



**Effectiveness of Guidance and Counseling Services
provided in
Selected Secondary Schools in Chinsali District**

By

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UNZA/ZOU

LUSAKA

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DECLARATION

I, Chisanga Bernadette, declare to the best of my knowledge that the work presented in this study has not been presented for any other degree and is not being currently submitted for any Master's degree.

Signed: _____ Date _____

Candidate

Signed: _____ Date _____

Supervisor

STATEMENT

I, Chisanga Bernadette, hereby certify that this study is entirely the result of my own independent investigation. The various persons and sources to which I am indebted are clearly indicated in the text and references.

Signed: _____

Candidate

DEDICATION

This study is dedicated to my loving Father for his blessings and encouragements.

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A number of people made valuable contributions that enabled me to successfully carry out this study.

Special thanks go to Mr Moses Ndabandaba, the Head of Department -Social Sciences at Chinsali Girls Secondary School for the good support he rendered to me during the time I was conducting my research.

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ABSTRACT

The study was aimed at establishing the views of teachers and pupils on the effectiveness of guidance and counselling services provided in the study secondary schools of Chinsali District.

The researcher used a descriptive cross sectional study design. A sample size of sixty (60) participants was drawn from three schools. Twenty (20) participants were sampled from each school. The researcher used systematic sampling to select fifteen (15) pupils and five (5) teachers were purposively selected. The pilot study was conducted in three schools which were randomly selected. Data was collected using semi – structured interview schedule and questionnaires.

Data processing and analysis was done manually using the data master sheet. The researcher used frequency tables and graphs to present data and cross tabulations to show the relationship between variables.

Key findings of the study included the inadequate infrastructure, number of trained teacher counsellor, lack of schedule for the guidance and counselling programmes and stakeholder involvement.

The study revealed that teachers and pupils had mixed of views that are positive and negative over the effectiveness of guidance and counselling services offered in schools. Positive views were centred on improved academic performance, social and moral conduct. Negative views were more on lack of training among guidance and counselling teachers, infrastructure, resource materials and planned activities.

In concluding the study, the researcher came up with the following recommendations; infrastructure expansion, ensuring availability of material resources, training and capacity building, establishment guidance and counselling departments in all schools.

Key Words

- ✓ Views
- ✓ Effectiveness
- ✓ Guidance and counseling

LIST OF ABBREVIATIONS

- ASCA - American School Counselling Association
- DEBS - District Education Board Secretary
- MOE - Ministry of Education
- MOEST - Ministry of Education Science and Technology
- NGOs - Non - Governmental Organisations
- UNESCO - United Nation Education Science and Cultural Organisation
- UNZA - University of Zambia
- UNZA/ZOU - University of Zambia in Association with Zimbabwe Open University

TABLE OF CONTENTS

COPYRIGHT.....	i
DECLARATION.....	ii
STATEMENT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vi
LIST OF ABBREVIATIONS	vii
TABLE OF CONTENTS	viii
LIST OF FIGURES	xi
LIST OF TABLES	xiii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Overview.....	1
1.2 Background.....	1
1.3 Statement of the Problem.....	4
1.4 Purpose of the Study.....	5
1.5 Objectives	5
1.6 Research Questions	5
1.7 Significance	5
1.8 Scope and Delimitations	6
1.9 Theoretical Framework.....	7
1.10 Definition of Terms.....	8
1.11 Chapter Summary	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Overview.....	9
2.2 Introduction	Error! Bookmark not defined.
2.3 Global Perspective	9
2.4 Regional Perspective	Error! Bookmark not defined.
2.5 National Perspective.....	Error! Bookmark not defined.
2.6 Summary of Reviewed Literature.....	21
CHAPTER THREE.....	23

METHODOLOGY	23
3.1 Overview	23
3.2 Research Design.....	23
3.3 Target Population.....	23
3.4 Sample Size	24
3.5 Sample and Sampling procedures.....	24
3.6 Research Instruments	24
3.6.1 Questionnaires.....	25
3.6.2 Interview Schedules	25
3.7 Data collection procedures	26
3.8 Validity and Reliability of the Research instruments	26
3.8. 1. Pilot Testing	26
3.8.2 Validity of the Instruments.....	26
3.8.3 Reliability of the Instruments.....	27
3.9 Data Collection Procedures	27
3.10 Data Analysis	27
3.11 Ethical considerations	28
3.12 Chapter Summary	28
CHAPTER FOUR.....	29
PRESENTATION OF FINDINGS.....	29
4.1 Overview	29
4.2 Characteristics of Respondents	29
4.3 Views of Teacher and Pupils.....	31
4.4 Chapter Summary	42
CHAPTER FIVE.....	43
DISCUSSION OF FINDINGS	43
5.1 Overview	43
5.2 Teachers and Pupils’ views of effectiveness of Guidance and Counselling.....	43
5.3 Factors that might have led to current views on effectiveness of guidance and counselling	45
5.4 Strategies adopted by Schools to improve guidance and counselling.....	48
5.5 Chapter Summary.....	49

CHAPTER SIX	50
CONCLUSION AND RECOMMENDATIONS	50
6.1 Overview.....	50
6.2 Conclusion.....	50
6.3 Recommendations	50
REFERENCES	52
APPENDIX 1 Timeline	56
APPENDIX 2 Budget	57
APPENDIX 3 Instructions and Verbal Consent	58
APPENDIX 4 Interview Schedule for Teachers	59
APPENDIX 5 Questionnaires for Pupils	62

LIST OF FIGURES

Figure 1: Highest Professional Qualifications.....	31
Figure 2: Types of Support.....	37

LIST OF TABLES

Table 1: Respondent's Gender.....	29
Table 2 Respondents' Age.....	30
Table 3: Respondents Period of Experience in school.....	30
Table: 4 Teacher's Duration in Service.....	30
Table 5: Established guidance and counselling departments.....	31
Table 6: Accessibility of Guidance and Counselling services.....	31
Table 7: Frequency of receiving the Counselling and Guidance services.....	32
Table 8: Adequate guidance and counselling materials.....	32
Table 9: Benefits of guidance and counselling services.....	33
Table 10: Need for inclusion of guidance and counselling activities on the school calendar..	33
Table 11: Types of guidance.....	34
Table 12: Conducive Environment.....	34
Table 13: One to One counselling.....	34
Table 14: Effective guidance and counselling.....	35
Table 16: Common Challenges.....	35
Table 17: How often pupils took their issues to guidance and outselling department.....	36
Table 18: Guidance and counselling departments working hand in hand with the school Administrations.....	36
Table 19: Outside Support.....	37
Table 20: Referrals of Cases.....	37
Table 21: Follow Ups.....	38
Table: 22 Provision of Guidance and Counselling services.....	38
Table: 23 Providers of Services.....	38
Table 24: Schedule for Guidance and Counselling activities.....	39
Table 25: Time allocated for Guidance and Counselling activities.....	39
Table 26: Special Areas designated for counselling Pupils.....	39
Table 27: Funds for Guidance and Counselling activities.....	40
Table 28: Adequacy of Funds.....	40
Table 29: Availability of Material Resources.....	40
Table 30: Teachers with Special training.....	41
Table 31: Measures adopted by the School and Ministry of Education.....	41

CHAPTER ONE

INTRODUCTION

1.1 Overview

The study sought to investigate the views held by teachers and pupils over the effectiveness of guidance and counselling offered in selected secondary schools in Chinsali district of Muchinga province in Zambia.

In this chapter, the researcher presented the background of the study, the statement of the problem, research objectives and questions, significance, the scope and delimitation of the study. The chapter also covered the theoretical frame work before ending with a chapter summary.

1.2 . Background

Pupils and teachers in secondary schools have different views towards guidance and counselling services. Musenge (2016) reported that teachers and pupils in secondary schools seemed to have different perception on the value of guidance and counselling. While some hold positive perception others hold negative position due to several factors. It is these different positions that determine whether pupils sought teachers help or accessed the guidance and counselling services or not. These views may also affect pupils' behaviour, academic performance and everyday experiences.

Orlando (2010) reports that the behaviour of an individual is a function of the individual's way of perceiving. As such, any person's behaviour at a given moment is a direct expression of the way things seem to that person at that moment. Behaviour exists in and can be dealt within the present. Much of a person's behaviour is therefore the result of his or her conception of himself or herself. Orlando (2010) has explained perceptual experiences as the mental states that occur when a subject perceives the environment. In this case, even the sensory properties are represented in the perceptual experience. Egbochuku (2008) asserts that the aims of school guidance and counselling services are to provide pupils with opportunities to develop knowledge and appreciation of themselves and others, to develop relationship skills, ethical standards and a sense of responsibility. The pupils also have the opportunity to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities and information that would enable them to make decisions about life and career opportunities.

Lambwe, (2017) conducted a study on the status of career guidance service provision in selected special schools for hearing impaired learners in Lusaka. The study findings revealed that special education teachers in the selected schools of study provided career guidance services to learners with hearing impairment and pupils benefitted. The study further revealed that guidance teachers faced a lot of challenges in the provision of career guidance to learners which included communication difficulties, limited time allocation, lack of trained guidance and teacher counsellors, lack of office accommodation and lack of support from other teachers and school administrators.

A teacher counsellor is primarily concerned with the growth and development of all pupils, and will seek to develop whatever positive qualities that are present in the individual. The counsellor utilizes the relationship with the pupils to provide an adult model for the development of self concepts and meaningful activities like orientation, in which the more mature pupil leaders can contribute to the development of confidence and self-reliance in others. Furthermore, specific programmes for the development of social skills are provided to meet the needs that are characteristic at this stage of adolescent development. Finally, the counsellor utilizes the school society or culture to promote attitudes consistent with good mental health practices (Bier, 1965).

According to Makinde (1994), both teachers and parents should understand the nature of the unique problems of adolescents if they are to help them make a transition to adulthood. It is when the needs of this age group are not adequately provided for that the problems of indecision, uncertainty, delinquency, ambiguity, conflicts, instability, unpredictability, alcoholism, career muddle and hindered heterosexuality issues surface. Guidance and counselling services are provided to pupils to help find solutions to their many problems. Makinde (1994) further argues that guidance helps in giving direction to the achievement of developmental tasks of adolescents.

Counselling on the other hand helps prevent frustration, restore self-understanding and educate on tasks necessary for good adolescent growth. Counselling is concerned with the worth of an individual, awareness of the various aspects of growth, helping an individual understand himself or herself and his or her world. Thus, it provides favourable conditions for healthier growth and correction of unbecoming behaviour (Makinde, 1994). Guidance and counselling services are therefore necessary in secondary schools where adolescent stage is at its peak. At this stage, pupils need to clarify their goals and values, strengthen their interests and aspirations, appreciate their philosophies and cognition and adjust to the norms of society.

The fundamental goal of guidance is to offer assistance to individuals so that they would make intelligent decisions and adjustments in life in their day to day activities (Fields and Boesser, 2002). Guidance helps to enhance the best in an individual by becoming aware of the strengths, weaknesses, interests and capabilities so that he or she can be the best person he or she could be. The guidance and counselling department does not administer disciplinary sanction to pupils who commit a violation in the rules and regulations of the school. This is the function of the Deputy Head and the Disciplinary committee.

The guidance counsellor helps the disciplinary committee by helping the pupils learn personal responsibility for their behaviour and to help them judge between right and wrong (Fields and Boesser, 2002). Thus, according to Fields and Boesser (2002), the guidance counsellor's role is simply to conduct counselling to the erring pupils to make them understand why their behaviour is unacceptable and its possible repercussion to the school community. However, despite the counsellors playing their roles in this process, the pupils do not seem to appreciate the effort while teachers take it as a routine task. It is therefore important that views of teachers and pupils on the effectiveness of guidance and counselling are established. In this way, the pupils are assisted to realise that they have done wrong and take responsibility for their actions. The pupil would then learn to accept the consequences of his or her behaviour, and to be aware of the purpose of the punishment to avoid repeat of the bad behaviour. As such, guidance does not solve the problem for an individual, but it helps the individual to solve it.

In Zambia, recommendations on the provision of guidance and counselling services in schools have been given in different government reports since independence. The report on educational guidance also recommended that learners should be given guidance on careers and employment opportunities. As a result, the Ministry of Education established guidance and counselling unit in 1971. The unit was given the duty of dealing with problems of psychological maladjustments of pupils in schools and run seminars for teachers on vocational guidance. According to this report, guidance was not a requirement of the regular duties of teachers (MoE, 1996).

The establishment of guidance and counselling departments in secondary schools was seen as one of the developments in the field of education in Zambia and was envisaged that this would result in the improvement in effectiveness of education. In the recent past, the field became popular after the banning of corporal punishment in 2001 (MOE, 2001). According

to KIE (2004), the Development Plan 1999-2000, recommended that to ensure effectiveness education for all children, guidance and counselling in schools needed to be enhanced in Zambian schools.

The Ministry of Education, Science and Technology (2009) set up structures and mechanisms to facilitate the establishment of guidance and counselling in schools. Some of the mechanisms included decentralising the supervision and coordination of guidance and counselling activities from the Ministry Headquarters to the provincial and district levels.

The persistence of indiscipline and other social ills in secondary schools besides poor performance in the examinations for example, is an indication that guidance and counselling is less important in secondary schools (Muzumara 2018). It is the persistence of these social ills and poor academic performance among pupils in these secondary schools that motivated the researcher to carry out the study in order to establish the views held by teachers and pupils on the effectiveness of guidance and counselling in selected secondary schools in Chinsali one of the rural districts of Muchinga in Zambia.

It is against this background that the study sought to investigate the views of teachers and pupils on the effectiveness of guidance and counselling services provided to pupils in selected secondary school of Chinsali in Muchinga province of Zambia.

1.3 Statement of the Problem

In 1971, the Ministry of Education introduced guidance and counselling in Zambian secondary schools. It was hoped that pupils would be adequately prepared for their after school decisions. Over the years however, questions have been raised on the significance of guidance and counselling offered to the pupils. Muzumara (2018) reported diversity on views. The study served as an indication of the value attached to guidance and counselling. Corey (2005) explains that the attitudes held by pupils toward seeking help also determines how effectively counselling resources are used. The views of teachers and pupils on the effectiveness of guidance and counselling services may be positive or negative. Positive views may be a proxy indicator that the guidance and counselling services are effective while negative views may imply the exact opposite. The views of teachers and pupils in this regard are of paramount importance in influencing the counsellor and counselee behaviour, attitude and practices towards accessing and provision of the services, hence the need to study them.

Despite the establishment of guidance and counselling departments by the Ministry of Education, Science, and Technology in secondary schools, views held by teachers and pupils on the effectiveness of guidance and counselling are less known in Zambia. The study therefore, sought to investigate the views held by teachers and pupils over the effectiveness of guidance and counselling offered in selected secondary schools in Chinsali district of Muchinga province in Zambia.

1.4 Purpose of the Study

The purpose of the study was to investigate the views of teachers and pupils on the effectiveness of guidance and counselling provided to pupils in selected secondary schools in Chinsali district in Muchinga province of Zambia.

1.5 Objectives

The following objectives guided the study:

- i. To establish the views of teachers and pupils on the effectiveness of guidance and counselling in the study secondary schools.
- ii. To explore factors that might have led to views held by the teachers and pupils on the effectiveness of guidance and counseling available in the study school.
- iii. To ascertain efforts schools were making to change the negative views and strengthen positive views of teachers and pupils on guidance and counselling in the study schools.

1.6 Research Questions

This study was guided by the following research questions.

- i. What are the views of teachers and pupils on the effectiveness of guidance and counselling services in the study secondary schools?
- ii. What factors have led to views held by the teachers and pupils on the effectiveness of guidance and counselling services available in the study schools?
- iii. What efforts are schools making to change the negative views and strengthen positive views of teachers and pupils towards guidance and counselling services in the study schools?

1.7 Significance

The study would help the pupils, teachers, parents and all stake-holders in education in the following ways: It was hoped that this study would set the stage for effective use of guidance and counselling services in secondary schools in Chinsali district. Further, it was hoped that pupils and teachers would develop the right views towards guidance and counselling services as a means of curbing indiscipline and creating a conducive learning environment.

It was hoped that an assessment of the views of teachers and pupils towards guidance and counselling services and the improvement in the areas of ineffectiveness would enhance continued seeking for the same in secondary schools and this would lead into a conducive learning environment and development of all-round citizens. The knowledge obtained from the study would help the teacher counsellors broaden their knowledge and skills on how best to offer the guidance and counselling services and thus help in developing right perceptions in both teachers and pupils towards guidance and counselling services.

Based on the present situation and future needs for the growing adolescents, it was hoped that the recommendations from the study would become a guiding principle for the development of effective guidance and counselling services in schools which will lead to pupils and teachers having the right perceptions towards guidance and counselling services. Further, findings from the study may provide useful information on guidance and counselling to various institutions and other personnel involved in decision making, formulating policies and implementing guidance and counselling services in secondary schools.

The guidance and counselling unit in the Ministry of Education would benefit in obtaining feedback on the link between the perceptions of pupils and teachers and their seeking for the guidance and counselling services offered in secondary schools.

1.8 Scope and Delimitations

The study was carried out in selected secondary schools in Chinsali District. Chinsali District was chosen because it has schools in both urban and rural settings. Pupils from both rural and urban settings were likely to have varied counselling needs and views on the effectiveness of service. Besides, the pupils come from different ethnic backgrounds and economic statuses which may influence their views differently.

The District has (09) nine secondary schools out of which (03) three were studied. The schools to be studied comprised a Co-education Day Secondary School, Girls Boarding

Secondary School and Co-education Boarding Secondary School. Two of these schools are located in a rural setup while the other one is in the urban setup. The differences in the characteristics of these schools helped the researcher get a variety of views.

Furthermore, the funds and time available for the study was limited and would not allow all the schools to be studied. The vastness of the district was also a limitation as the distance between schools is quite big to be covered with the available resources.

The participants in the study were teachers and pupils whose views on effectiveness of guidance and counselling services were assessed. Views of teachers and pupils on effectiveness of guidance and counselling were studied and not other aspects because most of the studies done, dwelt on other aspects and not effectiveness.

1.9 Theoretical Framework

A theoretical framework describes a theory or model on which the study is grounded. This study looks at the views of teachers and pupils on the effectiveness of guidance and counselling services. Effectiveness may be perceived differently by teachers and pupils. The teacher may say guidance and counselling effective when it brings out the desired results such improvement in a pupil's academic performance or moral and social conduct. On the hand pupils may also view effectiveness of guidance and counselling as that which focuses on them and addresses their problems.

Humanistic theory by Carl Rodger (1959) was used to ground this study. Humanistic therapists care most about the present and helping their clients achieve their highest potential. Instead of the energy spent on the past or on negative behaviours, humanists believe in the goodness of all people and emphasize a persons' self-growth and self-actualisation.

Humanistic theories include client-centred, gestalt and existential therapies. Carl Rogers developed client-centred therapy which focuses on the belief that clients control their own destinies. He believed that all therapists need to do is show their genuine care and interest. Gestalt therapists work focuses more on what is going on in the moment versus what is being said in therapy. Existential therapists help clients find meaning in their lives by focusing on free will, self- determination and responsibility. The researcher is a proponent of Humanistic theories and believes that human beings control their destinies and their views shape their behaviour. Counselling is all about assisting individuals find solutions to their problem as such clients with positive views on guidance and counseling services are

likely to find solutions to their challenges and assume more responsibility on their lives as compared to clients with negative views.

1.10 Definition of Key Terms

A teacher is a person who is capable of imparting knowledge, skills and values that cannot be easily challenged by society (Nyerere, 1966)

Counseling mutual helping relationship between a person in need of help and a trained counselor (Ndhlovu, 2013)

Effectiveness is the capability of producing a desired result. en.m.wikipedia.org

Guidance and counselling Established school is a school that has resources, facilities materials and a programme for guidance and counselling implementation.

Guidance and counselling teacher: A teacher who has been assigned duties of guidance and counselling programme activities in a school setting.

Guidance is derived from its root word “guide” which means direct, steer, aid, lead inform and interact (Makinde 1988)

Perception: A process by which people translate sensory impressions into a coherent and unified view of the world around them.

Trained teacher counsellor: Refers to a teacher who through training for a period of not less than three months, has acquired basic counselling skills with the aim of helping students cope with physical, emotional, intellectual and social challenges.

Untrained teacher counsellor: A teacher who has not undergone any training in counselling skills. He or she is chosen to be a teacher counsellor by virtue of being a teacher in that school.

1.11 Chapter Summary

In this chapter, the study has provided the background of the study, statement of the problem, purpose, objectives and research questions. Further, the significance, delimitations; limitations, theoretical framework have been discussed before providing the key terms of the study and a summary of the chapter. The next chapter reviews related literature to support the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviewed studies that have done in the area of effectiveness of guidance and counseling services in secondary schools. The literature review focused on the views of teachers and pupils on the effectiveness of guidance and counseling services, what factors have lead to the views held by teachers and pupils and what efforts schools are making to change these views.

The purpose of literature review is mainly to avoid duplication of work that has already been done by finding out what other researchers and scholars have done and reported on views of teachers and pupils on effectiveness of guidance and counseling services in secondary schools.

2.2 Teachers and Pupils' Views on Effectiveness of Counseling and Guidance

Pupils and Teachers in Secondary Schools have different views towards Guidance and Counseling services. It is these different positions that determined whether pupils sought teachers' assistance or accessed the guidance and counseling services

According to Kochhar (2013), worldwide, guidance is considered to be as old as human civilization. In the primitive society, guidance was offered to the young by elders in the family and to persons in distress by the clergy, medicine men or women using supernatural forces to help the client. As regards education, guidance has been offered in unorganized and informal way but play a very vital aspect of educational process. Good teachers have always been interested in providing assistance to pupils in order to help them overcome problems of learning and adjust to school demands. Any counseling or guidance activities should be done in such way that it meets the client's needs and not the counselor's.

In the 1950s, the American School Counsellor Association (ASCA) was formed which improved the professional identity of the school counsellor (ASCA, 2007). Stickel and Yang (1993) have also noted that more school counsellors were trained and hired. There was also emphasis on accountability of services provided by the school counsellors and by 1970s, evaluations were carried out. Special education movement came into being in 1970s thus

counselling needs of pupils with disabilities had to be addressed with the enactment of the Education for All Handicapped Children Act in 1975.

In Hong Kong, Watanabe et al (2001) have noted that guidance and counselling has become an important service and has been incorporated in the school system. In Turkey, counselling was developed over fifty years ago and it has a professional association that publishes a journal on counselling and sponsors conferences. Thus, many secondary schools in Turkey have counselling services and receive support from the Ministry of National Education.

According to Were (2006), guidance gained momentum in the twentieth century especially in America as a reaction to change process in an industrialized society. However, Oyaziwo, Adriana and Maureen (2005) quoting Odebunmi (1985) assert that counselling really began in Africa contrary to the belief that counselling began in the United States of America. It dates back to the origin of humans. They go on to say that this traditional “counselling” was essentially based on the principles of “to guide, direct on a course, enlighten or assist”.

Wrenn (1962) while addressing issues on professionalism of a counsellor in a changing world noted that counselling is a professional activity and a human art. It is therefore rooted in and draws sustenance from an established body of knowledge. It is founded upon its appropriate disciplines of the social sciences and the behavioural sciences.

The education of school counsellors around the world varies based on the laws and cultures of countries. According to ASCA (2005), school counsellors in most states of United States of America have a master’s degree in school counselling from a counsellor education graduate program.

In most countries where guidance and counselling programmes are well established, teachers and pupils have right perceptions towards guidance and counselling services. They make use of this service voluntarily whether they have a problem or not unlike what happens in the developing countries like Hong Kong.

When counselling provision is available to young people, they often tend to be reluctant to make use of it. This is influenced by the type of perceptions, attitudes and beliefs that they hold towards counselling. These make them less willing to make use of the counselling services

(Le Surf et al, 1999).According to Myrick (2003), developmental guidance gives specific importance to self-concept formation. It assumes that pupils’ beliefs and perceptions of themselves and the world around them are learnt through their experiences at home and

school through relationships. Pupils require guidance on how to handle some issues and make the right decisions.

Schmidt (1993) also revealed that counsellors and teachers use classroom guidance activities to encourage positive self concept development and alter behaviours for improving success. Schmidt (1993) further notes that guidance and counselling programme cannot be successful without the support and assistance of teachers in schools. This is because, as Gibson and Mitchell (2003) noted, teachers are the first line helpers in the school counselling programme. They are therefore the referral sources for pupils in need of additional assistance.

Mwangi (2002) on studying pupil perception of guidance and counselling in Loreto secondary schools sought to determine whether pupils' perceptions of guidance and counselling programme was affected by teacher counsellor' age, gender or level of training in counselling skills. His findings showed that pupils did not consider the age, sex or level of training of teacher counsellors when seeking for guidance and counselling services. However, the number of pupils seeking for guidance and counselling was noted to be below average.

Facilitating the total, wholesome and fullest development of each pupil is the fundamental objective of any institution (Aluede, Oyaziwo, Justina and Justina, 2007). They also add that this can be achieved through enriching a pupil's intellectual, vocational, emotional, personal and psychomotor resources.

According to Aluede and Imonikhe (2002) the perception of teachers towards school counsellors has been neglected. However, a few studies done on this indicate that teachers perceive counsellors as a positive contribution to school instructional programmes. A study carried out in Ireland on teachers' perceptions of teacher counsellors showed that teachers perceived guidance counsellors positively. Aluede and Imonikhe (2002) further assert that most respondents were of the opinion that guidance counsellors should work hand in hand with teachers. This shows that guidance and counselling is viewed positively in developed countries by both teachers and pupils.

In the African traditional society, people of all ages could seek for this service from the elderly or respected people in the society. Fortune-tellers, wizards, astrologers, palmists and future-tellers were thought to be getting information from the gods and could therefore

guide and counsel others according to what the gods have counselled. Young people could be counselled by the elderly on the norms of the society and what was expected of them in the society. All this was informal counselling.

Were (2005) in his manual for youth counselling also emphasises that in the African traditions, the older counselled the younger and the wiser counselled those with less experience. Likewise, the expertise and religious leaders counselled the whole society. He further adds that behaviour was reinforced through rewards, punishment and taboos. With the coming of western education, young people were not available to be counselled by the elderly resulting to erosion of the societal norms and ethics. This called for formal guidance and counselling services in schools where these young people were now to be found were counselled and guided on how to be all-round citizens.

However, even though there is a lot of development in the provision of the guidance and counselling services in the country, the young people do not seem to be seeking for the services. This is evident in the increase of social ills and erosion of societal norms. These called for the need to look into the perceptions the teachers and pupils may be having towards guidance and counselling that are making them not to make use of the available guidance and counselling services.

Guidance and counselling has been engraved in African traditional society since time immemorial. According to Were (2006), guidance and counselling was entrusted to the immediate and extended family where individuals confined in and depended upon their relatives for advice when faced with problems.

Guidance and counselling are a service that all human beings need at one point of their life. There is no human being that has never got a problem at one point or another. Once a problem arises, one seeks solutions, suggestions or even other people's opinions about the problem. In one way or another, one seeks for guidance and counselling services. Guidance and counselling services are a service that has been in existence as long as human beings have lived, either formally or informally.

The Munkombwe (2003) clearly points out that guidance and counselling of the youth in secondary schools is essential in helping them identify their individual interests and needs. The report recommended that guidance and counselling should assist pupils to appreciate

their roles as workers and develop the right attitude towards discipline and management of time.

However, research has revealed that only a small number of adolescents usually seek out for guidance and counselling services offered by school counsellors when in distress.

Pupils perceive guidance and counselling services differently. He thus points out that the guidance and counselling service should be concerned about the way it is perceived by pupils.

A survey by Corey (2005) indicated that administration held a more unfavourable view of counselling services because they viewed counsellors as quasi administrators. They also expressed the feeling that counsellors should be involved with discipline, which contradicts with counselling. In his studies noted that the administrators many times make the counsellors to perform duties that are beyond their roles simply because the job is legitimate for the school.

Muntanga (2005) carried out a study on perceptions of the role of counsellors in secondary schools in Mpika District. He used questionnaires to gather information and established that head-teachers did not give guidance and counselling programmes the attention and seriousness it deserved. This is reflected in the head-teachers' failure to implement most of the recommendations made by the government development plan and education reports. Thus, the teacher counsellors do not get time off to attend to their problems or carry out some inquiries.

The views given to guidance and counselling determine whether or not pupils use the counselling services in schools. In his research on effectiveness of guidance and counselling in secondary schools after the ban of corporal punishment in Zambia, Mutunga (2003) found out that the level of voluntary consulting with the guidance and counselling department by pupils was very low. This he attributed to lack of trust, fear of being victimized and poor counselling environment. He therefore noted that pupils are yet to perceive the role of guidance and counselling positively and embrace it appropriately.

Guidance and counselling is therefore expected to help pupils develop positive attitudes towards work while in school and thereafter in the job market. This can be achieved if the pupils have right perceptions towards guidance and counselling services that are being offered. Guidance and counselling was key for the country to develop and produce citizens

that are not only responsible but also patriotic to their country and ready to handle life situations as they arise.

2.3 Factors Associated to Views Held by Teachers and Pupils on Effectiveness of Counseling and Guidance

In order to ensure improvement in effectiveness of education and guidance and counseling among Zambian schools, essential factors have to be put in place by both schools and the ministry of education.

Barki and Mukhopadyay (1989) reporting on the guidance and counselling manual, agree with Wrenn (1962) that guidance and counselling is a professional activity that should not be taken up by anybody but should be taken up by professionally trained persons. This is because the chances of harming the interest of the affected person will be more than of helping them when the counsellor is not trained. A role study reported by American School Counsellor Association on different sub-groups in Herman (1967) indicated that, a school counsellor should have personal working relationship and essential competences in the behavioural sciences. He further in support of this, states that, the most critical issue that faces counselling is the effectiveness of the counsellor's preparation and guarantee of competence for a school counsellor in the roles they must fulfil.

Wrenn (1962) goes on to say that one major task of a counsellor's relationship to the pupil is to contribute to a growing maturity of self understanding. Therefore the realities of counsellors' personal characteristics and aspirations are seen by the pupil in their relationships to cultural changes, educational and vocational opportunities. Much advice may be given to a growing child and pupil but unless it is given under certain conditions, very little of it will be effective.

According to Purkey & Novak (1996), the school plays an important role in offering experiences to strengthen pupils' beliefs and cultivating a learning environment filled with positive interpersonal relationship. The relationship between teacher counsellors, pupils, teachers and the administration must be good for guidance and counselling services to be offered effectively and appreciated. When there is a conflict between any two of them, perceptions are formed which affect the guidance and counselling service being offered in one way or another.

Hui (2002) also asserts that comprehensive guidance and counselling programme requires resources. These include personnel, financial and political resources. He further explains that there is a budget for the programme in developed countries to provide materials and equipments. Also, appropriate facilities are provided by the government to house the personnel of the guidance programme.

Further, Gysbers and Henderson (2000) assert that political resources are fully mobilized. This is achieved by the endorsement of the guidance programme by school policy makers as an official programme or framework of the school.

As such, availability of resources in these developed countries may have contributed a lot to the right perceptions held by teachers and pupils towards guidance and counselling services.

Aluede et al (2007) note that counselling literature in developed countries indicate that schools with more fully implemented and comprehensive guidance and counselling programs have pupils who feel safer attending their schools. These pupils have better relationships with their teachers besides getting higher grades in their academic work. Aluede et al (2007) further notes that these pupils have fewer problems related to the physical and interpersonal milieu in their schools.

Comprehensive guidance and counselling programmes have provided school counsellors with organizational structure to focus efforts, organize work schedules and allocate time necessary for implementing practical school counselling activities and services (Gibson and Henderson 2000).

In Zambia, although there are government policies on guidance and counselling, these policies' goals have not been achieved. This is mainly because there are no enough materials and resources for the implementation of the programme. The inadequacy of materials contributes a lot the way teachers and pupils perceive the guidance and counselling services in secondary schools in Zambia.

Munkombwe (2008) carried out a study on analysis of implementation of guidance and counselling services in secondary schools in Kalomo District. She found out that most public secondary schools had functional guidance and counselling departments. The study however showed that most pupils do not maximally utilize the facility. Muntanga (2008)

looked at pupils' perceptions of effectiveness of guidance and counselling in secondary schools and found out that pupils view guidance and counselling with scepticism.

Most of these studies done so far are limited to the challenges faced by the guidance and counselling departments and school administrators in the provision of the guidance and counselling services and professional qualifications of the guidance and counselling personnel in public secondary schools.

As such, the perceptions of teachers and pupils towards guidance and counselling services have not been effectively addressed. Yet, it is the perceptions of both teachers and pupils that will determine whether the services will be effective and successful in making holistic individuals. Besides, the pupils and teachers are the main clients for guidance and counselling in secondary school set ups. Thus, this study set out to establish the perceptions of teachers and pupils towards guidance and counselling services. Also, the studies that have been done have employed the use of questionnaires only in data collection. Questionnaires are not able to get in-depth information therefore their findings were not exhaustive.

According to Ndhlovu (2015), common types of guidance services are career or vocational, social, educational and personal. Ndhlovu (2015), says there is great and urgent need for guidance services in schools in Zambia. The need can be seen in the poor academic performance of learners, riotous and other undesirable behaviours exhibited by pupils and pupils.

According to the Zambia Counseling Council (1999), the aim of counseling is to help clients clarify their problems, making decisions and take action to improve their capacity to cope with their problem situations.

In Zambia however, most teacher counsellors are not trained and there are no laid down rules and regulations on who is to become a teacher counsellor. Thus, teacher counsellors are appointed just because they are teachers in that particular school even though they may not be aware of what is required of them. This may have contributed a lot to the perceptions held by teachers and pupils towards guidance and counselling.

In the study which was carried by Mbita (2006), it was found out that not all objectives of guidance and counselling were met. It was also noted that teacher counsellors are not frequently trained in guidance and counselling services hence do not have much information on the current trends in guidance and counselling. As a result, they lack skills in handling

guidance and counselling, like not observing confidentiality. It was also noted that there are no modern guidance and counselling methods that are used in secondary schools and most teacher counsellors are not aware of them. The study was mainly concerned with the challenges the guidance department faces and did not give any insight on whether these challenges made pupils and teachers develop certain views towards guidance and counselling services. As such, the current study focused on the views that pupils and teachers have towards guidance and counselling services.

A study carried out on the preparation of secondary school heads and implications on their performance and found out that lack of training in guidance and counselling contributed to incompetence of the teacher-counsellor hence unfavourable attitude towards the programme. Survey design was employed in this study and questionnaires were used to collect data. Without these skills, teacher counsellors cannot detect pupils' problems early enough before they develop into impairments.

Teacher counsellors find themselves in conflict with the administration and disciplinary committees especially in confidentiality. Confidentiality according to Corey (2005) means the characteristics of being secret. It is an intimacy of knowledge shared by a few who do not divert it to others.

The teacher counsellors are expected to maintain confidential the information shared in counselling with pupils yet they are expected to keep the administration informed of the general issues in schools. This hampers effective counselling because the entire profession of counselling is founded on confidentiality. Most people, pupils included think that guidance is only for those who have discipline, academic or other problems. However, Skinner (2001) asserts that guidance is a service for all and not a few. He goes on to say that the teachers' initial attitude towards the pupil client is important.

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If the head teacher supports teacher counsellors, there is a very good response from the pupils on the services offered. As such, for the guidance and counselling services to be effective and successive, the school heads must fully support the programme. The goals of guidance and counselling can be effectively achieved if both pupils and teachers perceive guidance and counselling as a positive service in their academic and professional life and one that can enable them function effectively as adults and all-round citizens.

Pupils within Chinsali district are not seeking for the guidance and counselling services which have resulted to majority of them being maladjusted. This shows that the guidance and counselling services are not effective meaning that head teachers may not be fully supporting the programme. As a result, both teachers and pupils have certain perceptions towards guidance and counselling services. Mundia (2006) also emphasised that facilitating the learning process and self development of learners is one of the major aims of guidance and counselling. As such, they emphasise that the role of the teacher counsellor has to be clearly defined by the administration to teachers and pupils so that there is no overlap or role conflict.

The main concern in these studies was the challenges and not the perceptions held by pupils and teachers. The current study focused on the views held by teachers and pupils towards guidance and counselling services.

While researching on the challenges the guidance and counselling departments face, found out that heavy work load and other duties have contributed to teacher counsellors not perceiving guidance and counselling as a priority in their busy schedules. This makes them to rarely address the needs of individual pupils. This study touched on perceptions of teachers and pupils on passing because it was not within their area of research. The current study however will focus mainly on the perceptions of teachers and pupils towards guidance and counselling services.

However, the study revealed that these factors affect the pupils' attitude to a lesser extent. He also noted that a small percentage of pupils were seeking for guidance and counselling services and this was attributed to the attitude they may be having towards the services. The study was mainly concerned with deviant behaviour and did not dwell much on why the pupils were not seeking for the guidance and counselling services. The current study therefore focuses on perceptions held by pupils and teachers towards guidance and

counselling services because it is these perceptions that they hold that determine whether they seek for the service or not.

Teacher counsellors relate with pupils in more than one relationship. This may hinder effective counselling as pupils will find it difficult to differentiate between the strict judgemental duty teacher and the emphatic counsellor in the same person. In professional counselling, dual relationship should be avoided if possible (Corey, 1991).

This can only be possible if teacher counsellors specialize in counselling and are not given other duties that are conflicting to their counselling work Corey (2005) in his paper also reported that pupils always avoided seeking for help from counsellors holding positions of authority. This would therefore mean that pupils would not readily seek for counselling services from deputy principals or principals.

All these researchers agree that the guidance and counselling departments although being in existence in most schools, they seriously lack the major resources required for the services to be effective. Lack of these resources affects the way the teacher counsellors perform their duty. Accordingly then, this may contribute to the perceptions that pupils and teachers may be having towards guidance and counselling services. This study looked at the availability of resources and how they affect the perceptions of teachers and pupils towards guidance and counselling services.

Most these of studies show that there is a missing link between the guidance and counselling programmes, and pupils and teachers whom the programme is supposed to serve.

Teacher counsellors find themselves in conflict with the administration and disciplinary committees especially in confidentiality. Confidentiality according to Corey (2005) means the characteristics of being secret. It is an intimacy of knowledge shared by a few who do not divert it to others.

2.4 Strategies Employed by Schools to change the views of teacher and pupils on effectiveness of guidance and counseling

Effectiveness of guidance and counseling can occur when there is the set up of structures and mechanisms to facilitate establishment and adequate provision of guidance and counseling in schools.

Stickel and Yang (1993) say that the internet is being used by many countries as a mechanism of disseminating information on career and counselling. Thus, counselling services in schools are likely to expand worldwide in an attempt to improve everyone's life satisfaction. Guidance and counselling services are thus well established in other countries outside Zambia. Different governments are committed to the establishment of guidance and counselling programmes in schools as a result of the increased needs of the youth. They however note that in Canada, school counsellors must be licensed teachers with additional school counselling training who focus on academic, career and personal issues.

In Taiwan, they are teachers with recent legislation requiring school counselling licensure focused on individual and group counselling. They further note that in China, school counsellors are required to have at least three years of college experience while in Korea, school counsellors are mandated in middle and high schools. There are also established bodies that are concerned with guidance and counselling in schools thus making sure that the professional qualifications of school counsellors are not compromised.

A school counsellor is a counsellor or educator who works in elementary, middle and high schools to provide academic, college access and social competencies to k-12 pupils in the United States of America (ASCA, 2005). In some countries such as Botswana, China, Taiwan and Israel, school counselling is provided by educational specialists. In other countries like India, Mexico, Zambia and South Korea, it is provided by classroom teachers who either have the duties added to their teaching load or teach a limited load (ASCA, 2005).

The American School Counselling Association (2003) asserts that comprehensive guidance and counselling programme is a 21st century school counselling delivery system. This system emphasises school guidance curriculum, individual pupil planning, responsive counselling services and system support.

Since then, the MOEST has also set up structures and mechanisms to facilitate the establishment of guidance and counselling in schools, which enhances the provision of this

service. These include guidance and counselling forming part of the teacher training curriculum at all levels, Teachers Service Commission identifying and appointing teacher counsellors as departmental heads, peer counselling and clubs such as abstinence and straight talk clubs being established in most schools mainly through the effort of the MOEST and Non-Governmental Organisations.

Additionally, these clubs assist teacher counsellors in providing guidance and counselling services to pupils. Also, the MOE with the help of the United Nations Education Science and Cultural Organization (UNESCO) has provided training opportunities for a few teachers (Kilonzo, 1980). This has helped them to acquire the required knowledge on guidance and counselling.

The Zambian government is thus committed to the establishment of the guidance and counselling programmes, through the Ministry of Education, in learning institutions. It endeavours to make this programme more effective in the services they offer to pupils.

Developments in the guidance and counselling programmes have been taking place mainly because of the continued needs of the youth. However, despite the efforts being made by the government in the development of the guidance and counselling programmes, pupils and the youth in general do not seem to be making use of the services being offered. This may be as a result of the perceptions they may be having towards this guidance and counselling services. The study therefore aims at finding out the perceptions of the teachers and pupils towards guidance and counselling services.

Writing on guidance and counselling for schools and colleges emphasised that teacher counsellors in Zambian secondary schools should be well prepared. They noted that in preparing for counselling, it is important to acquire knowledge of theories of personality and psychotherapy, diagnostic and behavioural intervention techniques as well as dynamics of human behaviour.

2.5 Summary of Reviewed Literature

The reviewed literature revealed that guidance and counselling programmes are going on in nearly all schools in Zambia but they are not yielding much. The literature highlighted some of the issues that are dealt with during counselling. These include adolescent problems, career counselling, and peer pressure, psychological and emotional problems among others.

Most reviewed studies showed that effective implementation of guidance and counselling in secondary schools is hindered by: most counsellors not professionally trained, counselling having no place on the school timetable and most schools having insufficient funds to carry out the programme effectively. Also, teacher counsellors are overloaded with other instructional duties and responsibilities like any other teacher.

The reviewed literature showed that there are limited studies on the views held by teachers and pupils towards guidance and counselling services in secondary schools in Chinsali district which is the gap that the current study hoped to address. Even though studies have been done related to the area of study, none of them has been in Chinsali district.

More so far, the studies mainly used questionnaires to collect data. Questionnaires have limitations thus the findings may not have been exhaustive. The current study however, used both questionnaires and interview schedules. The interview schedules sought to get in-depth information which would not easily be captured in a questionnaire.

However, in order to capture the views of pupils and teachers towards guidance and counselling, other related factors of counselling will be considered. These factors were teacher counsellor training, availability of resources and the challenges the guidance and counselling departments face when offering their services. Views of pupils and teachers on the effectiveness of guidance and counselling services will be sought for and ways in which these perceptions might be improved.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter discussed the research design, target population, sample and sampling procedures, data collection instruments, validity and reliability of instruments and data collection procedures. The chapter further, discusses the data analysis, ethical considerations and ends with a summary of the chapter.

3.2 Research Design

Descriptive research design supported by qualitative and quantitative approaches to data collection was used in the study. Barasa (2001, May 20) descriptive research designed is a method of collecting information by interviewing or administering a questionnaire to different categories of people at the same time.

Descriptive research design is designed to get pertinent, precise and detailed information concerning the effectiveness of guidance and counselling with respect to one or more variables and where possible draw valid general conclusions from the facts discovered (Barki and Mudhopadyay, 1989).

Descriptive research design also aims at obtaining information, which can be analysed, patterns extracted and comparisons made. It is the most frequently used for collecting information about people's perceptions, attitudes, opinions, habits or any of the variety of education issues. Since survey is used to collect data about perceptions, opinions, attitudes, practices and suggestions for improvement using a large sample, it was appropriate for this study. This provided an in-depth understanding of the phenomenon under study.

3.3 Target Population

The target population refers to the entire number of units under study (Polit and Hungler, 2001). In this study the target population were all teachers and pupils in secondary schools in Chinsali District. The teachers were included in the study because they are counsellors. They are involved directly in the provision guidance and counselling services to pupils who are the beneficiaries. They were expected to give information on their views on the effectiveness of guidance and counselling services and whether pupils make use of this service in their respective schools. Pupils in secondary schools were involved in the study

because they have been in school for long thus have experienced the outcomes of guidance and counselling services. They are also in the height of adolescence and therefore most vulnerable group due to identity crisis and other social, emotional and psychological related issues.

3.4 Sample Size

The sample size is the number of study participants (Polit and Hungler, 2001). In this study, the sample size was (60) sixty participants drawn from three schools.

Twenty (20) participants comprising five (05) teachers and fifteen (15) pupils were sampled from each school.

3.5 Sample and Sampling procedures

Random sampling procedure was used to select 15 pupils from each school. In simple random sampling no complexities are involved. It is one in which every member of the population has an equal chance of being included in the sample. This method involves the random selection of participants from a list of the total population or sample frame. The 5 teachers were selected using convenient sampling technique. The convenient sampling is a type of non-probability sampling in which people are sampled simply because they are conveniently source of data for researchers. It is based on using people who a captive audience, those that the researcher meets haphazardly or accidentally. Respondents are people who just happen to be walking by or show a special interest in the research, Sophie, (2013). The teacher counsellors were conveniently selected to participate in the study. The selected schools have established guidance and counselling departments whose staff numbers vary from one school to another depending on the pupil enrolment. Random sampling technique addressed the quantitative while convenient sampling technique addressed the qualitative aspect.

3.6 Research Instruments

The research instruments that were used in the data collection were interview schedules for the teachers and questionnaires for pupils. Thus, instrument triangulation was employed where more than one instrument is used to gather data.

3.6.1 Questionnaires

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The questionnaires for pupils were indicated in the appendices (Appendix 5). Questionnaires were used because they provide important information about the population. It has the ability to collect a large amount of information within limited time (Fields and Boesser, 2002). The questionnaire consisted of open and closed ended items. Open ended items were used because they allow the respondents have freedom to respond to the items in their own words. This reveals hidden information, background, hidden motivation, interests, decisions and feelings that cannot be captured in closed-ended items.

The questionnaires for pupils had four sections. Section A solicited demographic information and professional qualifications of the pupil. Section B gathered information on the pupils' views on effectiveness of the guidance and counselling services in secondary schools in Chinsali district while Section C sought information on the factors influencing views held by pupils. Section D solicited information on how the guidance and counselling services could be improved to enhance right perceptions of both teachers and pupils towards guidance and counselling services.

3.6.2 Interview Schedules

The interview schedules were for teachers that were used have been attached as appendices (appendix 4) in this thesis. Interview schedule were used for the head teacher and departmental heads for guidance and counselling department in order to obtain in-depth information. The interview schedules were semi structured, that is, semi structured questions were asked together with open ended ones. It composed of four sections. Section A sought to get demographic information of the teachers. Section B solicited information on the views of teachers on effectiveness of guidance and counselling services in selected secondary schools. Section C sought information on the factors influencing views held by teachers. Section D sought information on what strategies schools are putting in to change these views

The researcher had chosen this method of data collection because it is applied in descriptive research where opinions and perceptions of respondents are necessary. Besides, interviews gave more accurate and reliable information as doubts were clarified and respondents cross-checked.

3.7 Data collection procedures

A list of all secondary schools in Chinsali district was obtained from the District Education Board Secretary's Office. Schools were categorised into three categories and each school was given a number. Papers were written, folded and put into three boxes and schools were picked at random with replacement to increase chances of equal probability for any school to be picked. One mixed school, one boys' school and one girls' school will be picked for the study. This according to Barki and Mudhopadyay (1989) ensured an equal chance of selecting schools on the basis of the categories. Stratified random sampling is preferred because Chinsali district have a heterogeneous population in terms of sex of participants and number of schools in each category. Thus, stratification allowed creating a set of homogeneous samples based on the type of school.

3.8 Validity and Reliability of the Research instruments

3.8.1. Pilot Testing

Instruments were pilot tested in three schools within the three divisions, which were randomly selected. The three schools that were used in pilot testing were the same schools which took part in the main study. The data collected during the pilot test was prepared, analysed and interpreted.

3.8.2 Validity of the Instruments

Validity of an instrument is the extent to which it measures what it is intended to measure. To ensure content validity so that the instrument accurately measures the effects intended a combination of both questionnaires and interview schedules were used. The questionnaires were given to specialists in educational research, the researcher's supervisors and guidance and counselling specialist to ascertain whether the content was correct. Their comments and corrections were then incorporated in the questionnaire, thus validating the questionnaire. Content validity of the instruments was further ensured by carrying out a pilot test. Any questions that were not clear and therefore misunderstood were corrected before the main study. The adjustments included inserting simpler words, reframing the questions such that they could easily be understood and removal of some questions that were collecting the same information.

3.8.3 Reliability of the Instruments

According to Fields and Boesser (2002) reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Internal consistency technique was used to test the reliability of the questionnaires and interview schedules. The three schools that were used in pilot testing were the same schools which took part in the main study.

3.9 Data Collection Procedures

After obtaining a research permit from the MOE and a letter of introduction to the head of schools, the sampled schools were visited. Permission was then obtained from the head teacher of the school. The questionnaires for pupils were then handed over to the head teacher with explanations about the purpose of the items. They were collected immediately the respondents finished filling them.

The interview schedules were administered to the teachers. The time for the interviews was at the convenient to the interviewee. The researcher allowed the interviewee to choose a convenient time for the interview. Each interview schedule took about 30 minutes per a person.

3.10 Data Analysis

Data analysis is the systematic organisation, synthesis of research data and the testing of research hypothesis using those data (Polit and Hungler, 2001). All the interview schedules were edited for accuracy, completeness, uniformity and consistence. The responses from closed ended were entered in the data master sheet for easy manual analysis of data while responses from open ended were categorised according to similarity and then coded. Data was analysed manually with aid of scientific calculator. The study findings were presented according to the sequence of sections and questions of the interview schedules. The findings of the study were presented in frequency tables, pie charts and bar graphs. Cross tabulations of the variables helped to show clearly the relationship between variables.

The outcome of the quantitative collected from closed ended questions were analysed using Excel software to get descriptive statistics. These were presented in form of frequencies, percentage; tables and figures. Qualitative data from interview schedules- open-ended responses were using thematic analysis with a view of getting themes. That was followed by

data reduction which helped to sort, focus and organize the data into themes after which it was reported verbatim.

3.11 Ethical considerations

While carrying out research, ethical consideration has to be taken seriously. According to Madge (1994), ethical research is one that gains information and consent from respondents, respects the rights of individuals under study and does not cause any harm to them. Further, ethical issues take into consideration sensitivity to cultural differences, gender and anonymity, privacy and confidentiality. Ethical considerations were adhered to while undertaking the study.

Permission was sought from the Ministry of General Education through the District Education Board Secretary (DEBS). All participants from the selected schools were informed about the study and a verbal consent sought before collection of data. Confidentiality and anonymity of the respondents were highly guarded and where applicable, numbers were used instead of names. The purpose of the study was explained to the respondents both by a written introduction and verbally. Participants were also notified that they were expected to be free to withdraw in case they do not feel like participating (Purkey and Novak, 1996).

3.12 Chapter Summary

The chapter discussed the research design, target population, sample and sampling procedures, data collection instruments, validity and reliability of instruments and data collection procedures. The chapter further, discusses the data analysis, ethical considerations and ends with a summary of the chapter.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

In the chapter, the findings of the study are presented. The purpose of the study was to investigate the view of teachers and pupils on effectiveness of guidance and counselling in the study secondary schools of Chinsali District.

The following objectives guided the study:

- i. What are the views of teachers and pupils on the effectiveness of guidance and counselling services in the study secondary schools?
- ii. What factors have led to views held by the teachers and pupils on the effectiveness of guidance and counselling services available in the study schools?
- iii. What efforts are schools making to change the views of teachers and pupils towards guidance and counselling services in the study schools?

The study findings were based on responses from 45 pupils and 15 teachers who were conveniently and purposively sampled. They have been presented using descriptive statistics and descriptively in case of qualitative data.

4.2 Characteristics of Respondents

Table 1: Respondent's Gender

Below is the gender distribution of the respondents.

n= 60

Gender	Frequency	Percentage
Female	37	62
Male	23	38

Most 37 (62%) of the respondents were female while 23(38%) of respondents were male. It was clear from the findings that most of the respondents were females.

Table 2 Respondents' Age

Distribution of respondents by age ranging was as it is below:

n=60

Age	Frequency	Percentage
Less than 11 years	2	3
12 -16 years	12	25
17-21 years	30	50
Above 22 years	16	22

The majority 30 (50%) of the respondents were in the age group 17-21years. The finding revealed that most of the pupil respondents were in their adolescent stage

Table 3: Respondents Period of Experience in school

n=45

Duration in school	Frequency	Percentage
Less than 1 year	6	13
2-3 years	26	58
More than 3 years	13	29

Most 26 (58%) of the pupil respondents were in school between 2-3 years while 13 (29%) were in school for 3 years.

Table: 4 Teacher's Duration in Service

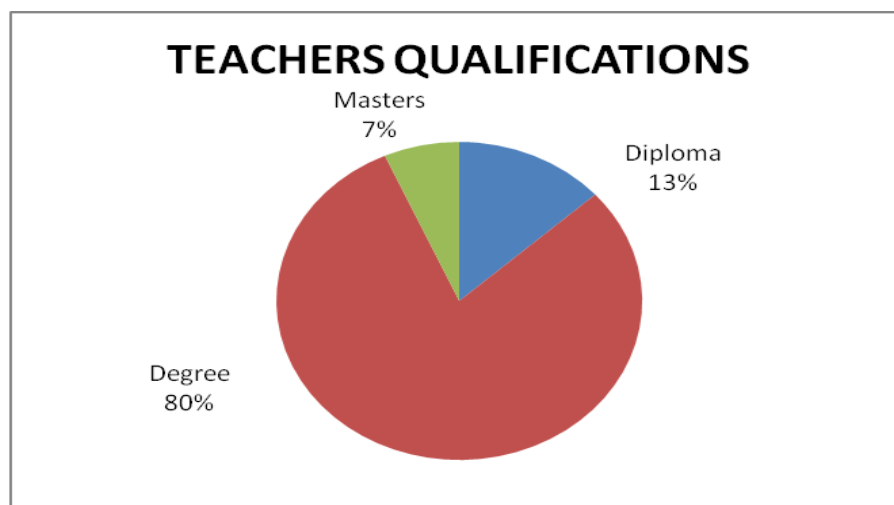
n=15

Duration in service	Frequency	Percentage
Less than 5 years	4	27
5-15 years	8	53
16-25 years	2	13
Above 26 years	1	7

The majority 8 (53%) of the teacher respondents were in the service between 5 -15 years while 4 (27%) were in service less than 5 years. It was clear from the finding that the majority of the teachers had experience in the profession having served for more than 5 years.

Figure 1: Highest Professional Qualifications

n=15



Most 12 (80%) of the teacher respondents had Degrees while 2 (13%) had Diplomas. It was evident from the findings that most teachers were degree holders

4.3 Views of Teacher and Pupils

Table 5: Established guidance and counselling departments

n=45

Established guidance and counselling departments	Frequency	Percentage
Yes	34	76
No	11	24

The majority 34 (76%) of the pupil respondents reported that they had established guidance and counselling departments in their schools while 11 (24%) said that they had no guidance and counselling departments. It was clear from the findings that most participating schools had guidance and counselling units.

Table 6: Accessibility of Guidance and Counselling services

n=45

Accessibility of guidance and counseling services	Frequency	Percentage
Yes	32	71
No	13	29

Most 32 (71%) of the pupil respondents indicated that they had access to guidance and counselling services while 13 (29%) stated that they had no access to the services. It was evident from the finding that most pupils had access to guidance and counselling in the school. This finding is in contrast with Mwangi (2002) who said the number of pupils seeking for guidance and counselling was noted to be below average.

Table 7: Frequency of receiving the Counselling and Guidance services

n=45

Frequency of receiving the services	Frequency	Percentage
Twice in a week	12	27
Not regularly	19	42
Do not receive	14	31

Most 19 (42%) of the pupil respondents revealed that they were not receiving the services regularly while 14 (31%) said that they were not receiving the services. It was evident from the findings that the frequency of receiving counselling was irregular.

Table 8: Adequate guidance and counselling materials

n=45

Adequate guidance and counselling materials	Frequency	Percentage
Yes	10	22
No	35	78

Most 35 (78%) of the pupil respondents said that they were not provided with adequate guidance and counselling materials while 10 (22%) revealed that they were provided with adequate materials. It was evident from the findings that guidance and counselling materials were not adequate

Table 9: Benefits of guidance and counselling services

n=45

Benefits of guidance and counselling services	Frequency	Percentage
Yes	31	69
No	14	31

The majority 31 (69%) of the pupil respondents reported that they benefited with the guidance and counselling services provided in their schools while 14 (31%) stated that they did not benefit. It was clear from the findings that the majority of respondents indicated that guidance and counselling services were beneficial

Table 10: Need for inclusion of guidance and counselling activities on the school calendar

n=45

Need for inclusion of guidance and counselling activities on school calendar	Frequency	Percentage
There is need	39	87
No need	6	13

Most 39 (87%) of the pupil respondents showed that there is need of including guidance and counselling activities on the school calendar while 6 (13%) said that there is no need of including the activities on the school calendar. It was clear from the findings that there was need for the inclusion of guidance and counselling activities on the school calendar

Table 11: Types of guidance

n=45

Types of guidance	Frequency	Percentage
Educational	34	76
Vocational	3	7
Social	3	7
All of the above	5	11

The majority 34 (76%) of the pupil respondents revealed that educational guidance is the one they received mostly from their schools while 5 (11%) indicated that they received all the types of guidance. It was clear from the findings that the focus was more on education guidance.

Table 12: Conducive Environment

n=45

Conducive Environment	Frequency	Percentage
Yes	19	42
No	26	58

The majority 26 (58%) of the pupil respondents reported that their schools had no conducive environments where guidance and counseling services were conducted from while 19 (42%) stated that their schools had conducive environments. It was evident from the findings that the environment in most schools included in the study was not conducive.

Table 13: One to One counselling

n=45

One to one counselling	Frequency	Percentage
Yes	13	29
No	32	71

Most 32 (71%) of the pupil respondents indicated that the counselling done in their schools was not on one to one while 13 (29%) said that counselling was on one to

one. It was evident from the findings that most of counselling provided was not on one to one basis

Table 14: Effective guidance and counselling

n=45

Effective guidance and counselling	Frequency	Percentage
Effective	16	36
Not effective	29	64

The majority 29 (64%) of the pupil respondents showed that guidance and counselling was not effective while 16 (36%) stated that guidance and counselling was effective.

Table 15: Teacher Pupil relationship

n=45

Teacher Pupil relationship	Frequency	Percentage
Good	36	80
Not very good	9	20

Most 36 (80%) of the pupil respondents revealed that teacher pupil relationship was good while 9 (20%) reported that the relationship was not very good. It was clear from the findings that the teacher pupil relationship was good.

Table 16: Common Challenges

n=45

Common Challenges	Frequency	Percentage
No access to guidance and counselling services	14	31
Lack of infrastructure	10	22
- Lake of material and financial resources	12	27
- Inadequate number of guidance and counselling teachers		
Limited number of outside support	9	20

The majority 14 (31%) of the pupil respondents stated that lack of access to guidance and counselling services was the challenge they faced while 12 (27%) said that inadequate number of guidance and counselling teachers and lack of material financial resources were the challenges they were facing.

Table 17: How often pupils took their issues to guidance and counselling department

n=45

How often pupils took their issues to guidance and counselling department	Frequency	Percentage
Rarely taken	37	82
Not taken	8	18

The most 37 (82%) of the pupil respondents revealed that they were taking their issues to guidance and counselling departments rarely while 8 (18%) were not taking their issues to the departments.

Table 18: Guidance and counselling departments working hand in hand with the school Administrations

n=45

Do guidance and counselling work in hand with the school administration?	Frequency	Percentage
Yes	32	71
No	13	29

The majority 32 (71%) of the pupil respondents stated that guidance and counselling departments were working hand in hand with the school administrations while 13 (29%) said that the departments were not working hand in hand with the school administrations. It was evident from the findings that there was good collaboration between the Guidance and Counselling Department and School Administration

Table 19: Outside Support

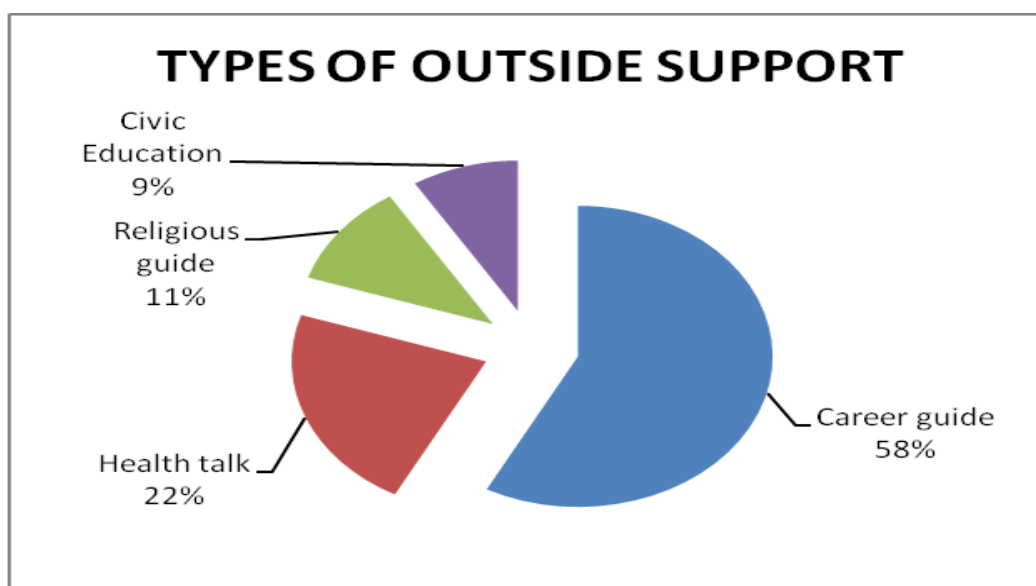
n=45

Outside support	Frequency	Percentage
Yes	26	58
No	19	42

Most 26 (58%) of the pupil respondents reported that the departments were receiving the outside support while 19 (42%) said that departments were not receiving outside supports.

Figure 2: Types of Support

n=45



Most 26 (58%) of the pupil respondents showed that schools received career guidance while 10 (22%) said that schools received health talk as outside support. It was clear from the findings that pupils mostly got guidance careers

Table 20: Referrals of Cases

n=45

Referrals of cases	Frequency	Percentage
Yes	28	62
No	17	38

The majority 28 (62%) of the pupil respondents stated that guidance and counselling departments referred cases to other stakeholders like the Hospital, Victim Support Unit, Church and Social welfare while 17 (38%) indicated that the departments did not refer cases to other stakeholders.

Table 21: Follow Ups

n=45

Follow ups	Frequency	Percentage
Yes	26	58
No follow ups	19	42

Most 26 (58%) of the pupil respondents said that departments made follow ups so as to assist pupil clients to solve their problems well while 19 (42%) stated that departments did not make follow ups.

Table 22: Provision of Guidance and Counselling services

n=15

Guidance and counselling services	Frequency	Percentage
Yes	11	73
No	4	27

The majority 11 (73%) of the teacher respondents revealed that their schools provide guidance and counselling services while 4 (27%) said that their schools did not provide the services.

Table 23: Providers of Services

n=15

Providers of services	Frequency	Percentage
Teachers	12	80
Administrators	2	13
Support staffs	1	7

The majority 12(80%) of the teacher respondents reported that teachers were providing guidance and counselling services while 2 (13%) stated that administrators were providing the services.

Table 24: Schedule for Guidance and Counselling activities

n=15

Schedule for guidance and counselling activities	Frequency	Percentage
Yes	9	60
No	5	33
I do not know	1	7

Most 9 (60%) of the teacher respondents revealed that schools had schedules for guidance and counselling activities while 5 (33%) said that schools had no schedules for guidance and counselling activities.

Table 25: Time allocated for Guidance and Counselling activities

n=15

Time allocated for guidance and counselling activities	Frequency	Percentage
Yes	4	27
No	11	73

Most 11 (73%) of the teacher respondents showed that time allocated for guidance and counselling was not adequate while 4 (27%) said time was adequate.

Table 26: Special Areas designated for counselling Pupils

n=15

Special areas designated for counselling pupils	Frequency	Percentage
Yes	9	60
No	4	27
I do not know	2	13

The majority 9 (60%) of the teacher respondents reported that schools had special areas for counselling pupils while 4 (27%) said that schools did not have designated areas for counselling pupils.

Table 27: Funds for Guidance and Counselling activities

n=15

Funds or guidance and counselling activities	Frequency	Percentage
Yes	2	13
No	12	80
I do not know	1	7

Most 12 (80%) of the teacher respondents stated that schools were not providing funds for guidance and counselling activities while 2 (13%) said schools were providing funds for the activities. It was evident that most schools were not funding the guidance and counselling activities

Table 28: Adequacy of Funds

n=15

Adequacy of Funds	Frequency	Percentage
Yes	5	33
No	10	67

The majority 10 (67%) of the teacher respondents said the funds were not enough while 5 (33%) showed that the funds were enough.

Table 29: Availability of Material Resources

n=15

Resource materials available	Frequency	Percentage
-Guidance and counselling book, guides, posters	11	73
Guidance and counselling magazines	1	7
Human resource	2	13
No idea	1	7

The majority 11 (73%) of the pupil respondents reported that guidance and counselling books, guides and posters were the resource materials available while 2 (13%) said human resource was available. It was evident from the findings that guidance and counselling materials were available in most schools

Table 30: Teachers with Special training

n=15

Teachers with special training	Frequency	Percentage
Yes	2	13
No	13	87

Most 13 (87%) of the teacher respondents revealed that schools had no teachers with special training for guidance and counselling while 2 (13%) said schools had teachers with special training. It was clear from the findings that most teacher had no special training in guidance and counselling.

Table 31: Measures adopted by the School and Ministry of Education

n=15

Measures	Frequency	Percentage
Training of teachers for guidance and counselling departments	10	67
Planning Guidance and counselling activities	4	27
Building infrastructure for guidance and counselling departments	1	6

The majority 10 (67%) of the teacher respondents said that the Ministry of Education was training teachers for guidance and counselling while 4 (27%) stated that the Ministry had ensured that guidance and counselling activities were planned for.

Table 32: Strategies Suggested by Respondents to Improve Guidance and Counselling services

n=15

Strategies	Frequency	Percentage
Attach more teachers to guidance and Counselling department	7	47

Put up time table for guidance and counselling activities	5	33
Provision of more funds and guidance and counselling materials	2	13
Subject and Grade Teachers to actively participate in Guidance and Counselling activities	1	7

Most 7 (47%) of the teacher respondents said that the school administrations needed to attach more teachers to Guidance and Counselling departments while 5 (33%) indicated that a time table for guidance and counselling activities was needed.

4.4 Chapter Summary

The chapter presented the study findings. The purpose of the study was to investigate the view of teachers and pupils on effectiveness of guidance and counselling in the study secondary schools of Chinsali District. Frequency Tables and Figures were used. Key findings of the study included the inadequate infrastructure, number of trained teacher counsellor, lack of schedule for the guidance and counselling programmes and stakeholder involvement. “There is need for all schools to include Guidance and Counseling schedules on the school programme”. The findings were useful in coming up with recommendations.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The chapter discusses the findings of the study. The study aimed at investigating the views of teachers and pupils on the effectiveness of guidance and counselling services in the study secondary schools.

The following were the objectives which guided the study:

- i. To establish the views of teachers and pupils on the effectiveness of guidance and counselling in the study secondary schools.
- ii. To explore factors that might have led to views held by the teachers and pupils on the effectiveness of guidance and counseling available in the study school.
- iii. To ascertain efforts schools were making to change the negative views and strengthen positive views of teachers and pupils on guidance and counselling in the study schools.

5.2 Teachers and Pupils' views of effectiveness of Guidance and Counselling

Thirty four (76%) of the pupil respondents said that their schools had established guidance and counselling departments while eleven (24%) reported that their schools had no established guidance and counselling departments. This finding underscores the need to have established guidance and counselling departments in all secondary schools. The finding is supported by Munkombwe (2008), who found out that most public secondary schools had functional guidance and counselling departments.

Thirty Two (71%) of the pupil respondents revealed that they were receiving guidance and counselling services from their schools while thirteen (29%) said that they had no access to guidance and counselling services. This finding showed that significant number of pupils (29%) had no access to guidance and counselling services. The finding is in contrast with Mutunga (2003) who found out that the level of voluntary consulting with the guidance and counselling department by pupils was very low. This he attributed to lack of trust, fear of being victimized and poor counselling environment.

Nineteen (42%) of the pupil respondents stated that they were not receiving the services regularly, twelve (27%) were receiving the services twice a week and fourteen (31%) reported that they did not receive the services. The study revealed that the frequency of receiving the guidance and counselling services was not regular.

Eleven (73%) of the teacher respondents stated that their schools provided guidance and counselling services while four (27%) said that their schools did not provide the services. This finding revealed that pupils even teachers were in agreement that guidance and counselling services were not accessible to pupils.

Twelve (80%) of the teacher respondents said that guidance and counselling services were provided by teachers, one (7%) reported that support staff provided the services and two (13%) said that services were provided by administrators. The study showed that the majority of respondents acknowledged that teachers were the providers of guidance and counselling services in schools.

Nine (60%) of the teacher respondents said that their schools had schedules for guidance and counselling activities, one (7%) indicated that schools did not know if schools had schedules for guidance and counselling activities and five (33%) of the respondents said schools had no schedules for guidance and counselling activities. According Gibson and Henderson (2000). Comprehensive guidance and counselling programmes have provided school counsellors with organizational structure to focus efforts, organize work schedules and allocate time necessary for implementing practical school counselling activities and services. The study revealed that a considerable number of schools five (33%) had no schedules for guidance and counselling activities.

Thirty four (76%) of the pupil respondents revealed that they mostly received educational guidance, three (7%) received vocational guidance, three (7%) received social guidance and five (11%) received all of the above. The study revealed that the most of guidance and counselling provided in schools focused on education.

Thirty two (71%) of the pupil respondents reported that counselling conducted in schools was not on one to one basis while thirteen (29%) said that counselling was on one to one. A counsellor must view each client and problems he or she presents

as unique. Thus, accept that people have individual differences Ndhlovu (2010). School counsellors, in working with individual students, know their personal problems and aspirations, their talents and abilities as well as the social pressures confronting them.

Twenty two (51%) of the pupil respondents stated that guidance and counselling in their schools was not effective, sixteen (36%) said that guidance and counselling was effective and six (13%) indicated that guidance and counselling in their schools was not very effective. The finding revealed that there is need to provide effective guidance and counselling in secondary schools.

Thirty six (80%) of the pupil respondents revealed that teacher pupil relationship was good while nine (20%) said that teacher pupil relationship was not very good. This shows that pupils were free to share their challenges to guidance and counselling providers. The finding is supported by Wrenn (1962) who that one major task of a counsellor's relationship to the pupil is to contribute to a growing maturity of self-understanding. Therefore the realities of counsellors' personal characteristics and aspirations are seen by the pupil in their relationships to cultural changes, educational and vocational opportunities.

Fourteen (31%) of the pupil respondents reported that lack of access to guidance and counselling services was the common challenge that they were facing as pupils, twelve (27%) said inadequate number of teachers was the common challenge, ten (22%) stated that lack of infrastructure was a challenge and nine (20%) of the respondents said that limited number of guidance and counselling as outside support was also a challenge. The study revealed that lack of access to guidance and counselling services, inadequate number of teachers, lack of infrastructure and limited number of outside support were the common challenges that pupils were facing in schools.

5.3 Factors that might have led to current views on effectiveness of guidance and counseling

Thirty five (78%) of the pupil respondents reported that schools did not provide them with adequate guidance and counselling materials while ten (22%) showed that schools provided them with adequate materials. The study showed that the material resources necessary for provision of effectiveness guidance and counselling services

were not available. Hui (2002) also asserted that comprehensive guidance and counselling programme requires resources.

These include personnel, financial and political resources. Lack of resources affect the way teachers perform their counselling and may consequently develop negative views.

Thirty one (69%) of the teacher respondents revealed that guidance and counselling services provided in schools benefited them while fourteen (31%) reported that guidance and counselling services did not benefit them. This shows that the majority of the respondents acknowledged the benefits of guidance and counselling services provided in schools.

Twenty six (62%) of the pupil respondents said that guidance and counselling departments referred cases to other stake holders like Hospital, Victim Support Unit, Church or Social welfare while seventeen (38%) reported that departments were not making referrals.

Eleven (73%) of the teacher respondents stated that time allocated for guidance and counselling activities was not enough while four (27%) said that time was enough. The study showed that there was no time allocated for guidance and counselling activities for effective handling of pupils' issues.

Thirty nine (87%) of the pupil respondents revealed that there was need for including guidance and counselling activities on the school calendar while six (13%) said that there was no need of including guidance and counselling activities on the school calendar. The study revealed the pupils were equally not aware of the existence of the schedule for guidance and counselling activities on the school calendar.

Nine (60%) of the teacher respondents indicated that their schools had special designated areas for guidance and counselling pupils, one (7%) stated that they did not know if schools had designated areas and four (27%) said their schools had no designated areas. The study indicated that there was inadequate infrastructure to support the provision of effectiveness guidance and counselling services in schools.

Twelve (80%) of the teacher respondents said that schools did not provide funds for guidance and counselling activities, two (13%) said schools provided funds for guidance and counselling activities and one (7%) stated that they did not know if schools provided funds for guidance and counselling activities. The study showed that schools were inadequately funded for guidance and counselling services.

Egbo (2013) stated that “the total development of a child can only take place in environment conducive for teaching and learning”. It is in realization of the above that all the educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Guidance and counselling are among the school educational services and it is believed that guidance and counselling in schools shall develop, assess and improve educational programmes as it is believed that counsellors can provide data that can serve as a basis for curriculum development, and can help curriculum developers shape courses of study that more accurately reflect the needs of pupils, enhance teaching and improve the competence of the teacher and reduce cost for the children.

Twenty six (58%) of the pupil respondents revealed that schools had no conducive environments where guidance and counselling was conducted from while nineteen (42%) said schools had conducive environments for guidance and counselling. This study is in agreement that schools and the Ministry of Education plan for special designated areas for effective guidance and counselling services. This finding is in contrast with what Goldman (2003), said effective counseling means having a skilled, accepting counselor to attentively listen to the clients in a safe environment where they can freely talk about their problem and how they feel about it.

Eleven (73%) of the teacher respondents indicated that guidance and counselling books guides, and posters were the resource materials available to support guidance and counselling activities, two (13%) reported that availability of teachers was one of the support resource available, 1 (7%) stated that guidance and counselling magazines were available, and one (7%) said that they had no idea in regard to resource materials available in schools to support guidance and counselling activities. This finding showed that guidance and counselling materials were provided in schools.

Thirteen (87%) of the teacher respondents revealed that schools had no special trained teachers for guidance and counselling while two (13%) showed that schools had special trained for guidance and counselling. The study showed the need to train and attach more teachers to guidance and counselling departments.

5.4 Strategies adopted by Schools to improve guidance and counselling

Seven (47%) of the teacher respondents suggested that schools administrations had to adopted the strategy of attaching more teachers to guidance and counselling departments, five (33%) reported that school administrations had to put up time tables for guidance and counselling activities and encourage grade and subject teachers to be consoling pupils and three (20%) stated that schools should be providing guidance and counselling materials as the strategy the schools were adopting to ensure improve guidance and counselling services to pupil. The study identified the strategies school administrations had adopted to ensure improve guidance and counselling as attaching teachers to the departments, buying of guidance and counselling materials, put time tables for guidance and counselling activities and encourage grade and subject teachers to be consoling pupils.

Ten (67%) of the teacher respondents indicated that the school and the Ministry of Education should be training more teachers and building infrastructure as measures to make sure that the guidance and counselling get improved, four (27%) stated that the schools should be planning for guidance and counselling activities and one (6%) said that schools should be building infrastructure for guidance and counselling.

Ten (67%) of the teacher respondents commented were that schools should put guidance and counselling activities on the school time tables and attach more teachers with special training to guidance and counselling departments, two (13%) said schools should be providing resource materials to the departments, two (13%) stated that schools should build isolated rooms for guidance and counselling and one (7%) suggested that the Ministry of Education should ensure that guidance and counselling activities be planned. The study showed that effectiveness guidance and counselling should be provided to pupils as most respondents commented.

Twenty six (58%) of the pupil respondents said that guidance and counselling departments were not receiving the outside support regularly while nineteen (42%) indicated that departments were receiving the support. The study showed that there was no proper collaboration between the schools and other stakeholders.

Thirty (67%) of the pupil respondent said that they received career guidance as an outside support, six (33%) stated that they received health talk, five (11%) said they received religious guide and four (9%) received civic education. This finding shows that pupils receive all types of guidance as outside support.

Thirty two (71%) of the pupil respondents reported that said guidance and counselling departments work hand in hand with the school administrations while thirteen (29%) said that the departments were not working hand in hand with the administrations. This showed that there was co-operation and togetherness between the school administrations guidance and counselling departments in improving the life of the pupils.

Twenty six (58%) of the pupil respondents revealed that departments were making follow ups to help pupil clients find possible solutions to their problems while nineteen (42%) respondents said departments were not making follow ups. This finding showed that not all consoled pupils were followed up.

5.5 Chapter Summary

The chapter discussed the findings of the study. The study aimed at investigating the views of teachers and pupils on the effectiveness of guidance and counselling services in the study secondary schools.

The study revealed clearly that guidance and counseling services was not be effective in schools due to the following factors. The inadequate infrastructure and lack of trained teacher counsellors contributed to the ineffectiveness of Counseling and Guidance services. The study further showed that Guidance and counseling services were not often on school schedules.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The chapter concludes the study. The study aimed at investigating the views of teachers and pupils on the effectiveness of guidance and counselling services in the study secondary schools. The chapter ends with recommendations

6.2 Conclusion

In conclusion, the study revealed that teachers and pupils had mixed of views that are positive and negative views over the effectiveness of guidance and counselling services offered in schools. Positive views were centred on improved academic performance, social and moral conduct. Negative views were more on lack of training among guidance and counselling teachers, infrastructure, resource materials and planned activities.

6.3 Recommendations

In view of the study findings, the researcher made the following recommendations;

Ministry of General Education

1. The Ministry of Education should plan for infrastructure expansion to be used for guidance and counselling services in schools.
2. The Ministry of Education should intensify the training and capacity building programmes to ensure that counsellors are kept abreast with the information on provision of guidance and counselling services.

Secondary Schools

1. All secondary schools should have established guidance and counselling departments to ensure regular accessibility of the services by all pupils in schools.
2. All Schools should ensure availability material resources for guidance and counselling in order to promote effective provision of guidance and counselling services.
3. All Schools should ensure schedules for guidance and counselling activities are put in place for effective implementation of the activities.
4. The schools should embrace and focus on all types of guidance services so as to ensure the production of better citizens.

5. All school should collaborate with other stakeholders and make referrals on cases beyond them to ensure continuum of care and make follow ups on pupils counselled in order to assess the progress made.

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APPENDIX 1

TIME LINES

SN	PERIOD	ACTIVITY
1	March 2019	Formulation and submission of Research Topic
2	June – December 2019	Proposal writing
3	January 2020	Submission of Research Proposal
4	February 2020	Feedback from Supervisor and Refining the document
5	March 2020	Pilot Study and Refining data collecting tools
6	April 2020	Data collection
7	May 2020	Data Analysis
8	July/ August 2020	Presentation of Research Finding

APPENDIX 2

BUDGET

SN	DESCRIPTION		QUANTITY	COST (ZWK)	TOTAL
1	Stationery	Ream of Paper	2	65.00	130.00
		Printing	120	5.00	600.00
		Photocopying	500	0.50	250.00
		Binding	4	150.00	600.00
		Staples	1box	15.00	15.00
		Box files	4	35.00	140.00
		Pencils	10	2.50	25.00
		Pens	10	5.00	50.00
		2	Transport and Communication	Internet Bundles	6
Air time	20			5.00	100.00
Fuel	60			17.60	1,056.00
3	Snacks and Drinks	Biscuits	10	20.00	200.00
		Mineral Water	20	5.00	100.00
		Soft drinks	15	8.00	120.00
4	Contingency 10%				398.60
	Grand Total				4,384.60

APPENDIX 3

INSTRUCTIONS AND VERBAL CONSENT

Dear Sir/Madam,

I am Chisanga Bernadette a student at University of Zambia pursuing a Masters' of Science Degree in Counselling. I am carrying out a study, investigating of the view of teachers and pupils on the effectiveness of guidance and counselling services in secondary schools.

Please assist by providing relevant information. Your responses will be handled with utmost confidentiality and privacy and will only be used for the above study for statistical analysis, planning and reporting of aggregated information. You will not be required to provide your name or any identity. Furthermore, you will not be required to write your responses. As an interviewer, I will write down your responses. In some questions you will be required to answer "yes" or "no" while in some questions you may be required to give an explanation to your responses. The interview will take approximately 15 minutes. You are free to opt out of the interview at any point. You are only required to give a verbal consent.

APPENDIX 4

INTERVIEW SCHEDULE FOR TEACHERS

Date of Interview.....Time Started..... Time Finished.....

Name of Interviewer.....Place of Interview.....

SECTION A: Demographic Data

1. What is your age?
 - (a) 25- 30 years
 - (b) 31-40 year
 - (c) 41-50 years
 - (d) Above 50 years

2. Gender
 - (a) Male
 - (b) Female

3. How long have you been in service?
 - (a) Less than 5 years
 - (b) 6 to 15 years
 - (c) 16- 25 years
 - (d) Above 26 years

4. What is your highest professional effectiveness?
 - (a) Diploma
 - (b) Degree
 - (c) Masters
 - (d) Others (specify)

SECTION B: Views of Teachers on the effectiveness of Guidance and Counselling

5. Does your school provide counselling services?
 - (a) Yes
 - (b) No
 - (c) I don't know

6. If "Yes" Who provides the service?
 - (a) Teachers
 - (b) Administrators
 - (c) Support staff
 - (d) Any other (specify)

7. Has the school got a schedule for guidance and counselling activities?
 - (a) Yes
 - (b) No

(c) I don't know

8. Is the time allocated for guidance and counselling activities adequate?

(a) Yes

(b) No

SECTION C: Factors influencing the Views held by Teachers

9. Does your school have a special area designated for counselling pupils?

(a) Yes

(b) No

(c) I don't know

10. Does your school provide funds for guidance and counselling activities?

(a) Yes

(b) No

(c) I don't know

11. If "Yes" Are the funds provided enough?

(a) Yes

(b) No

12. What resource material are available at your school to support guidance and counselling activities?

13. Does your school have teachers with special training in guidance and counselling?

(a) Yes

(b) No

SECTION D: Efforts Schools are making to correct the Views of Teachers

14. State the Measures that the school administration has adopted to ensure improved guidance and counselling services to pupils

15. Suggest some of the strategies that the school administration can adopted to ensure improved guidance and counselling services to pupils

16. Do you have any more comments? Please feel free to add any other comment.

We have now come to the end of the interview

Thank you for your participation

APPENDIX 5

QUESTIONNAIRES FOR PUPILS

Introduction by Interviewer

Dear Pupil,

I am Chisanga Bernadette a student at University of Zambia pursuing a Masters' of Science Degree in Counselling. I am carrying out a study, investigating of the view of teachers and pupils on the effectiveness of guidance and counselling services in secondary schools.

Please assist by providing relevant information on the questions ask in this questionnaire.

Please find attached a questionnaire for you to fill. The purpose of the questionnaire form is to assist the researcher in investigating the views of teacher and pupils towards guidance and counselling in selected schools of Chinsali District. Please assist by providing relevant information. Your responses will be handled with utmost confidentiality and privacy and will only be used for the above study for statistical analysis, planning and reporting of aggregated information.

Instructions to Interviewee

1. Do not write your name on the questionnaire or anything to identify you.
2. Answer all questions
3. . Place a tick(\surd) against t he most appropriate response to closed ended questions
4. Write your responses in the space provided to the open ended questions
5. After giving your written responses, Hand over the completed questionnaire to the interviewer

Section A: Demographic Data

1. Gender

(a) Female

(b) Male

2. How old are you?

(a) Less than 11 years

(b) 12- 16 years

(c) 17- 21 years

(d) Above 22 years

3. How long have been at your school?

(a) Less than 1 year

(b) 2- 3 years

(c) More than 3years

4. Do you have an established guidance and counselling department at your school?

(a) Yes

(b) No

4. Do you receive guidance counselling services in your school?

(a) Yes

(b) No

6. If “Yes” how often do you receive the services,
State

7. Does the department provide you with adequate guidance and counselling materials

(a) Yes

(b) No

8. Has guidance and counselling services provided in your school benefited you in any way?

(a) Yes

(b) No

9. Do you see any need of including guidance and counselling activities on the school calendar. Give your answer_____

- 10.** From the following, types of guidance choose the type(s) of guidance you receive
- (a) Educational
 - (b) Vocational
 - (c) social

11 Does the school have a conducive environment where guidance and counselling is conducted from

- (a) Yes
- (b) No

12. Is the counselling done on one to one basis?

- (a) Yes
- (b) No

13. Do you see guidance and counselling at your school to be effective?.

Comment _____

14. How is the teacher pupil relationship at your school?

15. What are the common issues or challenges do you face as pupils?

16. How often do you take your issues to guidance and counselling department?

17. Does the guidance and counselling department refer cases to other stakeholders like the Hospital, Victim Support Unit, church, social welfare?

- (a) Yes
- (b) No

18 If “yes”, do the department make follow ups so as to help pupil clients to find possible solutions to their problems?

19. What type of support does your school receive from outside in terms of guidance and counselling

Thank you