

**TEACHERS AND LEARNERS PERCEPTIONS ON GUIDANCE AND COUNSELLING
SERVICES PROVIDED IN SELECTED SECONDARY SCHOOLS IN KAPUTA
DISTRICT, ZAMBIA**

BY

MUSHOTA JANET

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF SCIENCE
IN COUNSELLING OF THE UNIVERSITY OF ZAMBIA IN COLLABORATION
WITH ZIMBABWE OPEN UNIVERSITY**

THE UNIVERSITY OF ZAMBIA

LUSAKA

2018

COPY RIGHT

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the author or the university of Zambia.

COPY RIGHT

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the author or the university of Zambia.

AUTHOR'S DECLARATION

I, **Mushota, Janet** do hereby declare that this dissertation entirely represents my own undertaking. I further certify that the work has not previously been submitted for a Master's degree to the University of Zambia or any university for academic credit. All content and ideas drawn directly or indirectly from external sources have been acknowledged by full references.

Signature.....

Date.....

DEDICATION

I dedicate this work to my beloved children, Espina, Chola, Kabaso and Prisca. Your presence greatly ignited me to further my academic journey. I really love you all.

CERTIFICATE OF APPROVAL

This dissertation is approved in partial fulfilment of the requirements for the award of the Degree of Master of Science in Counselling of the University of Zambia in collaboration with The Zimbabwe Open University

Examiner's signature

Date

1.....

.....

2.....

.....

3.....

.....

ACKNOWLEDGEMENT

This dissertation would not have been accomplished without the support of many people. Firstly, it is with immense gratitude that I acknowledge Jehovah God almighty in whom I trust so much. Without the ability, strength and wellbeing of the and my family, this work would been a mare dream.

I also have sincere and heartfelt gratitude to my supervisor, Dr. J. Mandyata for his tireless efforts and invaluable support, guidance and assistance rendered to me during the course work and the entire research period. His considerable attention, expertise, positive criticism and regular checks on my dissertation made this work a success.

Sincere thanks to Dr. Daniel Ndhlovu, Dr. Rose Chikopela and Mrs. Ntabo for the support they accorded me during the whole period I was a student at University of Zambia. Special appreciation also goes to Sibongile and my classmates for the continuous encouragement I received until the completion of this work.

I wish to appreciate the secondary school headteachers, guidance teacher and pupils who participated in my study.

ABSTRACT

The purpose of this study was to investigate teachers and learners perceptions on guidance and counselling services provided in selected secondary schools of Kaputa District in the Republic of Zambia. The total of 160 respondents participated in the study and consisted of a random sample of five (5) head teachers, 5 guidance and counselling teachers and 30 pupils from each of the 5 selected secondary schools making up 150 pupils. The procedures used to collect data from respondents were questionnaires and interview schedule. Data analysis from questionnaires showed that the government had no enough support in terms of clear policy and syllabi for the provision of guidance and counselling services. Both teachers and learners had negative attitudes towards guidance and counselling because it is not examinable course. Analysis of data from respondents also showed that guidance and counselling teachers had no teaching competences to provide guidance services in schools. The data also indicated that infrastructure; teaching and learning resources were inadequate to effectively provide guidance and counselling services. Some concerns rose from questionnaires and interview included but not limited to lack of parental involvement in the provision of guidance and counselling services. No timetable and syllabus to follow when delivering guidance and counselling. Data analysis from questionnaires showed pupils and teachers expectations that there should be increased parental and community involvement in the provision of guidance and counselling services. Government's support in terms of adequate supply of educational resources for guidance and counselling; there should be positive attitudes among teachers and pupils and also teachers should go for in service training for them to become competent enough to provide guidance and counselling services. The study therefore recommended that every school should have a guidance room and its proper functioning should be there to help pupils with diverse problems. The study also recommended that there should be training of more guidance teachers and supports them with relevant teaching skills. The study further recommended that the Ministry of Education should put in place clear policy and the curriculum for the provision of guidance and counselling services.

Key words: *perceptions, guidance, counselling, services, teachers, learners*

TABLE OF CONTENTS

COPY RIGHT.....	i
AUTHOR’S DECLARATION.....	ii
DEDICATION.....	iii
CERTIFICATE OF APPROVAL.....	iiv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xii
LIST OF ACRONYMS.....	xiii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 OVERVIEW.....	1
1.2 BACKGROUND.....	1
1.3 STATEMENT OF THE PROBLEM.....	3
1.4 PURPOSE.....	3
1.5 OBJECTIVES.....	3
1.6 RESEARCH QUESTIONS.....	4
1.7 SIGNIFICANCE.....	4
1.8 LIMITATIONS.....	5
1.9 DELIMITATION.....	5
1.10 THEORETICAL FRAME WORK.....	6
1.11 OPERATIONAL DEFINITIONS.....	6
1.12. SUMMARY.....	7
CHAPTER TWO.....	8

LITERATURE REVIEW	8
2.1 OVERVIEW	8
2.2 CONCEPT OF GUIDANCE AND COUNSELLING.....	8
2.3 DEVELOPMENT OF GUIDANCCE AND COUNSELLING.....	9
2.4 IMPORTANCE OF GUIDANCE AND COUNSELLING SERVICES	11
2.5 TEACHER’S LEARNER’S PERCEPTIONS ON GUIDANCE AND COUNSELLING SERVICE PROVISION IN SCHOOLS	12
2.6 CHALLENGES LEADING TO PERCEPTIONS OF TEACHERS AND LEARNERS ON THE PROVISION OF GUIDANCE AND COUNSELLING SERVICES.....	14
2.6 SUMMARY.....	16
CHAPTER THREE	17
METHODOLOGY	17
3.1 OVERVIEW	17
3.2 RESEARCH DESIGN	17
3.3 SITE OF STUDY.....	17
3.4 TARGET POPULATION.....	18
3.5 SAMPLE SIZE	18
3.6 CHARACTERISTICS OF THE RESPONDENTS	18
3.7 SAMPLING TECHNIQUES	20
3.8 RESEARCH INSTRUMENTS.....	21
3.9 DATA COLLECTION PROCEDURE.....	21
3.10. RELIABILITY AND VALIDITY OF INSTRUMENTS.....	21
3.11 DATA ANALYSIS.....	22
3.12 ETHICAL CONSIDERATIONS	22
3.13 SUMMARY	23

CHAPTER FOUR.....	24
PRESENTATION OF THE FINDINGS	24
4.1 OVERVIEW	24
4.2 WHAT ARE THE PERCEPTIONS HELD BY TEACHERS ON GUIDANCE AND COUNSELLING SERVICES OFFERED IN SCHOOLS?.....	24
4.3 PERCEPTIONS HELD BY LEARNERS ON GUIDANCE AND COUNSELLING SERVICES PROVIDED IN SCHOOL.	25
4.3.1 WHAT FACTORS ARE ASSOCIATED WITH THE PERCEPTIONS HELD BY TEACHER AND LEARNERS ON GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS?.....	26
4.3.2 REASONS FOR OFFERING GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS	27
4.3.3 HOW PUPILS PERCEIVE GUIDANCE AND COUNSELLING.	28
4.4 WHAT CHALLENGES HAVE LED TO THE CURRENT PERCEPTIONS HELD ON GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS?	28
4.5 SUMMARY	33
CHAPTER FIVE	34
DISCUSSION OF THE FINDINGS	34
5.1 OVERVIEW	34
5.2 PERCEPTIONS HELD BY TEACHERS AND LEARNERS ON GUIDANCE AND COUNSELLING SERVICES IN SCHOOL	34
5.3 FACTORS ASSOCIATED WITH PERCEPTIONS HELD BY TEACHERS AND LEARNERS ON THE PROVISION OF GUIDANCE AND COUNSELLING SERVICES.	36
5.4 CHALLENGES LEADING TO THE CURRENT PERCEPTIONS HELD BY TEACHERS	

AND LEARNERS ON THE PROVISION OF GUIDANCE AND COUNSELLING SERVICES.....	37
5.5 SUMMARY	40
CHAPTER SIX.....	41
CONCLUSION AND RECOMMENDATIONS	41
6.1 OVERVIEW	41
6.2 CONCLUSION.....	41
6.3 RECOMMENDATIONS	42
REFERENCES	43
APPENDIX A- INTERVIEW GUIDE FOR SCHOOL HEADTEACHERS	47
APPENDIX B: INTERVIEW GUIDE FOR GUIDANCE TEACHERS	48
APPENDIX C: QUESTIONNAIRES FOR PUPILS.	49

LIST OF TABLES

Table 1: Gender of Respondents.....	18
Table 2: Age of Respondents.....	19
Table 3: Qualification of Respondents.....	19
Table 4: Teaching experience for Headteachers and Guidance Teachers.....	20
Table 5: Whether or not Guidance and Counselling Services were offered in schools.....	25
Table 6: Reasons as why Guidance and Counselling Services were useful.....	27
Table 7: Whether the Schools have appropriate infrastructure and learning materials for Guidance and counselling.....	29
Table 8: Whether Teachers were competent enough to provide Guidance and Counselling Services to Learners in School.....	30
Table 9: Whether the School experience challenges in the provision of Guidance and Counselling Services.....	31
Table 10: Teachers and Learners expectations for successful provision of guidance and counselling services in secondary schools.....	32

LIST OF FIGURES

Figure 1: Whether Guidance and Counselling Services were considered important in
School.....26

Figure 2: Whether learners sought Guidance and counselling Services has being
important.....28

Figure 3: Whether the general School curriculum includes Guidance and Counselling
Programme.....30

LIST OF ACRONYMS

MESVTEE:	Ministry of Education, Science, Vocational Training and Early Education
UNESCO:	United Nations Education Scientific and Cultural Organisation
MoE:	Ministry of Education
SPSS:	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 OVERVIEW

Chapter one focuses on the background of the study, the statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitation of the study, delimitation of the study and definitions of the key terms.

1.2 BACKGROUND

There is a general assumption that the introduction of guidance and counselling in secondary school system would enable every individual learner to appreciate the significance of guidance and counselling in the school system. The national Policy on Education (1996) has emphasised on the need for guidance and counselling services in our secondary schools, but in most secondary schools, the school counsellor is only given the assignment of counselling duties as a part-time assignment while teaching duties are emphasized for such officers. Musenge (2016) argued that pupils benefit a lot in guidance and counselling services through improvement in discipline, school attendance and academic achievement, increased awareness in educational and career paths and exposure to job environments.

Because of this, the guidance and counselling services have focused much on the objective of psychological growth that aid learners to learn how to make comprehensive decisions, enhance personal development, liberate learners and to meet the peculiar needs of the learners for individual learning, (Borow, 1973). The problem that Zambian secondary schools are currently facing in the era of Science and Technology are numerous, such as mass failure in school and public examination malpractice, indiscipline, over enrolment in schools and decline in social norms and values. Faced with these other problems such as school drop outs, the use of illicit drugs by adolescents and peer pressure which leads to juvenile delinquency across the nation. Secondary schools therefore need an established and effective guidance and counselling programmes to be

managed by trained school counsellors. The trained school counsellor therefore is someone who possesses the skill and qualities that could facilitate the decision making activity of both students and parent. The main focus of guidance and counselling services is that of psychological growth and change of personal expansion of an individual learners mind.

Navin (1985) stressed that student's attitude towards guidance and counselling programme, vocation or career is being influenced by the age, intelligence and course of study pursued, counsellor's attitude, environment, peer group, self-control, self-actualisation, status, parents, school administrators and teachers. Lead and Ormrod (2005) also pointed out that one of the most easily recognised shortcomings of our educational system is the inadequate or lack of guidance counsellors or services in our school system that will provide guidance and counselling services or vocational information for the students. And because of this, children seldom have formal opportunity to acquire the attitude, information on the importance of guidance and counselling services and making wise vocational choices.

The benefits and enrichment of providing guidance and counselling services to students is that all learners learn to grow in the environment that they will live and participate in community activities and grow as responsible citizen capable of living independently. An investigation of guidance and counselling services available in Kaputa District were able to help learners and teachers understand the level of service provision and also make it possible to provide opportunity to learners to acquire the necessary developmental and educational skills such as social skills, communication and cognitive skills. In addition, the study helped assess learner's self-esteem, awareness and benefits from such services in the District. However, today there seems to be growing international and national realisation that guidance and counselling services be provided all over the world to respond to the diversity of needs of all children in school. It is argued that in order to afford all learners basic human rights to education and rights to equal opportunities of educational services, access and quality education, guidance and counselling services be provided to children (UN, 1989). Therefore, the primary aim of the study was to explore

the perceptions of teachers and learners on guidance and counselling services provided in selected secondary schools in Kaputa District of Northern Zambia.

1.3 STATEMENT OF THE PROBLEM

Guidance and counselling in schools was introduced to help pupils with personal, social, educational (academic), vocational needs and to help them cope with psychological problems. (Education Act, 2011). It further states that counselling and career guidance will be an essential component of learner welfare at all levels of the education system and will be part of the overall management and administration of educational institutions. This is not however reciprocated as the performance and development of guidance and counselling service provision in Zambia including Kaputa District continue to be poor. The District still experiences the huge number of school drop outs, Juvenile delinquency behaviours, the use of illicit drugs and child pregnancy among school going children. Schultz (1963) observes that lack of guidance services between the school counsellor and the academic staff are the contributing factors to poor service delivery to the learners. However, the question still is what perceptions do teachers and learners have on guidance and counselling services provided to them in selected secondary schools in Kaputa District? Therefore, the study sought to establish and understand the perceptions held by teachers and learners on guidance and counselling services delivered in selected secondary schools in Kaputa District in Northern Province of Zambia.

1.4 PURPOSE

The purpose of the study was to investigate teachers and learners' perceptions on guidance and counselling services provided in selected secondary schools of Kaputa District and also to assess the role teachers played in the provision of such services in schools.

1.5 OBJECTIVES

The following are the objects for the study,

- i. To establish perceptions held by teachers and learners on guidance and counselling services provided in selected secondary schools.

- ii. To examine factors associated with the perceptions held by teachers and learners on the provision of guidance and counselling services in secondary schools.
- iii. To establish challenges leading to perceptions held by teachers and learners on guidance and counselling services in schools.

1.6 RESEARCH QUESTIONS

The following were the research questions that guided the study.

- i. What are the perceptions held by teachers and learners on guidance and counselling services provided in their schools?
- ii. What factors have been associated with the perceptions of teachers and learners on the provision of guidance and counselling services?
- iii. What challenges that led to the current perceptions held by teachers and learners on the provision of guidance and counselling services schools?

1.7 SIGNIFICANCE

Today we are in a period where youths and adults are heavily confronted and confused with various developmental needs and problems to content within their lives, hence determine the perceptions and effectiveness of guidance and counselling services was carried out. It was also hoped that the study would equip school administrators, teachers, counsellors or career masters with the right information on the nature and the magnitude of the guidance and counselling services in secondary schools and the impact of learner's well-being academically and choice of a future vocation. The study was meant to remind educational officers such as teachers, school administrators on the importance of counselling so that learners develop interest towards guidance and counselling services. It was also hoped that the study would help educational planners in the ministry of education and religious affairs personnel to know exactly the situation of guidance and counselling service provision in secondary schools.

It was also hoped that the findings and recommendations of this study would help to improve guidance and counselling service delivery and thereby adequately prepare the learners for the world of work. It was hoped that this study would not only add new

dimension to work already done in the field of need and impact of guidance and counselling services, but also open up other areas where useful inquiries or researches could be conducted. Teachers would also benefit from the study in that they would be able to come up with new and modified strategies in the delivery of guidance and counselling services. The local people and all Zambians at large would then participate fully in the implementation of guidance and counselling services and the development of the country through appropriate education policies.

1.8 LIMITATIONS

The researcher faced problems due to financial constraints and limited time hence no wider coverage was reached. A good research requires enough funds in order for the researcher to meet her/his expenses such as buying stationary and money for transportation to reach distant areas for data collection. Enough time was also required to allow respondents complete questionnaires and the researcher to collect data from far places. Another problem was the poor reception from the respondents, delayed completion of the questionnaires and the unwillingness to comply by some respondents which was likely to affect the outcome of the study. The study was also conducted only in one district with a sample of 160 participants, therefore these findings cannot be generalized to other districts in Zambia because of a small number of participants. However, with the little available resources the researcher managed to collect the data in the field from the respondents.

1.9 DELIMITATION

The sampling procedure was limited and conducted within Kaputa District which was the proximity to the researcher's residence. The study was also confined to public secondary schools in Kaputa District. The primary schools were not included because learners were still very young and were not free to share confidential information. However, every effort was made to ensure that sampling used was adequate to collect the data required for drawing conclusions. The head teachers, school counsellors and Grade eleven learners

preferred by the researcher were picked as main respondents because they were the direct consumers of the researcher's concern.

1.10 THEORETICAL FRAMEWORK

Psychoanalytic theory of counselling was used to guide this study. This theory was developed by Freud. According to Freud, behaviour is determined by irrational forces, unconscious motives, biological and instructional drives as these evolve through key psycho-sexual stage in the first six years of life (Corey, 2005). The main goal in this theory is to make unconscious conscious and then strengthen the ego so that the behaviour of a person is based on reality. The study adopted this theory because according to Freud, a teacher must be a therapist as well as an educator of the learner. The teacher must take time to resolve problems pupils are facing during the school time. In schools, counsellors need to help pupils to resolve these problems. Psychoanalytic theory of counselling encompasses the development and organisation of the mind, influence of external environment, the importance of the family and accepted morals by the society. The study used psychoanalytical theory of counselling because it is the corner stone of modern counselling. Many techniques used today in counselling derive some fundamentals from psychoanalytical theory. The theory encourages learners to express themselves freely in order to reveal the unconscious contents that can help in helping learners (Fisher and Greenberg, 1977). Learners are helped to understand what happens to them as they undergo biological changes as these happen during their school age.

1.11 OPERATIONAL DEFINITIONS

Adolescents – refers to young people who experience a transition period following the advent of puberty that marks the changes from childhood to adulthood especially within the period of learners between ages 10 and 20.

Attitude – refers to positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation.

Career Counselling – refers to a process of offering, advising and cautioning learners who may go astray in their career choice, Cochran (1997).

Counselling – It is the helping process that uses the safety of a special relationship between the counselee who together explore the thoughts, feeling and counsellor attitudes of the counselee with the objective of tapping the resources within the counselee to effect healing and change Baker (1996).

Guidance – refers to all the activities rendered by educational institutions which are primarily concerned with assisting individual students understand themselves, thus their needs, interest, abilities and potentials. Guidance is also to give advice to the students to show them the right direction to take in their academic and social life.

Services – refers to programmes or activities intended to assist individuals of any age and at any point throughout their lives, to make personal, social, educational, training occupational choices and to manage their careers and lives.

Challenges – these are educational, career and/or personal and social problems that learners face.

Perception – refers to a belief or opinion, often held by many people and based on how things seem. It is also referred to the ability to understand or notice something easily or the way people notice or understand something using one of the senses, Allan and Garry (2011)

1.12. SUMMARY

This chapter covered the introduction to the study. The background to this study stemmed from the need to establish teachers and pupils' perceptions of guidance and counselling services offered in the secondary schools. The chapter further presented the statement of the problem, purpose of the study, study objectives and research questions. Additionally, it covered the significance of the study, limitations, delimitation including definition of key terms. It summarised the chapter at the concluding stage.

The next chapter presents the literature review which was pertinent in addressing the research objectives in relation to what other scholars have done and existing knowledge gap for this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter covered the concept of guidance and counselling, development of guidance and counselling and the need for guidance and counselling services. It also covered the role of guidance and counselling services in school, the perception on guidance and counselling services and the challenges faced by teachers in the implementation of guidance and counselling.

2.2 CONCEPT OF GUIDANCE AND COUNSELLING

According to Corey (2005), guidance and counselling is important in an individual's life because it provides an insight on the skills, knowledge and behaviour. It is important to help young ones (students) to be disciplined so that they are able to deal with challenges and realities they face in their day to day life. These individuals face challenges concerning their academic and social circles, hence they should understand themselves, realise their potentials and identify opportunities. The Encyclopaedia Britannica (2012) wrote that guidance and counselling is the process of helping individuals discover and develop their educational, vocational and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. The concept of counselling is essentially democratic in that the assumptions underlying its theory and practice are that each individual has the right to shape his own destiny and that the relatively mature and experienced members of the community are responsible for ensuring that each person's choice shall serve both his interest and those of the wider society. Therefore, the function of those who guide children and young people is not to affect a compromise between the requirements of individuals on the one hand and the demands of the community on the other. It is rather to orient the individuals towards those opportunities afforded by his environment and can best guarantee the fulfilment of his personal needs and aspirations (Burks and Sterffle 1979).

2.3 DEVELOPMENT OF GUIDANCE AND COUNSELLING

The history of counselling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counselling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle (Dogan, S, 1999). There is also evidence to argue that some of the techniques and skills of modern day guidance counsellors were practiced by Catholic Priests in the middle Ages, as can be seen by the dedication to the concept of confidentiality within the confession. Near the end of the sixteenth century, one of the first texts about career options appeared: The Universal Plaza of all the profession of the world, (1626) written by Tomaso Garzoni, (Bandura, 1963). Nevertheless, formal guidance programs using specialised text books did not start until the turn of the twentieth century (Schimit, 1996).

The factors leading to the development of guidance and counselling in the United States began in the 1890s with the Social Reform Movement. The difficulties of people living in Urban Slums and the widespread use of child labour outraged many. One of the consequences was compulsory education movement and shortly thereafter the Vocational Guidance Movement, which in its early days was concerned with guiding people into workforce to become productive members of society. The Social and Political Reformer Frank Parsons is often credited with being the father of the Vocational Guidance Movement (Gichinga, 2007).

According to Muithya (1996), in the traditional African Society, character formation was achieved through intense formal and informal programme of guidance and counselling. It has been an essential part of every society and each society has its own sources of wisdom which controlled and regulated social interactions. The provision of guidance and counselling in Africa societies was effected through identified people to whom members could turn to when necessary. Guidance and counselling has been now conceptualized as a programme 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. UNESCO (2000) stated that guidance is a programme of service to individuals based on their needs and the influence of environmental factors. Guidance and counselling is a professional field which has a broad range of activities,

programmes and services geared towards assisting individuals to understand themselves, their problems, their school environment and also to develop adequate capacity for making informed decisions.

During the First African Conference which took place in Nairobi (Kenya) on guidance and counselling in the year 2002, in collation with UNESCO/DANIDA, there was a realisation that a number of problems boys and girls encounter during schools years. HIV/AIDs, prostitution, substance abuse, criminal activities due to high rate of unemployment opportunities are some of the problems students encounter. During the conference, they came up with solutions of implementing guidance and counselling in schools as a policy.

In Zambia, guidance and counselling was developed from career guidance in 1967 and it was initiated by the Ministry of Education. In 1970, secondary schools were directed to provide career guidance and in the early 1980's the Lusaka Province Careers Masters Association was formed in Lusaka by Mr Penius Penyani, Mr. Lewis Sauti, Mr. Daniel Ndhlovu by then, now he is Dr, Daniel Ndhlovu, Mrs Angela Chombolola and others. With this development, a career radio programme was introduced and a careers Master at Chongwe Secondary School volunteered his pupil by the name of Kelvin Nkonde to be reading career bulletin on radio. So with time, the association campaigned for recognition of the career masters work in schools. As a result the need for formal arose. Formal training in guidance and counselling started in 1987 at the Technical and Vocational Teacher's College (TVTC) in Luanshya which led to an award in guidance and counselling and placement Diploma (Ndhlovu, 2015). In 1992, the ministry of education gave a directive to all schools to appoint guidance teachers and in 1996; there was an acknowledgement of Guidance and counselling by the Ministry of Education. In the same year, a policy document was released, educating our future (Ministry of Education 1996).

The Zambia's Ministry of General education also incorporated this policy in schools and came up with school guidance and counselling strategy from 2017-2022. The development of the March, (2016) policy has been as a result of the collaborative effort of the Ministry of Education, CAMFED, and time to learn with support from USAID funded project ready to succeed. Its contribution is to improve the health of Zambians

with a particular focus on women, at risk youth and vulnerable children reducing the incidence and impact of HIV/AIDS malaria and illnesses, increasing agriculture-led economic growth to reduce rural poverty and food insecurity, mitigating the effects of climate vulnerability and promoting sustainable management of natural resources, raising the quality of basic education to increase literacy and enhancing democratic governance. The rationale behind this policy is to ensuring that children are emotionally and psychologically able to learn is an essential component of an effective education system. Therefore, this strategy outlines ways of ensuring that emotional and psychological well-being of learners are promoted and strengthened. In 2011, guidance and counselling in the education system was amplified through the revised education Act, No. 23 of 2011 under article 30. In 2014, a number of important documents on guidance and counselling were approved to be used in the education system such as guidelines on guidance and counselling, the teacher guide on guidance and counselling and the career guide for learners (Ndhlovu, 2015).

2.4 IMPORTANCE OF GUIDANCE AND COUNSELLING SERVICES

Lambwe (2017) argues that the student's life is getting complex day by day. Guidance is needed to help the students for optimum achievement and adequate adjustment in the varied life situation. She further observes that need analysis of the students in schools shows the need of guidance and counselling services, in the education, profession, vocation, social, health, moral, personal and marital areas. Guidance and counselling programme needs to be introduced in almost all learning institutions to meet the varied needs of the education system, administration and of the student. Students are helped to have better self-understanding and proper adjustment to self and society. Developing of proper motivation and clarification of goals and ideas to learners in conformity with their basic potentialities and social tendencies are important. Total development of the student necessitates that individual differences among them are expected, accepted, understood and planned for. And all types of experiences in an institution are to be so organized as to contribute to the total development of the learner. Nayak (1997) stated that majority of the learners lack a sense of fulfilment and indulge themselves in destructive activities which lead to social damage and loss of dignity. Therefore, adequate guidance and

counselling facilities is the only answer to help and guide the youth to worthwhile channels and help them realise the goals of optimum academic, personal and social development. Negative attitude on the perceptions of guidance and counselling provision should be addressed by adequate guidance counselling facilities as well.

Problems and needs in society are not new but today they seem to be proliferating at an unprecedented rate. All the unique problems including changing family, conflicts in values, economic factors, pressure and demands on school and problems of the youth, all points out to the need for counselling services. Guidance and counselling have a challenging role to play in every individual's life (UNESCO, 2002).

2.5 TEACHER'S LEARNER'S PERCEPTIONS ON GUIDANCE AND COUNSELLING SERVICE PROVISION IN SCHOOLS

A school manager is the primary leader in a school and his/her role covers many different areas including leadership, teacher evaluation, student discipline and many other issues. A large part of any school manager's job is to handle learner's discipline. The first step of having effective student discipline is to make sure that teachers know what is expected of them when it comes to student's discipline. Once teachers understand how the school administration wants them to handle it, then their work becomes easier. Effective school manager always documents discipline issues, makes fair decisions and informs parents when necessary (Achebe, 1986).

The 1992, Zambian circular on guidance and counselling issued by then permanent secretary directed that all practicing guidance teachers are paid extra duty allowance and that the school manager be in the forefront in ensuring that learner discipline is maintained in school through supporting the teachers practising guidance and counselling (MOE, 2016). It is therefore important for guidance teachers to have positive attitude towards school guidance and counselling services. Anyone who is responsible for providing guidance and counselling services needs to have a clear understanding of the different needs and concerns of learners so as to adjust the guidance and counselling services and activities to meet these different circumstances and realities at their different stages of development and education. Guidance and counselling services should

encompass major areas such as educational social, personal and career guidance. The Zambian Education Curriculum Framework (2012) argues that all areas of domain are very important and complement each other to facilitate for wholesome development of learners. Educating our future policy document (1996) also argued that guidance and counselling services should be provided in schools in order to counsel and guide learners who are affected by psycho-social problems, HIV/AIDS, broken homes and anxiety situation. It further asserted that the Ministry of Education will strengthen school guidance and counselling services and that through career, it will publicize information concerning training and preparations for employment opportunities for pupils. Therefore, the role of teachers in this regard is to provide guidance and counselling to students by helping the school in teaching their children proper attitudes like self-discipline, self-control, honesty, dignity among other good moral values.

Guidance and counselling services also play a role in educational area in that it increases learners' educational knowledge and opportunities beyond secondary school level. Learners also develop academic skills in order for them to pass school examinations. Although guidance and counselling was focused on career development, contemporary socio-economic issues, unemployment, drug abuse, truancy and many others have necessitated the incorporation of professional guidance and counselling in secondary schools. This is because guidance and counselling can be applied for holistic development of learners and their behaviour notwithstanding. Denga (2001) stated that guidance and counselling plays a pivotal role in students' behaviour modification and management in school. Counselling can be used both as a curative measure in addressing school discipline among students and may be provided holistically in secondary schools. Vocational guidance provides information about job opportunities and factors affecting the job market such as unemployment, information technology and international relations.

Vocational guidance also expands functions to aid in placing talent where it is needed. Through guidance and counselling services, a learner is better informed about the subject they study and subject choices and that to attain success in one's academic spheres requires a learner to go an extra mile in their studies (Mweemba, 2016). A learner in

school is expected to cope with the new environment through guidance and counselling services. Learners are helped to develop a better understanding of whom they are and appreciate their background and they are guided on the self-awareness, peer pressure, relationships, personality differences, social etiquette, social roles and responsibility as well as conflict resolutions. Learners who are not exposed to guidance and counselling services end up being socially maladjusted because they have little or no self confidence in themselves. Through guidance and counselling services, learners are able to overcome challenges they encounter in their day to day life.

2.6 CHALLENGES LEADING TO PERCEPTIONS OF TEACHERS AND LEARNERS ON THE PROVISION OF GUIDANCE AND COUNSELLING SERVICES

There is inadequate qualified personnel at institutional level to handle guidance and counselling services. Guidance and counselling work has for a very long time been handled by unqualified educators who have heavy teaching loads thereby making it difficult for them to provide quality guidance services. At school level for instance, guidance teachers are appointed to offer guidance services although they lack skills to psychological problems faced by students. Insufficient relevant materials on guidance and counselling are another gap in the provision of counselling services in school. Some materials are out-dated and guidance teachers have been a long-time teach without adequate materials (Makumba, 2013). It is further argued that there is also insufficient support for guidance and counselling from the school management. It is not receiving the necessary support from the educational managers and most of the guidance teachers are only used for the administrations of examinations and no support to implement guidance and counselling activities in schools (Brown, 1999).

Additionally, the challenges facing our learners today are numerous and among these are riotous behaviour, bullying, child abuse which has become one of the biggest problems in recent times and it has left many learners traumatized. Teenage pregnancies and early marriages are becoming prevalent in our education system. According to Witner (1990), becoming a parent at an early age can be a life-altering experience. He further stated that regardless of race, education and socio-economic status, motherhood/fatherhood uniformly place demands on one's life that was non-existence prior to the birth of a child.

Guidance and counselling teachers need support from school administration, parents and the other stakeholders to effectively support learners who present themselves with such challenges.

Lack of enough space for guidance and counselling services is another challenge and majority of schools have no counselling rooms to provide individual and specialised services by guidance and counselling teachers. In the provision of counselling services, it is a requirement that privacy and confidentiality should be upheld at all times. There is also inadequate monitoring and evaluating of guidance services to improve on quality of service delivery to learners and the content of the programme. Monitoring and evaluation should as much as possible be consistent and systematic within the practice and organisations of counselling within a continuum to ensure that services offered are meaningful and that essential characteristics of the counselling process are effectively applied. Makumba (2013) argued that anxiety among students concerning examinations is another challenge which calls for guidance and counselling services in school. Learners experience examination anxieties because they lack preparedness for examinations. To counteract this problem some learners even indulge themselves in illicit activities such as looking for examination leakages. Guidance and counselling teachers have been handling examination issues at school level, but have not been taken an active part in preparing students for examinations. Lack of this meaningful preparations by teachers have led girls into exchanging marks for sex or leakages which is referred to as transactional sex. This makes learners especially girls to contract HIV/AIDS and other sexually transmitted diseases. (Mwape, 2015).

Guidance and counselling units have inadequately been working in cooperation with other stakeholders to harmonise and coordinate programmes with similar mandate in order to avoid repetition of the same work. Even committees in schools where they exist are non-functional. In most schools committees are limited only to members of the staff excluding the parents and learners who are the key players of this programme, a situation which may be the same in Kaputa District.

2.6 SUMMARY

It is viewed through the studies that guidance and counselling has an influence on student's discipline in schools (Ball, 1984). Through intense formal and informal programmes for guidance and counselling, character formation was achieved and it is through guidance and counselling services that students remain disciplined and focused in life. These services help students to be well informed and be able to deal with challenges and realities they face in their academic, social and physical environment. The gap here is that some youths pose the danger of becoming indiscipline due to the changing culture and the eroding of norms in society, also due to lack of enough personnel and less funds for providing guidance and counselling services, the required programmes for guidance and counselling delivery are delayed. The gap however exists in that we do not know the views held by teachers and learners on guidance and counselling services provided in secondary schools in the study district. Therefore, the study sought to establish how guidance and counselling would be used to restore discipline in secondary schools. Moreover, the reviewed literature have all indicated positive influence of guidance and counselling services on pupils where such services are properly offered.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This section focused on the methodology that was used in the study, it dealt with research design, location of the study, target population, sample size, sampling techniques, research instruments, validity of instruments, and reliability of instruments, data collection procedures and data analysis techniques as well as ethical considerations.

3.2 Research Design

A research design is the plan or structure that is used to generate information to answer the research problems (Kombo and Tromp, 2014). Therefore, the research design takes into consideration all the procedures selected by a researcher for studying a particular set of questions and therefore, guides the researcher in the process of collecting, analysing and interpreting data.

The descriptive design was used to conduct the study. According to Kombo and Tromp (2006) descriptive design involves collecting data by means of administering a questionnaire to a sample of individuals that represent accurately the population under study. The study used both qualitative and quantitative methods to ensure that the weakness of one method is compensated by the other. Cresswell (2009) state that triangulation is helpful in balancing up the disadvantages in each method, hence providing for a critical and objective interpretation.

3.3 SITE OF STUDY

The study was conducted in Kaputa District. The District has vast economic potential in agriculture fisheries and livestock and business opportunities. Historically, the people of Kaputa were fishermen and are still fishermen as the area is surrounded by Lake Mweru-wantipa and Lake Tanganyika coupled with other swamps and rivers. However, with the depleting of fish in the water bodies, people have turned into growing maize, groundnuts and mainly rice. Kaputa District is now a leading producer of rice in Northern Province

and Kaputa District has an estimated population of 130,000 people (Zambia Daily Mail, February 25, 2018).

3.4 TARGET POPULATION

A population is a group of elements or causes whether individuals, objects or events that conform to specific criteria and to which we intend to generalise the results of research (McMillan and Schumacher, 2000). Therefore to adequately meet the objectives of the study, the study population comprised all public secondary school head teachers, all guidance and counselling teachers and all Grade eleven learners from secondary school in Kaputa District, these formed the population.

3.5 SAMPLE SIZE

The sample size was 160 respondents. These comprised 5 head teachers, 5 guidance teachers and 150 pupils. Of the head teachers, one head teacher was selected from each selected secondary school and of the 5 guidance teacher; one teacher was selected from each school. Of the 150 pupils, 30 were sampled from each of the selected secondary schools.

3.6 CHARACTERISTICS OF THE RESPONDENTS

The distribution of participants both teachers and learners by gender are shown in table 1 below.

Table 1: Gender of respondents

Respondents	Male	Female	Total	Percent
Headteachers	5	0	5	3.1
Guidance teachers	4	1	5	3.1
Learners	87	63	150	93.8
Total	96	64	160	100

The table above indicated the number of respondents by gender. Out of 160 participants, 96 (60%) were males while 64(40%) were females. The study showed that most participants were males with few females' participants.

Table 2: Age of Participants

On the age range of participants, the study revealed the following:

AGE	FREQUENCY	PERCENTAGE
14 – 19 Years	126	78.8
20 – 24 Years	19	11.9
25 - 30 Years	5	3.1
31 and above	10	6.2
<i>TOTALs</i>	<i>160</i>	<i>100</i>

Table 2 indicates age ranges of the participants in the study. Those that were 14 – 19 years old were 126 representing 78.8%, 20 – 24 years old were 19 representing 11.9%, and those 25-30 years old were 5 representing 3.1% and those of 31 years and above were 10 representing 6.2%. The findings above showed that the majority of the participants were those aged between 14 to 19 years.

Table 3 Qualifications of participants

Table 3 indicated the qualification of participants

Status of participants	Masters	Bachelors	Diploma	Certificate	Total
Head teachers	1	4	-	-	5
Guidance teachers	-	3	2	-	5
Total	1	7	2	-	10

With regards to the qualifications of the participants, the findings revealed that one of the five head teachers had obtained master’s degree in education which represents one (20%) and four head teachers had obtained bachelor’s degree in education. Among them, one (1 %) has experience in guidance and counselling while the remaining four had no professional qualifications but experience in guidance and counselling. Furthermore, three guidance and counselling teachers were holders of Bachelor’s degree in education representing 60%. Two participants (40%) had Diploma holders in education but provided a service in guidance and counselling. two guidance and counselling teachers had training in guidance and counselling while three had no experience.

TABLE 4: Teaching experience for head teachers and guidance

Teachers

TEACHING EXPERIENCE		FREQUENCY	PERCENTAGE
Between	0 – 5 Years	1	10
Between	6 - 10 Years	1	10
Between	11 – 15 Years	3	30
	20 Years and above	5	50
TOTAL		10	100

Table 3 above shows the number of years in service for the respondents. The results showed that one (10%) teacher had served 0 – 5 years, one (10%) teacher had served 6 – 10 years, three (30%) teachers had served 11 – 15 years, and five (50%) of teachers had been in service for over 20 years.

3.7 SAMPLING TECHNIQUES

Sampling techniques is a process that helps the researcher to select respondents of the study. It is also a research plan that explains how respondent should be selected for the study from the population (Kasonde, 2013). The researcher therefore used purposive sampling technique to select head teachers and school guidance teachers because they were the ones to provide rich information for the study. A simple random sampling technique was also used to select responding learners form grade 11. Learners were selected randomly to arrive at the definite number of participants and this helped a

researcher to avoid biasness. Pupils took part in the study because they were the recipients of guidance and counselling services provided in schools.

3.8 RESEARCH INSTRUMENTS

The researcher used both qualitative and quantitative methods by employing questionnaires and interview schedule as methods of collecting data. Questionnaires were administered to learners in order to cross check the information given by head teachers as well as guidance teachers. Questionnaires were also used because they are cheap and respondents were also given enough time to answer questions properly. Kombo and Tromp (2011) stated that questionnaires enable the researcher to collect data with no biasness and a wide area is covered in a short period of time. Interview schedule was administered to the head teachers and guidance teachers in order to get the required information. Interview schedule also useful because of its flexibility and respondents feel part of the team and they freely participate in the study (Mwape, 2015). The researcher also used interview in order to probe further and seek clarification on various issues on guidance and counselling rose in the questionnaires.

3.9 DATA COLLECTION PROCEDURE

The questionnaires were used as instruments for data collection and they were administered to Head teachers, Grade 11 learners as well as guidance teachers. These respondents were also interviewed and were allowed to complete the questionnaires during their free time. Before questionnaires were completed, respondents were given instructions on how to do it and that their names should not be written on a questionnaire but only responses should be written on spaces provided on a questionnaire. The researcher was given permission by the University of Zambia to effectively collect data using questionnaires and interviews from the respondents.

3.10. RELIABILITY AND VALIDITY OF INSTRUMENTS

Reliability is the accuracy with which the test measures a particular trait. The test was conducted to five selected secondary schools in Kaputa District and the results were obtained by the same researcher when retested with identical tests or with an equivalent

form of the test. The instrument must yield comparable scores upon repeated administration. As for validity, Kochhar (2013) again defines it as the degree to which the test or instrument measures what it purports to measure. Therefore, reliability of the findings was ensured by verifying the collected data through triangulation and respondent validation.

Triangulation was done by comparing different kinds of data from different instruments to see whether the information correlated. For instance, data collected by interviews from head teachers and guidance teachers were cross-checked with data collected from learners' questionnaires and interview discussions. Respondent validation was done by verifying the results with respondents and by relating the findings with the evidence from the available literature. The content validity of the instruments was done by reviewing several literature and using relevant variables and questions formulated from various empirical studies. Besides, the instruments were scrutinized and validated by the supervisor to ensure that they were appropriate for the purpose of the study.

3.11 DATA ANALYSIS

Both the qualitative and quantitative data analysis techniques were used in the analysis of data. Quantitative data was analysed using Statistical Package for Social Sciences (SPSS) version 20 and tables and figures were used in order to obtain frequencies and percentages. Qualitative data was analysed using thematic analysis in which major themes were drawn from respondents. Thus, the emerging themes were put into categories during analysis. Thematic categorization was used for easy narrations of the data during presentation of the study findings.

3.12 ETHICAL CONSIDERATIONS

The researcher adhered to ethical standards by getting an introduction letter from the University of Zambia and from the District Education Board Secretary's office before commencing the research. The researcher also respected the rights of respondents by not forcing them to participate in the study and that participants were free to terminate the discussion at any time they would want. The researcher ensured that information given was kept confidential. Respondents were not allowed to put their names on a

questionnaire; for the sake of anonymity gender was used. The research had also put in place questions that were not in any way posing psychological and emotional harm to the respondents.

3.13 SUMMARY

This chapter has presented the methodology of the study which were; the research design, study location, target population, sample size, sampling procedure, research instruments data collection procedure, data analysis and ethical consideration. Data collection tools included interview guides and questionnaires. Attempts on the validity and reliability of the data instruments were ensured in the study. Qualitative methods were employed in the study to analyse qualitative data in respective themes and also the statistical packages for social sciences software version 20 was used for quantitative data analysis. The next chapter presented the findings of the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Overview

This chapter presents the findings of the study which aimed at investigating teachers and learner's perceptions on guidance and counselling services provided in selected secondary schools. The findings were presented according to the objectives. The chapter also presented the findings of the study on all the important questions which were under investigation. The presentation was based on all the data collected through questionnaires and interview schedule. The findings of the study were obtained through questionnaires and interview schedule and this was done through the presentations of figures and tables.

RESEARCH QUESTION ONE

4.2 WHAT ARE THE PERCEPTIONS HELD BY TEACHERS ON GUIDANCE AND COUNSELLING SERVICES OFFERED IN SCHOOLS?

With regards to the perceptions held by teachers on types of guidance and counselling services offered in secondary schools, all the five head teachers in the study representing 100%, indicate that their schools offered guidance and counselling services quiet well. They said that their schools offered educational, social, vocational as well as psychological counselling. For instance, one head teacher emphasised:

“These learners come to school not for academic purposes only but also to acquire skills in other areas such as moral, personal and spiritual areas which help them grow responsible and productive people in the society. In support of the above findings, one female head teacher this to say”

In addition, another head teacher explained that, “the school endeavours to provide all round development of learners, thus educational, personal, social and career aspects are highly embedded in the school guidance and counselling program to help the learners. In

fact all the types of guidance and counselling are offered to the learners and are important in addressing career related matters”.

They also commented that group and individual counselling were also practiced for sensitive and non-sensitive matters to pupils to help them cope with challenges they face.

4.3 PERCEPTIONS HELD BY LEARNERS ON GUIDANCE AND COUNSELLING SERVICES PROVIDED IN SCHOOL.

With regards to the types of guidance and counselling services offered to learners in secondary schools, learner’s response showed that career, vocational, spiritual and educational services have been provided. The table below indicated the findings on whether various types of guidance and counselling services were offered in schools.

TABLE 5: Whether or not Guidance and Counselling Services were offered in School.

Responses	Frequency	Percentage
Yes	113	84.3
No	21	15.7
Total	134	100

Pupils who responded that guidance and counselling services were offered in school were 113 representing 84.3%. Pupils who indicated that they were not offered were 21 representing 15.7%. The figures gave an indication that guidance and counselling services were offered in the sampled secondary schools of Kaputa District. This meant that the District adhere to the Zambian education policy document “Educating Our Future (1996)” which emphasizes schools to provide guidance and counselling services to pupils.

RESEARCH QUESTION TWO

4.3.1 WHAT FACTORS ARE ASSOCIATED WITH THE PERCEPTIONS HELD BY TEACHER AND LEARNERS ON GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS?

FIGURE 1: Whether guidance and counselling services were considered important in school.

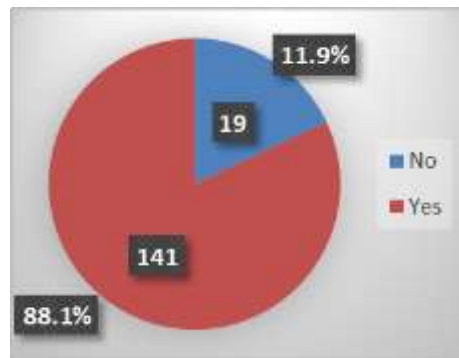


Figure 1 above shows that out of 160 participants, 141 (88.1%) participants agreed that guidance and counselling services were important for pupils in the schools while, 19 (11.9%) respondents did not agree with this notion. The few respondents felt that guidance and counselling services was not important. In support of this, one pupil said the following,

“When a pupils’ performance is becoming poor, the guidance teacher Guides that pupil among others so that others learn from it. If a pupil has a problem he is being talked to on how to handle the problem he is faced with an individual and see the way forward with academic or other issues.”

The importance of guidance and counselling services in schools cannot be overlooked since it was the core factor for discipline to be attained.

4.3.2 REASONS FOR OFFERING GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS

On the question why pupils felt that guidance and counselling services were important in schools, the study revealed that it enables them to adapt to the school environment as shown in the following table.

TABLE 6: Reasons as Why Guidance and Counselling Services were Useful.

Reasons	Frequency	Percentage
To help the total development of a learner and contributes to healthier learning environment.	49	32.0%
To help learners choose their future	17	11.1%
Pupils become disciplined in school and at home	27	17.7%
It helps pupils in need of special help	15	9.8
To help learners make better adjustments to situations in school and home.	12	7.8%
It helps learners in vocational development	33	21.6%
Total	153	100

Table 6 indicates the reasons given by the respondents as to why guidance and counselling services were useful in secondary school. Majority of the respondents 49 representing 32.0% revealed that counselling services could help in the total development of a learner. 17 respondents said that guidance and counselling services were useful in that learners were helped to choose their future career while 27 respondents said that pupils become disciplined both at school and at home. 15 respondents believed that guidance and counselling services could help learners who might be in need of special help. A minority of 12 respondents representing 7.8% felt that learners were helped to make best possible adjustments to situations in school and home, 33 respondents believed guidance and counselling services could help learners in vocational development. The findings above were in correlation with the response obtained in the interview discussion which was conducted among pupils, it was reported that guidance and counselling

services assisted them embrace change in their lives and it helped them to accept and come to terms with happenings in their lives such as illnesses and pressure among others.

4.3.3 HOW PUPILS PERCEIVE GUIDANCE AND COUNSELLING.

In responding to the question on whether pupils seek for guidance and counselling services in school, pupils response were indicated in figure 2.

FIGURE 2: Whether pupils sought for guidance and counselling services as being important.

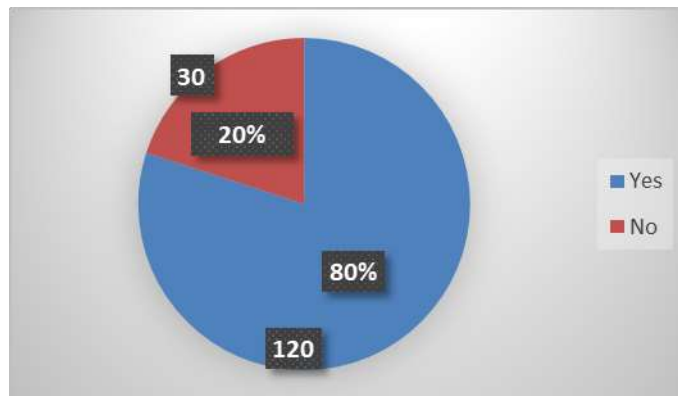


Figure 2, above shows that out of 150 respondents, 120 (80%) respondents agreed that they seek for guidance and counselling services and 30 (20%) respondents did not agree, they said that they did not go for guidance and counselling services. According to figure 3, the majority of respondents were seeking guidance and counselling services because they understood its importance in their lives. Pupils sought for career guidance, spiritual and also psychological counselling to help overcome their daily challenges.

RESEARCH QUESTION THREE

4.4 WHAT CHALLENGES HAVE LED TO THE CURRENT PERCEPTIONS HELD ON GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS?

Regarding the question on whether the school has appropriate infrastructure and learning materials for guidance and counselling, participants response were shown in table 6.

TABLE 7: Whether the school have appropriate infrastructure and learning materials for guidance and counselling.

Respondents	Responses		
	Respondents who agreed	Respondents who disagreed	Total
Head teachers	2 (1.3%)	3 (1.8%)	5 (3.1%)
Guidance and Counselling teachers	1 (0.6%)	4 (2.5%)	5 (3.1%)
Learners	42 (26.3%)	108 (67.5%)	150 (93.8%)

Table 7 indicated that the majority of respondents were of the view that schools had no appropriate infrastructure and learning materials for guidance and counselling, meaning that most secondary schools had no rooms, offices for guidance and counselling services while the minority of the respondents believed that,

“The schools had appropriate infrastructure and adequate materials for guidance and counselling which can meet the needs of all pupils”. Some participants also said that, “the school had no appropriate infrastructure and learning materials.”

The number of these participants were 115(93.8%).A total number of 45participants representing 28.1% said that, the school had enough learning materials.

Figure 3: Whether the general school curriculum includes guidance and counselling programs.

In responding to the question of whether guidance and counselling was included in school curriculum, responses were indicated in figure four.

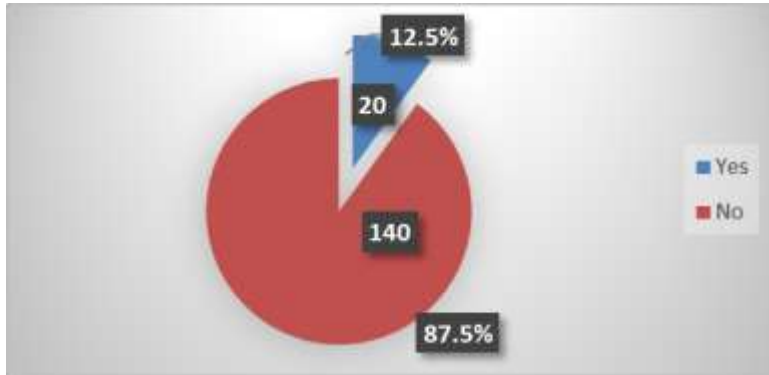


Figure 4: Indicate that out of 160 respondents, only 20 (12.5%) agreed that general school curriculum include guidance and counselling while 140 (87.5%) disagreed that general school curriculum did not include guidance and counselling programmes. It was also found that guidance and counselling was not time tabled and the perception was that it was difficult for guidance teachers to offer guidance and counselling services in class because the school curriculum never included it.

TABLE 8: Whether teachers were competent enough to provide guidance and counselling services to learners in school.

Responses	Frequency	Percentage
Yes	94	64.8
No	51	35.2
Total	145	100%

According to table 8, 94(64.8%) the majority of respondents were of the view that teachers in schools did not possess relevant teaching competences to support the learning of all pupils through guidance and counselling services while the minority of the participants 51(35.2%) believed that, the current teaching skills among teachers in schools were adequate for them to meet the learning needs of pupils through the provision of guidance and counselling services in secondary schools.

TABLE 9: Whether the school experienced challenges in the provision of guidance and counselling services.

Respondents	Responses		
	Respondents who agreed.	Respondents who disagreed.	Total
Head teachers	05 (3.2%)	0 (0%)	3.2%
Guidance and Counselling teachers	04 (2.5%)	01 (0.6%)	3.1%
Pupils	119 (75.3%)	29 (18.4%)	93.7%
Total	128 (81.0%)	30 19.0%	158 (100%)

Table 9 indicated that 128 (81%) respondents said that the secondary schools experienced challenges in the provision of guidance and counselling services while 30 (19%) respondents felt that secondary schools had not experienced challenges in the provision of guidance and counselling. On the challenges faced in the provision of guidance counselling services in schools, one guidance teacher during interview discussion said that:

“It is a big challenge to provide guidance counselling services to the learners at this school because there is no enough time allocated to guidance teachers in which we can attend to some learners. Moreover, guidance and counselling is not even on our school timetable. So we have to find our own time to do the counselling to the learners, which is quiet challenging.”

The other teacher also said that:

“There are limited materials to use and the school administration provides minimum support. We use our own materials to facilitate guidance and counselling programme in the school. There are no books to use by guidance teachers and at times we have to use our own initiative to come up with a guidance and counselling programme.”

One teacher during interview discussion said that:

“Guidance and counselling services are not taken seriously by some teachers and school administrators. They have negative attitudes towards guidance and counselling services and this makes the teachers who are involved in counselling services to face a lot of challenges”.

Another teacher from a different school said that:

“Unqualified guidance teachers in this school are a big challenge. Untrained guidance teachers have little expertise on how to offer guidance and counselling services to learners in school, so they fail to provide adequate information to the learners.”

TABLE 10: Teachers and Learner’s expectations for Successful Provision of Guidance and Counselling Services in Secondary Schools.

Teachers and pupils expectations	Frequency	Percentage
Clear School Curriculum / Policy	28	17.5%
Appropriate infrastructure (Guidance room)	32	20.0%
Qualified guidance teachers	21	13.1%
Appropriate educational resources/Guidance and counselling materials	39	24.4%
Positive attitude and parental involvement	19	11.9%
Government’s Support	21	13.1%

Total	160	100

Table 10 shows that the majority of the participants 39 (24.4%) were of the opinion that the successful provision of guidance and counselling services depended much on various factors which have been highlighted in table 10 above.

4.5 SUMMARY

This chapter presented findings of the study in line with the objectives. The study also found that vocational, educational, social, spiritual, psychological and personal guidance and counselling services were provided to pupils. The guidance and counselling were offered to pupils individually and in groups and it was found that the majority of the pupils perceived guidance and counselling to have had contributed to their improved academic performance, broaden awareness on careers, living a socially and morally acceptable lives, enhanced spiritual wellbeing and better understanding of themselves. However, some schools did not put much emphasis on the provision of guidance and counselling because guidance teachers were just seconded to perform this duty and they lack skills. The study further found that guidance teachers had no clear curriculum and syllabi to follow when providing guidance and counselling program to the pupils, this made them fail to deliver to their expectation.

The study found out that pupils faced challenges such as examination fear, choosing of the future career and shyness to disclose their issues among others. The study also found out that pupils experienced negative attitude amongst themselves and teachers and also inadequacy of guidance and counselling materials. Learners also faced challenges in accessing guidance and counselling services because the classroom timetable had no component of guidance and counselling and no special rooms for guidance and counselling where pupils can air out their issues in secrecy.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 OVERVIEW

This chapter discussed the findings of the study which investigated teachers and learners perceptions on guidance and counselling services provided in selected secondary schools in Kaputa District. The discussion of the findings was presented in order of the study objectives which were: To establish perceptions held by teachers and learners on guidance and counselling services provided in schools, to examine perceptions held by teachers and learners on the provision of guidance and counselling services in schools, and to establish challenges associated with the perceptions held by teachers and learners on guidance and counselling service provision in secondary schools. The discussion was based on the data that was collected in the field in the previous chapter.

OBJECTIVE ONE

5.2 PERCEPTIONS HELD BY TEACHERS AND LEARNERS ON GUIDANCE AND COUNSELLING SERVICES IN SCHOOL

Regarding the perception held by teachers and learners on guidance counselling services in schools, the study revealed that all the five head teachers (100%) indicated that their schools offered guidance and counselling services, they said that;

“Their school offered educational, social, vocational as well psychological counselling. However, some teacher used to offer spiritual and academic counselling to pupils in need of the service. Despite the school offering these services, pupils have seemed to have continued having problems in academics and in social life”.

This was conducted in selected secondary schools although some pupils complained that they did not know if guidance and counselling services were active in school. A study by a researcher such as Gerler (2001) found that guidance counselling programmes in schools had significant influence on improving and fostering positive study habits and skills by learners and that eventually learners made progress in their academics.

In addition, the study revealed that 113 (84.3%) pupils were for the view that guidance and counselling service were offered in school to help the cope up with bad behaviours such as drug abuse, alcohol abuse, examination anxieties and other indiscipline behaviour. the study also revealed that 21(15.7%) of the pupils were not for the idea of receiving any type of counselling services. Since the majority of pupil 113(84.3%) agreed to say they received guidance and counselling services, it was a clear indication that guidance and counselling services were being offered and appreciated in secondary schools.

Mutie (1999) stressed that guidance and counselling services help learners meet their therapeutic needs by helping them make decisions or plans for any form of change. Findings from interview and from questionnaires revealed that guidance and counselling services in secondary schools were perceived by learners to foster positive behavioural change among them. Pupils explained that it was through guidance and counselling services that some of them exhibited desirable principles and in a way grow spiritually. In addition, it was expressed by pupils that:

“Guidance lessons assisted them to be alert young people and be conscious in that they were able to select on their own things to feed their mind that would help build their characters.”

Socially, pupils acknowledged that guidance and counselling services played an important role in helping them judge diligently what kind of friends they would associate with. It was further revealed by the respondents that guidance and counselling services provided to pupils were highly responsible for enhancing pupils personal wellbeing, understood the value of time as such enabled them accomplish tasks on time and lived health lives by restraining from drug abuse and other vices that would destroy or put their lives at stake.

Besides this revelation, it was reported that pupils exhibited acceptable school, home and societal behaviours. Findings are similar to the study conducted by Hossain and Faisal (2013) who established that guidance and counselling programmes in secondary schools had significant influence on improving discipline among the pupils. Guidance and counselling services were further perceived to have enabled pupils be focussed in life by setting goals and to be determined to live a life that was in accordance with the goals they set. In this sense, guidance and

counselling had aided pupils in to prepare them for future responsibilities and have a positive outlook of life in general.

OBJECTIVE TWO

5.3 FACTORS ASSOCIATED WITH PERCEPTIONS HELD BY TEACHERS AND LEARNERS ON THE PROVISION OF GUIDANCE AND COUNSELLING SERVICES.

The study revealed that five schools in which the study was conducted, the provision of guidance and counselling services were very much needed. This was realized after the majority of the participant 141(88.1) gave yes response to the question on whether learners perceived guidance and counselling services as important. In addition, some participants also who participated in the study said that they recognized the importance of guidance and counselling and teachers provided guidance and counselling services to learners by giving advice to them and helping them, sort out their problems even though some learners failed to take the teachers advice . This was revealed when some participants 19(11.9) said that guidance and counselling services was not considered important in school. The study also revealed that the provision of guidance and counselling in schools helped learners to reform in their bad characters and developed interest in some careers .The study also released that guidance and counselling services helped learners in the total development of a pupil and contributes to healthier learning environment, it helped learner to choose their future career, to be disciplined in school and at home and helps them to make better adjustments to situations in school and home.

In addition Dyke (2001) argues that lack of guidance and counselling services in school disadvantages learners in terms of career interest, self-aware ness and character formation. Furthermore, guidance and counselling services helps pupils meet their therapeutic needs by helping them to make decision or place for any form of change. Learners also in response to the question concerning sought for guidance and counselling services in schools, the study revealed that 120(80%) of the pupils that participated in the study were aware of guidance and counselling, that was why they sought for it while 30 (20%) of the participants reported to never sought for guidance and counselling because they were not aware of it and they never benefited from the services.

The above information was of great concern as guidance and counselling services are meant to benefit all the learners in schools for them to attain their full potential in their education areas. Not only that guidance and counselling services helps in moulding learners into responsible citizen of society.

OBJECTIVE THREE

5.4 CHALLENGES LEADING TO THE CURRENT PERCEPTIONS HELD BY TEACHERS AND LEARNERS ON THE PROVISION OF GUIDANCE AND COUNSELLING SERVICES

From the findings of the study, it was revealed that perceptions on guidance and counselling services were heavily hindered by challenges. According to the responses given by 128(75.3%) participants, five head teachers, five guidance teachers and 119 pupils, 128 (81.0%) participants reported that they had faced challenges in the provision of guidance and counselling service while 30 (19.0%) participants indicated that they did not face challenges. As sated earlier on, guidance and counselling services comes with a lot of challenges and the following were some of the challenges found in the study.

A number of challenges faced by pupils were indicated by pupils themselves, guidance and counselling teachers and head teachers in secondary schools. The study revealed that all the three categories of respondents reported that pupils in secondary schools face numerous challenges that need guidance and counselling services. The study further revealed that guidance and counselling teachers also reported that pupils in schools were facing a lot of challenges. Head teachers also confirmed this scenario during the interviews. For example, one head teacher said,

“It is obvious that everyone experiences some challenges in life and may require help from the more experienced person. This is the same with our pupils. They are experiencing most of the things in life for the first time and are away from their parents so they face many challenges.”

Non availability of guidance and counselling materials in schools for effective execution of guidance and counselling services to the pupils led to negative perceptions on guidance counselling services. The findings above were in line with those of a study by Nkhata (2010)

conducted in the selected boarding schools in Southern Province. It indicated that there was need to improve on guidance and counselling materials and other resources such as guidance rooms and other guidance materials. But Tuchili (2008) in a study conducted in Lusaka District indicated that various materials and guidance rooms were available. Tuchili further indicated that schools were prepared to offer necessary guidance and counselling services to learners. The contradiction between these two studies might be due to the fact that Lusaka is the urban area, therefore many things in most schools were in place as opposed to rural schools such as these visited in Kaputa District.

The non-availability of guidance materials is a great challenge; lack of parental involvement and other stakeholders also is another challenges in the provision of guidance and counselling services for the successful provision of guidance and counselling, it should involve teachers, parents and the whole community. This suspect is lacking at the moment leaving the whole responsibility to the few trained and untrained teachers to handle the big number of pupils in need of help in their educational endeavours and this should be looked into by the concerned authorities with the much need attention it deserves. In addition, school guidance and counselling was not timetabled which made guidance teachers to have little or time to provide guidance and counselling services to pupils. In order to provide guidance and counselling and services to pupils, teachers find or make their own time table which can accommodate guidance and counselling program in school.

The findings obtained from the interview which was conducted among pupils, guidance teachers and head teachers reported that;

“Most teachers were just seconded as guidance and counselling teachers. They had never been trained as guidance teachers hence; they lack adequate skills to perform the duties of a qualified guidance teacher.”

The above observations by teachers were in line with the findings of the study by Makumba (2013) that many teachers offering guidance and counselling services in schools were not qualified and one would wonder how beneficial such services were to learners since the providers were not well equipped to deliver quality guidance and counselling services.

Lack of qualified staff, in the school where study was conducted showed that guidance and counselling services were handled by unqualified teachers with no skill to offer it. Teachers were just appointed locally as guidance teachers by the school administration to assist in providing guidance and counselling services in the school. This not good at all because teachers just their experience to offer the services and yet they lack expertise to provide the services. Lack of officer or rooms for guidance and counselling purposes was another challenge faced in the provision of guidance and counselling. The study showed that most school shared offices with no specific room where to conduct guidance and counselling. This challenge makes pupils to fail to seek for the services because there was no secrecy when expressing their problem to their counselling. The school curriculum also does not include guidance and counselling which makes a teacher fail to plan for the services because nowhere to base this has resulted in poor services delivery in school.

With the challenges which were faced in the provision of guidance and counselling services in selected secondary schools, the study felt that there were need to have enough material in place so that guidance and counselling could be run smoothly and no services could be provided effectively in the absence of adequate and appropriate teaching and learning materials. Hegarty (1998) states that effective teaching and learning of any kind in an institution much depends on availability of educational resources to facilitate the provision of guidance and counselling services. Infrastructure (guidance rooms) should be readily available as well as to support the smooth run of guidance and counselling services. These founding were consisted with those of Nkhata (2010) who found that guidance and counselling provisions must depend on some factors which will help meet daily challenges faced by pupils in their learning.

According to Farrant (2008) in-services training should be facilitated to help meet the challenge of unqualified teachers. It was also suggested that enough competed teachers were needed to effectively provide guidance and counselling service to meet the needs of pupils in school.

There was also need to include guidance and counselling on the school time table and support from the administration and the government in order to provide guidance and counselling services. The government's support and support from the administration was very much needed in the smooth run of guidance and counselling. The local authority at district level as direct interpreters of the national policies at their levels should be committed to the guidance and

counselling provision by adhering to policies and guidelines given (Gerler & Herndon 1993). The mind-set of pupils, teachers and other stake holders needed to be adjusted in order to accommodate the role of guidance and counselling and also to facilitate the affective learning of pupils so that they grow as responsible people who would be able to contribute positively to the society and to the national development (Zambia journal 2011). By doing all these, guidance and counselling services were going to be perceived as an important activity in secondary schools.

5.5 SUMMARY

This chapter discussed the findings of the study which aimed at establishing perceptions of teachers and learners on the provision of guidance and counselling services in selected secondary schools in Kaputa District. The findings of the study were in line with the study objectives. The findings were obtained from teachers and learners. The guidance and counselling services provided in schools had a range of types such as educational psychological, spiritual as well as social counselling. Through the provision of such services, learners indicated that they perceived guidance and counselling services as very important and beneficial in transforming their lives as better learners. Despite such benefits some challenges were also noted which associated with the perceptions held by teachers and learners, such as lack of enough materials and lack of qualified staff among others. This chapter therefore demonstrates that the provision of guidance and counselling services in secondary schools in Kaputa District is not effective. The next chapter therefore concluded the dissertation and made recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 OVERVIEW

This chapter covers the conclusion and recommendations of the study. The study was conducted to investigate the perceptions of teachers and learners on the provision of guidance and counselling services offered in selected secondary schools in Kaputa District.

6.2 CONCLUSION

The findings of this study established that, there were various services provided to pupils in Guidance and counseling services and that these had some significance on the learners. This was followed by responses which indicated that, among the services offered were educational, health or therapeutically, personal and vocational guidance and counselling services.

The schools in Kaputa District were aware of guidance and counselling services and such services were provided to the learners. However, some learners felt that they did not benefit from the services hence, they held negative perceptions because of lack of awareness programme concerning with the benefits of guidance and counselling and that contributed to negative perceptions. Further, the study revealed that school counselors did not keep confidentiality and pupils believed that their guidance teachers had not been effective advocates in the area of guidance and counseling to benefit them, hence did not see such services to be important.

On the objectives concerning challenges faced in the provision of guidance and counselling services, the study revealed that, there are many challenges faced in the provision of guidance and counselling services which affected quality service these included, lack of funds, lack of materials, lack of counselling offices, insufficient number of guidance teacher and the use of untrained teachers in the provision of guidance and counselling services. Therefore, it can be concluded that, the provision of guidance and counselling services in selected secondary schools in Kaputa District did not effectively save their intended purpose in the career development of the learners. Much was needed to be done to improve the quality delivery of the service.

6.3 RECOMMENDATIONS

The government of the republic of Zambia through the Ministry of General Education should:

1. Collaborate with the private sector, NGOs and other stakeholders to come up with guidance and counselling policy awareness programme in secondary schools.
2. Create positions of qualified guidance teachers who can help learners to perceive guidance counselling services as important in secondary schools.
3. Devise a deliberate training policy to ensure that all school counsellors receive training.
4. Work together with a local community and other stake holders to invest in the guidance reference materials, just the way it has invested in academic textbooks.
5. Ensure that guidance sections are monitored regularly by guidance standards officers so that some challenges are identified and addressed early.

6.3 Areas of Further Research

Arising from the research findings, some aspects of school guidance require further research.

These include:

1. An investigation of the extent to which goals of guidance and counselling policy are being met in boarding and day secondary schools.
2. An investigation of school counsellors' involvement of parents and community in the school guidance and counselling in secondary schools in Zambia.

REFERENCES

- Achebe. C.C (1986).*The role and responsibilities of secondary school principals in the school guidance and counselling programme*. The Nigeria Journal of guidance and counselling 2(1).
- Allan.S and Garry .J(2011)Perception, attribution and judgement of others. Organizational behaviour; Understanding and managing life at work,vol,7
- Ball, B (1984).*Career counselling in practice*. Great tower of Britain. Taylor and Francis printers.
- Brown,J (1999). *Does guidance have a future? Notes towards a distinctive position*. British Journal of guidance and counselling. Vol, 27(2) PP275-282.
- Baker,S.B(1996)School counselling for the Twenty first Century.Englewood Cliffs,NJ Prentice Hall
- Burks, H.M and stefflire, B (1979).*Theories of counselling*. New York: McGraw-Hill.
- Bandura.A (1963).*Social learning theory*. New Jersey Prentice Hall.
- Berger, K. S (2001).*The developing person through lifespan*. New York: Worth publisher
- Carl, R (1963). *The concept of the fully functioning person*, psychotherapy: Theory, research and practice, 1(1), 17-26
- Cochran,L(1997)Career counselling;A narrative approach, thousand oaks, CA; Sage publications.
- Child, D (1986). *Psychology for the child*. London: Siage
- Castilo, D (1978). *Teenagers and their problems*, Nairobi: Focus publishers Ltd.
- Corey, G (2005). *Theory and practice of counselling and psychotherapy*. London; Thomson.
- Cresswell, J. W (2002). *Education research: Planning, conducting and evaluating qualitative and quantitative research*. New Jersey. Merril practice hall.

- Dogan, S (1999).“*The historical development of counselling in turkey*”. International journal for the advancement of counselling. 22:51-67
- Dyke, A (2001). *HIV/AIDS Care and counselling: A multi-discipline approach*, Cape Town Hantiveties.
- Denga, A.1 (2001). *Guidance and counselling in school and non-school settings 2nd ed.* Port Harcourt double diamond publications.
- Encyclopedia (2012).Encyclopaedia Britain.
- Farrant, J. S (2008).*Principals and practice of education*. London: Longman.
- Gerler, E.R and Herndon, E. Y (1993). *Learning how to succeed academically in middle school*. Elementary school Guidance and counselling, 27 (3), 186-197.
- Gerler, E.R (2001). *Elementary school counselling research and the classroom learning environment*. Elementary school guidance and counselling, 20 p39-48
- Gichinga, E. M (2007).Counselling in the African context: A Counselling. Nairobi: GEM counselling services.
- Green, A.T (1989). *Fields of teaching and educational services*. New York. Harper & Row publishers.
- Hossain, S and Faisal, R.A. (2013). *Guidance and Counselling Services in Schools of Bangladesh: An Exploratory Study*, In International Journal of Sciences and Research, Vol.2, issue 10, October 2013. Pp. 132-137.
- Hergarty, S (1998). *Educating children and young people with disabilities: Principles and the review of practice*. Paris: UNESCO.
- Hergenham, T. M (1988).*The reality of counselling*. London: Sage.
- Hudesman, J (1986), *counselling in school; essential services and comprehensive programme*. Needham: Allyyn & Bacon.

- Kochhar, S.K. (2010). *Educational and Vocational guidance in secondary schools*. New Delhi. Sterling publishers pvt ltd.
- Kombo, K and Tromp, L. A (2006). *Proposal and thesis writing*. Nairobi: Paulines publications, Africa.
- Kasonde, S. N (2013). *Writing a research proposal in education research*, Lusaka: UNZA press.
- Kasonde, S. N, Ndhlovu, D and Phiri, J. T (2009). *Impact of guidance and counselling services on high school pupils in Zambia*. Unpublished Research, University of Zambia, Lusaka.
- Leedy, P. D and Ormrod, J. E (2005). *Practical research: Planning and Design, 8th Ed*. New Jersey Pearson Merrill Prentice Hall.
- Ministry Of Education (1996). *Educating our future: National Educational Policy*, Lusaka. MOE
- Ministry Of Education (2011). *The Education Act 2001*, Lusaka: Government Printers.
- Ministry Of Education (2016). *School guidance and counselling strategy.2017-2022*.
- Ministry of Education Science Vocational Training and Early Education. (2012). *Annual School Census for 2011*. Lusaka: Author.
- Makumba, C. E (2013). *The status of guidance and counselling in selected basic schools in Mumbwa District*. Unpublished MED dissertation, University of Zambia, Lusaka.
- Mweemba, B. M (2016). *Pupils perceptions of guidance counselling services offered in selected secondary schools of Mazabuka District*. UNZA, Zambia.
- McMillan, J. H and Schumacher, S (2001). *Research Education: A concept introduction, 5th Ed*, New York: Longman.
- Musenge, A (2016). *Nature of career guidance collaboration between school and industry: The case of selected secondary schools in Lundazi District of Eastern Province, Zambia*.

- Mwape, J (2015). *Nature and benefits of guidance and counselling services offered in selected secondary schools in Mansa District, Zambia*.
- Mutie, E and Ndabuki P (1999). *Guidance for schools and colleges*, Nairobi. Oxford University.
- Ndhlovu, D (2015). *Theory and practice of guidance and counselling*. University of Zambia.
- Nayak, A. K (1997). *Guidance and Counselling*. APH Publishing Co-operation.
- Nkhata, L (2010). *Guidance and counselling services in boarding schools in Southern Province, Zambia*. Unpublished dissertation: UNZA, Lusaka.
- Schultz, D. P (1989). *Theories of personality*. New York: Brooks Publishing Company.
- Schmit, J and John, J (1996). *Counselling in schools, 2nd Ed*. Needham Heights, MA: Simon and Schuster.
- Tuchili, A.M, (2008), *Evaluation of school guidance and counselling services provision in selected schools in Lusaka District*. A dissertation submitted to the University of Zambia.
- United Nation Organisation (1989). *Convention on the Rights of Children*, Resolution 44/25 of the General Assembly, Geneva: UNO.
- UNESCO (2002). *New roles and challenges for Guidance and Counselling*. Paris: Iac.
- UNESCO (2000), *Module 2. Guidance and Counselling Programme Development*, Bostwana.
- Witmer, J. M (1990). *Consultancy on establishing guidance and counselling*.
- Watts, A. G and Kidd, M. M (2000). *Guidance in the United Kingdom: Past, present and future*. British Journal Jar. G. C. Vol 28.No4 Bastingstoke, UK: Carfax publishers.
- Zambia Journal of Education (2011). *Volume 3, Number 1, University of Zambia*, Lusaka.
- Zambia Daily Mail, February 25, 2018.
- Zambia Daily Mail, September, 2015 (statement of the problem).

APPENDIX A- INTERVIEW GUIDE FOR SCHOOL HEADTEACHERS

Dear participants,

I am Mushota Janet, a postgraduate student at the university of Zambia and the Zimbabwe Open University collecting information on teachers and learners perceptions on guidance and counselling services offered in secondary schools.

The information you will give is strictly confidential for academic purposes. Do not write your names on the questionnaire to guarantee anonymity.

NOTE: TICK your response and write view on questions which require your explanation.

Gender of headteacher_____ male female

Qualification_____ (a) certificate (b) Diploma (c) Degree (d) Masters

Age_____ 20-30 31-40 41 and above

1. Is your school providing all the types of guidance and counselling services as demands by the current curriculum framework of 2012? Yes_____ No_____
2. If your response to question 1 above is No, state the specific types of guidance and counselling services offered by your school.
3. How are guidance and counselling services provided in your school? Explain.
4. Do pupils at this school, access guidance and counselling services offered?
5. Are there challenges pupils face in accessing guidance and counselling services? Yes_____ No_____
6. If your response is yes in question 5, what challenges do pupils face in accessing guidance and counselling services?
7. What should be done to solve the challenges faced by pupils in accessing guidance services?
8. How do pupils perceive guidance and counselling services offered to them in your school?

THANK YOU FOR YOUR TIME AND INFORMATION

APPENDIX B: INTERVIEW GUIDE FOR GUIDANCE TEACHERS

Dear participants,

Dear participants,

I am Mushota Janet, a postgraduate student at the university of Zambia and the Zimbabwe Open University collecting information on teachers and learners perceptions on guidance and counselling services offered in secondary schools.

The information you will give is strictly confidential for academic purposes. Do not write your names on the questionnaire to guarantee anonymity.

NOTE: TICK your response and write view on questions which require your explanation.

Gender of guidance teacher _____ Male Female

Qualification _____ (a) certificate (b) Diploma (c) Degree (d) Masters

Age _____ 20-30 31-40 41- and above

1. What types of guidance and counselling services are offered to pupils? _____
2. From the types you have highlighted above, explain the major activities that your guidance office avail pupils with _____
3. How are pupils guided and consented at this school? _____
4. Are there any challenges faced by pupils in accessing guidance and counselling services?
Yes No
5. What are some of the challenges pupils encounter in accessing guidance and counselling services? _____
6. What challenges do guidance and counselling teachers face in delivering guidance services to the pupils in your school? _____
7. How should such challenges mentioned in questions 5 and 6 above be solved? _____
8. Are there any benefits that pupils achieve through the provision of guidance and counselling services? Explain _____
9. How do pupils perceive guidance and counselling services offered to them?

THANK YOU FOR PARTICIPATING IN THE STUDY

APPENDIX C: QUESTIONNAIRES FOR PUPILS.

Dear participants,

I am Mushota Janet, a postgraduate student at the university of Zambia and the Zimbabwe Open University collecting information on teachers and learners perceptions on guidance and counselling services offered in secondary schools.

The information you will give is strictly confidential for academic purposes. Do not write your names on the questionnaire to guarantee anonymity.

NOTE: TICK your response and write view on questions which require your explanation.

1. What is your gender_____ Male Female
2. What is your age range?_____ 10-15yrs 16-20yrs 21 and above
3. Are there any types of guidance and counselling services provided in your school? Yes
No
4. If the response in question 3 above is yes, state the types of services offered in the School_____
5. Where do you receive and access guidance and counselling services from?
6. Are you comfortable with the location and place where you receive guidance and counselling services from? Yes No
7. If your response to question 6 is No, explain your reasons
8. What guidance and counselling materials are available in the school?_____
9. Do you think the guidance and counselling materials available in the school are sufficient and appropriate? Yes No
10. State any other challenges you face in accessing guidance and counselling services in your school?
11. What would you suggest to be done to help solve or curb the challenges pupils facing accessing guidance and counselling services.
12. Do you perceive guidance and counselling services provided by the school beneficial to pupils? Yes No

13. Explain how you perceive guidance and counselling services which are offered to pupils in this schools?

14. Can guidance and counselling help pupils adapt easily to the school environment?

Yes No

15. In which way has guidance and counselling services helped you in various aspects of your life?

THANK YOU FOR TAKING PART IN THIS STUDY.

