

**STATUS OF GUIDANCE AND COUNSELLING
PROVISION IN SELECTED COLLEGES OF
EDUCATION IN MONGU, ZAMBIA**

By

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University in partial fulfillment of the requirement of the Degree of Master of
Science in Counselling

**UNIVERSITY OF ZAMBIA IN ASSOCIATION
WITH ZIMBABWE OPEN UNIVERSITY**

LUSAKA

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DECLARATION

I, **Lutangu Bridget Maimbolwa** do declare that this dissertation is my own work and that it has not been submitted by anyone at this institution or at any other university and all sources used and quoted have been indicated and acknowledged by complete reference.

Signature:..........Date: 29 / 08 / 2016.....

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APPROVAL

This dissertation by **Lutangu Bridget Maimbolwa** is approved as a partial fulfillment of the requirements for the award of Master of Science in Counselling of the University of Zambia and Zimbabwe Open University.

Signed:  Date: 05/09/16

DEDICATION

This dissertation is dedicated to my mother Mary Namwaka Mabebo, siblings and the Sisters of the Holy Spirit and Mary Immaculate for the devotion and support provided throughout my life. I have been able to achieve my goals and dreams because of their continued support and encouragement. I thank them graciously.

LIST OF ACRONYMS

| | |
|----------------|--|
| MoE | Ministry of Education |
| MESVTEE | Ministry of Education, Science, Vocational Training and Early Education |
| SPSS | Statistical Package Social Sciences |
| UNESCO | United Nations Education Scientific and Cultural Organization |

ABSTRACT

The purpose of the study was to investigate the status of guidance and counselling in selected Colleges of Education in Mongu District. The objectives of the study were to: establish the status of guidance and counselling in colleges of education, determine the nature of guidance and counselling services available to students in colleges of education and assess factors affecting provision of guidance and counselling services to students in colleges of education.

Descriptive survey design was used for the study. The sample size consisted of 126 respondents in the three colleges, comprising of 40 students from each college, a college counsellor and the Principal from each college. Simple random sampling procedure was used to select students and purposive sampling procedure was used to select college guidance counsellors and Principals. The primary data was collected by the use of questionnaires for students and interview schedules for college guidance counsellors and the principals.

The qualitative data was analysed using thematic analysis while quantitative data were analyzed using the statistical package for social sciences (SPSS) computer programme. Qualitative data were organized and presented in common themes while quantitative data were presented in pie charts, tables and graphs.

The findings of this study were that: majority of the respondents indicated that guidance and counseling services were available in each college while the rest of the other respondents indicated that they did not know if guidance and counselling existed in their colleges; the services were available on phones in other colleges, but the students seemed to be ignorant about this vital information; some students don't actually know the importance of counseling hence the under-utilizing of these services; educational guidance was the most frequent offered service that mostly focused on academic followed respectively by social, personal and vocational guidance and counselling; the provision of the services faced challenges of: lack of facilities; failure by affected students to open and seek guidance and gender imbalance on service providers. The study recommended that the college management in collaboration with the Ministry of General Education: (i) Put in place a structure of guidance and counselling in colleges (ii) train more

Lecturers with skills of guidance and counseling, (iii) Set aside a day, at least in a term specifically, for guidance and counseling activities (iv) consider the issue of gender balance when deploying lecturers of guidance and counselling.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter focuses on the background, statement of the problem, purpose of the study, objectives and significance of the study. It also presents delimitation, limitation of the study and operational definitions of terms.

This chapter discusses the following components of the study; background to the study, statement of the problem, purpose of the study, specific objectives, research questions, significance of the study. It also presents delimitation of the study, conceptual framework and definition of terms.

1.1 Background to the study

The provision of guidance and counselling in learning institutions has become compulsory. The Education Act (2011:30) state that “counselling and career guidance shall be an essential component of learner welfare at all levels of the education system and shall be part of the overall management and administration of educational institutions.” The need for guidance and counselling has become significant in promoting the well-being of an individual as well as groups of people who need to be guided in terms of academic, interpersonal relationships and vocational guidance.

Ndhlovu (2015) points to a number of factors that make the provision of guidance and counselling services in Zambian learning institutions great and urgent; poor academic performance of learners, help learners develop, prepare, enter and make progress, riotous and other unwanted behaviours demonstrated by learners. These indicate the need for institution of learning to offer guidance services to aid learners facing social and academic challenges.

The years of college life are a critical period in a person's life because students experience a number of psychosocial and academic challenges. In addition, for school leavers (who are

usually in the majority of college students) it is a period of transitioning from adolescence to young adults. It is during this period of young adulthood that young people face the difficulties of developmental period and the new hardships brought on by college life (Dogan, 2010). Most college students strive to achieve a balance between their academic and personal lives, in the process some of them are able to self-direct and stay focused while most of them develop all kinds of destructive behaviours. These young men and women need guidance in understanding the connections between health and environment, acquiring skills, knowledge, and attitudes that are oriented towards success or failure (MESVTEE, 2013).

A number of factors drive students towards destructive behavior, for example, Yuk Yee and Brennan (2004) attribute it to the rapid sociological changes coming from modernisation and urbanisation and Kochhar (2013) attributes it to three major problems namely, adjustment, skills and maturity problems. For this reason, effective guidance and counselling should assist the young people to improve on their self-image and facilitate achievement in life tasks.

As pointed out by Oluremi (2014) the aim of education is to provide opportunities for students to reach their full potential in the area of educational, vocational, social and emotional development. As students enter colleges today they encounter challenges that limit them in their pursuit of self-actualisation, reason being that our colleges today are host to a number of social and economic problems. The problems range from unwanted pregnancies, drug abuse, sexual abuse, poor classroom discipline, and low motivation to learning and poor academic performance (Mapfumo and Nkoma, 2013).

Guidance and counselling do not mean the same thing as guidance is a universal term of which counselling is one of its components. This study will therefore, use the term guidance in its universal interpretation. Generally, Guidance involves ways and experiences of assisting individuals understand themselves and the world around them (MESVTEE, 2013). 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. Counselling refers to the relationship between the person who is helping and the one being helped. It helps the clients come to terms with their problems (Makinde, 1994).

Guidance in schools is very important because it helps the learners to understand themselves and respect other people. The purpose of guidance is not to solve all the pupils' problems but to help reduce the learners' problems in order to create a favourable learning environment (Kochhar, 2013). However, the status of guidance and counselling in colleges of education as regard to the provision of guidance services to college students is not known, hence the need for the study.

1.2 Statement of the problem

The Education Act 2011 mandated all learning institutions to provide guidance and counselling services. There are studies that have been carried out on the status of guidance and counselling in primary (basic) and secondary schools, (Kasonde-Ng'andu, Ndhlovu and Phiri, 2009; Makumba, 2013), however, what is prevailing in regard to provision of guidance and counselling in colleges of education has not explored. Thus the study, sought to establish the status of guidance and counselling provision in colleges of education.

1.3 Purpose of the study

The purpose of this study was to investigate status of guidance and counselling provision in selected colleges of education in Mongu, Western Province.

1.4 Study objectives

1. To establish the status of guidance and counselling in colleges of education
2. To determine the nature of guidance and counselling services available to students in colleges of education.
3. To assess factors affecting provision of guidance and counselling services to students in colleges of education.

1.5 Research questions

1. What is the current status of guidance and counselling service services to students in college of education?
2. What is the nature of guidance and counselling services available to students in colleges of education?
3. What are the factors affecting provision of guidance and counselling services to students in colleges of education?

1.6 Significance of the study

The study may put into perspective the status of guidance and counselling provision in colleges of education. Furthermore, it may benefit colleges of education management and the Ministry of General Education, by providing information needed to enhance guidance and counselling services provided to students. The results of this study may also assist education administrators to understand fully the need for having gender balanced trained guidance and counselling lecturers and the need to support guidance and counseling programmes in colleges. Moreover, the study may assist college managements in making of decisions related to what guidance and counselling services they can provide. Lastly the study may help the students in colleges of education realise how guidance and counselling services can contribute to a wholesome learning environment as they students will benefit from the increased awareness of the available guidance and counselling services in their colleges.

1.7 Delimitation of the study

The study was conducted in three colleges of education in Mongu, Western Province. These were chosen because they are the main ones providing teacher education training.

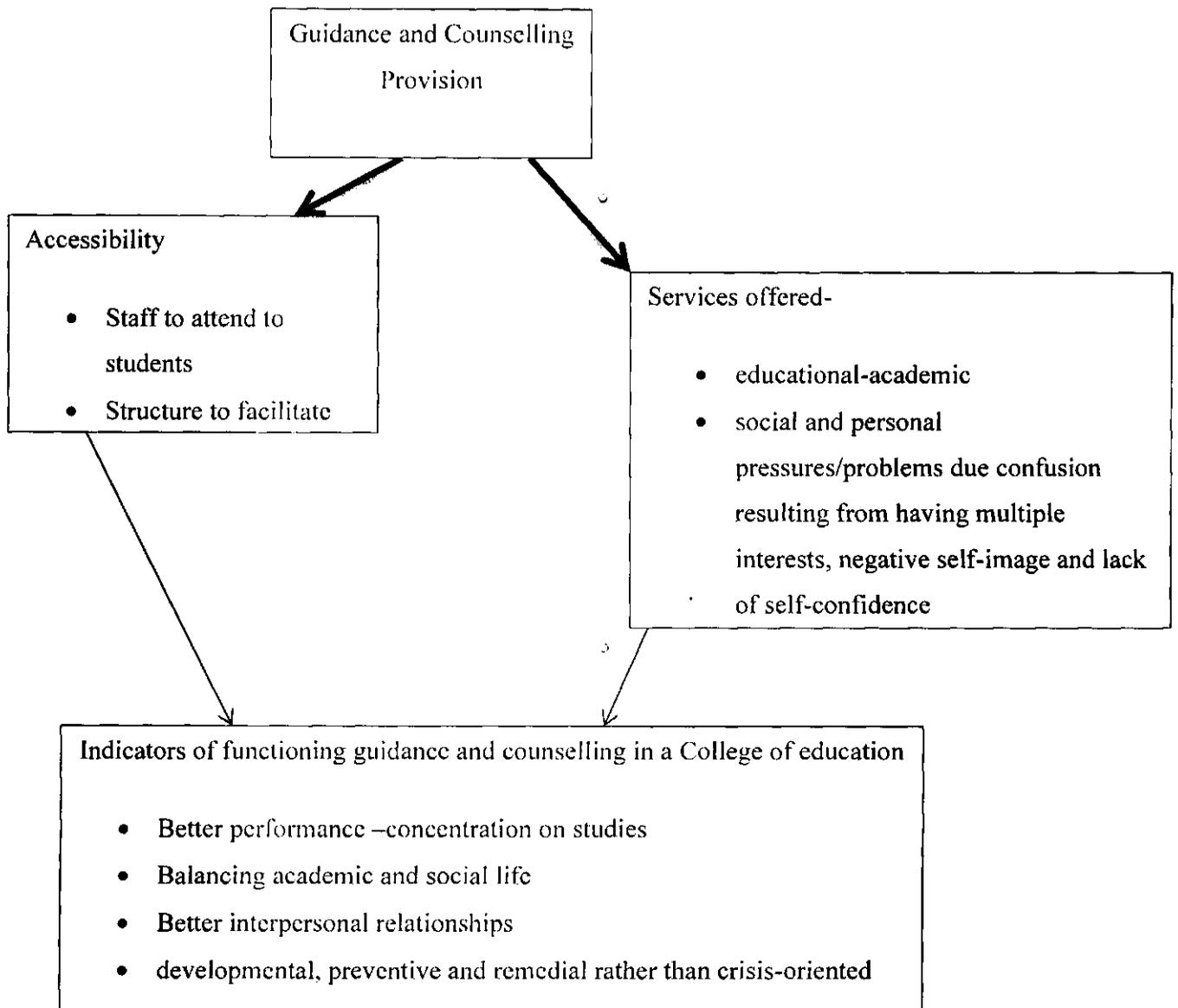
1.8 Limitations of the study

The study sample of 126 participants from three colleges of education in Mongu, Western Province, in relation to the whole country was rather small. It could have been better to have a large sample from all colleges in the different Provinces of Zambia. However, in spite of this limitation, the findings are consistent with the local and international literature. Therefore, the findings of the study may be generalized.

1.9 Conceptual framework

The goal of school counseling is to promote development of the students and empower them to participate fully in and benefit from the economic and social development of the nation (MESVTEE, 2013). This will ensure that students flourish. A flourishing student is one who is fully receiving the benefits of his/her educational experience and is achieving their personal potential. Furthermore, the goal of school counseling is not only to support positive, healthy, human development, but also to help create a school environment that protects a student's right to flourish (UNESCO, 2000).

This conceptual framework shows indicators of a functioning guidance and counselling unit, which reflects the status of guidance and counseling. The functionality of guidance and counselling provision further is reflected by the services offered and the easy accessibility of those services by students. If career guidance and counselling services are provided, well-coordinated programmes are being implemented and adequately helping students with their academic, social life, personal confusion due to having multiple interests, negative self-image and lack of self-confidence; then the status of guidance and counselling would be said to be existent and functioning (UNESCO, 2000). The conceptual framework indicating the interplay between the services being offered and students' easy accessibility of those services is shown below.



Source: Adapted from: Dogan, 2010 *A Long-Term Study of the Counseling Needs of Turkish University Students*. *Journal of Counseling Development*, 90.

1.10 Definitions of Terms

- **Status**-the position of activities at a particular time during a process (Oxford Advanced Learner's Dictionary, 2005).

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- **Guidance** involves ways and experiences of assisting individuals understand themselves and the world around them (MESVTEE, 2013).
- **Counselling** refers to the relationship between the person who is helping and the one being helped. It helps the clients come to terms with their problems (Makinde, 1994).

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CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews relevant literature on provision of guidance and counselling in colleges and tertiary institutions. Kombo and Tromp (2006:62) define literature review as “an account of what has been published on a topic by accredited scholars and researchers”. The literature review has been presented according to the following subheadings, historical background of guidance and counselling, status of guidance services offered in tertiary institutions and factors influencing its provision and the nature of guidance and counseling services in colleges of education.

2.1 Historical Background

At the global level, the development of guidance in education started towards the nineteenth century, and then it gained momentum at the turn of the twentieth century in Europe and the United States of America. Among those who pioneered the movement was Parsons in 1909 (UNESCO 2000). Guidance and counselling in schools was introduced for different reasons in different countries. Schmidt (1997) state that school guidance and counselling services began in America in the early 1900s to assist students with their educational development and career ambitions. The services were introduced in America to address negative social conditions related to the social rapid industrial growth, social protest and social reform. In its onset, guidance concentrated on occupational information.

In the United States of America (USA) guidance and counselling for students of tertiary education is called Student Personnel Services and offers guidance and help in housing, financial aid, part-time jobs, job placement after graduation and so forth. The service spread to British, Canadian, and Australian universities based on the conviction that education involves the whole person, and his or her problems that need to be resolved in order to excel (Kochhar, 2013). Guidance and counselling in India began initially as an academic discipline at Calcutta

University and has since provided guidance and counselling to colleges and university students successfully Kochhar (2013).

The history of guidance and counselling in African societies begins within the context of culture the elders provided guidance to the children with several social services provided for young people and children to enable them grow into responsible and productive members of their communities. There is now a greater awareness of the need for guidance services in learning institutions (UNESCO 2000). As of 1959, Nigeria was practicing formal or modern guidance and counselling and before the late 60's, many other African countries such as Ghana started formal guidance and counselling.

The historical background of guidance and counselling in Zambian schools goes back to 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 (Ministry of Education, 2001). The services began taking shape in secondary schools. One of the important developments was the establishment of a careers guidance unit and the appointing of a careers officer in 1981 at the Ministry of Education headquarters (MoE, 2001). There was no guidance and counselling for either primary school learners or tertiary institutions.

According to the school guidance module 1 of the MoE (2004), at tertiary level guidance and counselling began as a professional course at the University of Zambia in 1979. At the onset of guidance and counselling in secondary schools in Zambia there were no trained guidance and counselling teachers 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 deployed in secondary schools.

2.2 Status of Guidance and Counselling in Colleges and factors influencing provision of Student Guidance and Counselling

Guidance and counselling do not mean the same thing, they are however, complimentary. Guidance is often understood as a kind of direction offered to an individual to assist him or her to make decisions about his or her present and future life, while counseling on the other hand, is seen as a psychological process of equipping an individual with skills to self-understanding and problem solving of everyday life (Kochhar, 2013; Makinde, 1994).

Amani and Sima (2015) carried out a research on the status of career guidance and counselling services in four universities in Tanzania and it identified career counselling services offered in the participating universities. The study revealed four major career counselling needs: Knowledge of the self and world of work; employment opportunities; job requirements and salary prospects as well as preparation for joining the world of work. The guidance and career services in the institutions, was found to be at a fairly elementary level. In most cases, students received guidance more on the academic and social welfare than career-related matters. However, it was noted that in all universities, the services were in place but at the very basic stage. The students in all fields received occupational information with the exception of those in the field of education.

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Santamaria and Watts (2003) carried out a research in Philippines on *Public Policies and Career Development: A Framework for the Design of Career Information, Guidance and Counseling Services in Developing and Transition Countries*. The report describes the status of career guidance, counseling and information services to young people in the formal, non-formal and informal sectors, youth out-of-school, and unemployed adults seeking jobs in public employment offices, and to employees in government, in business and industrial organizations. The aim of study was to describe how the Philippines organizes, manages and provides career information, guidance and counseling services to people of all ages. The report indicate that in higher education institutions, guidance and counseling services swing between two extremes: the majority, which provide only the minimum services in the form of the Career Orientation Week and the few with a more comprehensive and better organized career guidance services offered to

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the graduating senior students before they graduate. Additionally the services were offered to students who felt a lack of direction in life; confusion due to having multiple interests; not having the mental abilities to fulfill course requirements; negative self-image and lack of self-confidence. However, though Santamaria and Watts (2003) have established the guidance and counselling services present in the Philippines, little is known about the existence of guidance and counselling services in colleges of education.

Kangi, Rupande and Rugonye (2011) in their study on students' perceptions on the quality and effectiveness of guidance and counselling services at the Zimbabwe Open University primarily attempted to demonstrate how an Open and Distance Learning institution can develop and provide quality and effective guidance and counseling services to its students. According to the study, guidance and counselling services at the Zimbabwe Open University are quite effective at the pre - entry stage. The success of the services are on provision of information and advisement on programmes on offer, entry requirements, application procedures, payment of fees, the roles of Regional and District learning Centres. However, the finding also indicated that there was dissatisfaction in regard to provision of educational guidance and individualised counselling services.

In the study by Appiah (2013) on Comparative Study of Guidance and Counselling at Kwame Nkrumah University of Science and Technology and Ashesi University College in Kenya, the findings indicated that both institutions have established guidance and counselling units to address the immediate and future needs of their students to ensure academic excellence by their students. The finding indicate that the approach by the Ashesi career department allowed Ashesi students easy access to their guidance and counselling services while at Kwame Nkrumah University of Science Technology, the guidance and counselling approach and delivery was not motivating enough.

2.3 The nature of Guidance and Counselling services

Guidance is a group of many services, for this review we look at three major components in the form of educational, vocational and personal-social services. Educational counselling is

commonly offered in schools and it deals with education, personal-social services, and vocational counselling. The purpose of it all is to help to give a holistic approach to positive development during the time the students are in school (UNESCO, 2000).

Otwell and Mullis (1997) believe that guidance and counselling is important in schools because it increases behaviours related to achievement such as studying effectively. For this reason, Tambawal (2007) points out two aspects of guidance and counselling that make it more effective to students; orientation and development. Orientation familiarises the students in with educational program and direction towards long-term personal aims and values through information provision. While development function of guidance and counselling is to prevent social problems. If problems are allowed to accumulate minus being resolved, their total effect may lead the student to the point where his or her capacity for growth is blocked. In regard to colleges of education little is known of the types of guidance and counselling services offered and how easily accessible they, if at all they are available.

Erhard and Hamel (2005) in Makumba (2013) observe that 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. Additionally, Makumba (2013) in his study reveals that guidance and counselling in Zambia has proved to be very important to the pupils in both primary and secondary schools; however to what extent it is provided in college of education is yet to be known. From the literature reviewed it is established that guidance and counselling services are provided in universities and have benefited most learners. However, there is knowledge gap in the status of guidance and counselling provision in colleges of education. It is this gap in literature that this study is trying to establish.

2.4 Summary

The literature related to the status of guidance and counselling provision in colleges of education has been reviewed. However, there is still knowledge gap on the status of guidance and counselling services in colleges of education in Mongu District.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter covers the methodology that was used in the study. It starts with the description of the research design that was used, target population, sample size, sampling procedures and research instruments. It also describes the data collection procedures and how this data was analyzed in order to answer the research questions. It additionally describes the ethical considerations that were made during data collection and ends with a summary.

3.1 Research Design

A research design is the plan or structure that is used to generate information to answer the research problems (Kasonde-Ng'andu, 2013). Therefore, the research design takes into consideration all the procedures selected by a researcher for studying a particular set of questions and therefore, guides the researcher in the process of collecting, analysing and interpreting data.

The descriptive survey approach was used to conduct the study. According to Kombo and Tromp (2006) descriptive survey involves collecting data by means of administering a questionnaire to a sample of individuals that represent accurately the population under study. The study triangulated and used both qualitative and quantitative methods to ensure that the weakness of one method is compensated by the other. Weiss and Bucuvala (1998) state that triangulation is helpful in balancing up the disadvantages in each method, hence providing for a critical and objective interpretation.

In addition descriptive survey enables a researcher to ask qualitative questions that will provide a wealthy of information such as people's attitudes, opinions, habits, people's behaviour, how and where they live, and information about their backgrounds.

3.2 Study population

The population for the study consisted of all students, lecturers and administrators in the three colleges in Mongu.

3.3 Sample size

The sample size comprised of 126 respondents in the three colleges comprising of 20 females, 20 males, 2 lecturers in each college; the guidance counsellor and the Principal.

3.4 Sampling techniques

The study used simple random sampling technique in selecting student respondents, and purposive sampling on the lecturers working in guidance and counselling office because these people were expected to have adequate information that would provide the most needed data for this study. Kombo and Tromp (2006) states that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the issues under study. In this case, the students, principal and lecturers in charge of guidance and counselling were assumed to have rich information on the status of guidance and counseling services in their college.

3.5 Research instruments

The study used questionnaires and face to face interviews (semi-structured interview schedule) to collect both qualitative and quantitative data. The face to face interview guide was used with the college counsellor and the principal to allow for follow up questions. Kombo and Tromp (2006) observe that the merits in using questionnaires are such that, a researcher is able to gather data over a large sample, confidentiality is ensured as no personal details of respondents are requested, greatly reduce interviewer bias and saves on time.

3.6 Validity and Reliability

Validity refers to truthfulness. The validity of an instrument is a determination of how well the instruments reflect the abstract concept being examined and reliability refers to how consistent a

measuring device is by producing similar results if used again in different but similar circumstances (Nueman, 2000). The researcher performed a pilot study to examine the reliability and validity of the instrument.

3.7 Procedure for Data collection

The researcher sought permission from the Provincial Education office and the respective administrators of the three colleges. Thereafter, the researcher went from one college to another on different days and times to administer questionnaires to students and carry out face to face interviews. The respondents were given a time frame to answer the questionnaires after which the researcher collected them for analysis. The face to face interviews with the guidance and counselling lecturers and the principals were recorded with the officers' consent.

3.8 Data analysis

The study used both qualitative and quantitative methods to analyse data (triangulation). The subjective responses obtained through questionnaires were interpreted by means of coding and grouping the emerging themes (thematic analysis). The objective responses from the questionnaire were analysed quantitatively using the Statistical Package for Social Sciences (SPSS-Version 16.0) computer programme. The data was then presented in form of graphs, pie charts and tables to give meaning to the findings.

3.9 Ethical Considerations

The study took into account ethical considerations by obtaining informed consent of all the respondents and the people in charge of the places where the research was carried out. All respondents received equal treatment and their participation in the study was on voluntary basis. Furthermore, the names or personal details of the respondents were not requested for and the respondents were assured that no personal information was going to be revealed or published. Additionally the respondents were informed that the data collected was only confidential and only to be used for research purposes and not malign anyone. In addition, during data collection the respondents' responses were neither interfered nor questioned by the researcher.

3.10 Summary

In this chapter, the methodology of the study was presented. It included the research design, target population, sample size, sampling technique, research instruments, data collection procedure, data analysis and ethical considerations. The study employed a descriptive survey approach. The research was conducted in Mongu district. The sample comprised of 120 students (20 female and 20 female) 1 guidance counselling lecture from each institution and the principal respectively. Random sampling procedure was used to select the students while purposive sampling was used to select the guidance and counseling lecturers and principals. The study used face to face (semi- structured interview schedule) and questionnaires as research instruments. The face to face interviews were used with the lecturers and principals while questionnaires were used with students. The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data from the questionnaires while the qualitative data which was obtained through face to face interviews and questionnaires 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

4.0 Overview

This chapter presents the findings of the study on the status of guidance and counselling services in colleges of education in Mongu District.

Figure 4.1.1: Distribution by sex of respondents

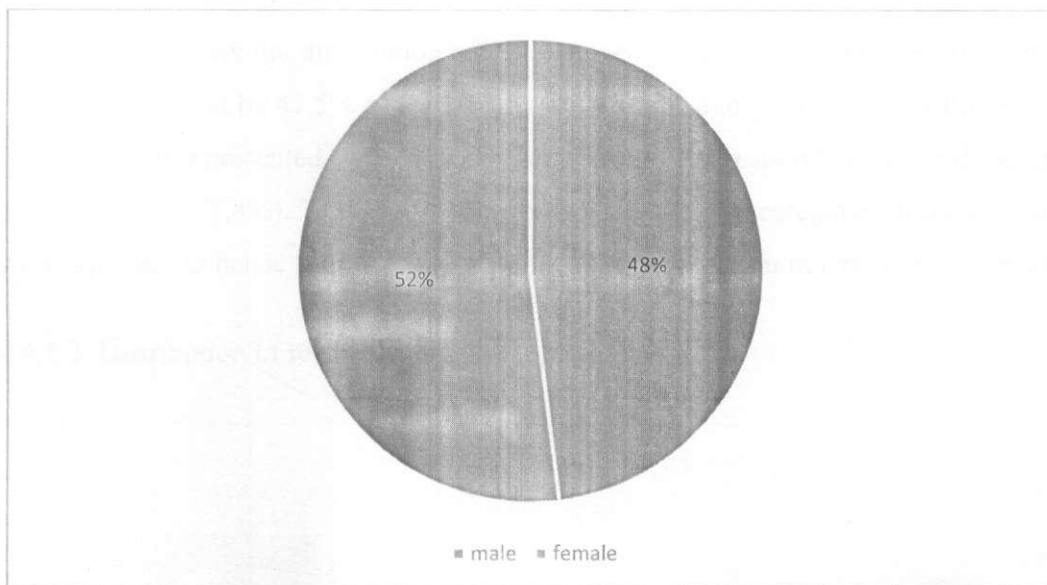


Figure 4.1.1 above shows the distribution of respondents by sex. The majority of the respondents represented by 52% of respondents were females while minorities of the respondents represented by 48% of respondents were males. There is a highly likelihood of an effect of biasness in terms of the responses that depend on ones' sex given because there was no balance in the sex.

Table 4.1.1: Distribution of respondents by age group

| Age group | Frequency | Percent |
|--------------|-----------|---------|
| 16-20 | 8 | 6.7 |
| 21-25 | 57 | 47.5 |
| 26-30 | 29 | 24.2 |
| 31-35 | 7 | 5.8 |
| 36 and above | 19 | 15.8 |
| Total | 120 | 100.0 |

Table 4.1.1 above shows the distribution of respondents by their age group. The majority of the respondents represented by 47.5% of respondents were in the age group 21-25, followed by those in age group 26-30 represented by 24.2%. The minority of the respondents were those aged 31-35 represented by 7 (5.8%). This clearly shows that all the age categories thus the youth and aged were represented hence likely to give a balanced representation in terms of age perspective.

Figure 4.1.2: Distribution of respondents by year of study

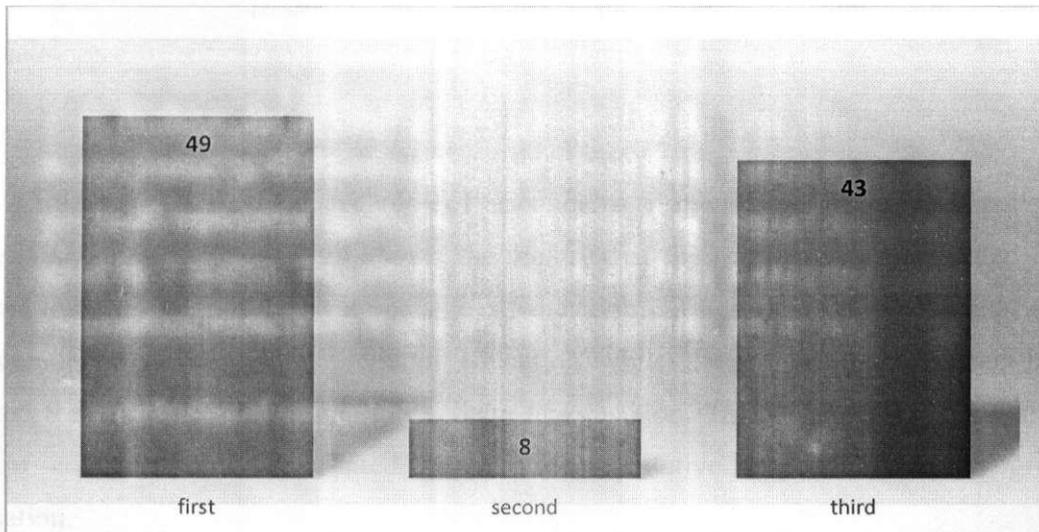


Figure 4.1.2 above shows the distribution of respondent by their year of study. The majority of the respondents were first years represented by 49% followed by the third year represented by 43%. The minority of the respondents were those in second year of study represented by 8 (8%). This may have limitation on certain responses as most of the respondents are still first years that may not be fully aware of certain services offered in school.

Figure 4.1.3: Percentage distribution of respondents on type of college attended

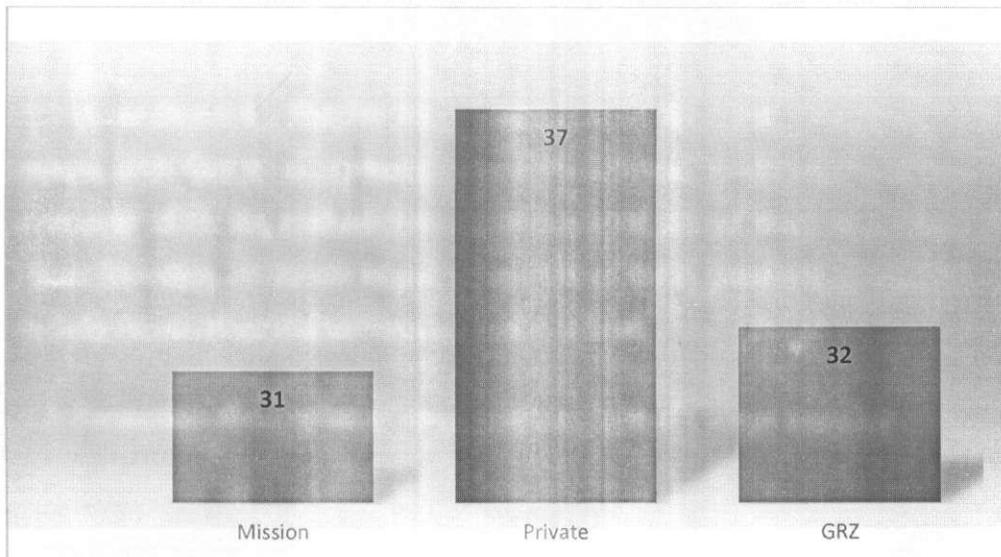


Figure 4.1.3 above shows the distribution of respondents' responses on what type of college they attended. According to the figure above, the majority of the respondents represented by 37% indicated that they went to a private college of education. 32% of the respondents indicated that they attended a government college of education while the minority represented by 31% indicated that they attended a mission college of education. This clearly shows that the three types of colleges were represented hence a representative response likely to give rich information.

4.2 Existence and benefits of guidance and counseling services

This section wanted to establish whether students are aware that services of guidance and counseling are offered in their respective colleges and if they are actually beneficial to them.

Figure 4.2.1: Distribution of respondents' awareness on the existence of guidance and counseling services

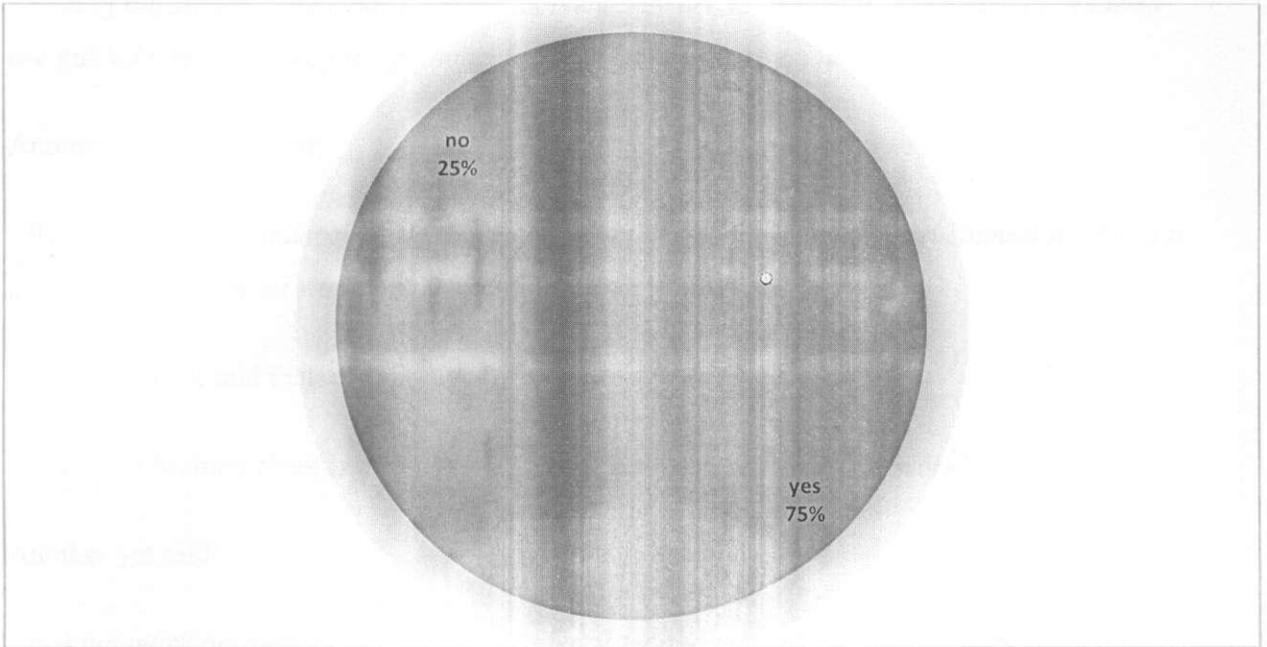


Figure 4.2.1 above shows a distribution of respondents' awareness on the existence of guidance and counseling at their colleges. Majority of the respondents represented by 75% indicated that they know that their colleges have such services, while the minority represented by 25% indicated that they did not know if such services were available at their colleges. This shows that guidance and counseling services were available in each respective college.

Some of the students who indicated that guidance and counselling is offered at their college validated their responses in varied ways.

For example one student said that:

“Very much offered because we have guidance and a counselling lecturer who helps students to solve their problems and gives advice to students who come with different problems”.

Another student said:

"It is very much because we have the office of guidance and counselling in the school".

Another student said:

"First of all, students are counselled the moment they arrive in school. For example, students are guided when they are facing financial issues on how to go about it".

Another student said that:

"We do not have an independent programme that talks about guidance and counselling but it is given mostly in serious situations where a situation is out hand".

Another student said that:

"Not much because there is a shortage of rooms and lecturers to do the work".

Another yet said:

"It is not much because we are on distance learning and most of our work is done at home".

Another student said:

"Guidance and counselling services are rarely offered because there is lack of permanent counsellors to offer the services. Lecturers who offer these services are ever busy with their tutorial classes".

The guidance and counselling lecturers said that:

"Guidance and counselling services are being offered though we have a challenge in the sense that we have no central place where the services are offered and though we have qualified staff, the services are being offered in different offices".

Other students indicated the guidance and counselling services were not offered. Some of these explained their responses as such:

One student said:

“There has never been guidance and counselling session witnessed by the writer”.

Another said:

“From the day I started my course, I have not seen any counsellor counselling or motivating a student. Yes counsellors are there but they do not perform their duties”.

Another yet said:

“There are no guidance and counselling services offered at our college”.

Table 4.2.1: Distribution on ratings of how beneficial guidance and counseling services offered are:

| Responses | Frequency | Percent |
|---------------------|-----------|---------|
| Very beneficial | 66 | 55 |
| Beneficial | 42 | 35 |
| Not beneficial | 9 | 7 |
| Not very beneficial | 3 | 3 |
| Total | 120 | 100 |

Table 4.2.1 above shows the distribution of respondents on how they rate the guidance and counseling services offered to them at their respective college of education. According to the figure above, the majority of the responded represented by 55% indicated that services were very beneficial to them. The minority of the respondents represented by 3% indicated that the services were not very beneficial to them. On the other hand 35% and 7% indicated that the guidance and counseling services were beneficial and not beneficial to them respectively. This shows that the

services had an impact on the students as the majority indicated that they were at least beneficial represented by more than half of the respondents.

The students who indicated that the services were beneficial responded as follows:

“Guidance and counselling has helped me to improve in my areas of study and be a full functioning individual”.

Another said:

“It is beneficial because it revives one’s mind and emotions on issues of heavy burden. For example, a student may lose his/her parents while at school; he/she may go through a lot of emotion and kinds of disturbed. So the guidance and counselling service at college will look at it and find means of helping him/her”.

Another student said:

“It is beneficial because the good behaviour portrayed by most students is overwhelming more especially females”.

Those that did not find the guidance and counselling beneficial stated that:

“If these services are to be offered at my college, they will help to solve the problems that students face”.

Another student said:

“Guidance and counselling is not offered and so not beneficial”.

Another said:

“Mainly students are only guided and counselled when they report as first years or at the beginning of each term. As such it isn’t beneficial”

This section presents the findings of the research by objectives. Each of the research objectives had direct related research question which were subjected to a descriptive statistical analysis of frequencies which indicated the respondents views concerning the research objectives area of interest.

4.3.1 The status of guidance and counseling in colleges of education

In this section, the research wanted to find out how the status or the state of guidance and counseling services offered in colleges of education are. In finding out how the status of guiding and counseling is colleges of education in Mongu district, the objective findings were run in a frequency and the results were presented below.

Figure 4.3.1: Distribution of respondents responses on the status of guidance and counseling services offered.

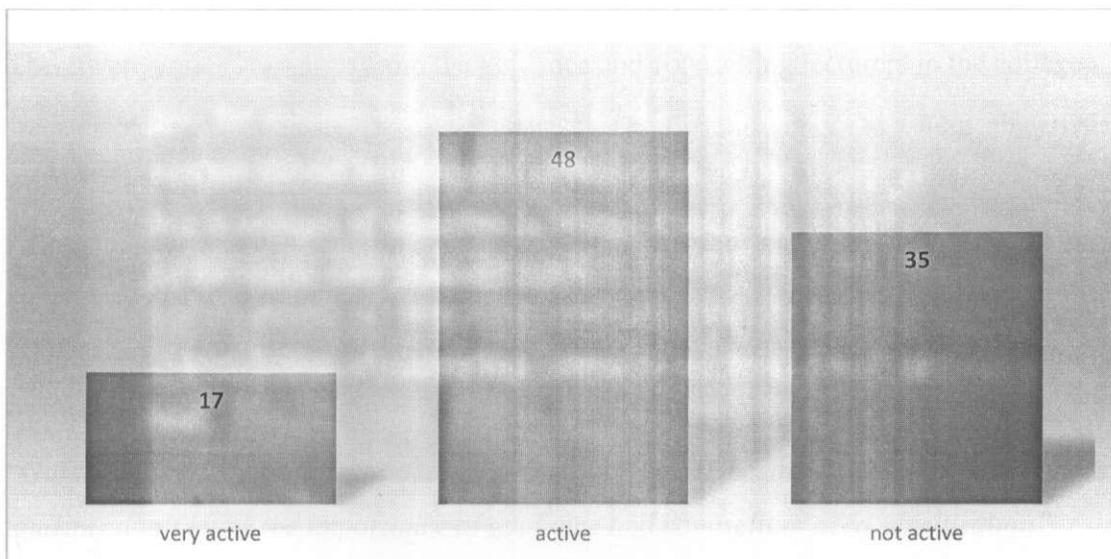


Figure 4.3.1 above shows the distribution of respondents responses on what is the status of counseling in colleges of education. The majority of the findings represented by 48% indicated that the status of guidance and counseling in colleges was active. 35% of the respondents indicated that the status of the services were not active while the minority represented by 17% indicated that the status of the guidance and counseling services was very active. According to

the principals in the three colleges, two indicated that guidance and counseling services are available, effective and can be seen from the way students are responding by performing well in academics and when sent in the field. However, one said that it was not effective and usually done in rare cases. These responses are confirmatory and in line with what the students indicated as seen from the above statistics.

One of the principals said:

“The services are very active and this is evident in the way our students handle themselves in the fields and you can see that they are really becoming teachers”.

Another said:

“Guidance and counselling service at our college being a distant college is offered through a committee and it is active”.

There were varied responses from the guidance and counselling lecturers in the colleges.

One Lecturer said:

“The guidance and counselling services are not as active as they should because the services are supposed to be offered in a central place not as it is”.

Another Lecturer said:

“Guidance and counselling in our college is inadequate because we don't have offices and the students don't know the importance of guidance and counselling need sensitisation”.

4.3.2 The nature of guidance and counseling services available to students in colleges of education.

In this section, the research wanted to find how the nature of guidance and counseling services available to students in colleges of education. Generally, educational counseling is commonly offered in schools and it deals with education, personal-social services, and vocational

counseling. To ascertain this, this research had an objective to determine the nature of guidance and counseling services available to students in colleges of education and the findings are presented in the diagram below.

Figure 4.3.2: Percentage distribution of respondents on what kind of guidance and counseling services are offered.

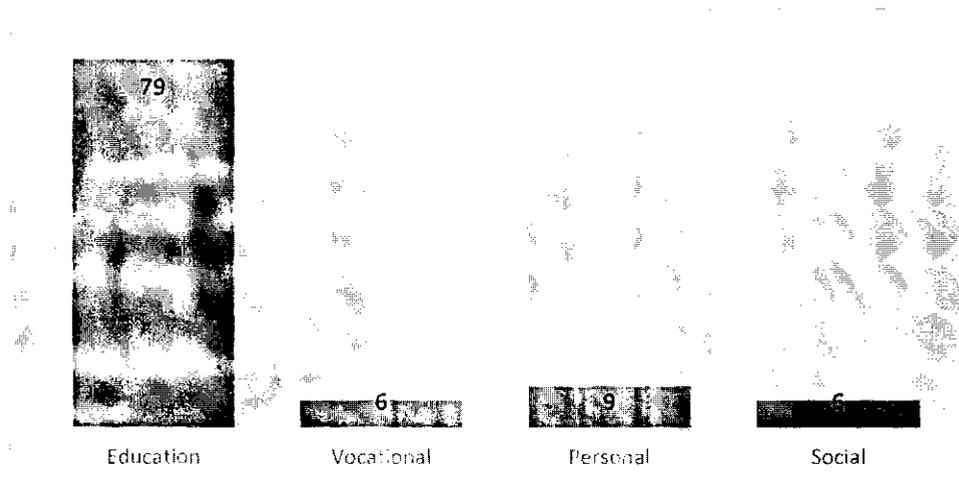


Figure 4.3.2 above represents the percentage distribution on the nature of guidance and counseling services available in colleges of education in Mongu district. According to the figure above, the majority of the respondents represented by 79% indicated that educational guidance and counseling services were the common offered ones. The majority indicated vocational and social guidance and counseling services represented by 6 each respectively. Personal guidance and counseling services were represented by 9. This clearly shows that educational guidance and counseling services were the common one and majority accessed it. This was also the same responses from the in-depth interviews with the college principals who indicated that academic was common due to the nature of the service offered in these respective colleges while social and personal cases were also available.

4.3.3 Factors influencing provision of guidance and counseling services to students in colleges of education.

Finally the research wanted to establish the factors that influence provision of **guidance and counseling services** to students in counseling services in colleges of education. According to Otwell and Mullis (1997) believe that guidance and counseling is important in schools because it increases behaviors related to achievement such as studying effectively. However, in colleges of education little is known of the types of guidance and counseling services offered and how easily accessible they, if at all they are available. In this regard, this study wanted to find out what factors influence the provision of guidance and counseling services in colleges of education and the information was collected through in-depth interviews with respective principals of the colleges as well as asking the students in the questionnaires administered to them. The findings through contextual analysis revealed that most colleges have no specific places to use as guidance and counseling services hence affect the utilization of these services as they are usually done in offices when they are actually supposed to be done and held in more central places. The other reasons was the failure by affected students to open up or rather seek help from guidance lecturers especially in cases were there counselor is of opposite sex. This requires not only increasing the number of counselors who are in short fall as well as considering the gender aspect. Furthermore, much as these services are available almost all day and night and go to extent of offering them even on phones as it was the case in other colleges, the students seem to be ignorant about this vital information thereby influencing the number of people accessing guidance and counseling services. Finally some students don't actually know the importance of counseling hence the under-utilizing of these services. (field data 2016).

4.4 Summary

The preceding chapter presented the findings of the study. The study revealed that **guidance and counselling** was being provided as indicated by majority of the respondents represented by 75%. These indicated that they know that their colleges have such services, while the minority represented by 25% of respondents indicated that they did know if such services were available at their colleges. This shows that guidance and counseling services were available in each respective college.

In regard to the status of guidance and counselling in the colleges of education, the majority of the findings represented by 48% indicated that the status of guidance and counseling in colleges was active. The respondents who indicated that the status of the services were not active were represented by 35% while the minority represented by 17 indicated that the status of the guidance and counseling services was very active. Additionally, two of the principals in the three colleges indicated that guidance and counseling services are available, effective and can be seen from the way students are responding by performing well in academics and when sent in the field. However, one said that it was not effective and usually done in rare cases.

In response to the nature of guidance and counselling offered, the majority of the respondents represented by 79% indicated that educational guidance and counseling services were the common offered ones. Vocational and social guidance and counseling services were represented by 6 each respectively. Personal guidance and counseling services were represented by 9. This clearly shows that educational guidance and counseling services were the common one and majority accessed it and this was also the same responses from the in-depth interviews with the college principals who indicated that academic was common due to the nature of the service that most colleges.

In regard to the factors influencing the provision of guidance and counselling, most of the colleges indicated that they do not have specific places to use as guidance and counseling services, the failure by affected students to open up or rather seek help from guidance lecturers especially in cases where there counselor is of opposite sex and some students don't actually know the importance of counseling hence the under-utilizing of these services offered in these respective colleges.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the findings of the study in line with the objectives which were; to determine the status of guidance and counselling provision in colleges of education, to establish factors affecting the provision of guidance and counselling services in colleges of education.

5.1 Discussion of findings

This section involves discussion of the data in words in text gathered from primary research resources. It involves an in-depth analysis of what the research has found and link it with other literature that have been published before. It further gives the reader knowledge and understanding with ease on the research and further show how similar or dissimilar the findings were compared to other literature.

5.2 The status of guidance and counselling

Guidance in schools is very important because it helps the learners to understand themselves and respect other people. The purpose of guidance is not to solve all the pupils' problems but to help reduce the learners' problems in order to create a favorable learning environment (Kochhar, 2013). A favorable learning environment is important for the smooth sharing and assimilation of knowledge between lecturers and students. It leads to quality education provided and consequently quality graduates or human resource trained.

Furthermore students are given advice on how to deal with emotional conflicts and personal problems both in school and how to incorporate the same in their daily life. It also involve career guidance where students are advised on which courses to do and which jobs to expect when one does a particular course. For instance, students get comprehensive pieces of advice on careers courses and jobs which enable them to have an informed choice on what to do after school. More so, it allows students to talk about various things which they feel uncomfortable talking about

with their parents which include things like drug abuse and also to become better people because they are taught by the counselors about how to behave in a proper manner.

However, to realize the benefits rather success outlined above from guidance and counseling, each and every college requires having an effective guidance and counseling center. This will enable students to easily access these services whenever needed. In line with this, this study wanted to establish the status of guidance and counseling in colleges of education. Students were asked as well as the principals in all colleges on the status of guidance and counseling in their respective colleges. Prior to stating the status, students were asked whether their colleges had guidance and counseling services. According to the findings, 75% of respondents indicated that their college had these services available while 25% of respondents indicated that their colleges did not have these services in place. The findings clearly shows that these services were offered in most colleges and the 25% of respondents would basically be for those who were not aware of these services or those from colleges where the services were not effectively offered especially from colleges where the principal indicated that they didn't have enough teachers and a well-established center offering guidance and counseling.

In ascertaining the status of the guidance and counseling services offered, 48% of the respondents indicated that the services were actively offered, 35% indicated that they were not active while 17% indicated that they were very active. More so the findings from the principals indicated that the services were actively offered despite challenges of not having well established centers. However in one college, it was indicated that the services are usually offered in rare cases at request in lecturers' own offices. From majority of the respondents and responses from the key principals, it is evident that most colleges are actively offering guidance and counseling services.

To compare rather concretize the findings for this study objective; According to a research carried out by Santamaria and Watts (2003) in Philippines on Public Policies and Career Development: A Framework for the Design of Career Information, Guidance and Counseling Services in Developing and Transition Countries. The findings indicated that in higher education institutions, guidance and counseling services swing between two extremes: the majority, which

provide only the minimum services in the form of the Career Orientation Week and the few with a more comprehensive and better organized career guidance services offered to the graduating senior students before they graduate. While a research done by Kangi, Rupande and Rugonye (2011) on students' perceptions on the quality and effectiveness of guidance and counseling services at the Zimbabwe Open University indicated that the services are quite effective at the pre - entry stage. These research findings clearly indicate that guidance and counseling is being prioritized in most learning institution as observed even from the indication for colleges of education in Mongu district.

5.3 The nature of guidance and counselling provided

Traditionally, guidance and counseling focus on helping students prepare for future careers. This involves assisting them in choosing a career path based on their interests and strengths, as well as selecting and applying for colleges or vocational programs to receive training for those careers. Depending on the school, students are helped on choosing secondary courses appropriate for the types of prerequisite education or training they will need to enter their choice colleges or vocational schools. Some guidance counselors might provide counseling in personal and social areas of the students' lives and this is common now in most schools and colleges, (Bailey 2016).

According to a research done by Amani and Sima (2015) carried out on the status of career guidance and counseling services in four universities in Tanzania and it identified career counseling services offered in the participating universities. The findings show that guidance and career services in the institutions were found to be at a fairly elementary level. In most cases, students received guidance more on the academic and social welfare than career-related matters. However, it was noted that in all universities, the services were in place but at the very basic stage and also that students in all fields received occupational information with the exception of those in the field of education.

This study also wanted to find out the nature of guidance and counseling services offered in each respective college of education. According to the findings, the respondents represented by 79% indicated that the most common offered was educational counseling, 9 indicated personal

counseling while 6 indicated vocational and social counseling each respectively. The findings from this study as indicated by the majority of respondents is similar to the findings under the research done by Amani and Sima in Tanzania which indicated that educational guidance and counseling were the common ones offered and sought after by students. The key informants, who were principals for respective colleges indicated that the educational services were the common ones and further gave a reasons that could be attributing to these and among them included that the environment itself is an educational one hence expect more of educational matters and also that some students were not comfortable to open up about their personal and social challenges.

The research through in-depth interviews with the principals found out that guidance and counseling services were readily available to students day and night whenever needed. Furthermore, it was revealed that some colleges have phone numbers which are used by students if they are far from campus especially during vacation times. This can be evident from majority of the student respondents represented by 61% who indicated that the services were easily accessible while 20% indicated they were not easily accessible while only 9% indicated that they were not accessible at all.

5.4 Factors influencing the provision of guidance and counselling

Finally this study wanted to assess factors influencing provision of guidance and counseling services to students in colleges of education. Students and principals were asked qualitatively and the findings were analyzed contextually. The findings revealed that some of the people responsible for guidance and counseling were not doing their job as they are usually busy and not easily approachable. Furthermore, the issue of too many procedures, limited time for students to attend class, study as well as seek these services influences their rate of utilization of these services. The study also found out that there were few or no specialized guidance and counseling staff in most colleges. These factors influenced how the provision of these services is implemented, while others indicated lack of confidentiality and lack of knowledge on the teachers offering guidance and counseling services.

A research by Amani and Sima (2015) on the status of career guidance and counseling services in four universities in Tanzania and it identified career counseling services offered in the participating universities found out that in all universities, the services were in place but at the very basic stage. The students in all fields received occupational information with the exception of those in the field of education. It also revealed that some students are not aware of these services hence end up not seeking them. These findings are similar to this study which also found most colleges have no specific places to use as guidance and counseling services hence affect the utilization of these services as they are usually done in offices when they are actually supposed to be done and held in more central places thereby making students be ignorant about such services. The other reasons was the failure by affected students to open up or rather seek help for guidance lecturers especially in cases where there counselor is of opposite sex. Finally some students don't actually know the importance of counseling hence the under-utilizing of these services.

5.5 Summary

This chapter discusses the finding of the study. Both the students, principles and guidance lecturers indicated that guidance and counselling is provided. Prior to stating the status, students were asked whether their colleges had guidance and counseling services, 75% indicated that their college had these services available while 25% indicated that their colleges didn't have these services in place. The findings clearly shows that these services were offered in most colleges and the 25% of respondents would basically be for those who were not aware of these services or whose colleges' services are not active.

In ascertaining the status of the guidance and counseling services offered, 48% of the respondents indicated that the services were actively offered, 35% indicated that they were not active while 17% of respondents indicated that they were very active. More so the findings from the principals indicated that the services were actively offered despite challenges of not having well established centers.

According to the findings, the respondents represented by 79% indicated that the most common offered was educational counseling, 9% indicated personal counseling while 6% indicated vocational and social counseling each respectively. The key informants, who were principals for respective colleges indicated that the educational services were the common ones and further gave reasons that could be attributing to these and among them included that the environment itself is an educational one hence expect more of educational matters and also that some students were not comfortable to open up about their personal and social challenges.

The research through in-depth interviews with the principals found out that guidance and counseling services were readily available to students day and night whenever needed. This can be evident from majority of the student respondents represented by 61% who indicated that the services were easily accessible while 20% of respondents indicated they were not easily accessible while only 9% indicated that they were not accessible at all.

Finally this study wanted to assess factors influencing provision of guidance and counseling services, the students revealed that some of the people responsible for guidance and counseling are not doing their job as well as they should, because they are usually busy and not easily approachable. Furthermore, the issue of too many procedures, limited time for students to attend class, study as well as seek these services influences their rate of utilization of these services, few or no specialized guidance and counseling staff, lack of confidentiality, some of the colleges have no specific places to use as guidance and counseling services, failure by affected students to open up or rather seek help for guidance lecturers especially in cases were there counselor is of opposite sex. Finally some students did not know the importance of counseling hence the under-utilizing of these services.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

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

6.1 Conclusion

This research study wanted to investigate status of guidance and counseling in colleges of education in Mongu District, Western Province of Zambia. The Education Act 2011 directed all learning institutions to provide guidance and counselling services to all learners. The provision of guidance and counseling is important not only in colleges but in every learning institution as it helps give direction to the students either academically or non-academically, shapes their behavior so that they become useful in societies and the country at large. This research found out that guidance and counseling services are offered in most colleges are evident by the majority respondents represented by 75%. This clearly shows that the Ministry of General Education is working hard to ensure that colleges have such programs as it will help on the quality of human resource the nation will have. However, the services are offered in a haphazard manner that lacks defined structures of both personnel and infrastructure. There is a serious gender imbalance in the service providers who are predominantly male, making it difficult for female students to freely seek help. There are some untrained staff offering the services and this calls for the need to have skilled staff in the colleges to offer guidance and counselling.

The research further found out that only 35% of the respondents indicated that despite these being available they are not effective while the majority indicated that these services were active in their various colleges. More so, 55% of the respondents indicated these services were actually very beneficial. These findings can not only be streamlined to Zambia, but also similar studies done in Philippine and Tanzania indicated that guidance and counseling services were very effective in universities and colleges of their respective countries.

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APPENDENCES

THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

Appendix I

Questionnaire for students

Dear Respondent

I am a postgraduate student on distance learning with the University of Zambia in association with Zimbabwe Open University. I am collecting information on the effectiveness of **guidance and counselling** in colleges of education. The information you will give is only for **academic purposes**. The Ministry of General and Higher Education may use the findings to **assess how they can make guidance and counselling more effective** in colleges of education.

Kindly answer all the questions in this questionnaire freely, correctly and honestly. All the answers you give will be treated very confidential.

Thanking you in anticipation

Lutangu Bridget Maimbolwa (S^r)

SECTION A: DEMOGRAPHIC DATA (please tick or fill in with your best choice)

Province:

District:

College:

Type of College: Mission Private GRZ

Gender: -----

Age: 16 to 20 years 21 to 25 years 26 to 30 years 31 to 35 years above 36 years

Year of study -----: (Write Year one, two or three in the space provided)

Section B: Questions relating to status of guidance and counselling at the college

1. Are guidance and counselling services offered to students at your college, how do you rate them?

Very much much not much not at all

2. Give an example to explain your response to question one.

3. If guidance and counselling services are offered to students at your college, how do you rate them?

Very beneficial beneficial not beneficial not very beneficial

4. Give an example to explain your response to question three.

5. What is the status of guidance and counselling services offered in your college?

Very high [] high [] very low []

6. Provide an explanation to your response in question five.

Section C: Questions relating to types of guidance and counselling services offered

7. Which among these four guidance and counselling services are offered at your college:
Educational, Vocational, Personal and Social?

8. Which of the services listed in question seven do you benefit from more?

9. State how you have benefited from the services you have listed as a response to question eight.

Section D: Questions relating to access to guidance and counselling services by students

10. How easily accessible are the guidance and counselling services in your college?

Very easily accessible [] easily accessible [] not easily accessible [] not accessible []

11. Justify your response to question ten.

12. If you have challenges in accessing guidance and counselling services at your college, list the challenges

13. Suggest how best guidance and counselling services can be enhanced at your college

Thank you very much for finding time to answer this questionnaire

THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY

SCHOOL OF EDUCATION

INSTITUTE OF DISTANCE EDUCATION

Appendix II

Semi-Structured Interview schedule for Lecturers

A: Gender: -----

B: Highest qualification [a] diploma [b] degree [c] Masters (d) PHD

C. Years of service: [a]1-5 years [b]5-10 years [c]10-15 years [d] above 20 years.

Name of College

- 1. Describe the status of guidance and counseling service at your college?**
- 2. In your college what are the most type of guidance and counseling services available?**
- 3. How easily do students access the guidance and counselling services?**
- 4. What are some factors that affect students' access to guidance and counselling services?**
- 5. What are the most cases attended to in guidance and counseling in your college? (Academic, psychosocial, drug and alcohol abuse)?**
- 6. What are your suggestions as regards addressing factors that negatively affect students' access to guidance and counselling services in college?**

Thank you very much for finding time to participate in the study.