared to those who did not receive guidance and counselling.

The other factor under discussion was that 60 (50%) out of 120 pupils agreed that the provision of counselling services really helped them achieve their personal goals. This view was consistent with all the respondents. This is supported by Tuchili and Ndhlovu (2016) who state that students provided with counselling services develop interpersonal study skills, vocational and problems solving skills which enhance achievement of personal goals'

## **Summary**

Based on the study objectives, it was established that pupils with academic problems required assistance in realising their weaknesses and understand on how to work on them. The establishment of needs assessment programmes helped to determine the provision of counselling services to the pupils.

It was established that the provision of counselling services had a positive effect on the pupil's wellbeing. Many of the pupils in private schools face different problems such low self-esteem, peer pressure, mockery, bullying which result into discomfort. This in turn effect their wellbeing negatively. It was established that the provision of counselling services by the guidance teachers in schools helped such individuals to build confidence, believe in themselves, to develop high self-esteem and improve pupils' behaviour.

It was assumed that the establishment of learner support programmes in private school under the department of the guidance and counselling was key in ensuring that the pupils who faced problems were helped. Examples of such as pupils were low achievers who were provided with Individualised Education Programme (IEP) to assist them in improving their academic performance.

It was established that the pupil's record cards on which their personal goals are shortlisted in line with institutional goals were used through the provision of counselling services such as study skills, exam preparation, goal setting skills and time management skills to help the pupils achieve their personal goals.

## **CHAPTER SIX CONCLUSION AND RECOMMENDATION**

6.1 This chapter presents the conclusion and recommendations for this study. It starts with an overview before giving the conclusion and recommendations from the study findings. The chapter ends with a summary of the issues presented in this chapter.

### **6.2 Conclusion**

The aim of this study is to explore the determinants of the provision of counselling services in selected private schools in Lusaka district Zambia.

The findings of the study showed that there are quite numerous determinants of the provision of counselling services to pupils in private school. However, the most prominent determinants established in the study were, the need for good academic performance, problems, interpersonal relationships, substance abuse, family problems, class placements, career development, behaviour and orientation.

The researcher further sought to establish the effect of the provision of counselling services on pupil's wellbeing. The majority of the respondent clearly indicated that the provision of counselling services has a positive effect on the pupils' wellbeing. A pupil who misconduct himself or herself, once provided with counselling services, they turn to change in behaviour and become more responsible. Those that fail their test and examinations, once counselled, they improve their academic performance. Those that involve themselves in sexual relationships, once provided with counselling services, they realise the mistake they make and better decisions.

The researcher was also interested in determining whether there were any intervention measures established to determine the provision of counselling services in the selected private school. The findings of the study have shown that there were some measures in three of the selected school. One has created a rehabilitation centre for all the pupils who experience challenges. The rehabilitation centre work with the learners up to the time they reform and graduate. They are then sent to a different campus to avoid issues of mockery by their peers. At the second school, the support section created under the department of guidance and counselling journeys with the clients and follows them up to their University education level while the third school has embarked on training of peer educators who work hand in hand with the school counsellors in assisting the

affected pupils. The three groups do not only help in determining the determinants but also aiding client to find solutions to their problems.

The overall views of the researcher were in line with the views of the respondents that the determinants of the provision of counselling services were need for improved academic performance, career indecision, social problems and personal issues. On the findings the researcher is of the view that private schools must establish guidance offices where pupils with numerous challenges can go to and share their problems with their guidance teachers who thereafter may journey with them in helping them find solutions to their various challenges. Furthermore, the researcher established that the provision of counselling services such as study skill, interpersonal skills, social skills and career matters are key in mentorship of the pupils for the personal achievement of goals and eventually contribute to societal social, economic and political development.

### **6.3 Recommendations**

#### **6.3.1 Recommendation of the Objectives Findings:**

Based on the findings, the following is recommended:

- a) Head teachers of private schools need to promote needs assessment so help them determine provision of counselling services in their schools
- b) All Head teachers of private schools need to have Guidance teachers to ensure the role guidance and counselling meets the needs of pupils
- c) Head teachers to establish learner support programmes in private school under the department of the guidance and counselling which is key in ensuring that the pupils who faced problems were helped through individualised Education Programme (IEP) to improve their academic performance.
- d) The private school management should introduce pupil's record cards on which their personal goals are shortlisted in line with institutional goals through the provision of counselling services such as study skills, exam preparation, goal setting skills and time management skills to help the pupils achieve their personal goals.

### **6.3.2 Recommendation for Future Studies.**

- a) Since this study had a relatively small sample size, other scholars are encouraged to conduct a similar study but should instead consider including a relatively large sample size.
- b) Additionally, other scholars should consider sampling various districts in different provinces of Zambia so that the results can be easily generalised, instead of only considering on district.

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## APPENDIX 1 QUESTIONNAIRE FOR PUPILS

**Dear Respondent,**

You have been chosen to participate in the study on **“Provision of counselling services to pupils: An assessment of its determinants in selected private secondary schools in Lusaka district, Zambia”** The information you will provide may help the school administrators, teachers and other stakeholders on what determines provision of counselling services in a private school. You are **Not** required to indicate your name on the questionnaire. Your truthful responses will highly be appreciated.

### **INSTRUCTIONS**

Tick in the brackets of your choice or write a word or sentence in the space provided.

### **SECTION A: DEMOGRAPHIC DATA**

Tick in the brackets of your choice or write a word or a sentence in the space provided.

What is the name of your school? .....

1. What is your gender/sex?

Male ( )

Female ( )

2. How old are you?

Below 15 years ( )

16- 20 years ( )

21- 23 years ( )

24- 30 years ( )

31 years and above

3. What grade are you in? .....

**SECTION B: DETERMINANTS OF COUNSELLING SERVICES IN SCHOOLS**

1. Do you agree that needs of pupils determines the provision of counselling services at your school?

Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

2. Provide an explanation to your response to question 5 above.....

.....

3. In case there are other factors that determine provision of counselling at your school, list them.....

.....

4. Do you think the provision of counselling services in your school is necessary?

I strongly think so ( ) I think so ( ) I do not think so ( ) I strongly do not think so ( )

5. Give a reason to support your response in question 8 above

.....

.....

**SECTION C HOW COUNSELLING SERVICES AFFECT PUPILS WELLBEING**

6. Do you agree that provision of counselling services at your school affect pupil's wellbeing?

I strongly agree ( ) I agree ( ) I disagree ( ) I strongly disagree ( )

7. If your response to question 10 was strongly agree or agree, indicate how counselling services affect pupils' wellbeing.....

.....

.....

**SECTION D: HOW COUNSELLING SERVICES AFFECT PUPILS ACADEMIC ACHIEVEMENT**

8. Do you agree that the provision of counselling services at your school help to improve pupil academic performance?

I strongly agree ( ) I agree ( ) I disagree ( ) I strongly disagree ( )

9. Give a reason to support your response in question 12 above

.....  
.....

10. If your response to question 12 was strongly agree or agree, indicate how counselling services affect pupils' wellbeing.....

.....

.....  
**SECTION E: HOW COUNSELLING SERVICES AFFECT PUPILS' ACHIEVEMENT OF PERSONAL GOALS**

11. Do you agree that counselling contribute to pupils achievement of their personal goals?

Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

16. Give a reason to support your response in question 14 above

.....  
.....

17. If your response to question 15 was strongly agree or agree, indicate how counselling services affect pupils' wellbeing.....

.....  
.....

THE END

THANK YOU FOR PARTICIPATING IN THE STUDY

## **APPENDIX 2: INTERVIEW SCHEDULE FOR HEADTEACHERS**

**Kindly answer the following questions:**

1. How long have you been teaching?
2. How long have you served as an administrator?
3. Does your school offer counselling services to the pupils?
4. Is there a guidance office in your school?
5. Are your guidance teachers trained?
6. What determines the provision of counselling services in your school?
7. Does the provision of counselling services affect pupil's wellbeing?
8. If yes, how does the provision of counseling services at your school affect pupils' well being?
9. Do you think the provision of counselling services at your school improve academic pupil performance?
10. If yes, how does the provision of counseling services at your school improve pupils' academic performance?
11. Does the provision of counselling services assist the pupils to achieve their personal goals?
12. If yes, how does the provision of counseling services at your school help pupils to achieve their personal goals?

**THANK YOU FOR PARTICIPATING IN THE STUDY**

### **APPENDIX 3: INTERVIEW SCHEDULE FOR TEACHERS**

**Kindly answer the following questions:**

1. How long have you been at this school?
2. What is your qualification?
3. Are you a trained guidance teacher or school counsellor?
4. Does your school provide counselling services to pupils?
5. Are you part of the guidance committee?
6. What determines the provision of counselling services in your school?
7. Does the provision of counselling services affect pupil's wellbeing?
8. If yes, how does the provision of counseling services at your school affect pupils' wellbeing?
9. Do you think the provision of counselling services at your school improve academic pupil performance?
10. If yes, how does the provision of counseling services at your school improve pupils' academic performance?
11. Does the provision of counselling services assist the pupils to achieve their personal goals?
12. If yes, how does the provision of counselling services at your school help pupils to achieve their personal goals?

**THANK YOU FOR PARTICIPATING IN THE STUDY**