



**THE STATUS OF GUIDANCE AND COUNSELLING IN SELECTED
PRIMARY SCHOOLS IN LILANDA ZONE, LUSAKA DISTRICT,
ZAMBIA**

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**A dissertation submitted to the University of Zambia/Zimbabwe Open University in partial
fulfilment for award of the Degree of Master in Education Management**

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DECLARATION

I, **Vundika Zimba**, do declare that this dissertation presents my own work and that it has not been previously submitted for the award of a degree or any other qualification to the University of Zambia/Zimbabwe Open University or any other university. All the relevant references have been adequately acknowledged.

Signature:

Date:.....

DEDICATION

This work is dedicated to all policy makers in the Ministry of General Education, researchers and school counsellors who have helped in the implementation of guidance and counselling provision in primary and secondary schools in Zambia.

APPROVAL

This dissertation by **Vundika Zimbais** approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Management of the University of Zambia / Zimbabwe Open University.

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ACKNOWLEDGEMENTS

This dissertation is a result of the help and cooperation of many people to whom I owe my appreciation. My special thanks go to my Supervisor, **Dr. Moses Changala**, for his invaluable guidance, supervisory expertise and organizational skills imparted throughout the course of my study which made my research from a vision into reality.

I am grateful to school authorities in Lilanda zone for according me an opportunity to carry out my research in their school areas. My special thanks go to administrators, guidance and counselling teachers, teachers and lastly but not the least pupils in these schools who participated in the study.

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ACRONYMS

MoE Ministry of Education

MoGE Ministry of General Education

MESVTEE Ministry of Education, Science, Vocational Training and Early Education

UNESCO United Nations Education Scientific and Cultural Organisation

ABSTRACT

This study was carried to find establish the status of guidance and counselling in selected schools of Lilanda zone, in Lusaka district. The objectives of the study were to: determine the type of guidance and counselling services provided in primary schools; establish the category of students who benefit more from counselling and guidance; determine the challenges faced by guidance and counselling teachers in schools; and explore prospects of guidance and counselling in primary schools in Lilanda zone, in Lusaka district.

A survey design was employed by the study. A sample of 57 consisting of 30 pupils, 15 teachers, 6 administrators and 6 guidance and counselling teachers was drawn. Data was collected using interview guides. Data was analysed thematically and results presented in figures and narrations. The study revealed that the main type of guidance and counselling services offered in these schools was personal guidance and counselling. The other types offered were vocational, educational and disciplinary guidance and counselling. The study also revealed that the category of pupils that benefit more from guidance and counselling were those aged 12 years and above. It also revealed that the main challenges faced by guidance and counselling teachers was lack of office space, lack of materials, high guidance teacher- pupil ratio and lack of support in terms of materials and other necessities. Pupils were also found to feel shy and feared being stigmatized for attending guidance and counselling sessions. The prospects for guidance and counselling in these schools looked bright as the government had committed itself to supporting it.

The study concluded that the government recognised the need to support guidance and counselling in schools and that school authorities were positive about the future of guidance and counselling. The recommendations of the study were that: the Ministry of General Education should employ trained full-time guidance and counselling teachers in schools; provide appropriate and adequate materials for counselling purposes; and put in place a deliberate policy that would allow provision of guidance and counselling to lower grades in primary schools which was lacking.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, significance of the study, purpose of the study, research objectives, research questions, theoretical framework, delimitation and limitations of the study and operational definition of terms.

1.1 Background to the study

Ndhlovu (2014) states that the role of guidance and counselling teachers was immensely needed in Zambian schools as a result of problems such as poor academic performance, riotous or undesirable behaviors exhibited by the learners. Other problems include early pregnancies, truancy, school dropout, poor study habits, examination anxiety such as feeling of tension, apprehension, nervousness, worry, or having cognitive distraction created by task irrelevant thinking and other physiological stimulation of the autonomic nervous system that occurs in learners when they are about to undergo an evaluative process (Okorodudu & Ossai, 2004)

Guidance and counselling services in primary schools are provided by the guidance teachers and class teachers, who are trained in counselling or sometimes not trained. Counselling is helping people to grow by learning to make responsible decisions in order to come up with good actions people are helped to solve their own problems. Makinde (1974) defines counseling as a service designed to help an individual to analyze his or herself by relating to his or her capabilities, achievements, and interest and made of adjustments to new decision he or she has made or has to make. On the other hand, guidance involves ways and experiences of assisting individuals understand themselves. Guidance is knowledge based. It deals with facts and principles, methods and cognition while counselling is value oriented and deals with motivation needs and feelings. Counselling is personal and confidential.

The history of guidance and counseling can be traced back to 1908. It was started by Frank Parson in form of vocational guidance. Tembo (1980) notes guidance and counseling begin in response to some of the conditions and demands made by different people in working institutions in the United States of America. Frank Parson main concern was trying to alienate people's basic problems. Most important contributor to the

modern guidance and counseling was the national vocation guidance association which came into existence in 1913. Even to date, it has continued to influence school counseling in most parts of the world. (Robinson, 1987).

In Africa, societies had various forms of counseling in their community they live. Young people were provided with counseling so that they could grow well and be responsible in the communities they live in. The elders in Africa had their own way of culturally based counseling services. As noted by Robinson (1987), in Africa guidance and counseling for individual have always formed part of strategy to combat personal problems of people, unless, aunts and other relatives were counselors who provided information that growing people need.

Zambia also participated in the provision of guidance and counselling in schools. According to the Ministry of Education (2001), careers guidance unit was introduced in Zambian schools in 1971. This also included the appointing of the career guidance officers. The officers worked under the administration of psychological services at the Ministry of Education Headquarters. Not only that, career teachers were appointed in schools. Thereafter, the unit has undergone a number of transformations and now guidance and counselling teachers are trained at Luanshya Technical and Vocational Teachers College, National In-service Teachers' College (Chalimbana) and Zambian Open University. It also interesting to note that the University of Zambia has also introduced a Master's Degree in Guidance and Counselling. This is in an effort to provide the educational sector with trained guidance and counselling teachers.

Ministry of Education (1996) states that national education policy "Educating Our Future" affirmed the provisions of guidance and counselling services in schools and even said would strengthen the guidance and counselling services for its children. However, the role of guidance and counselling teachers was not spelt out. Furthermore, Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) (2013) – Zambia Education Curriculum Framework a curriculum policy did not provide the role of guidance and counselling in any of the two curriculum pathways in schools. In view of the heightened problems faced by pupils, the status of guidance and counselling was needed.

1.2 Statement of the problem

Some studies done on counseling and guidance have shown that counseling and guidance provided in secondary school have proved to be of great importance to learners(Makinde, 1974). However, little has been documented about the status of guidance and counseling in primary schools in Lilanda zone of Lusaka District. Hence the relevance of this study.

1.3 Purpose of the study

The purpose of the study was to establish the status of guidance and counseling in primary schools in Lilanda Zone, of Lusaka District.

1.4 Objectives of the study

The objectives of the study were to:

1. Determine the type of guidance and counseling services provided in primary schools in Lilanda Zone, Lusaka District.
2. Establish the category of learners who benefit more from guidance and counseling in Lilanda Zone, Lusaka District.
3. Determine challenges faced by guidance and counseling teachers in Lilanda Zone, Lusaka District
4. Explore prospects of guidance and counseling in primary school in Lilanda Zone, Lusaka District.

1.5 Research Questions

The following were the research questions:

1. What type of guidance and counselling services are provided in primary schools in Lusaka District?
2. What category of pupils benefit more from guidance and counselling in primary schools in Lusaka District?
3. What are the challenges faced by guidance and counselling teachers in Lusaka District?
4. What are the prospect of guidance and counselling in primary schools in Lusaka District?

1.6 Significance of the Study

It is hoped that the findings of the study will help the Ministry of General Education formulate appropriate policies aimed at improving guidance and counseling provisions in primary schools in Lilanda Zone, Lusaka District.

1.7 Delimitation of the Study

This research was conducted in Lusaka covering primary schools in Lilanda zone only. Therefore, the findings could not be generalized to the wider population of Lusaka province.

1.8 Theoretical Framework

This study was guided by the psychoanalytic theory by Sigmund. The principle tenets of this theory are that human beings are structured in such a way that they relate to their environments through their various levels of consciousness (Hagedorn, 1992). According to psychoanalysis, there are three levels of consciousness, which influence a person's behaviour. These are the preconscious level, which refers to the psychic materials that a person is unaware of, subconscious level which constitute psychic materials that have been suppressed and can be retrieved to memory and the unconscious level which comprises of the vast childhood psychic materials that are out of memory but are normally retrieved and brought to the consciousness of a person by psychoanalysts using the techniques of free association, hypnosis and dream analysis (Coon and Mitterer, 2007; Patri, 2005).

The support of students in technical education through guidance and counselling in order to optimize their learning outcomes cannot be overemphasized. Effective students' support must be founded on clear and sound understanding of theories and approaches that guide counselling. Guidance and counselling is a critical service in every educational enterprise since learners require support in academic, social, interpersonal and emotional aspects of development (Oladele, 1987). Students undertaking studies especially in technical education are known to be bombarded by a myriad of academic, social and psychological challenges that are believed to negatively influence their academic performance. In order for students to benefit from their learning and realize academic success, effective support through professional guidance and counselling founded on

sound understanding and application of counselling theories is of critical importance. This report will be based on the Psychoanalysis theory (Coon and Mitterer, 2007; Patri, 2005).

Knowledge of psychoanalysis enables the counsellor to assist the client to uncover the repressed psychic forces and bring them to their consciousness with a view of assisting them modify maladjusted behaviour and reduce anxiety-causing emotions using the psychological techniques of free association, dream analysis and hypnosis. The effectiveness of the counsellor is demonstrated by their capability to help the clients to bring to their consciousness the repressed psychic forces that cause anxiety and psychological pain in them (Hagedorn, 1992).

The capability of the counsellor in the effective use of some of the psychoanalytic techniques of dream analysis, free association, administration and interpretation of projective techniques such as the thematic apperception tests and hypnosis are deemed extremely important. Knowledge of how learners' past influence their current and future behaviours is very important as it helps in mediating for their irrational fears and phobia on certain disciplines that can influence their academic performance. Learners' earlier experiences that might negatively influence their performance are exposed, understood and effectively resolved using the psychoanalytic procedures of behaviour modification.

1.9. Operational definition of key terms

Benefit: The help that one gets from a guidance and counselling program or service which in turn enables pupils to improve their behaviour, academic achievements and future wellbeing.

Challenges: Educational, career and/or personal/social problems that pupils face.

Guidance: Assistance given to an individual either by an adult or counsellor in order to help them discover themselves and cope with life situation.

Counselling: A relationship which exists between a counsellor and a counselee in order to provide solution to a problem encountered by the counselee.

Counsellor: One who counsels, assists or help the students or an individual to solve academic and psychological problems.

Counselee: One who seeks advice or help from the counsellor in solving his/her personal problems

1.9.Summary

This chapter has presented the background to the study, statement of the problem, significance of the study, purpose of the study, research objectives research questions, theoretical framework, delimitation and limitations of the study, and the operational definition of key terms. The next chapter presents the literature review of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview.

This chapter presents the literature review relevant to the study under the following themes; the concept of guidance and counselling, guidance and counselling at global level, guidance and counselling in Africa, guidance and counselling in Zambia, benefits of guidance and counselling, and challenges of guidance and counselling services.

2.1 The concept of guidance and counselling

This vision of the school counsellor values the provision of personal and group counselling, and is supported by research indicating that social and emotional learning leads to substantial mental, behavioral and academic gains among students. This conception of the school counsellor, however, is sometimes at odds with both the reality of how school counsellors focus their efforts and what select research reveals about counsellor effectiveness (Babbie, 1995).

Several opinions differ to the definition of guidance and counselling. While some authorities may see guidance as different from counselling. Whereas others prefer to use the concept guidance and counselling interchangeably. It is therefore the intention of the researcher to strike a balance between the two concepts by examining the concept of guidance and the counselling as establishing the common relationship between the two (Shertzer, 1966).

With regard to guidance there is much overlap among the various definitions but a substantial agreement is evident. Guidance for a layman is defined as advisement, counsel, direction, instruction, caution, warning etc. given to the needy to better their life. This type of guidance is found in almost all kinds of animals. Guidance is a process of helping an individual himself and his world. In professional terms guidance means different things to different people depending on the orientation, background and expectation of the definer.

Furthermore, some studies done on guidance and counseling in most of the countries in the world revealed that guidance and counseling in schools is provided as reported by

Wikipedia encyclopedia (2013) on school counseling. A study was conducted by Valerie et al in (2005) on counseling provision. The findings of this study revealed that school counseling was provided, in elementary, middle and high schools. They also reputed that, individual traditional counseling and preventive classroom counseling and curriculum lesson were provided to the learners. It was also reported in the study that school counseling was important to the schools and there was need to integrate it in the school education programme.

As defined by Shertzer and Stones (1976), guidance is a process of helping individuals to understand themselves and their world. They further define it as the purposeful direction of the growth of an individual in his five worlds. These five worlds in which every individual lives are the physical, mental, social, emotional and psychological. In the other words, Guidance is a specialized service aimed at assisting, helping and directing students to understand themselves and the world better.

In the United States of America, a lot has been written about the roles of guidance and counselling. Such scholars like Arbuckle (1972) see the school counsellor as performing two guidance major roles namely: guiding and counselling students and consulting with relevant public institutions for referral, visiting and information getting purposes. More concretely, the American Counsellor Association (ASCA, 1964) through a policy statement has laid down item guidance functions for secondary schools. These functions, according to Shertzer and Stone (1976) include: planning and developing of the guidance programme counselling student's appraisal, Education and Occupational Planning, Referral Work, Placement, Parents help staff consulting local research and public relations.

2.3 Guidance and counselling at global level

It is very important that learners' access school counselling for education to be meaningful and helpful. Through counselling pupils change their attitude and behaviour and thus are helped to grow by making their own decisions and learn to take responsibility of their own actions. Among the type of counselling offered in schools are Educational counselling which deals with aspects about important issues in education, personal and social counselling which deals with emotional and behavioural difficulties.

Also offered in schools is vocational counselling which facilitates career development. School counsellors in education are involved in counselling pupils. They are involved in counselling practice, career development and assessment of learners. Individual pupils are helped by to function. School guidance and counselling helps to give a holistic approach to positive development during the time the pupils are in school.

In India, Patrica University, is said to be one of the first institution to start paying attention to the problems of students. Kochhar (2009) states that the University started providing counselling services to its students in 1745 and on the same year, the department of psychological research services was established. The institution then became well known for guidance and counselling in India and the United States of America.

From 1950 and during 1960 guidance and counselling continued to develop in different countries in the world because it was regarded to be of help to pupils. Learners were helped to make decisions and assisted in their career path. Worldwide it has been documented as a fact that guidance and counselling helps in improving behaviour of school pupils by addressing root causes of problems that make children indisciplined. According to Phiri (2006), widely, it has been documented that teachers play a very significant role in guidance and counselling children in career choices. Counselling is becoming very important in the modern age and era because it is helpful to the learners worldwide. Counselling in schools worldwide directly involves pupils' problems and how such problems can be addressed. All the teachers should get involved in the school counselling.

Globally guidance and counselling increased in schools as time went on. Gledlin (1996) reported that in 1980s, counselling and support services rose in learning institutions on supporting pupils in their stressful atmosphere in their education. All this was a result of pupils' problems. Personal counselling of pupils is very important for all pupils during their school time. The guidance and counselling teachers should help the pupils to improve their discipline and help them improve on their school. Valene et al. (2005) carried out a study in the United Kingdom on guidance in Scottish schools. The findings of this study showed that parents in the schools where their children learn provide guidance and counselling to the learners. The parents indicated as well that they are

happy about the services provided in the schools. From this literature, it has shown that guidance and counselling services in Scottish schools were provided and parents were satisfied. In the event that guidance and counselling is not provided to the pupils, it leads to many difficulties for the pupils during the learning process. In this literature the researcher discovered some contradictions on guidance and counselling provision to learners in schools. Dyke (2001) reported that as a result of lack of guidance and counselling services in schools pupils are not helped in terms of career interests, self-awareness and character formation. This leads to pupils losing interest in the school there by becoming runaways. The findings report that in situations where pupils are not provided with guidance and counselling they lose interest in school helped the researcher to discover this negative aspect on pupils.

Worldwide school guidance and counselling in schools, one provided to the learners can be read from the literature above. The learners worldwide need to be given necessary help in form of guidance and counselling so that they can progress and do well in their performances in schools. Mutie (1999) reported that counselling in schools helps pupils to meet their needs by helping them to make decisions or plan for any form of change. All the help can gotten from the school guidance and counselling. Some studies done on the guidance and counselling in most of the countries in the world revealed that guidance and counselling in schools is provided (Erhard and Hamel, 2005). The finding of this study revealed that school counselling was provided in elementary, middle and high schools. They also reported that individual traditional counselling and preventive classroom counselling and curriculum lessons were provided to the learners. It was also reported in the study that school counselling was important to the schools and there was need to integrate it in the schools education programme.

The literature review of global helped to establish how school counselling is provided in different countries. The literature showed that some countries such as China, Finland, United States, and Botswana provide school counselling through an educational specialist. However, there are as well countries such as Japan, India, South Korea and Zambia who provide schoolcounselling through classroom teachers. School counselling is part of the teaching load to the teachers. The teachers may be trained to help both teaching and offering counselling to the learners. Globally, there is need for schools to adapt to changing world and practice knowledge which will correspond to acceptable

guidance and counselling principles. This will make modern school guidance and counselling to be successful. Chanda (2003) reported the school counsellors 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 counsellors for the benefit of the learners.

From the literature reviewed 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 because schools have few trained counsellors and lack methodology to use in the process of providing counselling and guidance to the pupils. Kamara (2001) reported that in most of the schools there are no proper mechanisms put in place to enhance effective counselling. This leads to effective counselling failing in schools; the counselling processes which are used are faulty. The overall conclusion from the literature reviewed globally indicates that guidance and counselling is provided with challenges.

2.4 Guidance and counselling in Africa

African societies have various forms of providing counselling to the young people and children. Counselling in Africa has been there since time immemorial. Guidance and counselling in African schools draws back history from the village set up. Most people were involved in guidance and counselling in the communities they lived in. Traditional African societies had people, who were doing the counselling for example uncles, aunties, grandparents and other influential people such as chiefs and kings. Among the common ways of offering counselling as stated by Phiri (2006) includes giving advice to young people and sharing wisdom with people who have experience in life. Guidance and counselling in African schools is provided in different ways to pupils with each African country taking its own approach. Although guidance and counselling has been part of the African society, the integration of guidance services in the education system only began in the late fifties.

African ministers of education have long been aware of the growing number of social problems affecting children. In his foreword Colin Powell the deputy director of General Education.(UNESCO) stated that African Education system should play a role of promoting the growth and development of young people. In 1997, a board of governors was formed which was made up of African ministers of Education. The task of the

ministers was to design a policy and establish procedures in the development of guidance and counselling programmes. As a result of all these developments, a consensus was reached that Guidance and Counselling should be an integral part of education of children and should be included in the teacher trainings. From the time guidance and counselling was established in primary schools, teachers are trying to provide the services to the pupils. Rapid assessment conducted in Uganda by the Ministry of Education in June 2004 found that most schools were doing all they could in order to provide guidance and counselling to the learners in primary schools (Ministry of Education and Sports, 2005). The Ministry of 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 skills 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. The report further stated that schools in Uganda used different modes and approaches in delivering guidance and counselling to their pupils.

In Kenya, it is reported that guidance and counselling is provided to the learners in schools. However, Kamara (2001) revealed that in Kenya effective counselling is not provided to the learners in schools because the schools use family processes in providing guidance and counselling to the learners. The review of the literature in Kenya revealed the connections in literature done at Global level. It shows that both global and African school counsellors face challenges in providing the services to the pupils due to poor policies and poor implementation mechanisms.

In Nigeria, school counselling began in 1959 and was only found in high schools; it rarely existed in primary schools. In Nigeria, school counselling is provided by the teachers who function as career masters and mistresses. Makinde (1947) reported that school counselling has been a very big challenge for schools in Nigeria because little or no services were provided to primary school.

In Tanzania, guidance and counselling is as well provided even though it is not on the school time table. Wikipedia Encyclopedia (2012) reports that as regards to the origin and development of guidance and counselling in Tanzania at primary levels, there are no defined teachers to counsel pupils in schools; there is no programme or time tabled action

on counselling. The counselling is left to voluntary teachers and other stakeholders interested in education. Although literature on Africa on guidance and counselling is scanty, there is evidence that guidance and counselling is provided to the schools in most countries in Africa. In some countries such as Malawi, Zambia, Tanzania and Swaziland, guidance and counselling did not exist until the late sixties. Wilma and John (2000). In African countries guidance and counselling movement is relatively new in the education system. It is done on trial and error basis by many countries.

Even though guidance and counselling in some African countries have not been taken seriously, countries like Uganda have taken school guidance seriously. According to the Tutors guide in Guidance and counselling for primary teacher colleges and Edited by Wirefred George on behalf of the Ministry of Education Sports of Uganda (2005) stated, in Uganda guidance and counselling is taken very seriously such that it has been included in the school curriculum. The programme is even offered in all teacher training colleges. Another country which has taken school guidance and counselling services and is even training teachers is Botswana. The country has compassion for the pupils who need help. Many children go to school without knowing much on what to do and how to make better decisions. Hence need for school counselling. Wilma and John (2000) reported that it is worthy to note that countries in Africa are training teachers in guidance and counselling for example in Botswana. Botswana University offers a post graduate Diploma in counselling Education. This has improved school counselling in Botswana.

However, in some African countries like Zambia, guidance and counselling services have not even been mentioned in the syllabus for grades 1-7 in the primary schools but is treated as a cross cutting issues. Ministry of Education (2001) noted that guidance and counselling was not considered as a subject and was not time tabled but was only a comprehensive programme. This has led to a huge challenge for teachers in Zambia to provide guidance and counselling to the learners especially in primary schools.

From the literature reviewed on Africa it is evident that guidance and counselling is provided in African schools (Makinde, 1974). In Nigeria, the school counselling has assisted in instilling discipline among the pupils. However, there have been a lot of challenges in the provision of guidance and counselling in Africa schools among them lack of trained counsellors and influence from the western world. Wilma and John (2000)

notes that problems that affect the development of putting up effective guidance and counselling programme in eastern and southern African countries include, the imposition of western models of counselling which does not reflect the African culture including illiteracy and ignorance.

2.5 Guidance and counselling in Zambia

Historical background of guidance and counselling in Zambian schools dates back to the late sixties. Wilma and John (2000) reported that guidance services did not exist in Zambia until the late sixties. This is an indication that before that time there was no guidance and counselling in Zambian schools. However, people have had some form of guidance and counselling in the society in all cultures. Society counselling was manifested in the relationship between elders and young people. Counselling was seen during ceremonies such as weddings and many other celebrations. In initiation ceremonies counselling was given in form of sex education. Guidance and counselling in Zambia originated from traditions and customs. Traditionally, guidance and counselling of young people was associated to elders in a particular society. The guidance and counselling was based on Zambian values, customs and the way of life of each particular people of Zambia. Boys and girls were counselled in traditional ceremonies such as initiation.

According to the Ministry of Education (2001) school guidance 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. Through this arrangement, pupils were helped to become aware of the many occupations they were able to do and they were also helped to decide on what they should do when they leave school. In secondary schools guidance and counselling services started to take shape. 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. 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. Guidance Unit was created in 1981 and operated as a separate entity to be in charge of school guidance. It can

be noted from the brief literature on the school counselling in Zambia that it started with secondary schools at the time it was initiated in 1970.

There were no guidance services for the learners in primary schools. In addition to the information from the principal, school guidance and counselling, at curriculum development centre and from the school guidance module 1 of the Ministry of Education (2004) noted that in Zambia, professional counselling started at the University of Zambia in 1979. Mr Sindamba M. was employed as professional counsellor at the University of Zambia. After establishing counselling at the University he was moved to Luanshya at the Technical and Vocational Teachers College and he opened a guidance, counselling and placement class in 1987. Mr Sindamba was the first lecturer of guidance and counselling at Luanshya before other lecturers joined him in 1989.

When school counselling started in secondary schools in Zambia there were no trained teachers to take up guidance and counselling in schools. The only available training was in form of workshops and seminars to orient the career teachers. The guidance counselling placement class was started with the teachers who were sent to schools to help in guidance and counselling in schools. Formal school guidance services training in Zambia begun in 1987 at the Technical and Vocational teachers college in Luanshya (Ministry of Education, 2001). The teachers who were trained in the guidance course in Luanshya were awarded with a Guidance, Counselling and Placement diploma. The teachers who came out from this college were deployed in secondary schools. However, the teachers were not enough to cater for the many secondary schools in Zambia. Worse off, in primary schools the teachers were very few.

2.6 Benefits of guidance and counselling

Guidance and counselling services provide pupils with different benefits such as personal-social benefits, career and vocational benefits and scholastic-academic benefits. In America, for example, under personal and social benefits, Lon Borg and Bowen (2004) and Lapan (2001) explains that effective school guidance and counselling services create a safe school environment. This leads to greater students feeling of safety in schools. In this kind of environment therefore, pupils have a sense of belonging and being secure.

Furthermore, Bruckner and Thompson (1987) states that in America, students were able to make friends and hold their temper down as a result of the school guidance and counselling services they would have received from schools. Therefore, the felling of insecure together with increased violence and indiscipline behavior are reduced. In schools where there is a high rate of violence and indiscipline cases it is an indication that guidance and counselling services do not adequately benefit pupils.

Gerler (1985) reports that school counselling services in America positively influence the affective, behavioral and interpersonal domains of children's lives and as a result, affect students' achievement positively. It was also established in America that effective school guidance and counselling results in an increase of behaviors related to achievement such as improved study habits, efficient use of time and greater academic effort (Otwell & Mullis, 1997). Furthermore, Gerler and Herndon (1993) add that effective School Guidance and Counseling services in America improve classroom behavior, reduce students anxiety and improve self-concept.

The other need for counselling and guidance in schools is that of career and vocational benefits. Okey, Snyder and Hackett (1993) and Jones (1993) all discuss that in America, students who received School Guidance and Counseling services reported that they learnt about careers, developed a clearer idea about possible careers for themselves, learned things about themselves and had been encouraged to learn more about careers. Furthermore, such pupils worked towards their career path with less anxiety about life after high school.

According to Gysbers, Lapan and Blair (1999) in Gysbers and Lapan, (2001), a comprehensive guidance and counselling programme shows evidence of school counsellors having more time with pupils in an effort to promote public understandings of their programmes or services and there should be less time spent on routine clerical tasks. Pupils benefiting from a guidance and counselling program should therefore report meeting their school counsellors more frequently. Furthermore, comprehensive guidance and counselling services that benefit pupils had also been reported to be impacting positively on pupils' academic achievement, good attendance and good classroom behavior as well as enabling school climates and the development of pro-social behavior among pupils (Gysbers & Lapan, 2001).

Career guidance in schools for example has been highlighted by researchers that it greatly contributes to national educational and labor market policy goals in terms of raising people's interest in education and training as well as boosting their participation in formal and non-formal learning, which has positive effects on the overall learning outcomes. It empowers students by equipping them with better decision-making skills and making them well aware of learning opportunities (Killeen, White & Watts, 1992). In addition, it increases job exploration and search activities among job seekers, thus, it is proven to be helpful in reducing unemployment by informing people to improve their qualification and seek new kinds of jobs in different areas (Bysshe, Hughes & Bowes, 2002). Furthermore, an American study found that providing comprehensive guidance services to students at schools can have a positive impact on the quality of their educational and professional decisions, and also on their educational performance and the overall climate of the school (Lapan, Gysbers & Sun, 1997). Guidance and counselling services provide pupils with different benefits such as personal-social benefits, career and vocational benefits and scholastic-academic benefits. In America, for example, under personal and social benefits, Lon Borg and Bowen (2004) and Lapan (2001) explains that effective school guidance and counselling services create a safe school environment. This leads to greater students feelings of safety in schools. In this kind of environment therefore, pupils have a sense of belonging and being secure.

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On the African continent, Guidance and counselling has been conceptualized as a program of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah and Okorodudu, 2004).

Oladele (1987) observes that literarily guidance derive its root from the word, 'guide' which means direct, watch over, know, pilot, manage, steer, aid, lead and inform.

Guidance is a programme of service to individual students provided by teachers, school administrators and guidance specialists as well as school. Psychologist based upon the needs of each student and understanding of his immediate environment, designed to help each adjust to his environment, develop the ability to set realistic goals for himself, realize his potentials in obtaining these concept of self and improve the total educational programme. Guidance as a programme of service which it's ultimate purpose the capacity for self-directions or self-guidance.

Furthermore, African Ministries of Education have long been aware of the growing number of social problems affecting children. In his forward Colin Pones, the deputy Director of General Education (UNESCO) stated that African Education system should play a role in promoting the growth and development of young people. In 1997 a board of governors was formed which was made up of African ministries of education. The task of the ministries was to design a policy and establish procedures in the development of guidance and counseling programmes. As a result of these developments a consensus was reached that guidance and counseling should be an integral part of education of children and should be included in the teacher training curriculums.

The role of guidance and counselling in the administration and management of student discipline in Kenya has been recognized by the various government policy documents since independence. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counselling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite this recommendation, the use of guidance and counselling services was still wanting in helping curb indiscipline in schools, which was increasing. Infractions that require guidance and counselling include assault, arson, fighting, and theft, and vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives.

Mapfumo and Nkoma (2013) argue that there are other good decisions for which pupils need the listening, questioning and relating skills of counsellors to reach the sort of decisions that are personally meaningful to them and that improve the quality of their lives. This simply means that an appropriate guidance and counselling service provision will be able to benefit pupils in such a way that pupils will be able to make good

decisions that will be translated into quality of life for such pupils. What is cardinal therefore, is the functional guidance and counselling program in schools.

Guidance and counselling should be made part and parcel of the education system. This will help mould 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.

According to the Ministry of Education (2001) school guidance 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. Through this arrangement, pupils were helped to become aware of the many occupations they were able to do and they were also helped to decide on what they should do when they leave school. In secondary school's guidance and counselling services started to take shape. 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. 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.

In Zambia, several studies have been conducted to try and ascertain the benefits of guidance and counselling services in schools. For example, studies conducted by Tuchili (2008); Kasonde et al. (2009); Nkhata (2010) and Makumba (2013) respectively all revealed certain parameters for a beneficial guidance and counselling program. The parameters include the provision of various guidance and counselling services in schools, availability of trained school guidance and counselling teachers to offer such services, evidence of the provision of various guidance and counselling services such as records, timetabling of services and positive responses from pupils themselves and other stakeholders.

In a study conducted by Tuchili (2008) in Lusaka, it was established that pupils were aware of guidance and counselling services provided by their schools and that majority of

them had benefited from such services. The study revealed that Pupils benefited in such ways as developing the study skills, gaining knowledge of entry requirements into tertiary education, knowledge of various careers out there in the field, developed skills in dealing with the loss of the beloved one and other personal and interpersonal issues.

A study by Kasonde et al. (2009) also revealed that both pupils and teachers perceived the guidance and counselling services to be effective although a substantial number of pupils of about 31% were of the view that those services were ineffective due to the fact that pupils did not utilize them as they thought that the counselling unit lacked confidentiality and at times instilled a sense of fear in them. But both teachers and pupils said that most of the parameters indicated above were present in schools and most pupils were satisfied with the services provided. Furthermore, pupils benefited in such ways as being able to choose the right subjects, developed knowledge of various careers and were aware of various entry requirements to higher education.

Guidance and counseling in Zambia is done in schools in both primary and secondary schools, teachers are trained to provide guidance and counseling, however, there are a few or no trained counselors in schools. Guidance and counseling committees are put in place in schools to help in the provision of this service to the learners. Kasanda et al. (2009). On the impact of guidance and counseling services in high schools in Zambia revealed that guidance and counseling services are available in high schools.

At school level there is no establishment for the position of guidance and counseling teacher to deal with guidance and services, so issues are handled by both guidance teachers and administrators who have other duties to attend to. At times in schools, untrained guidance and counseling teachers are appointed, they fail to handle problems encountered by the learners. However, structures put in place by ministry of general education in guidance and counseling recommends that once a guidance committee have been appointed by the school administration then they can begin to function in the school.

2.7 Challenges of guidance and counselling services

The 1996 National Education Policy, “Educating Our Future”, provides no clear policy guideline on the role of guidance and counselling teachers. It merely highlights that it will collaborate fully with all other interested agencies and further strengthens its own child

guidance and counselling services. Such a vague policy is a recipe for challenges to guidance and counselling teachers. There is need to identify these challenges in order to alleviate them in schools.

Chireshe (2006) established that Zimbabwean school guidance and counselling services were negatively affected by lack of training of school counsellors, lack of material resources and the non-availability of a guidance and counselling policy. Chivonivoni (2006) reports that guidance and counselling services were also negatively affected by the Head teachers' negative attitudes towards its provision in schools.

Communication is very important in the counselling process; it is through communication that the client may share his or her views with the counsellor and in which the counsellor would respond. This entails that language barrier can block communication which may subsequently terminate the counselling relationship. Kaufman (1996) explained that both the process and ultimate effectiveness of psychotherapeutic intervention is directly dependent upon language, the bridge through which the counsellor and the counselee express each other's views. Halgin and McEntee (1986) state that communication problems hinder the development of a therapeutic alliance and increase the likelihood that the client will drop out of therapy. Further, communication breakdown brings about long pattern misunderstanding, isolation, and oppression in the client's life. Within the counselling relationship, linguistic and cultural differences would manifest themselves in a variety of ways.

A study by Ajowi and Simatwa (2010) conducted in Kisumu district in Kenya reports that obstacles of guidance and counselling in schools since 1999 when guidance and counselling departments were established in schools in Kenya to address academic career and discipline issues were negative attitudes by parents and students towards guidance and counselling services and incompetence among the heads of departments of guidance and counselling who were merely appointed by the Teachers Service Commission without proper training and in-service training to enhance their competence.

Ndhlovu, Kasonde-Ngandu and Phiri (2012) conducted a qualitative study on the relevance of guidance and counselling services offered on learners in selected schools in Zambia. The study found that learners got wrong information or took wrong subject

combinations because most of the personnel that were offering guidance and counselling were not qualified.

Esera (1998) reported that guidance and counselling teachers did not have adequate infrastructure and other facilities in order to function effectively in schools. Guidance and counselling was still presented in most schools as a supplementary function which may be adopted or ignored without causing harm to the provision of quality education.

2.8Summary

This chapter has presented the review of literature on the concept of guidance and counselling and studies on guidance and counselling services that have been done by others at global, African and Zambian levels. The literature has also described the benefits of guidance and counselling and the challenges of guidance and counselling in schools.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter outlines the methodology that was used to carry out the study under the following aspects; the research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis.

3.1. Research design

According to Burns and Grove (2003) a research design refers to the overall strategy chosen to integrate the different components of the study in a coherent and logical way, thereby ensuring the research problem is effectively addressed, it constitutes the blue print for the collection, measurement analysis of data. The study used a descriptive survey to conduct the research. Kombo and Tromp (2006) explains that a descriptive survey is a method of collecting data or information by interviewing or administering a questionnaire to a sample of individuals. It can be used to collect information about people's attitudes, opinions and habits.

3.2. Target population

Lapin (1987) Points out that a target population contains members of a group that a researcher is interested in studying. The target population for the study comprised all administrators, teachers and pupils in selected schools of Lusaka zone in Lusaka District.

3.3. Sample

Sampling is the process of taking a representative portion of a population with some common defining characteristic for study (De Vos, et. Al. 2005). Specific sampling techniques allow the researcher to determine and/or control the likelihood of specific individuals being included or excluded in the study. The most basic consideration in sampling is "size and representativeness" (De Vos, et. al 2005). A sample is considered representative if the aggregate characteristics of the sample closely approximate the same characteristics as the population relevant to the research in question (Babbie, 1998). The

sample size for this study was 57 respondents broken down as follows: 6 administrators, 6 guidance and counseling teachers, 15 teachers and 30 pupils.

3.4. Sampling procedure

According to Shamoo, and Resnik (2003), sampling procedure is a process or technique of choosing a subgroup from a population to participate in the study. It is a process of selecting a number of individuals for a study, a way that the individual select, representing the large group from which they were selected. Random sampling technique was used to select the pupils who participated in the study, while purposeful sampling was used to select administrators and guidance and counseling teachers.

3.5. Research instruments

Seliger and Shohamy (1989) make the point that obtaining data from a variety of sources and procedures, inventively and tailored to the situation, results in rich and comprehensive data that generates a global picture of the phenomenon. Further, it is argued that the more contrastive the methods, “the greater the researcher’s confidence” (Cohen et al., 2001). An in-depth interview guide will be used to collect data from administrators, and guidance and counseling teachers, as well as from teachers and pupils.

3.6. Data analysis

Data analysis is a process of cleansing, transforming and modeling data with the goal of discovering useful information, suggesting conclusions and supporting decision making (Machacha, 2012). In this study, data was analysed manually according to the emerging themes and information presented in figures and narrations.

3.7. Ethical considerations

While data collection is central for the successful completion of the research in general, it must adhere to ethical issues of social research. Subscribing to the tenets of ethics is paramount, as social research is an intrusion into people’s lives, requiring them to reveal personal information to strangers (Babbie & Mouton, 2006). To initiate the data collection, prior consent was sought from each participant and the procedures were explained to them. The participants were assured that the information obtained from

them was going to be kept confidential and not used for any other purposes. Permission for getting the results of the participants was sought from the authorities of the concerned department.

3.8. Summary

This chapter has discussed the methodology of the study which comprised the research design, target population, sample size, sampling procedure, research instruments, data analyses and ethical considerations. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the findings of the study. The objectives of the study were to: determine the types of guidance and counselling services provided in primary schools in Lilanda zone; establish the category of learners who benefit more from guidance and counselling in Lilanda zone, determine challenges faced by guidance and counselling teachers in Lilanda zone and prospects of guidance and counselling in primary schools in Lilanda zone.

4.1 Types of guidance and counselling service provided

The first objective sought to establish the types of guidance and counselling services provided in selected schools of Lilanda zone in Lusaka district. Figure 1 below shows the services:

Figure 1: Types of guidance and counselling services offered

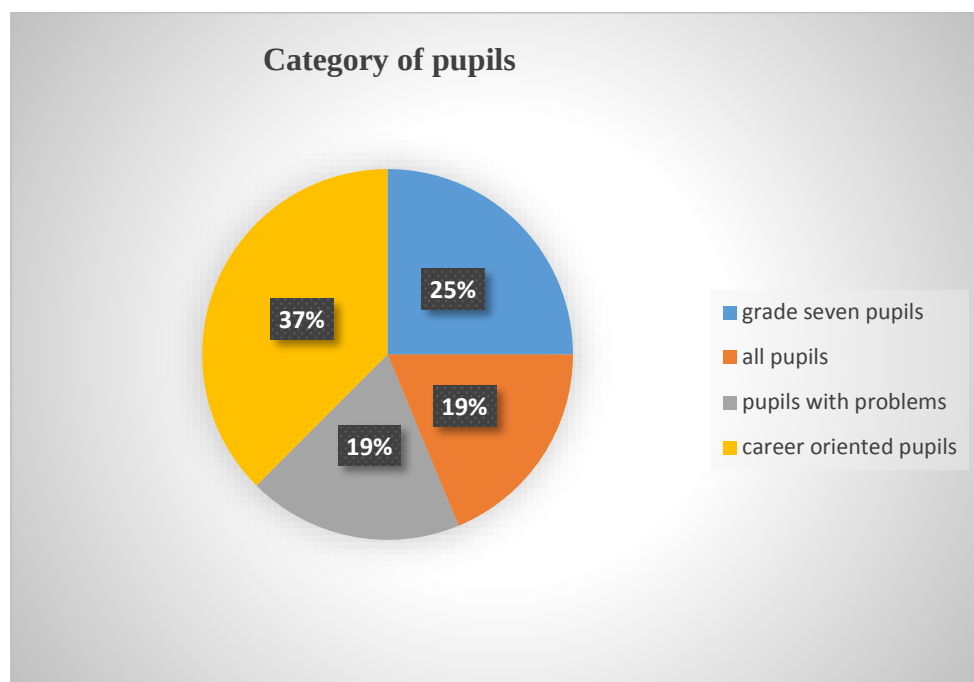


Figure 1 above shows the responses given by the respondents who comprised administrators, guidance and counselling teachers, teachers and pupils. The findings were that majority 90% of the respondents cited personal counselling as the main service offered. Other services offered included discipline and educational counselling.

4.2 Category of learners who benefit most from guidance and counselling in selected Primary schools

Respondents were asked to state the category of learners who benefited more from guidance and counselling. The study revealed that the age group that benefitted more from the services was that aged 12 years and above.

Figure 2: Category of pupils who benefit most from guidance and counselling services according teachers



As can be seen from figure 2 above, most teachers said that the category of pupils that most benefited from the guidance and counselling service were career oriented pupils constituting 37%. Grade seven pupils were also said to benefit the most with 25% of the total beneficiary. Pupils with challenges also benefited from the services represented by 19%.

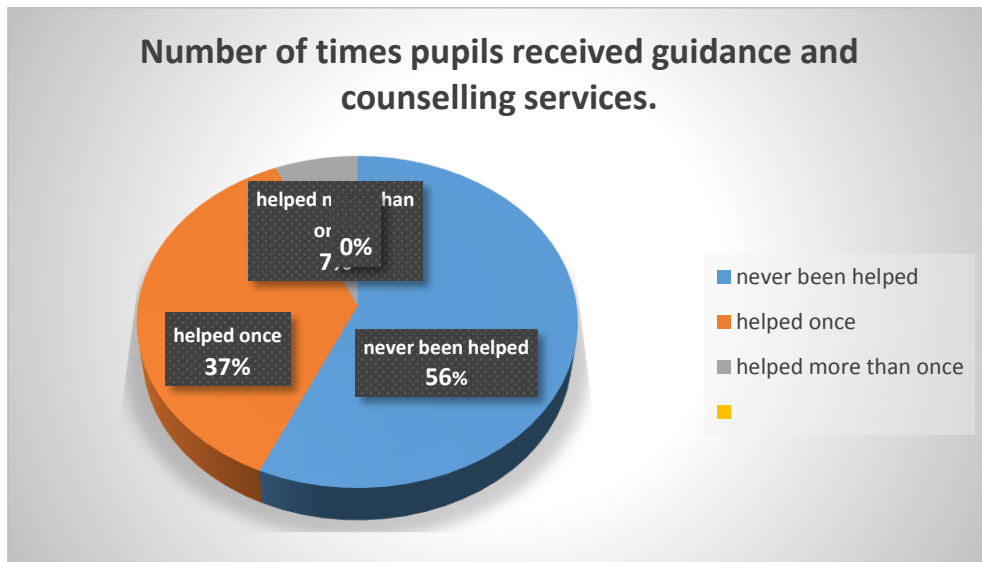
Additionally, administrators were asked to state the category of pupils that benefited most from guidance and counselling services. At one school, an administrator pointed out that most grade 5, 6 and 7 pupils (in the ages of 14 to 16) had shown knowledge of services and frequently sought the guidance and counselling services especially from female teachers. Nevertheless, lower primary pupils mostly had no knowledge or access to the services due to inadequate sensitization. This was revealed when parents came to complain on their behalf, whenever an issue arose concerning their educational welfare.

Two administrators said all pupils benefited from guidance and counselling services while one said grade seven pupils with difficulties benefited more from the services. Two other administrators said the category that benefited most was that of pupils mainly in need.

As can be seen in figure 2 above, pupils that had never received any help were the most at 56%. Second were those that had received help on one occasion. Those that did not receive any help from guidance and counselling are represented by 7%. Teachers were also asked on the category of pupils who benefited the most on the and guidance and counselling services offered. Figure 3 below shows their responses:

Respondents were also asked to indicate the number of times pupils received guidance and Counselling services. Figure 3 below shows the responses:

Figure 3: Number of times pupils received guidance and counselling services



As can be seen in figure 3 above, pupils that had never received any help were most at 56%. Second were those that received help on one occasion. Those that did not receive any help from guidance and counselling are represented by 7%.

4.3 Challenges faced by guidance and counselling teachers

The third objective sought to determine the challenges faced by guidance and counselling teachers in selected schools of Lilanda zone. The study revealed that guidance and counselling teachers faced a number of challenges. The first challenge was lack of support. Guidance and counselling teachers pointed out that they received little or no support from school authorities to support their work. One guidance and counselling teacher said:

“We always have a problem in handling a lot of students at once, therefore a number of students even fail to reach us. To add on to this we don’t have enough support from the school and the office space is just shared”.

The second challenge faced by guidance and counselling teachers was lack of office space in schools to carry out counselling and guidance services. Guidance and counselling teachers explained that it had been difficult to conduct counselling services efficiently due to the sensitivity of the nature of issues affecting the clientele, against the inadequate office spaces and consequently low privacy levels.

Fifteen teachers from selected schools of Lilanda zone in Lusaka district were also asked on the challenges faced by the guidance and counselling teachers in their schools. The majority (46.7%) said lack of office space was the major challenge for pupils to access the counselling and guidance services. Some teachers also mentioned lack of materials and limited time as major challenges faced by guidance and counselling teachers.

Six administrators were also asked on the challenges faced by guidance and counselling teachers. They cited lack of office space as the major challenge guidance and counselling teachers faced at their schools. One administrator said:

“There is a serious lack of supporting material in the school to help our guidance and counselling teachers in offering the services properly. This is just to add on to the already shortage in number of qualified guidance and counselling teachers leading to overcrowdings of pupils to our teachers.”

Another administrator cited lack of finances in supporting the guidance and counselling teachers as a serious challenge they faced. He said:

“We do not have enough funding as a school to support the guidance and counselling services teachers in terms of materials and other necessities. This makes it difficult for them to work efficiently.”

4.4 Prospects of guidance and counselling services

The fourth objective set out to determine prospects of guidance and counselling in primary schools in Lilanda zone. Accordingly, respondents were asked to state their perceived prospects of services.

Fifteen teachers were asked about the prospects of guidance and counselling services at their schools. They explained that the prospects for guidance and counselling services were good as long as there was support from stakeholders.

One teacher said:

“They should provide guidelines on how to run guidance and counselling services in school.”

Another teacher had this to say:

“There should be more guidance and counselling service teachers in school.”

Yet another teacher said:

“More teachers should be trained in guidance and counselling services to help Vulnerable learners or pupils who need the help the most.”

On what they think should be done to improve guidance and counselling services inschools, teachers made a number of proposals. They said there was need to provide infrastructure such as office space and other supporting materials. They also said there was need to train more guidance and counselling service teachers in schools. Another proposal made was that guidance and counselling departmentsneededto be given sufficient funds to enable them carry out their functions more efficiently.

Furthermore, six guidance and counselling teachers were asked to state what they thought was the status of guidance and counselling in their schools. Three guidance and counselling service teachers described the status of guidance and counselling services at their school as not very well organized. Two guidance and counselling teachers described the status as very bad while one said the services were almost non-existent.

On what should be done to enhance the status of guidance and counselling at their schools. Most guidance and counselling teachers stressed the need to provide infrastructure such as office space. Others said there was need for sensitization on the importance of guidance and counselling services amongst pupils. One guidance and counselling teacher said:

One guidance and counselling teacher said:

“Administrators should regard the guidance and counselling service as a priority in schools. They must provide support in terms of finances to support the guidance and counselling services. There is also need to sensitize pupils and teachers on guidance and counselling services.”

Another guidance and counselling teacher had this to say:

“Pupils have a lot of challenges but they do not know where to go for counselling services hence there is need provide guidance and counselling services in schools.”

Furthermore, a guidance and counselling teacher bemoaned the shortages in the number of guidance and counselling teachers, He said:

“We are often too overcrowded with a lot of pupils which makes our work difficult. There is need for more guidance and counselling teachers to be trained to reduce improve on the services of counselling.”

Another one said that:“There was need for the creation of a national guidance and counselling organisation which would help coordinate the services in schools.”

Commenting on the future for guidance and counselling services, all the administrators said the future looked bright. They attributed this to the fact that government had recognized the need to implement guidance and counselling services in all schools.

They added that there was need to increase the number of qualified teachers to offer these services and also provide material support and office space. One administrator said:

“There is need for government to provide a clear police on guidance and counselling services in school,”

He went on to say:

“The counselling and guidance department in school should have enough well trained staff who are able to guide and counsel both teachers and pupils in schools.”

Another administrator said:

“There should be a well-coordinated unit to help in supervising counselling and guidance services in schools.

He further said:

“The future could be bright if the put up a national and guidance and counselling organisation that effectively guided the counselling and guidance.”

One other administrator saw the need to bring in more qualified guidance teachers and provide them with materials. He said:

”the status can improve if government and schools work together to support the office of guidance and counselling fully.”

Yet another administrator had the following to say

“The government must put in place clear policies regarding guidance and counselling and also must be able to supervise guidance and counselling in schools.”

4.6 Summary

This chapter has presented the findings of the study based on the objectives. The next chapter presents the discussion of findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter presents the findings of the study based on the objectives which were to: determine the type of guidance and counselling services provided in primary schools in Lilanda zone, establish the category of learners who benefit more from guidance and counselling, determine challenges faced by guidance and counselling teachers and explore prospects of guidance and counselling provided in primary schools, of Lilanda zone, Lusaka district.

5.1 Types of guidance and counselling services provided in primary schools in Lilanda Zone

The study revealed that the main types of guidance and counselling services provided in primary schools in Lilanda Zone included personal, discipline and educational counselling. These findings are in agreement with the findings by Valentine et al. (2005) which revealed that school counseling was provided, in elementary, middle and high schools. They also reported that, individual traditional counseling and preventive classroom counseling and curriculum lesson were provided to the learners. This shows a positive status for guidance and counselling services in these primary school since a good number of students were able to access the service.

Guidance and counselling are beneficial to pupils in that they help them in making informed decisions, solving their own problems, making better choices and ultimately becoming better informed citizens. Without counselling and guidance services, most pupils don't realize their potential fully and are usually without confidence in dealing with both academic and non-academic situations. Mapfumo and Nkoma (2013) assert that there are other good decisions for which pupils need the listening, questioning and relating skills of counsellors to reach the sort of decisions that are personally meaningful to them and that improve the quality of their lives.

Most administrators, teachers and guidance and counselling teachers identified personal counselling and guidance service as services mostly offered at their school. Others mentioned educational and disciplinary counselling and guidance service as the types

offered at their schools. The findings from the teachers reflected what was found among the pupils indicating that a good number of schools were offering guidance and counselling service. This confirms the findings by an American study which found that providing comprehensive guidance services to students at schools can have a positive impact on the quality of their educational and professional decisions, and also on their educational performance and the overall climate of the school (Lapan, Gysbers & Sun, 1997).

Guidance and counselling services provide pupils with different benefits such as personal-social benefits, career and vocational benefits and scholastic-academic benefits. In America, for example, under personal and social benefits, Lon Borg and Bowen (2004) and Lapan (2001) explain that effective school guidance and counselling services create a safe school environment.

A few administrators, guidance and counselling teachers and teachers said guidance and counselling services were almost nonexistent in their schools. They all pointed out that there was need for serious implementation of these services in schools so that pupils can benefit from these important services.

Ministry of General Education (2012) explains that educational guidance is concerned with the provision of assistance to pupils in their choices in and adjustment to the schools' curriculum and school life in general. Educational guidance is therefore essential in a school guidance and counselling service. Guiding young people to pursue the right type of education in which, for example the right balance is met for accommodating the human resource needs of a nation. This guidance can therefore be distinguished from any other.

Personal guidance was seen to be guidance given to individuals, that is career, vocation and social guidance. Kochhar (2013) indicates that vocational/career guidance involves a process of helping individuals to choose an occupation, prepare for, enter into and progress in it. Vocational/career happiness requires that a person's interests, aptitudes and personality be suitable for his/her work. It plays its part by providing individuals with a comprehension of the world of work and essential human needs, thus familiarizing individuals with such terms as dignity of labour and work value.

Kochhar (2013) further argues that vocational/ career guidance includes such activities as career week/days which are conducted by the guidance and counselling teacher to raise awareness among pupils, especially those at the senior secondary level. During this period, different professionals can be called to have a talk with pupils about their professions; how good they are, how to become one and the entry qualifications.

According to MESVTEE (2012) social guidance is the process of helping an individual on how to behave with consideration to other people. Primarily, social guidance helps the individual to understand oneself, how to get along with others, manners and etiquette, leisure time activities, social skills, family and family relationships and understanding masculine and feminine roles.

MESVTEE (2012) argues that social and guidance should involve activities that will target issues that will help pupils respect others and also themselves. It should be a process that helps learners to develop interest in and liking for self, self-awareness and character formation. Social guidance should also help pupils to solve personal problems such as emotional conflicts, anxieties, frustrations, fears, poor self-image, indecision, alcohol and drug abuse. It should also help prevent unwanted pregnancies, the effects of the HIV and AIDS epidemic, delinquency, suicide, inability to set goals in life, dependence on other people and inability to change and proper handling of unsuitable behaviour in order for them to grow into responsible citizens. Manitoba Education, Citizenship and Youth (2007) asserts that schools should conduct awareness campaigns at least once a year where popular musicians, academicians, footballers and other people within community whom pupils regard highly should have a talk with them.

5.2 Categories of learners who benefit most from guidance and counselling services in Lilanda zone

The study established that those who benefited the most from guidance and counselling services mainly consisted of pupils 12 years and above. Others who benefitted from guidance and counselling services included pupils, parents and teachers in order to provide a conducive environment for learning and teaching.

These pupils said they had been helped in terms of educational, discipline and other life problems. This agrees with Maluwa-Banda (1998) who states that Malawian primary

and secondary school guidance and counselling services help students understand their own interests, abilities and potentialities and develop them to the full.

Students who have benefited from guidance and counselling services are able to identify their educational and vocational opportunities with fewer problems and are able to state various benefits in line with their educational, career and personal/social benefits. The large number of pupils who had never received any help from the guidance and counselling services shows that despite the presence of guidance and counselling services in schools, most pupils were either unaware of the services or were scared to access the services. This calls for more sensitization on the importance of guidance and counselling services in schools.

Even though most of the pupils who never received the guidance and counselling services were said to be below the age of 12 and young, the evidence that these services were communicated to the students was something to worry about. If the guidance and counselling services in schools engaged all the pupils in schools at different platforms, a lot of pupils would be well aware and be able to access these services regardless of the age. This is important especially the fact most pupils at a tender age suffer abuse from parents especially step parents, step brothers and sisters.

Pupils in grade 1-4, also need a lot of confidence to be able to familiarize themselves with new friends, new learning environment and also class behaviour thereby, feeling secure and safe at school. This is in line with the findings by Lon Borg and Bowen (2004) and Lapan (2001) who explained that effective school guidance and counselling services create a safe school environment.

Furthermore, Bruckner and Thompson (1987) state that in America, students were able to make friends and hold their temper down as a result of the school guidance and counselling services they would have received from schools. Teachers indicated that most pupils who benefited were career oriented pupils; a good number of beneficiaries were grade sevens; a few indicated all the pupils as well as pupils who faced problems as pupils who benefited the most from the services. This is in agreement with what was found among the pupils. Mostly pupils of the ages above 12 were found to be either career oriented. This was also observed by the ministry of general education (2005), which said that programs of guidance in primary schools help the pupils in various ways, learners are

able to understand their abilities interests and opportunities in terms of education progress and developing their careers. It is, therefore, important for teachers in primary schools to integrate guidance and counseling in various subjects of the study in order to help pupils develop their careers.

Administrators said that all pupils needed to benefit from guidance and counselling services. One administrator said grade seven pupils benefited the most while another said pupils with difficulties benefited. This observation by the administrators is very important it must be emphasized that pupils of all age groups are faced with a number of challenges ranging from anxiety, conformation to the environment, disciplinary, home related issues, abuse and many other cases. Bruckner and Thompson (1987) state that in America, students were able to make friends and hold their temper down as a result of the school guidance and counselling services they would have received from schools. Therefore, the feeling of insecure together with increased violence and indiscipline behavior are reduced. In schools where there is a high rate of violence and indiscipline cases it is an indication that guidance and counselling services do not adequately benefit pupils.

Both administrators and teachers said the most common type of problems reported by pupils were that of abuse, disciplinary, home related and educational problems. This is in agreement with the findings from the pupils as most pupils of the ages above 12 years face disciplinary and home related problems. Boys of these ages also are helped to cope with drug abuse while girls are also faced with sexual abuse from elders in their communities. Grade seven pupils are also faced with problems of passing the exams and need to be guided and counselled accordingly.

Studies conducted by Tuchili (2008); Kasonde et al. (2009); Nkhata (2010) and Makumba (2013) revealed certain parameters for a beneficial guidance and counselling program. The parameters include the provision of various guidance and counselling services in schools, availability of trained school guidance and counselling teachers to offer such services, evidence of the provision of various guidance and counselling services such as records, timetabling of services and positive responses from pupils themselves and other stakeholders.

In a study conducted by Tuchili (2008) in Lusaka, it was established that pupils were aware of guidance and counselling services provided by their schools and that majority of them had benefited from such services. The study revealed that pupils benefited in such ways as developing the study skills, gaining knowledge of entry requirements into tertiary education, knowledge of various careers out there in the field, developed skills in dealing with the loss of the beloved one and other personal and interpersonal issues.

5.3 Challenges faced by guidance and counselling teachers in Lilanda zone

Among the challenges faced by guidance and counselling teachers was lack of support from administrators and the community at large. These findings are of great concern considering the importance of guidance and counselling services in schools. There is need for a lot of support in terms of materials, finances and any other support to these departments in schools if they are to work efficiently and effectively.

Lack of office space was a challenge cited by guidance and counselling service teachers in all schools. The other challenge mentioned was high guidance teacher to pupil ratio. This is in agreement with the findings from a study by Auni, Jepchirchir, Odhiambo and Lyanda (2014) which examined the determinants of guidance and counselling programme on learners' social adjustment in public secondary schools in Siaya District in Kenya. The study found that guidance and counselling departments were faced with: lack of facilities and resources; inadequate training of teacher counsellors; and teacher counsellors being members of the disciplinary committees in schools.

Furthermore, Esere (1998) reported that guidance and counselling teachers did not have adequate infrastructure and other facilities in order to function effectively in schools. Guidance and counselling was still presented in most schools as a supplementary function which may be adopted or ignored without causing harm to the provision of quality education.

Lack of infrastructure such as office is worrisome for the future of guidance and counselling services in these schools. It was found that guidance and counselling teachers shared office spaces with other teachers which affected the way they conduct their counselling. Most counselling require privacy between the guidance teacher and the pupils of which lack of it hindered the provision of these services.

The high teacher- pupil ratio made it difficult for guidance and counselling teachers to handle a lot of pupils at once. As a result some pupils were unable to access these services. Usually guidance and counselling teachers were over worked and had other roles to fulfill(usually conflicting roles) on top of not having a lot of time to attend to a lot of pupils. This is similar to findings by Brigman and Campbell (2003) who reported that school counsellors in American schools are subjected to varied challenges such as conflicting roles. That happened when guidance and counselling teacher was delegated varied roles which conflict his or her guidance and counselling roles thus hindering the effectiveness of guidance and counselling provisions. These have had adverse effects on the counselling provisions. The findings led to Lloyd (1999) suggesting that schools should develop guidance and counselling policies on ethical issues concerning how they would manage role ambiguity to uphold the school counselling expertise.

Infrastructure and a good guidance and teacher ratio can provide a good communication system between the counselor and the pupils and thus bring about satisfaction in terms of benefits by the pupil. Communication is very important in the counselling process. It is through communication that clients may share his or her views with the counsellor and in which the counsellor would respond. This entails that language barrier can block communication which may subsequently terminate the counselling relationship. In line with the above, Kaufman (1996) explains that both the process and ultimate effectiveness of psychotherapeutic intervention is directly dependent upon language, the bridge through which the counsellor and the counselee express each other's views.

Halgin and McEntee (1986) state that communication problems hinder the development of a therapeutic alliance and increase the likelihood that the client will drop out of therapy. Further, communication breakdown brings about long pattern misunderstanding, isolation, and oppression in the client's life. Within the counselling relationship, linguistic and cultural differences would manifest themselves in a variety of ways. Thus the availability of a medium for communication can help the learners benefit from these services.

Lack of materials made it difficult for guidance and counselling teachers to provide adequate services. It was even difficult for the teachers to offer sensitization programmes on the importance of guidance and counselling services in these schools. This is also

explained by Mutie and Ndambuki (2003) who reported that many developing countries still had a long way to go in school guidance and counselling due to lack of trained personnel in the area. Most schools do not have sufficient funds to carry out the programme effectively. Teacher counsellors are overloaded with lessons, making them unable to offer proper guidance in schools. Furthermore, guidance teachers are mainly involved in career guidance thus leaving out other aspects needed in guidance and counselling such as social relationships.

Most pupils said lack of office space was the major challenge faced by guidance and counselling teachers. They also said they lacked information on the availability of guidance and counselling services in schools. This is in agreement with the findings from the guidance and counselling teachers. Lack of information meant that there was need for support in terms of materials and finances in order to sensitize a lot of pupils on the importance of guidance and counselling so that they can enjoy the benefits and become responsible and better citizens. The fact that there was an average number of pupils accessing guidance and counselling services, shows just how much the pupils would like to access these services but are unable due to lack of facilities. This calls for interventions from relevant stake holders such as government and non-governmental organizations to come on board and help in providing these facilities.

5.4 Prospects of guidance and counselling in primary school in Lilanda zone

Most respondents reported that the status of guidance and counselling services in these schools was generally good. However, they also stated that these services were not well planned. These findings indicate that there is need for these services serious organisation of department structures in these schools to enable them properly carry out guidance and counselling duties.

Furthermore, respondents stated that the future of guidance and counselling services in schools was bright. They attributed this to the good will, and recognition by government of the need to provide counselling and guidance services to schools. However, government should restructure the whole guidance and counselling programme and put in place new measures that are aimed at improving the guidance and counselling services in these schools.

All the guidance and counselling teachers said the future of guidance and counselling in primary schools looked bright. They attributed this to the fact that government had recognized the need to implement guidance and counselling services in all schools. Furthermore, African Ministries of Education have long been aware of the growing number of social problems affecting children. In his foreword Colin Pones, the deputy Director of General Education (UNESCO) stated that African Education system should play a role in promoting the growth and development of young people. In 1997 a board of governors was formed which was made up of African ministries of education. The task of the ministries was to design a policy and establish procedures in the development of guidance and counseling programmes (UNESCO, 2010). As a result of these developments a consensus was reached that guidance and counseling should be an integral part of education of children and should be included in the teacher training curriculums (UNESCO, 2010).

The study, however, revealed that 16 out of 30 pupils interviewed said they did not know anything about the future of guidance and counselling services in their schools. This goes to guidance and counselling services which are seen to be less segmented in these schools. Only a few pupils know about the services and mostly these pupils were above the age of 12 years. Pupils below this age did not know anything about the services. This finding is in agreement with a study conducted by Alutu (2005) reported in Seyoum (2011) stated that out of the ninety-six public institutions in Benin City, only twenty-five had at least one practicing counsellor. Fourteen schools with practicing counsellors were sampled in this study. The study revealed that guidance and counselling services were faced with many obstacles which jeopardised effective delivery of services resulting in educational wastage. It was found that funds for provision of basic guidance services were lacking. Most of the vital counselling services needed for quality education were the least regularly performed in schools, for instance use of psychological tests and keeping of a cumulative record folder.

5.5 Summary

This chapter has presented the discussion of the findings based on the objectives. The next chapter presents the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter concludes the study and makes some recommendations. The objectives of the study were to: determine the type of guidance and counselling services provided in primary schools in Lilanda zone, in Lusaka district; establish the category of learners who benefit more from the guidance and counselling in Lilanda zone, in Lusaka district; determine the challenges faced by guidance and counselling teachers in Lilanda zone, in Lusaka district; and explore prospects of guidance and counselling in primary schools in Lilanda zone, in Lusaka district.

6.1 Conclusion

The study concluded that, personal type of guidance was the most common type of guidance and counselling service offered in the primary schools of Lilanda zone in Lusaka district. Other types of guidance and counselling such as educational and disciplinary were also offered in these schools. However, these services were not very well organized. It also concluded that the category of pupils that benefitted most from counselling and guidance were pupils aged 12 years and above.

The study further concluded that most pupils were not aware of the availability of guidance and counselling services and therefore, did not benefit from the services. There was a serious lack of information about guidance and counselling services from these schools.

Challenges faced by guidance and counselling teachers were lack of support, lack of office accommodation, lack of materials and a higher guidance teacher to pupil ratio. Furthermore, guidance and counselling teachers faced challenges of pupils shying away from the services and fear of being stigmatized. Other challenges faced by guidance and counselling teachers included limited time and multiple roles which usually conflicted with each other, and resulted in their being overworked.

The study also concluded that the prospects for guidance and counselling services in these schools looked promising and the future was bright. This was because there was willingness and commitment by government to support these services in all schools.

6.2 Recommendations

Arising from the findings of the study, the following recommendations were made:

1. The Ministry of General Education should encourage guidance and counselling teachers who are not trained to undergo training in order for them to perform their duties more professionally and use a variety of techniques.
2. The Ministry of General Education should provide appropriate and adequate materials for guidance and counselling in schools in order to enhance efficiency.
3. The Ministry of General Education should include guidance and counselling in the school syllabus so that it is taught as a subject to pupils from as early as grade one in order to increase awareness.
4. The Ministry of General Education should ensure that it employs trained full-time guidance and counselling teachers who will not be overburdened by other roles.
5. The Ministry of General Education should help schools in creating office space for conducting guidance and counselling in order to promote confidentiality and privacy.
6. School administrators should find ways of involving parents and the community, in aspects of guidance and counselling in order to promote stakeholder participation.

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APPENDIX 1

INTERVIEW GUIDE FOR TEACHERS

INSTRUCTIONS

1. Tick in the brackets
2. Shorten the responses to the most accurate phrases

DEMOGRAPHIC DATA

A. Age:

25 – Years ()

35 - 40 Years ()

40 Years + ()

B. Sex:

Female ()

Male ()

C. Qualification

Certificate ()

Diploma ()

Degree ()

Masters ()

1. What kind of guidance and counselling services do your school provide?
.....
2. What categories of pupils benefit from guidance and counselling services at your school?.....
3. What common problems do these pupils seek guidance and counselling for?
.....
4. How would you describe the status of guidance and counselling at your school?
.....
5. What do you think is the future of guidance and counselling at your school?
.....
6. What should be done to improve guidance and counselling services at your school?.....

7. What challenges do pupils face on accessing guidance and counselling services at your school?.....
8. What challenges do pupils face on accessing guidance and counselling services at your school?.....
9. Is there anything else you wish to say?.....

Appendix 2

INTERVIEW GUIDE FOR PUPILS

INSTRUCTIONS

1. Tick in the brackets
2. Shorten the responses to the most accurate phrases

Distinct:

School:

Age:

10 – 12 Years ()

12 – 16 Years ()

16 Years + ()

Gender:

Boy ()

Girl ()

1. What kind of guidance and counselling does your school provide?.....
.....
2. How many times have you been helped by the guidance and counselling teachers?.....
3. What benefit do guidance and counselling provide?.....
.....
4. In what ways can guidance and counselling be of help in your school and elsewhere?.....
5. What challenges do guidance and counselling teachers face at your school?
.....
6. What do you think is the future of guidance and counselling in Zambia?
.....

Appendix 3

INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

INSTRUCTIONS

1. Tick in the brackets
2. Shorten the responses to the most accurate phrases

DEMOGRAPHIC DATA

A. Age:

- 25 – 35 ()
35 – 40 ()
40 + ()

B. Sex:

- Female ()
Male ()

C. Qualification:

- Certificate ()
Diploma ()
Degree ()
Masters ()

D. Position in School

- Senior Teacher ()
Head Teacher ()
Deputy Head Teacher ()
Head of Department ()

1. What kind of support does your office render to the guidance and counselling unit in your school?.....
2. What categories of pupils mostly benefit for guidance and counselling services at your school?.....

3. What type of guidance and counselling services are provided in your school?
.....
4. What kind of problems do pupils typically seek guidance and counselling services for?.....
5. In your opinion what is the future of guidance and counselling at your school and possibly in the nation?.....
6. What challenges do guidance and counselling teachers face at your school?
.....
7. How would you describe the status of guidance and counselling at your school?
.....
.....
8. What do you think should be done to mitigate those challenges?
.....
9. What should be done to enhance or improve guidance and counselling services at your school?.....
10. Is there anything else you wish to say on the status of guidance and counselling at your school?.....

Appendix 4

INTERVIEW GUIDE FOR GUIDANCE AND COUNSELING TEACHERS

INSTRUCTIONS

1. Tick in the brackets
2. Shorten the responses to the most accurate phrases

DEMOGRAPHIC DATA

A. Age:

25-35 ()

35-40 ()

40 + ()

B. Sex

Female ()

Male ()

C. Qualification

Certificate ()

Diploma ()

Degree ()

Masters ()

School _____

1. What kind of guidance and counselling services do you provide at your school?
.....
2. What kind of support do you receive from school administration?
.....
3. What kind of problems do pupils come to seek guidance and counselling for?
.....
4. Of what benefits do you think guidance and counselling services would be to pupils at your school?.....
5. What challenges do you face as guidance and counselling teachers in your school?.....
6. How would you describe the status of guidance and counselling at your school?
.....

7. What do you think should be done to enhance the status of guidance of guidance and counselling in your school?.....
8. What do you think should be done to mitigate these challenges?
.....
9. What do you think is the future of guidance and counselling?
.....
10. Is there anything else you wish to say on the services of guidance and counselling at your school?
.....

Appendix 5: Budget

ITEM DESCRIPTION	QUANTITY	UNIT PRICE (K)	TOTAL COST (K)
Reams of Paper	3	50.00	150.00
Pens	8 packets	30.00	240.00
Transport (Fuel)	42 Litres	10.00	500.00
Printing of Report	5*40 pages	60.00	300.00
Thermal Binding	5		1500.00
Communication			100.00
TOTAL			2,790.00

Appendix 6: Research timeframe

ACTIVITY	2017					
	July	Aug	Sep	Oct	Nov	
Selection of the research topic, and consultation and Oral Presentation of Research	■					
Proposal Writing, Testing of designed Data collection Tools and Field Work		■				
Collection of Data			■			
Data analysis and compilation				■		
Finalizing research work					■	
Submission						