

**COUNSELLING SERVICES RECEIVED IN SCHOOLS AND THEIR
RELATIONSHIP WITH STUDY HABITS AND INTERPERSONAL
RELATIONSHIPS OF LEARNERS FROM DIVORCED PARENTS IN
LIVINGSTONE DISTRICT, ZAMBIA**

BY

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Zimbabwe Open University, in Partial Fulfilment of the Requirements for
the Award of the Master of Science in Counselling.**

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DECLARATION

I, **Lubasi Precious** do hereby declare that this dissertation presents my own work and that it has not been previously submitted for the award of a masters or any other qualification to the University of Zambia or any other University. All references have been acknowledged.

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Date:

APPROVAL

The University of Zambia approves this dissertation of Lubasi Precious as fulfilling part of the requirements for the award of a Degree of Master of Science in Counselling.

Signature

Date

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DEDICATION

I dedicate this work to my Husband Billy Zulu, my children Chikondi, Favour and Likezo Zulu and parents Mr and Mrs Lubasi, who have supported me throughout this journey. God bless you.

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My sincere gratitude goes to my supervisor Dr. D. Ndhlovu for the advice and efforts to ensure that this research was a success. I also thank my family especially my husband for being a support system. Lastly, but not the least, a big thanks to my course mates and Lecturers for encouraging me. May the Almighty God protect and keep you safe always. God bless you all.

ABSTRACT

The study sought to establish the relationship counselling services and study habits and interpersonal relationships of learners from homes of divorced parents in Livingstone District Zambia. The objectives of the study were to: identify the types of counselling services received by learners who come from homes with divorced parents they receive in schools, determine the relationship between the counselling services received in schools by learners and their study habits, and determine the relationship between the counselling services received in schools by learners and their interpersonal relationships. The study adopted a correlational study design. The population of the study was 276 pupils with their guidance and counselling teachers. The sample size 80 comprised of 72 learners and 8 guidance and counselling teachers from the 4 schools selected in Livingstone. A semi-structured questionnaire was used to collect quantitative and qualitative data and a semi-structured interview guide was used to collect qualitative data. Data was analysed using quantitative and qualitative tools. Statistical Package for Social Science (SPSS) and MS Excel were used to analyse quantitative data Pearson's Chi-square was used to understand the relationship between the independent variable (counselling services received) and dependent variables (study habits and interpersonal relationships.). Qualitative data from school counsellors was analysed by using thematic analysis: Familiarization, generating initial codes, searching for themes, reviewing the themes, defining and naming the themes and finally writing the report. Findings showed that there was a relation between counselling services and study habits and interpersonal relationships of learners coming from homes of divorced parents. In addition, it revealed that in all the four schools sampled, only one guidance and counselling teacher was trained, it therefore recommended that guidance and counselling teachers should be deployed in public secondary schools with the sole responsibility of providing guidance and counselling services to all learners inclusive of the learners coming from homes of divorced homes.

Keywords: *Study Habits, Interpersonal Relationships and Counselling Services.*

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CRONYMS

G and C	:	Guidance and Counselling
NS	:	Nalituwe Secondary
S.M.S	:	St Marys' Secondary
S.R	:	St Raphael's' Secondary
D.L	:	David Livingstone Secondary
GT	:	Guidance Teacher

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents background of the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, the conceptual framework, delimitation and limitations of the study and definitions of terms.

1.1 Background of the Study

Guidance and counseling activities in schools Joel (2019) alludes to it that guidance and counselling services have been found to improve learners' academic performance. Learning behaviors and academics achievements are greatly dependent on a family as they are the primary environment that children are exposed to. In a home, parents are the first and continuing educators of their children (Ndhlovu, 2004). As such divorce of parents can have adverse effects on a child's academic achievement, self-esteem, emotional life, study habits, and social relationships (Alubokin & Akyina, 2015). Joel (2016) states that parental separation in Kenya made children experience lower psychological wellbeing, which in turn negatively impacted their achievements in education. There is need therefore, to determine the relationship between counselling services received in schools and study habits and interpersonal relationships of learners who come from homes whose parents have divorced.

Study habits include good and bad study habits. Good study habits include studying in a quiet place, studying daily, turning off devices that interfere with study (such as TV and mobile phones), taking notes of important content, having regular rests and breaks, listening to soft music, studying based on own learning style, and prioritizing the difficult contents (Ebele & Olofu, 2017). Some of the worst study habits include procrastination, evading the study, studying in inappropriate conditions, and loud sound of music and television during studying (Siahi & Maiyo, 2015). Study habits are the most important predictor of academic performance and research has revealed that study habits affect academic performance (Kyauta & Shariff, 2017).

The concept interpersonal relationships needs to be understood in the context of Interpersonal Relationships (AIR) scale by Bracken, (1993) which was designed to assess the five interpersonal relationships that are most important to children and adolescents (i.e., mother, father, male peers, female peers, and teachers). AIR items were written to assess important relationship characteristics that include: companionship, emotional support, guidance, emotional comfort, reliance, trust, understanding, conflict, identification, respect, empathy,

intimacy, affect, acceptance, and shared values with their fathers, mothers, male peers, female peers and teachers.

Over the past years, divorce cases have escalated in number and are becoming common in Livingstone town in Southern province of Zambia. As a result, there was need to explore its effects of learners' academic performance in terms of study habits and their interpersonal relationships.

According to Kendall (2015), divorce is dissolving an existing marriage in a legal way. Zambia Daily Mail (2020) reported that over 20,000 marriages were dissolved countrywide in 2019. From the statistics above we can clearly see that a greater percentage of marriages in Zambia end in divorce yearly. Kachinga (2020) states that divorce rates have increased dramatically from 2017 to date. The highest cases of divorce countrywide were in Lusaka, Eastern and Western provinces each recording the highest cases of over 4,000 divorces. Southern province recorded 2,873 cases in which the major causes of divorce was extra marital affairs. Livingstone a tourist capital of Southern province has not been spared from a rise in divorce cases. According to Judge Musonda (2021) he states that everyday four to six couples visit the courts for divorce. That is 90% of cases every month. He further mentioned that Livingstone district in Southern province had the highest cases of divorce. Thus, out of the 3,219 cases that were recorded in 2020 in the province, 1,989 cases were from Livingstone district. In Ghana, the Demographic factors that contributed to divorce between couples In Ghana, these were; age gap, the couple's background, social and economic status, religion and also the inability to bear children as well as individuals and relationship factors (Clarke & Brentano 2008). In Zambia most divorce cases are caused by unfaithfulness, drunkenness, violence, culture interference and finances, other causes include adultery, wife battering, selfishness, barrenness or impotence and social or economic pressure (Kalamazoo, 2010).

On the basis of this background, it is necessary to conduct an action research in order to explore counselling services and their relationship to study habits and interpersonal relationships of learners coming from divorced homes. There was need therefore, to determine the counselling services received in schools and their relationship to study habits and interpersonal relationships of learners who come from homes whose parents have divorced.

1.2 Statement of the Problem

The statistics from the local courts office Zambia recorded 28,101 divorces across the country's ten provinces (Musica:2017) Children whose parents have divorced usually experience poor academic achievement due to the low self-esteem, emotional problem, poor study habits, poor performance at school and poor social relationships, (Alubokin & Akyina 2015). However, guidance and counselling has been found to help clients in many ways including behaviour modification (Tuchili & Ndhlovu,2016) The question is, what is the relationship between counselling services received in schools and study habits and interpersonal relationships of learners who come from homes whose parents have divorced? There is need therefore, to determine the relationship between counselling services received in schools and study habits and interpersonal relationships of learners who come from homes whose parents have divorced.

1.3 Purpose of the Study

The purpose of the study was to investigate the relationship between counselling services received in schools by learners from divorced homes, with their study habits and interpersonal relationships of their fathers, mothers, male peers, female peers and guidance teachers in selected schools in Livingstone district.

1.4 Research Objectives

- i. To identify the types of counseling services received by learners who come from homes with divorced parents receive in schools.
- ii. To determine the relationship between the counseling services received in schools by learners and their study habits.
- iii. To determine the relationship between the counseling services received in schools by learners and their interpersonal relationships.

1.5 Study hypothesis

The following are the null hypotheses that the study aimed at confirming:

- i) There is a relation between learners receiving counselling services and their study habits.
- ii) There is a relationship between learners who received counselling services and their interpersonal relationships with their fathers, mothers, peers and teachers.

1.6 Research Questions

- i. What types of counseling services do learners who come from homes with divorced parents receive in schools?
- ii. What is the relationship between counselling services received in schools by learners and their study habits?
- iii. What is the relationship between counselling services received in schools by learners and their interpersonal relationships?

1.7 Significance of the Study

This study may assist providers of counselling services in schools to ascertain the type of counselling services that can be useful in improving study habits and interpersonal relationships of learners from homes with divorced parents. It may also stimulate interest for further research on the topic. The results may also add new knowledge on the types of counselling services that can be useful in improving study habits and interpersonal relationships of learners who come from homes with divorced parents.

1.8 Conceptual Framework

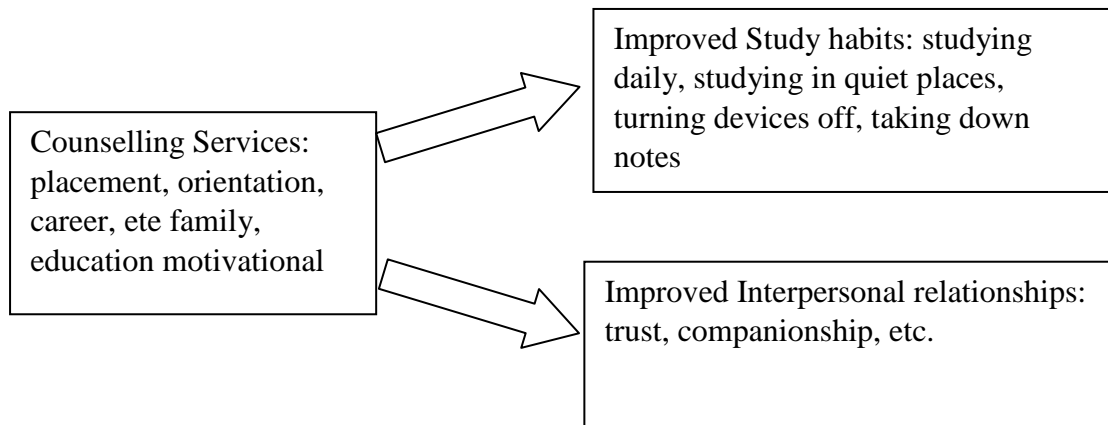


Figure 1: Conceptual Framework- Relationship between Counselling Services and Study Habits and Interpersonal Relationships

1.9 Scope of the Study

This study was done in Livingstone urban in five selected public secondary schools. The schools were chosen because the large numbers of learners who come from homes with divorced parents can be representative of the problems faced by such children.

1.10 Limitations of the Study

While correlational studies can suggest that there is a relationship or no relationship between two variables, they cannot prove that one variable causes a change in the other. Similarly, Asamoah (2014) points out that correlation does not imply causation.

The study was concentrated on public secondary schools situated in the urban town of Livingstone. This means the data obtained was inadequate to represent for inference to all secondary schools in Southern Province. The population of the study was comprising students from divorced families and guidance teachers. The information to be obtained was expected to be inadequate due to the fact that some learners were not willing to respond to questionnaires.

1.11 Definition of Key Terms

Counselling is a collaborative process that involves the development of a confidential professional relationship that focuses on personal problem solving

Counselling services refer to placement, orientation, career, family, behavioural, motivational, interpersonal, educational, grief of divorce, moral and religious, social and pupil peer counselling services.

Interpersonal relationship shall refer to the five interpersonal relationships areas that are most important to children and adolescents (i.e., mother, father, male peers, female peers, and teachers). The five areas are assessed against companionship, emotional support, guidance, emotional comfort, reliance, trust, understanding, conflict, identification, respect, empathy, intimacy, affect, acceptance, and shared values (Bracken, 1993)

Divorce is a judicial declaration dissolving a marriage in whole or in part, especially one that releases the marriage partners from all matrimonial obligations

Learner shall refer to a school going child whose parents are divorced.

Study Habits Shall refer to the habitual practices one uses to help them study and learn.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents the Literature review of what others have already written. It will help answer the research questions which are posed in the study. The study questions are as follows:

- i. To identify the types of counselling services received by learners who come from homes with divorced parents receive in schools.
- ii. To determine the relationship between the counselling services received in schools by learners and their study habits.
- iii. To determine the relationship between the counselling services received in schools by learners and their interpersonal relationships. The literature review gathered was analysed in the context of theoretical and conceptual framework.

2.1 Concept of Counselling Services

Counselling in schools is provided in order to assist students attain behaviours that may lead to achieving relatively high academic performance. It takes place in the context of a helping relationship in which the counsellor and the client work together to resolve a problem, change behaviour or foster personal growth and awareness (Kabir, 2017a). Counselling is therefore a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally, (ESbizie, et al., 2016). It is also regarded as a process in which clients learn how to make decisions and formulate new ways of behaving, feeling, and thinking Kabir, 2017b). Counselling is necessary in schools as it may assist minimize students indiscipline leading to a series of unrest, destruction of school property, vandalism, sexual abuse, killing and drug abuse. Its main goal helps students understand themselves while dealing with life encounters or experiences in a healthy manner. This is achieved by being able to recognize the factors that cause problems and looking for appropriate methods of resolving or avoiding the situations that may lead to unhealthy life styles (Salgong, Ngumi, and Chege, 2016). This shows that school counselling is necessary for minimizing effects of changes that occur in the life time of students. These changes included an increase in the number of single-parent families, divorce rates, issues of substance abuse, issues related to sexuality and reproductive health, especially among adolescent age group and various mental

health issues (George & Thomas, 2013). Schools provide various school counselling services aimed to ensuring that students in divorce situations are helped and attain a level of academic performance suitable to enable them have a relatively better life. Counselling services in schools are therefore considered as a central role of school counsellors (Thomas and Dey, 2020).

2.2 Type of Counselling Services Provided in Schools

Counselling services refer to placement, orientation, career, family, behavioural, motivational, interpersonal, educational, grief of divorce, moral and religious, social and pupil peer counselling services.

Family counselling helps when children are going through a hard time when their parents are faced with a divorce. Forming a new family is a challenge and it is at this point that many parents need support from school counsellors, who helps to build a stronger relationship between every member of the family and help the children in their academics especially their study habits (Varghese:2020).

2.2.1 Counselling Services and Learners coming from divorced Homes

Divorce is one of the causes of single parenting in societies (Child, 2014). Divorce can therefore be defined as a legal dissolution of marriage relation, any formal separation of man and his wife according to established customs, a complete separation of any kind (Child, 2014). It is also regarded as a legal dissolution of a marriage bond (Akanbi, 2014). Single family parenting which emerges due to divorce has become a concern as it affects the well-being of society. It is a new family pattern that emerges from the refusal of the marital relationship rather than the parental, and demonstrates the variety in the structure and form of the family without degrading its value (Babali et al., 2013a).

This new system of family structure as arising from divorce affects children's behaviour in the social and academic perspective. This is as a result of divorced individuals having higher levels of psychological distress, substance abuse and depression as well as lower levels of overall health as compared to their married counterparts (Scott et al, 2013). This entails that parental divorce exposes children to relatively high risk of experiencing grief, embarrassment, resentment, disappointment, intense anger and divided loyalty. This state of affair is usually associated with negative outcome in academic achievement, conduct, psychological adjustment, self-esteem and social relations. Therefore, children from divorced

families frequently have relatively lower academic achievement than children from non-divorced families (Alubokin and Akyina, 2015). Divorce is then one of the factors that may affect negatively the academic performance of children. Academic performance is the knowledge gained which is assessed through marks by teachers and/or educational goals set by students and teachers to be achieved over a specific period of time. These goals are measured by utilizing continuous assessments or examination results (Narad and Abdullah, 2016).

The counselling services received by learners in schools are of paramount to the development of any academic institution and nation. This implies that academic performance of students determines the success or failure of any academic institution (Narad and Abdullah, 2016b). It has a direct impact to the social-economic development of a country (Malik and Singh, 2016). Therefore, factors contributing to the improvement in students' academic performance have received much attention from researchers and educators (Ali et al, 2013). Counselling services provision is one of the factors which may lead to improvement of academic performance. These services may be better provided by parents, peers and school counsellors or guidance teachers. However, children from divorced families may lack the counsel of both parents as a result their academic performance may be affected negatively. It therefore, remains unclear if counselling has been provided to learners in the selected schools of Livingstone in Zambia from homes whose parents have divorced and the extent to which it has helped them to improve their academic performance.

Numerous studies shown divorce has damaging effects on children's well-being. Children from divorced parents carry heavy burdens which in most cases they fail to comprehend. Children who experience parental divorce have a tendency of externalizing their problems and mistaken goals through negative behaviours such as not cooperating in classroom or hurting others. They also have a tendency of internalizing their emotions by keeping to and hurting themselves (Mahmud, Yunn, Aziz and Amt, 2011). These externalities and internalities orientations generate negative development that may disturb focus of these children becoming valuable contributors in the learning process, thus impacting on their academic performance. It is also worthy knowing that dysfunctional families are a source children's involvement in serious problems such as prostitution (Nasir et al., 2011). School environment is regarded as a haven of security for children from divorced families. They expect to receive interventions to address their emotional needs. School environment may provide a strong, encouraging warm and secure relationship with a teacher. Faber and

Witenborn (2010), believes that a strong, encouraging, warm, and secure relationship with at least one biological parent or teacher, serves as a buffer from the risks associated with divorce and encourage resiliency.

2.3 Counselling Services and their Relationship on Study Habits

Study habit is different individual behaviour in relation to studying learners can have good or bad study habits. Good study habits include studying in a quiet place, studying daily, turning off devices that interfere with study (such as TV and mobile phones), taking notes of important content, having regular rests and breaks, listening to soft music, studying based on own learning style, and prioritizing the difficult contents (Ebele & Olofu). Some of the worst study habits include procrastination, evading the study, studying in inappropriate conditions, and loud sound of music and television during studying (Siahi & Maiyo). Study habits are the most important predictor of academic performance and global research has revealed that study habits affect academic performance (Kyauta, Shariff & Garba). One's study habit can greatly improve if it accompanied by counselling services that helps one improve and develop good study habits.

Pupils' study habits may be affected when their parents' divorce. However, parents need information from the school guidance about how to help their children succeed in school. This can be done by sending handouts at the beginning and middle of the school year offering tips on how to improve study habits (Berger:2000).

Maxwell, Eke and Adango (2020) did a study in Nigeria on the influence of guidance and counselling services on career choice and academic achievement of secondary school students in River State. A descriptive survey approach was adopted for this study based on the population of 66,164 respondents. A sample size of 399 was drawn using the Taro Yamen formula and a simple random sampling technique was used to selected respondents. Data were collected using a structured questionnaire with a four point rating scale designed to elicit information from respondents. Descriptive statistics using means, standard deviation, and Pearson Product moment correlation coefficient were used to analyse data. Z-test was also used in testing the null hypothesis at 0.05 level of significance. The findings were that there is no significant difference in the opinion of students or on the extent to which educational, vocational and personal social counselling services influence career choice and academic achievement in secondary school students in River State. The study then concluded that guidance and counselling services such as educational, vocational and personal social

counselling in school assist students to harmonise their abilities, interest and values and thereby help them to develop their full potential. The study recommended that schools should be supplied with sufficient manpower in terms trained counsellors who will be able to guide, direct and assist the students towards achieving their ultimate goals in life.

A study undertaken in Kenya by Owino (2020) on based on the assessment service delivery in guidance and counselling units in selected secondary schools in Eldoret municipality. An ex-post facto research design was adopted and target population were all secondary schools in municipality. A sample was obtained using both simple random sampling and stratified sampling techniques respectively. A total of 204 secondary school students (103 girls and 101 boys) from nine secondary schools, 41 teachers (14 male and 27 female) and the officer in charge of guidance and counselling in the District constituted the sample. All categories of schools were considered that is boarding and day; single sex and co-educational; public and private. Data were collected using a structured questionnaire (open and closed ended). Descriptive and inferential statistics were used for analysing and interpreting data. It was found that services delivered within these units varied. Physical and human resources were also not well distributed in all schools and that the type of schools did not have influence on services delivered. Each secondary school had its own guidelines on service delivery, though they were almost similar. The study recommended that more teachers in charge of guidance and counselling should be relieved of their teaching duties or their teaching loads reduced so that they devote more time to the service.

In Sudan, Hassan and Farah (2013) performed a study on guidance and counselling needs of secondary schools students from their point of view/feedback in Khartoum State. A descriptive research design used and data collected using questionnaire technique from a sample of 215 students from secondary schools. Data were analysed using SPSS from which results highlighted that various guidance and counselling needs are: guidance and counselling needs connected with problems are effective studying skills, managing my time better, how to study and listen, the guidance and counselling needs connected with social friend, dealing or relationship issue, getting involved in school activities, and guidance and counselling needs connected with psychological problems are: reducing test anxiety, concerns about smoking, helping myself gaining more self-confidence, stop feeling and or depressed, stop feeling stressed, dealing with anger.

Studies on guidance and counselling assisting secondary school students in Zambia were performed by scholars. Kabamba, Mudenda and Simui (2020) did a study to explore the status of guidance and counselling services in five public secondary schools in Chilanga district. A case study research design was employed in this study with a sample size of 27 participants. The participants comprise five head teachers, 10 guidance teachers, 10 pupils and two District Education Secretaries (DEBS). A purposive sampling technique was used to select the sample from secondary schools. The findings revealed Guidance and Counselling services available in schools are clustered within educational, vocational, personal, social and or therapeutic. It also revealed that the teachers and pupils were aware of Guidance and Counselling services, although much was needed for Guidance and Counselling services to be effectively implemented, so that it serves its intended purpose. The major challenges encountered in the implementation of Guidance and Counselling services included lack of funding, lack of offices for counselling, limited number of qualified guidance teachers and guidance teachers being subject teachers. Thus, it was recommended that the Ministry of General Education should come up with Guidance and Counselling policy that will guide the practice of Guidance and Counselling in schools, create positions of full time counsellors in secondary school, and devise a deliberate training programme to ensure that all school counsellors receive adequate training. Further, the Ministry need to invest in the guidance reference materials.

2.4 Counselling Services Received and their Relationship with Learners' Interpersonal Relationships

In order to understand relationship a context is needed. As such, an Assessment of Interpersonal Relationships (AIR) tool was used to help explain the elements of relationships. The Assessment of Interpersonal Relationships (AIR) (Bracken, 1993) was designed to assess the five interpersonal relationships that are most important to children and adolescents (i.e., mother, father, male peers, female peers, and teachers). AIR items were written to assess 15 important relationship characteristics culled and synthesized from the relationship literature, including: companionship, emotional support, guidance, emotional comfort, reliance, trust, understanding, conflict, identification, respect, empathy, intimacy, affect, acceptance, and shared values.

Peters (2016) said: “a person’s interpersonal difficulties will have difficulty relating to and bonding with relations, for example a child battling divorce will struggle with parent-child

relationships.” Thus it is important that schools offer counselling services such as interpersonal counselling to improve the learners’ interpersonal skills.

Helping learners in their interpersonal skills makes bonding between learners and their peers, teachers and parents to be smooth and of excellence.

2.5 Chapter Summary

The studies undertaken at regional and national perspectives took a broader perspective of secondary school students. The students were a mixture of those from divorced and non-divorced parents. However, this study concentrated on whether there is a relationship between counselling received in schools by learners whose parents divorced and their study habits and interpersonal relationships in Livingstone district. This is important due to the fact that divorce is one of the serious causes of poor academic performance. It affects the study habits and interpersonal relationships of learners thereby negatively affect academic performance of even the most intelligent student in schools. Divorce in Livingstone is on the increase and is affecting academic performance of students. It is important to obtain knowledge on the relationship between counselling received by learners and their study habits and interpersonal relationships with their parents, peers and teachers. Available literature however, still leaves gaps in terms of what relationship exist between counselling services received in schools by learners and their study habits and interpersonal relationships with their fathers, mothers, male peers, female peers and guidance teachers. It remains unclear if counselling has been provided to learners in the selected schools of Livingstone in Zambia from homes whose parents have divorced and the extent to which it has helped them to improve their study habits and interpersonal relationships.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents research design, target population, sample size, sampling technique, data collection instruments, procedure for data collection, validity, reliability and trustworthiness of the data collected including data analysis techniques.

3.1 Ethical Considerations

This study was ethically sensitive and adopted the standard ethics of social research and research ethics of the University of Zambia. As such, the following codes of conduct were followed. The respondents' names were not written on the questionnaires and the information collected was treated with strict confidentiality and for academic purposes only. The researcher, additionally obtained informed consent from each participant. This meant explaining to potential research participants the nature and purpose of research so that they could choose freely whether or not to become involved. The tenet of voluntary participation was observed as no participant was forced to participate in the research and participants were free to withdraw from the research at any stage. Objectivity and value neutrality was observed in that no answer was taken as being right or wrong, but each response was considered without bias, moralistic judgments and irrespective of the researcher's own opinions on the issue. Furthermore, the researcher obtained ethical clearance from the Ethics Committee of University of Zambia.

3.1.1 Validity

To ensure that the data collection instruments were measuring what was supposed to be measured in this study, the questionnaire and interview guide were checked by the researcher to ensure its validity. In addition, for further improvement, the questionnaire and interview guide were presented to the Supervisor who was also considered as research advisor.

3.1.2 Trustworthiness

Trustworthiness in qualitative research is an important research check so as to interpret in qualitative research so as to compare one informant's description of something with another informant description of the same thing (Guba and Lincoln, 1989). Now explain how you ensured trustworthiness.

3.1.3 Research Design

Since the study sought to establish relationship between counselling services received in schools by learners whose parents divorced and their study habits and interpersonal relationships with their fathers, mothers, male peers, female peers and guidance teachers, a correlational design was chosen. Correlational research design helps to describe in quantitative terms the degree to which two or more variables are related (Asamoah (2014).

Equally the study did not intend to conduct experiments but remain quantitative in nature, hence a non-experimental research design was appropriate. Therefore the Correlation design was used in this study. A brief description of the correlational design and justification for considering the correlational research design as appropriate for this study is also given.

3.1.4 Correlational Research Design

Correlational research design is a non-experimental quantitative design in which the researcher applies correlational statistics to measure and describe the degree of association among variables or sets of scores (Creswell: 2012). It helps to find relationships between the characteristics of the respondents and their reported behaviours and opinions (Marczyk et al., 2005). In relation to this study, it is appropriate because it helped to establish the relationship between the counselling services received and the two types of behaviour of the learners (i) study habits which included: studying in quiet place, studying daily, turning off interfering devices, taking notes of important content. And (ii) interpersonal relationships with their father, mother, male peer, female peers and guidance teachers.

3.2 Study Population

The study population comprised of all the 279 learners whose parents are divorced and their eight school counsellors. The learners have been included in the population because they are the focus of this study. According to Joel (2016) children from divorced homes are prone to adverse effects of divorce such as poor academic achievement, low self-esteem, poor study habits and poor social relationships. The eight school counsellors were included because they were the only ones (experts) in the office of school counsellor at the four schools. These schools were chosen because they had large numbers of learners who came from homes whose parents are divorced.

Table 1: Population of Learners from Homes whose Parents are Divorced

#	School	Number of learners
1	X	62
2	XY	98
3	Z	61
4	ZY	58
	Totals	279

3.2.1 Sample Size

The sample size was 80, comprising of 72 learners and eight school counsellors (two from each of the four schools). This sample size was selected using the 10 percentage formula Meaning ten percentage of the numbers of learners from each school, hence comprising of 72 learners.

3.2.2 Characteristics of Pupil Respondents

It became necessary to understand the gender of the respondents. As such table 2 shows their characteristics by school and gender.

Table 2: Gender of Pupil Respondents Per School Sampled

Type of School	Number of Girls	Number of Boys	Totals
Day School	10	22	32
Single sex (girls)	20	0	20
Day school	04	06	10
Single sex	0	10	10
Grand Total	34	38	72

3.2.3 Characteristics of Guidance and Counselling Teachers Respondents

It also became imperative to show the characteristics of guidance teachers by gender and qualification. Tables 3 and 4 provides such descriptions.

Table 3: Gender of Guidance and Counselling Teachers

Category of Respondents	No of Female	No of Male	Total
Guidance Teacher	3	5	8

Table 4: Guidance Teacher Training Type

Certificate	Diploma	Orientation
0	1	7

3.2.4 Sampling Procedure

Simple random sampling procedure was used to select the sample using the ten percentage formula. As such a sample of 72 learners was selected from four schools. A raffle was conducted to select 72 learners from the respective school population. This was to provide each learner in the respective school whose parents are divorced a chance to be picked for the sample.

In the case of four school counsellors, expert purposive sampling procedure was used to select each of them. These are experts in providing counselling as such are suitable to provide data on the types of counselling services provided to learners who come from homes whose parents are divorced.

3.3 Instrument for Data Collection

Semi-structured questionnaires and interview guide were used to collect the data.

3.3.1 Semi-structured Questionnaire

The researcher made use of semi-structured questionnaires to capture data from the learners. The choice of semi-structured questionnaire was based on the desire to collect both qualitative and quantitative data from the learners. The document was developed in such a way the questions were progressive in line with the study questions.

3.3.2 Semi-structured Interview Guide

Semi-structured interview guide was used to collect data from school counsellors. The instrument was chosen because it allows for follow up questions.

3.4 Procedure for Data Collection

Questionnaires were distributed to learners in order to collect qualitative and quantitative data. Interviews were conducted with the school counsellors in order to triangulate with the data from the learners.

3.5 Data Analysis

Data was analysed using quantitative and qualitative tools. The following two different types of software were used; Statistical Package for Social Science (SPSS) Version 16 and MS Excel. While SPSS proved versatile in frequency analysis and establishment of relations between variables, it was inadequate in quantitative data analysis which resulted in the use of MS Excel. A combined use of the two software proved effective in generating the much needed data.

The Pearson's Chi-square was used to understand the association so as to determine relationship between the independent variable (counselling services received) and dependent variables (study habits and interpersonal relationships with the fathers, mothers, male peers, female peers and guidance teachers).

Qualitative data from school counsellors was analysed by using thematic analysis.

Thus, the following six steps in thematic analysis suggested by Braun & Clarke (2008) guided the study. Familiarization, generating initial codes, searching for themes, reviewing the themes, defining and naming the themes and finally writing the report shall be done in the process of data analysis.

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

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings based on the primary data collected from the field as portrayed in chapter three. It further provides a discussion that relates the data with that obtained from secondary sources of data. The analysis has been performed in line with the research questions.

4.1 Types of Counselling Services Received in Schools

The pupils were asked to identify the types of counseling services they received in schools, and it was found that they received placement, orientation, and career, religious and educational type of counselling services. Details are in figure 2.

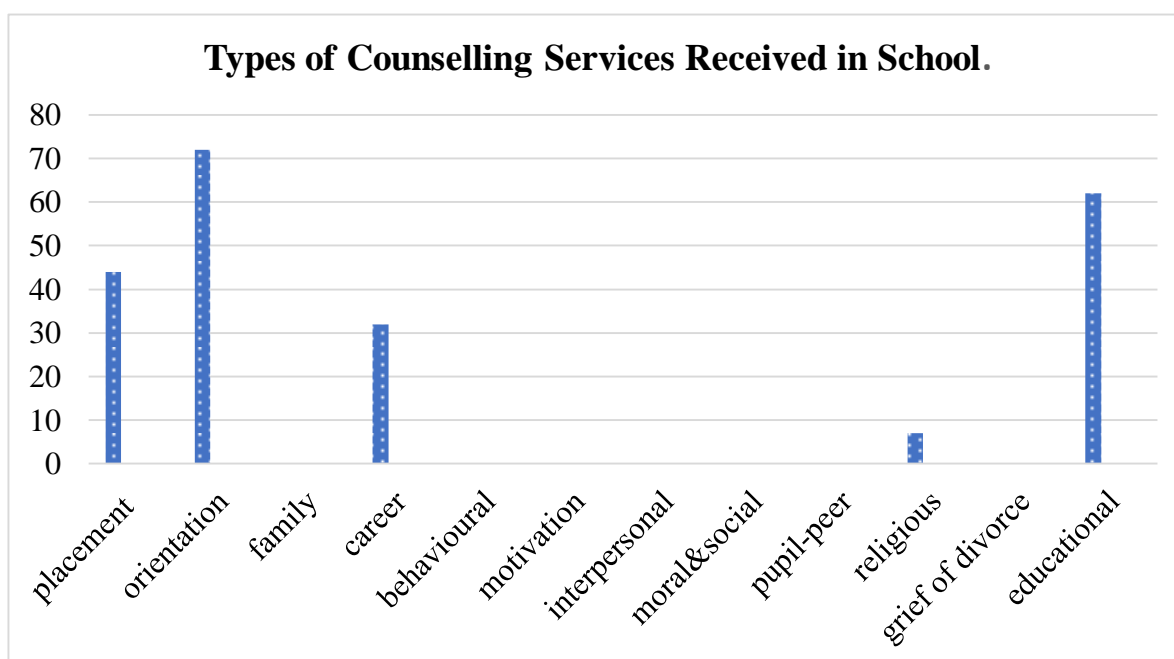


Figure 2: Bar Chart of Respondents on which Type of Counselling Service Received in Schools

Figure 2 shows the types of counselling services received in school according to the questionnaire from the pupil's respondents. The data reveals that from the 12 counselling services that are supposed to be offered in schools, only 5 counselling services were received, that is placement counselling where 40 out of 72 respondents agreed to have received the of counselling thus 56%. Orientation counselling all the 72 learners indicated to have received it, thus 100%, then career counselling 30 respondents agreed to have received it that is 42%, while religious counselling, only 7 respondents agreed to having received it, that's 10% and educational counselling 62 respondents agreed to have received it that is 86%. BUT for

family counselling, behavioural counselling, motivational counselling, interpersonal skill counselling, moral and social counselling, pupil-peer counselling and grief of divorce counselling all the respondents disagreed of having received these counselling services in the school.

When the guidance teachers were asked the types of counselling services they offer to pupils, they indicated that they only offered educational, placement, orientation and career counselling.

One of the guidance teachers **GT1** said:

“apart from educational, placement and career counselling I also offer religious counselling to my learners.”

The above data is in agreement with the pupil’s respondent’s data, it is clear that the sampled schools only offered educational, placement, orientation and career counselling and the other counselling services needed were not offered in the schools.

4.2. Relationship between Counselling Services Received in Schools by Learners and their Study Habits

Table 5 Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.000 ^a	8	.265
Likelihood Ratio	9.503	8	.302
N of Valid Cases	5		

a. 15 cells (100.0%) have expected count less than 5. The minimum expected count is .20.

From the chi-square above statistics which tested the relationship between counselling services and study habits, the p-value is more than the significance level of alpha of 0.05, In this case the p-value was 0.364 which is more hence the null hypothesis was rejected. This means that there is a significant relationship between the variables.

Pupil's Responses

The findings were that from the 72 pupil respondents 35 of them noted to have been helped by placement counselling in their study habits representing 49%, and 30 pupils noted to have been helped by Orientation counselling representing 42% and 42 respondents noted to have been helped by career counselling to improve their study habits representing 58% and 72 respondents noted to have been helped by educational counselling representing 100% Meaning out of the 11 counselling services that are to be offered in schools to the learners only the 4 helped the learners improve their study habits. This is illustrated in the figure 3 below:

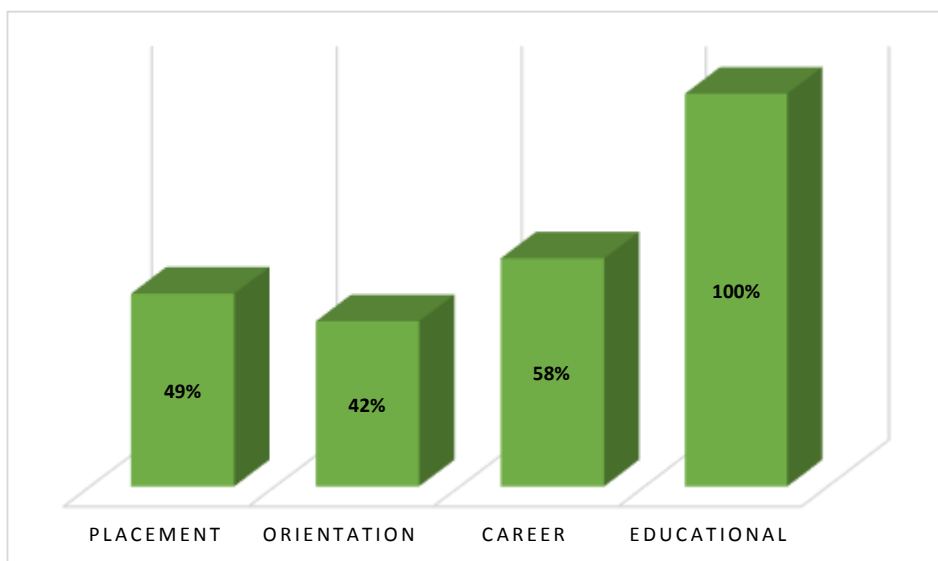


Figure 3: Counselling Services Received in Schools

Further table 6 to 9 below shows the other 7 types of counselling that could have helped learners to improve their study habits but were not offered in schools.

Table 5: Family Counselling

The table below show that from the data collected of how many learners received family counselling, all the learners indicated to have not received family counselling in their school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	0	0	0	0
	Disagree	42	58	58	58
	Agree	0	0	0	58
	Strongly disagree	30	42	42	100
	Total	72	100.0	100.0	

The table above shows that the family counselling service was not received by the learners in the sampled schools.

Table 6: Behavioural Counselling

The table below show that from the data collected of how many learners received behavioural counselling, all the learners indicated to have not received behavioural counselling in their school.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	0	0	0	0
	Disagree	4	6	6	6
	Agree	0	0	0	6
	Strongly disagree	68	94	94	100
	Total	72	100.0	100.0	

The table shows that all the 72 learners did not receive the behavioural counselling from the sampled schools.

Table 7: Interpersonal Counselling

The table below shows that from the data collected of how many learners received interpersonal counselling, all the learners indicated to have not received interpersonal counselling in their school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	0	0	0	0
	Disagree	4	6	6	6
	Agree	0	0	0	0
	Strongly Disagree	68	94	94	100
	Total	72	100.0	100.0	

Table 8: Moral and Social Counselling

The table below show that from the data collected of how many learners received moral and social counselling, all the learners indicated to have not received moral and social counselling in their school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	0	0	0	0
	Disagree	4	6	6	6
	Agree	0	0	0	0
	Strongly disagree	68	94	94	100
	Total	72	100.0	100.0	

Table 9: Pupil-Peer Counselling

The table below show that from the data collected of how many learners received pupil-peer counselling, all the learners indicated to have not received pupil-peer counselling in their school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	0	0	0	0
	Disagree	42	58	58	58
	Agree	8	12	12	12
	Strongly disagree	22	30	30	100
	Total	72	100.0	100.0	

Table 10: Religious Counselling

The table below show that from the data collected of how many learners received religious counselling, only 7 out of 72 learners indicated to have received religious counselling in their school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	3	3	3
	Disagree	3	4	4	7
	Agree	5	7	7	14
	Strongly disagree	62	86	86	100
	Total	72	100.0	100.0	

Table 11: Grief of Divorce Counselling

The table below show that from the data collected of how many learners received Grief of divorce counselling, all the learners indicated to have not received Grief of divorce counselling in their school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	0	0	0	0
	Disagree	4	6	6	6
	Agree	0	0	0	0
	Strongly disagree	68	68	68	100
	Total	72	100.0	100.0	

4.3.1 Guidance and Counselling Teacher Respondents on the Question of which Counselling Services offered helped Learners in their Study Habits.

When it come to the guidance teacher respondents on the question on which counselling services provided in school helped learners in their study habits? All the 8 respondents responded by saying educational counselling, career counselling and orientation counselling helped learners in their study habits, GT4 went on to say:

“We have a lot of counselling services that are supposed to be offered in our schools that are to help learners in their study habits, but we fail to offer them because of limited time plus most of us are not trained making it hard. Otherwise, if all the counselling services were to be employed and given to our learners from homes with divorced parents, there study habits would greatly improve without a doubt.”

GT2 said:

“ Madam, you know that we have so many learners coming from divorced homes, meaning that I feel family counselling would be the best for them more than the educational counselling that we are ever giving the learners. If only this service could be given in our schools by us guidance teachers, then we would have helped that learner from a broken home so greatly. But it different to offer this service because

of the lack of training that most of us don't have. I am in the guidance office but I was not trained as a guidance and counselling teacher, I was just seconded to run the office."

On the question of what bad study habits were observed in children coming from children of divorced parents by the guidance teacher respondents, this is what they said:

All the 8 guidance and counselling respondents mentioned of learners not studying daily and learners studying in noisy places as bad study habits observed.

GT 3 said:

"Madam, One of the most prominent bad study habit I have noticed from these learners is that of not studying daily, most of these learners

Skip study period or make noise throughout the study period, some even go to an extent of sleeping during the study period".

GT 1 said:

"I have noticed this bad study habit amongst these learners of not being focused and disturbing of friends during study sessions."

All the respondents when asked on what good study habits did the notice after providing counselling to the children of divorced parents, that they noticed they started studying daily and less of sleeping in class during study sessions but it was not much because more counselling was needed.

4.4 Whether there was a Relationship between Counselling Services and Interpersonal Relationships

In terms of whether there was a relationship between counselling services and interpersonal relationships of learners from homes whose parents divorced, it was found that there was a relationship. Thus, the chi-square test results (Table 12), it can be concluded that the variables are related. In this case the p-value was 0.378 which is more than alpha 0.05 significant level. As a result, we reject the null hypothesis to conclude that there is a relationship between counselling services and interpersonal relationship.

Table 12: Chi-Square Tests results

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.000a	14	.378
Likelihood Ratio	7.348	14	.920
N of Valid Cases	15		

From the pupil respondents the study also showed lower quality of relationships that is mother-child relationship and father-child relationship. From the questionnaire most learners indicated to have more trust and wanting companionship from their peers than their parents, hence the need of counselling services to help learners with interpersonal relationships.

The findings indicated a lower quality of relationships that is mother-child relationship and father-child relationship. The findings show that most learners indicated to have more trust and wanting companionship from their peers than their parents. Clearly showing that the learner's interpersonal relationships needed counselling so as to work on parent child relationship.

4.4.1 Below are Tables Showing Responses of Learners on their Interpersonal Relationships.

Table 13: Companionship (Who do you spend time with)

The table below shows the data collected from the learners over their interpersonal relationships on companionship thus who they spend time with, and the data indicated that all the 72 learners spent their time with their peers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	0	0	0	0
	Father	0	0	0	0
	Peers	72	72	72	72
	Teacher	0	0	0	100
	Total	72	100.0	100.0	

Table 14: Emotional Support

The table below shows the data collected from the learners over their interpersonal relationships on emotional support, and the data indicated that 2 learners got emotional support from their mothers, 22 learners from their fathers, 48 learners from their peers and 0 from their teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	2	3	3	3
	Father	22	30	30	33
	Peers	48	67	67	100
	Teachers	0	0	0	100
	Total	72	100.0	100.0	

Table 15: Guidance

The table below shows the data collected from the learners over their interpersonal relationships on guidance, and the data indicated 2 learners indicated their mothers, 11 their fathers, 52 peers and 7 from their teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	2	3	3	3
	Father	11	15	15	18
	Peers	52	72	72	72
	Teachers	7	10	10	100
	Total	72	100.0	100.0	

Table 16: Emotional Comfort

The table below shows the data collected from the learners over their interpersonal relationships on emotional comfort, and 11 indicated to have got their emotional support from their mothers, 0 from their fathers, 61 from their peers and 0 from their teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	11	15	15	15
	Father	0	0	0	0
	Peers	61	85	85	100
	Teachers	0	0	0	100
	Total	72	100.0	100.0	

Table 17: Reliance (Dependant on)

The table below shows the data collected from the learners over their interpersonal relationships on reliance thus who they depend on, and the data indicated 35 learners indicated on mother, 14 on father, 23 on peers and 0 on teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	35	49	49	49
	Father	14	19	19	68
	Peers	23	32	32	100
	Teachers	0	0	0	100
	Total	72	100.0	100.0	

Table 18: Trust

The table below shows the data collected from the learners over their interpersonal relationships on Trust, and the data indicated that 33 learners trusted their mothers, 5 their fathers, 34 their peers and 0 their teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	33	46	46	46
	Father	5	7	7	53
	Peers	34	47	47	100
	Teachers	0	0	0	100
	Total	72	100.0	100.0	

Table 19: Understanding (Understood by)

The table below shows the data collected from the learners over their interpersonal relationships on understanding, and the data indicated that 17 indicated understood their mothers, 7 their fathers, 33 their peers and 15 their teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	17	24	24	24
	Father	7	9	9	33
	Peers	33	46	46	79
	Teachers	15	21	21	100
	Total	72	100.0	100.0	

Table 20: Conflict (Argue a lot with)

The table below shows the data collected from the learners over their interpersonal relationships on conflict, and the data indicated that 29 indicated mother, 39 father, 4 peers and 0 teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	29	41	41	41
	Father	39	54	54	95
	Peers	4	5	5	5
	Teachers	0	0	0	100
	Total	72	100.0	100.0	

Table 21: Identification

The table below shows the data collected from the learners over their interpersonal relationships on identification 13 indicated mother, 0 father, 59 peers and 0 teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	13	18	18	18
	Father	0	0	0	18
	Peers	59	82	82	100
	Teachers	0	0	0	100
	Total	72	100.0	100.0	

From the data summary tables, the study shows poor quality of relationships that is mother-child relationship and father-child relationship. From the questionnaire most learners indicated to have more trust and wanting companionship from their peers than their parents. Clearly showing that the learner’s interpersonal relationships needed counselling so as to work on parent child relationship

Guidance and counselling teachers also had a say on the types of counselling services provided in schools and how it helped learners in their interpersonal skills relationships.

The following were their responses:

GT5 said,

“while am not really a trained guidance teacher and we do not really offer counselling services for interpersonal relationships to learners so as to help them in their relationships, yes I know we are supposed to offer these counselling skills, because I have noticed most of our learners coming from divorced homes they isolate themselves from friends at times and mostly the female pupils befriend the male pupils, I guess they want to fill in the father figure in them.”

GT 1 said:

“Umm! Pupil-peer counselling and family counselling help learners to improve their interpersonal relationships but we rarely offer them to our learners because we usually concentrate on educational and career counselling. If counselling programmes were to be time tabled maybe we would be able to provide the two counselling services, which would improve their interpersonal skill relationships in our learners.”

GT6 said:

“Madam, we have a lot to learn since we are not trained counsellors but, once in a while, we counsel our learners just to work on their social behaviour which would help to build their interpersonal relationships, you know most of these learners from broken homes don't trust anyone because of the situations from their homes, They feel betrayed by their parents hence relations are affected. I noticed of a learner in one of my classes, even just associating with her mother was a big problem, they would rather keep to themselves and less of interactions at times keep few friends, which in the long run affects their performance in class”

GT3 said:

“From my training I learnt that interpersonal counselling and family counselling help learners in their interpersonal relationships. I try once in a while to offer interpersonal counselling and I have seen a great improvement in the learners, they are now able to interact with others thou still shy, but with more counselling given, I can assure you that we would really be helping these learners greatly”

4.4.1.1 Which of the Counselling Services Provided in Schools help Learners in their Interpersonal Relationships?

The following were the responses:

From the 8 respondents, 3 said the orientation counselling is all they gave to learners to help in their interpersonal relationships, but the alluded to it that they were not but was not enough and that more counselling services in that line where needed.

GT8 Said:

“We try to talk to the learners once in a well, but if our school administration was more organised, pupil-peer counselling and family counselling would make sense and improve our learner’s interpersonal relationships greatly.”

GT 1 said:

“Ah madam, I am a teacher who was seconded to be in the guidance and counselling office due to my hard work, but I have not done any counselling to help the learners improve their interpersonal relationships. But from the way I see it a lot of counselling is needed to help these learners improve their interpersonal relationship, umm because what we see is not health, that’s why we are experiencing a lot of bullying in our school lately.”

From the interview with the guidance and counselling teachers, it was revealed that the counselling services that were needed to improve the learners’ interpersonal skills were not received due to teacher not being trained in guidance and counselling and this disadvantaged the learners from homes of divorced homes in terms of their interpersonal relationships.

4.5 Chapter Summary

The purpose of the study was to determine the relationship between counselling services received in schools by learners whose parents divorced in relation to their study habits and interpersonal relationships with their fathers, mothers, male peers, female peers and guidance teachers in selected schools in Livingstone district.

For purposes of a baseline, the counselling services received by learners in schools included placement, orientation, career, religious and educational counselling.

The study used a Chi square test and found that there was a relationship between counselling services received in schools by learners and their study habits thus the null hypothesis was rejected hence there was a relationship with study habits. It was further found that there was a relationship between counselling services received by learners in schools and their interpersonal relationships. Hence following are the null hypotheses that the study aimed at confirming, it confirmed that there was a relation between learners receiving counselling services and their study habits and a relationship between learners who received counselling services and their interpersonal relationships with their fathers, mothers, peers and teachers.

However, there were more counselling services learners did not receive than what was received. Based on the definition of counselling services used in this study, counselling services included placement, orientation, career, family, behavioural, motivational, interpersonal, educational, grief of divorce, moral and religious, social and pupil peer counselling services.

CHAPTER FIVE: DISCUSSIONS AND FINDINGS

5.0 Overview

This chapter discusses the research findings in line with the study objectives. The objectives are as follows:

- i. To identify the types of counseling services received by learners who come from homes with divorced parents receive in schools.
- ii. To determine the relationship between the counseling services received in schools by learners and their study habits.
- iii. To determine the relationship between the counseling services received in schools by learners and their interpersonal relationships.

5.1 Types of Counselling Services Received by Learners who come from Homes with Divorced Parents.

The study endeavoured to find out what types of counselling services received by learners who come from homes with divorced parents. The study results from the pupils' perspective revealed that various counselling services were provided and these were: placement counselling, orientation counselling, career counselling, as well as educational counselling.

However, grief of divorce counselling, interpersonal counselling, behavioural counselling, moral and social counselling and family counselling were not received in their schools. On the other hand, teachers argued that they provided educational counselling, placement counselling, and career counselling, including religious counselling. On a contrary all these services are to be provided in order to meet all the needs of the learners, from social, physical, mental and spiritual.

The findings in this study are in contradiction with the study of Collin (2007) who depicts guidance counselling as an ultimate icon that addresses students' social and emotional adjustment. It increases self-knowledge and how to relate effectively to others, increase opportunities for parental involvement in the education of the child and provides the potential for a well-informed workforce, with positive attitudes and the necessary skills conversely, without Guidance and Counselling, uncertainty, low self-esteem and low actualization, fear, irrational reasoning, misplacement of priorities and values, maladaptive behaviour, poor personal and academic performance. Meaning that all the counselling services are to be provided in schools and not only placement, career, orientation and educational counselling.

Further the role of counselling in schools has been acknowledged by Ndhlovu (2015) who argues that counselling services are vital for the shaping of careers of learners. He observes that through guidance and counselling, counselling services can scale up in schools and meet the psychosocial needs of learners whose cognitive competence may be impaired if left without counsel. He further observes that the role of counselling in schools cannot be overemphasised. Meaning guidance services play a lot of roles in a learners inclusive of their study habits and interpersonal relationships.

The above finding is further supported by Denga (2001), guidance is a broad field containing services in the form of appraisal, information dissemination, placement, decision-making, and orientation, and evaluation, referral, follow-up and also counselling. All these programs should be offered in schools.

The above revelations confirm that most public secondary schools do not offer adequate guidance and counselling services required as from the above it is clear that only some services under the education/academic component were offered. The vocational/career and social/personal guidance including counselling sessions were not conducted in those schools. These are in line with the findings of Makumba (2013) who in his study conducted in Mumbwa district indicated that although teachers and pupils indicated that guidance and counselling services were provided in schools, they were not provided as they were supposed to be provided.

Findings from the interview with guidance and counselling teachers revealed that most of the counselling services were not offered in schools because most of the guidance and counselling teachers were not trained.

GT 2 SAID:

“while am not really a trained guidance teacher and we do not really offer counselling services for interpersonal relationships to learners so as to help them in their relationships, yes I know we are supposed to offer these counselling skills, because I have noticed most of our learners coming from divorced homes they isolate themselves from friends at times and mostly the female pupils befriend the male pupils, I guess they want to fill in the father figure in them.”

The above observations by teacher respondents are 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 would be to learners since the providers were not well equipped to deliver quality guidance and counselling services.

This is also in agreement with Ndiyoi (2016) whose study noted that lack of trained guidance teachers, most of the teachers who offered guidance and counselling were not trained but are just appointed by the school administration to assist in provision of guidance and counselling services in school. This was dangerous to the profession because these teachers just use their own experience in providing these services yet might lack knowledge and skills in guidance and counselling.

From the above studies we can see that while some counselling services are available in schools, deliberate efforts need to provide specifically to children from homes of divorced parents are minimal, and this has detrimental effects on the academic progression of such learners.

5.1.1 Relationship between the Counselling Services Received in School by Learners and their Study Habits.

The study sought to find out on how the counselling received in the sample schools helped improve the learners' study habits. The researcher used 4 variables to examine the effect of guidance and counselling in improving students' study habits which are studying in quiet places, studying daily, turning off interfering devices and taking notes of important content. Accordingly the study found that from the services of guidance and counselling services received in school, there was a relationship between them and study habits of learners. The result is seen in the chi-square findings that was conducted.

A central problem was noted from the teacher respondents that many of these learners had issues in managing time and skipping study and some even sleeping in class. This was noted equally in study for Nagaraju (2004) found that students usually do not devote sufficient time to their studies and lack proper study habits.

Furthermore, the study results from the pupil's perspective, were that from the four counselling services that the learners received in school, they were helped, though it was noted not all the counselling services that were supposed to help improve their study habits were received by these learners in the schools.

The finding was examined by Hussain (2006) noted on the effect of guidance services on students' study attitudes, study habits and academic achievement. The experiment explored the effectiveness of guidance services in terms of improvement in student's study attitudes, study habits and academic achievement. Ten null hypotheses were tested to explore the effect of guidance services on students' study habits attitudes and academic achievement. The result of the study indicated that the guidance services have significant effect on the student's study attitude, study habits and academic achievement.

The study further revealed from the teacher respondents that bad study habits observed in the learners of divorced parents was to the fact that most of the guidance and counselling service were not time tabled so as to offer services in helping improve the learner's study habits.

The finding is in agreement with Ndiyoi (2016) school guidance and counselling was not time tabled. In order to provide counselling to pupils, teachers have to find their own time between teaching the pupils and providing guidance and counselling to divide their own time between teaching the pupils and providing guidance and counselling to the pupils.

Further the issue of time-tabling guidance programmes has been acknowledged by Ndhlovu (2015) who emphasises on the guidance calendar as being part of a school guidance programme. It takes care of the needs that cannot be met in a classroom, such as education tours, career talks, talent shows, seminars, visits and drama. It helps to allocate time to all school activities to avoid clashes. The guidance calendar ensures that particular needs are addressed at appropriate times.

From the above studies we can see that a lot has not been done in order to improve the study habits of learners coming from divorced parents, if any it is minimal. This can greatly affect the learners' performance in class.

5.1.2 Relationship between the Counselling Services Received in Schools by Learners and their Interpersonal Relationships.

The study results from the pupil's perspective revealed that the learners' interpersonal relationships were not helped much by the counselling services offered in school because the types of counselling that help in improving the interpersonal skills of learners from homes of divorced parents, that is interpersonal counselling, family counselling, pupil-peer counselling and moral and social counselling were not been offered to the learners.

The study shows that the communication and interaction between learners and their parents was not good, most of the learners from the questionnaire showed that they hid their emotional feeling in their peers because they were not able to interact with their parents, obvious putting blame on the fact that their parents are no longer together, and this is where the counselling services in schools comes in, in order to build the family interpersonal relationships. The finding are supported by Peters (2016) A person's with interpersonal difficulties will have difficulty relating to and bonding with relations, for example a child battling divorce will struggle with parent-child relationships.

The findings show that counselling services that help improve interpersonal relationships need to fully be intensified in secondary schools for learners from divorced homes so as to improve their interpersonal skill relationships with their parents.

5.1.3 Summary of Chapter

This chapter has discussed the findings of the study which aimed at investigating the effects of counselling services on study habits and interpersonal relationships of learners from homes with divorced parents in Livingstone district, Zambia. The discussion of findings was based on the objectives of the study. The findings were from the pupils and guidance and counselling teachers which have been integrated in the discussion.

Concerning the effects of counselling services in relation to study habits and interpersonal relationships of pupils from divorced homes, the findings clearly showed that only unlike the revelations by many local studies cited, the revelations by the current study indicated that not all the components of guidance and counselling services were offered in the schools. The study revealed that very few services on educational/academic guidance and counselling services that included examination talks were offered. Records to show the existence of the rest of the activities that involve career/vocational and social/personal guidance and

counselling services were not there. The study revealed that schools did not have any guidance and counselling time table so as to offer the guidance and counselling services in full, and help to put in place activities to follow. The study also revealed that the schools did not have any deliberate activities on study skills and interpersonal skill relationships. The null hypotheses that the study aimed at confirmed that, there was a relation between learners receiving counselling services and their study habits, and a relationship between learners who received counselling services and their interpersonal relationships with their fathers, mothers, peers and teachers.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This chapter presents conclusion of the study and recommendations drawn from the findings of the study. The study was conducted to investigate the effects of counselling services on study habits and interpersonal relationships of learners from homes with divorced parents in Livingstone.

6.2. Conclusion

Arising from the interpretations from the tables and figures as well as descriptive data, it can be concluded that pupils in public secondary schools in Livingstone district sampled in this study did not receive all the counselling services that need to be dealt with by the guidance and counselling department. Among the common challenges include those to do with study skills, choosing appropriate optional subjects in line with pupils' career preference and peer pressure. It can also be concluded that there is lack of time tabled guidance programmes in schools. From the revelations, of the teachers of not having trained guidance and counselling teachers, it can therefore be concluded that the pupils did not receive all the counselling services because the guidance and counselling teachers were not trained and do not have the know-how on how to go about and deliver the different counselling services to the learners.

Furthermore, a need of offering family counselling and pupil-peer counselling is very vital in order to address the interpersonal skill relationship in the learners.

Concerning the effect of guidance and counselling services provided in schools to help pupils deal with their study habits and interpersonal relationships, the study revealed that all the four schools were not providing services in all the components of guidance and counselling. The only services provided by the guidance and counselling were career counselling, educational counselling, orientation counselling and placement counselling. The rest of the services were not provided.

From the findings we can greatly note to say that the government should enforce the counselling services in all schools so as to meet the needs of learners and so that all the counselling services needed to be provided.

6.3. Recommendations

1. Based on the study findings, the following are the recommendations made to the Ministry of General Education:
2. Since it was revealed that the teachers seconded to the guidance and counselling unit were not trained and qualified to handle guidance and counselling services, the study recommends that guidance and counselling should be taught to all student teachers so that as they graduate they will go out in the field with skills in various guidance and counselling services.
3. Since the study revealed that there was no programme designed for guidance and counselling services and that it was also not timetabled, the study recommends that guidance and counselling department should be introduced in schools with the head of department responsible so as to oversee its operations.
4. The study also revealed that in all the four schools sampled, only 1 trained guidance and counselling teacher was found. It is therefore, recommended that trained guidance and counselling teachers should be deployed in public secondary schools with the sole responsibility of providing guidance and counselling services to all learner inclusive of the learners from divorced homes.
5. Since the study revealed that not much was happening in the schools sampled in terms of guidance and counselling provision, the study recommends that the ministry should strengthen the supervision and monitoring of guidance and counselling provision in schools.
6. The Ministry of Education should strengthen grief of divorce counselling and Family counselling in schools so as to help pupils from divorced parents.
7. Local community should be sensitized on the effects of divorce on the pupils. Local and International organizations supporting the welfare of children should spearhead this campaign.

6.4. Recommendations for Further Research

Due to constraints pointed out in this study and the limited number of studies conducted on the subject, it was not possible to explore all its various aspects in a single study like this one.

1. Similar studies should be conducted in order to authenticate the findings of this study.
This
2. Study concentrated on the effects of counselling services on study habits and interpersonal relationships of learners from homes with divorced parents.
3. Similar studies should be done at other educational levels for example college and universities. Such studies would contribute to the body of knowledge in the administration of education. Therefore, it should be noted that although a good number of questions in this study were answered, some questions remain unanswered and the results give rise to new questions.
4. A study should be done on a large scale to cover the whole province so that the picture of guidance and counselling services offered in the whole province can be ascertained.
5. Since the study revealed that not much was happening in the schools sampled in terms of guidance and counselling provision, the study recommends that the ministry should strengthen the supervision and monitoring of guidance and counselling provision in schools.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR PUPILS

Instruction: Where required, fill in the blank space or tick in the box provided.

A. GENERAL INFORMATION

1. Name of school
2. Age 12 - 15 [] 16 – 20 [] 21 - 25
3. Gender Male [] Female []
4. Grade

B. QUESTIONS RELATED TO TYPE OF COUNSELLING SERVICES RECEIVED IN SCHOOLS

5. The following types of counseling services were received in schools

Type of counselling services received in school	Extent of agreement			
	Strong Agree	Agree	Disagree	Strongly Disagree
Placement Counselling				
Orientation Counselling				
Family Counselling				
Career Counselling				
Behavioral Counselling				
Motivational Counselling				
Interpersonal Counselling				
Educational Counselling				
Moral and Social Counselling				
Pupil-Peer Counselling				
Religious counselling				

Grief of Divorce counselling				
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C. QUESTIONS RELATED TO TYPE OF COUNSELLING SERVICES THAT HELPED LEARNERS IN THEIR STUDY HABITS

6. Which type of the following counselling services received in school helped in your study habits?

For your response, tick in the box in line with your extent of agreement.

#	Counselling services received	Good study habits	Extent of Agreement			
			Strongly Agree	Agree	Disagree	Strongly Disagree
1	Placement counselling					
	Placement counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
2	Orientation Counselling					
	Orientation counselling helped me to improve my the following study habits by.....	Studying in quiet place				
		Studying daily				

		Turning off interfering devices				
		Taking notes of important content				
3	Family Counselling					
	Family counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
4	Career Counselling					
	Career counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				

		Taking notes of important content				
5	Behavioural Counselling					
	Behavioural counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
6	Interpersonal Counselling					
	Interpersonal counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important				

		content				
7	Educational Counselling					
	Educational counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
8	Moral and Social Counselling					
	Moral and Social counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				

9	Pupil-Peer Counselling					
	Pupil-Peer counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
10	Religious Counselling					
	Religious counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
11	Grief of Divorce Counselling					
	Grief of Divorce counselling	Studying in				

	helped me to improve the following study habits by.....	quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				

D. QUESTIONS RELATED TO WHETHER THE FOLLOWING TYPES OF COUNSELLING SERVICES HELPED TO IMPROVE INTERPERSONAL RELATIONSHIPS BETWEEN LEARNERS AND THEIR FATHERS, MOTHERS, PEERS AND TEACHERS

7. For the following statements 1 - 15, indicate strongly agree, agree, disagree or strongly disagree if counselling service helped you. For your response, tick in the box in line with your extent of agreement.

#	Interpersonal Relationship Sub Scale	The Five Areas of Interpersonal Relationships	Extent of Agreement			
			Strongly Agree	Agree	Disagree	Strongly Disagree
1	Companionship					
	I like to spend time with my.....	Father				
		Mother				
		Male Peers				

		Female Peers				
		Guidance Teacher				
2	Emotional Support					
	When I am lonely, I seek the company of my.....	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
3	Guidance					
	When I buy things, I value the opinion of my ...	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
4	Emotional Comfort					
	I feel comfortable around my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
5	Reliance					
	I am heavily dependent on my	Father				
		Mother				

	Male Peers				
		Female Peers				
		Guidance Teacher				
6	Trust					
	I feel trust and stability in my relationship with my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
7	Understanding					
	I am real understood by my.....	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
8	Conflict					
	I argue a lot with my.....	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
9	Identification	Father				

	I want to be like my	Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
10	Respect	Father				
	I respect my	Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
11	Empathy					
	I feel bad when things are not going well for my....	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
12	Intimacy					
	I can tell my secrets to my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
13	Affect					

	My happiness is affected by my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
14	Acceptance					
	It is important to me that I am accepted by my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
15	Shared Values					
	My personal values are like those of my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				

Adapted from Brecken (1993) Assessment of Interpersonal Relationship Scale

Thank you for your participation

C. QUESTIONS RELATED TO TYPE OF COUNSELLING SERVICES THAT HELPED LEARNERS IN THEIR STUDY HABITS

6. Which type of the following counselling services received in school helped in your study habits?

For your response, tick in the box in line with your extent of agreement.

#	Counselling services received	Good study habits	Extent of Agreement			
			Strongly Agree	Agree	Disagree	Strongly Disagree
1	Placement counselling					
	Placement counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
2	Orientation Counselling					
	Orientation counselling helped me to improve my the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				

3	Family Counselling					
	Family counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
4	Career Counselling					
	Career counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
5	Behavioural Counselling					
	Behavioural counselling helped me to	Studying in quiet place				
		Studying daily				

	improve the following study habits by.....	Turning off interfering devices				
		Taking notes of important content				
6	Interpersonal Counselling					
	Interpersonal counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
7	Educational Counselling					
	Educational counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
8	Moral and Social					

	Counselling					
	Moral and Social counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
9	Pupil-Peer Counselling					
	Pupil-Peer counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				
10	Religious Counselling					
	Religious counselling helped me to improve the following study	Studying in quiet place				
		Studying daily				
		Turning off				

	habits by.....	interfering devices				
		Taking notes of important content				
11	Grief of Divorce Counselling					
	Grief of Divorce counselling helped me to improve the following study habits by.....	Studying in quiet place				
		Studying daily				
		Turning off interfering devices				
		Taking notes of important content				

D. QUESTIONS RELATED TO WHETHER THE FOLLOWING TYPES OF COUNSELLING SERVICES HELPED TO IMPROVE INTERPERSONAL RELATIONSHIPS BETWEEN LEARNERS AND THEIR FATHERS, MOTHERS, PEERS AND TEACHERS

7. For the following statements 1 - 15, indicate strongly agree, agree, disagree or strongly disagree if counselling service helped you. For your response, tick in the box in line with your extent of agreement.

#	Interpersonal Relationship Sub Scale	The Five Areas of Interpersonal Relationships	Extent of Agreement			
			Strongly Agree	Agree	Disagree	Strongly Disagree
1	Companionship					
	I like to spend	Father				

	time with my.....	Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
2	Emotional Support					
	When I am lonely, I seek the company of my.....	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
3	Guidance					
	When I buy things, I value the opinion of my ...	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
4	Emotional Comfort					
	I feel comfortable around my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				

5	Reliance					
	I am heavily dependent on my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
6	Trust					
	I feel trust and stability in my relationship with my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
7	Understanding					
	I am real understood by my.....	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
8	Conflict					
	I argue a lot with my.....	Father				
		Mother				
		Male Peers				
		Female Peers				

		Guidance Teacher				
9	Identification	Father				
	I want to be like my	Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
10	Respect	Father				
	I respect my	Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
11	Empathy					
	I feel bad when things are not going well for my....	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
12	Intimacy					
	I can tell my secrets to my	Father				
		Mother				
		Male Peers				

		Female Peers				
		Guidance Teacher				
13	Affect					
	My happiness is affected by my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
14	Acceptance					
	It is important to me that I am accepted by my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				
15	Shared Values					
	My personal values are like those of my	Father				
		Mother				
		Male Peers				
		Female Peers				
		Guidance Teacher				

Adapted from Brecken (1993) Assessment of Interpersonal Relationship Scale

Thank you for your participation

APPENDIX II: IN-DEPTH INTERVIEW GUIDE FOR GUIDANCE AND COUNSELLING TEACHERS

1. What type of training do you have in counselling? Possible responses; degree, diploma, certificate or orientation?
2. What types of counseling services do you provide to learners who come from homes with divorced parents?
3. What bad study habits did you observe in children of divorced parents?
4. Which of the counselling services provided in school helped learners in their study habits?
5. After providing counselling, what good study habits did you observe in children of divorced parent?
6. Which of the counselling services provided in schools help learners in their interpersonal relationships?

Thank you for your participation.