

**ASSESSMENT OF THE PROVISION OF GUIDANCE AND COUNSELLING  
SERVICES IN SECONDARY SCHOOLS. A SURVEY OF CHILANGA DISTRICT  
ZAMBIA**

By

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the award of the Degree of Masters of Science in Counselling

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## **DECLARATION**

I **Ndiyoi Muliwana** do hereby declare that this report represents my own work and has not been previously submitted for a degree at this or any other university. All content and ideas drawn directly or indirectly from external sources have been acknowledge by full references.

**Signature**.....

**Date** .....

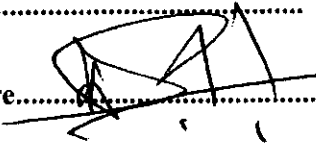
## **DEDICATION**

I dedicate this work to my husband and my children.

**APPROVAL**

This dissertation is approved in partial fulfilment of the requirements for the award of the degree of Master of Science in Counselling.

**Supervisor's Name**.....

**Supervisor's Signature**.....  


**Date**.....

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## ABSTRACT

The study was intended to assess the provision of guidance and counselling services in secondary schools in Chilanga district. The study established the types of guidance and counselling services available in secondary schools, and also meant to determine the awareness of guidance and counselling services in secondary schools. The study also aimed at establishing the challenges faced in the provision of guidance and counselling services in secondary schools.

A descriptive design survey was employed in this study. The population comprised of six secondary schools from which a sample of six head teachers, fifteen guidance teachers and one hundred and fifty-nine pupils was chosen. The study used purposive sampling procedures in which six secondary schools in Chilanga district were chosen.

Data for the study was gathered through questionnaires administered to the head teachers, teachers and pupils selected for the study. Focus group discussions with the teachers was also employed to crosscheck information. The data was then analysed qualitatively. Also where necessary simple quantitative techniques such as percentages, bar charts, tables and pie charts were used.

The results of the study revealed that the types of guidance and counselling services available in schools are educational, vocational, personal/social and health or therapeutical guidance and counselling services. It also revealed that the teachers and pupils are aware of guidance and counselling services, although much is needed in order for guidance and counselling to effectively save its intended purpose. The study established that the major challenges encountered in the provision of guidance and counselling services were: lack of funding, lack of offices for counselling, limited number of guidance teachers, unqualified guidance and counselling teachers, guidance teachers being teacher subjects and lack of resources in heading guidance and counselling services.

Based on the findings the study recommended that the Ministry of General Education should: Come up with guidance and counselling policy that will guide the practice of guidance and counselling in schools, create positions of full time counselors in secondary school, devise a deliberate training policy to ensure that all school counselors receive training, address the problems of confidentiality in secondary schools counselling unit, invest in the guidance reference materials, just the way it has invested in academic text books and ensure that guidance sections are monitored regularly by guidance standards officers so that some challenges are identified.

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## **CHAPTER ONE: INTRODUCTION**

### **1.0 Overview**

This chapter of the study will focus on background, statement of the problem, purpose of the study, research objectives, and study questions. The chapter shall also include significance of the study, limitation of the study and as well operational definitions of the key terms.

### **1.1 Background of the Study**

Guidance and counselling is not a new concept, it started way back in 1908 by Frank Parsons in form of vocational guidance. Guidance and counselling commenced in an effort to address some of the conditions and demands made by different people in working institutions in the United states of America, (Tembo,1980). In the nineteenth century many countries industrialised, division of labour and growth of technology increased thus resulted in the development of vocational guidance and counselling, the essence of introducing guidance and counselling by Frank Parsons was to minimize some problems workers faced in industries, (Merville,1973).

Counselling is a mutual helping relationship designed to help an individual to analyse his or herself by linking to his or her capabilities, achievements, interests and mode of adjustments to what new decision he or she has made or has to make, (Makonde, 1994). Counselling helps individual pupils or learners to change their attitude and behavior. After effective counselling, a positive change is expected from the learners or any person being counseled by a counsellor.

In modern days children face social problems as they grow up, some of these problems are as a result of peer pressure. In many instances parents, guardians and other family members play roles of counsellors by providing relevant information that will help children to grow into responsible adults. These social problems however, manifest in schools which affect academic

performance of pupils hence need for guidance and counselling of pupils in schools so that they can make proper decision concerning life, (Rabnison, 1987).

In Zambia Guidance and counselling services in schools started in 1967. This was an initiative of the Ministry of Education, the main focus then was the guidance of pupils into vocations based on pupils' capabilities. This was the responsibility of career teachers, now called either guidance teachers or school counsellors. By then guidance and counselling programme had less manpower hence it seemed to be dormant, (MOE, 2001). In 1990, the Guidance and Counselling programme was reintroduced and with expanded functions these functions included but not limited to: reducing drop-out rates, counselling of pupils with emotional and social problems, offering psychological help to abused pupils, drug-abuse, sensitizing pupils on issues of subject combinations and career choice, HIV/AIDS counselling and reducing examination anxiety among pupils.

The need for guidance and counselling became cardinal in order to promote the well-being of the learner. Productive counselling services were intended to empower learners so that they can improve self-esteem and to help them realise potential in adult lives. The solemn purpose of Counselling was to empower learners to participate fully in economic and social development of the nation, (Sandhu, 2000).

It is important to note that even though Guidance and Counselling Services programme has been in place since 1990, it has not been evaluated comprehensively to determine its effectiveness. For instance, problems like physical and emotional abuse, drug abuse, peer-pressure, violence among others have persisted. It is for this reason that this paper intends to assess the effectiveness of guidance and counselling programme in secondary schools. The study will be conducted in Chilanga district of Zambia.

## **1.2 Statement of The Problem**

Guidance and counselling in schools was introduced to help learners with personal, social, educational (academic), vocational needs and to help pupils cope with psychological problems (MOE, 2000). Despite guidance and counselling being provided to learners, they have continued to display riotous behavior, truancy, illicit sexual behaviours and drug abuse. The question is, do guidance and counselling serve its intended purpose in schools?

## **1.3 Purpose of the Study**

The purpose of the study was to establish whether guidance and counselling services offered to pupils in secondary schools are serving their intended purpose. The study also tried to provide solutions that would help in implementing guidance and counselling in an effort to save its intended purpose.

## **1.4 Objectives of The Study**

The specific objectives of the study are to:

1. Ascertain the types of guidance and counselling services offered to learners.
2. Assess the awareness of guidance and counselling by the pupils, teachers and head teachers.
3. Identify the challenges in delivering guidance and counselling services in schools.
4. Come up with a model on how guidance and counselling can meet its intended purpose.

## **1.5 Research Questions of the Study**

1. What types of guidance and counselling services offered to pupils?
2. Are the learners, teachers and head teachers aware of guidance and counselling services?
3. What challenges schools face in implementing guidance and counselling services?
4. How will the model assist in meeting the intended purpose of guidance and counselling?

### **1.6 The Significance of the Study**

The research findings of this study may benefit, school administrators, school guidance teachers and counsellors, pupils, researchers, the policy makers and officers in the Guidance and Counselling section in the Ministry of General Education to address the identified gaps and ensure that pupils benefit from the school guidance and counselling programme. This study may also add knowledge to the existing literature on guidance and counseling services in Zambia.

### **1.7 Limitations of The Study**

The study was conducted only in one district with a sample of 180 participants, therefore, these findings cannot be generalised to other districts in Zambia.

### **1.8 Theoretical Frame Work**

Psychoanalytic theory of counselling was used to guide this study. This theory was developed by Freud. According to Freud, behavior is determined by irrational forces, unconscious motives, biological and instructional drives as these evolve through key psycho-sexual stage in the first six years of life (Corey, 2005). The main goal in this theory is to make unconscious conscious and then strengthen the ego so that the behavior of a person is based on reality. The study adopted this theory because according to Freud, a teacher must be a therapist as well as an educator of the learners. The teacher must take time to resolve problems pupils are facing during the school time. In schools, counsellors need to help pupils to resolve these problems.

Psychoanalytic theory of counselling encompasses the development and organization of the mind, influence of external environment, the importance of family and accepted morals by the society. The study used psychoanalytical theory of counselling because it is the corner stone of modern counselling. Many techniques used today in counselling

derive some fundamentals from psychoanalytical theory. The theory encourages learners to express themselves freely in order to reveal the unconscious contents that can help in helping the learners (Fisher and Greenberg, 1977). Learners are helped to understand what happens to them as they undergo biological changes as these happens during their school age.

### **1.9 Operational Definitions**

**Awareness:** The art of creating consciousness in individuals, families and communities through sensitization programmes

**Counselling:** Helping a pupil make an informed decision from the available choices.

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

**Guidance:** Is a process of helping an individual understands himself or herself and his or her world, so that he or she is able to make a right choice.

### **1.10 Summary**

Chapter one discussed the background of the study in which the pioneer of guidance and counselling has been discussed, it has also discussed how the government through the ministry of education came to adopted guidance and counselling in 1976. Among other things included in this chapter are: statement of the problem, purpose of the study, research objectives and research questions, significance of the study, limitations of the study, theoretical frame work and operational definitions.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Overview**

In this chapter, the research will review past studies and findings carried out in relation to the assessment of guidance and counselling services in secondary schools. The review covers literature from within and outside Zambia. This information will help the researcher to be able to identify successes and failures of some previous studies. In order to broaden an understanding of literature on the assessment of guidance and counselling services offered in secondary schools, the review will include the history of guidance and counselling, the types of guidance and counselling services that are there, problems learners in secondary schools face, importance of guidance and counselling services in schools and effectiveness of guidance and counselling services in schools.

### **2.1 The Historical Perspective of Guidance and Counselling**

According to Roger (2012), Guidance arose in the dawning 20<sup>th</sup> century as one of several movements answering the upheaval and turmoil created by the 19<sup>th</sup> century industrial revolution. Like other early reform movements, the response of guidance was provoked by conditions resulting in personal anguish for hundreds of thousands of persons. At no other time in the history of civilization were so many individuals so rapidly displaced and distanced from the familiar past. At no other time in the history would technical obsolescence so quickly rend asunder the time-honored skills and customs of the past.

The abrupt shift from self-sufficient and agrarian society to a nation dependent on industry and the mass production of goods was largely devoid of a placid transition period. Instead, the mid and late 1800s would be marked by a devastating civil war, periods of economic depression, the

closing of the American frontier, unbridled growth of large metropolitan areas, large wave of uneducated and unskilled immigrants, a war with the fading Spanish empire, unchecked expansion of family fortunes through business and industry (Roger, 2012).

However, we also need to expeditiously understand that the development of present day School guidance and counselling services is as a result of contributions by studies of human behavior, from philosophical, anthropological, scientific, psychological and sociological disciplines, which resulted in a number of reform movements as mentioned above, (Mubanga, 2014). The first systematic effort at providing guidance and counselling can also be dated back in the 19<sup>th</sup> century in the United States of America by George Merrill, a lecturer at California school of mechanical Arts who explained to learners what each trade involved and demanded. On the basis of his information, the students then chose what trade to pursue in college. This then became to be viewed as guidance and counselling and in no time, extended all over America in the form of help to the college youths in choosing a vocation or career, (UNESCO, 1998).

Bhatnagar and Gupta (1999 vol. 1) and Gibson and Mitchell (2007) also indicated that the historical roots of guidance and counselling lies in man's instinctive desire to prepare his offspring for a happier and more productive life. But Schmidt (1997) however, gives a clear account on how school guidance and counselling began. He states that guidance and counselling services in schools were first introduced in the United States of America in the 19<sup>th</sup> century and the purpose was to assist learners in their academic development and career aspirations. In the same line, Gysbers & Henderson (2001) and Herr (2001), also asserts that School guidance and counselling services were introduced in the United States of America during the Industrial Revolution in a period which was characterized by a rapid industrial growth, social protests, social reform and utopian idealism.

Guidance was however, introduced to address the negative social conditions associated with this industrial revolution. Hughes (1971), also adds that school guidance and counselling in United States of America saw its origin in vocational issues and its major focus was on assisting learners to choose and to prepare for an occupation. In the same way, Paisley and McMahon (2001), stated that in the United States of America, school counselling evolved from an early focus on career and moral development to today's comprehensive, developmental and collaborative school counselling services.

According to the research conducted by Mulemwa (2015), in the year 1971, Taylor, one of the researchers conducted a study which focused on why school guidance and counselling were introduced in most schools in Britain. His study employed both qualitative and quantitative methodologies and revealed that school counselling was introduced in British schools in reaction to the changes in society, in family life and in schools which created conditions where greater attention to individual needs was necessary. He further stated that social pressures from urbanization, decline in family tradition and the industrial revolution led to the introduction of vocational counselling. Developments in urbanization and the industrial revolution created Emotional turbulence among learners. They were studying under higher anxiety levels as Competition levels had become stiffer, (Taylor, 1971).

## **2.2 International Perspective of Guidance and Counselling**

In the past few years, a number of recommendations have been made to advance the field of school guidance and counselling. As an example of a policy recommendation, Herr (2003) suggested that public policy and legislation be shaped to allow school guidance and counselling to move forward as a major force in human capital development. The Paris 2001 international association and vocational guidance declared "guidance and counselling services to be essential

in meeting personal, social and economic development needs and to encourage further sustainable development in a knowledge based society.” (Van Esbroeck, 2002, p. 79).

As a branch of applied psychology, school guidance and counselling has been primarily tasked with a role to deal with problems or behaviours that interferes with the academic progress and or social acceptance of learners in the school system, (Mulemwa, 2015). School guidance aims at assisting learners through educational, vocational and occupational challenges. School counselling on the other hand focuses on helping learners to overcome personal, socio-emotional problems and problems of adjusting to the environment in general (Lee, 1993).

Gerler (1985) reports that school counselling services in the United States of America positively influence the affective, behavioral and interpersonal domains of learners’ lives and as a result affect students’ achievement positively. Otwell & Mullis (1997) add that it was also established in the United States of America that useful school counselling results in an increase of behaviours related to achievement such as improved study habits, efficient use of time and greater academic effort.

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.

Lapan, Gysbers and Petroski (2001) also carried out a study on the usefulness of useful guidance and counselling programme in Missouri, United States of America. The study found that school counsellors who were more fully engaged in providing learners with a unique network of emotional and instructional support services were more likely to exert a positive impact than counsellors who did not implement such activities. After researchers controlled for differences between schools due to socioeconomic status and enrolment size, learners attending middle schools with more fully implemented comprehensive programmes reported that they earned higher grades, school was more relevant for them, they had positive relationships with teachers, they were more satisfied with their education and they felt safer being in school. This was as a result of useful counselling programmes provided in their schools. Furthermore, another study was done in Gwinnett County, Georgia in the United States of America by Mullis & Otwell and Watts & Thomas (1997) on the relevance of school counselling. The study, which employed a survey design, found that school counsellors significantly impact learners' academic performance and can increase the on-task, productive behaviour of learners and reduce disruptive behaviours. The Behaviour Rating Checklist used in the study indicated statistically significant

decreases in disruptive behaviours and significant increases in productive, on-task behaviours for both the third grade and the fifth grade learners tested. Besides where there is no quality counselling, it difficult to help learners with disruptive behaviors, (Mulemwa, 2015).

Borders and Drury (1992) also conducted qualitative and quantitative studies in the United States of America that showed increased academic achievement, academic persistence, school attendance and positive attitude towards school and other rewarding behaviours as a result of valuable school guidance and counselling. Hughes (1971) add that academic achievement in American schools is to be best understood within a comprehensive framework that includes activities such as problem solving, classroom performance, work-based performance, standardized test scores and vocational skills development. However, although many studies world over have clearly shown that useful school guidance and counselling can significantly improve academic performance and career choices, no study has been done to ascertain whether guidance and counselling services are useful in improving the academic performance of learners with special educational needs, (Mulemwa, 2015).

### **2.3 African Perspective of Guidance and Counselling**

According to Makumba (2013), African societies have various forms of providing counselling to the young people and children. Counselling in Africa has been there since time immemorial. Guidance and counselling in African schools draws back history from the village set up. Most people were involved in guidance and counselling in the communities they lived in. Traditional African societies had people, who were doing the counselling for example uncles, aunties, grandparents and other influential people such as chiefs and kings. Among the common ways of offering counselling as stated by Phiri (2006) includes giving advice to young people and sharing wisdom with people who have experience in life. Guidance and counselling in African

schools is provided in different ways to pupils with each African country taking its own approach. Although guidance and counselling has been part of the African society, the integration of guidance services in the education system only began in the late fifties.

Makumba in his research points out that African ministers of education have long been aware of the growing number of social problems affecting children. In his foreword, Colin Powell the deputy director of General Education (UNESCO) stated that African Education system should play a role of promoting the growth and development of young people. In 1997, a board of governors was formed which was made up of African ministers of Education. The task of the ministers was to design a policy and establish procedures in the development of guidance and counselling programmes. As a result of all this developments, a consensus was reached that Guidance and Counselling should be an integral part of education of children and should be included in the teacher trainings. From the time guidance and counselling was established in primary schools, teachers are trying to provide the services to the pupils. Rapid assessment conducted in Uganda by the Ministry of Education in June 2004 found that most schools were doing all they could in order to provide guidance and counselling to the learners in primary schools (Ministry of Education and Sports, 2005).

The Ministry of Education and Sports (2005) in Uganda reported that guidance and counselling was a component within their primary school curriculum meaning that every teacher trainee gets exposed to guidance and counselling skills and knowledge during his or her training. This has helped Uganda to successfully implement guidance and counselling in its schools even though there are a lot of challenges. The report further stated that schools in Uganda used different modes and approaches in delivering guidance and counselling to their pupils, (Makumba, 2013).

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

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

In Tanzania, guidance and counselling is as well provided even though it is not on the school time table. Makumba (2013) reports that as regards to the origin and development of guidance and counselling in Tanzanian at primary levels, there are no defined teachers to counsel pupils in schools, there is no programme or time tabled action on counselling. The counselling is left to voluntary teachers and other stakeholders interested in education.

Makumba also pointed out in his research that although literature on Africa on guidance and counselling is scanty, there is evidence that guidance and counselling is provided to the schools in most countries in Africa. In some countries such as Malawi, Zambia, Tanzania and Swaziland, guidance and counselling did not exist until the late sixties, (Wilma and John, 2000). In African countries guidance and counselling movement is relatively new in the education system. It is done on trial and error basis by many countries.

Even though guidance and counselling in some African countries have not been taken seriously, countries like Uganda have taken school guidance seriously. According to the Tutors guide in Guidance and Counselling for primary teacher colleges and Edited by Wire Fred George on behalf of the Ministry of Education Sports of Uganda (2005) stated, in Uganda guidance and counselling is taken very seriously such that it has been included in the school curriculum. The programme is even offered in all teacher training colleges.

However, in Zambia, guidance and counselling services has not even been mentioned in the syllabus for grades 1-7 in the primary schools but is treated as a cross cutting issues. Ministry of Education (2001) noted that guidance and counselling was not considered as a subject and was not time tabled but was only a comprehensive programme. This has led to a huge challenge for teachers in Zambia to provide guidance and counselling to the learners especially in primary schools. From the literature reviewed on Africa, it is evident that guidance and counselling is provided in African schools though its efficacy is still unknown (Makinde, 1974). Wilma and John (2000) notes that problems that affect the development of putting up effective guidance and counselling programme in eastern and southern African countries include, the imposition of western models of counselling which does not reflect the African culture including illiteracy and ignorance.

According to Mubanga (2014) in his research explained that in Zambia, the first workshop for Careers Teachers was held in 1972, in Lusaka. The second and third were held in 1975 and 1976 respectively, in Lusaka, while the fourth and most important was held from 16<sup>th</sup> to 17<sup>th</sup> July, 1979 at former Zambia Institute of Technology (ZIT).

Mwamba (2011) reports that in Zambia, guidance and counselling services go as far back as 1967, when careers guidance in Zambian Schools was introduced. In 1970, the Ministry of

Education directed all Secondary Schools to nominate teachers to be seconded to the office of the Careers Master. The careers guidance Unit was consequently established in 1971. Sixteen years later, that is in 1987, guidance and counselling courses, at Diploma level, for guidance teachers began at the Technical and Vocational Teacher's College (T.V.T.C), Luanshya.

In 1991, the School guidance and counselling teaching syllabus was produced. That was the first time that a School guidance and counselling syllabus was to be followed in Zambian Secondary schools. This was perceived as a right step taken by government because guidance and counselling programmes supplement and facilitate works done by various teachers in different subjects. School guidance and counselling is an important facilitative service in all teaching and learning set ups.

At regional level, the need for guidance and counselling in Schools has been discussed at important forums such as the Southern Africa Development Community (SADC) Ministers of Education meeting held in September, 2005 in Mbabane, Swaziland, and in August, 2008 in Lusaka, Zambia, respectively. Both these meetings called for the strengthening of School guidance and counselling programmes in all SADC learning institutions, (Mubanga, 2014).

Mwaba (2011) points out that the recent studies on guidance and counselling have shown that school guidance services are offered in many High Schools in Zambia. She explains that there is a marked absence of attention to problems faced by pupils, and guidance services available to pupils with visual impairments in Secondary Schools.

Nonetheless, it is cardinal to point out that the importance of school guidance and counselling was repeatedly emphasized during meetings held at Mulungushi International Conference Centre in September, 2009, in Lusaka, which reviewed the school curriculum and the policy document

Educating Our Future, respectively, (Mubanga, 2014). The Zambian government has also pledged to support guidance services in schools. The policy document, MESVTEE (1996) clearly states that it will strengthen its own child guidance and counselling services, which will in turn provide in-service training for teachers in how to deal with these and related problems.

#### **2.4 Studies on Academic Performance**

the study conducted by Boutwells and Myrick (1992) established that “the go for counselling in clubs” was to assist students in improving the academic achievement. 76 percent of the students who participated in the study showed improvement within a week. In the second trial, 72 percent of the 29 students involved in the study improved during the first week with 83 percent reporting in the second week (Boutwell & myrick). The sample size in this study was however small to permit generalization of the findings.

According to Braddock (2001) the purpose of guidance and counselling services for school children are to: improve academic achievement, foster positive attitudes towards school, learning and work, increase acquisition and application of conflict resolution skill and to reduce drop outs. In modern times the complexity of life has intensified the need for organised guidance services. students need to be guided to develop good study habits and adequate preparation to sit for examinations.

Hudesman (1986) conducted a study in which he compared the impact of structured and non-directive counseling styles on academic performance of high risk students. The findings of this study indicated that students in structured counselling conditions had higher grade on point average than those in non-directive counselling conditions at the end of the semester. Francis (1987) also examined the positive effects of counselling on student communication pattern, study

habits and academic achievement. The results revealed that counselling services in schools contributed to higher academic achievement.

From this study the results sound fulfilling. However, there were several problems with these studies. The study themselves fail to prove that the implementation of guidance and counselling programmes was responsible for the positive outcomes noted. Given the conditional relational nature of the studies, it could as well for instance that, when the schools were fully implementing these programmes might also have been implementing other educational programmes that have directly impacted on their academic achievement.

## **2.5 Types of Guidance and Counselling Services**

According to Nkhata (2010), the purpose of guidance services in schools is to help learners in the selection of educational courses and profitable occupations; help to place learners in jobs and in the next stage of education and training. They also serve to improve learners' study skills and maintenance of mental health. These services are also useful in counselling and identifying learners with special needs (Phiri and Ndhlovu, 2006). This section reviews literature on the different types of guidance and counselling services that are expected to be found in secondary schools.

### **2.5.1 Educational guidance and counselling Services**

For as long as education is a lifelong process, educational problems will still be there, thus educational guidance and counselling services will continue to be more essential. Educational guidance should be provided at crisis points when learners have difficulties of subject selection, concentration in class and are performing poorly academically. In boarding high schools guidance services have an essential role to play in ensuring that individuals' educational

decisions are firmly based, and in assisting learners to develop effective self-management of their learning and career paths, (Nkhata, 2010).

### **2.5.2 Vocational Guidance and counselling Services**

Vocational guidance services help learners to select suitable vocations after they have considered their strengths, limitations, preparation, educational and professional qualifications. They are meant to prepare learners for a particular career by selection of relevant courses and programmes. Through vocational guidance services therefore learners are supposed to be provided with detailed information on cut off points, subject combinations, duration of training, and the application procedures and training commencement dates for courses at institutions of higher learning, (Hamainza, 2015).

### **2.5.3 Personal/social guidance and counselling services**

According to Kochhar (2006) personal/social guidance services are directed to helping learners with problems of personal and social nature. Learners may have problems related to themselves, families, friends, teachers and the society at large. They might feel insecure and frustrated when they fail to meet their personal, parental and societal goals. They are sometimes affected by the jealousy of their siblings, domination of adults, lack of love and affection, failure to make successful friendships, difficulties in changing schools and feelings of inadequacy and inferiority. Personal/social guidance services assist them to adjust and to be well equipped to meet these personal and social pressures. It must be noted that because of the peculiar nature of boarding secondary schools, learners are affected by the above problems in a peculiar manner too, (Hamainza 2015 & Nkhata 2010).

#### **2.5.4 Avocational Guidance and Counselling Services**

According to the research conducted by Nkhata (2010), indicated that Learners in secondary schools spend more time outside the classroom per day. Teachers in charge of co-curricular activities usually engage learners in educational programmes outside the classroom such as sports, community service and activities by learner clubs and societies within and outside the schools. What they do during that time has a great bearing on their life and behavioral patterns. Individual personal characteristics are fully expressed when learners are involved in the co-curricular activities. The filling up of the vacant hours must be an important task of education if learners were not to drift in a sea of confusion, doubt, anxiety and aimlessness in their early formative years. During such activities in schools with fully implemented guidance services learners' exceptionalities such as giftedness and maladaptive behaviours can be observed, studied and consequently the needed interventions provided (Adeoye,1998). The school counsellor could educate the learners on the benefits derivable from co-curricular activities. Therefore, avocational guidance services come in to guide learners in the selection of hobbies, co-curricular games, athletics and cultural programmes.

#### **2.5.5 Health Guidance and Counselling Services**

Good health is a prerequisite for the learner to participate in the curricular and co-curricular activities. This is particularly so in boarding secondary schools (Barki and Mukhopadhyay, 1986). However, Learners need guidance to appreciate and appropriate good health practices and habits. Health guidance services aim at ensuring that preventive and restorative measures such as the supervision of sanitation in the school dormitories, protection through immunization against diseases, early diagnosis and treatment of illnesses and health education through formal or informal sensitization are adhered to, (Hamainza 2015 & Nkhata, 2010).

## **2.6 Problems Learners in Zambian Secondary Schools Face**

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, "nsima", the school administration concerted to the problem attributing the riot to the delay in the arrival of bags of mealie meal.

In another development, *Lusaka Times* (17/11/2008) reported that police had arrested 48 learners of Monze Boarding High School for riotous behaviour. They caused damage to the school infrastructure and property which included the Deputy Head teacher's office, the Head teacher's house and other staff houses. According to the police report learners rioted against the decision made by the parents in the Parent Teachers Association (PTA) Annual General Meeting to increase the school fees from K420 000 to K510 000.

With regard to water and sanitation, Walters and Cram (2002) studied facilities offered for drinking water at 54 schools in North Yorkshire. The study looked at hygiene standards at drinking water fountains and whether they posed any risk of contamination to learners using them. The findings revealed that the standard of facilities offered to learners at schools varied considerably. In most schools the main provision for drinking water was from cold water taps in school toilets. According to study, the next most popular option was drinking water from fountains. A visual hygiene assessment of the fountains revealed that many of the fountains in toilets were not well maintained or clean. Traditional hygiene swabs taken from 47 fountains in 17 schools gave high bacterial colony counts, above what would be expected on a facility used for obtaining a drink of water. The main conclusion of the study was that school toilets were not an ideal type of environment for obtaining drinking water and better facilities needed to be offered to learners, (Nkhata, 2010).

*Lusaka Times* (22/06/2009) reported that Saint Marks Boarding high school in Choma had been given an ultimatum to resolve the problem of poor sanitation which had threatened the lives of the learners. This was according to the report that was submitted to a workshop sponsored by

the United Nations Children's Fund (UNICEF). An inspection of the institution by a team of health experts revealed that toilet facilities were in a pathetic state due to erratic supply of water and that learners answered to the call of nature in the surrounding bush. The report also stated that the effluent from the ablution block flowed into a nearby stream posing a threat of an outbreak of water borne diseases. In addition, the report revealed that the school's dining hall was in a poor state with inadequate tables and no chairs forcing the learners to take meals while standing.

In a related development, the *Zambian Watch dog* (32/09/2009) reported that Mukinge Girls Boarding High School in Kasempa district was also given an ultimatum by the District Health Management Team to improve the sanitary conditions because the school was operating under severe unsanitary conditions which had the potential to cause illnesses. According to the report the school had inadequate sanitary accommodation due to the closure of one of the ablution blocks causing the 540 learners to share two wash blocks. Concerning the learners' meals the team reported that the school had been preparing food under extreme unhealthy conditions. At the time of the inspection some learners were admitted to the nearby hospital complaining of chest and abdominal pains while others lay in their dormitories, (Nkhata, 2010).

Bullying is another widely reported problem. Patterson (1982) did a number of studies on bullying and all the studies observed that bullying occurred in schools including boarding high schools. According to him bullying was usually aimed at those who were different, or were perceived as being different and took place when teachers were not around. Unsupervised periods of the school day, such as breaks, lunch times and bed times were known to be instances of worry for victims. In such times the bullies took advantage and pounced on their victims. The bullying sometimes manifested itself in fighting. Lines (2006) supports

Patterson's observation and argues that the occurrence of learners' fighting in school and of them being persistently aggressive towards their peers should be concern to everyone as well as to all well-meaning school administrators.

Other problems of learners in secondary schools include those of gender based. Several studies revealed the existence of sexual abuse. Leach, Muchakanja and Mandoga (2000) carried out a preliminary investigation of the abuse of girls in Zimbabwean junior secondary schools in three co-educational junior secondary schools and found the rampant increase of sexual abuse especially in female children by teachers.

Ministry of Education in Zambia (2007) indicated that dropping out was another problem facing learners. The dropout rate of the learners in Grades 10 to 12 was higher for girls (2.05 percent) than that for boys (0.82percent). In addition, the completion rate was lower for the girls (17.22percent) than for the boys (22.24percent). The disparities in the dropout rates and completion rates were attributed partly to the social-economic factors. The findings were supported by Miske (2008) whose study which was carried out on girls' enrolment and dropout in Kosovo by UNICEF in 2004 revealed that greater gender disparities occurred in high school education with girls dropping out of high school mainly due to security concerns and also because society viewed school as being less beneficial for them, (Nkhata, 2010).

## **2.7 The Importance of School Guidance and Counselling**

The reasons for guidance and counselling service in schools are to assist learners identify and develop a healthy self-respect for abilities and aptitudes in the choice of educational courses they have. Kochhar (2010) explains that the core aim of guidance is to help these job seeking youths form realistic career notions, so that they do not end up failures. Chisholm (1950) also points out

that guidance and counselling services seek to help each individual become familiar with a wide range of information about himself or herself, his or her interests, his or her abilities his or her previous development in the various areas of living and his or her plans or ambitions for the future, (Mubanga, 2014).

It is further important to appreciate the fact that a number of social and psychological challenges begin to arise when pupils enter the adolescent stage. Adolescence, as it is known is a transition period when pupils try to sort out all the conflicting demands and expectations of the family, community, friends and school. Individuals mostly enter secondary education at this stage. At this stage, one also begins to search for identity. According to Davidoff (1987) one wants to answer such identity questions as: Who am I? What do I believe in? Where do I belong? What sort of occupation will I pursue? Or what sort of life will I lead? Zanden (1985) explains that in his psychosocial stages of development Erik, H. Ericson refers to adolescent stage as *Identity versus Role Confusion*. Thus, the need for exquisite psychological or psycho educational guidance and counselling services in Secondary Schools, (Mubanga, 2014).

Discussing the importance of guidance and counselling in schools, Partridge (1982) observes that many people go through life like square pegs in round holes. He explains that such people are frustrated and unfulfilled because they had no clear guidance early in life, and thus make wrong vocational choices. Lack of guidance and counselling in schools makes people behave like little 'dogs', trying to catch their tails, but end up with nothing. Pupils therefore need to be offered with guidance and counselling services from primary to tertiary levels.

Franklin Roosevelt, President of the United States of America, 1933–1945, is quoted by Zanden (1985) to have said, on the 20th of September, 1940 that, "We cannot always build the future for our youth, but we can build our youth for the future". Hendrikz (1994) agrees with the former

president as he explains that it is important that the youth is helped to build a realistic idea of his or her abilities and disabilities while at the same time seeing himself or herself as someone of no less important or worth because of his limitations. Learning institutions should therefore see it as their responsibility to give pupils proper educational, vocational, social, marital, health, moral and personal or psychological guidance and counselling. This will enable them attain Education for Sustainable Development and grow into responsible future leaders.

Carney and Wells (1987) further view School guidance and counselling as a service, which aims at making pupils, realize that like pieces of a puzzle, each occupation shares characteristics with the pieces around it. These authors explain that as students acquire knowledge of the puzzle as a whole, they begin to see how their particular talents and interests may be used in various settings.

Additionally, Egan (1998) feels that the aim of counselling or helping a client must always be based on the needs of the client. According to him, the purpose of counselling is to help clients manage their own problems effectively, develop unused talents fully and to help and empower clients to become more effective and self-helpers in future, (Mubanga, 2014).

Makinde (1988) crowns it all when he states that the aim of guidance and counselling in schools is to provide and interpret information pertaining to helping an individual start analyzing and examining himself or herself by relating his capabilities, achievements, and interest mode of adjustment to what new decision one has to make.

The guidance and counseling service is important because it helps individuals as Mc Daniel and Lallas (1965) point out, change their attitudes, feelings, thinking and behaviour aspects, so that they are able to make their own informed decisions in future. The service aims at helping an

individual develop a healthy self-respect for the abilities and aptitudes and strengths one has for personal achievements in the world of work.

Explaining the reason for school guidance and counselling, Partridge (1982) is of the view that choosing a vocation and making a decision about our life's work is a major step, which determines the course and quality of our life. He explains that choices have to be given some serious thought, as wise decisions about our aims in life have to be arrived at.

Schools should reaffirm Partridge's observation and see to it that clients are accorded with proper orientation in guidance and counselling at Grades Five, Eight, Ten and Tertiary levels. At Grade Five, because pupils are entering upper primary education where they need to be assisted to plan intelligently, make a proper beginning so that they get the best out of their education. At Grade eight, because pupils have entered secondary stage. At this stage, the pupil develops new ways of thinking, develops likes and dislikes of the school teachers and subjects. His or her intelligence and abilities begin to mature, (Mubanga, 2014).

It is therefore important as Kochhar (2010) points out, to assist the pupil to recognize the direction in which he or she is going and to map out in general the highways that have the greatest promise of leading to his or her goals. Above all, more guidance and counselling orientations should even be offered at senior secondary and tertiary levels so that the young begin to see the real meaning and purpose of education, so that they begin to attach value to it. Only then can Education for Sustainable Development be attained.

## **2.8 Studies On Pupils Discipline**

A study by Arudo (2008) on peer counselling experience among selected Kenyan high schools found that school counselling is effective in reducing victimization by assisting victimized children, reducing bullies' victimizing behaviours and modifying the school climate and structure. The study also revealed that different forms of intervention when used together by school counselors and teachers can reduce some victimization related behaviour.

Reserch done by Lapan and Sun (1997) revealed that counselling decreases classroom disturbances. It supports teachers in the classroom in order to enable them to provide quality instructions designed to assist students in achieving high standards. Student in schools that provided counselling services indicated that their classes were less likely to be disrupted by students who had received counselling. This study therefore, shows that school counseling intervention, can positively affect school behavior.

Carrell (1987) conducted a study to determine whether smaller student to counsellor ratio were related to student out comes. In this research she used a linear regression modelling based on the data from one large district to estimate the impact of reducing elementary students to counsellor ratio on student discipline problems. She found persuasive evidence that smaller ratio would result in fewer disciplinary problems. She further argued that, determining the most appropriate student to counsellor ratio is a critically important professional issue. The establishment of guidelines for student to counsellor ratio has this far being based on professional judgement rather than empirically establishing that more favourable ratios produce better educational outcome.

## **2.9 Availability of Guidance and Counselling Services in schools**

Nkhata (2010) defined availability of guidance and counselling services as an actual provision of the services in a visited school. According to the Zambian Education Policy, Guidance and Counselling is supposed to be offered to all pupils (MOE, 1996; 2000). This means all pupils should get guidance from the teachers and counselling from guidance teachers or school counsellors whenever there is need. Pupils need guidance to make the right decisions and to either deal or cope effectively with any problems they may encounter, (Hamainza, 2015). That is to say that guidance and counselling services in schools should not be something that a pupil has to pay for them to acquire it. Instead, teachers and other school counsellors should readily make it available and free of charges.

Guidance and counselling is supposed to be offered to pupils not as a standalone subject, as it does not appear on the school timetable, but either as integrated in all the lessons or as an extracurricular activity (MOE 2000). Guidance teachers are supposed to find time to offer guidance and counsel to those who may need it. To help pupils develop their abilities and talents, GCS is supposed to be available to all pupils in a school. Nelson (1972), Hill (1965) and Rao and Reddy (2003) are of the view that the period when a child is in school is most crucial for the development of all his potentialities and capabilities. It is during this period that abilities and skills are developing, habits, interests and attitudes are being formed and emotional and social adjustments are taking place. The guidance and counselling programme should thus be both adjustive and developmental for this school stage. The point is that this is a time when each child should be nurtured to strive towards self-actualization, so that each individual is provided with an opportunity to become what they are capable of becoming, (Hamainza, 2015).

Modern guidance efforts are directed towards easing some of life's difficult moments for the child, meeting some of his or her needs, helping him or her to understand himself or herself and his or her feelings, and changing the personality, the demands placed upon him or her and the ways in which he or she responds to others (Nelson, 1972; Shaw, 1973; Lindhard, 1985; Pandey, 2006). Through guidance and counselling, pupils are supposed to develop a sense of awareness of themselves as individuals. Guidance and counselling services are supposed to assist pupils develop holistically.

### **2.10 Pupils' Awareness of Guidance and Counselling**

Awareness in this section will mean the ability to have knowledge or perception over something. However, once it is established that guidance and counselling services are available in a school, the question that arises is that of pupils' awareness of the services. This may be whether school authorities inform pupils of the services and how awareness messages are given to pupils. This is important knowledge for pupils as it would determine whether or not they use the services. As (Shaw, 1973; Rao and Reddy, 2003; Gibson and Mitchell, 2007) state, guidance and counselling constitutes an integral part of a pupil's education. For pupils to benefit from the service, it may thus mean that they have to be aware of the services and actually use them as often as need arises. School authorities must therefore ensure that pupils are sensitized on the availability of the services and the need to gain access to them, (Tuchili, 2008).

### **2.11 Pupils' Use of Guidance and Counselling Services**

The pupil's use of guidance and counselling services determines effectiveness of this service in school. Only when pupils are aware of guidance and counselling and, only when it is readily available and operational in school do pupils get access to the service? When this is established,

the question that follows is whether or not pupils actually use the service. Pupils' use of the services in this study refers to pupils getting guidance and help to solve problems they may face. As Lindhard (1985) notes, pupils are expected to use guidance and counselling services as class guidance or counselling, as individuals. Shaw (1973) and Sharma (2005) also note that guidance and counselling constitutes an integral part of education. This may mean the use of guidance and counselling services either as integration in subjects or as extracurricular activities. Use of GCS also includes pupils that are emotionally stressed, getting counselling from guidance teachers or school counsellors.

## **2.12 Guidance on Subject Combinations**

Once guidance and counselling services are available in schools it means that teachers and other school counsellors are giving help even to pupils who are facing a challenge in selecting subject combinations. Subject Combinations in this section refer to subjects a pupil selects to meet the required number of subjects he or she is expected to take at the given grade level. It means choosing subjects of pupil's choice that he or she think they can do in line with what they want to become in future.

As Lindhard (1985), Makinde (1985) and Rao and Reddy (2003) note, information is supposed to be given on subject combinations, depending on the learner's career choice made during guidance and counselling sessions. One of the objectives of the Zambian guidance and counselling programme is to render information for pupils to make wise decisions on subject combinations. What should be established however is whether pupils in Zambian schools are given useful information to guide them on subject combinations. We would know if this is happening by finding out if pupils say they get guidance on subject combinations.

### **2.13 Guidance on Career Choice**

Many are times when pupils fall into wrong careers simply because of lack of information from well knowledgeable people. Career choice refers to the choices pupils ought to make in terms of the type of job one would wish to pursue. This type of guidance and counselling is aimed at giving help to pupils who have questions about the choice of career (Makinde 1988; Bhatnagar and Gupta 1999; Sharma, 2005).

Guidance and counselling should prepare learners for adult life, as well as help them to acquire appropriate attributes and values. In a study of a system of re-organised secondary education in New Delhi, Bhatnagar and Gupta (1999) found that each pupil had to make his or her choice of a career when they entered senior secondary. For a right choice at the right time, it is essential that each child is helped to prepare well for this important step in life. Teachers should provide pupils with information on various careers. This would enable pupils to match their subject combinations with their career choices. We would know if this is happening if career talks are organised by the school authorities.

### **2.14 Delinquency Cases Among Pupils in Schools**

One of the objectives of the Zambian guidance and counselling services programme is to reduce delinquency among pupils. Delinquency refers to anti-social behaviour exhibited by some pupils, such as: truancy or absenteeism, tendency towards vandalism, and substance abuse. In this study it also includes such vices as: fighting, insulting, dogging lessons, and cheating.

There may be various causes of delinquency among children. Studies by Hamid (1972) seem to suggest that delinquency was as a result of incompatible relations between parents and children. Cases of delinquency among pupils are supposed to be addressed by the school guidance

teacher or school counsellor and if need be the parents or guardians have to be involved. It is important in a study aimed at evaluating GCS to find out how common delinquency is among pupils in Zambian schools; and if so to suggest what could be done to reduce it. This may be measured by the number of cases handled by the school over a given period of time.

### **2.15 Drop Out Cases Among Pupils in Schools**

In the guidance and counselling services in Zambian programme, one of the objectives is to reduce dropout rates among pupils. In this study dropping out refers to a pupil stopping school for various reasons such as inability to pay school fees, responsibility to head a household, pregnancy, or just any failure to progress to the next grade level. Detjen and Detjen (1963) have thoroughly discussed the issue of dropouts. They state that many slow learners are potential delinquents and dropouts because of dislike for school, discouragement, frustration, failure and unhappiness. It is indicated that truancy also develops gradually from almost unnoticed beginnings. A teacher can help potential dropouts by taking personal interest in them, being friendly and helping them to make friends. It is usually said 'there are fewer real problems in class attendance of a cheerful teacher'.

Among the functions of guidance and counselling, one is to help pupils make a good beginning. In an investigation on dropouts, Mehdi (1993) states that almost 65.4percent of pupils' dropout at the end of the elementary school stage as a result of lack of incentive for or interest in further studies. He says they are ignorant of the possibilities that a good and complete education can open up before them. It is further stated by Bhatnager and, Gupta (1999 vol.1) and Rao and Reddy (2003) that one of the functions of a good educational guidance programme in elementary school is to prevent school children from early leaving (dropping out) and thus pave the way for

a better development. In a study evaluating a GCS programme there is need to find out if dropout rates have reduced in schools.

### **2.16 Examination Anxiety Among Pupils in Schools**

Another objective of the guidance and counselling services in the Zambian programme is to reduce examination anxiety among pupils. Examination anxiety in this study is apprehension caused by a perceived lack of adequate preparation for examinations. This may lead to pupils cheating in examinations. Pupils thus need to be guided to prepare well for examinations to eliminate this anxiety. If no guidance is given for pupils to adequately prepare for examinations, incidents of cheating may occur. The major disadvantage of lack of guidance and counselling to pupils, as noted by Shertzer and Stone (1966) and Pandey (2006), lies in the fact that counselling for examination is offered only at crisis points. If examination anxiety is to be reduced among learners, guidance and counselling is supposed to facilitate effective preparation for examinations. The present should be used as a foundation for children's self-direction to actualize their goals. As such, present experiences should be used as a building block for a child's future. One way we would know if examination anxiety is still common among pupils is if they state that incidences of cheating in examinations are still common.

### **2.17 Emotional Stress Among Pupils in Schools**

One of the objectives of the guidance and counselling services is to help pupils deal effectively with emotional stress. In this study emotional stress refers to a state of the mind when the mind is unable to cope with the pressure exerted on it. In a study of factors contributing to pupils' emotional stress, Williams (1973) noted that; "the home environment can sometimes contribute to pupils' emotional stress". Pupils who come to school from backgrounds that have parents or

guardians with inconsistent behaviours such as: rejection, over protectiveness, or who are rarely at home become emotionally stressed. Such pupils need help and understanding because they carry a heavy load of emotional problems, not of their own making but which negatively affect their school attendance and performance.

Teachers are expected to have enough contact time with pupils and to create a stable environment for pupils to learn. Other than this, communicating with parents or guardians could play a role in a child's development, because a child's life is made up of the life spent at school and at home. His or her feelings, attitudes, interests and ambitions are products of the two environments. As such, one of the objectives in a study such as this one ought to be to find out whether pupils who exhibit emotional stress are given help either or cope with the problems they may encounter.

## **2.18 Chapter Summary**

Chapter two, has discussed the literature on historical perspective of guidance and counselling, international perspective and African perspective of guidance and counseling. It has also looked at various types of guidance services. From the review of the above literature it is clear that the provision of guidance and counseling services in secondary schools is not adequately searched. The question is do guidance and counselling services serve its intended purpose in schools. Therefore, this study will endeavor to fill this gap.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Overview**

This chapter presents the research methodology. The elements described are the research design, targeted population, sample size, sampling procedure, research instruments, pilot study, data collection procedure, data analysis and ethical consideration.

### **3.1 Research Design**

A research design is a programme to guide a research for collecting, analysing and interpreting observed objectives. It is a specific of the most adequate operation to be performed in order to test a specific hypothesis or to answer a specific question under given conditions. According to Sidhu (2006) a survey is a process of collecting data by interviewing a sample of people selected to accurately represent the population under study. Survey questions concern people's behaviours, their attitudes and information about their background. The study opted for this method because it allows analytical complete detailed and in-depth information through considering the complexity of the research at hand. This study used both quantitative and qualitative methods of data collection and analysis. Green (1989) indicate that, the use of both quantitative and qualitative approach of data analysis increases the quality of the final results and provides a more comprehensive understanding of the phenomenon being studied.

### **3.2 Study Location**

The study was carried out in six secondary schools located in chilanga district of Lusaka province. These schools were: Parklands Secondary school, Mt Makulu Secondary school, Mwembeshi Secondary school, Bayuni Secondary school, Lusaka West Secondary school and City of Hope Secondary school.

### **3.3 Study Population**

A population is a group of elements or causes, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of research, (McMillan & Schumacher, 2001:169).

In this case, the research targeted all head teachers, guidance teachers and pupils in grades 10 to 12 in Chilanga district of Zambia. The pupils were important in this study because they are the ones currently going through the learning process and teachers were equally important in this study because they know what they go through in terms of offering guidance and counselling services. The school heads were also important because it was believed that being school managers they can have suggestions on how guidance and counselling services can be delivered in schools. The rationale for choosing schools in Chilanga district is that, Chilanga being a new district in the province, schools may have enough personnel and materials to offer guidance and counselling services.

### **3.4 Sample Size**

The population in the selected schools was too large to include everyone in the study because it is too costly and time consuming. However, the sample of this study comprised of 180 respondents. This included 159 pupils, 15 school guidance teachers and 6 head teachers. Pupils were used in this study because they are at the center or beneficiaries of guidance and counselling programmes in schools. School guidance teachers were included in this study because they are the ones involved in the actual day to day delivering guidance and counselling services to learners in schools. School heads equally took party in the study because they are the ones responsible to managing learning institutions. Head teachers have the responsibility of

making sure that educational activities are taking place thus play a major role in the provision of guidance and counselling programmes in schools.

### **3.5 Sampling Procedures**

School heads and school guidance teachers who took part in this study were chosen purposively while pupil's sample was chosen using simple random sampling technique. Papers with written names of pupils were picked at random and those names which were picked after shuffling then were selected for the study. Purposive sampling procedure was employed on guidance teachers because these people were expected to have sufficient information relevant for the study.

### **3.6 Research Instruments**

Data for this study was collected through questionnaires. However, a different set of data from school guidance teachers was collected through focus group discussion in order to elicit data. Questionnaires were preferred for the study because questionnaires are self-administered, gather data within the shortest period of time and respondents can answer them any time they are free. In addition, the use of questionnaire in a survey increases the internal validity on the study done in natural settings, (Bowling, 1999). Focus group discussion was employed in this study in order to give clarification on some questions in a questionnaire, and also to capture question which may have failed to sound in the questionnaires.

### **3.7 Data Collection Procedures**

The researcher personally went to the schools in Chilanga district and sought permission from the heads of the schools before carrying out the study. Once permission was granted the questionnaires were distributed to school heads, guidance teachers and pupils. A focus group discussion was conducted later after scheduling with the guidance teachers. The study was

conducted in February 2016 when schools were open. The respondents were informed of the type of research, its importance and the type of instruments that were to be used in data collection. This helped to remove anxiety and promote honest responses from participants. Participants were also informed of their rights to anonymity, that is not to have their names reflected in questionnaires. Respondents were asked to fill in the questionnaires independently and handed them a day after.

### **3.8 Data Analysis**

Both qualitative and quantitative methods were used in the analysis of data. Qualitative data was analysed by grouping the emerging themes in table presentations. The quantitative data was analysed using Statistical Package for Social Science (SPSS). SPSS is a computer software which assisted to generate tables of frequencies and percentages which were used in describing distributions of the variables. Descriptive statistics were used to analyse data through the use of pie chart, bar chart and table presentations.

### **3.9 Ethical Considerations**

In considering matters of ethics, the researcher obtained permission from the school head teachers and a consent was given. The participants were equally asked to take part in the study on voluntary basis and their confidentiality was protected. According to Mugema and Mugende (2003) noted that awareness of ethical issues protects the integrity of the people involve in reseach, some of whom may not be able to represent themselves in the event of being misrepresented and also protecting the integrity of the researcher and ensure authentic results.

### **3.10 Summary**

This chapter has presented the methodology of the study that is: the research design, study location, targeted population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical consideration.

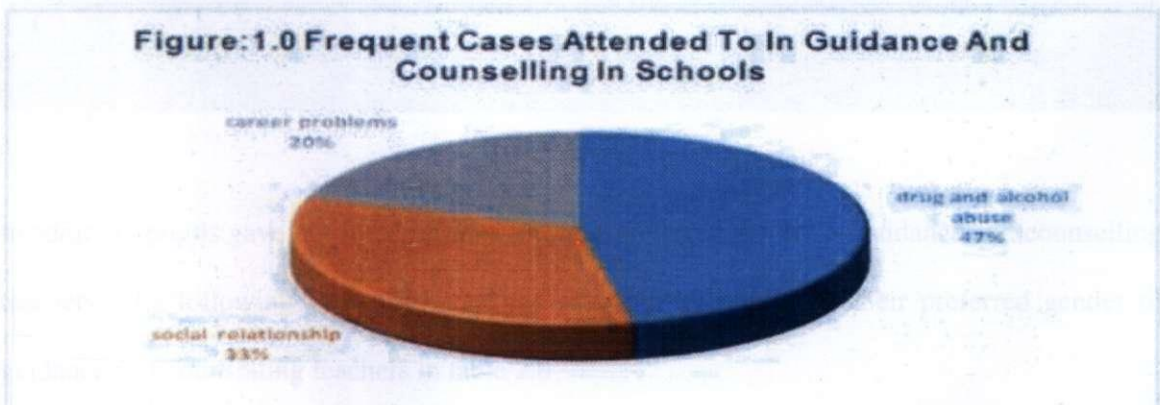
## CHAPTER FOUR: PRESENTATION OF FINDINGS

### 4.0 Overview

All the intended research objectives were reached, the data collected from the respondents was summarised using pie chart, bar chart and tables for easy interpretation of the findings into meaningful language that could be comprehended. This chapter will present the findings of the study on all the important questions which were under investigation. The presentation is based on all the data collected through questionnaires for head teachers, guidance teachers and pupils and also through focus group discussion with teachers.

### 4.1 The Types of Guidance and Counselling Services Offered to Learners

On the question of the types of guidance and counselling services offered to learners in schools, among the 6 head teachers and 15 teachers that participated in the study gave out the following: Educational; Health or Therapitical; Personal and Vocational guidance and counselling services. The head teachers and teachers were also asked on the cases frequently attended to in guidance and counselling, on the total of 21 participants, 10 participants indicated drug and alcohol abuse which represented 47 percent, 7 indicated social relationships which statistically represented 33percent and 4 participants indicated career problems which represented 20percent. This information was illustrated on a pie chart for easy interpretation as show in figure 1.0

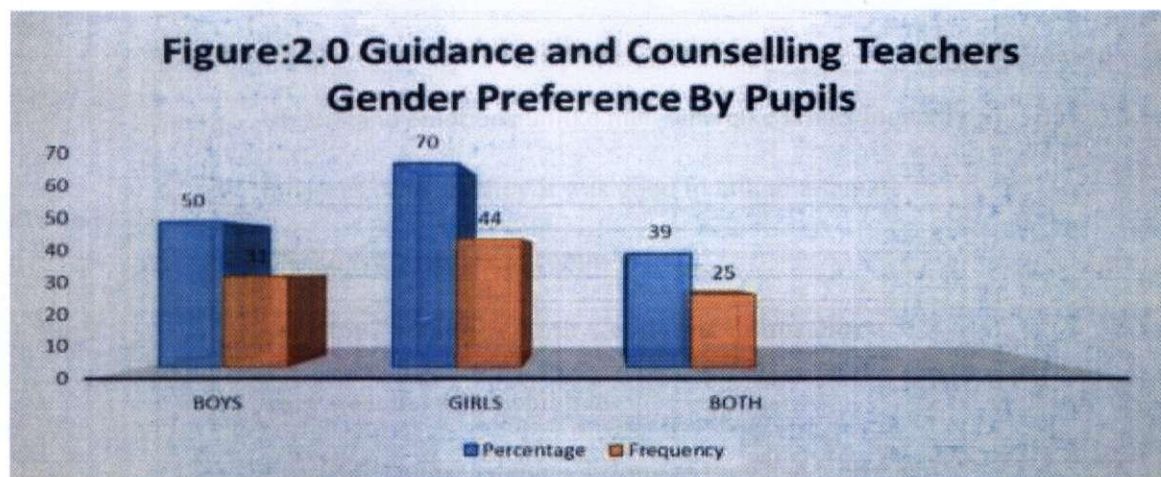


Pupils were asked on the gender of the guidance and counselling teachers they prefer to counsel them when they had a problem. 159 pupils participated in the study of which 80 pupils were boys and 79 pupils were girls. 60 pupils indicated male counsellors, 80 pupils indicated female counsellor and 29 pupils indicated both gender. This information was presented on table 1.0.

**Table: 1.0 Gender Preference of Guidance and Counselling Teachers**

Pupils sex	Preferred guidance gender	Frequency	Percentage
Boys	Males	50	31
Girls	Female	70	44
Boys/girls	Both	39	25
<b>Total</b>		<b>159</b>	<b>100</b>

This information was further put on a bar chart for easy interpretation as shown in figure 2.0.



In addition, pupils gave out some reasons for their preferred gender of guidance and counselling teachers. The following were some reasons gave out by pupils for their preferred gender of guidance and counselling teachers in table 2.0

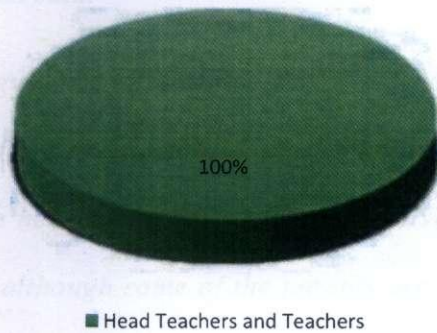
**Table 2.0 Reasons for The Preferred Guidance and Counselling Teachers**

<p><b>Boys</b></p>	<p><b>Reasons for Preferring Male Counsellors</b></p> <ul style="list-style-type: none"> <li>• felt comfortable</li> <li>• Able to open up because they do not feel shy to fellow male</li> <li>• They understand boys’ problems</li> <li>• Males give good ideas as compared to females</li> <li>• It was easy to talk to a man because women were too emotional</li> </ul>
<p><b>Girls</b></p>	<p><b>Reasons for Preferring Female Counsellors</b></p> <ul style="list-style-type: none"> <li>• Felt comfortable being counseled by female</li> <li>• It was easy to talk to a fellow woman</li> <li>• Because they find it better to talk to someone with same sex</li> <li>• Felt free to answer questions</li> <li>• They are open and friendly than males</li> <li>• Understand emotions unlike men who take issues logically</li> <li>• In issues of pregnancy it was good to talk to a female</li> <li>• They have so much in common</li> </ul>
<p><b>Both</b></p>	<p><b>Reasons for Preferring Both Gender of Counsellors</b></p>
	<ul style="list-style-type: none"> <li>• They treat them like children</li> <li>• Everyone counseled them as long as they had a problem</li> </ul>

#### 4.2 The Awareness of Guidance and Counselling Services in Schools Among Head Teachers, Teachers and Pupils.

The question on the awareness of guidance and counselling services in schools among head teachers, teachers and pupils, were asked. The study revealed that all 6 head teachers and 15 teachers were aware of guidance and counselling services and they offered in schools. This information statistically represented 100 percent and was illustrated on a pie chart for easy comprehension in figure 3.0.

**Figure:3.0 The Awareness of Guidance and Counselling Services in Schools among Head Teachers and Teachers**



With regards to whether the schools provided guidance and counselling services to pupils, one teacher stated that:

*“We provide guidance and counselling to our pupils in this school by giving advice to them and helping them sort out their problems even though some fail to take the teacher’s advice. As teachers we are supposed to help our pupils in their career path and in their decision making.”*

One guidance teacher at the same school also said that:

*“At this school we have a department of guidance and counselling which looks into the affairs of pupils’ problems and tries to help them solve some of their problems. There are teachers who belong to the department of counselling and are involved in helping pupils in their problems.”*

On a different school the head teacher indicated that:

*“We provide counselling services to the pupils in this school even though we have only two untrained guidance teachers against 820 pupils in school.”*

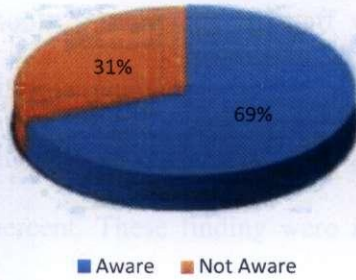
Another teacher said that said:

*“In this school guidance and counselling is provided to pupils by all the teachers at any time but within the school time. Pupils bring different problems to us as teachers and we help them. At times cases involve parents and we summon them to come to school although some of the parents are not co-operative and do not come to school when summoned by the teachers.”*

On the question of awareness of guidance and counselling services in schools, pupils’ response in the study revealed that, out of 159 pupils that participated only 110 were aware of guidance and counselling services in schools which statistically represented 69 percent of the sample and 49 pupils who participated in the study indicated that they were not aware of the guidance and counselling services offered in schools, and this represented 31 percent of the sample studied.

This information was presented on a pie chart for in figure 4.0

**Figure:4.0 Pupils Awareness of Guidance and Counselling Services In Schools**



The major reason among those pupils who were not aware of guidance and counselling services in schools was that: *“They have only heard of it but they don’t know if it was functional”*.

Pupils were further asked how often they accessed guidance and counselling services. Table 3.0 shows the distribution of learners who sought guidance and counselling services in schools.

**Table 3.0 The Distribution of Learners Who Sought Guidance and Counselling Services**

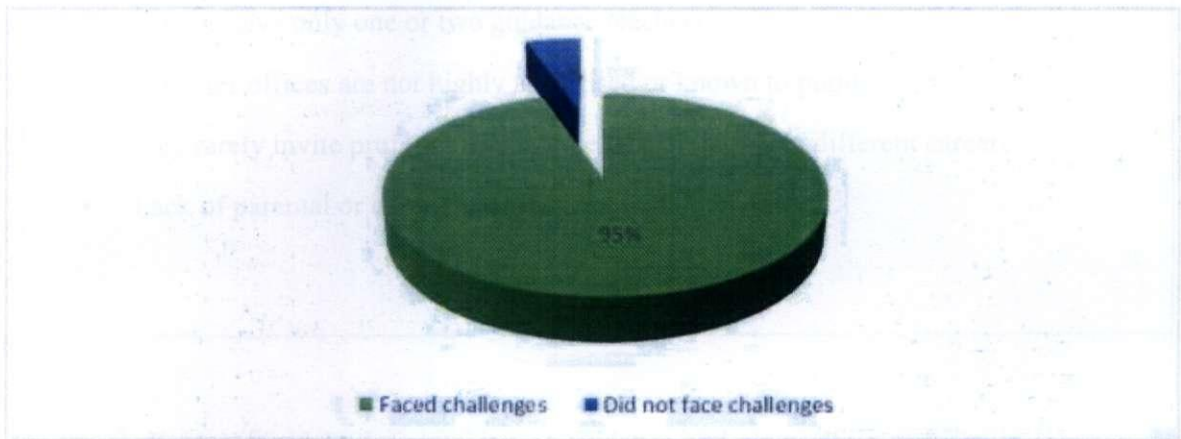
Gender	Frequency of Seeking Counselling				Total	Percentage
	Very often	Often	Rare	Very Rare		
Boys	9	24	18	29	80	50
Girl’s	12	32	15	20	79	49.6
Total	21	56	33	49	159	100

Regarding the need for guidance and counselling when learners had problems related to academic performance, 21 pupils stated that very often they received guidance, 56 pupils said that they often benefited from guidance and counselling service, 33 pupils rarely benefited from the counselling services and 49 pupils never received guidance and counselling service from school.

### 4.3 Challenges Faced in the Provision of Guidance and Counselling Services in Schools

6 head teachers and 15 teachers were asked if they had faced challenges in providing guidance and counselling services in schools. Among the 21 staff who participated in the study 20 indicated that they had faced some challenges which represented 95percent and only 1 participant said never faced challenges in the provision of guidance and counselling services which made a percentage of 5percent. These finding were illustrated on a pie chart for easy comprehension in figure 5.0.

**Figure 5.0 Responses from Head Teachers and Teacher If They Had Faced Challenges in The Provision of Guidance and Counselling Services**



The participants who said that encountered challenges in the provision of guidance and counselling services in schools indicated the following challenges shown in table 4.0.

**Table 4.0 Challenges Encountered in Providing Guidance and Counselling Services in Schools**

<b>Challenges Faced by Head Teachers and Teachers</b>
<ul style="list-style-type: none"><li>• Guidance and counselling is not time table</li><li>• Guidance teachers also teach like an ordinary teacher</li><li>• There are no offices specific for guidance and counselling activities</li><li>• Pupils rarely take advantage of or utilize guidance services</li><li>• Lack of materials to aid guidance and counselling services</li><li>• Limited of financial support</li><li>• Schools lack qualified guidance and counselling staff</li><li>• Schools have only one or two guidance teachers</li><li>• Guidance offices are not highly advertised or known to pupils</li><li>• They rarely invite professionals to give talks to pupils in different careers</li><li>• Lack of parental or community participation</li></ul>

On the challenges faced in the provision of guidance and counselling services in schools, one guidance teacher in a focus group discussing said that:

*“it is a big challenge to provide guidance and counselling to the pupils at this school because there is no enough time allocated to the guidance teachers in which we can attend to some pupils. We have to find our own time to do the counselling to the pupils. Which is quite challenging.”*

Another teacher from a different school stated that:

*“Providing guidance and counselling to pupils is not easy in this school. some pupils fail to open up especially on issues of pregnancies. The guidance teacher is forced to probe further for the pupil to open up and then finds out more before counselling the pupil.”*

The other teacher also said that:

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

One teacher in group discussion come out that:

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

The other teacher from a different school also said:

*“The major challenge faced is that, some guidance teachers do not keep pupil's information who come for counselling confidential. This make pupils not to report cases to guidance teachers for fear of being publicized in school.”*

Another teacher from a different school said that:

*“Unqualified guidance teachers in this school is a big challenge. Untrained guidance teachers have no idea about counselling, so they end up shouting at pupils each time they come to them for help.”*

With regard to the question, the challenges faced in the provision of guidance and counselling services in schools, pupils were asked and the study revealed the following responses as shown in table 5.0.

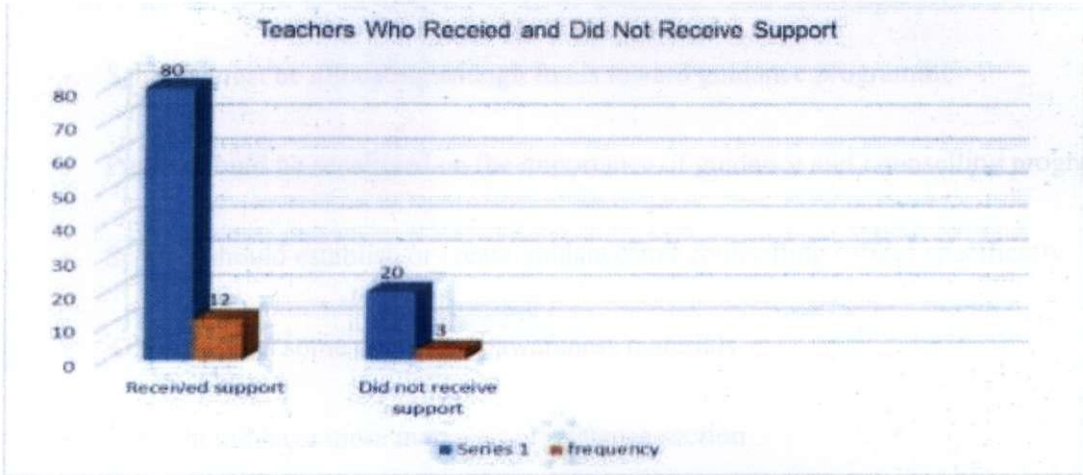
**Table: 5.0 Challenges faced by pupils in benefiting from guidance and counselling**

- They have limited periods for school guidance and counselling meetings
- Counsellors are not consistent in meeting their schedules with as
- They lack information concerning vocational careers
- Sometimes counsellors don not help pupils to find a realistic solution to the problem
- They lack understanding of what guidance and counselling is all about
- Counsellors expose pupils to others when we seek help
- Do not have a programme to follow in guidance and counselling
- Felt shy to seek help because offices are usually full with other teachers
- Due to limited number of counsellors, they fail to meet pupils needs on time

Teachers were also asked if the administration had supported guidance and counselling services in schools. Amon 15 teachers that participated in the study 12 indicated that they had received support from the administration which represented a percentage of 80 and only 3 participant said

that they had rarely received support from the administration which statistically represented 20 percent. This information was presented on a bar chart in figure 6.0.

**Figure 6.0 Teacher Who Received and Did Not Receive Support from The School Administration**



Among the teachers who said that they rarely received support from the school administration, one respondent further indicated that:

*“There is no educational policy which mandates head teachers to allocate sufficient time and resources to ensure that all learners receive the necessary guidance and counselling services in schools. This has made it difficult to provide guidance and counselling effectively to learners.”*

#### **4.4 How to Minimise Challenges Faced in the Provision of Guidance and Counselling**

The question was further asked to head teachers and teachers on how to minimise the challenges faced in the provision of guidance and counselling services in schools. The study yielded the following suggestion as shown in table 6.0.

- There is need to see different people coming to talk to pupils from different careers
- Pupils need to be fully sensitised on what guidance and counselling is all about
- They should motivate guidance teachers by giving them offices and allowances
- Guidance and counselling should be offered like other subjects
- Pupils need friendly counsellors
- Guidance teachers should be given more time
- They need more periods of guidance and counselling
- They should be having trips concerning their careers

In addition, the following were some of the responses given by pupils from all six schools that participated in the study in response to how the challenges faced in benefiting from guidance and counselling services can be minimised.

Two pupils indicated a similar statement that:

*“They should educate more teachers on how they should be handling pupils with problems and making sure that guidance teachers are friendly.”*

The other one also indicated that:

*“Guidance teachers should be advertising in schools and counsellors should be open and courageous to learners when it comes to handling some issues.”*

Another pupil from a different school said that:

*“Guidance and counselling should be examinable in schools just like English, maths and other subjects and guidance should be having frequent meetings.”*

Another pupil indicated that:

*“The school should employ more qualified counsellors because we only have one who happened to be the secretary again”* In addition, another pupil said that: *“The school should probably provide more qualified counsellors and provide more time for career talks in order to get views of pupils who have problems.”*

The other one also indicated that:

*“Guidance teachers should be a bit easy on the way talk to pupils in order create a good relationship with pupils so that pupils can be drown attention during guidance lessons.”*

#### **4.4 In Summary**

The preceding chapter presented the findings of the study to all fundamental question from the head teachers, teachers and pupils on the types of guidance and counselling services available in school, the awareness of guidance and counselling services and challenges faced in the implementation of guidance and counseling services provided in secondary schools in Chilanga district.

## **CHAPTER FIVE: DISCUSSION OF THE FINDINGS**

### **5.0. Overview**

This chapter discusses the findings of the study which sought to assess the provision of guidance and counselling services in secondary schools in chilanga district. The themes from the findings under each objective are brought out in this chapter. The discussion is based on the data that was collected in the field.

### **5.1 The Types of Guidance and Counselling Services Available in Schools**

On the types of guidance and counselling services available in schools, the study revealed that most services offered to pupils were educational guidance, vocational guidance, personal or social guidance and health guidance services. However, some teacher used to offer spiritual and HIV/AIDS counselling to pupils in need of the service. Despite the school offering these services, pupils have seemed to have continued having problem in academics and in social life. This was concluded after some pupils complained that they did not know if guidance and counselling services were active in schools.

In addition, the study revealed that, most common cases attended to in schools was coming from drug and alcohol abuse as it was rated at 47 percent, followed by social relationship which at 33percent and the cases to do with career problem seemed to be minimor as it come out 20percent in the study. Drug abuse in schools seemed to be the biggest challenge or cases frequently attended to in schools as compared to other cases.

Furthermore, female students preferred to be counseled by female counsellors in schools as the study established that 44percent of the girls who participated in the study preferred female counsellors and some of reasons they advanced to that preference were that: They had something in common with female counsellors; they felt free and open, thus they spoke their

mind; female counsellors are open and friendly than males, they understand emotions unlike men who take issues logically and that in issues of pregnancy it was good to talk to a female counsellor. While 31 percent of the boys responded that they preferred male counsellors and some reasons proposed toward that choice were that: they felt comfortable; they easily opened up because they do not feel shy; they understand boys' problems; male counsellors were able to give good ideas as compared to females, and they also said that boys have something in common with them. On the other hand, 25percent of pupils who participated in the study indicated that, they never minded whether being counseled by male counsellors or female counsellors.

## **5.2 The Awareness of Guidance and Counselling Services in Schools Among Head Teachers, Teacher and Pupils**

The study revealed that in six schools in which the study was conducted, the provision of guidance and counselling services was very much aware. This was realized at after the head teachers and teacher that participated in the study gave out 100percent yes response to the question. In addition, some teachers said that, they provide guidance and counselling to pupils in schools by giving advice to them and helping them sort out their problems even though some pupils failed to take the teacher's advice. The study revealed that the provision of guidance and counselling in secondary schools helps pupils to reform in their bad characters and develop interest in some careers. In addition, Dyke (2001) argues that lack of guidance and counselling services in schools disadvantages pupils in terms of career interest, self-awareness and character formation. Further, Mutie (1999) stress that counselling helps pupils meet their therapeutic needs by helping them make decisions or plan for any form of change.

Pupils also in response to the question concerning awareness of guidance and counselling services in schools, the study revealed that 69 percent of the pupils that participated in the study were aware of the service and had benefited from the services while 31 percent of the pupils reported that they were not aware of guidance and counselling thus they never benefited from guidance and counselling services, the apparent reason for not being aware of the services was that, the guidance and counselling department never sensitised enough pupils about the service.

The above revelation is of great concern as guidance and counselling services are meant to benefit all the pupils in schools for them to attain their full potential in their education areas. Not only that guidance and counselling services helps in moulding pupils into informed citizens.

### **5.3 Challenges Faced in The Provision of Guidance and Counselling Services in Schools**

According to the responses given by 6 head teachers and 15 teachers who participated in the study, 95 percent of the participants reported that they had faced challenges in the provision of guidance and counselling services, while only 5 percent of the staff that participated in the study indicated that they did not face challenges. From the statistic revealed by the study, it can be said that the provision of guidance and counselling services is heavily hindered by challenges. According to the findings of the study some challenges faced included the following:

Guidance and counselling in schools lack financial support to facilitate the day-to-day running of the services. Guidance department needs to be funded accordingly so that they can arrange for instance career trips, inviting different professionals and address issues concerning with careers or how to keep pupils themselves in good health and many others. All these programmes to be carried out need proper financial support. However, lack of financial support would mean

cancelling out all important programmes and at the end of the day the guidance and counselling program will fail to save its intended purpose.

Non-availability of guidance and counselling materials in schools for effective execution of guidance and counselling services to the pupils is another challenge faced. The non-availability of guidance and counselling materials is a great challenge. Mwamba (2011) in his study on guidance and counselling provision in high schools for pupils with visual impairment found that guidance and counselling was available for the pupils with visual impairment but that the Ministry of Education did not support the schools in terms of materials to be used in guidance and counselling.

Other challenge faced in the provision of guidance and counselling was lack of parent participation. MSEVTEE (2000) states that for guidance and counselling to be more successful in Zambia, it should involve teachers, parents and the community. This aspect is lacking at the moment leaving the whole responsibility to the few trained and untrained teachers to handle the multitude number of pupils needing help in their educational endeavors', which is a sad story and should be looked into by the concerned authorities with the much needed attention it deserves.

The study showed that teachers had little or no time to provide guidance and counselling services to the pupils as most guidance teacher were subject teacher, in addition school guidance and counselling was not time tabled. In order to provide counselling to pupils, teachers have to find their own time resulting in teachers who were in charge of guidance and counselling to divide their own time between teaching the pupils and providing guidance and counselling to the pupils. This in its own is a very big challenge.

The other challenge faced according to the study was lack of trained teachers, In the schools in which this study was conducted, most of the teachers who offered guidance and counselling were not trained in guidance and counselling but are just appointed by the school administration to assist in providing guidance and counselling services in the school. This was dangerous to the profession because these teachers just use their own experience in providing these services yet might have lack the knowledge and skills in guidance and counselling.

In addition, one of the challenges pupils face in benefiting from guidance and counselling services in school is that, some guidance teachers lack confidentiality. This lack of confidentiality by the guidance and counselling teachers could be, to some extent, due to lack of training in guidance and counselling. These findings agree with Chanda (2003) who stated that for any guidance and counselling service to succeed there is much need for the counsellors to follow the code of ethics and keep high levels of confidentiality of client's information. It is therefore, very cardinal for the guidance and counselling services providers to maintain confidentiality at all times. Pupils feel safe and secured when their information is kept in secrets by guidance teachers.

Lack of offices for guidance and counselling purposes was another challenge faced in the provision of guidance and counselling. This study showed that most schools only had shared offices in which they conducted counselling from. Guidance and counselling teachers share offices with other teachers and in many cases these offices are overcrowded. This lack of proper office for counselling makes pupils not free, uncomfortable thus pupils are unable to freely express their problems to the counsellor and others end up not seeking help from these offices.

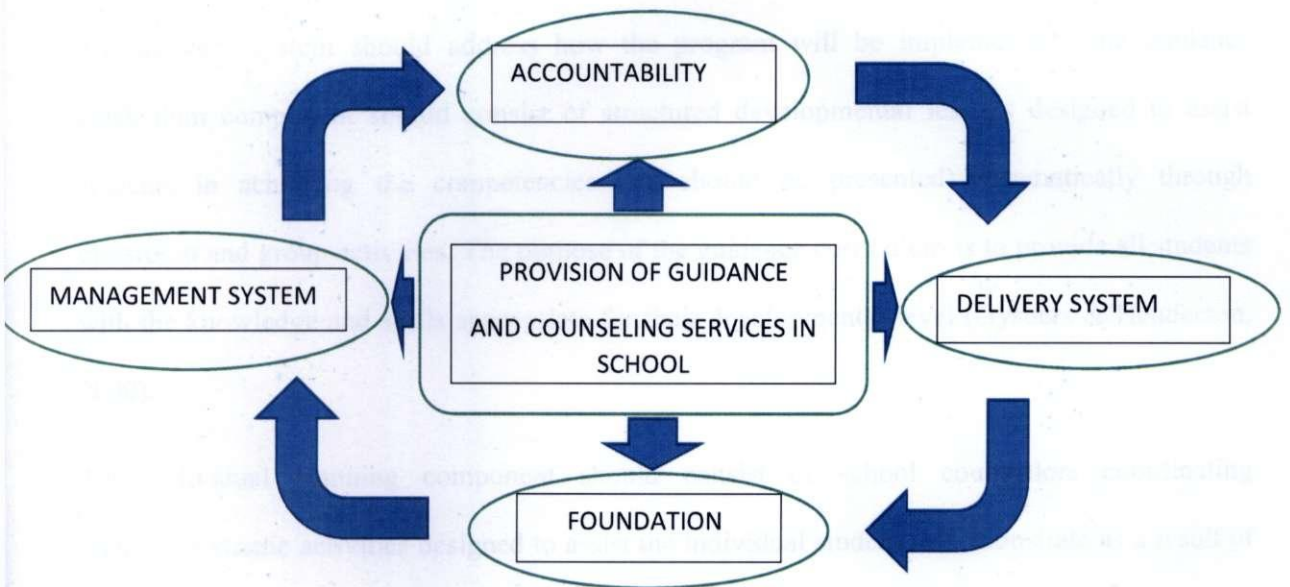
The study revealed that lack of training for teachers in guidance and counselling was also a challenge. The study found out that most teachers are not trained in guidance and counselling.

This was another big challenge because the guidance teachers lacked that expert knowledge in the provision of guidance and counselling. This aspect leaves one to wonder what sought of counselling pupils receive from teachers who have little or no knowledge about guidance and counselling. This has resulted in poor service provision which are in nature of sub-standards.

#### 5.4 The Model of Guidance and Counselling Services

Due to the challenges faced in the provision of guidance and counselling services, the model was adopted which could help guidance and counselling services to save its intended purpose. Figure 7.0 below shows the suggested model of guidance and counselling services.

**Figure:7.0 The model of guidance and counselling services**



The accountability system should answer the question, “How are students different as a result of the program?”. Results reports, which include process, perception and results data, ensure

programs are carried out, analyzed for effectiveness and changed and improved as needed (Gysbers,2001).

Sharing these reports with stakeholders can serve as a forum of advocacy for the students and sharing these reports within the district or the region can further facilitate program improvement. Immediate, intermediate and long-range results (impact over time) should be collected and analyzed for program improvement (Gysbers,2004).

The school counsellor's performance evaluation should contain basic standards of practice expected of school counsellors implementing a school counselling program. These performance standards may serve either as a basis for counsellor evaluation or as a means for counsellor self-evaluation (Gysbers, 2004).

The delivery system should address how the program will be implemented. The guidance curriculum component should consist of structured developmental lessons designed to assist students in achieving the competencies and should be presented systematically through classroom and group activities. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate for their developmental level (Gysbers & Henderson, 2000).

The individual planning component should consist of school counsellors coordinating ongoing systemic activities designed to assist the individual student in demonstrate as a result of participating in school counselling program. The responsive services component should consist of activities to meet students' immediate needs. These needs may include counselling, consultation, referral, peer mediation or information (Gysbers & Henderson, 2000).

The systems support component consists of the professional development; consultation, collaboration and teaming; and program management and operation activities that establish, maintain and enhance the total school counselling program.

The foundation provides, the what of the program, discussing what every student will know and be able to do. The philosophy is a set of principles that guides the program development, implementation and evaluation. It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principle contained in the philosophy. Local schools may work with their district comprehensive counselling and guidance programs advisory committee to define beliefs, philosophy and mission statements at the district level (Gysbers,2004).

Guidance and counselling departments in schools should have a mission statement that describes the program's purpose and provides the vision of what is desired for every student. A school counselling program mission statement aligns with and is a subset of the school and district missions(Gysbers,2001).

The school counselling program should facilitate student development in four broad domains that is, academic/learning development, life/career development, multicultural/global citizen development and personal/social development to promote and enhance the learning process (Gysbers,2001).

The management system addresses the when (calendar and action plan), why (use of data) and on what authority the program will be implemented. School counsellor and administrator agreements can include statements of responsibilities by each counsellor specifying the program results the counsellor is responsible for achieving during the year. It also includes how

counsellors divide the program responsibilities. These important agreements can be negotiated with and approved by designated administrators at the beginning of each school year, and can provide a useful process for eliminating or minimizing non-school counselling activities (Gysbers & Henderson, 2000).

There must be the use of data, a school counselling program must be data-driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counselling program. School counsellors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and related data. Also monitoring students' progress ensures that all students receive what they need to achieve success in school (Gysbers & Henderson, 2000).

The use of data will drive the program, data is necessary to determine where the school counselling program is now, where it should be, and where it is going. Needs are identified discrepancies between the desired results and the results currently being achieved (Gysbers,2001).

## **5.5 Summary**

This chapter has demonstrated that the provision of guidance and counselling services in secondary schools in chilanga district is not effective. The next chapter concludes the dissertation and makes recommendation to the Ministry of General Education.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.0 Overview**

This chapter covers the conclusions and recommendations of the study

### **6.1 Conclusion**

The findings of this study established that, there are various services provided to pupils in guidance and counselling services. This was followed by responses which indicated that, among the services offered were educational, health or therapeutical, personal and vocational guidance and counselling services.

The schools in Chilanga districts were aware of guidance and counselling services and provided to the pupils. However, some pupils still do not benefit from the services because of lack of awareness programme concerning with the benefits of guidance and counselling. Further, the study revealed that school counselors did not keep confidentiality and pupils believed that their guidance teachers/counselors had not been effective advocates in the area of guidance and counseling to benefit them.

On the objectives concerning with the challenges faced in the provision of guidance and counselling services. The study has revealed that, there are many challenges faced in the provision of guidance and counselling services and these included, lack of funds, lack of materials, lack of counselling offices, insufficient number of guidance teacher and the use of untrained teachers in the provision of guidance and counselling services. Therefore, it can be concluded that, the provision of guidance and counselling services in Chilanga district do not effectively save their intended purpose.

## **6.2 Recommendations**

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

- Come up with guidance and counselling policy that will guide the practice of guidance and counselling in schools.
- Create positions of full time counsellors in secondary schools.
- Devise a deliberate training policy to ensure that all school counsellors receive training.
- Invest in the guidance reference materials, just the way it has invested in academic text books.
- Ensure that guidance sections are monitored regularly by guidance standards officers so that some challenges are identified and addressed early.
- Not to overload school counsellors with too many non-counselling duties as it is the case presently.

## **6.3 Areas of Further Research**

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

These include:

1. An investigation of the extent to which goals of guidance and counselling are met in boarding and day secondary schools.
2. An investigation of the amount of time guidance and counselling teachers spend on different aspects of guidance and counselling in secondary schools.
3. An investigation of school counsellors' involvement of parents in the school guidance and counselling in secondary schools in Zambia.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR SCHOOL HEADS

Dear respondents,

I am a postgraduate student at the University of Zambia and Zimbabwe Open University collecting information on the effectiveness of school guidance and counselling services in enhancing academic performance.

The information you will give is strictly for academic purposes.

District \_\_\_\_\_ School \_\_\_\_\_ Number of pupils \_\_\_\_\_

Number of teachers \_\_\_\_\_

#### INSTRUCTIONS:

Give your answers by writing in the blank spaces provide or by putting a cross [X] in the box were appropriate. Please try as much as possible to make your answers brief and specific. Genunity in your answering will be immensely appreciated.

#### Section A. Personal Information

1. Sex? [A] Male [B] Female
2. Age range? [A] Below 30 years [B] 31- 35 years [C] 36- 40 years [D] 41 years and over
3. Highest Academic qualification held? [A] Certificatc [B] Diploma [C] Degree
4. How long have you been serving as a school administrator? [A] Below 5 years [B] 6 to 10 years [C] 11 to 15 years [D] 16 years and over
5. Are you trained in guidance and Counselling? [A] Yes [B] No

**Section B. Information on school guidance and counselling**

6. What do you understand by guidance and counselling? \_\_\_\_\_

\_\_\_\_\_

7. Mention the types of Guidance and counselling services that you have come across?

\_\_\_\_\_

\_\_\_\_\_

8. Does your school offer guidance and counselling services to the pupils? [A] Yes [B] No

9. If the answer to question 8 is no, give reasons and skip to questions 30 and 31?

\_\_\_\_\_

\_\_\_\_\_

10. If yes to question 8, are the pupils aware of guidance and counselling services at the school?

[A] Yes [B] No

11. If NO to question 10 give a reason? \_\_\_\_\_

\_\_\_\_\_

12. From the types of guidance and counselling services you mentioned in question 7 above, which ones are most available to pupils in your school? \_\_\_\_\_

\_\_\_\_\_

13. How is the school Guidance and Counselling programme run in your school?

\_\_\_\_\_

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14. How many school guidance and counselling teachers are at your school? [A] 1 [B] 2  
[C] 3 [D] 4 and above

15. Are the guidance and counselling teachers mentioned in question 12 trained in guidance and counselling? [A] Yes [B] No

16. What qualifications do they hold? [A] Certificate [B] Diploma [C] Degree (you can choose more than one if so)

17. In your view, do you think the number of guidance and counselling teachers you mentioned in question 14 enough? [A] Yes [B] No.

18. If the answer to question 17 is No, what would be the ideal number of Guidance and counselling teachers in your school? \_\_\_\_\_

19. What challenge(s) do the guidance and counselling teachers face in delivering guidance and counselling services to the pupils in your school? \_\_\_\_\_

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20. Explain whether all pupils in need receive appropriate Guidance and Counselling services?

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21. To what extent do the challenge(s) mentioned in question 19 above affect the pupils who seek guidance and counselling services in your school? \_\_\_\_\_

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22. What suggestions can you recommend in order to alleviate the challenges guidance and counselling teachers face in the provision of guidance and counselling services in school?

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23. How often do the pupils access guidance and counselling services in your school?

[A] More often [B] Often [C] Rare [D] Very rare

24. In your view, is the guidance and counselling services they acquire satisfactory to minimise their various problems? [A] Yes [B] No Give reasons for your answer:

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25. Do learners face challenges in accessing guidance and counselling services in the school?

[A] Yes they do [B] No they don't. If they do, what challenges?

---

---

26. What suggestions do you recommend to alleviate these challenges? \_\_\_\_\_

---

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27. What do you think can be the best method of delivering guidance and counselling services to learners in your school to make sure the intended purpose is met? \_\_\_\_\_

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28. Does the school invite professionals to hold career talks with pupils? [A] Yes [B] No

29. Has there been a reduction in problems among pupils who seek guidance and counselling?

[A] Yes [B] No

30. Does the school have enough materials/resources to offer guidance and counselling?

[A]Yes [B] No

31. What assistance would you need to make sure guidance and counselling services are effective at your school? \_\_\_\_\_

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32. Do you have anything else to say on how guidance and counselling is working?

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**The End**

**Stay Blessed and Thank You for Participating in The Study**



[a] Social relationship [b] Drug and alcohol abuse [c] Career problems [d] sexual Abuse  
[e]others(specify).....

7. Where do most of the cases dealt with in guidance and counselling services in school come from? [a] Homes [b] School [c]Others (specify).....

8. What do you think is the reason for the common cases in your school? .....

.....

9. Which group of pupils usually come for counselling?

[a] Girls [b] Boys [c] Both [d] Nil

10. List down some cases that you encounter in guidance and counselling at your School?

.....

.....

### **C; Awareness of Guidance and Counselling Services**

11. Are the pupils aware of the guidance and counselling services offered in school?

[a] Yes [b] No

12. Is the staff aware and supports guidance and counselling services available in your school?.....

### **D: Types of Counselling Services Provided in Secondary Schools**

13. What types of guidance and counselling services do you offer to pupils at this school?

.....

14. What is the most common type of counselling provided in school?.....

**F: Usefulness of Guidance and Counselling Services in School**

15. How often do you provide guidance and counselling lessons to pupils at your school?

- [a] Timetable                      [b] Sometimes                      [c] When necessary

16. Do you provide guidance and counselling to pupils with special education needs?

- [a] Yes                                      [b] No (skip to question 18)

17. How often do you provide guidance and counselling to pupils with special needs?

- [a] Very often                      [b] Often                                      [c] Rarely                                      [d] Very rarely

18. Do you think guidance and counselling help learners to improve their academic performance? [a] Yes                                      [b] No

19. If the answer to question 18 above is **Yes**, in which ways do you think guidance and counselling helps learners to improve their academic performance?

.....  
.....

20. How would you rate the effectiveness of school guidance and counselling in serving its intended purpose? [a] Very good                      [b] Good                      [c] Average                      [d]Low

**G: Challenges Faced in The Provision of Guidance and Counselling in School**

21. Do you face challenges in providing guidance and counselling services in your schools?

[a] No

[b] Yes

22. If **yes** to question 21, what challenges do you face?

.....  
.....

23. What do you think should be done to overcome the challenges mentioned above?

.....

24. Are materials for guidance and counselling services available at your school?

[a] No

[b] Yes

25. Suggest ways and means of improving guidance and counselling service provision in your school.....

29. Which method do you think would be best in providing guidance and counselling services in Schools?.....

.....

**The End**

**Thanks for Finding Time to Answer This Questionnaire**

**APPENDIX III: QUESTIONNAIRES FOR PUPILS**

Dear Respondent,

I am a postgraduate student at the University of Zambia and Zimbabwe Open University collecting information on the effectiveness of school guidance and counselling (SGC) services in enhancing academic performance.

The information you will give is strictly for academic purposes.

**INSTRUCTIONS**

- i. Give your answers either by writing in the blank spaces provide or by ticking were appropriate.
- ii. Please try as much as possible to make your answers specific. Your truthful and specific answers will be greatly appreciated.

**A: PERSONAL INFORMATION**

- 1. Gender.      a) Male [ ]      b) Female [ ]
- 2. Age range.   a) 10- 15 years [ ]    b) 16 – 20 years [ ]    c) 21 years and above [ ]
- 3. Which part of Lusaka do you stay.....

**B: GUIDANCE AND COUNSELLING SERVICES IN SCHOOL**

4. What do you know about guidance and counselling?

.....

.....

5. Have you ever benefited from guidance and counselling services at your school?

a) Yes [ ]                    B) No [ ]

If your answer to question 5 is YES then answer question 6 if NO skip

6. How often do you receive guidance and counselling lessons at school?

a) Always [ ]            b) Sometimes [ ]            c) Never [ ]

7. What type of services does school guidance and counselling offer?

.....  
.....

8. Do you think the school guidance and counselling programme is suitable for your needs?

a) Yes [ ]            b) No [ ]

If the answer is yes, give reasons.....  
.....

9. How often do you individually receive guidance and counselling privately?

a) Always [ ]            c) When necessary [ ]            d) Never [ ]

10. Do you go for counselling when you have problems with academic performance?

a) Yes [ ]            b) No [ ]

If your answer to question 10 is Yes answer next question if No skip

11. How often do you go for guidance and counselling when you have academic problems?

a) Very often [ ]            b) Often [ ]            c) Rarely [ ]            d) Very rarely [ ]

12. Which gender do you prefer to offer guidance and counselling to you?

A) Male [ ]

b) female [ ]

13. Give a reason for your answer in question 12? .....

14. Does your class teachers offer you guidance?

a) Yes [ ]

b) No [ ]

15. After receiving guidance and counselling service, how do you rate your academic performance?

a) Improved [ ]

b) Same [ ]

c) Worsened [ ]

If the answer is 'a', answer question 16

16. In which ways do you think guidance and counselling helps to improve academic performance? a) Imparting good study skill [ ] b) Motivating to study hard and succeed [ ]

c) If other specify.....

17. Do you get guidance on subject combinations? a) Yes [ ] b) No [ ]

18. Does the school organise career talks for you pupils? a) Yes [ ] b) No [ ]

19. Is dropping out of school common among you pupils? a) Yes [ ] b) No [ ]

20. How common is bad behaviour among pupils?

a) Very common [ ]

b) Common [ ]

C) Rare [ ]

d) Very rare [ ]

21. How would you rate the usefulness of guidance and counselling services in enhancing your academic performance?

- a) Very Good [ ]      b) good [ ]      c) Average [ ]      d) Low [ ]

**D: Challenges Faced in The Provision of Guidance and Counselling Services**

22. Does the school face challenges in the provision of guidance and counselling services?

- a) Yes [ ]      b) No [ ]

If the answer to question 22 is **YES** then answer question 23 if **NO** skip

23. What factors do you think hinder the usefulness of guidance and counselling services at your school? a) Insufficient qualified counsellors at school [ ]      b) Limited periods for school

guidance and counselling meetings [ ]

c) Other (specify).....

24. What do you think should be done in order to improve the provision of school guidance and counselling services in your school?

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

**End of Questions Thank You**

## **APPENDIX IV: FOCUSS GROUP DISCUSSION FOR TEACHERS**

- 1. What levels of training of guidance and counselling teachers at your school, more especially in the area of guidance and counselling?**
- 2. What are the services that guidance and counselling offers?**
- 3. Discuss some challenges the guidance and counselling section at your school is facing?**
- 4. How effective is guidance and counselling section at your school in addressing the needs of pupils?**
- 5. Could you discuss some of the ways in which guidance and counselling can be effective in meeting the needs of the learners?**
- 6. What are your comments on the school guidance materials?**
- 7. How do you rate the educational, personal, social, career and counselling in your school?**
- 8. What is your observation on the impact of the school Guidance services?**
- 9. What are your suggestions to improve school guidance and counselling services?**
- 10. How do you handle referral cases in the school?**
- 11. Do you offer remedial work? If yes, what kind of remedial services do you offer?**

**APPENDIX: V**

I am a student at the University of Zambia in collaboration with Zimbabwe open University pursuing a Master of Science in Counselling. I am conducting a study on the assessment of the provision of guidance and counselling services in secondary schools in Chilanga District. Be assured that the information you will give will be kept confidentially. If you have accepted to participate in the study, please complete in the spaces provided below. Should you feel at any point of the discussion or the answering of the questionnaire that you cannot continue you are free to withdraw from th study.

**Participant**

Name: .....

Sign: .....

School: .....

**Witness/Researcher**

Name: .....

Sign: .....

Date: .....

School: .....