

**EFFECT OF GUIDANCE AND COUNSELLING ON PUPILS
DISCIPLINE IN SCHOOLS:
A CASE STUDY OF KAWAMBWA DISTRICT.**

(Conference ID: CFP/650/2018)

Mr Zebedee Kaunda

Kzebedee17@gmail.com

Information and communications University
LUSAKA,ZAMBIA

Supervisor: Ms Nakamba

Information and communications University
LUSAKA,ZAMBI

ABSTRACT

This paper attempts to discuss the impact of Guidance and counselling on learners' discipline in both primary and secondary schools in Kawambwa district. Qualitative research methodologies within the broad field of educational research were used. Questionnaires were given to 50 head teachers and 50 guidance and counselling teachers, 20 pupils who had gone through guidance and counseling and 4 district education officers in order to get the necessary information on this topic. The questionnaires had two sections A and B. Section A seeks the demographic information of respondents while Section B sought the information on the influence of guidance and counselling on students' discipline in secondary and primary schools.

The study clearly showed that guidance and counselling services play an important role on learners' discipline. Schools in which guidance and counselling is promoted learners' behavior is changed and performance is increased. The study also reviewed that schools have challenges in the provision of guidance services. Among the challenges, it was found that guidance teachers are overloaded with teaching on the expense of guidance; there are very few trained guidance teachers and materials in guidance and counselling are inadequate. Furthermore, there study reviewed that limited time is give to guidance and counselling services in both primary and secondary school.

CHAPTER ONE

1.0 INTRODUCTION

This chapter explains the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, the significance of this study, definition of operational terms, delimitation of the study and the limitations of the study.

1.1 Background of the study

Guidance and counseling as a movement was started in America at the beginning of 20th Century as a reaction to change process in an

School guidance and counseling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds that:

“African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people”.

Most parents do not have time for their children. And most markets in Zambia are full of parents who go home tired therefore time for children is less. Rapid sociological changes emanating from modernization and urbanization

industrialized society. Guidance and counseling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation’s Educational Scientific and Cultural Organization (UNESCO), were taken up, Summit (1997). Globally, guidance and counselling services are essential elements in discipline management of people in all societies. It could be difficult for any society to function well without the exercise of discipline.

stress students.

In Zambia the need for guidance and counseling is recognized when a survey was done of 20 school counsellors in southern and central regions and the main problems examined. It was proven that, there is great need for a clear rationale and guidelines for Guidance and Counseling programmes. The main goal is to help the counselee learn to deal more effectively with himself and the reality of his environment. Zins., & Elias (2006) conducted a cross-section survey on indiscipline among 2170 preparatory and secondary school students enrolled in the mainstream governmental schools in Alexandria in Egypt. Indiscipline among school Students and its predictors were investigated. Few indiscipline cases were related to family background whereas the majority was related to the children themselves. Schools are social systems which have several objectives to achieve and the role of guidance and counseling is vital in shaping the discipline of learners in Zambia.

Counseling is a process of helping individuals or group of people to gain Self-understanding in order to be themselves. Burks and Steffler (1979) see Counseling as a professional relationship between a trained Counsellor and a client. Olayinka (1972) defined it to be a process whereby a person is helped in a face-to-face relationship while Makinde (1983) explained counselling as an enlightened process whereby people help others by encouraging their growth. Ministry of General Education (2016: VI) says that:

“Guidance and Counseling is aimed at helping individuals understand themselves and their environment so that they can function effectively in the society. It is aimed at helping learners overcome their problems.”

Counseling is a process designed to help clients understand and clarify personal views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. It believes that every human individual has the potential for self-growth, self-development and self-actualization.

Despite the recommendations, the use of guidance and counseling Services is wanted in helping curb indiscipline in various schools, which is increasing.

It is now vital to borrow the concept of formal guidance and counselling from the western world to meet the social changes in our society.

Gitonga (2007) laments that due to educational and economic challenges they have to grapple with, parents are left with no time to positively parent their children.

The result is permissive parenting style, which

has its toll on the growing child. Permissive parenting style has no rules or limits. Wangai (1994), in supporting this view observes that modernization in Africa has caused the disintegration of the traditional social structure. He suggested that clear supportive and progressive policies are needed to deal with most problems facing youth through schooling. Such policies can be implemented through the integration of guidance and counselling in secondary school programs.

Guidance and counselling as the third force in education along with instruction, is an integral part of educational system. Guidance programmes for secondary and primary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance academic performance/achievements of students. Guidance plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students.

The Report of the Presidential Workshop Party on Education and Manpower Training (The Republic of Kenya 1988), observed that guidance and counselling of youths in secondary schools is essential in enhancing discipline. The report suggested that guidance and counselling programmes should assist students to appreciate themselves and their role as workers and to develop right attitudes towards discipline. The challenge of indiscipline in secondary and primary schools as been raising especially from the 2000s' when corporal punishment was banned by the Ministry of Education Many

people have blamed the banning of the cane for the escalating cases of the school unrests.

Counselling makes a student feel closer to the teacher thereby establishing friendly relationship. The student has the Freedom to express himself/herself and realize the consequences of his/her misbehavior, in the process positive discipline is ensured.

Discipline is part of a very long tradition that may have been there from the beginning of human existence.

It is through guidance and counselling that school administrators can manage discipline to students. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students.

The researcher intended to explore the influence of guidance and counseling towards students' discipline in secondary and primary schools in Kawambwa District of Luapula province.

1.2 Statement of the problem

In spite of the implementation of guidance and counselling in public Secondary and Primary Schools indiscipline issues still exist. Wangai (1994) points out that the youth indulge in pleasure and luxury. They have bad manners, contempt for authority, and disrespect for older people. It is common to hear parents, teachers and church leaders blaming each other, for failing to teach young people to be well behaved in their communities.

Many parents have abandoned the teaching of their children which they have entrusted to the teachers The Ministry of General Education has

ensured that each school has guidance and counsel teachers appointed by Teachers Service Commission, (T.S.C) yet indiscipline cases persist and Kawambwa District is not exceptional.

Due to the influence of external environment as most schools are day schools and the abject poverty among many families, many students indulge in drug abuse and unwanted sex. Ojwang'(2012) in her study: "Causes and effects of students' unrest." asserts that attempts to curb unrests by education stakeholders, the community and the government have not yielded any success. Through the information obtained from District Education Board Secretary (DEBS) of Kawambwa district, secondary school students within Kawambwa district went on riot in 2009, demanding proper food which they had missed as routine was.

The ministry of General Education has come up with the Guidance and Counselling Strategy which runs from 2017 to 2022.

The strategy is aimed at providing a strategy for implementing the Guidance and Counselling Services at various levels.

For a long time now, it has been noted that in the education sector guidance and counselling services has been implemented without the policy guidelines and strategy for implementation.

The lack of policy guidelines and strategy has led to uncoordinated and ineffective programme implementation. It is clear that in Zambia Parents, administrators, teachers and

students still wonder just what it is school counselors do on a daily basis.

Why do we need school counsellors anyway? On a daily basis, school counselors are involved in character education, violence prevention, career planning and much more. In our nation, learners have benefited very little from the current system. People think that School counselors are an important part of the educational leadership team and provide valuable assistance to students regardless of whether they work in an elementary school or middle school, high school or beyond. Today's education requires school counsellors who are vital members of the education team and not ceremonial members as it has been. This is because they help all students in the areas of academic achievement personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. Therefore, this study sought to ascertain ways in which guidance and counseling influences discipline and how it is conducted in public secondary and primary schools in Kawambwa District.

1.3 Objectives of the study

To fulfill the purpose of the study the following objectives were examined:

- i.) To determine the impact of guidance and counseling on students' discipline in schools in Kawambwa district.
- ii.) To identify challenges faced by schools in providing guidance and counselling services in Kawambwa district.
- iii) To determine time allocated to student

counseling in schools.

1.4 Research Questions

The following questions were used as a guide to this study:

- What are the impact of guidance and counseling in secondary and primary schools on students' discipline in Kawambwa district?
- What challenges are faced by schools in providing guidance and counselling services in Kawambwa District?
- What is the time allocation for guidance and counseling in secondary schools in Kawambwa district?

1.5 Significance of the study

The findings of this study would shed light to educational stakeholders about the significance of guidance and counseling in upholding discipline among Secondary School students.

Some school administrators and teachers in general would appreciate the importance of guidance and counseling in promoting discipline among students and be encouraged to go for Professional training in the discipline to be able to perform it professionally. The students would also benefit from the guidance and counselling services to have a focus in life and be responsible citizens with the skills in time management as well as upholding good morals.

1.6 Limitations of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the

conclusions of the study and their application to other situations. The major limitations of the study were:

Some respondents were unwilling to divulge the information and thus curtail a clear data collection. Some respondents were also reluctant to respond and caused a delay for the researcher to finish in time. The attitudes and perceptions of respondents were not controlled by the researcher but however reliable data for analysis was obtained. The researcher encouraged the respondents to be honest and promise anonymity to them.

1.7 Definitions of significant terms

Administration- referred to the coordination of the effort of all the people in an organization towards the achievement of common goals.

Adolescents -referred to young people who experience a transition period following the advent of puberty that marks the changes from childhood to adulthood especially within the period of learners between ages 10 and 20.

Attitude- referred to positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation.

Career Counseling- referred to a process of offering, advising and cautioning learners who may go astray in their career choice.

Client- referred to a learner receiving guidance and counseling services from a Professional helper, also known as counselor.

Counseling-referred to helping process that uses

the safety of a special relationship between the counselor and the counselee-who together explore the thoughts, feelings and counselor attitudes of the counselee with the objective of tapping the resources within the counselee to effect healing and change.

Counselor- referred to a Professional with skills of helping people deal with challenges in their lives by creating a relationship with them.

Discipline- referred to a system of guiding an individual to make reasonable decisions and uphold social ethics personally and in groups.

Effect-referred to a change produced by an action or cause or an outcome.

Guidance- referred to all the activities rendered by educational institutions, which are primarily concerned with assisting individual students understand themselves, thus their needs, interests' abilities and potentials.

Guidance also referred to advise given to the students to show them the right direction to take in their academic and social life.

Influence- referred to the attraction given to students by external stimuli to change in their character while in their schooling.

Morals- referred to the right conduct in the life of a person.

Principal -referred to the head teacher of a learning institution of students with changing mental attitudes.

Respondents-These were the direct parties to answer questions in a research study.

Students- referred to a group of people in the learning process in a school.

Counsellor- referred to a Professional teacher who is also a trained counselor, who carries out the counselling processes in a school setting.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter presents the literature that relates to this study. The literature is explored under three themes. These are: effect of guidance and counselling on students' discipline in schools, challenges faced by schools in providing guidance and counselling services and time allocated to guidance and counseling in schools.

2.1 Effect of guidance and counselling on students' discipline in schools

In the study conducted by Ayieko (2010) in America, he said that guidance and counselling plays a pivotal role in students' behavior management and correction in schools. Counselling can be used both as a curative measure in addressing school discipline and to avert and/ or correct indiscipline among students in schools. He further said that Guidance and counselling may be provided holistically in secondary and primary schools. The above study thought it was on the effects of guidance and counselling, the findings cannot be generalized to countries like Zambia.

This is because of the differences in education systems and the nature of students. Hence, it is necessary to conduct this study in Zambia. In addition the methodology that Ayieko used did not involve pupils as the participants, therefore this study included pupils in order to get what they also think about the provision of guidance and counselling. In addition we cannot just conclude Parents, teachers and society are observing and reporting a marked decline in the level of discipline and good behavior among secondary school children. Most of these children generally lack courtesy, respect, self-control, decency, and social etiquette. The values they portray are disrespect toward authority, promiscuity drug abuse, addiction behavior and carefree lifestyles. A learner in a new school or in a higher level of learning institution is to cope with the new environment through guidance.

Ayieko further said that Learners are helped to develop a better understanding of whom they are and appreciate of their background. Learners are guided on the self-awareness, peer pressure, relationships, personality differences, manners and social etiquette, social roles and responsibility, intra and interpersonal conflict resolutions. Though personal and social guidance, a pupil is helped to overcome indiscipline as a quest for 'freedom. Indiscipline among secondary school students is a result of a feeling of unfulfilment, frustration and lack of constructive freedom.

From all these we can say it would apply to the Zambian pupils especially in Kawambwa District hence, this study.

Furthermore, the study on effect of guidance and counselling by Mutie and Ndambuki (2000)

also looked at the aims of vocational guidance as having an expanding function, to aid in placing talent where it is needed. Through educational guidance, a learner is better informed about the subject they study and subject choices; and that to attain success in one's academic requires learners going an extra mile in their studies. The kind of Knowledge to learner is especially important to the youth who are less exposed and limited in their understanding of the world of work..This study concentrated on the effect of guidance in relation to vocational development which may not be the only effect of guidance programs in Zambia schools.

The study which was conducted in Central (Mumbwa, Chibombo, Kalonga and Mukobeko high schools), Copperbelt (Mpongwe, Ibenga girls, Kasenshi and Chingola high schools) Southern (Hillcrest, Njase, Linda and Pemba high schools) provinces reviewed that from the sample of 910 respondents which included 858 pupils (429 boys and 429 girls) and 52 school teachers/counsellors, the status of guidance and counselling services in schools was found that, out of 858 pupils who participated in the study, 628 (73.2%) indicated that guidance and counselling services were available in their schools. Similarly, out of the 52 teachers who participated in the study, 39 (75%) of them indicated that guidance and counselling services were available in their schools.

The study also revealed that both the pupils and teachers perceived the guidance and counselling services to be effective although a substantial number of pupils (31%) were of the view that these services were ineffective. Reasons given by these pupils were that the counselling unit lacked confidentiality and at

times instilled a sense of fear in them.

The study above was conducted in urban provinces (Central, Southern and Copperbelt) which may have a different picture from what guidance and counselling is in Luapula province and Kawambwa district in particular. Furthermore, the study did not look at the effect of guidance and counselling on student discipline, it concentrated on finding out whether guidance and counselling programs are conducted in schools of the named districts. But this study included an investigation on the effect of guidance and counselling on pupils' discipline.

2.2 Challenges facing the school management in implementing guidance and counselling.

According to the Kamunge Report, The Republic of Kenya (1988), The Report of the Presidential Workshop Party on Education and Manpower Training, the report reviewed that there is over burdening of teacher counsellors who have the same teaching load as their colleagues who are not actively involved in guidance and counselling, continued training for teacher counselors is often not consistent. The schools' lack of enough funds due to fees arrears may cause delayed implementation of G&C programmes. The government involvement is fundamental in the delivery of discipline measures to students.th

In addition,Okola (2005) also carried out a study on the factors hindering effective provision of educational counselling services in Trans-Nzoia District and their effects on the effective provision of guidance and counselling services in secondary schools in the District.

The study revealed that: schools have very few reference resources for guidance and counselling trained personnel in this area are few or not available at all in various schools; most schools do not have sufficient funds to carry out the programme effectively and some teachers and head teachers avoid the responsibility of running such a programme.

The study focused more on the factors affecting guidance and counselling in schools without looking strictly into the students' attitude towards guidance and counselling and what can influence their attitude. The two studies were not conducted in Zambia and their findings cannot be generalized to Zambian education hence this study.

The ministry of general education during the formulation of the Guidance and Counselling Strategies for 2017 to 2022 identified the following challenges in Zambian schools.

In Zambia the school guidance services unit has been understaffed for a long time with a reduction in its establishment from 14 before restructuring to two after restructuring. This situation has negatively impacted on the effective delivery of guidance and counselling services. Furthermore, in the new establishment, the establishment at National Headquarters on Guidance and Counselling only allows for 2 Officers namely, the Principal Education Officer and the Senior Education Officer – Career Guidance. (MoGE 2016) This state of affairs makes the management of guidance and counselling programmes difficult as other key areas of guidance, such as the Psychological Testing and Assessment and Counselling are not adequately

covered.

At district level, School Guidance Services organizational structure does not have an officer at the District level to co-ordinate schools and act as an administrative bridge between the provincial office (Senior Education Officer- Guidance and the schools guidance teachers). This has made the management and coordination of guidance and counselling programmes at district level difficult (MoGE 2016).

Another challenge in the provision of guidance and counselling services is that, the MoGE at present does not have adequate qualified personnel at institutional level to handle guidance services.

Guidance and Counseling work has, for a very long time, been handled by unqualified educators who have heavy teaching loads thereby making it difficult for them to provide quality guidance services (MoGE 2016). In schools, for instance, guidance teachers without formal training are appointed although they lack skills to handle psychosocial problems encountered by learners.

The majority of the stipulated number have attended short term courses) against the total number of guidance teachers in schools. This gap has resulted into the school guidance services not being able to address psychosocial issues.

There is recognition that currently, the guidance and counseling unit has outdated materials which are also insufficient. This has hampered the smooth delivery of guidance services in the education system in Zambia. For a long a time now Guidance and Counselling teachers have been operating without relevant

materials to effectively implement School Guidance Services in schools. The development of guidance materials for both teachers and learners especially the Teachers' Guide on Guidance and Counseling, Hand book for the administration and management of school guidance services, Career guide for learners is timely.

Counselling as a process has to be monitored and evaluated to improve on quality of services provided to learners and the content of the program.

Monitoring and evaluation should, as much as possible, be consistent and systematic within the practice and organizations of counselling services. In that case, monitoring and evaluation have to be conceptualized within a continuum to ensure that services offered are meaningful and that essential characteristics of the counselling process are effectively applied.

Ministry of General Education (2016:10-11) explains that:

“The SNDP and the National Implementation Framework III (NIF III) do not have specific indicators for G&C in particular indicators to monitor progress made in the provision of counseling services or in PSS in particular. The only indicator that exists is too broad and general to the extent that it is very difficult to track the actual impact of various services provided under guidance and counseling.

The above finding from the ministry of education may not be there in schools now because these were identified during the formulation of the of the Guidance and Counselling Strategies for 2017 to 2022. It was

necessary to find out if the same challenges were being experienced by schools even after the introduction of these strategies.

Furthermore the methodology used to identify the challenges were not effective in that it was necessary to involve the Guidance teachers and the pupils to state the main challenges they face in Guidance and counselling. Therefore, this study was aimed at filling these gaps.

2.3 Time allocated to Student counseling in schools.

Furthermore Mekel (2013) conducted a study in Turkey on The evaluation of classroom guidance activities in primary schools the study reviewed that most of the guidance teachers stated that the biggest problem related with this program is the time issue, the given time is not sufficient (n=9). They suggest that, in order to solve this problem, guidance courses should be scheduled to be carried out an hour in a week, not an hour in 15 days. Furthermore, they also suggest that, other than guidance courses, there should be another course dedicated to solve the general problems of the students.

The study by Mekel was conducted in Turkey therefore, it was necessary for the study to be conducted in Zambia specifically in Kawambwa District in order to compare time allocation to guidance and counselling.

Further, In the study that was conducted by Makumba (2013) on the status of guidance and counselling provision in selected basic schools in Mumbwa district. The study showed that teachers had little or no time to provide guidance and counseling services to the pupils. In most schools guidance and

Counseling is not allocated time on the school time Table. The teachers have to find their own time to do counseling. As a result teachers who were in-charge of guidance and counseling divide their own time between teaching the pupils and providing guidance and counselling to the pupils. The study was also conducted in Mumbwa district in which this problem of time allocation was found to be a challenge, the researcher decided to carry out the study in Kawambwa district. And the time this study was conduct, which was 2013 the challenges may be different this time in 2018.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section focuses on the methodology that was used in the study. It deals with research design, target population, sampling techniques and sample size, research instruments, data collection procedures and data analysis techniques.

3.2 Research design

This study employed descriptive survey design. Borg and Gall (1989), explains that descriptive study determines and reports the way things are and commonly involves assessing attitude, opinions towards individuals, organizations and procedures. In qualitative methods, the knowledge claims used by researchers are primarily based on constructivist perspectives - such as the different meanings of individuals' life experiences, historically and socially constructed

meanings.

3.3 Target population

From the information obtained from the District Education Board Secretary Kawambwa, the district has 7 public Secondary school 83 primary schools. Each school has head teacher and guidance and counselling teacher.

The population included all head teachers and guidance and counselling teachers and the pupils who had gone through guidance and counselling in the district. The education officers at DEBS's office and the district education board secretary.

3.4 Study sample and sampling procedure

To identify all the members of the target population, a list of all public secondary and primary schools in Kawambwa district was obtained from the District Board Secretary office.

Fifty schools were selected random from the Sample frame of all the schools in Kawambwa District. From the fifty schools selected in this study, 50 head teachers, and 50 guidance and counselling teachers, 20 pupils who had gone through guidance and counseling and 4 district education officers were included in the study. All the 50 head teachers and 50 Guidance and Counselling teachers and the 4 district education officers (DESO and 3 ESOs) were selected using purposive sampling. The researcher used simple random sampling for the categories to determine the respondents among the students from secondary and primary schools.

3.5 Data Collection Procedure

To carry out the study, the researcher used

questionnaires targeting the head teachers and Guidance and Counselling teachers and the pupils who had gone through guidance and counseling. The questionnaires had two sections A and B. Section A seeks the demographic information of respondents while Section B sought the information on the influence of guidance and counselling on students' discipline in secondary and primary schools in Kawambwa District.

3.6 Data analysis techniques

The content received from the research was organized and edited as per the study objectives. Open ended questions were analyzed qualitatively through content analysis and logical analysis to provide details of the study. Graphs, pie charts and tables were used to present data. The researchers used excel to analyze and interpret data in this study.

CHAPTER FOUR

4.0 FINDINGS OF THE STUDY

This chapter presents the findings of the study aimed at finding out the effects of guidance and counselling on learners' discipline in both primary and secondary schools in Kawambwa district.

From the study conducted on 50 guidance and counselling teachers, it was reviewed that guidance and counselling services are provided in all the schools where teachers came from. When they were asked whether guidance services were provided, the all indicate 'yes' on the questionnaire. However schools provide different guidance and counselling services. These services were classified as shown below:

S/N	Service provided	No. of respondents
01	Education guidance	31
02	Career guidance	11
03	Psychological guidance	8

Fig: 1

From the table above we can see that mainly in both primary and secondary schools guidance and counselling is provided in form of educational guidance. This type of services involves helping learners with study and writing skills. Information provided is mainly on how learners can improve on their academic performance. Career guidance also is given to learners which involves helping learners choose and concentrate on their future aspiration. This relates with the type of jobs that they would love to have and encouragement is given to learners on how they should behave in order for them to achieve their aspiration. Furthermore, psychological guidance is provided although it is not provided in most school has evidenced by the number of respondents who said that they carry out this service. This service involves helping learners with mental and emotional challenges.

In addition, when teachers were asked on how guidance and counseling had impacted on learners the responses showed that guidance and counselling is playing a vital role in learners' behavior as indicated below:

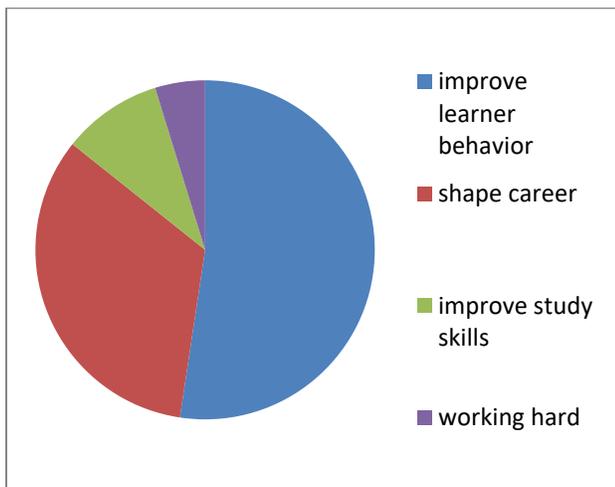


Fig: 2

We can see from figure 2 that the majority of the respondents said that the services that are provided in guidance and counselling play an important role on the behavior and discipline of the learners, 55% of the respondent's conceived to this fact. We can also see that guidance and counselling also contribute to career guidance which was indicated by 25% of the respondents.

Furthermore, guidance teachers were asked on the major issues that affect their operations in their schools at both primary and secondary levels, the following were given:

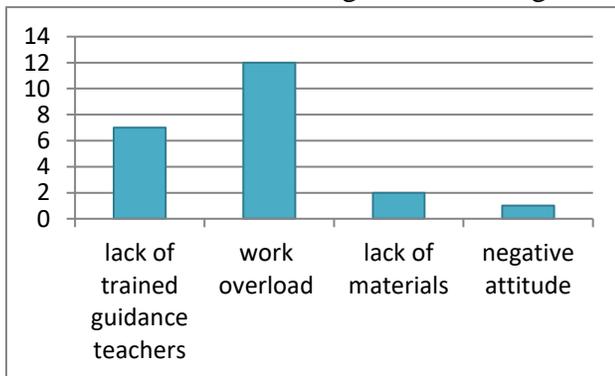


Fig:3

Teachers said that most of them are given the responsibility of guidance and counselling in

addition to their normal teaching periods which makes them fail to perform guidance and counselling duties effectively. This came out as a serious challenge in both primary and secondary schools because 60% of the respondents mentioned this challenge.

This challenge was followed by lack of trained guidance teachers in both secondary and primary schools. From the 20 guidance teachers who were in the study only two had qualifications for guidance and counselling representing 10% of the respondents. This was identified as another challenge in both primary and secondary schools in Kawambwa district.

When asked if guidance and counselling teachers received cooperation from the school, it was found that cooperation among guidance and counseling teachers was not a change that could hinder the provision of guidance and services in both secondary and primary school as shown in figure. Teachers were receiving support from both there colleagues and the school administration.

LACK OF COOPERATION FROM FELLOW STAFF		
Responses	No. of respondents	PERCENTAGE
Not a challenge	29	58%
Very strong challenge	8	16%
Minor challenge	10	20%

serious challenge	1	2%
Fair serious challenge	2	4%

Fig 4

During the study Guidance and counselling teachers were asked to suggest ways of improving guidance and counselling services in schools and the following were identified as solutions to address some of the challenges identified above.

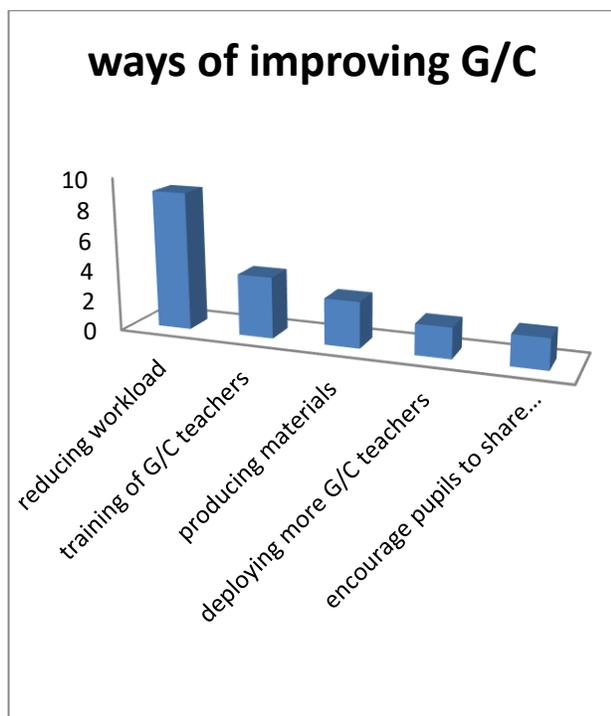


Fig 5

From the figure above, we can see that most of the suggested that there is need to reduce work load for teachers who are given the post of guidance and counselling teachers in both primary and secondary schools.

There is also need to train more teachers in guidance and counselling. In addition, more materials on guidance and counselling so that even teachers who are not trained can use them to help the learners.

Deploying of guidance and counselling teachers was also suggested as one of the solutions to the provision of guidance and counselling services in schools.

Apart from guidance and counselling teachers, the study also involve head teachers to give more information on the provision of guidance and counselling services in their schools.

In order to achieve one of the objectives of the study, head teachers were asked on how guidance and counselling has enabled discipline in their schools. 65% of head teachers who participated in the study strongly agreed that guidance and counselling services had made learners in their schools to be disciplined while 30% of them agreed that guidance and counselling had helped in handling discipline in schools. Also 5% of head teachers strongly disagreed that guidance and counselling had helped in handling discipline in schools.

During the study head teachers were further asked to state how guidance and counselling services were carried out in their schools, they said that often they carry out peer counselling, provision of literature and inviting of guest speakers as ways of providing guidance and counselling. The figures below indicate the responses given by the head teachers.

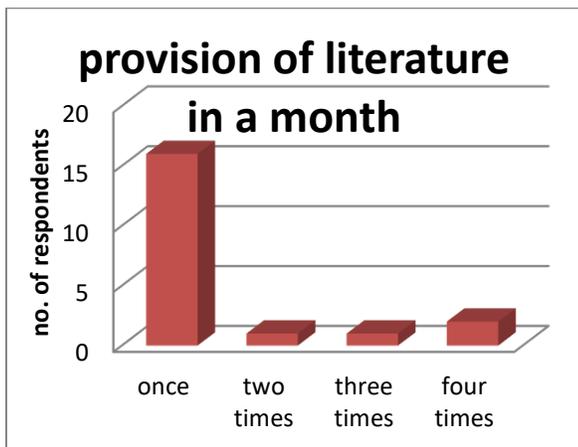


Fig :6

The figure above shows that most of the head teachers distribute guidance materials once in a month which represented 75% of the respondents in the study only 5% provided literature four times per month.

On peer counselling 80% of the head teachers said that they conducted it once in a month as shown in the figure below. It was discovered that few head teachers carry out this services regula

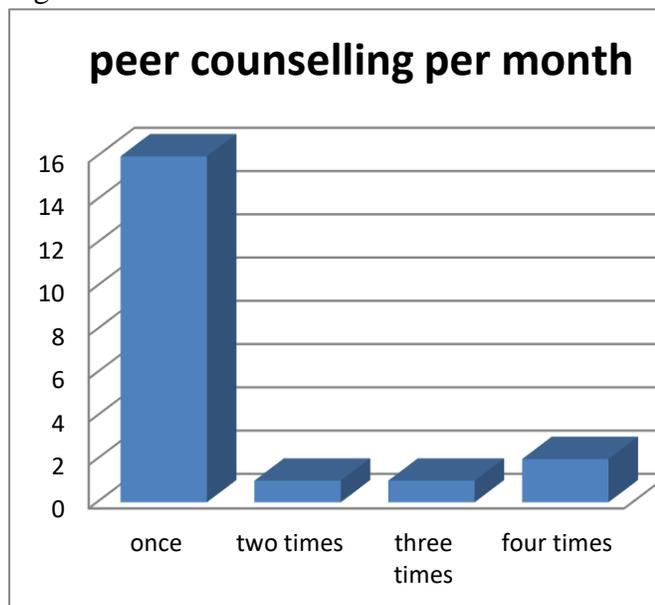


Fig :7

regularly we can see from the figure above only 2 out of 50 head teachers said they conducted peer counselling four times in a month and only one head teacher conducted peer counselling three times in a month representing 5% of the head teachers.

One of the methods that are used in guidance and counselling is the invitation of guest speakers to schools so that they can talk to the learners on different issues as a way of motivating them. During the study head teachers were asked to state how often they carry out this method in their schools per month, the figure below shows the responses given.

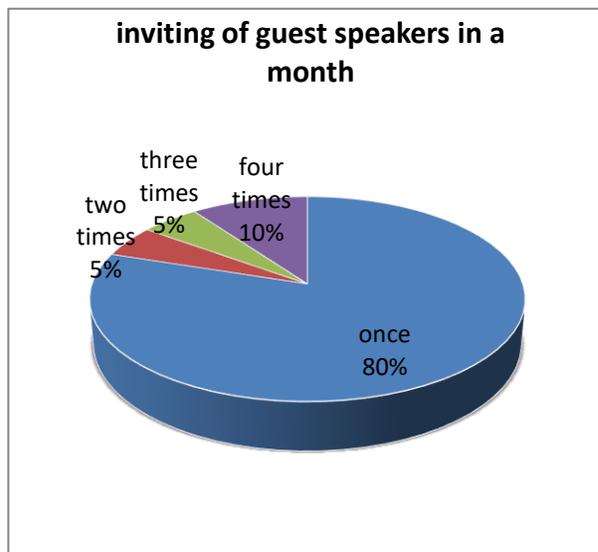


Fig: 8

From the figure above we can see that most of the head teachers do not invite quest speakers very often most of them do it once in a monthly 5% of the head teachers invited the guest speakers three or four times in a month. The

findings from this study can help us look at the analysis the objectives of the study and we can now consider even other finding form other studies on the same topic.

As already mentioned, pupils were also part of the study. During the study pupils were asked to also state if guidance and counselling had any impact in their lives. The figure below shows the responses received

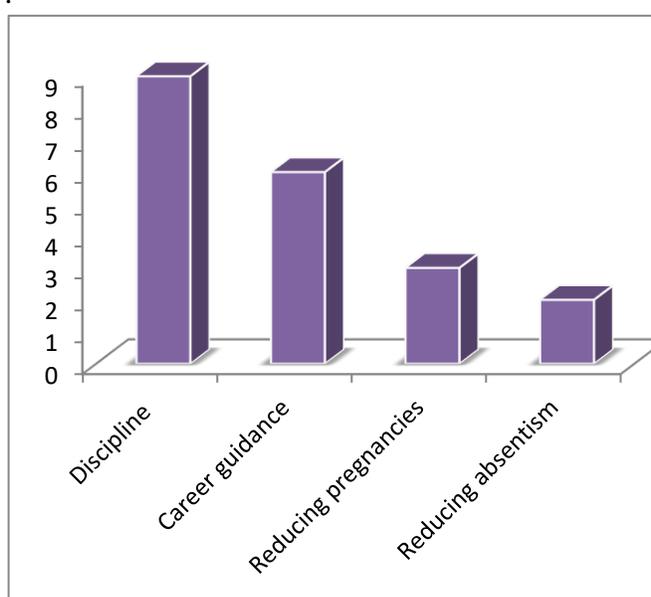


Fig: 9

The figure above clearly shows that guidance and counselling highly impact pupils' discipline. Learners who go through this service actually change in the way they behavior at school as well as in the community. The other impact of guidance and counselling is career guidance, pupils said that they are helped on how to deal with school and job related issues. Further pupils mentioned reducing in unplanned and early pregnancies after going through guidance and counselling.

Guidance and counselling teachers give learners sexual related lessons to help learners take care of themselves. One of the pupils said that guidance and counselling was helpful in that learners were guided and counseled on many issues including how to avoid pregnancies which made many girls fail to complete school.

During the study learners were asked to state the major challenges that they were facing in guidance and counselling. From the pupil's responses 63% said that guidance and counselling teachers rarely conduct guidance and counselling services in schools. They only concentrated on other subjects.

Pupils said that they were met sometimes once in the term and sometimes the terms ended without any guidance and counseling sessions. Some pupils were counseled only when they are faced with challenges. Another challenge that was identified was lack of guidance and counselling rooms in schools ,some pupils said that they could not share some issues in the open rooms for the fear of been laughed at by their friends. Hence, there was need for the guidance and counselling teachers to have their rooms in order to promote confidentiality. The pupils also said that they had no materials that could help them understand issues on guidance and counselling.

In order to investigate further District Education administrators which included the District Education Standards officer and the Education Standards officers for General Inspection and open and distance learning were also asked to state whether guidance and counselling had impacted on pupils' discipline.

The findings were that all the education administrators strongly agreed that guidance and counselling services had enabled pupils to be disciplined with improved academic performance. One of the administrators said that in schools where guidance and counselling is effectively implemented there are few cases of indiscipline and performance is improved, he cited one primary school which performed well during grade 7 final examination results.

Furthermore, administrators said that the challenges that hinder the provision of guidance and counselling vary depending on the school and the location of the school. However, they all said guidance teachers are overloaded with work in other subjects which make it difficult for them to conduct this service effectively. Some teachers especially in primary schools were given classes to teach, they had double classes hence they didn't have time to seriously carry out guidance and counselling. Guidance and counselling was done only when need arises. It was also found that lack of trained guidance and counselling teachers is hindering the provision of guidance in schools. One of the administrators said that the district had on 19 teachers who had done guidance and counselling as a program from the colleges or universities.

Meanwhile the district had more than 80 schools. It was found that very few schools had teachers who specialized in guidance and counselling therefore, most of the teachers who were given this responsibility had negative attitude since they were not trained to provide this service. Another challenge involved lack of interest by learners to attend guidance and counselling periods in many schools of the

administrators said. During guidance and counselling periods or sessions most, learners prefer staying away from classes, most of them say it is not examined at the end of the year. They cannot waste time attending a subject that is not important and which is not examined.

CHAPTER FIVE

5.0 DISCUSSIONS AND INTERPRETATION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings of the study which sought to investigate the effects of Guidance and Counseling on Students' discipline in Schools in Kawambwa District. The themes from the findings under each objective are brought out.

5.2 Effects of Guidance and Counseling on Students' discipline in Schools

The study has clearly indicated that there is a correlation between provision of guidance and counselling in school and learners' discipline. From the study both the head teachers and the teachers of guidance and counselling said that one of the impacts of guidance and counselling in schools was a disciplined behavior by the learners. 75% of the respondents, that is both teachers and head teachers who were involved in the study concurred to this fact. This finding is agreeable to the study that was conducted in Central and Copperbelt provinces of Zambia by Kaonde and others (2009) their study also revealed that both the pupils and teachers perceived guidance and counselling services to be effective in regard to discipline in schools. As shown in figure 2 most of the teachers

agreed that behavior of most the learners can be change when there is effective guidance and counselling in schools.

In support with the above finding Ayieko (1988) says guidance and counselling plays a pivotal role in students' behavior management and correction in schools. Counselling can be used both as a curative measuring in addressing school discipline and to avert and/ or correct indiscipline among students in schools. Guidance and counselling may be provided holistically in secondary and primary schools. This is because learners are guided on the self-awareness, peer pressure, relationships, personality differences, manners and social etiquette, social roles and responsibility, intra and interpersonal conflict resolutions in guidance and counselling sessions.

Because of the above findings the ministry of general education should insure that there is guidance and counselling services at every school this can reduce indiscipline and as a result learners' performance will be improved.

Schools that have promoted guidance and counselling services have shown great improvement in discipline of the pupils, they have also shown reduction in riots and unwanted pregnancies.

We can say that School counselors are an important part of the educational system and provide valuable assistance to pupils regardless of whether they work in lower school or middle school, high school or beyond.

The provision of guidance and counselling in both primary and secondary schools can help in discipline and as a result learner performance will improve. In this era we are living in most of our learners are disturbed by different things hence they need effective guidance and counselling in schools as well as form the homes where they are coming from. Parents and teachers are always complaining on the behavior of their children which has even affected their performance in schools. Learners do even insult their teachers as well as their parents because most of them lack moral and spiritual education. For example, we have heard learners having sexual parties in some places which is a sign of moral decay in our children, however if guidance and counselling is promoted in every school learners will be given moral education which can help to reduce such cases. From this background we can see that today's education requires school counselors who are vital members of the education and not as class teacher with a lot of responsibilities. This is because counselors help all students in the areas of academic achievement; personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

In a daily news papers dated 11th July 2016 one of the writers express his desire to have effective guidance and counselling in schools by asking the editor to allow him to express his disappointment on some Provincial Education Officers, District Education Board Secretaries and other personnel for failing establish Career and Counseling department as instructed in the circular released on July 22, 2012.

The circular said all learning institutions should be equipped with qualified people to carry out career activities so as to assist student, but until now nothing or little have been done. We can see that the government as shown a will by putting these guidance programmes to effective operation therefore, every school should be encouraged to initiate guidance and services.

5.3 Challenges faced by Schools in Providing Guidance and Counselling Services

The provision of guidance and counselling in schools is surrounded by different challenges. The study reviewed that highest challenge was guidance and counselling teachers work overload. Most of these teachers have been given other grades or subjects that they teacher in regular timetables. Some are also given other responsibility apart from being guidance and counseling teachers. This challenge has been caused by shortage of teachers in most of Zambian schools. In some schools especially primary schools there are situations were only 4 teachers are manning the school from grade1-7 and these same teachers are given responsibilities in co-curricular activities. This makes it difficult for them to carry out guidance and counselling services effectively and some of them do not even have time to implement their planned activities in guidance and counselling. This challenge is in line with the Ministry of General Education (2016) which stated that this state of affairs makes the management of guidance and counselling programmes difficult as other key areas of guidance, such as the Psychological Testing and Assessment and Counselling are not adequately covered.

In some instance guidance and counselling teachers are very few. There are some schools where there is only one guidance teacher who is supposed to handle more than 1000 learners at school. It is not possible for him /her to effectively carry out guidance and counselling services in this situation. Even at district level, School Guidance Services organizational structure does not have an officer at the District level to co-ordinate schools and act as an administrative bridge between the provincial office (Senior Education Officer- Guidance and the schools guidance teachers) in many districts. This has made the management and coordination of guidance and counselling programmes at district level difficult (MoGE 2016).

We can clearly see that the study's findings in Kawambwa are the same in most of districts in Zambia. Some guidance teachers have failure to perform not because they are not capable but because they have a lot of classes to teach and other responsibilities at school and others have a lot of learners to attend to who need guidance services. This finding agrees with the report According to the Kamunge Report, The Republic of Kenya (1988), The Report of the Presidential Workshop Party on Education and Manpower Training, which said there is over burdening of teacher counselors who have the same teaching load as their colleagues who are not actively involved in guidance and counselling.

The second challenge which was identified in the study was lack of trained guidance and counselling staff in schools as shown in figure 4 this was the second highest challenge in the

provision of guidance and counselling services to the learners. Of all the teachers and head teachers who were involved in the study only three had undergone guidance and counselling program at the college. Therefore, according to the study this was making it difficult for guidance teachers to carry out guidance effectively. As we know guidance and counselling personnel need special skills such that when they are counselling, they can easily help the person in problems. And in some cases, teachers refuse this responsibility saying that they are not trained in this area. This finding was also supported by the ministry of general education which said that Guidance and Counseling work has, for a very long time, been handled by unqualified educators who have heavy teaching loads thereby making it difficult for them to provide quality guidance services (MoGE 2016).

5.4 Time allocation to guidance and counselling

From the study it was discovered that most schools do not give enough time to guidance and counselling. Most of the school timetables do not have guidance and counselling periods and some that had these on the time table they were very few per week. As we can see from figures 6, 7 and 8 most of the activities are done once per month. Time given to guidance and counselling cannot be compared to its importance in helping learners' discipline.

For most of the schools to have effective guidance and counseling more time should be allocated to guidance and counselling, time tables should have enough periods for guidance. In addition the guidance teachers should be given time for them to meet learners

who have personal issues that can't be discussed in classroom. One of the head teachers said that because of the overloaded timetables it was difficult to give more time to guidance and counselling. This is the reason why most of the services are done once in a month and sometimes these activities are done once in a term according to one of the head teachers who were involved in the study.

5.5 Recommendations

Having carried out this study the following are the recommendations that should be made.

- The government through the ministry of general education should ensure that guidance and counselling is carried out at every school in all the provinces. The ministry of general education should ensure the functioning of guidance and counselling department in schools become a reality.
- They should also be motivating these service providers, pay them according to their qualification. Special responsibility allowance should only be given in special cases when the school does not have a qualified teacher in the subject.
- The ministry of general education and other stakeholders should ensure that there is continuous monitoring of guidance and counselling services in schools. There should be Education Standards officers specifically for guidance and counselling in all the districts not there way it is now where some districts depend on standards officers from other districts.

- School head teachers should ensure that learners and teachers are sensitized on the importance of guidance and counselling in all aspects of life. This should be also a way of encouraging teachers to take up guidance and counselling programs.
- Stakeholders in education should produce more materials in schools in guidance and counseling.
- School managers should also involve parents in the guidance and counselling program.
- The unions should also take interest in guidance and counselling so that the Zambian education system can give learners what they need outside the classroom for them to be good citizens

which in return helps in improving learner performance. In our nation, learners have benefited very little from the current system. Furthermore, we can say that School counselors are an important part of the educational leadership team and provide valuable assistance to students regardless of whether they work in primary or secondary schools or beyond. Today's education requires guidance and counselling teachers who are vital members of the education team and not ceremonial members as it has been. This is because they help all students in the areas of academic achievement, personal/social development and career development, ensuring that today's students become the productive, well-adjusted adults of tomorrow.

5.6 Conclusion

It is important to state that for the country to develop it needs a well-disciplined citizenry and this should start from school level hence the promoting of guidance and counselling services in schools can be of great importance in this regard. The work of a guidance teacher should not down-graded, but it should be considered to be one of the major contributions to the success of every education system. The government and other stake holders must fight hard to make sure that more materials are produced, they should also make sure that more trained guidance teachers are employed and there should be infrastructures to support the work of the guidance teachers.

The study has clearly shown that guidance and counselling is very cardinal in school discipline

ACKNOWLEDGEMENT

I would love to pay tribute to people who made it possible for me to come up with this document on guidance and counseling. My appreciation goes to my family and friends for their financial and material support they rendered during the study. I would also like to thank my supervise for his advice on my project. Furthermore, would love to thank the whole mighty God for his care and mercy during my study.

REFERENCES

- [1] Ayieko. J.S. (1988). Solving discipline problems in Kenyan secondary schools. Nottingham: The university of Nottingham .
- [2] Borg. R.W., & Gall. M.D. (1989). Educational Research (6th edition).New York:Longman Inc.
- [3] Burks. H. M., & Steffle. B. (1979).Theories of Counselling. New York: McGraw-Hill.
- [4] Collins. G.R. (2007). Christian Counselling (3rd edition.) .Dallas: Thomas Nelson Publishers.
- [5] Franken. R. E .(1998). Human Motivation (4th edition). Brooks and Sole: Pacific Grove.
- [6] Gitonga.M.(2007).How to read client messages by students teachers'Image. Vol.14.4
- [7] Publications Africa.
- [8] Makinde. O. (1984) .Foundations of Guidance and Counselling. London: MacMillan Publishers Ltd.
- [9] Ndirangu. J.M (2000) .Youth in Danger: A Handbook for teachers, Students, Parents, Pastors and Community Workers. Nairobi: Uzima.
- [10] Njagi.D. (2000).African Homestead is a Dynamic School: The Meru Community.Journal of African Cultures and Religion: Maryknoll Institute of African Studies, 2,107-111.
- [11] Nziramasanga, C.T. (1999).Report of the Presidential Commission of Inquiry into the Education and Training. Harare: Government Printers.
- [12] Okola, P.O. (2005). Factors hindering effective provision of educational guidance and counselling services in secondary school in Trans-Nzoia District, Kenya. Unpublished master's thesis. Nairobi: Catholic university of Eastern Africa.
- [13] Onyejiaku. F. O. (1991) Psychology of Adolescent: Calabar: Rapid publishers Nig Ltd.
- [14] Orodho. A.J. (2003). Essential of Education and Social Sciences Research Methods. Nairobi: Pauline's Publications Africa.
- [15] Republic of Kenya. (1988). Report of the Presidential Working Party on Education and Manpower Training for the next Decade and beyond (Kamunge Report).Nairobi Government Printer.
- [16] Sammut. J.M. (1997).Careers Education and Guidance in Malta-Issues and Challenges.Publishers Enterprises (PEG), Malta.
- [17] UNESCO. (2002). New Roles and Challenges for Guidance and Counselling. Paris: iac.
- [18] Wangai, N.(1994). Review Literature on Adolescents, Youth Sexual and Reproductive Health. Nairobi.
- [19] Zins. J. E., & Elias, M. J. (2006). Social and emotional learning. In G. Bears & K.Minke (Eds.), Children's needs III: Development, prevention, and intervention (pp. 1-14). Bethesda, MD: National Association of School Psychologists.