

NATURE OF GUIDANCE AND COUNSELLING SERVICES SUPPORTING THE
ACADEMIC LIFE OF PUPILS IN SELECTED SECONDARY SCHOOLS OF KAZUNGULA
DISTRICT, ZAMBIA

By

GIFT MUNSANDA

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DECLARATION

I, GIFT MUNSANDA, declare that this work is my original work achieved through personal reading and scientific research. This work has never been submitted to University of Zambia / Zimbabwe Open University or any other University for the award of a Master of Degree in Education Management or for any other academic award. All sources of data used, and literature on related works previously done by others, used in the production of this dissertation have been dully acknowledged. If any omission has been made, it is not by choice but by error.

Signature Date

DEDICATION

I dedicate this research report to my children and husband, who might be ordinary people to some but to me, they mean a lot. This piece of work is a dedication to them for their unfailing support and understanding during the challenging period of carrying out the research.

ACKNOWLEDGEMENT

I wish to thank the Lord God almighty who has enabled me to complete this course in preparing, organizing and compiling up this important work.

The production of this dissertation has not been made possible without the valuable contributions from various people and organizations that I feel indebted to. First and foremost, I am greatly indebted to my supervisor Dr. J. M Mandyata for his or her patience, analytical, timely, advise, counsel and encouragement throughout the process of this work, without which this work would not have been achieved.

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ABSTRACT

The purpose of this study was to investigate the role of guidance and counselling services in learners' academic life in five (5) selected secondary schools of Kazungula District. This study had three objectives: to assess the nature of guidance and counseling services provided in the selected secondary schools: establish the challenges faced by school and guidance teachers and pupils in providing services in study secondary schools and to examine challenges guidance and counselling teachers encounter in delivering guidance and counselling services in the study schools.

A descriptive research design was used in this study and data was analyzed using both quantitative and qualitative approaches. Sixty-five (65) respondents participated. They consisted of five (05) Head teachers, and five (05) Deputy Head teachers, (10) guidance and counselling teachers, fifteen (15) regular teachers and (30) pupils. The head teachers, deputy head teachers, guidance and counselling teachers were selected using purposive sampling technique while regular teachers and 30 pupils were selected using simple random sampling technique. Qualitative data will be analyzed using descriptive thematic statistics while quantitative data will be analyzed using Statistical Package for Social Sciences (SPSS) programme and it will be used to create tables, frequency distributions, charts and graphs in order to portray the meaning data.

The major findings of the study were that guidance and counselling programmes available included vocation guidance, peer guidance education such as peer education, team teaching, individual group counselling and student support team planning. It was evident that guidance and counselling services benefited pupils in many different ways and this included enabling pupils to have an upright behavior, pupils tended to improve in their academic performance, pupils stayed away from harmful activities such as sexual practices and so on. The study also established that there was lack of proper infrastructure for the guidance and counselling department, lack of trained guidance and counselling teachers, pupils were not encouraged to attend counselling sessions, no enough guidance and counselling programme and no specific allocated time for students to attend counselling services. The solution put forth to curb the challenges of the study included that there was need to provide trained guidance and counselling teachers, need to construction proper infrastructure for guidance and counselling services, need for the allocation of time to offer counselling services to all the students, need of formulating proper guidance and counselling programmes for students, need of encouraging students to access guidance and counselling services and the need for the provision of guidance and counselling materials

Based on the findings of the study, recommendations that school administrators should make strong efforts to construct specific blocks for guidance and counselling activities; have specific time for pupils to attend guidance and counselling services should be created at curriculum level. The Ministry of Education should organize in-service trainings for guidance and counselling teachers in order to carry out their responsibilities more effectively.

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LIST OF ABBREVIATIONS

DEBS	District Educational Boards Secretary
MoE	Ministry of Education
SPSS	Statistical Package for Social Sciences
UNESCO	United Nation Education Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter outlines the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions and the significance of the study. It also covers the conceptual framework and delimitation of the study.

1.2 Background of the Study

According to Idowu (1998), it is argued that African societies had various forms of providing counselling to the young people and children since time in memorial. This was provided in terms of African traditional proverbs/adages, story-telling and also through community norms and values. In other ways, this guidance and counselling in African communities draws back history from the village set up. Most people were involved in traditional guidance and counselling in the communities they lived in. Mostly, the elders were responsible for inculcating community acceptable behaviours to the young generations (Lankshear and Knobel, 2004). In some cases, guidance and counselling was done by elderly people and those who were influential in the society through storytelling, and tales. It was also done prior to traditional ceremonies where a certain age group was secluded in preparation for adulthood which was later celebrated by the whole community (Namafe, et al, 2009).

In Phiri and Ndhlovu (2006) observation, among the common ways of offering guidance and counselling was through giving direct advice to young people in sharing wisdom. Story-telling and having sessions with people who had experience in life were other ways of providing guidance to the young adults. Often, special African schools where learners were prepared to become responsible adults, oriented to community life were set in seclusion of the larger

communities. In essence, guidance and counselling in African schools was provided in different ways to children of the same age-group with each African country taking its own approach (Snelson, 1974; Musenge, 2016).

The formal guidance and counselling as it is of a recent age. It is mostly associated with Frank Parsons in 1909 and took the form of vocational guidance. The end of the Second World War in 1945 with the problem of returning soldiers to civilian life gave meaning to Parson's work. His theory – trait-and – factor theory used in the integrations of returning soldiers in various vocations helped to give meaning to career guidance (Partson, 1990). As noted by Tembo (1980) guidance and counselling services were strengthened by response to some of the conditions and demands made by different people in working institutions in the United States of America and Europe. In other ways, guidance and counselling arose in the eighteenth to nineteenth century during the industrial revolution and this came as the need for specialized occupation industrial factories (Lambwe, 2017). In addition, during the nineteenth century, division of labour and growth of technology increased industrial development led to the development of vocational guidance and counselling.

Many scholars, such as Thungu et al (2012) and Kochhar (2013) have emphasized the need for the provision of guidance and counseling services in schools because they help pupils deal with the day-to-day problems that they face. In this case, the historical background of formal guidance and counselling in Zambian schools, dates back to the late sixties. Wilma and John (2000) reported that guidance and counselling services did not exist in Zambia until the late sixties when schools were given the independence required from the colonial masters.

However, available literature seem to show that, school guidance and counselling services in Zambia began in 1967 but it was not until 1970 when the secondary schools were directed by the Ministry of Education to allow teachers to take up responsibilities of career teachers (Ministry of Education, 2001; Mweemba (2016). Through this arrangement, pupils are helped to become aware of the many occupations they are able to do and they are also helped to decide on what they should do when they live school. In secondary schools, guidance and counselling services started to take shape and during this era, school guidance and counselling took a new twist. One of the important developments was the establishment of a careers guidance unit by appointing a careers officer working at the Ministry of Education headquarters (MoE, 2003). Among the duties of this career officer was to co-ordinate, organize and inspire the career teachers in all the secondary schools since they were in charge of school guidance (Wilma and John, 2000).

Guidance and Counseling section in Zambian schools is tasked to provide guidance and counseling services in order to help pupils deal with their problems and make informed decisions. Sometimes guidance helps pupils on subject combination and this helps them to know which subjects to put more effort in order to be able to pursue their intended careers during their tertiary education (MoGE, 2014). In this case, guidance and counseling teachers spends their time observing and interacting with pupils in order to acquaint themselves with the problems affecting their pupils. This close interaction will also help pupils to develop confidence in approaching Guidance and Counselling services. Under these services to pupils, teachers develop programmes that are responsive to the needs of the learners and not just any other service (Nkhata, 2010: MoGE, 2014).

Therefore, Tembo (1980) elucidated that being aware the needs of secondary school children, the importance of providing guidance and counselling services in the education system like in

secondary schools is enshrined in some of Zambia's official policy documents such as 'Educating Our Future' of 1996 as well as the Education Act No.23 of 2011. The former asserts that it will see to it that guidance and counselling services are offered and improved in all schools in order to counsel and guide children who are affected by psycho-social problems connected with HIV and AIDS, family bereavements, conflicts between customary and modern values or priorities, and similar anxiety-inducing situations (Tembo, 1980).

It further stipulates that the ministry of education will reinforce school guidance and counselling services, and that through career teachers, it will publicize information concerning training and preparations for employment opportunities after attainment of basic education and beyond (Phiri and Ndhlovu, 2006). The education Act (2011) on one hand states that counselling and career guidance shall be an essential component of learners' welfare at all levels of education system and shall be part of the overall management and administration of education institutions. This implies that the document advocates for the implementation of guidance and counselling services at various levels of education.

Coy (2010) observed that Even though guidance and counselling is within the core of the Zambian curriculum, it must be admitted that there are a lot of indiscipline issues that secondary schools deal with on a daily basis. Alcohol and drug abuse is on increase, abortion cases among secondary school girls, misuse of social media, pupils disrespecting schools, rules accentuated by pupils exhibiting deviant behaviour of communal values and customs and more uncalled-for behavior (MoGE, 2014). In addition, the use of examination malpractices is also rampant, indicating lack of confidence and commitment by pupils. Coy (2010) further argued that this has raised concerns from parents as to whether the school is doing its role of improving learner performance in secondary schools despite the ability of guidance and counselling services in

schools. Given the above situation, it is imperative to investigate the effectiveness of guidance and counselling teachers in the context of improving academic performance of pupils in Zambian secondary schools considering the fact that guidance and counselling requires necessary resources such as counselling offices, materials, time allocation and more.

1.3 Statement of the Problem

In the Zambian education system, guidance and counseling services have been reported to be embedded within the curriculum (Musenge, 2016; Lambwe, 2017) and has been offered since 1971. Several studies such as; Bbuku, (2017); Ndhlovu (2015) have however, reported pupils continued exhibiting deviant behaviour such as indulging into drug abuse, sexual activities, indiscipline in schools at the expense of academic work (Coy, 2004). Due to increased misbehavior and poor performance in academic work, parents and guardians have raised concerns as to whether the school is discharging its role of guiding and counselling pupils properly in terms of grooming these young people to be responsible citizens. The situations has thus, raises the question as to what is the nature of guidance and counselling services available in secondary schools to support the academic life of pupils? Therefore, it is with such a puzzle in mind that the researcher sought to investigate the nature of guidance and counselling services supporting the academic work of pupils in selected schools of Kazungula District of Southern Province.

1.4 Purpose of the study

The purpose of this study was to investigate the nature of guidance and counselling services supporting the academic work of pupils in selected secondary schools of Kazungula District, Zambia.

1.5 Objectives of the study

The objectives of this study were to:

1. Assess the nature of guidance and counseling services supporting academic work of pupils in the selected secondary schools.
2. Determine the challenges associated with identified guidance and counselling services supporting academic work of pupils in study secondary schools.
3. Examine efforts guidance teachers were making in improving the provision of guidance and counselling services to pupils in the study schools.

1.6 Research Questions

This research was guided by the following research questions:

1. What is the nature of guidance and counseling services supporting the academic work of pupils in the selected study secondary schools?
2. What challenges do teachers and pupils encounter in delivering guidance and counselling services arising from nature of services available in the study secondary schools?
3. What efforts were the guidance teachers and pupils making to improve on the nature of guidance and counselling services in the study schools?

1.7 Significance of the Study

It is expected that this study would bring out information regarding the investigation on the effectiveness of guidance and counseling provide in the control of pupils behavior and academic performance in selected secondary schools of Kazungula District in Zambia. It is hoped that teachers, school administrators and education managers would find the findings useful in their work. Through this study, a deeper insights and better understanding of guidance and counselling services and contributions to behavior management and academic performance of pupils would come out for the benefit of many people. The findings generated from this study would also help

guidance and counselling teachers, education administrators, policy makers, curriculum developers and other stakeholders to maximize on the factors that improve the provision of guidance and counselling services. Moreover, the information produced would be of great value to the Ministry of Education as it might help them provide all the necessary materials that can enable the smooth delivery of guidance and counselling activities and this would enable schools to produce well-informed and responsible adults. In addition, the study might also add value to the existing pool of knowledge on issues pertaining to guidance and counselling services. Lastly, but not the least, the study is also done as a requirement in the partial fulfillment of the award of the Degree of Master in Education Management.

1.8 Delimitation

Delimitation of this study drew lines and borders on content and study coverage area. It addressed how the study was narrowed in scope (Kombo and Tromp, 2006). In this study, the focus was on the investigation of the effectiveness of guidance and counseling teachers in learner performance in five selected secondary schools of Kazungula District of the Southern Province. The study was carried out in Kazungula District which is located in the southern part of Zambia. The study was limited to government-run secondary schools and five (05) of them were sampled out of the total number of secondary schools in Kazungula District. Therefore, Kazungula district was selected as the area of study for there has never been such a research conducted before in the area. Moreover, guidance and counselling teachers were chosen because they were the ones at the helm of counselling pupils for positive academic performance. Pupils were also selected because they were the victims of low academic performance in secondary schools.

1.9 Limitation of the Study

Limitations include, the negative attitude among the teachers towards the research made data collection difficult.

Interviews consumed a lot of time as organizing the focus groups took a bit of time. Face to face interviews took long to be completed and getting subjects to be interviewed in Kazungula was quite challenging as respondents seemed to be fatigued in answering questions. Getting a recorder to record discussions of the focus group was a bit difficult and proved costly. For some schools the researcher had to make appointments more than once, as they were unwilling to disturb the learning process and this slowed the time of completion. To remain objective to all the responses, as some subjects were known to the researcher personally or were very familiar with their parents. Finally, transport cost in Kazungula is high and therefore the study was limited to a number of schools that limited the generalization.

To overcome these limitations, such as questionnaire fatigue, it was important to take time to explain to the unwilling school authorities the importance of the research, so that the researcher gets their cooperation to allow him or her to get to the respondents. For the recorder the researcher tried to source for a cheaper and reliable one from individuals who had. To avoid disturbing the learning process, permission was sought to conduct the interviews and focus group discussions during activities that are non-examinable such as Physical Education, sports or other extra curriculum activities.

1.10 Theoretical Framework

A theoretical approach can be viewed as the frame which guides our thinking, actions and practices (Anfara and Mertz, 2006). There are a lot of theories that can be selected to guide this study, however, to serve its interest; the psychoanalytic theory of counseling was used to guide

this study. This theory was first propounded by Sigmund Freud. according to this proponent, (Corey, 2005) behavior is determined by irrational forces, unconscious motives, biological and instructional drives as these evolve through key psychosexual stage in the first six years of life. Psychoanalytic theory includes a number of components. Among others, it includes the development and organization of the mind, influence of external environment, the importance of family and the attitude of society. For example, the global village at the moment is encountered with the fast technological advancement and this is the use of social media. This has a greater influence in shaping pupils' behaviour in both negative and positive ways. At family level for example, the economic situation also has perpetuated both parents to be workers, leaving them with less time to spend time with their children.

As mentioned above, this theory elucidates that behaviour is shaped by the unconscious mind. Therefore, the main goal in this theory is to make the unconscious mind conscious so that one can make deliberate decisions regarding behaviour and then strengthen the ego so that the behavior of people is based on reality. The reason for choosing this theory is because shaping behavior in secondary school pupils must be a deliberate process designed with specific policy and programme that guide process and practices. Therefore, guidance and counselling teachers must take time to resolve problems their pupils are facing during the school time.

According to Chapman (2003), the counselor has in this case an important role in facilitating quick and direct feedback to both boys and girls about their own behaviour. The guidance and counselling teacher has a responsibility to cultivate in the pupils the culture of openness, honest, sensitive communication and sharing of information among the pupils so that more information is disclosed. As Corey (2003) argued, once the behavior of pupils is shaped through guidance and counselling, their academic performance is likely to improve. The implication is that

guidance and counselling services offered in schools can be applied not only to enhance academic performance but in society, community and school environments at large where there are so many pressures which pupils are exposed to which required guidance and counselling services. Therefore, managing behaviors of pupils in school through guidance and counselling services is important to enhance pupil's academic performance.

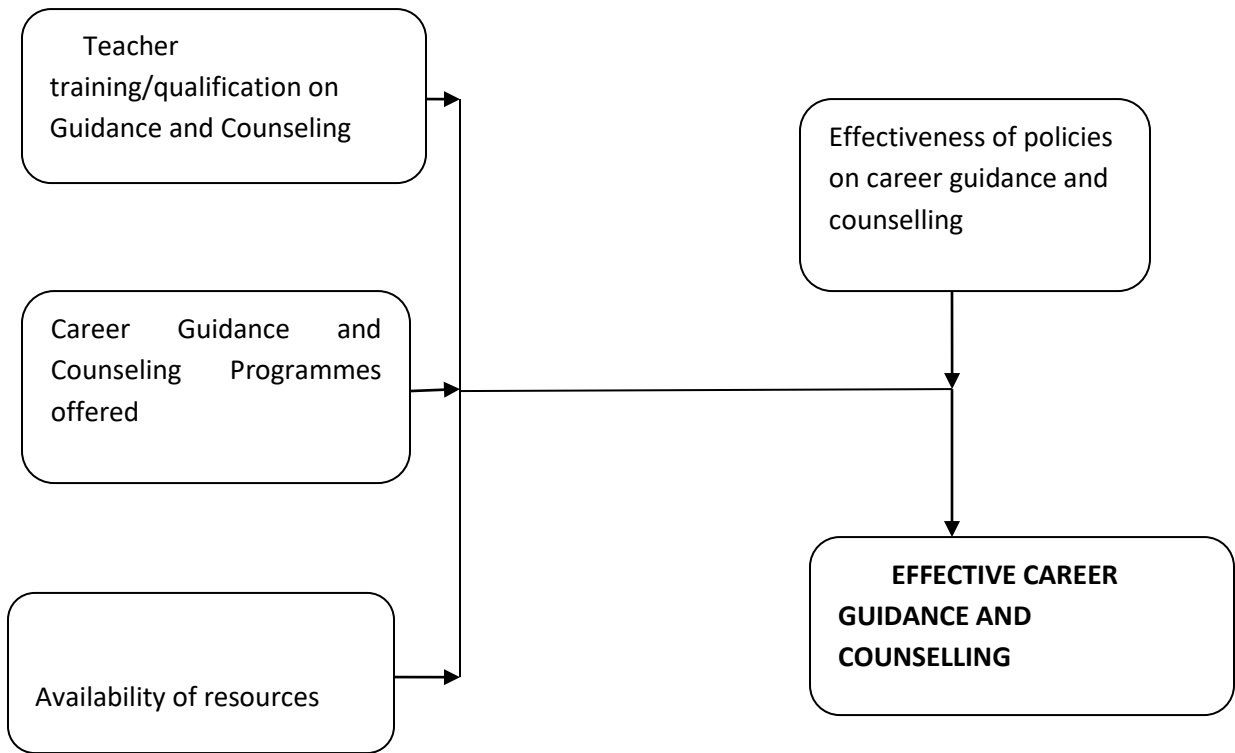
1.11 Conceptual Framework

According to Corey (2005), a conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically. In this study, the diagram below, there are three major independent variables that determine the effectiveness of counselling in secondary schools and the first one is Teacher training/qualification on Guidance and Counseling. Accordingly, it is true that if effective guidance and counselling services are to be a reality, there is need to have specific teachers trained and charged with the responsibility to guide and counsel pupils on matters that affect them. In order to conduct that, secondary schools must design programmes through guidance and counselling teachers and these programmes should be there to guide actions. Therefore, the other independent variable in this study is Career Guidance and Counseling Programmes. The last independent variable is the availability of resources. It follows that even if schools can have programmes that guide guidance and counselling, it is not possible to carry out the activities without the necessary resources. One of the resources is careers offices and time.

In addition, in the diagram below, is also the intervening variable which is the Effectiveness of Policies on Career Guidance and Counselling Programmes. This study deems important that effectiveness of policies on career guidance and counselling must be embedded and supported by

Government policies. This is also perceived critical for the implementation process of any initiative in the public domain. If all these mentioned above can be properly and appropriately done, it can lead to the depend variable which is effective Career Guidance and Counselling activities in secondary schools.

1.11.1 Conceptual Framework Model



Source: Researcher's Model

1.12 Definitions of Terms

Guidance- This is the help given by a qualified person to pupils to help them in make informed and compounded decisions on different aspects of their life through realization of one's potentials.

Counselling- This is a helping relationship through which pupils are receive by a trained teachers to define their goals, make decisions, and resolve problems related to social, personal, educational and career.

Guidance and counseling services - A programme or service intended to assist secondary pupils at any point throughout their schools days, to make personal, social, educational, training and occupational choices and to manage their careers and lives.

Public secondary school - These are schools owned and controlled by government.

Career development – This is a continuous process through which individual students acquire information about oneself and the world of work.

Resources – Any material that complement the delivery of guidance and counselling activities

1.13 Summary of the chapter

Chapter one outlined a brief background on guidance and counselling. Statement of the problem, objectives of the study and research questions, significance, Theoretical framework, Conceptual framework and delimitation were also highlighted. The next chapter looks at the Literature Review of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

In this chapter, the researcher reviews the works of other scholars done on the topic of study. The review of the literature in this study focuses on the investigation of the effectiveness of guidance and counseling teachers in learner performance in five selected secondary schools of Kazungula District. It comprises of the definition of guidance and counselling, academic performance and the various studies done on the three indicated objectives in chapter one.

2.2 Guidance and Counselling

In this study, guidance and counselling is the basis. Therefore, it is deemed cardinal by the researcher to first of all define this concept so as to establish the course of the study. This being the case, it must be mention from preamble that this concept has been defined differently by many authors who have taken interest in the similar area of study. Kamara' (2001) definition of the concept is the first one offered in this review of literature. According to UNESCO, guidance as a process, developmental in nature, by which an individual is assisted to understand, accept and use his or her abilities, aptitudes and interests and attitudinal patterns in relation to his or her aspirations. It also refers to vocational education as a process for helping individuals to choose an occupation, prepare for it, enter it and develop in it. Therefore, as it applies in this study, the researcher ought to find out whether the guidance and counseling teachers provide in secondary schools are effective in learner performance.

In addition, the service is thus concerned with not only the pupil's choice of a future career but also the immediately problems that he/she might be undergoing such as family negligence, peer pressure and so forth. It is in other ways a service which helps pupils to understand not only the

labour market or the world of work but also anything that might be hindering a pupil's success in academic performance so as to allow him/her to pursue future goals. From the definitions above, it is evident that guidance and counselling in schools has the ability to improve pupils' academic performance as it touches all spheres of the pupils, life be it psychological, emotional, spiritual or career.

In general, according to (Kochhar 2012), guidance and counselling is a process which helps an individual to discover himself or herself to recognize and use his or her inner resource, to set goals, to make his or her plans and to work out his or her own programmes of development. In other ways, guidance and counselling is a service given to clients in order to help them view things a more informed way. It helps them utilize other avenues and find solutions to their problems. Kochhar (2012), further argues that vocational or career school guidance and counselling is the process of helping a person develop and accept an integrated and adequate picture of himself or herself and his or her role in the world of work. To this effect, the current study will bring to light whether the guidance and counselling provided in selected secondary schools of Kazungula district of southern province helps pupils to discover themselves and improve their academic performances.

In Nyambura (2014) view, guidance and counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem with mutual consideration of each other. In other ways, this process is not an advice giving process by an expert but a session of opening the client's limited view of events to a broader one. In adding to the above view, Taylor (2014) also viewed guidance and counselling as an accepting, trusting and safe relationship to which clients learn to discuss openly what worries and upsets them, to define precise behavioral goals, to acquire the essential social skills, and to develop the courage and

self-confidence to implement desired new behavior. This might be true in the study schools of Kazungula district of southern province in Zambia.

The last definition of counselling given in this study is that given by Dyke (2003). According to this author, guidance and counselling is a structured conversation aimed at helping a client's quality of life in the face of adversity. It is crucial to note that though Dyke expresses his definition in the manner that he puts it, guidance and counselling is still an interaction between two people, being the Counselor and the client. In view of the above definition, the current study will assess whether the definition by Dyke (2003) is applicable in the secondary schools under study in Kazungula district regarding the effectiveness of guidance and counselling teachers in enhancing learner performance.

2.3 Guidance and Counselling and Academic Performance

It is important to look at the concept of academic performance in this study as it is affected by the effectiveness of guidance and counselling either positively or negatively. The study conducted by Tembo (1980) established that the go for guidance and counselling was to assist students in improving the academic achievement. In other ways, guiding pupils in secondary schools through guidance and counselling has its core in helping pupils improve their academic performance. In adding agreeing to the above position, Thungu, et al, (2012) postulated that the purpose of guidance and counselling services for secondary school children are to: improve academic achievement, foster positive attitudes towards school, learning and work, increase acquisition and application of conflict resolution skill and to reduce drop outs. In close view, all these endeavors culminate into helping secondary pupils improve their academic performance.

One study was carried out by USAID (2012). Their interest was to compare the impact of structured and non-structured guidance and counseling styles on academic performance of high risk students. The findings of this study indicated that students in structured guidance and counselling conditions had higher grade on point average than those in non-directive counselling conditions at the end of the semester. By structured guidance and counselling, the implication is of deliberate guidance and counselling services provided to pupils. In the similar vein, Francis (1987) also examined the positive effects of guidance and counselling on student communication pattern, study habits and academic achievement. His results were similar to those found by Francis above. The results revealed that guidance and counselling services in schools contributed to higher academic achievement. In other ways, it is right to argue that the first aim of teaching secondary schools pupils is to help them pass their grade twelve so as to help the continue climbing the ladder of formal education. Therefore, this study investigated whether the findings by Francis (1987) can equally be applicable in secondary schools of Kazungula district.

2.4 The nature and benefits of guidance and counseling services

It is deemed important in this study to first look at the nature and important of guidance and counselling. This will help show the kind of guidance and counseling services offered in secondary schools. According to the Zambian Education Policy, Guidance and Counselling is supposed to be offered to all pupils (MoE, 1996). This means all pupils should get guidance and counselling guidance and counselling teachers or school counselors whenever there is need. According to Hamainza (2015), this policy emphasizes the need for pupils to have guidance to make right decisions and to either deal or cope effectively with any problems they may encounter. According to the Zambian Education Policy and Hamainza, guidance and counselling services should be something that pupils are entitled for in schools without any charge. However,

this may not be so in the study schools. Such services may not even be there to support the pupils learning and behavioral management.

In this case, many authors such as Coy (2004), MoE (2012), USAID (2012) and Kochhar (2013) affirm that guidance and counselling should encompass four major areas in a school setup. These strands include personal, educational, social, and career guidance and counselling. This is also mentioned in the *Zambian Education Curriculum Framework (2012)*. This policy document contends that all the four categories of guidance and counselling are very cardinal and complement each other to facilitate for wholesome development of pupils. The other similar Zambia educational document in which the issue of guidance and counselling was mentioned is in the *Educating Our Future* policy document. This one elucidates that it will ensure that guidance and counselling services are not only offered in schools but are also improved in order to counsel and guide children who are affected by psycho-social problems connected with HIV/AIDS, family bereavements, conflicts between customary and modern values or priorities, and similar anxiety-inducing situations.

The four categories mentioned above can further subdivided into many other forms and among other forms is personal/social guidance and counselling services. Personal/social guidance services are directed to helping learners with problems of personal and social nature Kochhar (2006). Like has been mentioned almost throughout the proceeding study, learners may have problems related to themselves, families, friends, teachers and the society at large. Kochhar further added that pupils might feel insecure and frustrated when they fail to meet their personal, parental and societal goals and this being the case. Some of the common predicaments that pupils encounter include being affected by the jealousy of their siblings, domination of adults, lack of love and affection, failure to make successful friendships, difficulties in changing schools and

feelings of inadequacy and inferiority. Therefore, if no guidance and counselling services are given to them, it will disturb their academic and social life, thereby jeopardizing their future. Personal/social guidance services assist them to adjust and to be well equipped to meet these personal and social pressures (Hamainza, 2015 & Nkhata, 2010).

In the 20th century, following the industrial revolution that took place in the 19th century, there was need for people to have specialized occupations. This being the case a birth to vocational guidance and counselling Services was born. According to the research conducted by Nkhata (2010), it was mentioned that learners in secondary schools spend more time outside the classroom per day. Teachers in charge of co-curricular activities usually engage learners in educational programmes outside the classroom such as sports, community service and activities by learner clubs and societies within and outside the schools. Activities that took place during this time have great bearing on their life and behavioral patterns and they further need guidance. This also comes from the fact that not all pupils are good at academic activities. Experience shows that some pupils are good at vocation accusations, thus the need to guide and counsel them in such fields. In addition, individual personal characteristics are fully expressed when learners are involved in the co-curricular activities. During such activities in schools with fully implemented guidance services, learners' exceptionalities such as giftedness and maladaptive behaviours can be observed, studied and consequently the needed interventions provided (USAID, 2012). In the interest of this study, question is to what extent secondary schools in the study area guide these activities for these pupils so as to help them reach their potential.

Nkhata's (2010) also carried a study to establish the types of guidance and counselling activities carried out in southern province of Zambia and the results from the his study revealed that educational, personal-social, vocational, vocational and health guidance services were provided

to pupils by the three boarding schools namely Kalomo, Zimba and Choma, but that the services were not provided adequately due to lack of trained guidance teachers, lack of materials, inadequate resources and inaccessibility of counselors due to the high teaching load. Given this situation, this study will review the extent to which effective guidance and counselling can be achieved without adequate materials. This will be accompanied by possible solutions that can help to address the problem in the context of the study area.

A study was done at Kilimanjaro region, Dar-es-Salaam and it attempted to examine the influence of secondary school students' access to guidance and counselling services on school life, attitudes towards studies and career choice. The findings showed that guidance and counselling services offered included discipline, HIV/AIDS awareness or health living, spiritual and academic issues. In Zimbabwe, in the urban high schools of Mutare in Manicaland, Mapfumo and Nkhoma (2013) indicated guidance and counselling services made available to pupils included personal-social guidance in the areas of HIV-AIDS, relationships and behaviour problems. The issues given above obviously affect secondary schools of the target area in this study. Problems such as HIV/AIDS, family problems, career path, alcohol and drug abuse, relationship, early pregnancies, abortion and more are among others that affect secondary school pupils. Therefore, if these problems still affect pupils in the study area, the concern is to find out how effective is the guidance and counselling activities offered in the secondary schools of Kazungula District.

From what has been mentioned above, it is clear that guidance and counselling should not be selective in its nature. It follows that pupils come from different walks of life and background and it is obvious that their problems are cross cutting. Therefore, a limited programme in nature will not address their problems and this will have a negative effect on their academics.

According to MoESVTEE (2013) guidance and counselling is supposed to be offered to pupils as an integrated programme in all the lessons. Therefore, as it is at the moment, it is questionable as to whether the manner in which guidance and counselling services is offered can qualify to be called effective.

Guidance teachers are supposed to find time to offer guidance and counsel to those who may need it. To help pupils develop their abilities and talents, guidance and counselling services is supposed to be available to all pupils in a school. Some authors such as Nelson (1972) and Hill (1965) are of the view that the period when a child is in school is most crucial for the development of all his capabilities. Without availing the types of guidance and counselling services mentioned in this study and more, it is not possible to achieve effective guidance and counselling. Schools are supposed to first of all have trained teachers, materials and programmes on guidance and counselling services as required by almost all the national policy documents.

2.5 Challenges of guidance and counseling teachers

Guidance and counselling plays a pivotal role in enhancing learner performance in schools. It provides emphasis and strength the educational program. Therefore, despite the existence of guidance and counselling services in secondary schools, guidance and counselling teachers have continued to face some challenges in their quest to deliver the services to enhance learner performance. In view of the above, there is need to identify challenges that guidance and counselling teachers are facing in delivering guidance and counselling services in enhancing learner academic performance in secondary schools of Kazungula district of Southern Province.

According to Paisley & McMahon (2001), guidance and counselling teachers always encounter a series of challenges in their quest to provide guidance and counselling services to enhance

learner performance in secondary schools. Some of these challenges might include national agendas that focus on achieving academically as well as violence within the school which leads to school counsellors being pro-active. As a result, these situations prove them to question the focus of school counselling programs. Therefore, challenges facing guidance and counselling teachers emerge from educational expectations, changes in society, policy and curriculum.

Moreover, one of the studies conducted in Kenya by Kasonde et al (2009) that investigated the influence of guidance and counseling services in public secondary schools on students' discipline revealed that although guidance and counseling services were offered in the schools was considered, important, it lacked the necessary material and government support. It was found that character formation was achieved through intense formal and informal programmes for guidance and counseling. It was through guidance and counseling that students remained disciplined and focused in life. Hill (1965) indicated that through guidance and counseling students were helped to be disciplined and be able to deal with challenges and realities that they faced in their academic, social and physical environments. From what was revealed above, the situation was unknown in secondary schools in Kazungula regarding the availability of materials and government support in the delivery of guidance and counselling services to enhance learner academic performance.

By and large, the study by Siamoongwa (2004) on the evaluation of awareness and attitudes of pupils towards guidance and counselling services in four high schools, Munali boys, Lotus, Kamwala and Chelstone secondary schools in Lusaka urban, it was revealed lack of materials as a challenge in conducting guidance and counselling effectively. This is evidenced in the response given below that ninety (90%) of pupils in the study perceived guidance and counselling services as lacking materials that would acquaint them with knowledge on guidance and counselling. The

study by Siamoongwa (200) is in tenderm with Amukoa (1984), who indicated that career booklets are not available in most schools and those few schools that may be having, they are not adequate. Yet it is urged that guidance and counselling materials should be for the guidance and counselling teachers' utilization. This implies that guidance and counselling teachers can conduct guidance and counselling services if materials are available. However, the situation was not made clear with regards to sufficient guidance and counselling materials in the secondary schools in Kazungula.

In addition to the foregoing, lack of proper infrastructure for conducting guidance and counselling services is another challenge that guidance and counselling teachers face. This can be evidenced by research Chireshe (2006) undertook in Zimbabwean secondary schools to assess the effectiveness of guidance and counselling services. In her study, the majority of the 29 pupils in the study stressed that guidance and counselling rooms were located near the administration building, a substantial number indicated that the services were provided in an office far from the administration block and a quarter said the services were conducted in a classroom. The research was similar to that of Nyambura (2014) in his quest to investigate students' perceptions of the effectiveness of guidance and counselling services in curbing deviance in secondary schools of Thika sub-country in Kenya. He established that guidance and counselling services were offered in the principal or deputy principal's office, dining hall, during assemblies or at open grounds. Therefore, the situation is unknown if schools in Kazungula have proper infrastructure to conduct guidance and counselling services

From what was evidenced from the two researches by Chireshe (2006) and Nyambura (2014), guidance and counselling services were provided in different places which were unfit and unethical to the field. According to Chigona and Chetty (2007), the counselling room which

provide privacy, comfort, security and reasonably good furniture to guarantee privacy during the guidance and counselling session. in line with what Chigona and Chetty (2007) argued, Lunenburg (2009) contents that physical facilities that are well planned or provide for adequate space, privacy and accessibility must be characteristic of quality guidance and counselling programs. Unfortunately, there has been no study conducted in Kazungula regarding places or rooms where guidance and counselling services is being delivered in schools may eventually lead to the challenge that Guidance and Counseling teachers encounter in delivering guidance and counselling services in secondary schools in Kazungula District. For the guidance and counselling teachers to work effectively, furniture necessary for records and the counselling space as well as necessary privacy and comfort should be made available.

In the same vein, Kasonde et al (2009) are of the opinion that the biggest obstacle to providing guidance and counselling services is the limited number of professionals available and the unequal employment of these limited human resources in South Africa. In this view, the numbers of trained guidance and counselling teachers that provide support services needed to be increased substantially due to the increased psycho-social problems learners are facing in schools. Paisley and McMahon (2001) put forward that the major challenge that face guidance and counselling teachers is the continuing debate around their roles. They are placed in unrealistic positions and not utilized in the best interest of the learners'. In this regard, the puzzle still remains in the researcher's mind if schools have adequate number of guidance and counselling teachers to conduct guidance and counselling services in secondary schools in Kazungula.

Nevertheless, in a study conducted by Nyokabi (2005) in Gatuanyaga division-Thika district of Kenya, it was found that pupils disliked the idea of being seen around the guidance counsellor or seen going into or leaving the counselling office. Probably, this could be due to perceived

victimization by fellow pupils. Bichanga's (2005) research on students' attitudes towards guidance and counseling in five public secondary schools of Ngong Division, Kajiado district in Kenya found among others that counselors' incompetency, inadequacy of resources and facilities for the guidance and counselling department, double role of teacher counsellor and lack of appropriate time set aside from the school curriculum for guidance and counselling activities hinders guidance and counselling teachers to effectively deliver to guidance and counselling services in schools. The above still remains unknown among guidance and counselling services in secondary schools in Kazungula.

The other challenge guidance and counselling teachers are facing that statistics has revealed is that there are inconsistencies alongside racial and ethnic lines when it comes to academic achievement, Education Trust 1996 in (Paisley and McMahon, 2001). They need to be skilled when addressing learners along racial and ethnic lines. However, great improvement has been made within multiculturalism within schools. School counselling interventions need to be adapted to meet the changing needs of society and should be within the scope of their mission (Herr, 2001) cited in Paisley & McMahon, 2001).

Time factor is challenge guidance and counselling teachers face in conducting guidance and counselling services in schools. Otwell & Mullis (1997) add that it was also established in the United States of America that useful efficient use of time in school counselling results in an increase of behaviours related to achievement such as improved study habits and greater academic effort. Guidance and counselling is supposed to be offered to pupils not as a standalone subject, as it does not appear on the school time table, but either as integrated in all the lessons or as an extracurricular activity (MoE, 2000). Guidance teachers are supposed to find time to offer guidance and counsel to those whom they need it. To help pupils develop their

abilities and talents, time for guidance and counselling is supposed to be available to all pupils in a school. Nelson (1972), Hill (1965) and Rao and Reddy (2003), the guidance and counselling teachers should be allocated with time to conduct their services to enhance learner performance in secondary schools. The point is that guidance and counselling should be included in the timetable if guidance and counselling teachers so that pupils avoid attending counselling sessions during class sessions (Hamainza, 2015). Unfortunately, it was unknown if guidance and counselling was allocated time on the school timetable in secondary schools in Kazungula.

The study by Siamoongwa (2004), submit that informed consent is another challenge guidance and counselling teachers face where students at all levels have the right to refuse or discontinue counselling sessions. Guidance and counselling teachers have to ensure that students are not forced in to counselling based on the principle of Autonomy. This challenge is common in almost all the studies done in the country and appropriate guidance and counseling services are needed to enable guidance and counselling teachers overcome them.

The other challenge that Guidance and Counseling teachers may encounter in delivering guidance and counselling services in secondary schools is sex preference. In the research by Siamoongwa (2004) in secondary schools of Lusaka urban in Zambia found that 57 pupils out of the 60 in the study indicated preference of guidance teachers of their sex while only three liked guidance teacher of their opposite sex. Pupils explained that they were freer to talk to the guidance and counselling teacher of the same sex. Questionnaires alone as a means of data collection cannot give in-depth results due to its limitations. In the current study to investigate the effectiveness of guidance and counseling teachers in learner performance in secondary schools, focus group discussion, interviews and questionnaires will be used to gather data in an effort to make the findings comprehensive. It was established in Zimbabwe by Chireshe (2006)

that female pupils preferred female counsellors while male pupils had a preference of male counsellors. UNESCO (2000) also indicated sex preference of pupils as important to facilitating their access and positive perceptions to guidance and counselling services. In this research, the situation is unknown if sex preference in guidance and counselling challenge in secondary schools in Kazungula.

2.6 Measures that can curb challenges that Guidance and Counselling teachers encounter

There are several studies that have been conducted to try and ascertain the benefits of guidance and counseling services in schools in Zambia. School guidance and counselling has been primarily tasked with a role to deal with problems or behaviours that interferes with the academic progress and or social acceptance of learners in the school system, (Mulemwa, 2015). According to Kasonde et al. (2009) and Makumba (2013), there are several measures or parameters that can enhance learner performance through guidance and counselling. Some of these parameters include the provision of various guidance and counseling services in schools, availability of trained school guidance and counseling teachers to offer such services, evidence of the provision of various guidance and counseling services such as records, timetabling of services and positive responses from pupils themselves and other stakeholders.

Keeping in view of the above, developmental framework for providing guidance and counselling service is another parameter that can enhance learner performance in secondary schools (Kamara (2001). This can be done by facilitating the planning of an effective guidance programme at secondary school level. Guiding principles for developing the programme need to be based on the expressed needs, concerns of the students as well as aligned to the needs and demands of the students' immediate socio-economic and political environment (Hughes, 1971). The suggested framework is a prototype, is necessarily not hierarchical and may include overlapping concerns.

The framework suggests the objectives at respective secondary school stage; inputs and few strategies to facilitate state level personnel to plan and develop school need specific guidance and counselling programme in schools. Since the suggested framework was done at a continental level, it is unknown whether the framework could be applicable to the current study since it is conducted in secondary schools at a district level.

The other measure is that guidance and counselling should prepare learners for adult life, as well as help them to acquire appropriate attributes and values. For example, in a study of a system of organized secondary education in New Delhi, Bhatnagar and Gupta (1999) found that each pupil had to make his or her choice of a career when they entered senior secondary. For a right choice at the right time, it is essential that each child is helped to prepare well for this important step in life. Teachers should provide pupils with information on various careers to enable them to match their subject combinations with their career choices. It is therefore unknown whether such services were provided to pupils in secondary schools in Kazungula district.

The other measure to be put in place is that of providing guidelines or expectations for secondary schools about the provision of guidance and counselling. There is need for schools to adapt to changing world and practice knowledge which will correspond to acceptable guidance and counselling principles. This can make modern school guidance and counselling to be successful. Chanda (2003) reported the school counselors must have skills involving; problem solving, decision making and crisis interventions for their learners to benefit more in this services. Guidance and counselling covers a wide range of problems such as educational, health and environment. There is therefore need to have qualified and trained school counselors for the benefit of the learners.

Moreover, at global level it is evident that even though guidance and counselling is provided in schools it has not been easy to provide these services. Therefore, secondary schools should have trained counselors and methodology to use in the process of providing counseling and guidance to the pupils. Kamara (2001) indicated that proper mechanisms should be put in place to enhance effective guidance and counselling in secondary schools. This leads to effective counselling in schools. From the researcher's point of view, guidance and counselling in secondary schools is provided with challenges.

By and large, the government should ensure that guidance and counseling is made as a component within their secondary school curriculum whereby every secondary teacher trainee gets exposed to guidance and counseling skills and knowledge (Kamara, 2001). This strategy has been used in Uganda and has seen the progress of learner performance by guidance and counselling. For example, the Ministry of General Education and Sports (2005) in Uganda reported that guidance and counselling was a component within their primary school curriculum meaning that every teacher trainee gets exposed to guidance and counselling s kills and knowledge during his or her training. This has helped Uganda to successfully implement guidance and counselling in its schools even though there are a lot of challenges (Karangu and Muola, 2011). The report further stated that schools in Uganda used different modes and approaches in delivering guidance and counselling to their pupils. Regarding the modes and approaches in delivering guidance and counselling, little has been done in secondary schools to enhance learner performance.

Karangu and Muola (2011) argues that there is need for the government to ensure that schools have appropriate and sufficient access to external agencies and support services to meet the wellbeing needs of pupils, including the Ministry working with other government departments in

the health and social sectors to facilitate guidance and counseling. It should therefore be acknowledged that for guidance and counselling to be effective in schools it needs support from the government and other stakeholders in education including parents. Phiri (2006) observed that teachers alone cannot handle the learners effectively unless they are assisted by the parents, family members and the community as a whole.

The youths so that when they come out of school they will not appear confused, undecided and frustrated by life, rather they will be able to face life's challenges as they exploit their potentials with courage. With the clear role of guidance and counselling in schools, there is need for a more open and direct relationship between students, teachers and parents. Teachers need to show love, affection and appreciation to the students thus creating conducive environment for learning. The Kamunge report (1988) emphasized the importance of guidance and counselling by stating that the guidance and counselling of students in secondary schools is essential in helping students in identification of their individual interests and the correction and assistance to enable them face the realities of life.

Not to overload school guidance and counseling teachers with too many non-counselling duties is another strategy. This would assist in the effective running of the counseling duties in schools (Makumba, 2013). Therefore, enlightening and creating awareness in the teachers and head of the schools, concerning the aims and objectives of guidance and counselling in the school system is important. This would help them understand why pupils behave in a certain manner or they have gone low in terms of academic performance. Therefore, the current study sought to find out if the revelation by Makumba (2013) was true in secondary schools of Kazungula district.

According to Mulemwa (2015), there is need to ensure that guidance sections are monitored regularly by guidance standards officers so that some challenges are identified and addressed early. This goes together with the involvement of other members of staff of the school in the execution of guidance and counselling programmes is also paramount. This will encourage the teachers, the head of school and other members of staff to cooperate with the guidance and counsellor in the school.

The establishment of guidance and counselling committee in the school is also another strategy that can enhance learner performance in secondary schools. This Committee is necessary and important in that it would be responsible for the planning of guidance and counselling programmes and the strategies for execution (Bhatnagar and Gupta, 1999). Where there are teachers with some knowledge of guidance and counselling are in the school, they could be appointed special members of the committee in order to get them involved in the planning and execution of counselling programmes without the risk of the adverse comments that are capable of frustrating the programme. The counsellor can also incorporate into his programmes members of staff without any basic training in guidance and counselling, but who are genuinely interested in the programmes.

In line with the foregoing, there is need to strengthen the capacity of guidance and counselling unit at the Ministry of General Education and decentralization of its services to the provincial and district levels (Mulemwa, 2015). In schools, counselling functions should be offered by a teacher-counsellor, who helps students relate their abilities and interest to academic pursuit. In this regard, guidance is essential for successful education, while counselling hampers deviant behaviour.

Devising a deliberate training policy to ensure that all school counselors receive training is another measure that can enhance learner performance in secondary schools (Mulemwa, 2015). Counselling skills are learned over time and should be practiced by a professional teacher-counsellor as much as possible. Counselling is a purposeful process which leads client to move understandings of themselves and other; the guidance and counseling teacher should therefore be conversant with the listening skill. Counselling is a process and theory based. In addition, there is need to strengthen the existing, group of Guidance and Counselling, by adequate staffing training provision, resource materials and other aids for effective implementation (Karangu and Muola, 2011).

The other strategy is that there is need for every school to have at least one teacher and preferably two teacher trained in guidance and counselling (Kamara (2001). Teacher Counselors already trained should be utilized for extending training further at state level. The Guidance and Counselling should be an essential part of pre service and in-service training programme for teachers and principals/vice principals. Sensitization programmes for Heads of Schools at state level and enrichment programmes for trained guidance personnel should be a regular feature (Makumba, 2013).

According to Chanda (2003), guidance and counselling should be made part of the education system. This will help mould the pupils so that when they come out of school they will not appear confused, undecided and frustrated by life, rather they will be able to face life's challenges as they exploit their potentials with courage. With the clear role of guidance and counselling in schools, there is need for a more open and direct relationship between pupils, teachers and parents. Teachers need to show love, affection and appreciation to the students thus creating conducive environment for learning. The Report of the Presidential Workshop Party on

Education and Manpower Training emphasized the importance of guidance and counselling by stating that the guidance and counselling of students in secondary schools is essential in helping students in identification of their individual interests and the correction and assistance to enable them face the realities of life (Hughes, 1971).

The other measure that should be put in place is to create positions of full time counselors in secondary schools. Liaising with the Community on behalf of the school on guidance counselling programmes is also a good strategy (Bhatnagar and Gupta, 1999). The counselors through this create community awareness of guidance and counselling programmes as well as the impact of the programmes on the learner performance at school. Liaising with students' parents both individually and through the Parent-Teachers Association is highly important. This would ensure that parents' actions at home complement the counselor's efforts at school on learner's performance.

Suffice to mention that there is need to come up with guidance and counselling policy that will guide the practice of guidance and counselling in schools (Makumba, 2013). Guidance and counseling teachers should be equally be enlightened on how to make referrals to the guidance counsellor, who himself must be aware of referral agencies like the medical personnel, Psychologists, Social workers and philanthropic groups in the Community, to which he can refer students for appropriate help (Hughes, 1971). Therefore, the current study assessed whether the guidance and counselling policies practiced in secondary schools under study in Kazungula district of Southern province especially by guidance and counselling teachers enhanced learner performance.

2.7 Summary

In this chapter, the researcher reviewed the works of other scholars done on the topic of study. It covered the definition of guidance and counselling, and academic performance before covering the empirical studies on the three study objectives of the study. The three objectives included the nature and benefits of guidance and counseling services provided in secondary schools, challenges that Guidance and Counseling teachers encounter in delivering guidance and counselling services and measures that can curb challenges that Guidance and Counselling teachers encounter in offering guidance and counselling services.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter discussed the research methods that were employed in the study. It described the research design, study site, target population, sampling technique, sample size and instruments for data collection. The chapter further provided insight into the validity and reliability of instruments for data collection and procedures. In the same chapter, data analysis process and ethical considerations were justified and the summary of the methodology was given at the end of the chapter.

3.2 Research Design

Research design is a logic plan that guides how the research is executed, what happens to the subjects and what methods of data collection are used (McMillan and Schumacher, 2001). Meanwhile, Ghosh (2003) postulates that research design is a road map or logic plan of study that guides the researcher as he/she collects, analyses and interprets data (Ghosh, 2003). Therefore, the study design gave direction to the researcher concerning the methods to be implemented in a particular research study.

A descriptive design supported by both quantitative and qualitative data were employed to investigate the effectiveness of guidance and counseling teachers in learner performance in five selected secondary schools of Kazungula District. The reason behind employing this research design was that the researcher hopes to observe and describe the behaviour of a subject without influencing it in any way. In short, the researcher employed descriptive design to ensure the phenomenon was described as it existed without manipulating participants, conditions or situations.

The study employed both qualitative and quantitative approaches. According to De Vos, Fouche and Delport (2002), qualitative research implies something that elicits the participant's account of meaning, perception and experience. This simply shows that qualitative approach produces descriptive data that is written or spoken by the participants themselves. On the other hand, Criswell (2005) contends that qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, describes and analyses themes, and conducts the inquiry in a subjective manner (Creswell, 2005).

3.3 Study Site

Orodho and Nkombo (2002) stated that the selection of a study site was very essential because it influenced the usefulness of the data collected. The study to investigate the effectiveness of guidance and counseling teachers in learner performance was carried out in schools that were in Kazungula district.

3.4 Target Population

The target population in this research consisted of the Head teachers, Deputy Head teachers, guidance and counseling teachers, teachers and pupils in Kazungula district. It was from this target population that a target sample size was drawn. The administrators were important in the study as they are charged with the responsibility of coordinating the administrative and academic activities to ensure improved learner performance in schools. The school counselors were central participants in the study as they were the key role players in the initiation, development and implementation to ensure learner performance in schools. The teachers were chosen in this study because they have knowledge and experience in working with learners and working closely with the school counsellor to ensure improved learner performance in schools. As rightly indicated by MoGE (2016), the teachers' positive outlook of counselling

would greatly enhance quality teaching and improved pupil learning. Suffice to mention that pupils were chosen as they were the key beneficiaries of the study of the effectiveness of guidance and counseling teachers in learner performance in secondary schools.

3.5 Sample Size

Chaves (2000) noted that sample is a smaller group obtained from the accessible population. In this study, the sixty-two (65) sample size for this study broken down as follows; five (05) head teachers, five (05) Deputy Head teachers, ten (10) Guidance and counseling teachers, fifteen (15) teachers and thirty (30) pupils from five (05) government secondary schools in Kazungula district. These sample groups were viewed to be representative of the population to give the desired information to support the study.

3.6 Sampling Procedure

According to Mugenda and Mugenda (2003) sampling is the process of selecting a number of individuals for a study in a way that individuals selected are representative of the larger group. In this study, the researcher employed both purposive and simple random sampling procedures to arrive at the desired type of respondents. In this study purposive sampling was employed to select the five (05) Head Teachers, five (05) deputy head teachers and ten (10) guidance and counseling teachers. Simple random sampling was used to select (15) teachers and (30) pupils. Simple random procedure and purposive sampling was employed in order to avoid biasness and to achieve a high level representativeness in the study. According to Taylor (2014), purposive sampling is a technique used because the researcher targets a group of participants believed to possess information rich for the in-depth of the effectiveness of guidance and counseling teachers in learner performance in secondary schools. On the other hand, simple random

sampling ensures that several subgroups in the population are represented in the sample in proportion to their number in the population (Kombo and Tromp, 2006).

3.7 Research Instruments

Looking at the nature of modern researches, they encourage the use of more than one instrument as a way of cross checking the findings. This study used the following tools to collect data from respondents in the field; questionnaire, interview guide, Document analysis guide and a voice recorder. The researcher used the questionnaire and interview guide for school administrators, counsellors and teachers. The questionnaire was more appropriate for administrators, guidance and counselling teachers and teachers because it was more flexible for people with busy schedules. The questionnaires were used primarily in a survey research like this study, to allow uniformity of responses especially on the close-ended questions where the respondents were asked to select an answer from a set of given alternatives (Mugenda and Mugenda, 2003). Focus group discussion will be also conducted on the class teachers in order to cross check the information they give in the questionnaire.

The interviews were used on Head teachers, Deputy Head teachers and Guidance and counselling teachers because they gave reliable and quality information as the researcher was allowed to probe and get clarifications where necessary. Kombo and Tromp (2006) add that interviews are reliable and quality information can be obtained because each informant is subjected to similar questions with others. The voice recorder used to record all the interviews in order to get first-hand information.

3.8 Procedure for data collection

Data collection will be done personally by the researcher. The researcher will firstly seek permission from the District Board Education Secretary (DEBS) in Kazungula. Afterwards, the researcher will test the instruments by doing a pilot study.

Prior to the administration of the instruments, the researcher will visit all the five selected schools one by one to seek for permission from the head teachers and make appointments. During the period of visiting the schools, the purpose of the study, target sample and the actual instruments for data collection will be described to the school administrators and possibly leave them in order for the target groups to acquaint themselves with the questions.

On the actual dates of data collection, the researcher personally interview the administrators and conduct focus group discussions with the teachers. In both the interviews and focus group discussions, the researcher will record and take down notes for acknowledgement of verbal responses by the respondents. The completed questionnaires by the class teachers were also collected by the researcher in order to ensure a high return rate, immediately after the interview and focus group discussion at each of the schools. Afterwards, the answered questionnaires and recordings of all interviews will be collected in readiness for data analysis.

3.9 Validity and Reliability

In order to ensure validity of the instruments, the questionnaires, interviews and focus group discussion questions were tested using a pilot study. This was to help the researcher to make sure that any anomalies and ambiguous questions were corrected before the administration of the instruments on the actual respondents (Creswell, 2007).

On the other hand, to ensure that reliability was realized, the researcher went over the responses that were given during the interview and focus group discussions and asked the respondents to make certain that the responses given were really the ones they meant to give and were valid.

3.10 Data analysis

According to McMillan and Schumacher (2006), data analysis is a process of bringing order, structure and meaning to the mass of collected data. Moono (2013) clarified further that data analysis manipulates the collected data for the purpose of drawing conclusions that reflect on the interests, ideas and theories that initiated the study.

In this study, qualitative data analysed using descriptive thematic statistics. This means that the raw data from the instruments will reveal the data patterns and relationships that will enable the researcher to manually transcribe and then organize the data into appropriate major themes through categorizing or coding it (Creswell, 2007). Coding the major themes will further make the researcher arrive at sub-themes which will allow the researcher to make sense of the data by examining, categorizing, reducing and interpreting information to become meaningful.

In this research, the Statistical Package for Social Sciences (SPSS) programme will be used to create tables, frequency distributions, charts and graphs in order to portray the meaning of qualitative data in a way that will be easy to discern as well as determining tendencies in response pattern (Mhalanga and Ncube, 2003). At the same time, to show meaningful distribution of scores of frequencies as well as percentages of the data from the questionnaires, the SPSS programme will still be employed especially, to create figures. The reason behind using SPSS is that it is user friendly, systematic and accurate in addressing the research questions and finally the ultimate research topic.

3.11 Ethical consideration

Within the realm of educational research, ethics is concerned with ensuring that the interests and well-being of people are not harmed as a result of the research being done (Lankshear & Knobel, 2004).

In this research, the participants will be assured of confidentiality of the information given to the researcher and consider the research as purely for academic purposes so as not to betray the confidence of the participants as well as respecting their right to privacy. For sake of anonymity, respondents will be asked not to indicate their names on the questionnaires. Furthermore, the participation will be on voluntary basis and participants will be free to answer or remain silent. Above all, the researcher will not take the participants by surprise but instead communication in advance will be done by word of mouth or text prior to the administration of the instruments with explanation to the purpose of the study.

3.12 Summary of the chapter

This chapter presented the methodology that was used in the study. It discussed the research methods that will be employed in the study. A descriptive survey design was used to investigate the effectiveness of guidance and counselling teachers in learner performance. Sixty seven (67) respondents participated in the study. They were selected through simple random and purposive sampling procedures. They consisted of five (05) Head teachers, and five, five (05) Deputy Head teachers, (10) guidance and counselling teachers, fifteen (15) regular teachers and (30) pupils. Instruments for data collection included, interview guide, focus group discussion guide and questionnaires. Qualitative method was employed in the study to analyse qualitative raw data in respective themes while the SPSS software and excel were used for quantitative data analysis. A description of how the researcher adhered to ethical issues was outlined.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presented the findings of the study that resulted from head teachers, deputy head teachers, guidance and counselling teachers and pupils regarding the role guidance and counselling services play in the academic work of learners in the study schools. The presentation of the findings was in order of the following study questions: (i) what is the nature and benefits of guidance and counseling services offered to pupils in the study secondary schools?; (ii) what challenges if any do Guidance and Counseling teachers encounter when delivering guidance and counselling services to pupils in secondary schools?; and (iii) what efforts were the study schools making to improve the delivery of guidance and counselling services in the study schools?

4.2 CHARACTERISTICS OF PARTICIPANTS

Table 4.2.1: Gender of participants

GENDER	FREQUENCY	PERCENT%
Male	21	60
Female	14	40
Total	35	100

The frequency table above shows the gender of the respondents. Accordingly, there were 21 male respondents represented by 60% of the respondents while 14 of the respondents were female represented by 40%. In the same vein, in interview guides, males outnumbered the female counterparts. This shows that the majority of the respondents in this research study were male. Therefore, although this study seemed to be gender imbalanced, a good number of female respondents took part in the research as well.

Table 4.2.2: Age

AGE	FREQUENCY	PERCENT%
20-30	6	17.1
30-40	8	22.9
40-50	9	25.7
Above 50	12	34.3
Total	35	100

Source: Field Data

The frequency table above shows the age of the respondents. Going by the table, 6 of the respondents represented by 17.1% were between the age of 20 and 30 years, 8 of them represented by 22.9% were of the age between 30 and 40 years. 9 of the respondents represented by 25.7% were of the age between 40 and 50 years and those who were 50 years and above were 12 represented by 34.3% of the total respondents. Suffice to mention that the category of respondents were randomly selected because the researcher hoped to describe the phenomenon as it existed without manipulating participants, conditions or situations.

Table 4.2.3: Service in years in teaching

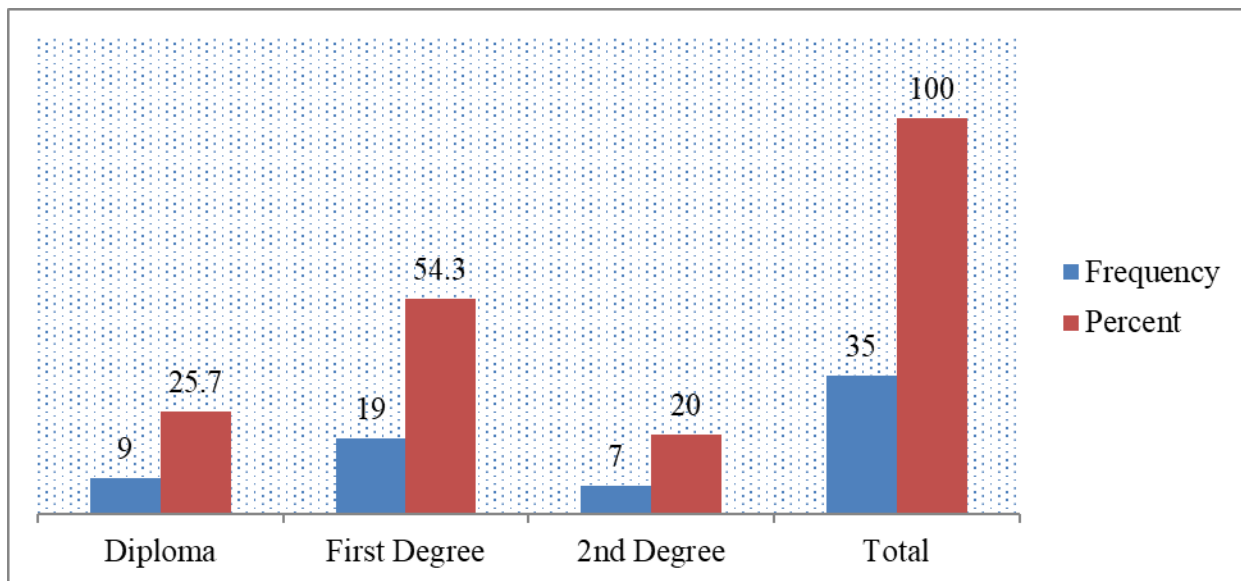
SERVICE IN TEACHING (YEARS)	FREQUENCY	PERCENT%
1-5	3	8.6
6-10	2	5.7
11-15	5	14.3
16-20	4	11.4
21-25	7	20.0
26-30	14	40.0
Total	35	100.0

Source: Field Data

The frequency table above shows that 3 of the participants represented by 8.6% served in teaching between 1-5 years. 2 of the respondents represented by 5.7% have been in service between 6-10 years. 5 of the respondents represented by 14.3% were in teaching service between 11-15 years. 4 of the respondents represented by 11.4% were in teaching service between 16-20 years; meanwhile 7 of the respondents represented by 20% were in teaching service between 21-25 years. Lastly, the frequency table above shows that 14 of the total respondents represented by 40% were in teaching service between 26 and 30 years.

The researcher believed that the responses obtainable on the ground helped to cross check the findings and established the evaluation of the phenomenon better because most of the respondents have been in teaching service for more than 5 years, meaning they possessed the required varied experiences.

Figure 4.2.1: Level of education of Teacher-respondents

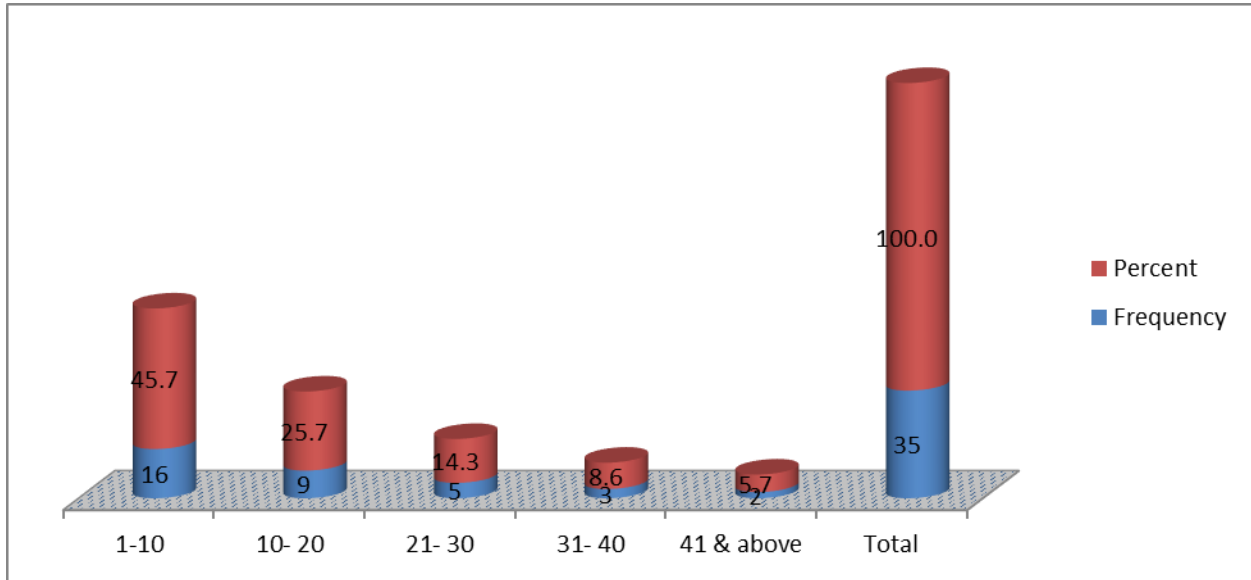


Source: Field Data

The graph above shows the level of education of the respondents. 9 of the respondents represented by 25.7% were diploma holders. 19 of them represented by 54.3% were degree

holders. Meanwhile, 7 of the respondents represented by 20% were master degree holders. From what was obtained by the researcher, it is believed that most of the respondents degree holders. This simply shows that the study consisted of the people with vast knowledge and understanding regarding the effectiveness of guidance and counselling teachers on learner performance.

Figure 4.2.2: The number of pupils who visited teachers of guidance and counselling



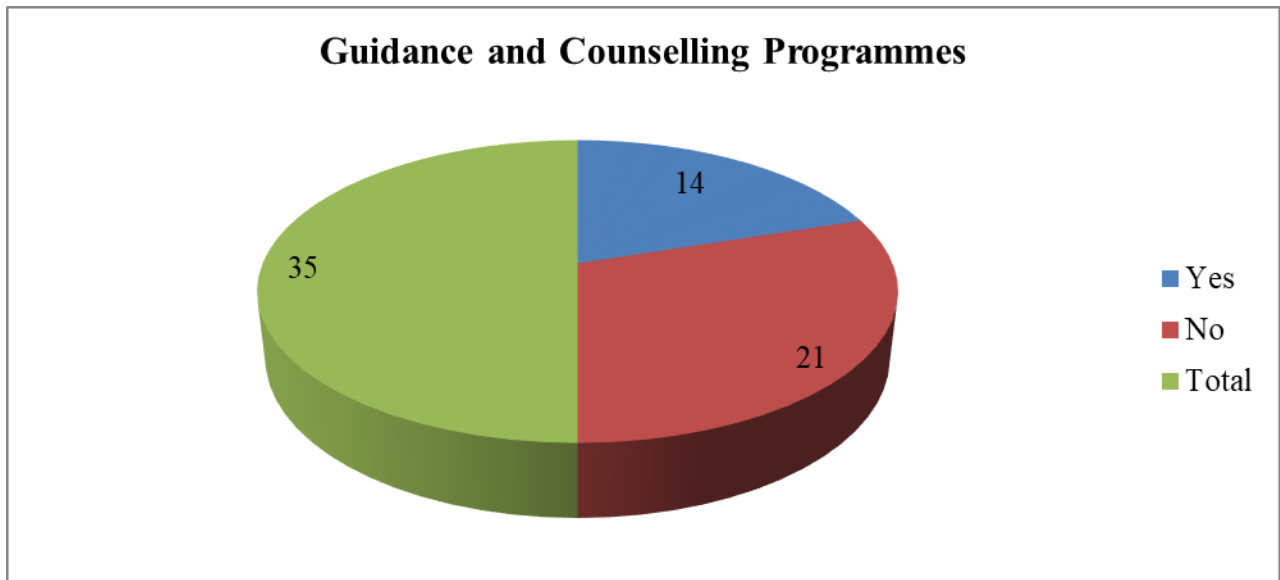
Source: Field Data

The Graph above shows a number of pupils teachers see for guidance and counselling services in a week. 16 of the respondents represented by 45.7% indicated they see 1 and 10 pupils going for guidance and counselling. 9 of them represented by 25.7% indicated that they 10 to 20 pupils going for guidance and counselling services a week. Meanwhile, 5 of the respondents represented by 14.3% of the total respondents indicated that they see 21 to 30 pupils going for guidance and counselling services per week. Those who indicated 31 to 40 pupils going for guidance and counselling services per week were 3 represented by 8.6%. 2 of the total respondents

represented by 5.7% indicated that they see 41 and above pupils attending guidance and counselling services.

4.3 RESEARCH QUESTION 1: WHAT IS THE NATURE OF GUIDANCE AND COUNSELING SERVICES OFFERED IN THE SELECTED STUDY SECONDARY SCHOOLS?

Figure 4.3.3: Respondents responses to whether their school had guidance and counselling programmes which were well-known by the pupils, other teachers and school administration



Source: Field Data, 2019

In line with the concern raised above, 14 of the respondents said that they had guidance and counselling programmes which were well-known by the pupils, other teachers and school administration while 21 Of them said that they did not have.

Following the responses from the focus group discussion, the majority of the pupils indicated that they did not have guidance and counselling programmes which were well-known by the pupils, other teachers and school administration, while the minority said that they had guidance and counselling programmes.

One of the participants in a focus group discussion said;

We do not have guidance and counselling programmes which are well-known by most of us at this school. As the matter of fact, they not even effective.

In the similar view, one Head teacher said:

Guidance and counselling programmes do not only shape the behaviors of pupils or enhance their academic performance but shapes them to be responsible citizens. In view of the above, guidance and counselling is a necessity in every well-meaning school. Despite the above facts, the schools have no lined up guidance and counselling programmes, which are well known by the pupils, teachers and school administration.

In an interview, one deputy head teacher reported that it was so shocking that such nice programmes like guidance and counselling are not even in existence in schools like ours. Another deputy head teacher mentioned that at their school, guidance and counselling programmes were just theoretical not practical. In the same vein, one of the head teacher pointed out that guidance and counselling programmes that were intended to benefit pupils emotionally, academically, socially, spiritually were not timetabled in most schools.

Table 4.3.4 Nature of guidance and counselling services offered by study schools

SOME GUIDANCE AND COUNSELLING SERVICES	FREQUENCY	PERCENT%
vocational guidance	2	14.3
peer guidance education such as peer education and many others	6	42.9
team teaching	3	21.4
individual and group counselling	1	7.1
student support team planning	2	14.3
Total	14	100

Source: Field Data, 2019

In view of guidance and counselling services offered by schools to learners, the table above shows that 2 of them represented by 14.3% indicated vocation guidance while 6 of them represented by 42.9% mentioned peer guidance education such as peer education and 3 of them represented by 21.4% talked of team teaching. Furthermore, the other 1 of them represented by 7.1% mentioned individual group counselling while the other 2 of them represented by 14.3% talked about student support team planning.

In the focus group discussion, the majority of the pupils indicated that the guidance and counselling services offered by the school to learners was vocation guidance and peer education.

Echoed one pupil in a focus group discussion:

The guidance and counselling teachers offer us some direct instruction and various challenges we are likely to face as workers though we do not have timetabled programmes on guidance and counselling.

Another pupil in a different school said this during focus group discussion:

We have no programmes on guidance and counselling at this school, maybe in other schools although I equally doubt if they have. Mostly, when those found wanted as a result of violating school rules are taken to the school disciplinary committee for counselling or punishment.

In an interview, two Deputy Teachers had this to say:

As a matter of fact, despite guidance and counselling being preached to give moral support to pupils and some sense of responsibility, no programmes have

been lined up at this school to support pupils. At this school, guidance and counselling have no sessions or do not exist on the school timetable, though pupils sometimes are given direct instruction from the guidance and counselling teachers during assemblies.

Three guidance and counselling teachers three various schools said that:

We have no lined up programmes for guidance and counselling at our schools but we do give pupils direct advise during assemblies which is not enough.

Echoed one teacher during an interview:

Although, guidance and counselling is a program or service intended to assist pupils attain high levels of personal, social and educational performances, we do not have specific syllabus and books for guidance and counseling services offered at this school, maybe other schools do have. In short, guidance and counselling programme is not timetabled at this school.

In the same vein, the other three Head teachers said:

Guidance and counselling exist at this school but there are no specific lined up programmes on the timetable specifically

Table 4.3.5: Whether or not guidance and counselling services offered benefits learners in academic work

	Frequency	Percent
Yes	35	100

Source: Field Data, 2019

According to the table above, when asked the benefits of guidance and counselling services to learners' academic performance, all the respondents mentioned that pupils had benefits.

Table 4.3.6: Some benefits of guidance and counselling services on learners' academic performance

BENEFITS	FREQUENCY	PERCENT%
It enables pupils to have an upright behavior	10	28.6
Pupils tend to improve in their academic performance	9	25.7
Pupils stay away from harmful activities such as sexual practices, alcohol and drug abuse	8	22.9
They guided towards future career paths	4	11.4
It helps to have an informed pupils	4	11.4
Total	35	100

Source: Field Data, 2019

When asked for the benefits of guidance and counselling to pupils, the table above shows that 10 of the respondents represented by 28.6% indicated that it enabled pupils to have an upright behavior while 9 of them presented by 25.7% mentioned that pupils tend to improve in their academic performance and 8 of them mentioned that pupils stayed away from harmful activities such as sexual practices, alcohol and drug abuse. In addition, 4 of them represented by 11.4% pointed out that guidance and counselling services guided towards future career paths and the other 4 of them mentioned that it helped to have an informed pupils.

In an interview, all the one Head Teacher said:

Guidance and counselling is what makes us human beings. In the school set up, guidance and counselling makes pupils become well informed citizens because it tend to improve their academic performance, guide them towards future career path and enables them to have an acceptable behavior.

In the same view, one guidance and counselling teachers said:

There are several benefits attached to guidance and counselling to pupils. Therefore, guidance and counselling help pupils improve their academic performance and shapes their behavior and helps them become informed students.

In a focus group discussion, one pupil observed that:

The benefit of guidance and counselling students tend to improve our academic performance and make us stay away from harmful activities such as sexual practices, alcohol and drug abuse.

In an interview, one Deputy Head teacher said:

Guidance and counselling helps pupils towards future career paths. Moreover, it does not only enables them to have an upright behavior but also improves their academic performance.

Table 4.3.7: whether or not Guidance and counselling services offered helped to change the behavior of pupils

RESPONSES	FREQUENCY	PERCENT%
Yes	14	40
No	21	60
Total	35	100

Source: Field Data, 2019

As can be seen from the above table, respondents were asked to state the changes in behavior of students due to guidance and counselling. From the table above, 14 of them represented by 40% agreed to having observed some changes while 21 of the represented by 60% indicated that they did not observe some changes. In essence, those who indicated that they did not see some changes accrue to those who did not have active guidance and counselling services in their schools.

Table 4.3.8: Other Changes observed in respondents due to guidance and counselling services

CHANGES	FREQUENCY	PERCENT%
improved academic performance of those who access counselling services	4	28.6
an upright behavior of those who access counselling services	7	50
there is serious determination towards life building activities by students	3	21.4
Total	14	100.0

Source: Field Data, 2019

In regard to the changes that respondents have observed, the table above shows that 4 respondents represented 28.6% mentioned that there was an improvement in academic

performance of those who accessed counselling services, and 7 of the them represented by 50% indicated that there was an upright behavior of those who accessed counselling services and 3 of them represented by 21.4% pointed out that there was serious determination towards life building activities by pupils who accessed guidance and counselling services.

In the focus group discussion 1 pupil said:

Most of the pupils who have undergone guidance and counselling have a good behavior. Moreover, some have stopped their bad behaviors which is a good thing for good academic performance.

In the similar manner, 1 head teacher had this to say in an interview:

Even if no proper programmes have been timetabled for guidance and counselling, we see pupils who undergo the services become morally upright, others have started performing well academically which is overall a good thing.

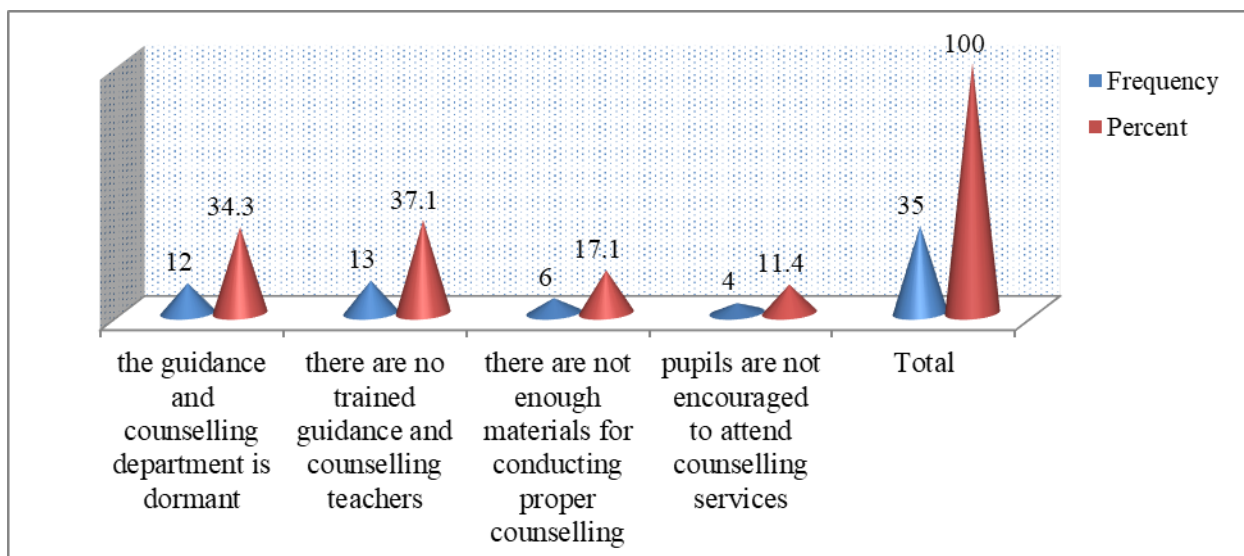
1 guidance and counselling teacher echoed that:

Let me proudly say that no pupil has ever come to me for counselling and go back the same. Most of the pupils have gone back with a positive mind, which have seen them improve their academic performances.

The same was echoed by the Deputy Head Teachers:

The programmes regarding guidance and counselling are not in existence at this school, though there are trained teachers in the field. The good part of it is that pupils who have been going for the guidance and counselling service come back with a positive mind.

Figure 4.3.4: why there was no change in pupils’ behaviour when the school had counselling services.



Source: Field Data, 2019

In view of the responses from the above concern, 12 of the respondents represented by 34.3% mentioned that their guidance and counselling departments were dormant while 13 of them represented by 37.1% mentioned that there was no trained guidance and counselling teachers while 6 of them represented by 17.1% indicated that there was no enough materials for conducting proper counselling services. The last group of 4 participants mentioned that pupils were not encouraged to attend counselling services.

Two Head Teachers explained;

In most schools, there are no changes observed regarding pupils due to guidance and counselling. Reason being, there are no trained guidance and counselling teachers to offer the service to pupils. Moreover, due to lack of proper orientation about the programme, most pupils are not willing to attend counselling services.

Another head teacher stated;

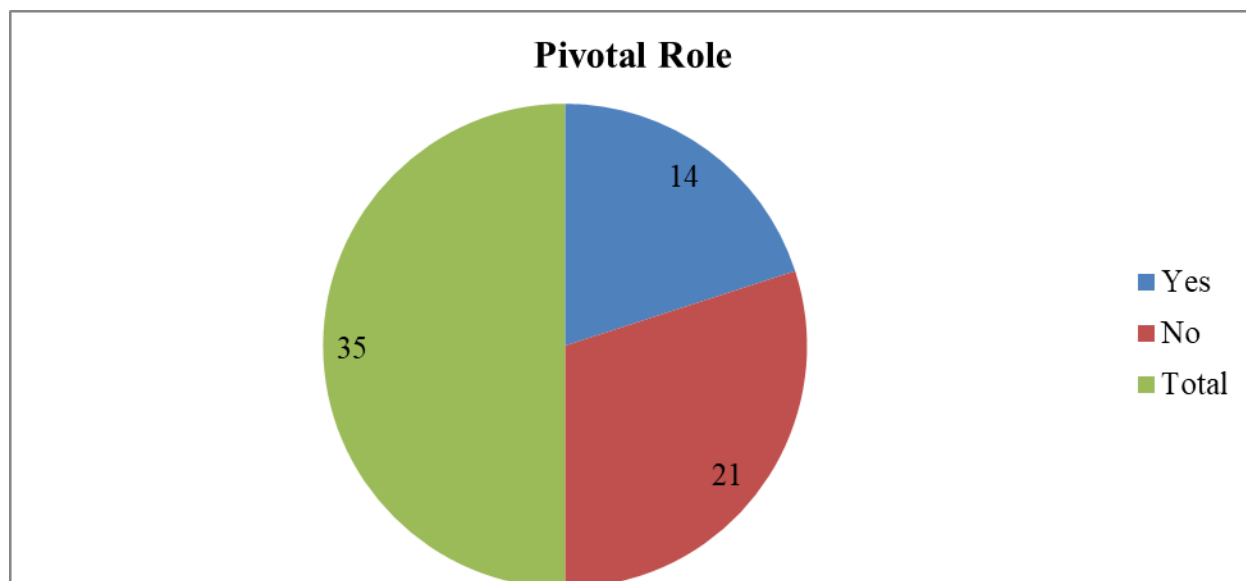
Though guidance and counselling is an old phenomenon especially in education, the department at this school is dormant due to lack of trained teachers in the field. Mostly, when pupils are misbehaving, we just improvise the service with experienced teachers who have been in the system for so long to give counselling to pupils. To be honest, these beautiful schools you are seeing here does not have enough guidance and counselling materials, no wonder pupils do not take the service so serious.

In focus group discussion, most pupils reported that we do not see any change to those who go for counselling because those who offer the service are not trained. Moreover, we do not have access to guidance and counselling materials.

Explained some pupils:

Changes from pupils who go for guidance and counselling services is not seen as they just do it for formality sake. Moreover, we are not even motivated to attend the service, so we fill discouraged.

Figure 4.3.5 Guidance and Counselling teachers’ views to whether guidance and counselling played a pivotal role in enhancing learner performance in their schools school



Source: Field Data, 2019

According to the concern above, 14 respondents perceived guidance and counselling services to have a pivotal in enhancing learner performance in their schools while on the contrary, 21 of them said that it did not play a pivotal role.

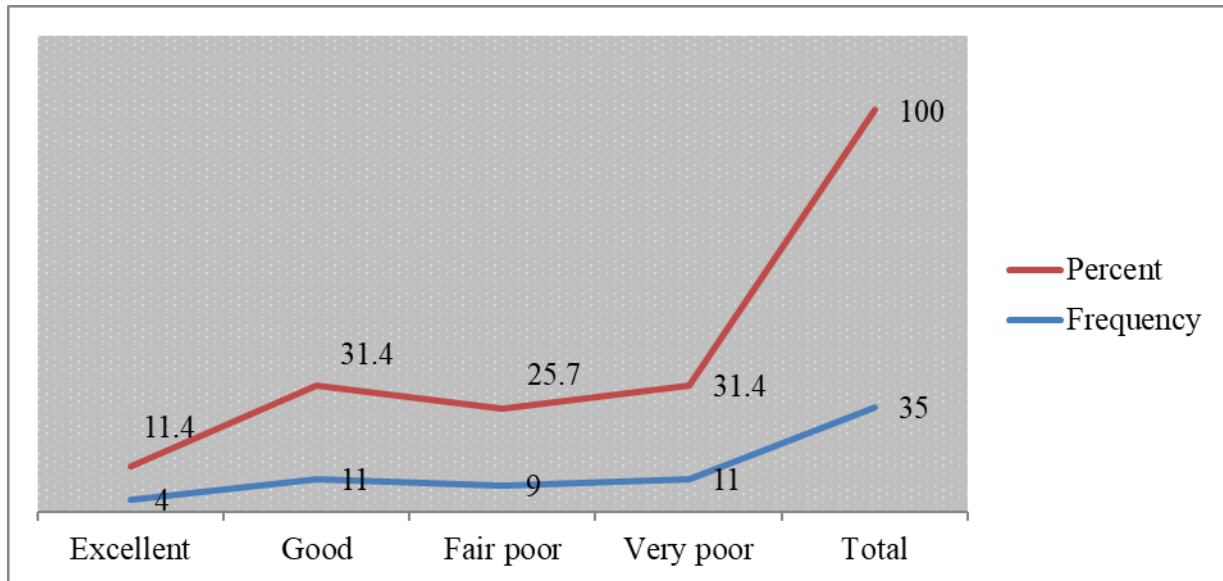
Table 4.3.9: Pupils’ views to whether guidance and counselling services had positive results or benefits to pupils

RESPONSES	FREQUENCY	PERCENT
Yes	15	42.9
No	20	57.1
Total	35	100

Source: Field Data, 2019

In view of the concern above, 15 pupils represented by 42.9 mentioned that guidance and counselling services had positive results pupils while 20 of them mentioned that it had not positive impact. The latter group belonged to those who did not have guidance and counselling services in their schools and due to that position, their pupils had not benefits of the services since they did not have the.

Figure 4.3.6: Rating of respondents their schools’ guidance and counseling services in terms of their benefits from the services



Source: Field Data, 2019

In view of the concern above, 4 participants represented by 11.4% mentioned that they had excellent benefits while 11 of them rated their benefits to good while 9 of them represented by 25% rated the benefits to be fair and the last group of 11 respondents represented rated the benefits to be very poor.

Table 4.3.10: Reasons for the respondents’ rating on the benefit guidance and counselling services in their schools

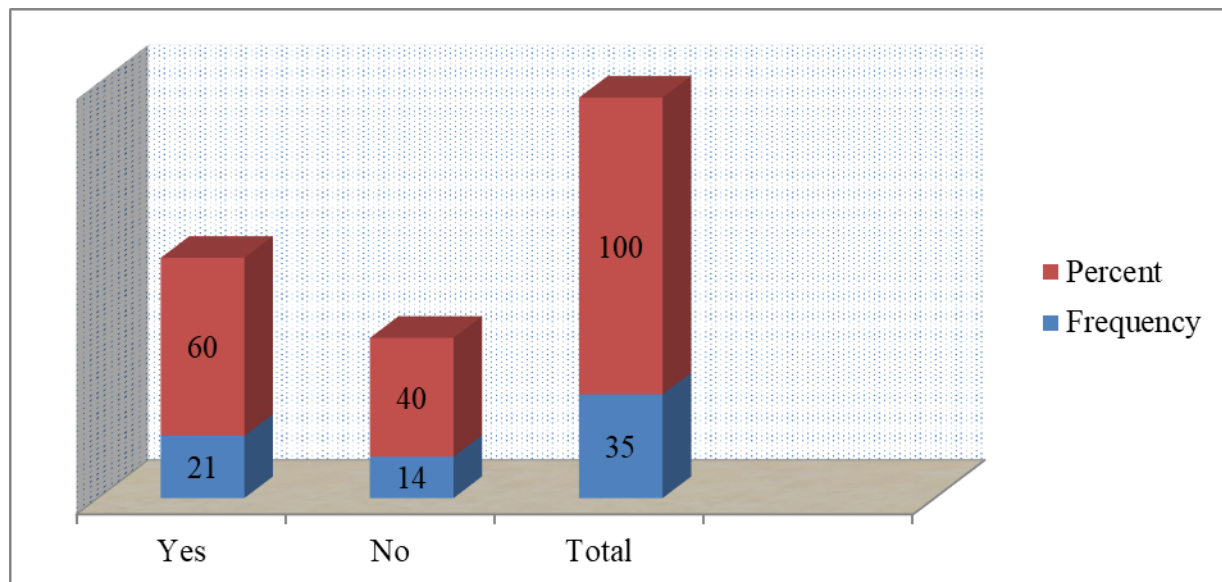
REASONS	FREQUENCY	PERCENT%
students have improved their academic performance	5	14.3
pupils are well behaved	5	14.3
the guidance and counselling department is committed	8	22.9
there is poor performance by students	8	22.9
the counselling department has no materials	9	25.7
Total	35	100

Source: Field Data, 2019

In relation to the reasons for the respondents’ ratings above, the table above shows that 5 of the respondents represented by 14.3% stated that students had improved their academic performance due to guidance and counselling services offered while the other 5 mentioned that pupils were well behaved and 8 of the them represented by 22.9% pointed that the guidance and counselling department was committed in conducting their duties. Further, 8 other participants mentioned that there was poor performance by students and the last 9 respondents represented by 25.7% mentioned that the counselling department had no materials.

4.4 CHALLENGES OF FACED BY SCHOOL AND GUIDANCE TEACHERS AND PUPILS IN PROVIDING SERVICES

Figure 4.4.7: Respondents' responses to whether they faced challenges in conducting guidance and counselling services at your school



Source: field data, 2019

When participants were asked to state whether they faced challenges in conducting guidance and counselling services, they offered different responses. The figure above shows that 21 of them, represented by 60% indicated that they faced challenges while 14 of them represented by 40% did not agree. From the findings above it is clear that the majority of the respondents experienced some challenges regarding the delivery of guidance and counselling services.

Table 4.4.11: List of the main challenges guidance and counselling teachers faced in conducting guidance and counselling services in their schools

CHALLENGES	FREQUENCY	PERCENT%
lack of proper infrastructure for the guidance and counselling department	6	17.1
lack of trained guidance and counselling teachers	13	37.1
pupils are not encouraged to attend counselling sessions	5	14.3
not enough guidance and counselling programmes	4	11.4
no specific allocated time for students to attend counselling services	7	20
Total	35	100

Source: Field Data, 2019

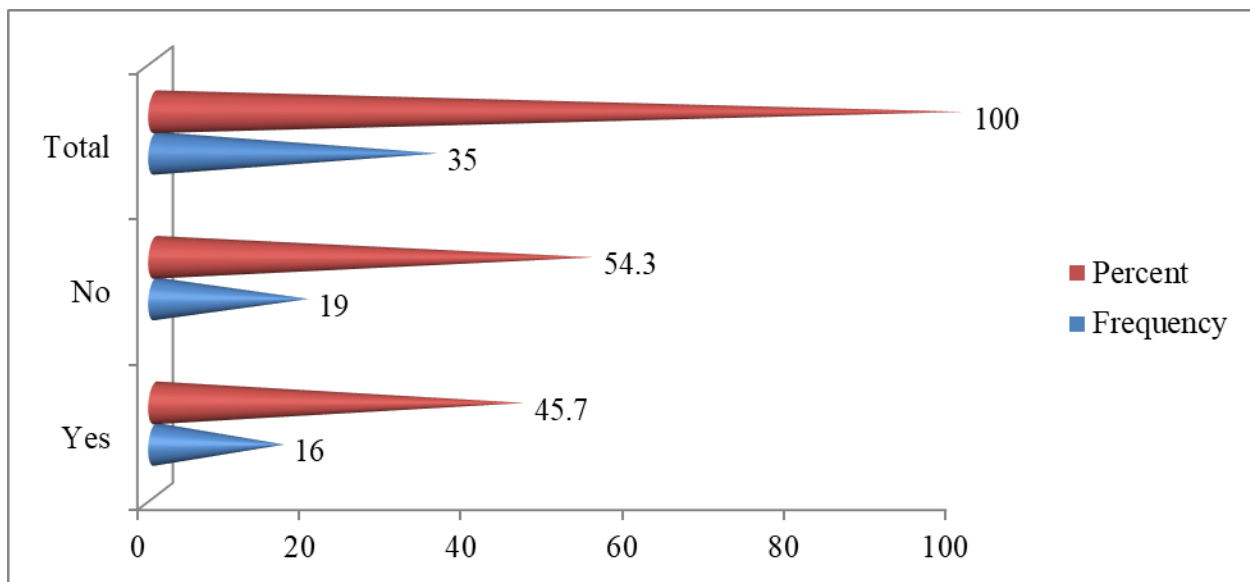
In line with the above responses, the researcher further probed them to list the challenges they faced. Accordingly, the table above shows that 6 of them represented by 17.1% the lack of proper infrastructure for the guidance and counselling department while 13 of them represented by 37.1% pointed out the lack of trained guidance and counselling teachers and 5 of the respondents represented by 14.3% mentioned that pupils were not encouraged to attend counselling sessions. Further, 4 of them represented by 11.4% indicated that there were no enough guidance and counselling programme and the last 7 of them represented by 20% stated that there no specific allocated time for students to attend counselling services.

In view of school administrators, the first concern the researcher had to find out had to do with guidance and counselling role in enhancing learner performance in their schools. In responding to this concern, all of them indicated that guidance and counselling services are one of the most

important issues in the contemporary society. They postulated that high performance academic-wise is not enough if it is not accompanied with the required moral standards of societies.

In the same view, students were also asked to state their predicaments they found in accessing guidance and counselling services and in responding to this, they stated that their main challenge was how to balance up on how to avoid missing classes but still attend counselling sessions. In addition, they also stated that the guidance and counselling department should come up with many programmes that teach moral standards. In the similar vein, students stated that they did not have enough materials to read on issues that had to do with guidance and counselling services.

Figure 4.4.8: Respondents’ responses regarding whether their schools had adequate infrastructure for conducting guidance and counselling services



Source: Field Data, 2019

The above figure shows that 19 respondents represented by 54.3% pointed out they did not have proper infrastructure while 16 of them represented by 45.7% mentioned that they had proper infrastructure.

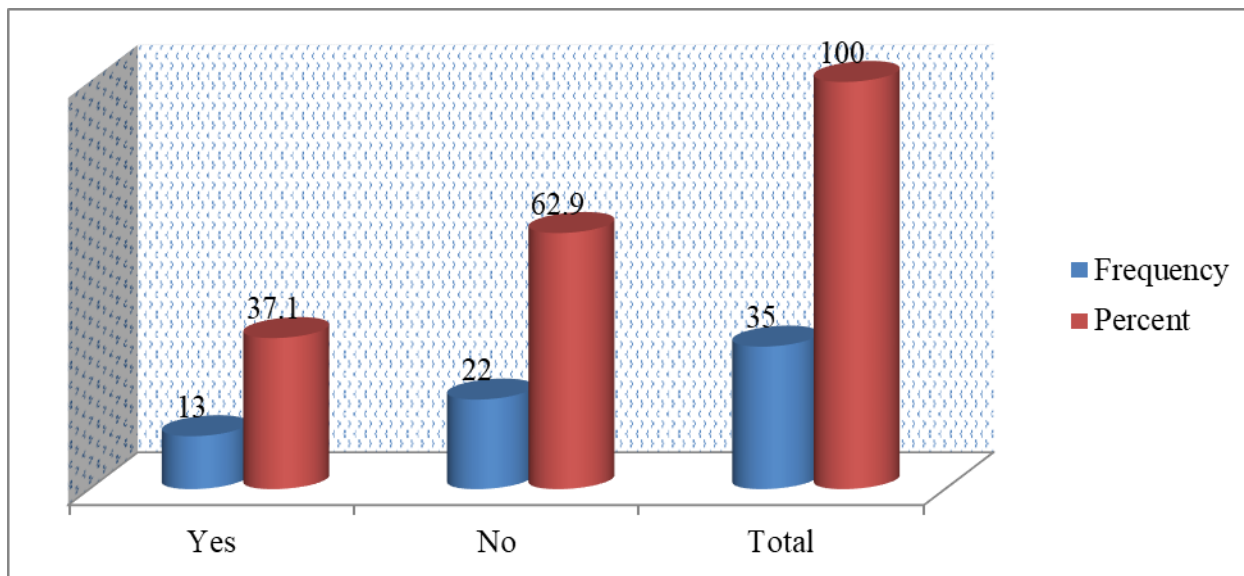
Table 4.4.12: Schools’ solutions to the problem of infrastructure

SOLUTIONS	FREQUENCY	PERCENT%
the administration is providing infrastructure for the counselling department	7	20
the school has recruited trained guidance and counselling teachers	10	28.6
the counselling department has been funded so as to acquire counselling materials	7	20
pupils are encouraged to allocate time to access counselling sessions	6	17.1
specific time for pupils to attend guidance and counselling services has been allocated	5	14.3
Total	35	100

Source: Field Data, 2019

Respondents were requested to offer the solutions that their schools were providing to the problem of infrastructure. In view of the table above, 7 of the respondents represented by 20% pointed for the need of the administration to provide infrastructure for the counselling department while 10 of them represented by 28.6% mentioned that their schools recruited trained guidance and counselling teachers and another group of 7 participants represented by 20% indicated that the counselling department was funded so as to acquire counselling materials. In the same vein, 6 of the participants represented by 17.1% mentioned that pupils were are encouraged to allocate time to access counselling sessions and the last group of 5 represented by 14.3% mentioned that specific time for pupils to attend guidance and counselling services had been allocated.

Figure 4.4.9: Responses of respondents to whether they had enough qualified guidance and counselling teachers to provide guidance and counselling services at their schools



Source: Field Data, 2019

In relation to the concern above, the figure above shows that 13 represented 37.1% pointed out that they had enough qualified guidance and counselling teachers to provide guidance and counselling services at their schools while 22 of them represented by 62.9% did not agree.

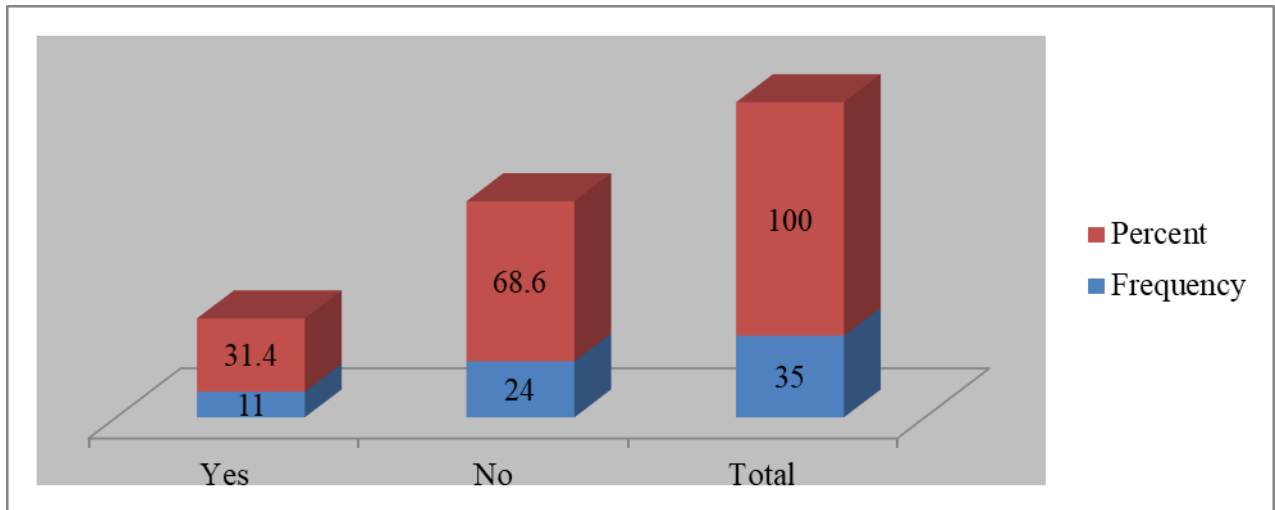
Table 4.4.13: The number of trained guidance and counselling teachers in schools

TRAINED COUNSELORS	FREQUENCY	PERCENT%
0	7	20
1	7	20
2	17	48.6
3	2	5.7
4	2	5.7
Total	35	100

Source: Field Data, 2019

Respondents were asked to state the number of trained guidance and counselling teachers available in their schools. According to the table above, 7 of the respondents represented by 20% stated that they did not have any trained guidance and counselling teachers in their schools while the other 7 of them represented by 20% stated that they had only 1 trained teacher and 17 of them represented by 48.6% pointed out that they 2 trained ones. In the same vein, 2 of the respondents represented by 5.7% mentioned that they had 3 trained guidance and counselling teachers and the other 2 respondents indicated that they had 4 trained counsellors.

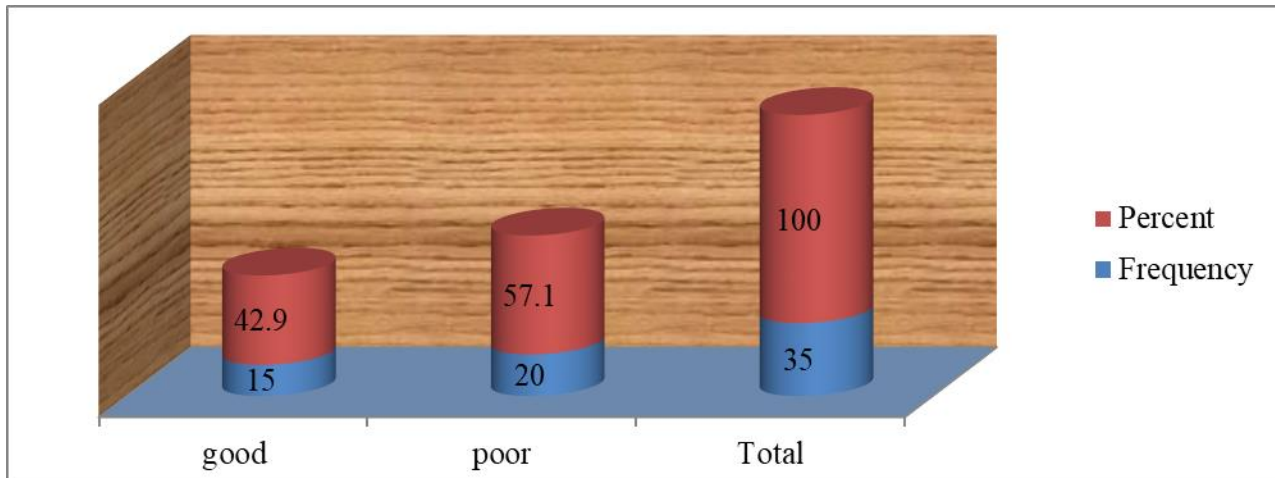
Figure 4.4.10: Whether schools had appropriate time set aside for guidance and counselling services



Source: Field Data, 2019

In the interest to know whether target schools had appropriate time set aside for guidance and counselling services for pupils, the figure above shows that 11 of the respondents represented by 31.4% said that they had allocated time while 24 of them represented by 68.6% did not have allocated time.

Figure 4.4.11: Some of the experiences encountered in providing guidance and counselling services without provision of time to do so



Source: Field Data, 2019

In line with the concern above, as can be seen from the figure above, 15 respondents represented by 42.9% indicated their experience was good while 20 of them represented by 57.1% mentioned that their experience was poor.

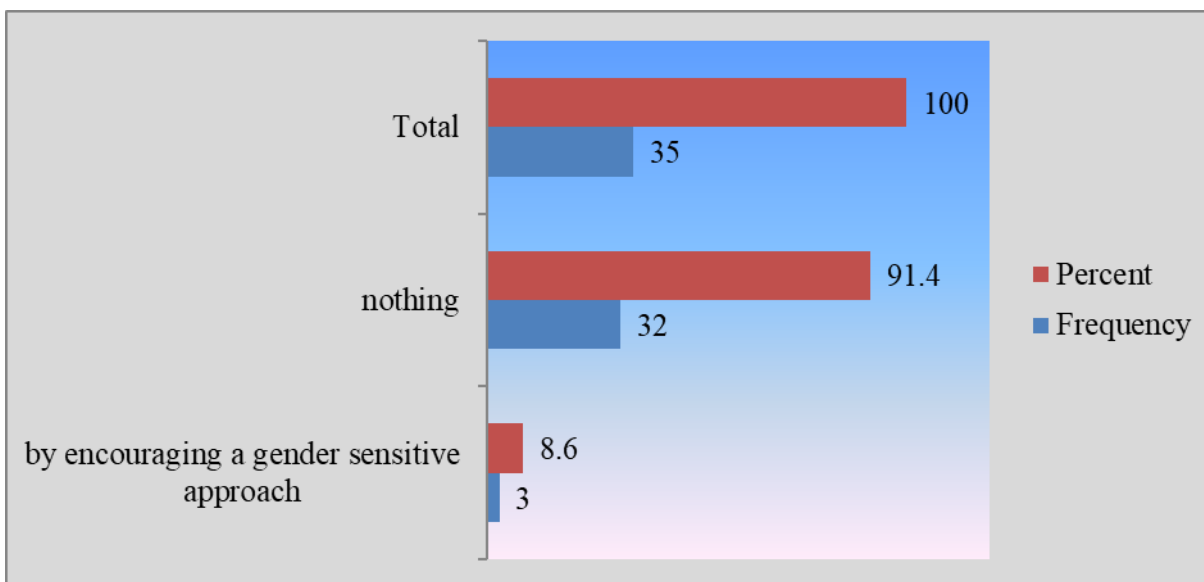
Table 4.4.14: Whether respondents had challenges of sex preference when conducting guidance and counselling services to pupils

RESPONSES	FREQUENCY	PERCENT%
Yes	3	8.6
No	32	91.4
Total	35	100

Source: Field Data, 2019

In response to the above concern, the table above shows that 3 of the respondents represented by 8.6% indicated that they had the challenge while 32 of them represented 91.4% did not have the challenge of gender preferences.

Figure 4.4.12: Dealing with the challenge of sex preferences



Source: Field Data, 2019

In responding to the challenge of sex preferences indicated above, the figure above shows that 32 of the respondents indicated that they did nothing to the problem while 3 of them mentioned that they resolved the problem by encouraging a gender sensitive approach.

In essence, from the researcher’s observation, it was clear that most of those who pointed out that they did nothing to the programme accrued to those who mentioned that they did not have the problem in the first place while those who suggested a gender sensitive approach applied to those who indicated that they had a problem of sex preference in their schools.

4.5 MEASURES TO IMPROVE THE EFFECTIVENESS OF GUIDANCE AND COUNSELING TEACHERS

Table 4.5.15: Respondents response to whether there were measures has put in place to improve the delivery of guidance and counselling services to pupils

RESPONSES	FREQUENCY	PERCENT%
Yes	26	74.3
No	9	25.7
Total	35	100

Source: Field Data, 2019

Respondents were asked whether there were measures put in place to improve the delivery of guidance and counselling services to pupils and the table above shows their responses. According to the table above, the majority of them, 26 represented by 74% agreed while only 9 respondents represented 25.7% did not agree.

Table 4.5.16: Guidance and counselling teachers' suggested measures that could improve the delivery of guidance and counselling services in the school?

MEASURES	FREQUENCY	PERCENT%
provision of trained guidance and counselling teachers	5	14.3
construction of proper infrastructure for guidance and counselling services	5	14.3
allocating time for counselling to all the students	6	17.1
formulating proper guidance and counselling programmes for students	5	14.3
encouraging students to access guidance and counselling services	7	20
providing guidance and counselling materials	7	20
Total	35	100

Source: Field Data, 2019

In view of the above table, respondents in this study were asked to state the measures that were put in place in order to improve the delivery of guidance and counselling services. 5 of the participants represented by 14.3% mentioned that there must be the provision of trained guidance and counselling teachers while the other 5 of them represented by 14.3% stated that there was need to construction proper infrastructure for guidance and counselling services and 6 of them represented by 17.1% pointed out the need for the allocation of time to offer counselling services to all the students. Further, 5 of the respondents represented by 14.3% indicated for the need of formulating proper guidance and counselling programmes for students while 7 of them represented by 20% pointed out for the need of encouraging students to access guidance and counselling services and last 7 of them represented by 20% stated the need for the provision guidance and counselling materials.

When further probed by the researcher regarding the concern raised above, one guidance and counselling teacher mentioned that;

To be honest madam, if our school administration were concerned about the importance of guidance and counselling services in this school, they would have supported us by simply providing the basics that can allow us to carry our duties properly. We don't have materials such as books that educate the moral perspectives of pupils.

In the similar vein, the other one mentioned the following:

Guidance and counselling is one component of education that needs serious infrastructure in our school as that will not only educate students on their moral

uprightness but it will also motivate many others to seek guidance and counselling services due to the attractiveness of the department.

One of the guidance and counselling teacher at one school stated that;

I have always regarded guidance and counselling services to be in many forms. Personally, I feel the administration and the rest of the school should support all the clubs in the school environment that are concerned with counselling services.

Most of the other guidance and counselling teachers pointed out the listed measures in the table and from the researcher's observation, most departments of guidance and counselling visited seemed to be under-funded and as a result, most respondents suggested for more attention from the schools' administrations.

Through a Focus Group Discussion, pupils were also requested to suggest what they deemed to be the solution in order to enhance guidance and counselling services. In responding to this concern, most of them suggested the proper allocation of time so that they do not miss some classes of other subjects when they attend to counselling services. In addition to this, they also requested their schools to provide guidance and counselling materials so that even in their own time they can be studying books that build their moral standard.

School administrators; head teachers and depute head teachers were also asked to provide some measures that could be put in place in order to improve the delivery of guidance and counselling services at their school. In responding to this, one head teacher said the following:

The issue of guidance and counselling activities is one of the burning ones at the moment. I tell you, in order to properly implement this issue and make it a reality;

it has to be addressed at the curriculum level so that a proper allocation within the core curriculum can be provided.

The other head teacher also that;

For me, my school already has the guidance and counselling department. What we lack are proper programmes so as to blend counselling services. That effect, we are working with different already existing programmes within the school such as peer education club, anti-AIDS club and many others to include guidance and counselling activities within their day-to-day programmes.

In the same view, one depute head teacher pointed out that;

As the administration, we are working towards the construction of guidance and counselling services so as to make the programme effective.

The other Deputy Head teacher said the following:

The major problem that we had was the lack of allocated time for our boys and girls to access guidance and counselling services without missing classes. To this effect, we have come up with a specific timetable for every pupil from every class to attend counselling services whether as an individual or as a group.

To all the other school administrators, their suggestions were circulating around those suggestions given by guidance and counselling teachers in table 4.5.16 the above.

By and large, school administrators were equally requested to mention some of the good things that have come out of the guidance and counseling programme in their School. In responding to

this concern, to all those who had active guidance and counselling departments in their schools, their responses matches those indicated in table 4.3.6.

4.6 Summary

This chapter presented the study findings which were given according to the study questions in the first chapter. The teachers responded to the questionnaire and their responses were shown in the tables and figures above while the regular teachers, guidance and counselling teachers, school administrators answered an interview guide and pupils answered focus group discussion and their responses were demonstrated in qualitative format in this same chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. Introduction

In this chapter, the researcher discussed the findings of the study which investigated the effectiveness of guidance and counseling teachers in learner performance in five selected secondary schools of Kazungula District, Zambia. The discussion of findings is presented based on the objectives of the study which were: to investigate the nature and benefits of guidance and counseling services provided in the selected secondary schools of Kazungula District; identify the challenges that Guidance and Counseling teachers encountered in delivering guidance and counselling services in secondary schools in Kazungula District and suggest measures that would curb challenges that Guidance and Counselling teachers encountered in offering guidance and counselling services.

5.1. Discussion of the nature and benefits of guidance and counseling services

The first objective of the study sought to investigate the nature and benefits of guidance and counseling services provided in the selected secondary schools of Kazungula District.

The study revealed that all the categories of respondents reported that guidance and counseling services provided in secondary schools had several benefits. Some of the benefits mentioned by teachers included that guidance and counselling enabled pupils to have an upright behavior, pupils tended to improve in their academic performance, pupils stayed away from harmful activities such as sexual practices, alcohol and drug abuse. They also pointed out guidance and counselling guided pupils towards future career paths and that it helped to have informed pupils. The above findings are in line with what Coy (2004), MoE (2012), USAID (2012) and Kochhar (2013) mentioned in the literature review. These authors pointed out that guidance and

counselling should encompass four major areas in a school setup. These strands include personal, educational, social, and career guidance and counselling. Still, Mapfumo and Nkhoma's (2013) findings showed that guidance and counselling services in Zimbabwe, in the urban high schools of Mutare in Manicaland offered included discipline, HIV/AIDS awareness or health living, spiritual and academic issues this research established the same findings.

When respondents were asked whether their schools had guidance and counselling programmes which were well-known by the pupils, other teachers and school administration, an analysis of the quantitative data as provided in figure 4.3 revealed that 14 of the respondents said that they had guidance and counselling programmes which were well-known by the pupils, other teachers and school administration while 21 of them said that they did not have. From the findings above, it is evident that despite the nature and benefits accrued with guidance and counselling, most secondary schools in Kazungula district had no guidance and counselling programmes which were well-known by the pupils, other teachers and school administration. For example, three Head teachers said: *guidance and counselling programmes do not only shape the behaviors of pupils or enhance their academic performance but shapes them to be responsible citizens. In view of the above, guidance and counselling is a necessity in every well-meaning school. Despite the above facts, the schools have no lined up guidance and counselling programmes which are well known by the pupils, teachers and school administration.* This revelation is against the Zambian Education Policy (1996) and Hamainza (2015) who elucidated that guidance and counselling services should be something that pupils are entitled for in schools without any charge and is supposed to be offered to all pupils (MoE, 1996). This means all pupils should get guidance and counselling from guidance and counselling teachers or school counselors whenever

there is need which is not the case in most secondary schools in Kazungula district of Southern province.

Guidance on how to make good friends, that is, on the need to associate with people who would build their (pupils) future (relationships) was revealed to be provided to pupils in secondary schools. With regards to the benefits of guidance and counselling on learner's academic performance, all the respondents in the quantitative data indicated that there are several benefits accrued to guidance and counselling services to learners' academic performance. Furthermore, some of the benefits of guidance and counselling services on learner's academic performance were revealed by respondents. The majority of the respondents reported that guidance and counselling enabled students to have an upright behavior. They also reported that guidance and counselling tend to improve students' and makes them stay away from harmful activities such as sexual practices, alcohol and drug abuse. Moreover, another category of respondents revealed that guidance and counselling guides pupils towards future career paths and help them to become informed students.

When the respondents were asked as to whether they have seen changes in behavior of students due to guidance and counselling, the majority of them indicated that they have not seen any changes while the minority said that changes have been seen. For example, 14 of them represented by 40% agreed to having observed some changes while 21 of the represented by 60% indicated that they did not observe some changes in students' behaviors. The above responses were in contradiction to what was obtained in the focus group discussions and interviews, as the majority indicated that changes in behavior of students were seen due to guidance and counseling.

The researcher observed that those that indicated that they did not see some changes accrued to those who did not have active guidance and counselling services in their schools. The above findings were in line with what Nkhata (2010) found in his study to establish the types of guidance and counselling activities carried out in southern province of Zambia that the schools which did not have guidance and counselling services had their pupils lacking adequate understanding about behavior change through guidance and counselling.

When they were further probed to point out some of the changes in students' behavior observed as a result of guidance and counselling, the majority of the respondents indicated that they had observed an upright behavior of those who accessed counselling services. The responses above are in line with what some pupils during focus group discussion respectively said that:

Most of the pupils who have undergone guidance and counselling have a good behavior. Moreover, some have stopped their bad behaviors which are a good thing for good academic performance.

The above responses were also in tender with what some guidance and counselling teacher echoed in the interview that no pupil has ever come to me for counselling and go back the same. Most of the pupils have gone back with a positive mind, which saw them improve their academic performances.

In line with what was established in the findings above, Taylor (2014) in his study found that guidance and counselling does not just improve pupils' academic performances but changes their behaviors towards positive thinking.

It was also established in the study guidance and counselling improved academic performance of pupils in secondary schools. In other ways, guiding pupils in secondary schools through guidance and counselling has its core in helping pupils improve their academic performance.

This is in line with what Tembo (1980) established in his study that guiding pupils in secondary schools through guidance and counselling has its core in helping them improve their academic performance. In adding agreeing to the above position, Thungu, et al, (2012) postulated that the purpose of guidance and counselling services for secondary school children are to: improve academic achievement, foster positive attitudes towards school, learning, increase acquisition and application of conflict resolution skill and to reduce drop outs.

It was further established that, those that responded that they had never observed any changes accrued to pupils due to guidance and counselling are those who did not guidance and counselling unit in their schools. This was in tenderm with the response some head teacher respectively said in an interview that;

Although guidance and counselling is an old phenomenon especially in education, the department at this school is dormant due to lack of trained teachers in the field. Mostly, when pupils are misbehaving, we just improvise the service with experienced teachers who have been in the system for so long to give counselling to pupils. To be honest, this beautiful school you are seeing here does not have enough guidance and counselling materials, no wonder pupils do not take the service so serious.

The above responses are in line with what Kasonde et al (2009) indicated that most of those who dot appreciate the existence of guidance and counselling are those that have a limited number of available professionals in their schools.

From what has been mentioned above, it is clear that guidance and counselling should not be selective in its nature. It follows that pupils come from different walks of life and background and it is obvious that their problems are cross cutting. Therefore, a limited programme in nature will not address their problems and this will have a negative effect on their academics.

According to MoESVTEE (2013) guidance and counselling is supposed to be offered to pupils as an integrated programme in all the lessons.

5.2 Discussions of the Challenges faced by schools and the role of guidance teachers and pupils in providing services

The second of objective of the study sought to establish challenges faced by the schools in the provision of guidance and counselling services aimed at behavior management in the study schools. An analysis of quantitative data given in figure 4.5 in the previous chapter revealed that 21 of the respondents represented by 60% indicated that they faced challenges while 14 of them represented by 40% did not agree. In essence, this revelation by the respondents where the majority indicated that their schools faced a lot of challenges regarding the provision of guidance and counselling were in line with what Siamoongwa (2004) found that despite the existence of guidance and counselling services in secondary schools, guidance and counselling teachers have continued to face some challenges in their quest to deliver the services to enhance learner performance.

When they were probed further to state some of the challenges guidance and counselling teachers faced in conducting guidance and counselling services in their schools, it was established that most of the schools lacked trained guidance and counselling teachers. The researcher established that most of the schools do not have qualified guidance and counselling teachers. Mostly, they improvise by appointing experienced teachers to act as guidance and counselling teachers which has compromised its effectiveness. The response above was in line with what some head teacher respectfully said in an interview that:

We don't have trained guidance and counselling teachers at our school. Therefore, after seeing it's a necessity, we have appointed one experienced teacher to occupy the position because he understands pupils compared to those that still new.

In line with the above, Kasonde et al (2009) in their research carried in South Africa found that the biggest obstacle to providing guidance and counselling services is the limited number of professionals available and the unequal employment of these limited human resources.

Moreover, lack of proper infrastructure for conducting guidance and counselling services was another challenge that guidance and counselling teachers faced in schools. This was evidenced in the quantitative data where 17.1% of the respondents pointed out that lack of proper infrastructure for the guidance and counselling department was the challenge they faced in their schools. In the focus group discussion, some pupils respectively said that:

We do not have any office for guidance and counselling, mostly they use the staff room as a counselling office where it is not convenient for pupils to express themselves.

The above findings were in line with what was evidenced by Chireshe (2006) in the research she undertook in the Zimbabwean secondary schools to assess the effectiveness of guidance and counselling services. In her study, the majority of the 29 pupils in the study stressed that guidance and counselling rooms were located near the administration building, a substantial number indicated that the services were provided in an office far from the administration block and a quarter said the services were conducted in a classroom.

However, the researcher in the study also established that most of the secondary schools in Kazungula district lacked independent infrastructure to conduct guidance and counselling

services. Most of the schools use other rooms like the head teachers' offices, staffrooms and heads of department offices which is against the ethics of guidance and counselling. Under a normal circumstance, schools are supposed to have guidance and counselling offices where pupils can be helped to realize their potentials and achieve academic performance.

If anything this elaboration of challenges guidance and counselling teachers lacking proper infrastructure for conducting guidance and counselling services in their secondary schools was actually in line with the assertion of Nyambura (2014) in his quest to investigate students' perceptions of the effectiveness of guidance and counselling services in curbing deviance in secondary schools of Thika sub-country in Kenya who established that guidance and counselling services were offered in the principal or deputy principal's office, dining hall, during assemblies or at open grounds.

Notwithstanding the fore going, there was also an observation especially from the questionnaire responses that most secondary schools has no specific allocated time for pupils to attend guidance and counselling services. Guidance teachers are supposed to find time to offer guidance and counsel to help pupils develop their abilities so that they can equally achieve their academic performance. For example, in MoE (2000) pronounced that guidance and counselling is supposed to be offered to pupils not as a standalone subject, as it does not appear on the school time table, but either as integrated in all the lessons or as an extracurricular activity. However, although this pronouncement was made, this appears to be a different scenario in most secondary schools in Kazungula district as guidance and counselling is not even timetabled as an extracurricular activity. No wonder many other scholars such as Nelson (1972), Hill (1965) and Rao and Reddy (2003) postulated that the guidance and counselling teachers should be allocated

with time to conduct their services to enhance learner performance in secondary schools. The point is that guidance and counselling should be included in the timetable.

The researcher established that, while a good number of participants appreciated the importance of guidance and counselling in schools, guidance and counselling teachers face a lot of challenges in conducting it. To this effect, one could easily conclude that conducting guidance and counselling in the selected secondary schools of Kazungula district is a hard mountain to climb as counselors still face challenges such as lack of infrastructure, time allocated for guidance and counseling as well as representation of untrained counselors.

5.3 Discussions of the measures taken to improve the role of guidance and counseling to learners

As can be seen from the subheading above, the last objective of the research study endeavored to establish measures that could improve the effectiveness of guidance and counselling. Accordingly, a direct question was asked to respondents so as to give measures that schools could put in place in order to improve the delivery of guidance and counselling services to pupils and some responses are given in table 4.5.16 of the previous chapter. In view of the concern above, teachers' responses included the provision of trained guidance and counselling teachers, the construction of proper infrastructure for guidance and counselling services, allocating time for counselling to all the students, formulating proper guidance and counselling programmes for students, encouraging students to access guidance and counselling services, and providing guidance and counselling materials. In support of that has been mentioned by teachers above, it was pointed out in the literature that devising a deliberate training policy to ensure that all school counselors receive training is another measure that can enhance learner performance in secondary schools (Mulemwa, 2015).

In the same vein, when further probed by the researcher regarding the concern raised above, one guidance and counselling teacher mentioned that; *To be honest madam, if our school administration were concerned about the importance of guidance and counselling services in this school, they would have supported us by simply providing the basics that can allow us to carry our duties properly.* In addition, one of the guidance and counselling teachers at one school stated that he had always regarded guidance and counselling services to be in many forms. He suggested that the administration and the rest of the school should support all the clubs in the school environment that were concerned with counselling services.

In support of the various suggestions that have been given above, Kasonde et al (2009) and Makumba (2013) in the literature review postulated that there were several measures or parameters that could enhance learner performance through guidance and counselling. They pointed out that some of these parameters included the provision of various guidance and counseling services in schools, availability of trained school guidance and counseling teachers to offer such services, evidence of the provision of various guidance and counseling services such as records, timetabling of services and positive responses from pupils themselves and other stakeholders.

Pupils were equally not an exception in finding out the measures that could improve the provision of guidance and counselling services in secondary schools. Therefore, through a Focus Group Discussion, pupils were also requested to suggest what they deemed to be the solution in order to enhance guidance and counselling services. In responding to this concern, most of them suggested the proper allocation of time so that they do not miss some classes of other subjects when they attend to counselling services. In addition to this, they also requested their schools to provide guidance and counselling materials so that even in their own time they could be studying

books that could build their moral standard. In concealing with the pupils' responses, it was pointed out in the literature review that the government should ensure that guidance and counseling is made as a component within their secondary school curriculum whereby every secondary teacher trainee gets exposed to guidance and counseling skills and knowledge (Kamara, 2001). In critical reflection, by revising the curriculum so as to properly allocate guidance and counselling services in the curriculum, proper timing would be provided so as to ensure that the services are provided at the right time within the school without encroaching on other day-to-school programmes.

Just as teachers and pupils were asked to suggest measures that would improve the provision of guidance and counselling services, school administrators(head teachers and depute head teachers) were also asked to provide some measures In responding to this, the chapter above indicated that one head teacher said the following: *The issue of guidance and counselling activities is one of the burning ones at the moment. I tell you, in order to properly implement this issue and make it a reality; it has to be addressed at the curriculum level so that a proper allocation within the core curriculum can be provided.* In view, this is in accord to what pupils and Kamara (2001) pointed out above.

The other head teacher also that his school already had the guidance and counselling department. What were just lacking were proper programmes so as to blend counselling services. To that effect, the school was working with different already existing programmes within the school such as peer education club, anti-AIDS club and many others to include guidance and counselling activities within their day-to-day programmes.

In the same view, one depute head teacher pointed out that; As the administration, they were working towards the construction of guidance and counselling services so as to make the programme effective. While the other the other deputy head teacher said that the major problem that they had was the lack of allocated time for their boys and girls to access guidance and counselling services without missing classes. To this effect, they had come up with a specific timetable for every pupil from every class to attend counselling services whether as individual or as a group.

5.4 Summary

This chapter contained the discussion of the research findings regarding the three objectives of the research study. It contained the findings as direct obtained from the respondents of the study, plus the nexus between the findings and the literature review as given in chapter two of this study. As might have been observed by the research, most findings are in consonant with the data given in chapter two apart from a few areas such as the discovery that there is little guidance and counselling services done in the five targeted schools of Kazungula District. The major findings of the research study were that there was poor guidance and counselling activities done in the targeted schools and some reasons for that was because there was few trained teachers to conduct guidance and counselling, lack of guidance and counselling departments, lack of guidance and counselling materials and many others. A few suggestions opted to remedy the situations was that the administration could be providing infrastructure for the counselling department, schools had to recruited trained guidance and counselling teachers, pupils were supposed to be encouraged to allocate time to access counselling sessions and specific time for pupils to attend guidance and counselling services had be allocated.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0. Overview

The main purpose of this study was to investigate the nature of guidance and counselling services in learners' academic work in selected secondary schools of Kazungula District of Zambia. Conclusions of the study were drawn from the discussions of the findings and are in accord with the three study objectives as given the chapter above.

6.1. Conclusions

From the data collected regarding the first objective which endeavored to assess the nature of guidance and counseling services provided in the selected secondary schools, the study concluded that guidance and counselling programmes that were available included vocation guidance, peer guidance education such as peer education, team teaching, individual group counselling and student support team planning. In the similar manner, respondents further mentioned that guidance and counselling services benefited pupils in many different ways and this included enabling pupils to have an upright behavior, pupils tended to improve in their academic performance, pupils stayed away from harmful activities such as sexual practices, alcohol and drug abuse. Some respondents still pointed out that guidance and counselling services guided towards future career paths and the other group of respondents mentioned that it helped pupils to be informed.

The second objective of this study was to establish the challenges faced by guidance teachers and pupils in providing services and in view of the this concern, the study established that there was lack of proper infrastructure for the guidance and counselling department, lack of trained guidance and counselling teachers, pupils were not encouraged to attend counselling sessions, no

enough guidance and counselling programme and no specific allocated time for students to attend counselling services. Moreover, it was also stated that pupils found a challenge on how to balance up time in attending guidance and counselling and normal classroom sessions.

The conclusion drawn from the third objective which sought to establish measures that could curb the challenges faced by guidance and counselling teachers were that there was need to provide trained guidance and counselling teachers, need to construction proper infrastructure for guidance and counselling services, need for the allocation of time to offer counselling services to all the students, need of formulating proper guidance and counselling programmes for students, need of encouraging students to access guidance and counselling services and the need for the provision of guidance and counselling materials. The study also established that there was need for the school administration and the rest of the school to support all the clubs in the school environment that were concerned with counselling services.

In view, this study achieved its objectives as it was able to ascertain the fact that guidance and counselling services improved the quality of education by imparting an upright behaviour in pupils. However, though that was the case, the study demonstrated that given the poor rate at which guidance and counselling services were being performed in schools, it was difficult to achieve the role of guidance and counselling in schools.

6.2. Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations were forwarded in investigating the role of guidance and counselling services in learners' academic work in secondary schools:

1. The School Administrators should make strong efforts to construct specific blocks for guidance and counselling activities.
2. Specific time for pupils to attend guidance and counselling services should be created at curriculum level.
3. The Ministry of Education should organize in-service trainings for guidance and counselling teachers in order to carry out their responsibilities more effectively.
4. The Ministry of Education should produce some literature to support the effective conducting of guidance and counselling services.

6.4 SUGGESTIONS FOR FUTURE RESEARCH

Arising from the findings regarding the role of guidance and counselling services in learner's academic work, it is suggested that future research concerning guidance and counselling should concentrate on the best strategies on how guidance and counselling services can best be applied in schools in order to obtain best and quality education for learners. This is tantamount to the fact that this research has ascertained that guidance and counselling services are very crucial in grooming a well-informed learner in all aspects of growth such as academic wise, moral, spiritual, cultural and so forth.

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APPENDICES

Appendix (i): Questionnaire for Teachers

Dear respondents,

I am a post-graduate student conducting an academic research on the effectiveness of guidance and counseling teachers in learner performance in secondary schools in which your participation is of great importance. Please note that your views will also represent those that have not been selected in this study. Therefore, you are kindly requested to read the questionnaire items carefully and then respond to them genuinely. Rest assured that the data being solicited be processed only by the researcher and strictly for the research purpose and your identity will also be treated with maximum confidentiality.

Instructions

1. Do not write your name on this questionnaire.
2. Put a tick [✓] or an explanation in the space provided.

SECTION A: Background information

1. Gender

(i) Female [] (ii) Male []

2. Age

(i) 20-30 [] (ii) 30-40 [] (iii) 40-50 [] (iv) Above 50 []

3. Service in years in teaching

(i) 1-5 [] (ii) 6-10 [] (iii) 11-15 [] (iv) 16-20 [] (v) 21-25 [] (vi) 26-30 []
(vii) above 30 []

4. Level of education

(i) Diploma [] (ii) First Degree [] (iii) 2nd Degree []

5. How many pupils see you for guidance and counselling services in a week?

(i) 1-10 (ii) 10- 20 (iii) 21- 30 (iv) 31- 40 (v) 41 & above

SECTION B

NATURE AND BENEFITS OF GUIDANCE AND COUNSELING SERVICES

6. Does your school have a guidance and counseling programme which is well-known by the pupils, other teachers and school administration?

(i) Yes [] (ii) No []

7. If yes to question 6, what are some of the guidance and counselling services offered by the school to learners?

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

8 Do you think guidance and counselling services offered in the school benefits on learner’s academic performance?

Yes [] (ii) No []

9. If your answer to question 8 is ‘Yes’, what are some of the benefits of guidance and counselling services on learner’s academic performance?

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.....

10. Due to guidance and counseling services at your school, have you observed any change in behavior and conduct of pupils?

(i) Yes (ii) No

11. If yes to question 10, what changes have you observed?

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.....

12. If no to question 10, why when the school has a counselling unit?

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.....
.....

13. Do you think guidance and counselling plays a pivotal role in enhancing learner performance in your school?

(i) Yes (ii) No

.....
.....

14. Is there any positive result or benefit that has been achieved by pupils out of the provision of guidance and counselling services in these schools?

(i) Yes (ii) No

15. How do you rate your school's guidance and counseling services in terms of you benefiting from it?

- i) Excellent [] (ii) Good [] (iii) Fair poor [] (iv) Very poor []

18. Give reasons for your rating above on the benefit accrued to the pupils

.....
.....

SECTION C

Challenges of faced by school and guidance teachers and pupils in providing services

19. Do you face challenges in conducting guidance and counselling services at your school?

- Yes [] (ii) No []

20. If the answer to the question above is Yes, list the main challenges guidance and counselling teachers face in conducting guidance and counselling services at your school?

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.....
.....

21. Does your school have adequate infrastructure for conducting guidance and counselling services?

- Yes [] (ii) No []

22. If yes to question 22, what is your assessment of the infrastructure available to you for guidance and counseling services?

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.....

23. If no to 22, how do you conduct guidance and counselling services?.....

.....

24. Do you have enough qualified guidance and counselling teachers to provide guidance and counselling services at your school?

- (i) Yes (ii) No

25. If the answer is 'yes' to question 25, how many are trained and not trained in guidance and counselling services?

- (i) 0 (ii) 1 (iii) 2 (iv) 3 (v) 4 (vi) 5 and more

26. Does your school have appropriate time set aside for guidance and counselling services by guidance and counselling teachers?

- (i) Yes (ii) No

27. If the answer to question 27 is 'no', what have been some of the experiences in providing guidance and counselling services without provision of time to do so?

.....

.....

28. Do you face a challenge of sex preference when conducting guidance and counselling services to pupils?

- (i) Yes (ii) No

29. If the answer to question 30 is 'yes', how do you deal with such a challenge?

.....

.....

SECTION D

Measures to improve the effectiveness of guidance and counseling teachers

30. Are there measures the school has put in place to improve the delivery of guidance and counselling services to pupils?

(i) Yes [] (ii) No []

31. As guidance and counselling teachers yourself, what should be done to improve the delivery of guidance and counselling services in the school?

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.....

.....

THANK YOU FOR YOUR RESPONSES

APPENDIX (2) - INTERVIEW GUIDE FOR THE SCHOOL HEADTEACHERS

My name is GIFT MUNSANDA, a post graduate student at the University of Zambia conducting a research on the effectiveness of guidance and counseling teachers on learner performance in secondary schools of Kazungula District. The aim of my visit is to ask you questions concerning the guidance and counselling services provided by guidance and counseling teachers to enhance learner performance of this school. This study will help strengthening the provision of guidance and counseling services in public secondary schools so as to benefit pupils. I would be delighted if you avail me written documents that give weight to what you will say. Please, do not produce any documents if the school has decided that the documents should not be made available to an outsider. Lest assured that the information that you give will be used for this study only and your identity will be protected.

The questions I will ask you are in four important areas and these are: the nature and benefits of guidance and counseling services provided in this schools, challenges that Guidance and Counseling teachers encounter in delivering guidance and counselling services and the measures that would curb challenges that Guidance and Counselling teachers encounter in offering guidance and counselling services.

Gender of head teacher.....

Qualifications:.....

Training in guidance and counseling:.....

Experience as head of school:.....

Type of school: Core Boarding Girls Boarding Core Day

Number of pupils:.....Boys.....Girls.....Total.....

Number of trained guidance and counseling teachers:..... Males....., Female....., Total.....

PART B. Nature and benefits of guidance and counseling services

Does your school have a guidance and counseling programme which is well-known by the pupils?

What are some of the guidance and counselling services that your school conducts to help pupils with various problems?

Do you think guidance and counselling has benefits on learner’s academic performance? Why do you think so?

What are the benefits of guidance and counselling services on learner’s academic performance?

PART C: challenges of guidance and counseling teachers

Do you think guidance and counselling plays a pivotal role in enhancing learner performance in your school? Why?

Does your school face challenges in conducting guidance and counselling services at your school? What are some of these challenges?

What are some of the main challenges guidance and counselling teachers face in conducting guidance and counselling services at your school?

PART C.measures to improve the effectiveness of guidance and counseling teachers

What are some of the measures you have put in place aimed at improving the delivery of guidance and counselling services at your school?

What should be put in place to improve the delivery of guidance and counselling teachers?

9. What are some of the good things that have come out of the guidance and counseling programme of your school? Tell me if the accomplishments of the guidance and counseling programme/meet your expectations as the school.

THANK YOU VERY MUCH FOR YOUR TIME

APPENDIX (3) - INTERVIEW GUIDE FOR GUIDANCE AND COUNSELLING TEACHERS

I am a post-graduate student at the University of Zambia to gather information in connection with the guidance and counselling services offered to pupils at this school. This forms part of my Master Degree in Guidance and Counselling of the University of Zambia. The information will assist me to put up a research on pupils' perceptions of guidance and counselling services offered by their school. You were selected to participate because guidance counsellors are part of the management of the secondary schools in which they operate and much of the welfare of pupils depends on your operations.

School..... Training in G&C..... Qualification..... Age

Gender of G & C Teacher: -----

1 Does the guidance and counselling services conducted at this school enhance learner performance?

2. Which method or mode of delivering guidance is mostly used and yields better results?

3 What are some of the benefits of guidance and counselling services on learner's academic performance?

4. Are there any challenges guidance and counselling teachers face in conducting in guidance and counselling services?

5. What are some of the challenges guidance and counselling teachers encounter in conducting guidance or counselling services?

6. Are there some measures put in place to improve the effectiveness of guidance and counselling teachers?

(i) Yes (ii) No

7. What should be some of the measures to be put in place to improve the effectiveness of guidance and counselling teachers?

THANK YOU FOR PARTICIPATING IN THE STUDY.

APPENDIX (4) – FOCUS GROUP DISCUSSION FOR SECONDARY SCHOOL PUPILS

1. What is your gender? How old are you?
2. What is guidance and counselling services? What guidance and counselling services are offered in your school?
3. Does your school have guidance and counselling office? If no how do you access services from the guidance and counselling teachers in the school?
4. Have you ever accessed guidance and counselling services?
5. If your answer is yes to question 3, how frequent do you access guidance and counselling?
6. How frequent do pupils engage in indiscipline behaviour
7. What hinders you from accessing guidance and counselling in your school?
8. What do you think school be done for pupils to access guidance and counselling?

THANK YOU