

AN ASSESSMENT OF THE NATURE OF GUIDANCE AND COUNSELLING
FACILITIES IN SELECTED PRIMARY SCHOOLS OF MUMBWA DISTRICT OF
CENTRAL PROVINCE, ZAMBIA

BY:

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A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of the
Degree of Master of Science in Counselling of the University of Zambia in Collaboration
with the Zimbabwe University Education

UNIVERSITY OF ZAMBIA

LUSAKA

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DECLARATION

I, **ANNAH MUPWAYA**, do hereby declare that this dissertation is my own original work which has not been submitted for a degree at this or another University for purposes of being awarded a degree or other academic qualification.

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Student

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Signature

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Date

APPROVAL

This dissertation written by **Annah Mupwaya** has been approved as a partial fulfilment of the requirements for the award of the Degree of Master of Science in Counselling of the University of Zambia in Collaboration with the Zimbabwe Open University.

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Examiner 1	Signature	Date
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Examiner 2	Signature	Date
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Examiner 3	Signature	Date
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DEDICATION

This work is dedicated to my beloved husband Peter Njovu and my daughters Cynthia and Luyando as well as my sons Nsangu, Mayeso, Daliso and Lubomba for the support, understanding, patience and acceptance when I could not avail to them as much as I should have done during the period I was doing my studies. I also wish to thank my Mum, sisters and brothers for the wonderful encouragement which has made me reach this far.

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ABSTRACT

The purpose of the study was to assess the nature of guidance and counselling facilities in selected primary schools in Mumbwa District. The objectives of the study were to: establish the nature of guidance and counselling facilities available for pupils in selected primary schools; examine the status of guidance and counselling facilities in selected primary schools and assess the benefits of guidance and counselling facilities available in selected primary schools. A descriptive research design and supported by a qualitative and quantitative approaches, were used to conduct the study. The sample size was 200 participants and broken down as: 6 head teachers, 6 guidance and counselling teachers, 100 regular teachers and 88 pupils. The study was limited to six selected secondary schools. Questionnaires and interview guides were used to collect the data. Quantitative data was analysed with the help of excel soft-ware while, qualitative data was analysed using thematic analysis. The findings revealed that although facilities were inadequate and quite limited, teachers were providing some services in guidance and counselling to the pupils. These ranged from; educational, vocational to social and personal guidance and counselling. Further, it was evident from the findings that, teachers and pupils were faced with a lot of challenges in attempt to providing guidance and counselling in study environment. These included: lack of counselling working space; insufficient personnel in guidance and counselling and inadequate instructional material. Arising from these findings, the study recommended that: schools provide more facilities to support guidance and counselling services and more qualified personnel be deployed to the study. Further, requirements such as facilities to support guidance and counselling be planned for on an annual basis and more resources be supplied on a regular basis.

Key Words:

Counselling; is a form of “**talk therapy** “. It is an interaction process that conjoins the counselee to learn to deal more effectively with oneself.

Guidance: helpful advice

Guidance and counselling Teacher; a teacher tasked to give helpful advice in various activities.

Quality education: Education that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

Challenges: Constraints or hardships schools face in their effort to secure high achievement for all pupils.

Social economic development: Social economic development incorporates public concerns in developing social policy and economic initiatives. The ultimate objective of social development is to bring about sustained improvement in the well-being of the individual, groups, family, community, and society.

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ACCRONYMS AND ABBREVIATIONS

DEBS	District Education Board Secretary
GCP	Guidance Counselling Programme
GCS	Guidance and Counselling Services
MESVTE	Ministry of Education, Science, Vocational Training and Early Education
MGE	Ministry of General Education
SGCS	School Guidance and Counselling Services
SPSS	Statistical Package for Social Science
UNESCO	United Nations Educational Scientific and Cultural Organization
UNZA	University of Zambia

DEFINITIONS OF KEY TERMS

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CHAPTER ONE

INTRODUCTION

1.1 OVERVIEW

This chapter focused on the background to the study, the statement of the problem and the purpose of the study. It also outlined the study objectives, study questions, significant of the study and limitations of the study. The chapter ends with key definitions of terms that guided the study.

1.2 BACKGROUND

School guidance and counselling teachers provide guidance and counselling programs in three critical areas: academic, personal/social, and career (Ndhlovu 2015). Their services and programs help pupils resolve emotional, social or behavioural problems and help them develop a clearer focus or sense of direction. Equally, effective guidance and counselling programs are important to the school climate and a crucial element in improving pupil achievement. Thus school guidance and counselling teachers, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice in a Conducive environment. This is so because world over, pupils experience sexual, personal and academic problems both at home and at school as observed by (MESTVEE, 2015, Chireshe, 2006). The problems included living in distressed families where parents are divorced or separated and where diseases such as HIV and AIDS are rampant coupled with high poverty levels (Chireshe, 2006). Besides that, examination anxiety among pupils and poor conflicts resolution also contribute to pupil's disturbances (Biswalo 1996). These problems negatively affect the pupils in their school performance and progressions as the case has been in the recent past national examinations (Examinations Council of Zambia Report, 2018 & 2019).

Relatively, the Drug Enforcement Report (2012) indicates that social experimentations in drugs, sexual and sexual relationships have left some casualties among pupils in Zambian schools. Collaboratively, Masiye (2016) laments that a significant number of pupils indulge in drugs, prostitutions, truancy, poor discipline among other misdemeanours in the recent past and the figures are increasing alarming. Due to the increase in behaviour disorders, MESTVEE (2015) acknowledges that schools should be involved in developing

comprehensive guidance and counselling services. True to this Makumba (2013) encourages that schools should move into the leadership role in dealing with the emotional and family problems of their pupils as the growing number of social economic and family problems has resulted in an increased need for school guidance and counselling services.

Furthermore, Research by Masiye (2016) has demonstrated the high prevalence of risk taking behaviour among adolescents group as they experience rapid growth and change physically, intellectually and socially. Collaboratively, Lindhardt (2002) found that rapid developmental changes occur at a time when environmental stress for example, parental and teacher pressures on young people to excel in school, peer pressure to experiment with drugs, conflict in families or peer relationships, loneliness and pressure to make career choices are at this peak. This then calls for guidance and counselling teachers to offer directions to the pupils. However, the nature of counselling facilities in primary schools in Mumbwa is not known hence the study to establish the nature of counselling facilities in selected schools.

Locally, most of the learners in *Zambian schools and Mumbwa* in particular have behaviour and social problems that are affecting their academic performance and progression (EMIS report. 2019). This is evidenced from the high number of pupils becoming pregnant, pupil's bad response to teachers due to influence of alcohol and drugs, low pass rate in national examinations and demand for leakages of examination papers. Police and court cases involving pupils on crimes are also on the increase. Riotous behaviour among learners is also on the increase and sometimes becomes fatal (Ministry of Education Science, Vocational Training and Early Education bulletin, 2013/2014).

Importantly, the Ministry of Education has long been aware of the growing number of social and behavioural problems affecting the lives of young *Zambians* and determined that the education system play a much active and positive role in promoting the growth and development of the pupils. The ministry embarked on recruiting guidance and counselling teachers in schools (M.O.E, 2008) with the assumption that they provide direction to pupils on academic, vocational choices and social relations. This conforms to Ndhlovu (2015) appreciation that guidance and counselling teachers in schools provide a direction on how the pupils should conduct themselves both at school and at home and that guidance and counselling teachers give advice to the learners found with challenges either social, psychological or academic as well as behaviour. In addition, Ndhlovu (2015) appreciates that guidance and counselling teachers keep records of every child's progress and monitor their

behaviour and attitudes towards academic work and progression. What is not known however, is the conditions under which this noble cause is being offered. It is in relation to this that the researcher endeavoured to ascertain the nature of counselling facilities in selected primary schools in Mumbwa District.

1.3 STATEMENT OF THE PROBLEM

The ministry recognizes the critical role that guidance and counselling plays in attitude change and general academic performance of the learners that have or are victims of social, economic and other situations such as unwanted pregnancies, disruptive behaviours coupled with poor educational progression and misguided career choices (MoGE, 2014; Masiye: 2016; Ndhlovu: 2015). However, facilities available in schools to support guidance and counselling are not known. The question therefore is; what facilities and in what state are they to support the provision of guidance and counselling to pupils in primary schools? It is in relation to this that the study sought to investigate the facilities and the state they are in to support the guidance and counselling programmes being provided in primary schools in Mumbwa district in Zambia.

1.4 PURPOSE

The purpose of the study was to investigate the nature and status of facilities meant to support the delivery of guidance and counselling in Mumbwa District of Zambia

1.5 OBJECTIVES

The following objectives guided the study:

- (i) To establish the nature of guidance and counselling facilities available for pupils in selected primary schools.
- (ii) To assess the status of facilities to support guidance and counselling in selected primary schools.
- (iii) To examine how facilities have contributed to guidance and counselling provided in the study schools.

1.6 RESEARCH QUESTIONS

- (i) What is the nature of guidance and counselling facilities available for pupils in primary schools?
- (ii) What is the status of facilities being used to support the guidance and counselling in selected primary schools?
- (iii) What contributions are the facilities available making to the provision to guidance and counselling in selected primary schools.

1.7 SIGNIFICANCE

The findings would open up the body of inquiry with regard to the nature of school guidance and counselling facilities available in our schools. The study would provide information on the nature of the school guidance and counselling facilities in Zambian schools. This information may be useful to the policy makers, curriculum planners, teachers and other stakeholders on the nature of guidance and counselling facilities in schools. The findings of this study may raise awareness on guidance and counselling facilities in schools. The study may also contribute to the existing body of knowledge on school guidance and counselling in Zambian primary schools.

1.8 DELIMITATIONS

Delimitations are boundaries that are set by the researcher in order to control the range of a study. They are created before investigations are carried out, in order to reduce the amount of time spent in certain areas that may be seen to be unnecessary, and perhaps even unrelated, to the overall study (Kombo: 2009). Therefore, this study was conducted in selected primary schools within Mumbwa District in Central Province. The sample of teachers; guidance teachers and pupils was believed to have had enough experience on guidance and counselling being offered to contribute positively to the study.

1.9 LIMITATIONS

The study was affected by poor response from the respondents who decided not to be truthful with the information. Additionally, the researcher did not get all the responses from the respondents as some questionnaires were just sent to the targeted schools. This however,

would not negatively influence the research as the researcher endeavoured to get the need information to generalize the study.

1.10 THEORETICAL FRAMEWORK

The study adopted the theory of Herzberg workplace hygiene theory of motivation (Herzberg, 1960). According to Herzberg motivation hygiene theory holds that employers must increase employee motivation factors while simultaneously increase workplace hygiene (Mamamwenda 1995). This is based on the individual's desire to work in the facilities that are conducive for service delivery. This can be achieved when learners are given guidance and counselling services in the facilities that are appealing by the officers with the right qualifications. Thus the main focus was to establish whether school guidance and counselling provision was done in the right facilities and by the right officers to meet the job satisfactions. Therefore, in line with this theory, guidance and counselling facilities must be hygienically satisfying to make people be satisfied with the services being provided in the learning institutions as established by Makumba (2013) that schools should be motivating and accommodative.

1.11 Chapter Summary

The chapter has looked at the background to the study, the statement of the problem and the purpose of the study. It also outlined the study objectives, study questions, significant of the study and limitations of the study. The chapter ends with key definitions of terms that guided the study. The next chapter looks at the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 OVERVIEW

The review of the literature provides the background and context for the research problem. This chapter therefore reviewed the existing literature on the nature of guidance and counselling facilities available in selected primary school. It is thematically reviewed according to the set objectives categorized as nature of guidance and counselling facilities available for pupils in selected primary schools, status of guidance and counselling facilities in selected primary schools and benefits of guidance and counselling facilities available in selected primary schools.

2.1 Nature of Guidance and Counselling Facilities

In the present globalized scenario, the primary school pupils, most of them that fall in the childhood bracket face enormous problems. Nwachukwu (2007) argues that the childhood stage of life is marked by emotional development that includes mood swings, enthusiasm, tenderness, cruelty, curiosity and apathy. Supportively, Biswalo (1996) laments that alarming complexity of modern society poses a variety of complicated problems leading to conflicts, frustration, unhealthy rivalry that result in value crisis and serious maladjustment among secondary school children. In such a complex society, the individual has to face many problems in life for a better adjustment in a social structure. Relatively, globalization processes and information technology have significantly changed the way people work. Thus, the pupils counteract problems and situations in all walks and phases of life. They need somebody to help in the solution of problems and thus avoid tensions and conflicts. The pupils must know their capabilities and potentialities, especially in areas that are crucial for the realization of objectives and achieve their potentialities in life. Thus, MESVTEE (2015) emphasises that the goals and aspirations of learners as well as expectations are to be shaped accordingly. Collaboratively, the need for guidance and counselling in modern times has increased because of the multiplicity of problems that the individuals have to face in the various domains of life (Chireshe & Mapfumo, 2005). In the context of the changing socio-cultural scenario the repertoire of guidance and counselling has been increasing at an unexpected speed. In these circumstances, it is essential to help and guide the learners to worthwhile channels, through which the introduction of guidance and counselling services at

universal scale in our educational institutions at whatever level should be done by skilled and trained guidance officers which of course should take place in a favourable environment.

Similarly, Makinde (1993) holds that counselling facilities are designed to help an individual to analyze himself/herself by relating his capabilities, achievements, interests and mode of adjustment. According to Egbochuku (2008) the ultimate objective of guidance and counselling is to help the unique child to become what he is capable of becoming. Relatively, guidance and counselling activities, programs and services are geared towards assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions.

As explained by Biswalo (1996), the need for guidance and counselling facilities today world over and Zambia in particular could be due to the ever growing complexity of the society and people have to learn to cope with the upcoming challenges of pupils in the Zambian schools. Thus, guidance and counselling is positioned to play a vital role in preventing educational, personal, social, mental emotional and other similar problems among school pupils. Ministry of education and schools head teachers are aware of the heavy reliance placed on guidance and counselling services (MESVTE, 2015) especially with the abolition of corporal punishment in Zambian schools (Education Act 2011). Thus guidance facilities are critical and are presented by Nwachukwu (2007) as skilled and trained man power, well-furnished guidance and counseling rooms, books and materials among others.

As a vital component of any type and any level of education, the absence of non-utilization of guidance and counselling facilities in the present day school system has led to the unprecedented rise in the crime wave, violence among students, severe value erosion, wrong career choice, and wrong subject combination among other issues. Mutie and Ndambuki (2004) assert that good counselling facilities are the brain and heart of the guidance program. Thus counselling represents a part of the total process of guidance which is helping individuals achieve the self- understanding and self- direction necessary to make the maximum adjustment in a particular environment. It may enrich intellectual and social skills helpful to lead a purposeful and successful life. Life skills based education helps children understand themselves, their friends and their world. Effective counseling services need to be based on a complete understanding and acceptance of students experiences (Mutie &Ndambuki, 2004). Therefore, all pupils would require counselling services in order to develop their academic, social and personal competencies. Thus Chireshe& Mapfumo (2006) concludes that effective counselling enables pupils to deal with psychological problems they

may experience and make rational decisions on how to solve or cope with the academic, social and personal challenges. Besides that, guidance and counselling helps an individual to acquire skills and attitudes, which make him or her properly adjusted person in life situations. Collaboratively Egbochuku (2008) points out that the increasing educational institutions are of many kinds and vocations as well as occupations are of different types. Thus, choice of career or vocation is an important event in the life of an individual as the selection of a wrong vocation can lead to unhappiness, discontent and ultimate failure, because the occupation that the person follows is not merely a means of earning a livelihood. So the vocational choice is an important event in one's academic and career pursuit. The career guidance is provided by the consultants so that an individual can easily select an appropriate occupation or education which goes well with their capabilities, skills and interest. The Ministry of Education Science Vocational Training and Early Child Education (2013) promotes guidance and counselling services to be essential in meeting personal, social and economic development needs and to encourage sustainable development in knowledge based society. However, what is not known is the extent teachers are utilizing the guidance and counselling facilities in Mumbwa as emphasized by Ndhlovu (2015) that provision of guidance and counselling should be done in the facilities that are pleasing and welcoming.

2.2 The status of guidance and counselling facilities

The issues of social problems and academic performance that teenagers go through have been a concern in Zambia and other parts of the world. Clarizio (1971) laments that despite guidance concerning behaviour; teachers still face problems regarding behaviour of the pupils. Jones (2010) reviews that one of the most problem areas facing teachers in the USA was that of classroom discipline, drugs, and alcohol. Despite National efforts to eradicate these problems, many students still find their way to these mind altering chemicals. A survey by the National Education Associates of the USA (2014) reports that teachers frequently face pupil's indiscipline and demonstrate hostility to school authorities. Collaboratively Egbochuku, (2008) adds that other problems recorded were disruptive behaviour in class, non-compliance to lecture requests, insulting, fighting absenteeism from classroom, dishonesty and stealing among others. Relatively Ndong (2004), points out that some students engage in antisocial behaviour such as drugs and alcohol abuse and irresponsible sexual behaviour, which leads to decline of moral integrity, because they lack knowledge on how to effectively spend and manage their leisure time. Moderately examination anxiety

among students and poor conflict resolution also contribute to student disturbances (Biswalo 1996). Hence the need to establish the nature of guidance and counselling services provided and the extent to which these services are provided to the pupils.

The past research conducted indicated that most pupils in secondary schools in Zambia face problems in various ways, perhaps ranging from academic to more personal problems. As observed in the research conducted by Nkhata (2010) on guidance services in boarding high schools, the following, among others, are some of the problems that school going pupils encounter both in primary and secondary schools: Nkhata first indicated that secondary schools play a key role in providing high school education to learners who due to long distances or poor socio-economic position of their parents would have fallen out of school at basic education level. When managed and operated properly, both day and boarding secondary schools can yield benefits for learners. However, he further indicated that learners in these schools are not without problems. Many studies (Boulton and Hawker, 1997; Makinde, 1984; Human Rights Watch, 2001 and Brown, 2003) indicate that learners in boarding and day secondary schools face different problems which include lack of or poor food, lack of toilet facilities, lack of recreation, mass transfers of teachers, corruption, immorality (teachers and learners), shortage of accommodation, increase in school fees, lack of water and sanitation, child labour and poverty. Nkhata also confirmed that in Zambia, there have been many reports of rioting in boarding high schools as well as in day secondary schools. The Times of Zambia (08/04/2003) reported that fourteen (14) learners at Chiwala Boarding High Technical School in Ndola had been suspended for allegedly master-minding a riot in which five teachers' houses were damaged. The cause of the riot was poor diet. In another development, the Saturday Post (27/03/2010) reported that police had arrested 149 learners from Isoka High School for riotous behaviour. The paper reported that learners rioted and destroyed school property over meals. Learners had rice only for a number of days instead of the staple food, "nshima", the school administration concerted to the problem attributing the riot to the delay in the arrival of bags of mealie meal.

In Nigeria, Egbochuku (2008) found that offences among pupils including stealing either fellow student's property or school property and dishonest, as well as teenager marriages are on the increase among school going pupils. In Uganda, the government found that drunkenness, untidiness, stealing and careless work are among the pupil's behaviour problems that caused concern to school teachers and head teachers. (Uganda Government Report; 1997).

In Zambia the Ministry of education (1997) records, show that Luapula province alone experienced not less than 36 disciplinary cases serious enough to warrant the attention of Senior Education Offices. The discipline problems included bear drinking, stealing absenteeism, promiscuity and fighting. The situation is similar in all ten provinces of Zambia. Relatively, the Drug Enforcement Report (2012) indicates that social experimentations in drugs, sexual and sexual relationships have left some casualties among many pupils in Zambian schools. Collaboratively, Masiye (2016) laments that a significant number of pupils indulge in drugs, prostitutions, truancy, poor discipline among other misdemeanours in the recent past and the figures are increasing alarmingly.

Relatively, the Ministry of Education bulletin (2014) records a splatted number of riots in Serenje District from Serenje Boys, Ibolelo and Justine Mukando Secondary Schools ending into gutting of the administration block, school busses and damage to property is truancy enough warranting provision of guidance and counselling. Similarly, report from Mumbwa district indicated that's pupils from Mumbwa Secondary School misbehaviour led to the killing of a passer-by man. (Daily Nation, Monday 16th October, 2016). Due to the increase in behaviour disorders, emotional problems and other mischievous behaviours it was noted that schools should be involved in developing comprehensive guidance and counselling services as recommended by Ndhlovu (2015) on the need for quality guidance and counselling provision.

2.2.1 Need for the provision of school guidance and counselling services.

In the context of the changing socio-cultural scenario, the repertoire of guidance and counselling has been increasing at an unexpected speed. The widening of the spectrum of guidance and counselling demand a new approach to practice in schools, colleges, universities and other institutions in our country. It enables the students in enriching the perspective and promoting the attitude towards resolving educational, vocational and personal problems. The world of work continues to change as the result of escalating economic globalization and technological advancements. As a result, the transition from school to work continues to become more difficult as the range of skills and dispositions needed to compete for desirable occupations increase. The consensus reached is that Guidance and Counselling should be an integral part of the education of children.

Collaboratively, Kasonde-Ngandu et al (2009) points out the goals of counselling as facilitating behaviour change, enhancing coping skills, promoting decision-making,

improving relationships and facilitating the client's potential. It is a personalized and individualized process for helping the individual to learn and acquire habits, skills, attitudes and interests which make him a normally adjusted being. Therefore, it is evident that the process and goals of guidance and counselling is to help the client move towards a greater level of self-understanding and self – acceptance. The need for guidance and counselling in modern times has increased because of the multiplicity of problems that the individuals have to face in the various domains of life. Nevertheless, the situation in relation to services provided in the schools may be quite different.

Further, Chireshe (2004) stresses that rapid changes in every aspect of living cause many strains and stresses on the individual. The adolescent children may then inadvertently and unconsciously respond with the problems. They may feel disempowered and overwhelmed by the current system of education. In this rapidly moving complex society, the students are struggling for the better adjustment and existence. If they are not getting proper guidance they may engage in anti-social activities. The age of the students during adolescence is sensitive and highly inflammable. They experience conflicts between themselves and the society and even within them. Indiscipline is a severe problem in our present educational system. There are many social problems that teenagers go through. Consuming drugs, including alcohol and tobacco, continue to be a serious problem for these children (Nondo, 2004). Despite national efforts to eradicate these problems, many students still find their way to these mind altering chemicals. Thus MESVTEE (2014) emphasizes that through a well-planned guidance and counselling program, the substance abuse can be controlled among these students.

Further MESVTEE (2015) stress the need for guidance and counselling teachers to select an appropriate career as it is a critical task that faces all adolescents in all societies. True to this the selection of a career made during the senior year is among the most critical decisions in a person's lifetime. This decision has a far-reaching impact on the senior's future in terms of lifestyle, status, income, security and job satisfaction. The selection of a wrong vocation can lead to unhappiness and ultimate failure, because the occupation that the person follows is not merely a means of earning a livelihood. All persons are not equally suited for all vocations (Chireshe, 2004). Every vocation requires certain educational and professional qualification and preparation and only those having them will succeed in it.

True to this MESVTEE (2015) stresses that while selecting an occupation, a person should not be taken in merely by the ambition of his parents but its suitability to his / her own inclinations and aptitudes. But the task of finding the true inclinations and aptitudes of a person and helping him to select a right occupation is not easy. So the students have to be helped in developing an integrated and adequate picture of themselves and their role in the rapidly changing occupational world. The career guidance is provided by the consultants so that an individual can easily select an appropriate occupation or education which goes well with their capabilities, skills and interest. In these circumstances, it is essential to help and guide the youth to worthwhile channels through the introduction of guidance and counselling services on a universal scale in our educational institutions. Under these circumstances it becomes essential that the educational institutions should come forward for equipping the children properly for cultivating life skills, moulding personality and promoting capacities to choose right vocation according to their aptitude and interest through an organized program of guidance and counselling the case the present study seek to establish.

Conclusively, Ndhlovu (2015) idealizes that a well-organized program of guidance and counselling services is very essential for the maximum development of the students as it is expected to cultivate essential life skills in students, to enable them make proper choices at various stages of their educational career as well as to minimize the mismatching between education and employment and help in the efficient use of man power. Other expectations of a well-organized guidance and counselling program is to make children understand the individual responsibilities and to adapt themselves with their environment as well as make them to become an efficient citizen of the society and nation. Besides that, a well-organized program of guidance and counselling services is very essential as it helps students make the best possible adjustments to the situations in the school as in the home and ensure the proper use of leisure time and motivate them to develop creative hobbies. Finally, a well-organized program of guidance and counselling services is very essential to equip students in understanding the variety, depth, and breadth of personal experiences, the opportunities available, and the choices open to them by helping them recognize, strengths and facilitate, interpret, and act upon their personal resources.

2.2.2 Challenges guidance and counselling teachers face in the provision of guidance and counselling services

Resources in guidance and counselling are cardinal. One of the resources should be the counselling room that is accessible as it is vital in adequately providing confidentiality counselling and consultation services for students, teachers and parents. Coupled with these enough materials where learners should have access for further inquiry or referral (Gysbers & Henderson, 2001). Further a key factor that has been found to affect the effectiveness of guidance and counselling serving is time. Makumba (2013) reveals that school teachers (counsellors) have normal and above normal workloads coupled with other responsibilities and duties. There remains little time for pupils needing guidance and counselling services due to other teaching workloads.

Chikopela; Mandyata; Ndhlovu, and Mpolomoka (2019) conducted a study on the challenges of providing HIV/AIDS counselling to pupils with hearing impairment by guidance and counselling teachers who are not familiar with sign language. Their findings were that pupils did not get what the guidance teachers were communicating to them orally. Similarly, the five guidance and counselling teachers revealed that they had challenges in providing HIV/AIDS counseling services to pupils with hearing impairment because they did not know sign language. Pupils with hearing impairment desired to be counselled in HIV and AIDS and other psychosocial related issues but there was no one to counsel them. Interestingly, deaf pupils were not involved in sex education and HIV/AIDS prevention campaigns in schools, instead they helped themselves through discussion and reading some brochures.

Besides that, the training of school counselling has been found to have an effect on guidance and counselling services implementation and effectiveness. However, the revelation by Mukumba (2013) indicates that most schools particularly Mumbwa District and Zambia in general do not have trained teachers serving as guidance and counselling officers. The trend that is likely to affect the effective provision of guidance and counselling.

2.3 Benefits of Guidance and Counselling facilities available

The nature of guidance and counselling facilities should be assessed based on Ndhlovu (2015) views on the roles of guidance and counselling which are categorized as remedial or rehabilitative role, the counsellors help people who are presently experiencing difficulties.

Several evaluation studies have been done to find out the effectiveness of Guidance and counselling programmes. Kranzler et al. (1966) evaluated the effects of counselling on fourth-grade students in the USA. He believed that the close personal relationship provided to

students assigned to counselling would result in a significantly greater gain in sociometric status. The evaluation studies found that the difference between the counselled and the control groups were significant. Through this evaluation it was evident that Guidance and Counselling was effective. This study is similar to Kanzler's in that it is also focused on one grade of learners randomly selected, that is, form four students. However, it differs from that of Kanzler's in the level of learners studied and in that it did not look at the effects of counselling on the student but the nature of services offered by Guidance and Counselling units.

Rothney (1958) makes a series of studies to evaluate the value of counselling. The experimental group received extensive Guidance and Counselling, and it was found that it had better academic records, made more realistic vocational choices, were less dissatisfied with their high school experience, made more progress in their employment, participated in self-improvement activities, had a more favourable attitude towards counselling and were more satisfied with their lives compared to subjects who did not receive any counselling assistance. However, it will be inferred from the services delivered through the units in schools.

Morris (1966) and Lieberman (1996) did an inquiry in USA into the effect of programmes given in classroom guidance, they found that comprehensive curriculum about career, academic and social/personal development could positively impact student knowledge in each of those domains. That social skills could increase the social attractiveness of gifted and special needs student and that multicultural conflict resolution education could provide students with more positive perspectives on conflict, and can build related skills. The study also found that classroom curriculum about stress reduction techniques could improve student self-concept, sense of locus of control and appropriate coping strategies and that classroom guidance focusing on academic achievement could influence students' behaviour and attitudes towards' school, impact students school attitudes, and improve knowledge about succeeding in school. Lastly, the study found out that classroom curriculum designed to educate students about goal setting, problem solving, career exploration, school resources significantly improved student behaviour, attitude and knowledge in the areas.

Bowers and Hatch (2002) also carried out a study on the benefits of school guidance and counselling. The study was quantitative in nature and involved over two thousand students in high school. They concluded that useful school guidance and counselling services in the United States of America improved classroom behaviour, reduced learners' anxiety and

further improved self-concept. Schmidt (1993) stated that useful school counselling services in the United States of America assisted learners in becoming able learners. This assistance is achieved through helping teachers to adopt useful teaching methods and creating safe classroom environments.

In addition, Besley (2002) conducted a qualitative study on the rationale for provision of guidance and counselling in Scotland and concluded that useful school guidance and counselling services removed some barriers to learning that learners may face and consequently, teachers concentrate on their major task of teaching. This results in better academic results for all learners. Related to the above is the view by Schmidt (2003) that American school counselling helps learners develop education strategies that will allow them to meet academic requirements and at the same time develop soft skills and attitudes that are typically learned in applied contexts.

Masiye (2016) laments that a significant number of pupils indulge in drugs, prostitutions, truancy, poor discipline among other misdemeanours in the recent past. Thus the provision of guidance and counselling should be aimed at remedying the situation or rehabilitating pupils indulging in drugs, prostitutions, truancy, poor discipline among other misdemeanours. Thus Ndhlovu (2015) concludes that effectiveness is determined by the ability of the counsellor to conduct interviews to assist individuals to gain insight into personal problems, define goals and plan action, reflecting his or her interest, abilities and needs. Collaboratively, Chireshe (2004) emphasizes the need for counsellors to coordinate the use of services by providing pupils with information regarding such services. However, the extent to which these facilities is utilized and the nature of information given is not known, hence the study.

2.3.1 Guidance and Counselling Facilities as Preventive role

Further, Ndhlovu (2015) postulated that the assessment of the benefits of guidance and counselling facilities is its preventive role. Collaboratively, Gibson and Mitchell (1990) asserts that guidance and counselling is appreciated where a counsellor participating circumvent and if possible foretell difficulties which may arise in future. For instance, they would provide the pupils with information about education and occupational opportunities and requirements and about counselling programmes and related guidance facilities. This however, is contradicted by the behaviour of pupils, high failure rate, and high number of girls getting pregnant (MESVTEE, 2014). Thus the extent to which guidance and counselling facilities are provided as a preventive role is not known.

2.3.2. Guidance and Counselling facilities as educative and developmental role

Relatively, Ndhlovu (2015) reveals that guidance and counselling facilities must be educative and take a developmental role. Chireshe (2004) postulates that effectiveness of guidance counselling is assessed in counsellor's role to help individuals to plan, obtain and derive maximum benefits from education, social vocational and other kinds of experience which will enable those individuals to discover any development in their potential. The assumption therefore, is that through a well-furnished guidance room, coupled with well trained and skilled man power, the substance abuse can be controlled among these pupils; reduce teenage pregnancies and early marriages as well as drug and alcohol abuse (Gibson and Mitchell 1990). Thus a reduction in the escalation of juvenile delinquency, impartation of knowledge concerning the use of leisure time, reduce pressure on traditional values and norms, combat the high dropout rate in schools, school violence and vandalism, reduce the inability of individuals to make a realistic career choice and career awareness.

Summarily, effective guidance and counselling facilities need to be based on a complete understanding and acceptance of students' experiences (Mutie & Ndambuki, 2004). Therefore, all students would require guidance and counselling facilities in order to develop their academic, social and personal competencies. Thus Chireshe (2004) concludes that effective counselling enables pupils to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the academic, social and personal challenges. It helps an individual to acquire skills and attitudes, which make him or her properly adjusted person in life situations. However, the poor self-concept of many learners calls for an assessment to establish the effectiveness of guidance and counselling service as educative and developmental role. Conversely, the extent to which these facilities exist in Mumbwa is not known and it is not clear on the role guidance and counselling teachers are playing in attempts to arrest the situation in secondary schools. Hence the study to investigate the nature of guidance and counselling facilities in selected primary schools in Mumbwa District in relation to the recommendation by Mukumba (2013) on need to establish the facilities teachers use for provision of guidance and counselling.

Chapter Summary

The literature reviewed provided the background and context for the research problem on the nature of guidance and counselling facilities available in selected primary school on the nature of guidance and counselling facilities available for pupils in selected primary schools,

status of guidance and counselling facilities in selected primary schools and benefits of guidance and counselling facilities available in selected primary schools. The next chapter discuss the methodology.

CHAPTER THREE

METHODOLOGY

3.0 OVERVIEW

Research methodology is a system of explicit rules and procedures upon which research is based and against which claims for knowledge are evaluated (Nachmaias & Nachmias, 1996). In this chapter, the methods to assess the nature of school guidance and counselling facilities in selected primary schools in Mumbwa Districts of Central Province will be exploited. The chapter spells out how the study was conducted. This includes methods that were used in data collection, the research design, and target population, sample size, sampling procedure, instruments for data collection and Procedure and thereafter presentation on how data was analysed and interpreted in the study.

3.1 RESEARCH DESIGN

A research design is a plan of study. Chireshe (2004) views a research design as a preconceived plan according to which data to be collected and analysed to investigate research hypotheses. Relatively Borg and Gall (1989) adds that a research design refers to all the procedures selected by a researcher for studying a particular set of questions or hypothesis. In this study, a descriptive research design supported by a qualitative and quantitative approaches were used in the collection of data. Thus a research design is a program that guides the researcher as he or she collects analyses and interprets data. For the purpose of this study a descriptive survey design was used in data collection because it was hoped that the researcher would be able to collect information over a wider population and deep enough to support the study. In the study, both qualitative and quantitative techniques were applied in the collection of data.

3.2 POPULATION

Best and Khan (1993) define a population as a “group of individuals that have one or more characteristics in common and are of interest to the researcher.” The population is a group of people who are the focus of a research study and to which the results would apply (Cardwell 1999). Thus, the population is the group to which the researcher would like to make inferences. On the other hand, population according to Central Statistical Office (2009) is the

term referring to the total human inhabitants of a specific area, such as a city, country, or continent at a given time. It is concerned with the size, composition, and migration: and the determinants and consequences of such changes. Therefore, the target population comprised head teachers, teachers, and pupils in the selected primary Schools in Mumbwa District.

3.3 SAMPLE SIZE

According to Kulbir (2003) a sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the object or individuals of population which is selected for the express purpose of presenting the population. Thus, the sample comprised of 200 respondents broken down as six (6) Head teacher's six (6) guidance and counselling teachers one hundred (100) regular teachers and eighty-eight (88) pupils from selected primary schools in Mumbwa District. The number of regular teachers is higher than pupils in that teacher can sometimes provide counselling and in other instances need counselling too.

3.4 SAMPLING PROCEDURE

In the study, purposively sampling was used to select Head teacher's and guidance and counselling teachers to participate in the study. While the regular teachers and pupils were selected using simple random sampling techniques. According to Kulbir (2003) narrates that purposive sampling can be considered a form of stratified sampling in that the selection of the cases is governed by some criterion acting as a secondary control for research targets. For regular teachers and pupils, a simple random sampling procedure was used so as to give all teachers and learners equal chances of being selected. Head teachers and guidance teachers were selected using purposive sampling techniques. The reason for using this purposive and simple random sampling was to provide respondents or subjects with an equal opportunity of being selected.

3.5 RESEARCH INSTRUMENTS

Questionnaires were used as instruments for data collection. Questionnaires are research tools which respondents are asked to respond to similar questions in a predetermined order (Gray, 2004). Questionnaires are relatively cheap as standardized questions and questions can be written for specific purposes. Use of questionnaires in data collection helps to ensure

reliability and validity of the data that was collected to support the essay. Further, interview guide was used to collect information from head teachers.

3.6 DATA COLLECTION PROCEDURE

This section of data collection procedure explains on how the researcher collected information in the six schools. Kombo & Tromp (2006) explained that under this subsection, a researcher needs to show what happened in the process of collecting information. It is important to explain the procedure because it helps anyone evaluating the study to understand what difficulties could have arisen during the research process and whether the challenges could have an effect on the results. In the present study, data was collected through the use of questionnaires. The instruments for data collection were administered during the respondent's spare time. This was done in order to give respondents ample time to attend to their classes. To select the respondents, the lottery methods were the yes and no was written on pieces of papers and put into a box. The papers were shuffled and thereafter those who picked the yes papers were selected to form the sample.

3.7 DATA ANALYSIS

According to Kombo & Tromp (2006) data analysis is the stage when the researcher interprets the information collected from the respondents. This information is systematically presented, coded and presented in order to help readers and the researcher him-herself to easily discuss the findings. Information collected through questionnaires is usually quantitative and is basically numerical and requires statistics to interpret their meaning. Therefore, the researcher used the statistical package for social science version 17 (SPSS) to analyse quantitative data from questionnaires to present descriptive statistical data. The analysis led to generation of frequencies; percentages; tables and figures used in the study. The qualitative data which were obtained through use of thematic analysis. It involved coding and grouping the emerging themes and subthemes. These were presented descriptively in the study.

3.8 ETHICAL CONSIDERATION

Due to the sensitive nature of the subject matter, ethical precautions were put into consideration. These included explaining the purpose of the study, giving respondents' chance to decide on whether to participate in the study or not and keeping names of all

respondents anonymous. Confidentiality was assured by making verbal appeals that the information given was only to be used for educational purposes.

3.9 CHAPTER SUMMARY

The chapter spelled out how the study was conducted. This includes methods that were used in data collection, the research design, and target population, sample size, sampling procedure, instruments for data collection and Procedure and thereafter presentation on how data was analysed and interpreted in the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

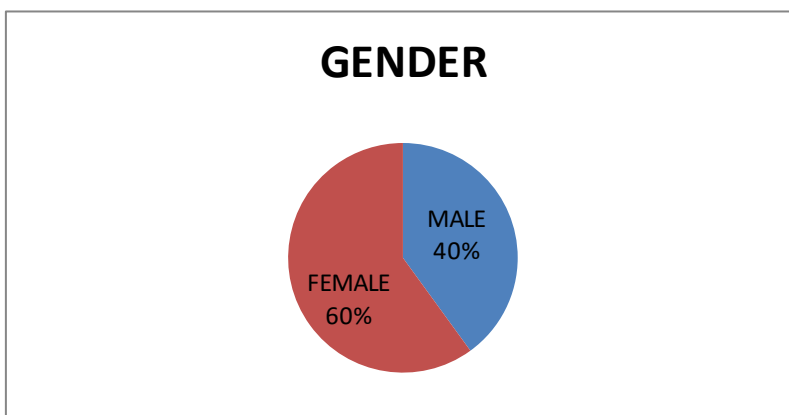
4.1 OVERVIEW

The preceding chapter provided the methodology employed for collection and analysis of data in the study. The data was collected from respondents in selected primary schools in Mumbwa District of Central province. The present chapter presents the views of the respondents on an investigation on the nature of guidance and counselling facilities in selected primary schools in Mumbwa districts of central province. The findings were presented according to the following research questions:

- (i) What in the nature of guidance and counselling facilities available for pupils in primary schools?
- (ii) What is the status of facilities being used to support the guidance and counselling in selected primary schools?
- (iii) What contributions are the facilities available making to the provision to guidance and counselling in selected primary schools?

4.2 CHARACTERISTICS OF RESPONDENTS

Figure 1: Gender of respondents



There were (200) two hundred respondents who were interviewed by the use of questionnaires. The respondents were drawn from six different schools namely Bulungu Primary School, Kalilwe primary school and St Edmunds Primary School, in urban areas. The others are Chiwena Primary Secondary School, Nambala Primary School and Nalusanga Primary school in rural areas of Mumbwa District. That is (80) eighty males and (120) one hundred twenty females responded to the questionnaires as shown in the figure: 1 above, presenting in percentages illustrates that 40% of the respondents were male while 60% were female. The illustration shows that they were more females in the study than males.

Table 3: Distribution of respondents by age

AGE	FREQUENCY	PERCENTAGE
10-15yrs	70	35%
16-20 yrs	10	5%
21-25 yrs	40	20%
26-30	28	14%
31 and above	52	26%
TOTAL	200	100%

The above table: 1 illustrates the age distribution of this sample which ranged from 12 years to 31 years and above. The table indicates that seventy (70) respondents which is 35% of the study fell between 12 years and 15 years. Ten (10) respondents which is 20% of the study fell between 16 years and 20 years. Forty (40) respondents which is 20% of the study fell between 21 years and 25 years and twenty (28) respondents which is 14% of the study fell between 26 years and 30 years while those who were 31 years and above were 26% representing twenty-eight respondents. The table illustrates that the majority of respondents were those aged from 10-15 years and those aged 21-25 years an indication that mostly were pupils and youthful teachers.

Table 2: Location of participating schools

LOCATION OF THE SCHOOL	FREQUENCY	PERCENTAGE
RURAL PRIMARY	3	50%
URBAN PRIMARY	3	50%
TOTAL	6	100%

The table: 2 above illustrates the location of the primary schools were respondents were drawn from. These were two (3) rural primary schools, representing 50%, three (3) urban primary schools representing 50%. The table illustrates that both rural and urban schools were considered.

Question 1: What is the nature of guidance and counselling facilities available for pupils in primary schools?

Respondents were asked to indicate whether teachers were using guidance and counselling facilities to the pupils. The figure 2 above illustrates that one hundred sixty (160) of the two hundred respondents (200) respondents representing eighty percent 80% indicated that guidance and counselling facilities were not available to the learners. On the other hand twenty four (24) respondents representing twelve percent (12%) indicated that guidance and counselling facilities were available to the learners. The other sixteen (16) respondents representing eight percent (8%) indicated that they were not sure whether guidance and counselling facilities were available to the learners or not. Therefore, the study established that guidance and counselling facilities were not available to the learners as illustrated in the table below.

Table: 3: Guidance and Counseling facilities.

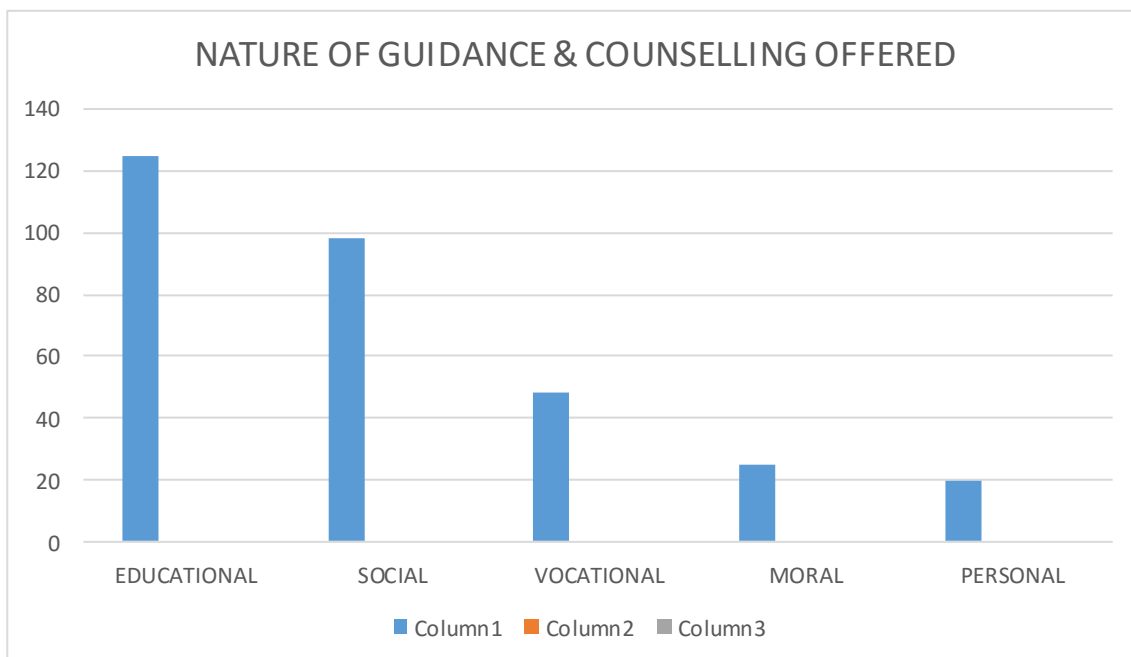
RESPONSE	FREQUENCY	PERCENTAGE
Available	24	12
Not available	160	80
Not sure	16	8
Total	200	100

Some of the responses were that:

We provide guidance and counselling to our learners by giving them advice on academics and social life but we lack materials to use such as counselling room and books.

At another school a teacher boasted of a well-functioning guidance and counselling department. *“We have a trained guidance and counselling teachers who also have a good office”.*

Figure 2: Nature of guidance and counseling services offered



The figure, 2 above illustrates that 125 respondents of the 200 participants indicated that guidance and counselling teachers were offering education guidance. 98 respondents of the 200 participants indicated that guidance and counselling teachers were offering social guidance. While, 45 respondents of the 200 participants indicated that guidance and counselling teachers were offering vocational guidance. 26 respondents of the 200 participants indicated that guidance and counselling teachers were offering moral guidance and 20 respondents of the 200 participants indicated that guidance and counselling teachers were offering education guidance. The study established that the guidance and counselling teachers were providing guidance and counselling to pupils in five areas, namely educational, social, vocational, personal and moral. However, the high number of respondents indicates that the guidance teachers were providing educational guidance more than other areas.

Table 4: Types of guidance and counseling services offered in your school

		VERY OFTEN	OFTEN	NOT OFTEN	NOT AT ALL	TOTAL
A	Education such as study skills	14% (28)	23%(46)	45%(90)	18%(36)	100%(200)
B	Personal or social such forming relationships	10%(20)	15%(30)	56%(112)	19%(38)	100%(200)
C	Occupation or career such as choosing suitable careers	5%(10)	32%(64)	45%(90)	18%(36)	100%(200)
D	Invite former pupils	0%(00)	12%(24)	54%(108)	34%(68)	100%(200)
E	Provide general information to pupils& parents	2%(04)	17%(34)	47%(94)	34%(68)	100%(200)
F	Organise open days	28%(56)	36%(72)	34%(68)	2%(04)	100%(200)

Respondents were asked to indicate the nature of guidance and counselling services offered and how often information on guidance and counselling was given to learners.

Table 4 (a) above indicates that guidance and counselling teachers were giving learners information on academics and how to progress by giving them study skills, the table illustrates that 14% of the 200 respondent representing twenty-eight (28) respondents indicated that guidance and counselling teachers were giving education information very often to the learners. Relatively, 23% of the respondents representing forty-six (46) indicated that the learners receive information often and 45% of the respondents representing ninety (90) indicated that they information flow was not very often and 18% of the respondents representing thirty-six (36) indicated that there is no information given at all. The findings of the study are that learners were receiving education guidance and counselling. However, the tabulation of figures illustrates that the flow of information on educational to the learners were not sufficient going by the high number of respondents who indicated that information flow was not often and in most cases no information flow at all.

On further inquiry on why such was the case:

For example, one head teacher lamented saying: *“if the guidance teacher had the necessary training, she could have been confident enough to meet learners”*.

Relatively, one pupil complained that *“the guidance teacher is always busy in class and he has no time to see them”*.

Yet on guidance teacher defended herself by saying: *“children are often called to the department for guidance and counselling but often they do not follow the advice given”*.

Table 4 (b)above indicates that guidance and counselling teachers are giving learners information on social skills and development as well as how to make and maintain friendships, the table illustrates that 10% of the 200 respondent representing twenty (20) indicated that guidance and counselling teachers were giving social skills information very often to the learners. Relatively, 15% of the respondents representing thirty (30) indicated that the learners receive information often and 56% of the respondents representing one hundred twelve (112) indicated that the information inflow was not very often and 19% of the respondents representing thirty (38) indicated that there is no information given at all as regard to social skills and development. The finding of the study is that learners were receiving social and moral guidance and counselling. However, the tabulation of figures illustrates that the flow of information on social and moral guidance to the learners were not sufficient going by the high number of respondents who indicated that information flow was not often and in most cases no information flow at all. This information illustrates that the inflow of information on social skills and development is not enough, hence the display of moral decay.

For example, one learner over head a friend complaining that *she became pregnant because teachers rarely warn them about illicit sex. “nkani yafishamwali sibakambapo”*. Teachers do not warn them over illicit sex.

Yet another pupil attributed the increased of beer drinking to lack of concern on part of teachers: *“Sibapanisha bamene bama kolewa”* teachers do not punish those found drank.

Table 4 (c)above indicates that guidance and counselling teachers were giving learners information on occupation or career such as choosing suitable careers. The table illustrates that 5% of the 200 respondent representing ten (10) indicated that they were receiving

information on choosing careers very often. Relatively, 32% of the respondents representing sixty-four (64) indicated that the learners were receiving information on career choice often. On the other hand, 45% of the respondents representing ninety (90) indicated that they information inflow on career choice was not very often and 18% of the respondents representing thirty-six (36) indicated that there is no information on career choice at all as regard to occupation or career such as choosing suitable careers. The finding of the study is that learners were receiving career guidance and counselling. However, the tabulation of figures illustrates that the flow of information on career or occupational information to the learners were not sufficient going by the high number of respondents who indicated that information flow was not often and in most cases no information flow at all.

Table 4 (d) above indicates that guidance and counselling teachers were inviting former pupils to speak to the learners as a way of motivating them. The table illustrates that 0% of the respondent indicated that they had never seen a former pupil coming back to speak to the learners very often. Relatively, 12% of the 200 respondents representing twenty-four (24) indicated that the learners have seen or head to the former pupils often. On the other hand, 54% of the respondents representing one hundred eight (108) indicated that the guidance and counselling teachers were not very often inviting former pupils while 34% of the respondents representing sixty-eight (68) indicated that the guidance and counselling teachers were not at all inviting former pupils to speak to pupils. It is evident from the study that guidance and counselling teachers were not providing leaners with role models in form of former pupils thus not motivating them to work hard. The social modelling theory is not appreciated by the teachers to benefit the learners.

Table: 4 (f) above indicates that guidance and counselling teachers were organizing open days. The table illustrates that 28% of the respondent representing fifty-six (56) indicated that guidance and counselling teachers were organizing open days very often. Relatively, 36% of the respondents representing seventy-two (72) indicated that the guidance and counselling teachers were organizing open day's often. On the other hand, 34% of the respondents representing sixty-eight (68) indicated that the guidance and counselling teachers were not often organizing open days and 2% of the respondents representing four (4) indicated that the guidance and counselling were not organizing open days.

Conclusively the findings of the study is that learners were receiving guidance and counselling in social, moral, education and career guidance. However, the flow of

information to the learners was not sufficient going by the high number of respondents who indicated that information flow was not often and in most cases no information flow at all.

Research Question2: What is the status of facilities being used to support the guidance and counselling in selected primary schools?

The respondents were requested to respond to the status of the available facilities in schools, factors affecting the availability of counseling facilities, and the number of contact sessions with the guidance teachers as well as the materials available in the provision of guidance and counseling.

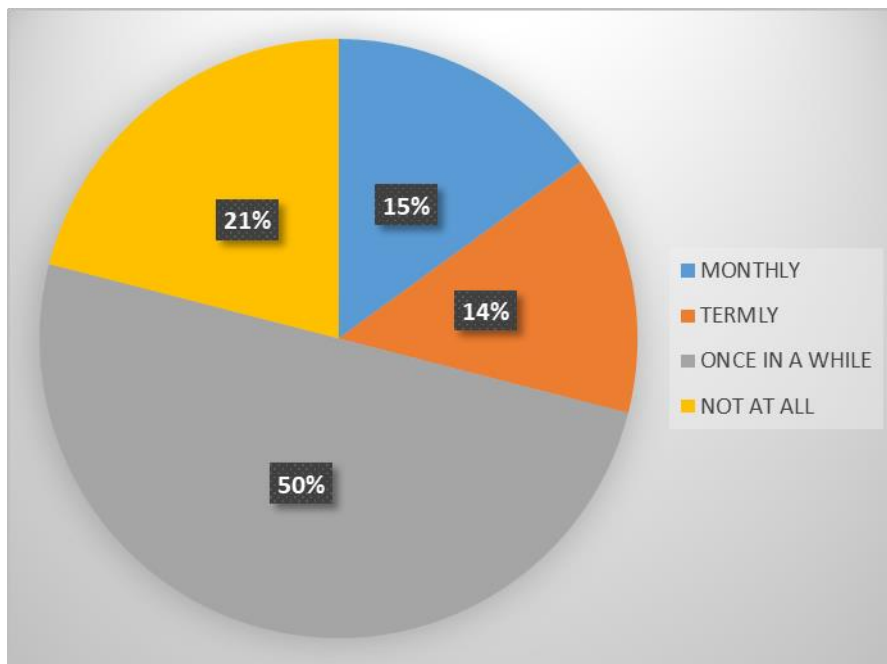
Table 5: What factors affect availability of guidance & counseling facilities in your school?

RESPONSE	FREQUENCY	PERCENTAGE
Lack of interest from teachers	46	23
The school is small	20	10
The head teacher has no interest in guidance and counselling	16	8
Government does not provide	34	17
Lack of resources at school	84	42
Total	200	100

Respondents were asked to list factors affecting availability of guidance & counselling facilities in your Table: 5 above indicates that 23% of the 200 respondents representing forty-six (46) indicated that the guidance and counselling teachers lack interest in providing the facilities and materials needed. While 10% of the respondents representing twenty (20) respondents indicated that guidance and counselling cannot be considered because the school is small. 8% representing sixteen (16) respondents indicated that the head teacher has no interest in providing facilities for guidance and counselling teachers. On the other hand, 34 respondents representing 17% indicated that the government need to provide the guidance facilities but they have not done so. Lastly, 42% of the respondents representing 84 indicated

that the school resources to procure and guidance materials. The above illustration demonstrates that lack of interest from guidance teachers and lack of resources has led to limited supply of guidance and counselling facilities a situation that has a potential of interfering with the quality of guidance and counselling services given to the pupils in the study schools.

Figure 3: Contact sessions with learners and other teachers.



Respondents were asked to indicate the frequency of contact sessions. Figure, 3 above shows that 50% of the 200 respondents which is one hundred (100) narrated that guidance and counselling teachers meet the children once in a while, while 21% which is forty-two (42) of respondents indicated that children were not met all. On the other hand, 15% which is thirty (30) respondents indicated that pupils were met termly and 14% of the respondents representing twenty-eight (28) indicated that pupils were met monthly. The study established that pupils were not frequently met, as such compromised the quality of the guidance and counselling services provided.

Table 6: Resources in provision of guidance and counseling services

		ENOUGH	NOT ENOUGH	NOT SURE	NOT AT ALL	TOTAL
A	Materials for guidance and counselling	14% (28)	66% (132)	5% (10)	15%(30)	100% (200)
B	Time for guidance and counselling	15% (30)	25% (50)	50% (100)	10% (20)	100% (200)
C	Office space for guidance and counselling	10% (20)	45% (90)	35% (70)	10% (20)	100% (200)
D	Training in guidance and counselling	0% (0)	75% (150)	15% (30)	10% (20)	100% (200)

Table: 6 (a) above shows 14% of the 200 respondents representing twenty-eight (28) indicated that the schools had enough guidance and counselling materials while 66% of the respondents representing one hundred twelve (112) indicated that the schools did not have enough guidance and counselling materials. On the other hand, 5% of the respondents representing ten (10) indicated that they were not sure whether schools had enough guidance and counselling materials or not and 15% of the respondents representing thirty (30) indicated that schools did not have guidance and counselling materials at all. The study established that in the study schools, they lacked guidance and counselling materials, the situation which has the potential to interfere with the quality of guidance and counselling services provided.

Table: 5 (b) above shows 15% of the 200 respondents representing thirty (30) indicated that the guidance and counselling teachers had enough time for guidance and counselling activities while 25% of the respondents representing fifty (50) indicated that the guidance and counselling teachers do not have enough time for guidance and counselling activities. On the other hand, 50% of the 200 respondents representing one hundred (100) indicated that they were not sure whether the guidance and counselling teachers had enough time for guidance and counselling activities or not. And 10% of the respondents representing twenty (20) indicated that the guidance and counselling teachers did not have time for guidance and counselling activities at all. This is evident that guidance and counselling teachers do not have time to provide the guidance and counselling services and this compromises the quality of the services provided.

Table: 5 (c) above shows 10% of the 200 respondents representing twenty (20) indicated that the schools had enough guidance and counselling office space while 45% of the respondents representing ninety (90) indicated that the schools did not have enough guidance and counselling office space. On the other hand, 35% of the respondents representing seventy (70) indicated that they were not sure whether schools had enough guidance and counselling office space or not and 10% of the respondents representing thirty (20) indicated that schools did not have guidance and counselling office space at all. The study established that in the study schools, the lacked office space where to conduct guidance and counselling and lack of such facilities compromises the quality of services provided.

Table: 5 (d) above shows that none of the respondents indicated that the schools had guidance and counselling officers with enough training. Relatively, 35% of the 200 respondents representing ninety (90) indicated that the teachers did not have enough training in guidance and counselling. On the other hand, 20% of the respondents representing seventy (40) indicated that they were not sure whether teachers had enough training in guidance and counselling or not and 45% of the respondents representing thirty (90) indicated that teachers did not have training in guidance and counselling at all. The study established that in the study schools, the guidance and counselling teachers were not equipped with necessary training in guidance and counselling a situation that has potential to compromise the quality of guidance and counselling services provided to the learners.

Table 7: Disruptive behaviors common in schools

	VERY HIGH	HIGH	LOW	TOTAL
ABUSE OF DRUGS/ALCOHOL	75% (150)	20% (40)	5% (10)	100% (200)
OCCURRENCE OF PREGNANCIES	10% (20)	67% (134)	23% (46)	100% (200)
ILLICIT SEXUAL ACTIVITIES	80% (160)	15% (30)	5% (10)	100% (200)
ABSENTEEISM	14% (28)	12% (24)	74% (148)	100% (200)
VANDALISM	11% (22)	21% (42)	68% (136)	100% (200)

The table 7(a) above illustrates that 75% representing one hundred fifty (150) of the respondents out of the 200 participants indicated that drug and alcohol abuse is very high in the study schools. 20% representing forty (40) respondents indicated that drug and alcohol abuse is high in the study schools. 5% of the respondents representing ten (10) indicated that drug and alcohol abuse is low. The study established that drug and alcohol abuse among learners is very high and this is necessitating the provision of guidance and counselling services in the study schools.

The table 6(b) above illustrates that 10% of respondents representing (20) of the respondents out of the 200 participants indicated that the rate of occurrence of pregnancies is very high in the study schools. 67% representing one hundred thirty-four (134) respondents indicated that the rate of occurrence of pregnancies is high in the study schools. 23% of the respondents representing (46) indicated that drug and alcohol abuse is low. The study established that the rate of occurrence of pregnancies among learners is high and this necessitates the provision of guidance and counselling services in the study schools.

The table 6(c) above illustrates that 80% of respondents representing one hundred sixty (160) of the respondents out of the 200 participants indicated that illicit sexual activities is very high in the study schools. 15% representing thirty (30) respondents indicated that illicit sexual activities are high in the study schools. 5% of the respondents representing the (10) indicated that illicit sexual activities are low. The study established that illicit sexual activities among learners are very high and this necessitates the provision of guidance and counselling services in the study schools.

The table 6(d) above illustrates that 14% of respondents representing twenty-eight of the respondents out of the 200 participants indicated that absenteeism is very high in the study schools. 12% representing thirty-two (24) respondents indicated that absenteeism is high in the study schools. 64% of the respondents representing the (148) indicated that absenteeism is low. The study established that absenteeism among learners very is low and this necessitates the provision of guidance and counselling services in the study schools to maintain the status quo.

The table 6(e) above illustrates that 11% representing twenty-two (22) of the respondents out of the 200 participants indicated that vandalism among pupils is very high in the study schools. 21% representing two forty (42) respondents indicated that vandalism. 68% of the

respondents representing (134) respondents indicated that vandalism is low. The study established that vandalism among learners is low and this necessitates the provision of guidance and counselling services in the study schools so as to make learners appreciate the good school environments.

Figure 4: Nature of guidance and counseling facilities available

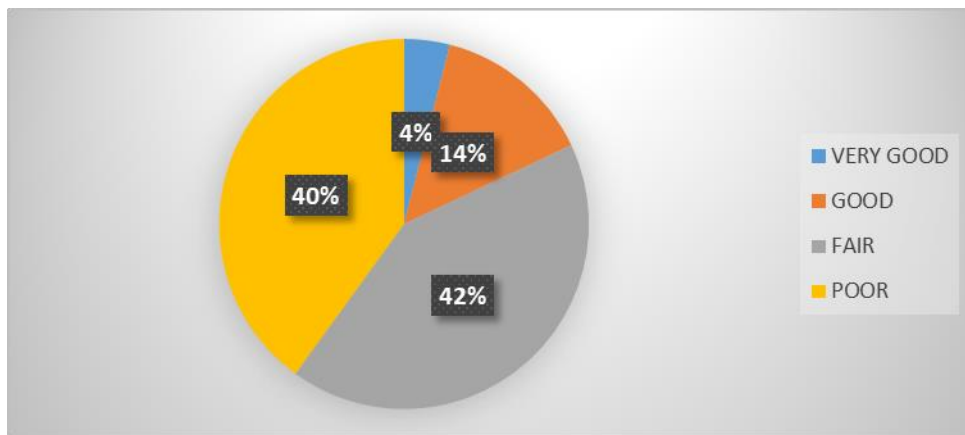


Figure:4 above illustrates that 67% of the 200 respondents representing one hundred thirty-four (134) respondents indicated that the nature of guidance and counselling facilities available were poor while 23% representing forty-six respondents indicated that the nature of guidance and counselling facilities available were fair. 8% representing sixteen respondents indicated that the nature of guidance and counselling facilities available were good. On the other hand, 2% of the respondents representing four (4) indicated that the nature of guidance and counselling facilities available were good. The above illustrations the study established that the nature of guidance and counselling facilities available were not in good state.

The inadequacy in the provision of guidance and counselling services were attributed to lack of time, for one pupil complained that: *“the teacher is not found in the guidance office as she is always teaching English or marking books”*.

Further, one guidance teacher complained that: *“the school lack materials and counselling rooms”*.

Additionally, one head teacher sympathized that *“lack of training on the part of teachers as it reduces confidence and sometimes not knowing what to do”*.

Question 3: What contributions are the facilities available making to the provision to guidance and counselling in selected primary schools?

The respondents were asked to indicate what how the available facilities were helping the learners

Table 8: contribution of Guidance and counseling facilities provided to pupils

	VERY HIGH	HIGH	LOW	TOTAL
Career oriented pupils	75% (150)	20% (40)	5% (10)	100% (200)
Socially motivated learners	10% (20)	67% (134)	23% (46)	100% (200)
Well mannered and responsible learners	80% (160)	15% (30)	5% (10)	100% (200)

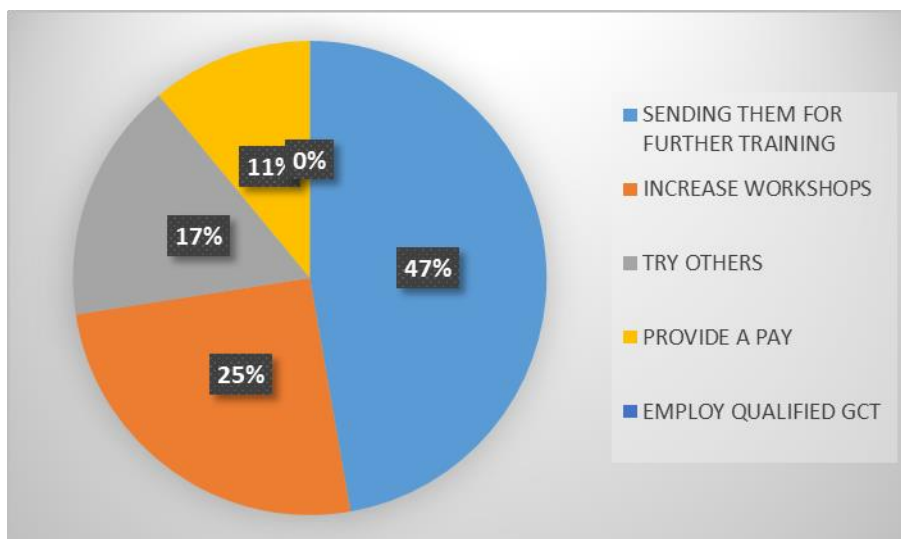
Table,8 above shows that 75% of the 200 respondents representing one hundred fifty (150) narrated that guidance and counselling facilities helps in producing very highly career oriented learners while 20% of the respondents representing forty (40) advocated that guidance and counselling facilities helps in producing highly career oriented learners. And 5% representing ten (10) indicated that guidance and counselling facilities helps in producing lowly career oriented learners.

Further, the table 7 above shows that 10% of the 200 respondents representing twenty (20) narrated that guidance and counselling facilities helps in producing very high socially motivated learners while 67% of the respondents representing one hundred forty (140) advocated that guidance and counselling facilities helps in producing high socially motivated learners. And 23% representing forty six (46) indicated that guidance and counselling facilities helps in producing low socially motivated learners.

Lastly, table 7 above shows that 80% of the 200 respondents representing one hundred sixty (160) narrated that guidance and counselling facilities helps in producing very high well mannered and responsible learners while 15% of the respondents representing thirty (30) advocated that guidance and counselling facilities helps in producing high well mannered and

responsible learners. And 5% representing ten (10) indicated that guidance and counselling facilities helps in producing low mannered and responsible learners. The study established that facilities in guidance and counselling helps in services provision can be enhanced if the government can employ qualified guidance and counselling career oriented learners who socially motivated as well as well mannered and responsible learners.

Figure 5: Suggestions on Guidance and counseling facilities provided to pupils



Figure,5 above shows that 47% of the 200 respondents representing ninety-four (94) narrated that guidance and counselling teachers must be send for further studies while 17% of the respondents representing thirty-four (34) advocated that the current one providing the services be replaced with others. And 25% representing fifty (50) indicated that a number of workshops be organized for them to sharpen their skills. 11% of the respondents representing twenty-two (22) were of the view that the current teachers practicing us guidance and counselling teachers be provided with an extra pay and yet 47% indicated that only qualified personnel be employed for the purpose of guidance and counselling. The study established that the quality of guidance and counselling services provision can be enhanced if the government can employ qualified guidance and counselling teachers and more capacity building workshops are organised.

SUMAMARY

It emerged from the study that learners are experiencing education, vocational social and other challenges that need the immediate attention of counsellors. The study established that the nature of the guidance facilities is poor because of lack of training in guidance and counselling by teachers offering the service, lack of enough materials, and lack of enough and suitable classroom space for teachers practicing guidance and counselling. Most importantly, teachers did not have enough time to practice guidance and counselling. The next chapter presents the discussion of the findings.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.1 OVERVIEW

The previous chapter presented the results of the study. The present chapter discusses the findings presented in chapter four by relating them to the literature reviewed in chapter two in the light of the three objectives of this study. The major findings are discussed under three (3) headings derived from the research objectives outlined as:

To establish the nature of guidance and counselling facilities available for pupils in selected primary schools.

(ii) To Assess the status of facilities to support guidance and counselling in selected primary schools.

(iii) To examine the how facilities have contributed to guidance and counselling provided in the study schools.

This is meant to provide adequate answers to the three objectives and realize the purpose of this study which was aimed at assessing the nature of guidance and counselling facilities in selected primary schools in Mumbwa District. The discussion focused on findings generated from statistical description aimed at testing the objective of the study. The arrangement and discussion have been done in accordance with themes derived from the specific objectives and the presentation of research findings.

5.1 Nature and status of Guidance and Counselling Facilities

The study established that guidance and counselling facilities in the study schools were not available to the learners. This is in contrast to Ndhlovu (2015), MESVTEE, (2014) Makumba, (2013) elaboration that school guidance and counselling services must comprehensively, deal with personal guidance covering areas such as self-awareness, positive attitudes, values, assertiveness and self-esteem among others in a conducive environment. Similarly, the pupils must know their capabilities and potentialities, especially in areas that are crucial for the realization of objectives and achieve their potentialities in life which seems to be a challenge in the number of schools due to poor guidance and counselling facilities.

Similarly, the inadequate facilities in the schools contradicts Makinde (1993) belief that counselling facilities are designed to help an individual to analyze himself/herself by relating his capabilities, achievements, interests and mode of adjustment. Relatively Egbochuku (2008) adds that the ultimate objective of guidance and counselling is to help the unique child to become what he is capable of becoming. Thus, guidance and counselling activities, programs and services are geared towards assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. However, the situation in the study schools seems to be posing dangers to the learners as they may not achieve the desired goals due non availability of guidance rooms, lack of guidance teachers as well as of guidance materials.

It is thus cardinal to appreciate Biswalo (1996), revelations that the need for guidance and counselling facilities today in Zambia and world over could be due to the ever growing complexity of the society and people have to learn how to cope with the upcoming challenges of pupils in the Zambian schools. Thus, guidance and counselling is positioned to play a vital role in preventing educational, personal, social, mental emotional and other similar problems among school pupils. Ministry of education and school head teachers are aware of the heavy reliance placed on guidance and counselling services (MESVTE, 2015) especially with the abolition of corporal punishment in Zambian schools (Education Act 2011). Thus guidance facilities are critical component needed to shape the future of the children and Nwachukwu (2007) itemize them as skilled and trained man power, well-furnished guidance and counseling rooms, books and materials among others.

The study confirms the revaluation by Makumba (2013 that the non-utilization of guidance and counselling facilities in the present day school system has led to the unprecedented rise in the crime wave, violence among students, severe value erosion, wrong career choice, and wrong subject combination among other issues. Thus contradicts Mutie and Ndambuki (2004) assertion that good counselling facilities are the brain and heart of the guidance program. It is cardinal to appreciate that counselling represents a part of the total process of guidance which is helping individuals, achieve the self- understanding and self- direction necessary to make the maximum adjustment in a particular environment. It may enrich his intellectual and social skills helpful to lead a purposeful and successful life. Life skills based on education helps children understand themselves, their friends and their world. Effective counseling services need to be based on a complete understanding and acceptance of students

experiences (Mutie & Ndambuki, 2004). Therefore, all pupils would require counselling services in order to develop their academic, social and personal competencies. Thus Chireshe & Mapfumo (2006) concludes that effective counselling enables pupils to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the academic, social and personal challenges. Besides that, guidance and counselling helps an individual to acquire skills and attitudes, which make him or her properly adjusted person in life situations and thus a call to ensure that guidance facilities in schools are provided.

Collaboratively Egbochuku (2008) points out that the increasing educational institutions are of many kinds and vocations as well as occupations are of different types. Thus, choice of career or vocation is an important event in the life of an individual as the selection of a wrong vocation can lead to unhappiness, discontent and ultimate failure, because the occupation that the person follows is not merely a means of earning a livelihood. So the vocational choice is an important event in one's academic and career pursuit. The career guidance is provided by the consultants so that an individual can easily select an appropriate occupation or education which goes well with their capabilities, skills and interest. The Ministry of Education Science Vocational Training and Early Child Education (2013) promotes guidance and counselling services to be essential in meeting personal, social and economic development needs and to encourage sustainable development in knowledge based society. The study therefore calls for the teachers to utilize the existing poorly furnished guidance facilities available in Mumbwa.

5.3 The state of guidance and counselling facilities

The study revealed that schools did not have enough resources and materials and the most hit being the human resources for guidance and counselling services. This negatively impacts on the implementation of the guidance and counselling services. The study revealed that school guidance and counselling teachers did not have materials to use to help facilitate the provision of guidance and counselling. The study reveals that 66% of the respondents representing one hundred twelve (112) indicated that the schools did not have enough guidance and counselling materials. On the other hand, 5% of the respondents representing ten (10) indicated that they were not sure whether schools had enough guidance and counselling materials or not and 15% of the respondents representing thirty (30) indicated that schools did not have guidance and counselling materials at all. The above findings contradicts Borders and Drury (1992) and Carson (1991) recommendation that guidance and

counselling centres should have computers, self-development resources, college catalogues, career materials, test taking skills packages, newsletters, brochures and pamphlets. Thus lack of counselling resources have been found to negatively affect the counselling services. Generally, in the international world, guidance and counselling services have adequate resources as revealed by Lehr & Sumarah (2002) that counsellors were well paid and were provided with adequate resources. This revelation indicated that guidance and counselling in schools is not effectively implemented in the sample sites and other schools in Mumbwa district in general.

The situation is worsened by the fact that the school guidance and counselling teachers do not have the training to be able to use the few available materials in the provision of guidance and counselling services. The prevailing situation in the selected secondary schools in Mumbwa District, reveals that all the sample sites had no trained personnel in guidance and counselling, the trend that is similar in most secondary and primary schools in Mumbwa District in particular and Zambia in general. This scenario affects the provision of guidance and counselling as confirmed by Chireshe (2006) revelation that training of service providers is cardinal as it increases the knowledge and sharpens skills in service provision. Lack of training implies that the school counsellors do not know what guidance and counselling services to offer and how best to offer them. The negative effects of lack of training in guidance and counselling services have been confirmed in the international literature for example, Human Sciences Research Council in Bernard et al (1997) found that in South Africa, school counsellors are not able to identify student's problems because of lack of training. Relatively, Rutondoki (2000) also states that lack of training in Uganda leads to the guidance and counselling services not being evaluated in schools. Trevisian & Hubert (2001) argue that in some American schools, school counselling is not properly evaluated because of lack of training in guidance and counselling. The situation that was similar in the sample sites were the programs and sessions are not recorded or conducted. This posed a huge challenge to teachers and was seen as one of the causal factors leading to poor academic performance and progression as well as undesirable social behaviour.

Similarly, Chireshe (2004) contends that among other factors which contribute to the quality of guidance and counselling services offered, include teacher qualifications, contact time between pupils and guidance and counselling teachers and also the motivation of teachers." This contradicts the findings were the guidance and counselling teacher are not well qualified and lacks confidence when offering guidance and counselling services to the learners and

subsequently fail to meet the needs of the learners thereby contributing to pupils' poor academic performance and progression as well as undesirable social behaviours. Thus a conclusion that the facilities are poorly furnished and in most cases not available in Mumbwa district and that makes the provision of guidance and counselling compromised.

The study further revealed that the teachers were handling guidance and counselling services within the administration offices. This is most likely to affect the provision of guidance and counselling services negatively. This situation compromises the effective provision of guidance and counselling services as pupils feared to visit the officers fearing the head masters because they believed that confidentiality is compromised and threatened. The prevailing situation contradicts Schmidt (1993) indication that centres should not be near or within the administration blocks as having a corner in the staff room as a centre means that pupils would not feel comfortable to discuss issues with the guidance and counselling teachers and having a centre near the administration also means that the pupils would associate the school counsellor with administration and hence they would be reserved in revealing their concerns. This relates with Chireshe (2004) finding that learners fear to go to counselling rooms that are in staff room or an office near administration block.

The study further reveals that time was yet another factor that posed a challenge as guidance and counselling teachers were also full time subject teachers with equal workloads like others including in the afternoon sessions. This posed a serious challenge to conduct counselling sessions with the learners. The research finding contradicts the recommendation by Schmidt (1993) that school counsellors should specifically be employed to fully submit their time to guidance and counselling work.

The study further established that in urban areas, the schools had limited or poorly furnished guidance facilities unlike in rural areas where guidance facilities were not there. The revelations are worry some looking at issues of social problems and academic performance that teenagers go through in Zambia and other parts of the world which is a concern now. True to the study findings these issues of social problems that are probably causing academic performance those teenagers go through is a concern in Zambia and other parts of the world. The findings collaborate with Chireshe (2006) lamentation that, despite guidance concerning behaviour; teachers still face problems regarding behaviour of the pupils. This lamentation collaret with the study finding were discipline, drugs, and alcohol abuse absenteeism from classroom, dishonesty and stealing were on the increase (Makumba, 2013). Relatively the

study reveals that some pupils engage in drug and alcohol abuse and irresponsible sexual behaviour, which leads to decline of moral integrity, because they lack knowledge on how to effectively spend and manage their leisure time.

5.3.1 Need for the provision of school guidance and counselling services.

The study established that pupils are having challenges in the usage of leisure time and as such they are resorting to social media and that is making many to be misled by the obscene pictures they view and information they get. Therefore, in the context of the changing socio-cultural scenario the repertoire of guidance and counselling has been increasing at an unexpected speed. This assumption collaborates with Biswalo (1996) postulation that more guidance is cardinal among learners due to escalating economic globalization and technological advancements. Basing on the findings of the study, the consensus reached is that Guidance and Counselling should be an integral part of the education of children and therefore, the facilities need to be improved.

Further, the study reveals that pupils are detached from the society and other school norms due to pleasure in illicit sexual activities and rampant drug and alcohol abuse. The study findings collaborate with the revelation of Chireshe (2006) and Makumba (2013) that the provision of guidance and counselling will promote enhancing of coping skills, promoting decision-making, improving relationships and facilitating the client's potential thus distract them from the social negative vices that are on the increase. Thus the need to provide trained teachers in guidance and counseling, build guidance rooms and provided the needed materials. Collaboratively, Kochhar (2003) recommend that it is a personalized and individualized process for helping the individual to learn and acquire habits, skills, attitudes and interests which make him a normally adjusted being. Therefore, it is evident that the process and goals of guidance and counselling will make learners move towards a greater level of self-understanding and self-acceptance if the guidance facilities are improved in the schools in Mumbwa and the nation as a whole.

Therefore, the study appreciates MESVTEE (2015) acknowledgments on the need for guidance and counselling teachers to select an appropriate measure to orient learners in avoiding drug and alcohol abuse, avoid illicit sex and as it is a critical mischief that leads to high pregnancy occurrence, increased HIV/AIDS, high school dropout and poor academic

performance. This decision has a far-reaching impact on the senior's future in terms of lifestyle, status, income, security and job satisfaction.

Conclusively, the study revelation relates with Ndhlovu (2015) conclusion that a well-organized program of guidance and counselling provided in a conducive environment is very essential for the maximum development of the students as it is expected to cultivate essential life skills in students, to enable the students to make proper choices at various stages of their educational career as well as to minimize the mismatching between education and employment and help in the efficient use of man power.

5.4 Contributions to improved guidance and counselling facilities

The finding of the study contradicts the assertions of Ndhlovu (2015) & Gysbers & Henderson, (2001) on the roles of guidance and counselling as being remedial or rehabilitative role where the counsellors helps a person or people (is) who are presently experiencing difficulties. The findings confirm with Masiye (2016) lamentations that a significant number of pupils indulge in drugs, prostitutions, truancy, poor discipline among other misdemeanours in the recent past. This collaborates with the research findings were among other things, high records of teenage pregnancies, use of drugs, truancy and absenteeism were cited (Makumba, 2013). Thus the remedial or rehabilitative role of guidance and counselling that is aimed at remedying the situation or rehabilitating pupils indulges in drugs, prostitutions, truancy, poor discipline among other misdemeanours fail short of the recommendations by Ndhlovu (2015) and Gysbers & Henderson, (2001) assertions that effectiveness is determined by the ability of the counsellor to conduct interviews to assist individuals to gain insight into personal problems, define goals and plan action, reflecting his or her interest, abilities and needs.. Therefore, the remedial or rehabilitative role of guidance and counselling in the sample sites and Mumbwa in general poorly done due to lack of the facilities and thus a conclusion those children are not benefiting.

5.4.1 Guidance and Counselling Facilities as Preventive role

The study reveals that information regarding orientations on the rules and regulations of the school is not given to the learners at entry points in four of the sample sites. Collaboratively, the study further revealed that guidance and counselling teachers were not giving learner's education study skills, information on forming relations, information on choosing suitable

careers, or just general information to build learners as well as invite former pupils to motivate the present learners. This revelation is an indication that the preventive role of guidance and counselling is not appreciated as evidenced from the high number of girls becoming pregnant, alcohol and drug abuse as well as other negative vices. This contradicts Ndhlovu (2015) postulation that guidance and counselling provision is evident on its preventive role the situation that is not so in the sample sites. Collaboratively, the prevailing situation contradicts Gibson and Mitchell (1990) assertion that guidance and counselling is appreciated where a counsellor participating circumvent and if possible for tells difficulties which may arise in future. This then requires for counsellors to provide the pupils with information about education and occupational opportunities and requirements and about counselling programs and related guidance services. Otherwise as things stand, there is a gap in the provision of guidance and counselling to the learners by assessing the facilities available.

5.4.2. Guidance and Counselling facilities as educative and developmental role

The study established that the school guidance and counselling teachers were offering educational guidance. However, the revelation of poor academic performance, mismatch of career choices and demand of linkages is evident that pupils are not guided in prudent use of time, study skills and other educational guidance matches with the facilities available. This is not in view of Ndhlovu (2015) postulation that guidance and counselling must be educative and take a developmental role. Besides that, the study revelation contradicts Chireshe (2006) assertion that guidance counselling is assessed in counselor's role to help individuals to plan, obtain and derive maximum benefit from education, social vocational and other kinds of experience which will enable those individual to discover any development in their potential. This was not so as the study findings indicate that the substance abuse was high in the sample sites, high teenage pregnancies and early marriages as well as drug and alcohol abuse contrary to Gibson and Mitchell (1990) assertion of the way guidance and counseling must be provided. Thus an escalation of juvenile delinquency, lack of knowledge concerning the use of leisure time, high dropout rate in schools, school violence and vandalism, inability of individuals to make a realistic career choice and lack of career awareness is evidence enough on the poor guidance and counselling facilities in the sample sites.

The study concludes that the guidance and counselling facilities are inadequate, and in most cases not available basing on the high number of pupils failing to deal with psychological

problems they may experience or have experienced and make rational decisions on how to solve or cope with the academic, social and personal challenges evidenced from low academic performance, high rate of teenage pregnancies, absenteeism, school violence and vandalism, as well as the inability of individuals to make a realistic career choice and career awareness.

5.6 SUMMARY

The chapter has presented, analysed and discussed the findings from of study. It emerged from the study that learners are experiencing education, vocational social and other challenges that need the immediate attention of counsellors. The study established that the effectiveness of counselling services has be impaired by lack of training in guidance and counselling by teachers offering the service, lack of enough materials, and lack of enough and suitable classroom space for teachers practicing guidance and counselling. Most importantly, teachers did not have enough time to practice guidance and counselling. The next chapter presents the conclusions and recommendation of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1: OVERVIEW

This chapter concludes the study and also makes some recommendations based on the findings of the study.

6.2 Conclusion

Arising from the interpretations from the tables and figures as well as descriptive data, it can be concluded that guidance and counselling facilities are not available in primary schools.

The study further reveals that the most common type of guidance and counselling services offered to the pupils in secondary schools were social, educational, personal and vocational, though at a low scale. The study revealed that despite the provision of guidance and counselling services to pupils, they still have challenges in primary schools. The study has revealed that there is high number of pupils becoming pregnant, poor performance in schools, high school dropout, as well as poor progression rate and drug and alcohol abuse.

The study established that these challenges are compounded by guidance and counselling teachers lack motivation, and time due to work overload. Other challenges include lack of enough resources, lack of training, and negative attitudes towards pupils as well as failure to plan and making contact sessions regularly among others. These therefore, make the provision of guidance and counselling not to be effective.

6.3 RECOMMENDATIONS

Based on the findings from this study, a number of recommendations for action have been made. The recommendations correspond to some extent to the best practices in the field of school guidance and counselling as defined and applied by school guidance and counselling teachers world over.

The research makes the following recommendations:

- (i) There is need for the government to establish Guidance and Counselling Policy which is supported by an Act of Parliament. Presently, Zambia only has circulars

from Ministry of General and Higher Education.

- (ii) The Ministry of General Education should ensure that Guidance and Counselling is officially placed on the school timetable and taught only by qualified (trained) teachers.
- (iii) School managers should ensure that all Guidance and Counselling programs are planned for and should appear on the school work plan.
- (iv) School managers should ensure that enough financial and material resources are sourced to help in the services delivery.
- (v) Government should ensure that deliberate policy be put in place to fast track the training of guidance and counselling teachers.

Suggestions for Future

A study focusing on quality of guidance and counselling would be a worthwhile study.

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APPENDIX 1
QUESTIONNAIRE

I am a post graduate student at the University of Zambia in collaboration with Zimbabwe Open University carrying out a research on the nature of guidance and counselling facilities in selected primary schools in Mumbwa District. You have been selected to participate in the research to help me gather information for my post graduate degree programme by completing the questionnaire. You should not write your name on the questionnaire. Honest responses to all the questions are requested and bear in mind that there are no rights or wrong answers. The researcher is only interested in only your own opinion You are free to decline or participate in the study, but the information that you will give shall be treated with strict confidentiality and is meant for academic purposes only.

INSTRUCTIONS TO RESPONDENTS.

-Do not write your name on this questionnaire

-Please tick in the space provided for your appropriate response for each question and write brief responses in the blank spaces provided.

SECTION A: PERSONAL DETAILS

Gender: (a) Male (b) Female

Age: (a) 10 – 15 (b) 16 – 20 (c) 21 – 25 (d) 26 – 30 (e) 31 and above.

Period in school: (a) 1- 5 (b) 6 – 10 (c) 11- 15 (d) 16- 20 (e) 21 and above

Location of the school. (a) Rural (b) urban

SECTION B:

1) Does your school provide guidance and counselling? (a) Yes (b) No (c) not sure

2) What kind of guidance and counselling facilities are available in your school?

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3) How would you rate the care that guidance and counselling teacher offers to the pupils at the school? (a) Bad [] (b) Fair [] (c) Good [] (d) Very good []

4) Does your school guidance and counselling teachers perform other teaching duties apart from guidance and counselling? (a) Yes [] (b) No [] (c) not sure []

5) Is your school guidance and counselling teacher always available for pupils? (a) Yes [] (b) No [] (c) not sure []

6) How often does he/she have contact sessions with the pupils? (a) Daily [] (b) Weekly [] (c) Monthly [] (d) Once in a while [] (e) Not at all []

7) Do you think pupils are benefiting from the contact sessions? (a) Yes [] (b) No [] (c) not sure []

7a) If yes what are the indicators

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8) Make a comment on the behaviour of learners in relation to:

(i) Abuse of drugs (a) very high [] (b) high [] (c) low []

(ii) Occurrence of pregnancies (a) very high [] (b) high [] (c) low []

(iii) Illicit sexual activities (a) very high [] (b) high [] (c) low []

(iv) Absenteeism (a) very high [] (b) high [] (c) low []

(v) Vandalism (a) very high [] (b) high [] (c) low []

9) How often does the school guidance and counselling teachers provide the following information to the learners?

(i) Educational such as study skills (a) not often [] (b) often [] (c) very often [] (d) Not at all

(ii) Personal or social such as forming relationships (a) not often [] (b) often [] (c) very often [] (d) Not at all

(iii) Occupation or careers such as choosing suitable careers (a) not often [] (b) often [] (c) very often [] (d) Not at all

(iv) Invite former pupils to address prospective pupils (a) not often [] (b) often [] (c) very often [] (d) Not at all

(v) Provide general information to pupils and parents (a) not often [] (b) often [] (c) very often [] (d) Not at all

(vi) Organize open days (a) not often [] (b) often [] (c) very often [] (d) Not at all

10) Does your school guidance and counselling teachers uphold ethical values?

a) Yes [] (b) No []

SECTION C: PROVISION OF GUIDANCE AND COUNSELLING

1) Does your school have guidance and counselling center or office? a) Yes [] (b) No []

2) How far is it from the administration block? (a) Not very [] (b) far very far [] (c) within the administration block []

3) How would you rate the suitability of the guidance and counselling center or office (a) not suitable (b) suitable

4) Is the center always open for clients? (a) Yes [] (b) No

5) Is your school guidance and counselling center equipped with enough materials to provide guidance and counselling services adequately (a) Yes [] (b) No

5a) if yes, list/mention some available materials in your counselling center

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6) How often is school guidance and counselling services planning done at your school?

(a) Not often [] (b) often [] (c) very often [] (d) Not at all

7) Does planning involve other teachers and parents (a) Yes [] (b) No []

8) Does your school guidance and counselling service plan include each of the following?

i) Guidance and counselling activities (a) Yes [] (b) No []

ii) Classroom sessions with pupils (a) Yes [] (b) No []

iii) Individual counselling (a) Yes [] (b) No []

iv) Meetings with parents and support agencies (a) Yes [] (b) No []

v) Careers day (a) Yes [] (b) No []

vi) School counsellor's roles (a) Yes [] (b) No []

vii) Orientations (a) Yes [] (b) No []

9) What suggestion would you give on the planning of the school guidance and counselling at your school?

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10) How would you rate the nature of school guidance and counselling facilities available in your school? (a) Bad [] (b) Fair [] (c) Good [] (d) Very good []

11) Are there challenges in the provision of guidance and counselling services? (a) Yes [] (b) No []

11a) If yes what are the challenges

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11) What suggestions can you give on how counselling and guidance facilities can be improved?

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