

**THE STATUS OF GUIDANCE AND COUNSELLING PROVISION IN
SELECTED BASIC SCHOOLS IN MUMBWA DISTRICT**

BY

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**A Dissertation Submitted to the University of Zambia in Partial
Fulfillment of the Requirements for the Award of the Degree of Master of
Education in Educational Psychology**

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DECLARATION

I, **Makumba Chivuna Edward**, do declare that this dissertation represents my own work and that it has not been submitted by anyone at this institution or at any other university.

Signature:

Date:

DEDICATION

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

APPROVAL

This dissertation by **Makumba Chivuna Edward** is approved as a partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Psychology of the University of Zambia.

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DEBS	District Education Board Secretary
GRZ	Government of the Republic of Zambia
HIV	Human Immuno Virus
MoE	Ministry of Education
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education Scientific and Cultural Organisation

ABSTRACT

The purpose of the study was to investigate the status of guidance and counselling in selected basic schools of Mumbwa District. The objectives of the study were to: establish the status of guidance and counseling in basic schools; determine the type of guidance and counseling services available in basic schools; establish the category of pupils who benefit most from guidance and counseling services in basic schools; and investigate challenges faced by the guidance and counseling teachers in the provision of guidance and counseling in basic schools. A survey approach was used to conduct this research. The sample size was 100 pupils and 100 teachers in charge of guidance and counseling services in selected schools in Mumbwa District.

The findings of this study were that: rural teachers provided guidance and counselling services; majority of pupils did not report their problems to guidance and counselling teachers but to their class teachers because they believed that the guidance and counseling teachers did not keep confidentiality; girls benefited more than boys from guidance and counseling services; grade 8 and 9 pupils benefited more than any other grade from guidance and counseling services; guidance and counseling teachers faced a lot of challenges in providing counselling services in basic schools which included non-availability of adequate guidance and counselling materials in schools for effective execution of duties, limited time allocated for counseling, lack of parental and community support, poor record keeping by the guidance and counseling teachers; lack of trained teachers in guidance and counseling, lack of office accommodation; lack of cooperation from pupils; influence of culture; and the lack of both male and female counsellors in schools to attend to pupils needs as some cases are so confidential that they cannot be presented to the

opposite sex. The study recommended that: Ministry of Education, Science, Vocational Training and Early Education should (i) employ trained full-time guidance and counselling teachers in schools (ii) provide appropriate and adequate materials for counseling purposes (iii) put in place a deliberate policy that would allow provision of guidance and counselling to lower grades in primary schools which is lacking at the moment.

CHAPTER ONE

INTRODUCTION

1.1 Background

Counselling is helping people to grow by learning to make responsible decision in order to come up with good actions. People are helped to solve their own problems. Counselling refers to the relationship between the person who is helping and the one being helped. It helps the clients come terms with their problems. Guidance involves ways and experiences of assisting individuals understand themselves. Guidance is knowledge based. It deals with facts and principles, methods and cognition while counselling is value oriented and deals with motivation needs and feelings. Counselling is personal and confidential.

Makinde (1994) defines counselling as a service designed to help an individual to analyse him or herself by relating to his or her capabilities, achievements, interests and mode of adjustments to what new decision he or she has made or has to make. A school counselor tries to help learners to better understand themselves in relation to their present and future decisions or problems. Counselling helps individual pupils or learners to change their altitude and behavior. After being counseled in relation to any problem, a positive change is expected from the learners or any person counseled by a counselor.

Guidance and counselling was started by Frank Parsons in 1908 in form of vocational guidance. As noted by Tembo (1980) guidance and counselling began in response to some of the

conditions and demands made by different people in working institutions in the United states of America. During the nineteenth century, division of labour and growth of technology increased industrial development led to the development of vocational guidance and counselling, Frank Parsons main concern was trying to alleviate peoples basic problems. Merville (1973) noted that the most important contributor to the modern guidance and counselling was the national vocation guidance association which came into existence in 1913. Even to date it has continued to influence school counselling.

From a long time, African societies had various forms of counselling in their communities. Young people and children were provided with counselling so that they could grow well and develop into responsible people in their communities. The elders in Africa had their own way of culturally-based counselling services. Rabnison (1987) notes that in Africa guidance and counselling for individuals have always formed part of strategy to combat personal people s problems.

In African societies, uncles, aunts and other relatives played roles of counselors by providing information that young people needed as they grow up. The ministers of education in Africa have long been aware of the growing number of social problems among the learners Winsome(2000) states African education saw the need of providing guidance and counselling in schools for the learners so that learners are exposed to important information so that they are able to make better decisions. Even though some people argue that guidance and counselling has always been part of an African heritage, the integration of guidance and counselling services into the education system began only in the late fifties. Winsome (2000) notes beginning of guidance in some

African countries can be dated back to the fifties in countries such as Nigeria which made a lot of studies in the field of guidance and counselling. Countries such as Botswana introduced guidance and counselling in 1963. However guidance and counselling in African schools have faced a lot of problems which include lack of recognition of guidance and counselling as an integral part of education.

In Zambia guidance and counselling has been there in the society; counselling was manifested in the relationship between elders and young people. Counselling was seen in ceremonies such as initiation ceremonies. The idea of setting up guidance and counselling in Zambia was initiated around 1967. However this did not materialize as planned. It is only in 1970 when secondary schools were directed by the Ministry of Education to start running a guidance unit in the schools by nominating teachers to take up responsibility of careers work in each school in order to get started in guidance and counselling service provision to pupils. Thus in 1971 a careers guidance unit was established with the appointment of career guidance officers (MoE, 2001). These officers worked under the administration of psychological services at the ministry of education Headquarters. The main duties of the careers guidance offices was to co-ordinate, organize and inspire the work of careers teachers in all secondary schools. It can be noted that guidance and counselling in Zambian schools started in secondary schools meaning that primary schools had no department of career guidance in all the schools.

When school guidance and counselling was implemented in basic schools, it was offered by guidance teachers. The schools have guidance committees which are headed by a guidance teacher. The guidance committees to the school administration and other teachers. The school

administrators need to be informed on issues of guidance and counselling. All the teachers in the schools were urged to support the guidance teachers in their quest to deliver guidance and counselling in the schools. Guidance teachers have a task of attending to the pupils progress, discipline and above all are suppose to keep record of each pupils progress report. As stated by the Ministry of Education (1997) the guidance and counselling teachers are expected to attend to pupils private social issues by providing counselling

In most of the basic schools guidance and counselling services have not been provided effectively to the learners resulting in bad school attendance, increased indiscipline among pupils and loss of direction in career choice by learners. School counselors are needed in education because they help learners to get through issues or problems that bother them to make informed decisions. Teachers and parents have both agreed that guidance and counselling is important to the learners.

1.2 Importance of guidance and counselling

Guidance and counselling in schools is very important because it helps the learners to understand themselves and respect other people. Pupils undergo a lot of problems and stress, hence the need for the provision of guidance and counselling. Mutie and Ndambuki (1999) stated that counselling in schools help pupils to meet therapeutic needs by helping them make decisions or plan for any form of change. The purpose of guidance and counselling is not to solve all the pupils' problems but to help reduce the pupils' problems in order to create a conducive environment for learning.

However, Egan (1998) stated that learners should be helped to manage their problems and empower them to become effective in future. The other importance of guidance and counselling in schools is that it provides the learners with an opportunity to talk about their problems in a non judgmental setting. Guidance and counselling services are important to pupils because they help pupils to adapt to school environment and society at large. Guidance and counselling helps pupils or learners to manage their problems and improve in their performance. Corey (1982) notes that guidance and counselling can help in the number of ways such as emotional, functional relationship management and identify solutions by promoting effective action.

Guidance and counselling is important because it helps the new coming learners in school to settle well. When new learners come in school they need to be counseled. Gledhill (1996) counselling services help a large number novice students at the start of the course or school. The new students suffer from euphoria of having left home therefore they become home sick every time they are in school. There is need to be counseled by the school counselor. Another importance of guidance and counselling to the learners is to provide an opportunity for them to work towards achieving their full potential in school. The learners through career guidance are helped to identify their career. Pupils are helped to explore their skills and solve their own problems in life. Effective guidance and counselling in basic schools help the learners to interact well with other learners in order to perform well. Guidance and counselling for learners in schools will only succeed if all teachers get involved and help the learners to acquire skills to sustain themselves in school.

1.3 Statement of the problem.

Studies done on counselling services started in secondary schools have reported the benefits to the majority of the pupils. Little studies have been conducted to ascertain whether pupils in basic schools benefited from counseling services or whether these services were available in basic schools. The problem therefore is that it is not known whether guidance and counselling was provided to pupils in basic schools and whether they benefited from these services. This study, therefore, aimed at filling the gap in knowledge pertaining to the status of guidance and counselling service provision in basic schools.

1.4 Purpose of the study

The purpose of the study was to investigate the status of guidance and counselling service provision in basic schools in selected schools in Mumbwa district.

1.5 Objectives of the study

1. To establish the status of guidance and counselling service provision in basic schools in Mumbwa district.
2. To determine the type of guidance and counselling services available in basic schools in Mumbwa district.
3. To establish the gender of pupils and grades that benefit most from guidance and counseling services in Mumbwa district..
4. To investigate challenges faced by guidance and counseling teachers in the provision of guidance and counselling services in basic schools in Mumbwa district..

1.6 Research questions.

1. What is the status of guidance and counselling service provision in basic schools in Mumbwa district?
2. What type of guidance and counselling services are available in basic schools in Mumbwa district?
3. Which gender of pupils and grade benefit most from guidance and counselling services in basic schools in Mumbwa district?
4. What challenges do guidance and counseling teachers face in the provision of guidance and counselling services in basic schools in Mumbwa district?

1.7 Significance of the study

The study may act as an advocacy to the Ministry of Education, Science, Vocational Training and Early Education to include guidance and counselling in the syllabus and introduce a guidance and counselling course in all colleges of education in order to equip the trainee teachers with skills and knowledge about counselling.

1.8 Delimitation of the study

The study was only confined to the selected basic schools in Mumbwa district as such it is not possible to generalize the findings to other districts in the country.

1.9 Limitation of the study

One of the limitations of the study was that some teachers and pupils did not complete the questionnaires which could have an effect on the findings of this study. Language barrier was another limitation; In Mumbwa district people speak Sala, Tonga, Ila and Kaonde. The researcher had to use an interpreter to collect the needed data which in most cases was time consuming.

1.10 Theoretical framework

Psychoanalytic theory of counseling was used to guide this study. The theory was first propounded 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 people is based on reality. The study used this theory because according to Freud, a teacher must be a therapist as well as an educator of the learners. He or she must take time to resolve problems his or her pupils are facing during the school time. In schools counselors need to help pupils.

Psychoanalytic theory of counseling includes development and organization of the mind, influence of external environment, the importance of family and the attitude of society. This is the only theory of human psychology which has been influential in helping learners.

The study used this theory of counseling because it is the corner stone of modern counseling. Many techniques used today in counseling derived some fundamental formulation from this

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.

Psychoanalysis has proven to be of helpful to parents and teachers I the upbringing education of children. Pupils need to be helped in modifying their personality and character structures. All these can be achieved by the use of these theory in counseling. Using this theory the childhood experiences are reconstructed, discussed, interpreted and analysed. Learners will he helped to come up with good behaviours.

Using this theory of guidance and counseling, teachers must provide a relaxed atmosphere were all the learners can express themselves and teachers should encourage learners to make **informed** their own decisions. This can as well help the teacher to know what is troubling the learners.

The psychoanalytic theory of counseling was used in this study because even in recent counseling in schools it is applied by some teachers has wide knowledge on counseling. Learners are helped build their characters, improve their behavior and help them in their career choice.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature on guidance and counselling services in primary and secondary schools. The review covers literature from a global perspective, Africa and then Zambia. The focus of the review is on the status of guidance and counselling provision in the schools and how the pupils have benefited from guidance and counselling services available.

2.2 Global perspective

School counselling in education is very important for the learners. Counselling helps individual pupils change their attitude and behaviour. Through school counselling pupils are helped to grow by making their own decisions and learn to take responsibility of their own actions. Among the type of counselling offered in schools are Educational counselling which deals with aspects about important issues in education, personal and social counselling which deals with emotional and behavioural difficulties. Also offered in schools is vocational counselling which facilitates career development. School counsellors in education are involved in counselling pupils. They are involved in counselling practice, career development and assessment of learners. Individual pupils are helped by to function. School guidance and counselling helps to give a holistic approach to positive development during the time the pupils are in school.

In India, Patrica University is said to be one of the first institution to start paying attention to the problems of students. Kochhar (2009) stated that the University started providing counselling services to its students in 1745 immediately the department of psychological research services was established. After that the institution was well known for guidance and counselling in India and the United States of America. From 1950 and during 1960 guidance and counselling continued to develop in different countries in the world because it was regarded to be of help to pupils. Learners were helped to make decisions and assisted in their career path.

Worldwide it has been documented as a fact that guidance and counselling helps very to instill discipline in school pupils by addressing root causes of problems that make children indiscipline. As stated by Phiri (2006), it has been widely documented that teachers play a very significance role in guidance and counselling children in career choices. Counselling is becoming very important in the modern age and era because it is helpful to the learners worldwide. Counselling in schools worldwide directly involves pupils' problems and how such problems can be addressed. All the teachers should get involved in the school counselling.

Globally guidance and counselling increased in schools as time went on. Gledlin (1996) reported that in 1980s, counselling and support services rose in learning institutions on supporting pupils in their stressful atmosphere in their education. All this was a result of pupils' problems.

Personal counselling of pupils is very important for all pupils during their school time. The guidance and counselling teachers should help the pupils to improve their discipline and help them improve on their school.

Valene et al. (2005) carried out a study in the United Kingdom on guidance in Scottish schools. The findings of this study showed that parents in the schools where their children learn provide guidance and counselling to the learners. The parents indicated as well that they are happy about the services provided in the schools. From this literature, it has shown that guidance and counselling services in Scottish schools were provided and parents were satisfied.

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

Worldwide school guidance and counselling in schools, one provided to the learners can be read from the literature above. The learners worldwide need to be given necessary help in form of guidance and counselling so that they can progress and do well in their performances in schools. Mutie (1999) reported that counselling in schools helps pupils to meet their needs by helping them to make decisions or plan for any form of change. All the help can gotten from the school guidance and counselling.

Some studies done on the guidance and counselling in most of the countries in the world revealed that guidance and counselling in schools is provided (Erhard and Hamel, 2005). The finding of this study revealed that school counselling was provided in elementary, middle and high schools. They also reported that individual traditional counselling and preventive classroom counselling and curriculum lessons were provided to the learners. It was also reported in the study that school counselling was important to the schools and there was need to integrate it in the schools education programme.

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

Globally, there is need for schools to adapt to changing world and practice knowledge which will correspond to acceptable guidance and counselling principles. This will make modern school guidance and counselling to be successful. Chanda (2003) reported the school counsellors must have skills involving; problem solving, decision making and crisis interventions for their learners to benefit more in this services. Guidance and counselling covers a wide range of problems such as educational, health and environment. There is therefore need to have qualified and trained school counsellors for the benefit of the learners.

From the literature reviewed at global level, it is evident that even though guidance and counselling is provided in schools it has not been easy to provide these services because schools have few trained counsellors and lack methodology to use in the process of providing counseling and guidance to the pupils. Kamara (2001) reported that in most of the schools there are no proper mechanisms put in place to enhance effective counselling. This leads to effective counselling failing in schools; the counselling processes which are used are faulty. The overall conclusion from the literature reviewed globally indicates that guidance and counselling is provided with challenges.

2.3 Africa

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

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

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

In Nigeria, school counselling began in 1959 and was only found in high schools; it rarely existed in primary schools. In Nigeria, school counselling is provided by the teachers who function as career masters and mistresses. 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. Wikipedia encyclopedia (2012) 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.

Although literature on Africa on guidance and counselling is scanty, there is evidence that guidance and counselling is provided to the schools in most countries in Africa. In some countries such as Malawi, Zambia, Tanzania and Swaziland, guidance and counselling did not

exist until the late sixties. Wilma and John (2000). In African countries guidance and counselling movement is relatively new in the education system. It is done on trial and error basis by many countries.

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

Another country which has taken school guidance and counselling services and is even training teachers is Botswana. The country has compassion for the pupils who need help. Many children go to school without knowing much on what to do and how to make better decisions. Hence need for school counselling. Wilma and John (2000) reported that it is worthy to note that countries in Africa are training teachers in guidance and counselling for example in Botswana. Botswana University offers a post graduate Diploma in counselling Education. This has improved school counselling in Botswana.

However, in some African countries like Zambia, guidance and counselling services 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 counseling is provided in African schools (Makinde ,1974). In Nigeria, the school counselling has assisted in instilling discipline among the pupils. However, there have been a lot of challenges in the provision of guidance and counselling in Africa schools among them lack of trained counsellors and influence from the western world. Wilma and John (2000) notes that problems that affect the development of putting up effective guidance and counselling programme in eastern and southern African countries include, the imposition of western models of counselling which does not reflect the African culture including illiteracy and ignorance.

2.4 Zambia

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

counselling was based on Zambian values, customs and the way of life of each particular people of Zambia. Boys and girls were counselled in traditional ceremonies such as initiation.

According to the Ministry of Education (2001) school guidance services in Zambia began in 1967. But it was not until 1970 when the secondary schools were directed by the Ministry of Education to allow teachers to take up responsibilities of career teachers. Through this arrangement, pupils were helped to become aware of the many occupations they were able to do and they were also helped to decide on what they should do when they leave school. In secondary schools guidance and counselling services started to take shape. During this era school guidance and counselling took a new twist. One of the important developments was the establishment of a careers guidance unit by appointing a careers officer working at the Ministry of Education headquarters. Among the duties of this career officer was to co-ordinate, organize and inspire the career teachers in all the secondary schools since they were in charge of school guidance.

Guidance Unit was created in 1981 and operated as a separate entity to be in charge of school guidance. It can be noted from the brief literature on the school counselling in Zambia that it started with secondary schools at the time it was initiated in 1970. There were no guidance services for the learners in primary schools.

In addition to the information from the principal, school guidance and counseling, at curriculum development centre and from the school guidance module 1 of the Ministry of Education (2004) noted that in Zambia, professional counselling started at the University of Zambia in 1979. Mr. Sindamba M. was employed as professional counsellor at the University of Zambia. After establishing counselling at the University he was moved to Luanshya at the Technical and

Vocational Teachers College and he opened a guidance, counselling and placement class in 1987. Mr. Sindamba was the first lecturer of guidance and counselling at Luanshya before other lecturers joined him in 1989.

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

In 1990, the Guidance Unit was re-named to school guidance services. When the unit of guidance became a service, programmes such as counselling, HIV and AIDS, life skills and Girl Child education were brought in. The issue of counselling came in order to help pupils make decisions. With the coming of HIV and AIDS pandemic, schools were affected; teachers and learners were affected; thus there was need for counselling to both the teachers and the learners. Ministry of Education (1996) recognised the importance of the HIV and AIDS education and promotion and development of life skills. Learners are to be helped through counselling in decision making, problem solving and help them cope up with other pressures in life. Through

school guidance and counselling, the Ministry of Education regards HIV and AIDS as a cross cutting issue to be addressed in all subjects. Interventions have been done in relation to the advent of HIV and AIDS through Anti-AIDS clubs, drama and culture and encouraging peer counselling in schools.

In 1997, Guidance Services in Zambia were decentralized. Senior Educational Officers (SESOs) were appointed in each province in order to enhance the management of guidance and counselling services in the provinces. The programmes in the provinces, take into account issues affecting the schools such as HIV and AIDS, child abuse, sexual abuse and many other issues affecting pupils in schools.

In Zambia, today counselling of pupils is done through the department of guidance and counselling established in all schools. The school counselling is headed by a guidance and counseling teacher. However, the Ministry of Education has no adequate people to handle guidance services. At district level, there is no establishment for the position of an officer to deal with guidance and counseling but all issues regarding guidance and counseling are handled by the office of the District Education Standards Officers (DESOs) who could not adequately handle issues of guidance and counseling as they have other duties to attend to. In schools guidance teachers who have no formal training in guidance and counselling are appointed. However, they fail to handle problems encountered by the learners due to lack of training in guidance and counselling. However, strategies put in place by the Ministry of Education are that school administration should form guidance committees who should function as a policy making

body to deal with issues such as instilling skills, discipline and promote pupil career choice direction (Ministry of Education, 1997).

In Zambia, school guidance and counselling is left in the hands of the teachers who are already overloaded with other teaching subjects. As a result new scale of problems such as defilements, child headed homes, drug and alcohol abuse in schools. It is difficult for teachers who are not trained in guidance and counselling to solve these problems.

Available literature closely related to this study is that of the re-entry policy. Mutombo and Mumbuna (2010) did a study on the re-entry policy in Zambia's primary and secondary schools. The findings of this study revealed that the pupils who fall pregnant and later go back to school after giving birth (re-entry) were not provided with guidance and counselling services at the schools where they went. The study also revealed that the guidance and counselling facilities were available at the schools but they were not supportive to the girls.

The girls in the study stated that they were supported by some teachers out of their own good will and not through the guidance and counselling service section. Studies done elsewhere in Europe and in Africa also attested to the fact that guidance and counselling were available in schools. In Zambia, the Ministry of Education recommended that for guidance and counselling to be more successful in Zambian school, it should involve teachers, parents and the members of the community (MoE, 2000).

Guidance and counselling in schools should help the pupils to understand their abilities and skills, interest and opportunities in terms of education. It must help the learners to develop in terms of career interest, personal qualities and character formation. This calls for concerted efforts to ensure that both primary and secondary schools provide guidance and counselling to pupils in school.

A case study done by Mwamba (2011) on guidance and counselling provision in high schools for pupils with visual impairment revealed that guidance and counselling was available for the pupils with visual impairment. However, the school counsellors and the head teachers revealed that Ministry of Education, Science, Vocational Training and Early Education (M E SVTE E) does not support the schools in terms of materials to be used in guidance and counselling. The onus is, therefore, on the M E SVTE E to send more materials in schools and send school guidance teachers for refresher courses in order to improve the services.

For guidance and counselling to be successful and effective, there is need to have teachers who have the skills and knowledge about guidance and counselling. The Zambia Journal of Teacher Education (1995) argued that effective guidance and counselling practice in schools in Zambia highly depends on the skills and knowledge of the teachers involved in counselling. The problem of non-qualified teachers providing guidance and counselling services in primary and secondary schools lead to non-provision of these services even though they are available in schools.

Guidance and counselling in Zambia has proved to be very important to the pupils in both primary and secondary schools, because pupils have individual problems which need the attention of the school guidance and counseling teachers. It therefore calls for all teachers in

Zambian schools find ways that can enhance the success of guidance services in schools. Zambia Journal of Teacher Education (1995) recommends that schools should use techniques and methods in guidance and counselling which help the learners to maximise their intellectual potential and be able to enhance solving their own problems.

It should therefore be acknowledged that for guidance and counselling to be effective in schools it needs support from the government and other stakeholders in education including parents. Phiri (2006) observed that teachers alone cannot handle the learners effectively unless they are assisted by the parents, family members and the community as a whole.

2.5 Summary

The reviewed literature showed that globally, Africa and Zambia there were some form of guidance and counseling services which were provided to pupils. It has also shown that guidance and counseling services were predominantly found in secondary schools. From the studies done in secondary schools, it has been established that guidance and counselling services available have benefited most pupils. However, there has not been any study done to investigate the status of guidance and counselling service provision in basic schools, to find out if these services are available in basic schools and whether pupils are benefiting from these. It is this gap in literature that this study is trying to fill in.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was selected and used in the study. It consists of the following: research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis.

3.2 Study design

The study used a survey approach in conducting this research. Sidhu (2003) states that a survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study. Survey questions concern people's behaviour, their attitudes, how and where they live, and information about their backgrounds. On the basis of the above definitions, the researcher chose a descriptive survey design over other designs because it was going to permit him to collect facts and study the relationships of one set of facts to another and be able to likely produce quantifiable and if possible generalisable conclusions.

This study used both quantitative and qualitative methods of data collection and analysis. The use of both quantitative and qualitative paradigms in a study increases the quality of the final results and provides a more comprehensive understanding of the phenomenon being studied in that the results obtained by the use of one paradigm could be elucidated by the use of another paradigm (Greene et al., 1989).

3.3 Target population

The target population for this study was all grade six and seven pupils' and teachers in charge of guidance and counseling services in selected schools in Mumbwa District.

3.4 Sample size

The sample comprised 200 respondents comprising 69 girls and 31 boys, 39 male and 61 female teachers. Among the teachers were the guidance and counseling teachers consisting of two males and three females in the selected schools in Mumbwa.

3.5 Sampling procedure

In selecting the grade six and seven pupils who participated in this study random sampling technique was used while purposive sampling procedure was employed on guidance and counselling teachers because these people were expected to have adequate information that would provide the most needed data for this study. Kombo and Tromp (2006: 82) state that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues under study. In this case, the grade six and seven pupils and the guidance and counseling teachers were believed to have rich information on guidance and counseling services being offered in the schools under study.

3.6 Research instruments and data collection

In collecting data for this research, the following instruments were used: semi- structured questionnaires and semi-structured interview schedules. The semi-structured questionnaires

which were administered on pupils yielded quantitative data while the semi-structured interviews schedules that were employed on teachers generated qualitative data for the study.

3.8 Data analysis

The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data from the semi-structured questionnaires. Computer generated tables of frequencies and percentages were used in describing distributions of the variables which were presented in the form of tables and graphs. The qualitative data which was obtained through semi-structured interviews was analysed by coding and grouping the emerging themes. Description of each theme was done and interpreted critically and objectively

3.9 Ethical considerations

The goal in research is to ensure that no party is offended or suffers adverse consequences from the research activities, thus ethical issues were highly considered in this study. Permission was first sought from the District Education Board Secretary's office in Mumbwa district to use the selected schools for the research study. At school level, the Head teachers gave consent for the pupils to participate in the study. Participants were informed about the nature and purpose of the study and informed consent was sought before data was collected from them. Respondents were also assured of high levels of confidentiality. In addition, the respondents were informed that the information gathered was purely for academic purposes.

3.10 Summary

In this chapter, the methodology of the study was presented. It comprised study design, target population, sample size, sampling procedure, research instruments, data collection techniques used, data analysis and ethical considerations. The study employed a survey approach. The research was conducted in Mumbwa district.

The sample comprised 100 pupils and 100 teachers in charge of guidance and counselling services in the selected schools. Random sampling procedure was employed to select the grade six and seven pupils while purposive sampling technique was used to select the guidance and counseling teachers who participated in this study as these people were expected to have rich information that would provide the most needed data for this study.

The study used semi-structured questionnaires and semi-structured interview schedules as research tools. Semi-structured questionnaires were used to obtain information from the pupils while semi-structured interview schedules were used to gather information from the counselling and guidance teachers in the selected schools. The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data from the semi-structured questionnaires while the qualitative data which was obtained through semi-structured interviews was analysed by coding and grouping the emerging themes. Ethical considerations were also highly considered in this research. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the results of the study conducted in Mumbwa district which aimed at investigating the status of guidance and counselling service provision in basic schools. The findings are presentation according to the objectives of the study. The objectives of the study were to: establish the status of guidance and counselling service provision in basic schools; determine the type of guidance and counselling services available in basic schools; establish the gender of pupils and grades that benefit most from guidance and counseling services; and investigate challenges faced by guidance and counselling teachers in the provision of guidance and counselling services in basic schools.

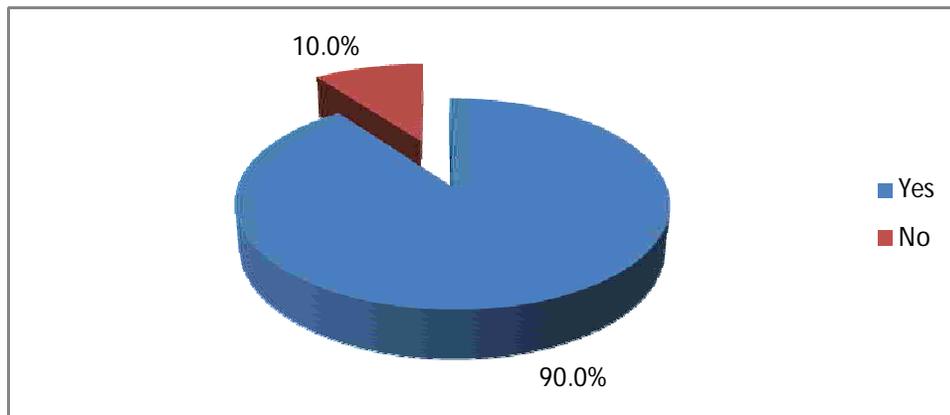
4.2 Finding from the teachers

In order to establish the status of guidance and counselling provision in basic schools, data was collected from the teachers. The findings were as presented below.

4.2.1 Whether schools provide guidance and counseling counselling services to pupils

Teachers were asked to indicate whether their respective schools provided guidance and counseling services to the pupils. Their responses were as shown in Figure 4.1.

Figure 4.1: Whether schools provide guidance and counseling services to pupils (n=100)



The figure shows that out of 100 teachers who participated in the study, 90 (90.0%) agreed that their schools provided guidance and counseling services to the pupils while 10 (10.0%) said that they did not provide guidance and counseling services in their respective schools.

For the respondents who indicated that their schools did not provide guidance and counseling services to pupils, a further question was asked to them to state why their schools did not provide these services to the pupils. Among reasons they gave for not providing counselling were that they were not members of the guidance teachers and that they had little knowledge about counselling.

Interviews with teachers as regards to whether schools provided guidance and counseling services to pupils revealed the following:

One teacher from one school said:

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 suppose to help our pupils in their career path and in their decision making.

Another teacher from the same school said:

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.

A teacher from school "B" commented that:

We provide counselling services to the pupils in this school even though we have no guidance teacher who is qualified. We help the pupils using experience to provide counselling. As 'parents' and teachers we just have to help these pupils. As teachers we are suppose to help them.

Another 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.

Another teacher from school “C” said:

As a senior teacher in this school I can assure you that we encounter a lot of problems from the pupils. These pupils have a lot of problems at their homes and some of problems they find them at school. So as teachers we help them through guiding and counselling them, only when the problem is reported by the pupils to the teachers only then do we help them out.

One teacher from the same who had done a course in counselling at her diploma level said:

I have been involved in the provision of guidance and counselling in this school for a long time now. Most pupils do not open up to the teachers

about their problems especially boys. For girls many of them have been helped by me.

4.2.2 Whether guidance and counselling was supported by the school administration

Teachers were asked to indicate whether guidance and counselling services were supported by the school administration. Figure 4.2 shows their reactions.

Figure 4.2: Whether guidance and counselling services were support by the school (n=100)

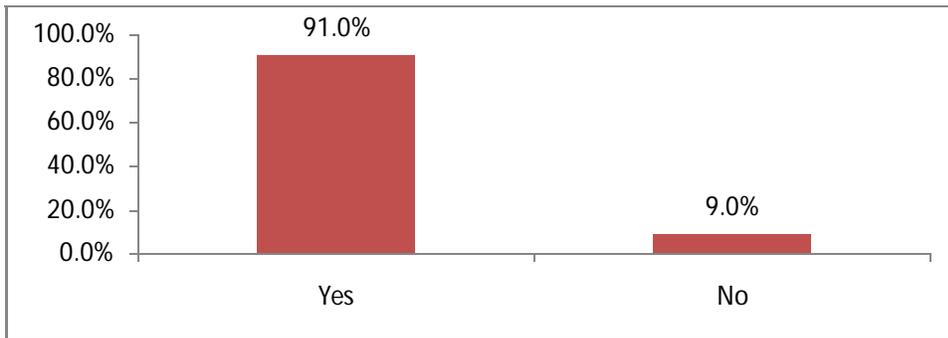


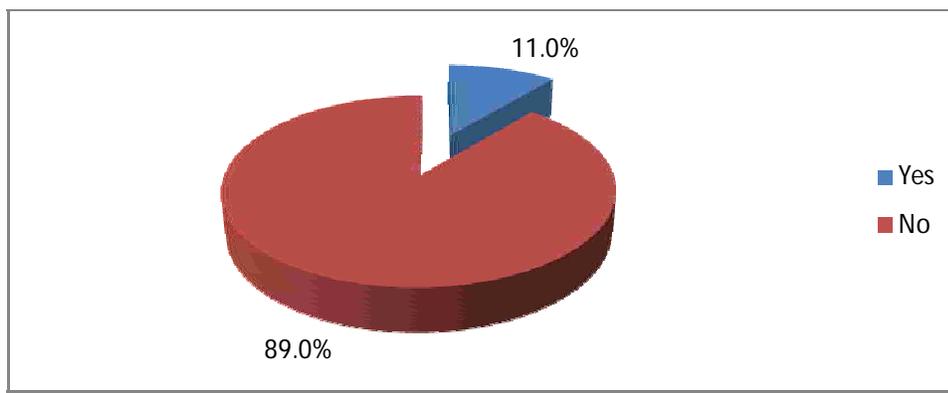
Figure 4.2 shows that the majority 91(91.0%) of the teachers indicated that guidance and counselling was supported by the school administration while only nine of the teachers said that guidance and counselling was not supported by the school administration.

For the teachers who indicated that they school administration did not support guidance and counseling services, the reasons they gave was that the school administrators had a negative attitude toward counselling and guidance services in schools.

4.2.3 Availability of guidance and counselling materials in basic schools

The study sought to establish the availability of guidance and counselling materials in basic schools such as teachers guide, teacher's handbook, pupil's books pamphlets and charts. To this effect, teachers were asked to state their views. Their responses were as shown in Figure 4.3.

Figure 4.3: Whether guidance and counseling materials were available in basic schools



As can be seen in Figure 4.3, the majority of the teachers, 89 (89.0%) said that schools lacked materials while 11 (11.0%) indicated that guidance and counselling materials were available in basic schools. For the teachers who said that materials were available in schools, in most cases they referred to their own resources such as background information which they got from their courses in guidance and counselling either at certificate or at their diploma level.

For the teachers who said that guidance and counseling materials were not available in basic schools, they attributed the non-availability of such materials to failure by the Ministry of Education, Science, Vocational Training and Early Education to supply teachers' guides or handbooks the materials to basic schools.

4.2.4 Most common types of guidance and counselling available in basic schools

Teachers were asked to indicate the most common types of guidance and counselling services that were provided to the pupils in basic schools. Table 4.1 shows their responses.

Table 4.1: Most common types of guidance and counselling services provided to pupils in basic schools

Types	Frequency	Percent
Special Groups	6	6.0%
Personal pupils problems	64	64.0%
Social related issues	30	30.0%
Total	100	100.0%

Table 4.1 shows that the majority, 64 (64.0%) of the teachers said that ‘personal pupils’ problems’ was the most common type of guidance and counseling service they provided to pupils in basic schools followed by 30 (30.0%) of the teachers who said ‘social related issues.

In terms of types of guidance and counselling services provided in basic schools, most of the teachers mentioned that the most common types of counseling that were provided to pupils were related to pupils’ personal problems and social related problems. One teacher said:

Majority of the cases that I have attended to my pupils concern their own personal problems which may include how they are ill treated at home or why they are not able to cooperate with their friends.

Some teachers also indicated that personal pupils' problems included poor performance. One teacher stated:

Pupils' poor performance in class is one of the personal pupils' problems which is common at this school. Pupils here come from vulnerable families and their performance is not good. This is a problem. In general the pupils' performance is their personal problem.

Another teacher from one school stated:

Social related problems among the pupils mostly come as a result of girl/boy friend Relationships especially the girls fighting over boys. This is a problem that's why the girls start writing love letters to the boys and vice versa. This is a big social related Problem because girls end up being impregnated by the boys and many other men in the Villages.

Another teacher from a different school mentioned social related problems as a big problem

She said:

As a result of social related problems in this school, a lot of pupils are engaged in alcohol and drug abuse. Most of the boys especially those in grade eight and nine are involved in beer drinking and smoking.

4.2.5 Common types of cases attended to by guidance and counselling teachers

Teachers were asked to indicate the common types of guidance and counseling cases they attend to in basic schools. Table 4.2 shows their responses.

Table 4.2: Common types of guidance and counseling cases attended to by counselling teachers

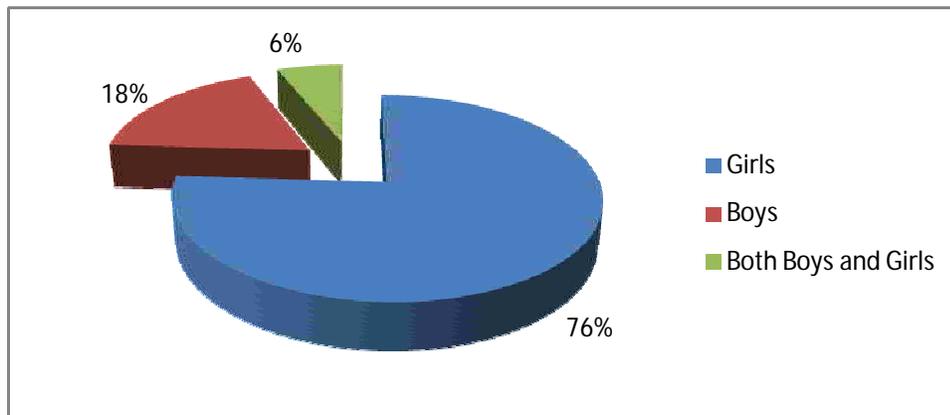
Types	Frequency	Percentage
Social relationship	20	20.0%
Drug and alcohol abuse	15	15.0%
Career guidance	10	10.0%
Sexual abuse	47	47.0%
Others	8	8.0%
Total	100	100.0%

As can be seen from Table 4.2 above, the majority 47 (47.0%) of the teachers said that the common types of cases they attend to was that of sexual abuse of the pupils in their communities while 20 (20.0%) indicated that they attend to social relationships and 15 (15.0%) indicated that they attend to drug and alcohol abuse. The rest of their response were as shown in the table.

4.2.6 Gender of pupils that benefited most from guidance and counseling services in basic schools

Teachers were asked to state the gender of pupil's that benefit most from guidance and counselling services in basic school. Their responses were as shown in figure 4.

Figure 4.4: Gender of pupils which benefit most from guidance and counseling services



As can be seen from Figure 4.4 above, the majority of the teachers, 76 (76.0%) indicated that girls benefited most from guidance and counselling services in basic schools while 18 (18.0%) of the teachers said that boys benefited most from guidance and counselling in basic schools. Only six of the teachers indicated that both boys and girls benefited from guidance and counseling services in basic schools.

As regards to the gender of pupils that benefited most from guidance and counselling services in basic schools in Mumbwa, the majority of the teachers were of the view that girls benefited most. For example one teacher said that:

Girls benefit more from guidance and counselling in this school because most encouragements are for girls. As teachers we encourage the girls most to work hard and get focused on their studies so that they could live better in future life.

Another teacher from the same school stated thus:

Our girls benefit most from guidance and counselling in this school because they are vulnerable to sexual harassments and abuse from the homes they are coming from, including in the school. In most cases the girls are abused sexually. It is common in the rural areas of Mumbwa district.

Another teacher from a different school said:

The girls benefit more of our counselling than the boys because the girls open up easily in their problems making it easier for the teachers to intervene and help out through counselling. The girls truly benefit more and I like that being a female teacher.

One teacher openly said:

The girls benefit most from guidance and counselling services in this school because they are victims of pregnancies and sexual abuse by the people they live with within these villages.

Another teacher at the same school stated: *The girls benefit because they like reporting small things to their teachers and in the long run they are helped by their teachers.*

A male teacher from a different school mentioned that girls do benefit more from counseling in their school. He said:

Girls are shy and have an inferiority complex about their problems. This makes us as Teachers at times to identify the girls with problems hence we help them out. These girls need a lot of encouragement from the teachers and their parents.

Another teacher from a different school stated that girls are the most beneficiaries of the school guidance. He said:

The girls report cases to the guidance teachers and they are helped. The girls are open to the teachers so they are helped by counselling them on their problems. Girls in villages go through a lot of problems which include being overworked in doing household chores.

One teacher stated:

Counselling and guidance is for all the pupils. Both boys and girls should benefit. Both girls and boys are vulnerable to abuse by their families and teachers. So they benefit as well when we help them by counselling them.

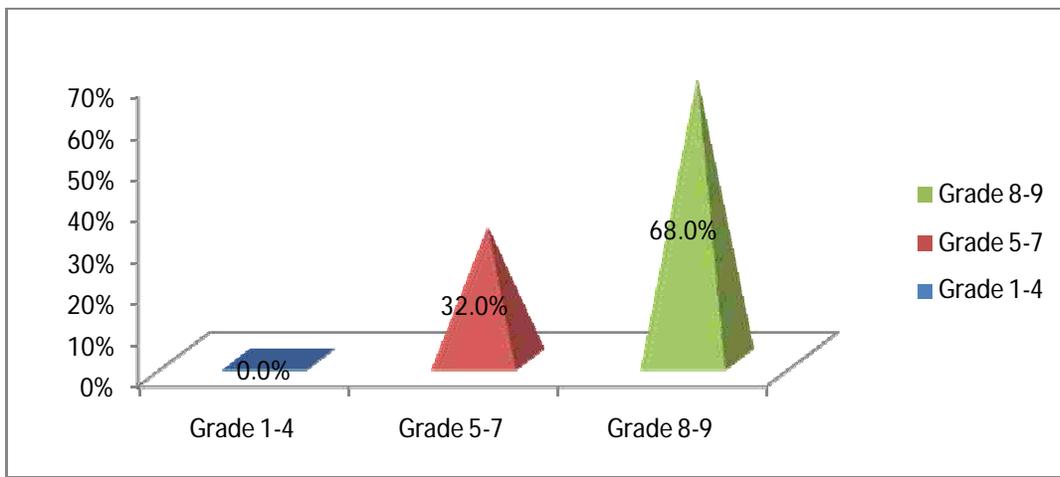
Another from a different from a different school stated:

Both girls and boys benefit from guidance and counselling in this school because they are all our pupils and they face at least similar kinds of problems since they stay in the same locality. Boys are mobile and meet a lot of problems and girls as they grow need help so both benefit.

4.2.7 Grades that benefited most from guidance and counselling in basic schools

Teachers were asked to indicate the grades that benefit most from guidance and counseling services in basic school. Their responses were as shown below in Figure 4.5.

Figure 4.5: Grades that benefit most from guidance and counseling services in basic schools



As can be seen from Figure 4.5, the majority of the teachers indicated that grades 8 – 9 benefited most from guidance and counseling services followed by 32 (32.0%) of the teachers who

indicated that grades 5 – 7 benefited most from guidance and counseling services in basic schools. None of the teachers said that grades 1- 4 benefited from the services.

As regards to grades that benefited more from guidance and counselling services, the majority of the teachers were of the view that grades eight and nine benefited the most. One teacher stated thus:

From my experience the grades eight and nine benefit because they are able to appreciate what the teachers are doing for them. Some pupils are heads of households and some are married so as teachers we help them through counselling.

Another teacher from a different school stated:

Grade eight and nine pupils benefit more from guidance and counselling in our school because they are mature and are able to express themselves freely with their teachers. We regard the grade eight and nine pupils to be grown ups who should learn to be responsible.

Another teacher from a different school also attested that grade eight and nine pupils benefited most from counselling. He said:

The grade which benefits more from guidance in this school is grades eight and nine. What makes the grade eight and nine pupils to benefit

from counselling services is because they experience a lot of social influences in the villages they come from. They have some pressure.

Another teacher also from different school stated thus:

I think grades eight and nine benefit more from the school guidance unit because of career choice and help in academic performance. The pupils in grade eight and nine seem to benefit more because most of them have to start work after leaving school.

Other teachers pointed out that grades six and seven pupils also benefit from counselling. One of

The teachers from one of the schools stated:

The pupils in grade six and seven benefit as well from the school guidance services because at their ages they are involved in social life and have started to encounter problems so teachers help them.

Another teacher from a different school stated:

Pupils in grades six and seven benefit from guidance at this school because I have seen and I have attended to some of their problems especially grade seven girls. They are involved in sexual relationships with boys.

On the other hand almost all the teachers mentioned that grades one to four at their schools do not benefit from guidance and counselling services provided by the guidance teachers One female teacher at one of the schools said:

I have not experienced a situation where I was trying to counsel a grade one or two pupil. I think these lower grades do not benefit even though they also have their own problems at their level.

Another teacher from a different school stated:

The pupils in lower grades do not benefit from guidance services at this school. It s like even us as teachers we do not care about it. We think lower grades pupils do not have problems, they have.

Another guidance teacher from a different school stated:

Lower basic pupils have been sidelined from guidance and counselling. I think for me these pupils do not benefit from guidance services. I have not seen a school guidance teacher trying to counsel a grade two pupil even though they have problems. These pupils are involved in fighting. They need to be helped.

Another teacher of the same school stated: *For grades one up to four I do not think they benefit from counselling and as guidance teacher I have just ignored these pupils. I feel there is need to help them also by counselling them on their problems.*

One guidance teacher from a different school in Mumbwa district mentioned clearly that the lower grades one to four do not benefit from guidance and counselling which is provided at this school. She said that:

For grades one to four, I think they do not benefit from the guidance services provided at this school because of may be of the ages which are from 7-9 years. They do not seem to receive a lot of attention from the teachers of guidance.

Another teacher from the same school said:

Grade one to four pupils in this school do not benefit from guidance and counselling in this school because the teachers have a negative attitude towards them and the teachers think that they do not have problems to bring to them

4.2.8 Kind of problems faced by pupils in basic school

Teachers were asked to indicate the types of problems pupils faced in basic schools. Their reactions were as shown in Table 4.3 below.

Table 4.3: Types of problems pupils face in basic school

Types of problems	Frequency	Percent
Decision making	26	26.0%
Conflict with friends	52	52.0%
Poor performance	12	12.0%
Total	100	100.0%

As can be seen from Table 4.3 above, 52 (52.0%) said that pupils faced conflicts with friends while 26 (26.0%) indicated that pupils faced problems in decision making. However, 12 (12.0%) of the teachers indicated that pupils as well face problems of poor performance.

4.2.9 Whether guidance and counselling teachers faced challenges in the provision of guidance and counselling services to pupils in basic schools

The study sought to find out whether teachers faced challenges in the provision of guidance and counselling services in basic schools. Their responses were as shown in Figure 4.6.

Figure 4.6: Whether teachers face challenges in providing guidance and counseling services to basic school pupils

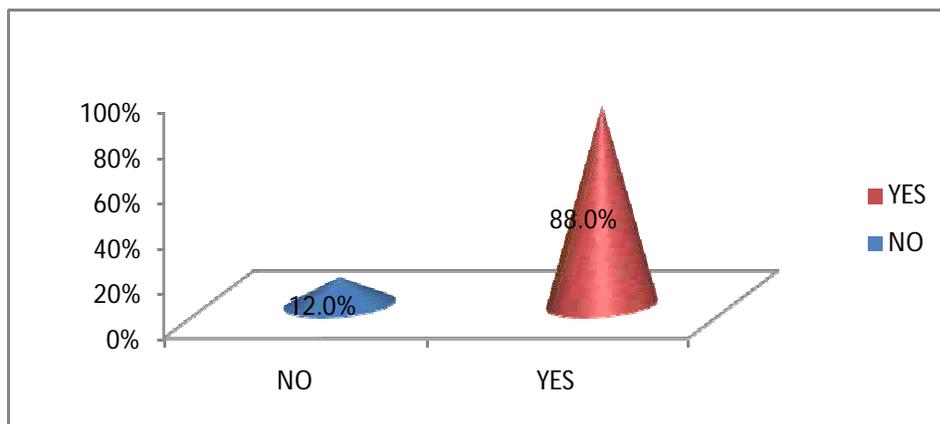


Figure 4.6 shows that the majority of the teachers, 88 (88.0%) said that they faced challenges in the provision of guidance and counseling services to basic school pupils while 12 (12.0%) of them said that they did not face any challenges.

Interviews concerning challenges faced by teachers in the provision of guidance and counselling services, revealed divergent views from the teachers. They gave out different challenges which they faced in their respective schools. However, the overall statement was that the majority of the teachers reported that they faced a lot of challenges. One teacher from one of the schools said that:

As guidance and counselling teachers we face a lot of problems and challenges among them is that we have no office for counselling in this school and when we counsel the pupils there is no privacy hence some pupils do not come for counselling.

Another teacher from the same school stated: *A big challenge in counselling at this school is that the learners do not take the advice given to them by their teachers even after talking to them.*

Another teacher from a different school said:

You see, 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. They have to find their own time to do the counselling to the pupils. This is a big challenge.

Another teacher also from a different school mentioned that they face a lot of challenges. She stated:

Providing guidance and counselling to pupils is not easy in this school. We face quite a number of challenges because 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. All this is because of the rural set up of the schools. It is not easy to provide counselling in villages.

Another teacher stated that they face a lot of challenges in providing guidance and counselling to the learners. He said:

No materials and support are given to us by school administrators. 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 experience.

Another teacher from a different school stated:

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

Another teacher from the same school said:

A big challenge we face at this school in providing guidance and counselling is that most parents are illiterate and that most of them refuse to come to school when we summon them to come and help the teachers in cases which concern their children. This is a very big challenge.

Another teacher from a different school stated:

Providing guidance and counselling to the pupils at this school has a lot of challenges among them is that some cases are not reported to the guidance teachers because pupils fear to be victimized if they report. This is a big challenge for me in this school.

A female teacher from one of the schools said:

Poor record keeping seems to be a big challenge for the guidance teachers in this school. As teachers we do not keep record of pupils who have passed through our offices. This is a big challenge. Some guidance teachers do not keep the pupils information as confidential. This makes pupils not to report cases to guidance teachers.

Another teacher from the same school stated that:

What I see as a big challenge in guidance and counselling is that of lack of man power in guidance and counselling in this school. We are only three of us in the department and we deal with a lot of pupils.

Another teacher stated: *What seem to be a big challenge in guidance and counselling at this school is that the guidance teachers lack counselling knowledge and skills. The teachers do not have ideas about counselling.*

Another teacher from one of the schools said: *It is a big challenge to get involved in counselling in the situation where a male teacher is counselling a girl child. It brings a lot of suspicious from the pupils and other teachers. It is a challenge.*

Another teacher stated that: *Untrained guidance teachers in this school is a big challenge. These teachers have no idea about counselling, so they end up shouting at pupils each time they come to them for help.*

4.2.10 Ways to improve guidance and counseling in basic schools

Teachers were asked to suggest ways to improve guidance and counselling in basic schools. The following emerged: All the teachers should get involved in guidance and counselling in the school and not leaving the work of counselling to the guidance teachers only ; materials for the teachers and pupils should be made available in the schools; the rooms and offices for

counselling should be built in basic schools in order to promote confidentiality among the pupils; guidance and counselling should be taken seriously in basic schools and that it must be allocated with time. It must be time tabled; guidance teachers should not have a full class in order for them to attend to more pupils in the school and that they must be paid an allowance in order to motivate them: all the teachers should be trained in guidance and counselling starting at the college of education. The students at colleges should learn counselling as a course: the Ministry of Education, Science, Vocational Training and early Education should employ full time counselors in the schools in order to supplement the guidance teachers: guidance and counselling should be included in the syllabus: short courses for serving teachers should be introduced at least in a term to update the teachers on the issues of counselling in basic schools: and that the Ministry of Education, Science, Vocational Training and early Education should come up with a clear policy on guidance and counselling in basic schools in order to make all the pupils benefit.

4.3 Findings from pupils

In order to establish the status of guidance and counselling provision in basic schools, data was collected from the pupils. The findings were as presented below.

4.3.1 Whether basic schools provided guidance and counselling services

Pupils were asked to say whether they were provided with guidance and counselling services in their schools. Figure 4.7 shows their responses.

Figure 4.7: Whether pupils were provided with guidance and counselling services

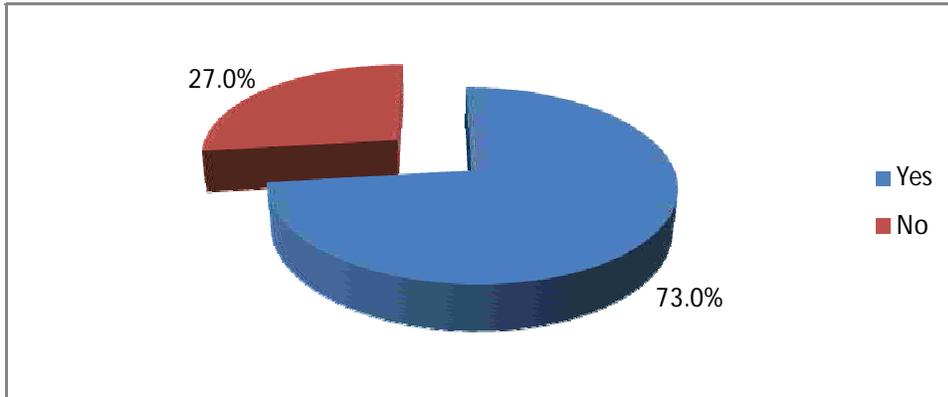


Figure 4.7 shows that the majority, 73 (73.0%) of the pupils agreed that they were provided with guidance and counselling services in their schools while 27 (27.0%) of the pupils said that they were not provided with guidance and counselling services in their schools.

4.3.2 Whether pupils have ever been assisted by the school counsellor

Pupils were required to indicate whether they had ever been assisted by the school counsellor.

Their reactions were as shown in Figure 4.8.

Figure 4.8: Whether pupils have ever received assistance from the guidance and counseling teachers

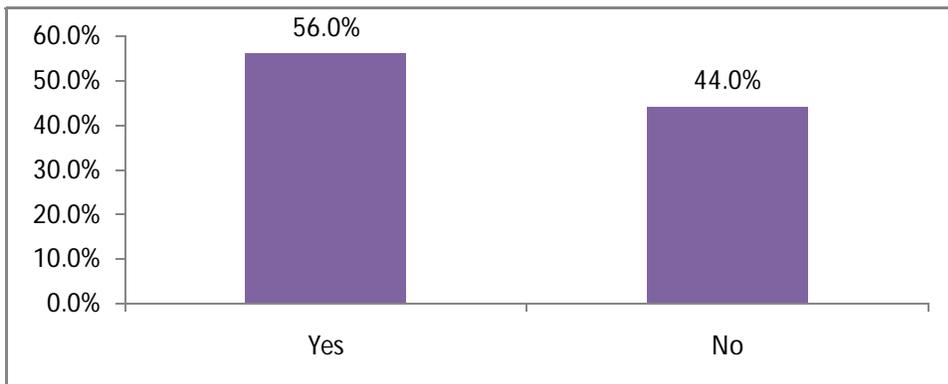


Figure 4.8 demonstrates that 56 (56.0%) of the pupils said that that they had received assistance from their school counsellors while 44 (44%) said they had never been assisted.

4.3.3 Where pupils report their problems in school

The study sought to find out to whom pupils reported their problems. Their responses were as shown in Table 4.4.

Table 4.4: To whom pupils reported their problems

Where pupils reported problems	Frequency	Percent
Friends	9	9.0%
Class teacher	55	55.0%
Guidance teacher	21	21.0%
Head teacher	15	15.0%
Total	100	100.0%

As can be seen from Table 4.4, the majority of the pupils 55 (55.0%) said that they reported their problems to their class teacher while 21 (21.0%) of them indicated that they reported their problems to the guidance teachers and 15 (15.0%) of the pupils indicated that they report their problems to the head teacher.

4.4 Summary

The preceding chapter presented the findings of the study. The study revealed that teachers and pupils revealed that basic schools did provide guidance and counseling services. Further most pupils (56%) reported that they have been assisted by the school counselor. The findings of this study also showed that when faced with problems, pupils chose to report most of their cases to the class teachers than the guidance teachers as they felt that the guidance and counseling teachers did not keep confidentiality. The study also revealed that guidance and counselling was supported by most schools administrators as indicated by the teachers (91%).

As regards the types of guidance and counselling services available in the basic schools, the study showed that personal pupils' problems and social related issues were the most common of guidance and counseling services provided to pupils in basic schools in the schools under study. The least type of counselling service offered in basic schools was group counseling. The findings of this study also revealed that the gender of pupils who benefited most from guidance and counseling services were girls and that the most grades that benefited most were grades 8-9 pupils. None of the teacher respondents indicated that grades 1- 4 benefited from guidance and counseling services.

As regards to some common types of cases that the guidance and counseling teachers attended to, sexual abuse came out most prominent. The study also revealed that teachers had a big problem as regards materials such as teachers' guide, teachers' handbooks to use in carrying out the guidance and counselling tasks.

As regards to challenges faced by the teachers in the execution of guidance and counselling services, the study showed that 88% of the teachers did indicate that they faced a lot of challenges. These ranged from teaching and learning materials to use in guidance and counselling and lack of confidential rooms to use for counselling clients.

CHAPTER FIVE

DISCUSION OF FINDINGS

5.1 Introduction

These chapter discusses the findings of the study which sought to investigate the status of guidance and counselling provision basic schools in Mumbwa district. The themes from the findings under each objective are brought out.

5.2 The status of guidance and counselling provision in basic schools

As regards the status of guidance and counselling services in basic schools, the study has shown that most teachers (90%) and pupils (73%) agreed that their schools does provide guidance and counselling services. These results indicating that guidance and counselling is provided means that at least some pupils in basic schools like in secondary schools also benefit from these services. There is much need to support guidance and counselling in basic schools so that more pupils benefit.

The study also revealed that the pupils (56%) reported that they have been assisted by the school guidance. The above revelation shows that above half of the pupils have been assisted by the guidance and counseling teachers.

However despite the pupils reporting that they were provided with guidance and counselling services in their schools, 27% of the pupils reported that they were not provided with guidance and counselling. This means that a proportion of the pupils do benefit from guidance and

counselling services in their schools. The above revelation is of great concern as guidance and counseling services are meant to benefit all the pupils in school for them to attain their full potential in their education endeavours. It also helps pupils to be better citizens.

However, the study also revealed that most of the pupils did not report their problems to the guidance and counselling teachers. The majority of them preferred to report their problems to the class teachers while only 21% report their problems to the guidance teachers and a few opted to report their problems to their friends. The inability of pupils to report their problems to the guidance and counselling teachers is attributed to the fact that pupils believed that guidance and counselling teachers never kept 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 counselors 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. The pupils feel safe and secured when working with guidance teachers who keep their secrets.

The study revealed that provision of guidance and counselling in basic schools helps pupils to reform in their bad characters and develop interest in some careers. Dyke (2001) argues that lack of guidance and counselling services in schools disadvantages pupils in terms of career interest, self awareness and character formation. The importance of guidance and counselling can not be emphasized; just like Mutie (1999) puts it counselling helps pupils meet their therapeutic needs by helping them make decisions or plan for any form of change. The issue at hand is how the

pupils could be helped when schools lack trained counselors and materials needed to run and maintain the units. As earlier stated, it is important that the government through its appropriate organs look into the plight of guidance and counselling units in schools if these offices were to deliver appropriate services to the pupils. However, the study revealed that both the teachers and pupils who participate in the study in the selected schools in Mumbwa were of the view that their schools provided guidance and counselling services.

From the above findings of the study on the status of guidance and counselling provision in selected schools in Mumbwa district, although most of the teachers and pupils were of the view that guidance and counselling services were provided in their schools, it seems the services were not provided as expected. Makude (1947) in his study on guidance and counseling reported that school counselling has been a very big challenge for schools in Nigeria because little or no services are provided to primary schools. It is important that responsible authorities like the MESVTEE take full responsibility in making sure that guidance and counseling is provided to pupils in basic schools if they were to develop into better pupils before they enter into tertiary education and indeed before they get involved into other economic activities.

The pupils are only helped in counselling when they approach their guidance teachers and not that teachers make follow ups may be to find out on the pupils problems. The guidance teachers in the selected schools sampled do not collect essential information from pupils after providing counselling to them. This makes it difficult for them to make follow ups to the pupils.

However the guidance teachers in the sampled schools make a lot of efforts to help the pupils in their problems of decision making, encouraging them in their education. The teacher to some extent provides educational counselling to their learners. As noted by Makinde (1988) educational counselling is a service offered to pupils who need help in decision making, about issues concerning their education such as subjects to choose and the ability.

5.3. Types of guidance and counselling services available in basic schools

In terms of the types of guidance and counseling services available in basic schools, revealed that personal pupil problems was the most common type of guidance and counseling service provided to pupils. The guidance and counseling teachers provide personal counseling most because pupils experience a lot of personal problems. Personal pupils' problems can better be solved using personal counselling. However, the study further showed that school provided special group and social related issues counseling. Personal and social related problems, especially those that emanate from home make some pupils lose interest in school. They are a furnace for bad character development in the pupils at home and in school.

As regards social counseling, teachers use this type of counselling in basic schools in order to promote interpersonal relationship among the pupils. Pupils like to quarrel among themselves, thus the need of this type of counseling. Through social guidance, teachers are able to assist pupils to learn how to accommodate one another. Social counseling help pupils how to behave, tolerate one another develop good manners and become of good character. The above revelations are in line with Phiri (2006) who asserted that among the common ways of offering counseling

was by way of giving advice to young people through sharing knowledge with people who have experience in life.

Group counselling is yet another form of counselling that is offered in basic schools. This helps pupils build good interpersonal relationships as they are counseled in groups usually taking into consideration their ages and gender. Teachers mostly provide such counseling to pupils when they meet in gatherings such as during sports days including during club meetings.

Generally guidance and counseling services help pupils to develop interest in school. It is, therefore, cardinal that pupils in basic schools are provided with guidance and counseling services in basic schools if they were to become better citizens in future. However, it is saddening to note that most teachers who provide guidance and counseling in basic schools are not trained but only use their experience as teachers.

As regards to common cases that the guidance and counselling teachers attend to in their schools the study showed that the most common cases that the guidance and counseling teachers attend to were sexual abuse and social related issues. Other common cases which the guidance and counselling teachers attend to were drug abuse, alcohol abuse and career guidance.

From the above statement it could be pointed out that there is a big problem of sexual abuse of girls in rural schools in Mumbwa district. This could be linked culture of the people in the area in which this study was conducted who believes in marrying off the girls at an early age.

5.4. Gender of pupils who benefit most from guidance and counselling services in schools

As regards to the gender of pupils which benefit most from guidance and counselling services in basic schools, the study showed that 76% of the teachers who participated in this study were of the view that girls benefit most from guidance and counseling services than boys in basic schools. The study revealed that girls are the most beneficiaries because they were seen to report most of their problems to the guidance and counseling section in the school.

The researchers analysis on the gender of pupils who benefit from guidance and counseling it can be stated in this study that most of the girls who go there because their guidance teachers are female teachers. In almost all the schools the researcher visited found that majority of the guidance teachers are teachers so the girls are free to approach the guidance teachers because they are friendly. Following high cases of child abuse in this village schools, girls at times may fear male guidance teachers.

However, the study also revealed that some boys also benefit from guidance and counseling in basic schools as they were also vulnerable to various problems in and out of school. Ministry of Education (2000) state that it is up to any given schools to belong to guidance committees in order to help in the provision of guidance and counseling services to pupils in schools. A study done by Kasonde-Ng'andu et al. (2009) showed that pupils in high schools benefit from guidance and counselling although most schools lacked trained counselors to provide guidance and counseling services to pupils.

The concerns here are that it would be prudent for all the teachers and parents should get involved in helping the pupils in solving their problems through counseling because problems faced by pupils are not only in school but also at home. MOE (2000) also notes that for guidance and counselling to be a success in Zambia, it should involve teachers, parents and the community. The above calls for proper interventions from the interested stake holders, in this case the government through the Ministry of Education, Science, Vocational Training and Early Education to ensure that guidance and counselling is given the place it deserves in the Zambian educational system.

Although the this study found out that girls benefit more from guidance and counselling services in basic schools, not all of them really benefit from these services. A study conducted by Mutombo and Mumbuna (2010) revealed that pupils who fall pregnant and go back to school after delivery (re-entry) were not provided with counselling services. The findings by Mutombo and Mumbuna (2010) are in contradiction with this study. In this study, most teachers, especially the female teachers, reported that they provided guidance and counselling to returning girls. The above findings cannot go without saying that there is need for the authorities concerned with education to map out strategies which would allow all pupils to access guidance and counselling services in all basic schools in Zambia.

With regards to the grades that benefit most from guidance and counselling in basic schools teachers the research findings revealed that grades eight and nine benefit more as reported by 68% of the teachers who participated in this study. From the above findings, it could be assumed that these grades benefit more as most of them were teens that faced a lot of challenges arising

from peer pressure and other social related problems. These pupils also have general information about guidance and counselling. Among the information the pupils have include study skills, preparation for exams, career information and finding out about their skills and abilities.

This study further showed that grades five to seven pupils also benefit from the guidance and counseling services as reported by 32% of the teachers who took part in this study. This shows that at least the pupils in middle basic schools benefit from guidance and counseling. However, as regards to lower basic, none of the participants in this study reported this category of pupils having benefited from guidance and counseling services. This shows that pupils in lower basic do not benefit from these services, which leaves one to wonder whether pupils in lower basic schools do face problems at all. In this regard, there is need for authorities concerned with education to carry out a research to find out the needs of the lower basic pupils vis-à-vis guidance and counseling provision.

5.5 Challenges faced in provision of guidance and counselling services in basic schools

As regards to challenges faced by guidance and counseling teachers, 88% of the teachers revealed that they faced a number of challenges. Among the prominent challenges they faced was non-availability of guidance and counselling materials in schools for effective execution of guidance and counselling services to the pupils. The non-availability of guidance and counseling materials is a great challenge to the profession. 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. No wonder most schools do not offer guidance and counseling services to pupils in schools. It also leaves one wondering how guidance and counseling service provision is handled in the basic schools. The way forward here is for the government to procure and supply schools with adequate materials if guidance and counseling service provision was to achieve its intended goals. Otherwise leaving the status as it is, is like seating on a time bomb for pupils will leave schools without having acquired the necessary skills and knowledge about how to be better pupils and later better people in future.

Other challenges faced include: limited time for counselling in schools; lack of support from parents and communities; Poor record keeping; lack of trained teachers; lack of office accommodation; lack of co-operation from pupils; and lack of training for teachers in guidance and counseling. MSEVTEE (2000) states that for guidance and counseling 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.

Limited time for counselling in schools - The study showed that teachers had little or no time to provide guidance and counseling services to the pupils as in most schools guidance and counseling is not allocated time on the school time-. The teachers have to find their own time to do counseling result in teachers who were incharge of guidance and counseling 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.

Lack of support from parents and communities-Lack of support from parents and the community proved to be another big challenge because when teachers summon the parents to come to school most of them do not report to schools and at times they even stop their children from going to school. This in its own makes it difficult for teachers to proceed with some cases, especially those that needed parental or community input like cases of defilement.

Poor record keeping- Poor record keeping on issues of guidance and counselling poses a big challenge to the guidance teachers. Most schools have no records if any to follow. For example no records are kept for the pupils counseled in the school. This makes it difficult for the teachers to identify pupils that have gone through counseling sessions and those who have not, including the type of cases reported if the pupil goes for counselling for the second time

Lack of trained teachers -In most of the schools under study, most of the teachers who offered guidance and counselling are not trained in guidance and counseling but are just appointed by the school administration to assist in providing guidance and counseling services in the school. This in its own is a big challenge because these teachers just use their own experience in providing these services which is dangerous to the profession because they lack the knowledge and skills in guidance and counselling.

Lack of office accommodation – a central issue in almost all schools is that of accommodation. This study showed that most schools did not have proper office accommodation for conducting counseling. Guidance and counseling teachers share offices with other senior teachers and in many cases these offices are overcrowded. This lack of proper office accommodation makes pupils un-free, uncomfortable and are unable to freely express their problems to the counselor.

Lack of co-operation from pupils- The study revealed that some pupils were not co-operative with the guidance teachers. They continue being found in the same problems despite being counseled by guidance and counseling teachers.

Influence of culture on guidance and counseling - the findings of the study showed that the Tonga, Ila and Sala culture of Mumbwa district does not allow for a male to counsel girls on the issue of pregnancies and sexual related matters unless a woman. This is a big challenge to male guidance and counseling teachers.

Non reporting of cases by pupils Another challenge reported in this study was that of unreported cases pertaining to sexual abuse, pregnancies and early marriages which may be due to the culture of the people found in the study area. The teachers have to make their own investigations in order to intervene and provide counselling to the pupils who need these services. This is a very big challenge to guidance provision because the guidance teachers are accused of interfering with family issues.

Lack of training for teachers in guidance and counselling The study found out that most teachers are not trained in guidance and counselling. This is another big challenge because the guidance teachers lack the knowledge which defeats their provision of counselling services to pupils in schools. 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 as compared to when a qualified counselor was in school.

From the foregoing, it could be assumed that most and a big part of the blame could be put on the shoulders of the Ministry of Education, Science, Vocational Training and Early Education

because it seem that they have failed to come up with a strong policy on guidance and counselling in basic schools. They have failed to strengthen the provision of guidance and counselling in basic schools. At least in secondary schools they have tried. Further the Ministry of Education, Science, Vocational Training and Early Education has failed to produce a guidance and counselling hand book or teachers guide on guidance and counselling. This has posed a big challenge for the teachers to provide guidance and counselling effectively. Of all the schools the researcher visited, the guidance and counseling teachers had nothing in relation to materials on guidance and counseling provided by the Ministry of Education, Science, Vocational Training and Early Education. The guidance teachers in most cases use their own resources and experience to provide guidance and counselling services to pupils.

Despite the majority of the teachers indicating that they face challenges, a few individuals reported that they did not face any challenges at all. These were among the few who had undergone training in guidance and counseling at certificate or diploma level who used college materials to supplement their efforts.

5.6 Summary

This chapter discussed the findings of the study. The research has shown that both pupils and teachers confirmed that basic schools do provide guidance and counselling services to pupils. The findings have shown that 90% of the teachers and 73% of the pupils reported that basic schools provided guidance and counseling services to pupils in the schools under study.

Despite the fact that guidance and counselling is provided to pupils, majority of them (55%) reported that they never reported their problems to the guidance teachers but preferred to report their problems to their class teachers because they believe that guidance and counselling teachers never kept confidentiality. The lack of keeping confidentiality was attributed to the lack of training in guidance and counseling on the part of teachers.

As regards to the most common type of counselling provided to pupils, the findings of this research showed that the guidance teachers provided personal and social counselling to pupils. In terms of gender of pupils who benefited most from guidance and counselling services in basic schools, the study has shown that that girls benefited most as reported by 76% of the teachers who participated in this study. As regards to the grades that benefit most, the study has shown that only grades eight and nine benefited more from guidance and counseling service provision while the lower basic (grades 1 – 4) did not benefit from these services at all. However, the study has shown that grades 5-7 did benefit to some extent. As regards to challenges faced by teachers in the provision of guidance and counselling, the study showed that 88% of the teachers reported having faced challenges which included non availability of guidance and counselling materials, lack of support from parents and the members of the community, and lack of trained teachers in guidance and counseling.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

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

6.2 Conclusion

Arising from the interpretations from the tables and figures as well as descriptive data, it can be concluded that, guidance and counseling services are provided in basic schools although it is mostly provided to grades eight and nine pupils.

The study further revealed that, the most common type of counselling services provided to the pupils in basic schools were personal and social counseling. However, special group counselling was also, to some extent, provided to pupils in basic schools.

As regards to common cases that the guidance and counseling teachers attended to, sexual abuse cases, social relationships were the most common ones. However, the guidance and counseling teachers also attended to, drug and alcohol abuse, and career guidance. The above cases are very sensitive and needs immediate attention from the teachers if pupils were to be brought up in an upright manner which calls for the guidance and counselling teachers to map out strategies that would help the pupils and bring about reduction of such cases in basic schools.

As regards to the gender of pupils who benefit most from guidance and counselling services, the findings of this study has shown that girls benefited most. The study also revealed that grades 8 and 9 pupils benefited most and non of the grades 1-4 benefited from the guidance and counseling services. However grades 5-7 benefited to some extent from guidance and counseling services provided in basic schools.

In terms of challenges faced in the provision of guidance and counseling services, the study revealed that teachers faced the following challenges: lack of materials such as teachers hand books; and lack of support from the parents and other members of the community. The teachers of guidance and counselling suggested to the ministry of education to train teachers in guidance and counselling and provide more guidance and counselling materials to the teachers in order to enhance the provision of guidance and counselling in basic schools.

6.3 Recommendations

Based on the findings of the study, the following were the recommendations from the guidance and counselling teachers to the school administrators.

6.3.1 Recommendations to the school administrators.

- The school administrators should support the school guidance committees.
- The school administrators should make sure that materials such as teachers hand books are made available.

- The school should provide in-service workshops and meetings to the guidance and counseling teachers frequently.
- The administrators should sensitize the pupils to open up and share their problems with guidance and counseling teachers.

6.3.2 Recommendations to the Ministry of Education, Science, Vocational Training and Early Education

- Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) should provide appropriate and adequate materials for guidance and counselling in schools.
- MESVTEE should include guidance and counselling in the school syllabus so that it is taught as a subject to the pupils.
- MESVTEE should ensure that it employs trained full time guidance and counselling to schools.
- MESVTEE should put in place a deliberate policy that would allow the provision of guidance and counselling to lower grades in schools.
- MESVTEE should help schools in providing rooms for conducting guidance and counselling in order to promote confidentiality among the clients.
- The MESVTEE should train more guidance and counselling teachers and deploy them in schools.
- MESVTEE should find a way of involving the parents and communities in order to help out in providing guidance and counselling in basic schools.

6.3.4 Recommendations for the future research

- Carry out a study and investigate why grades 1-4 do not benefit most from guidance and counselling.
- Investigate the perception of parents and community about counselling in basic schools.
- Carry out a study and investigate why guidance and counselling does well in secondary schools than in basic schools.

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APPENDIX 1
PUPIL QUESTIONNAIRE

Province.....

District.....

School.....

Location: [a] rural [b] urban

Age: [a] 10-12 years [b] 12-16 years [c] 16 years and above.

Gender: [a] Girl [b] Boy

Grade: [a] 5 [b] 6 [c] 7

1. Does your school provide guidance and counseling services?

[a] no [b] yes

2. Have you ever been assisted by guidance and counseling services in your school?

[a] no [b] yes

3. How many times have you been helped by the guidance and counseling unit?

[a] none [b] twice [c] once [d] many

4. Does guidance and counseling service department in your school provide you information on discipline?

[a] no [b] yes

5. How often are you assisted by the school guidance teachers? [a] sometimes [b] most often

[c] not at all [d] not sure

6. Do you benefit from guidance and counseling services at your school?

[a] no [b] yes

7. Do guidance and counseling at your school help you in any way?

[a] no [b] yes

8. Does the guidance and counseling department help you when you have a problem? [a] no [b]

yes

8. Does the guidance and counseling department help you when you have a problem?
[a] no [b] yes.
9. Guidance and counseling at your school are
[a] very good [b] good [c] fair [d] not good.
10. Do you think the guidance and counseling services available in your school help you in your learning? [a] no [b] yes.
11. Who helps you when you have a problem?
[a] family members [b] teachers [c] friends [d] neighbors.
12. Is it good to have guidance and counseling services department in school?
[a] no [b] yes.
13. Where do you report your problems in school?
[a] friends [b] class teacher [c] guidance teacher [d] Head teacher.
14. What sort of problems do you face at this school?
[a] decision making [b] poor performance [c] conflicts with friends
[d] social relationships [e] others.

APPENDIX 2

TEACHERS QUESTIONNAIRE

DEMOGRAPHIC DATA

- A. Age: [a] 25-35 years [b]35-40 years [c] 40 years and above.
- B Sex: [a] female [b] male.
- C. Highest qualification [a] certificate [b] diploma [c] masters [d] PHD (e) Degree
- D. Years of service: [a]1-5 years [b]5-10 years [c]10-15 years [d] above 20 years.

School

STATUS OF GUIDANCE AND COUNSELING

- 1. Do you provide guidance and counseling services at your school?
a. No Yes
- 2. Is guidance and counseling services supported by the school administration?
a. No Yes
- 3. Is there need to improve guidance and counseling in your school?
a. No Yes
- 4. What do you think should be done to improve status of guidance and counseling?
In your school?
.....
.....
- 5. Do you keep record cards for each pupil on their performance? [a] no [b] yes.

MOST CASES OF GUIDANCE AND COUNSELING IN BASIC SCHOOLS

- 6. What are the most cases attended to in guidance and counseling in your school?
[a] social relationship
[b] drug and alcohol abuse

- [c] career guidance
- [d] sexual Abuse
- [e] others

7. Most of the cases the guidance and counseling services deal with come from

- [a] homes
- [b] communities
- [c] schools [d]others

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

9. Majority of pupils who bring counseling cases are?

- [a]girls
- [b]boys
- [c]both
- [d]nil

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

.....

CATEGORY OF PUPILS WHO BENEFIT MOST FROM GUIDANCE AND COUNSELING

11. Which grades do you think benefit most from guidance and counseling services in Your school?

- a. grades1-4 b. grade5-7 c. grades 8-9.

12. Who do you think benefit most in your school?

- a. Girls Boys

13. Give reasons for your answer to question 12?

.....

14. List down 3 things to be done in order to make all categories of pupils to benefit

[i]

[ii].....
[iii].....

TYPES OF COUNSELING PROVIDED IN MIDDLE BASIC SCHOOLS

15. What is the most common type of counseling provided in middle basic schools?
a. counseling in special groups
b. personal pupils problems[c]social related issues
c. cultural based issues.

CHALLENGES IN PROVIDING GUIDANCE AND COUNSELING IN MIDDLE BASIC SCHOOLS

17. Do you face challenges in providing guidance and counseling in basic schools?
a. No Yes

18 If yes to question 17 what challenges do you face?

.....
.....

19. What do you think should be done to overcome the challenges?

.....

20. Are materials for guidance and counseling services found at your school?

- [a] No [b] Yes

21. Suggest ways and means of improving guidance and counseling service provision In middle basic schools

.....
.....

22. What are your recommendations as regards guidance and counseling services in Middle basic schools?

.....
.....

APPENDIX 3

Semi-Structured Interview schedule for the Teachers

TEACHERS QUESTIONS

1. Do you provide guidance and counseling service at your school?.....
.....
.....
2. In your school what do you think are the most type of guidance and counseling available and why do you think they are most?.....
.....
3. In your view what gender of pupils benefit more from guidance and counseling and why?
.....
4. What kind challenges do you face in providing this services in your school?.....
.....
5. Do you have any guidance and counseling materials in your school?.....
.....