

# The perception of guidance and counselling to the grade- IX and grade-XII pupils – an investigation of Petauke district schools of eastern province of Zambia.

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## Abstract

This study looked at the impact of guidance and counselling services to grade nine (9) and twelve (12) pupils in high and basic schools in Petauke District in the Eastern Province of Zambia. This study targeted twenty five grade nine pupils and twenty five grade twelve pupils a total of fifty respondents. These respondents were sampled from Mizyu basic, Petauke basic, Inusa private basic, Kawere basic schools, Petauke high school and Petauke Day school. The questionnaire is consisting of 20 questions from 2 sections. The collected information is converted to table form in order to analyze the impacts. The software SPSS used for the analysis and to draw the results. The suitable recommendations are given according to the results were drawn from the study. The recommendations will help the students of Grade IX and Grade XII to enhance utility of guidance and counselling service provided by the schools. The findings also will help the Government through the Ministry of Education to improve organisation of guidance and counselling services and activities in schools. In view of this most pupils revealed that very little was done in the areas of guidance and counselling especially on career and health information. The findings indicated that there is need for a comprehensive professional program for pupils on guidance and counselling education.

**Keywords:** Guidance and counselling, counsellors grade IX & XII and Petauke.

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## INTRODUCTION

Guidance and Counselling education is necessary for all human beings in the world. It is important to note that guidance is a process of helping an individual to understand one self and the environment. It also helps an individual to recognise and use his/her inner resources to set goals, to make plans, to work out his/ her own problems of development. Guidance services are meant to help pupils/ students make proper adjustments with the environment in which they are living. There are different types of guidance such as, educational, vocational, personal and social guidance to mention a few. This kind of education brings confidence in all stake holders. They are able to make good choices for the work they hope to do. They can make good decisions each time they use the knowledge, ideas and skills gained while in school correctly.

The Ministry of Education developed an educational policy document entitled "Educating Our Future" of 1966 which gives directions on the need to have guidance and counselling in schools, Despite the fact that these activities were not taught as a separate subject, teachers are expected to plan for all activities term wise or yearly. Guidance and counselling was introduced in the school curriculum at basic and high school level in country wide. In this regard this paper is analysing the impact of guidance and counselling activities to grade nine and twelve pupils in coping up

with their daily endeavours.

It is observed that most pupils were not effectively using the information gained from the sessions teachers organised. The findings of the study also indicated that the majority of the respondents did not have the courage to point out what was felt as wrong to their fellow pupils regarding career choice and life styles. It was also noted that guidance teachers had inadequate teaching and learning materials in schools.

A training document on counselling Education gives direction on the need for capacity building of teachers and other stake holders. The MOE states that, "to make the teaching of HIV/AIDS and life skills an integral component of the curriculum at all levels," counselling education has become essential component in our education system. The background to the study has highlighted shortfalls in the way counselling services in schools are being carried out in basic and high schools. The study aims at highlighting a way forward in the manner this kind of education can be carried out in basic and high schools in Zambia. The chapter has outlined the limitations that were faced during the survey and the importance of the study to the researcher, the basic and high school management, the Ministry of Education and the Government.

The Ministry of Education (MOE) approach is to make sure that the majority of young people are protected. In this respect the MOE (2001) states that, "a key ingredient in achieving this is by staffing the schools with trained professionals." Guidance and counselling education has become essential component in our education system. Most children especially from the vulnerable societies have little knowledge on good personal health and judgement. It is therefore important that children in schools are taught how to increase their awareness of feelings and choosing appropriate responses. It is also noted that it is important for pupils to know who they are, where they are coming from so that they become competent human beings.

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## Statement of the problem

Counselling in Zambian schools has in the past been conducted by the majority of people who had little or no skills. In recent years the Ministry of education strived hard to give direction to both counselling and guidance activities by appointing guidance teachers in most Zambian schools in the country. Also guidance and counselling offices were opened in provinces so that officers in these offices must conduct training programmes for counsellors at both colleges and to some extent University, but still its noticed that the services guidance and counselling is not up to the mark. Hence the researcher is indented to take up the study on *“The perception of guidance and counselling services to the Grade- IX and Grade-XII Pupils – An investigation of Petauke district schools of Eastern province of Zambia”*.

## Objectives of the study

The study specifically looked at how pupils were able to utilise the ideas, information and knowledge gained especially when they were discussing guidance and counselling educational issues with teachers or fellow pupils taking into account on challenges they are likely to face. So to establish a lively and sustainable society especially for the young people these services are paramount. In view of this, sharing information and knowledge on guidance and counselling improves life of each person. It is from this point that the broad objectives of this study are;

1. To find out whether pupils discuss issues in respect of guidance in order to positively meet challenges of the world.
2. To find out how pupils perceive the ideas, information and knowledge gained in relation to their daily life.

The researchers have framed the specific objectives for the study to find out the difference in guidance and counseling services provided to them if any, among:

- a) Male and Female
- b) Urban and Rural students
- c) Government and Private school
- d) Grade 9 and Grade 12 students.
- e) Among the counselors.

## Hypotheses of the study

For the present study, the researchers framed the following hypotheses,

1. There is no significant difference between the pupil of (a) Male and Female of Grade IX students (b) Male and Female of Grade XII students.
2. There is no significant difference between the pupil of (a) Government and Private schools of Grade IX students (b) Government and Private schools of Grade XII students.
3. There is no significant difference between the pupil of (a) Urban and Rural schools of Grade IX students (b) Urban and Rural schools of Grade XII students.
4. There is no significant difference between the pupil of their parents income of (a) up to Zmk500 and above Zmk500 of Grade IX students (b) up to Zmk500 and above Zmk500 of Grade XII students.

5. There is no significant difference between the size of the class of pupil (a) Up to 30 students and above 30 students (b) Up to 30 students and above 30 students.
6. There is no significant difference between male and female counselor in respect of their counseling service to their students.
7. There is no significant difference between government and private school counselor in respect of their counseling service to their students
8. There is no significant difference between rural and urban counselor in respect of their counseling service to their students.
9. There is no significant difference between counselor's age below 35years and above 35 years in respect of their counseling service to their students.
10. There is no significant difference between counselor's experience of less than 10 years and above 10years experience in respect of their counseling service to their students.
11. There is no significant difference between Married and Unmarried counselor in respect of their counseling service to their students.
12. There is no significant difference between Grade 9 and Grade 12 students perception on counseling service offered from their school.

## Limitations of the study

The scope of the research was limited because of a lot of factors during the time when the research was being conducted. Some of these factors were limited financial constrains and accessibility.

It was evident that the author could not meet time that was meant to administer the questionnaires directly to the respondents due to the rain since the survey was conducted during the rainy season. However the language used was known to all the respondents who were targeted for the survey.

## Literature Review

We are aware that knowledge alone does not change the behaviour of people and experience too . In respect of the school going pupils, the society need to pay particular attention to their attitudes and behaviour especially in the event of the current devastating HIV/AIDS. It must be noted that the youths are exposed to various bad life styles with little or no guidance on how to cope with and to make or improve their health.

The Government through the Ministry of Education formulated a National Policy on Education “Educating Our Future” (1966) which has recognised the importance of HIV/AIDS education and introduction of guidance and counselling services in all Zambian schools. It is in this respect that the Ministry of Education noted the fact that there must be training of trainers programmes for all teachers in guidance and counselling. It also become apparent that, “pupils / students are engaged into a lot of counselling activities so that they understand themselves better especially on sexual activities(MOE ,2001). It is from this view that there has been committed and increased awareness among school going children.

It is also away of equipping pupils with knowledge on counselling and introduce to them activities that can bring about a positive change in their attitudes and behaviour.

Learners who are given equal access to knowledge, skills, health and nutrition that sustain them in mind, body and spirit; and who are aware of and committed to behaviours that protect them from misbehaving become responsible citizen. In this way pupils will be able to understand their role in society in respect of counselling education they have been able to gain.

Idowu (1990) views guidance and counselling as a process of planned intervention within a school system by which the total development of students are stimulated in areas relating to their personal, social, career, emotional and academic concerns. School guidance and counselling 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". Rapid sociological changes emanating from modernisation and urbanisation stress students. UNESCO (2009) states that migration and urbanization have resulted in a sense of isolation among the youth who have lost traditional family social networks. There is also an increase in the divorce rate and in the number of single-parent families all over the world which is also a stress factor for students (Yuk Yee and Brennan 2004).

Ndanga's (1994) view that an increase in awareness in the range of individual differences in intelligence, interests, motivation and needs as a result of the expansion in Zimbabwean education resulted in the introduction of SGC services is shared by Yuk Yee and Brennan (2004) with regard to the introduction of SGC services in Hong Kong.

Scholars in the field urge that comprehensive guidance and counseling programs are effective in assisting children and young people, along with their parents, to respond to these and similar challenges. It is believed that when school counselors have time, resources, and the structure of a comprehensive program to work in, good things happen, that is, guidance counseling interventions improve academic achievement, students take more demanding courses, students develop and use career plans, and schools have more positive climates (Day, 2004).

Marin insisted that an essential aspect of the guidance

counseling service is assisting students in knowing the personal strengths and weaknesses, providing information on ones option, helping the student in the analysis of this information and aiding them in the college admission counseling process (Marin 2006).

Nwagwu (1996), for instance, conducted a study on African students and concluded that the area of guidance counseling has been to a great extent neglected in school practice and administration throughout the continent. The study further showed that from the five categories (parents, friends, relatives, classmates and teachers) consulted by students on their educational and vocational future; the teachers were the least frequently consulted.

A survey Mpofu, *et al.* (1997) examined the public image of school psychology in 12 east and southern African countries including Ethiopia. According to the investigators, the public image was reported to be low. Reasons given for the poor public image include the limited services offered by school psychologists, general adherence to traditional beliefs, and professional complacency (that is, low effort on the part of professionals, and the lack of a body of research on which to base practices).

### RESEARCH DESIGN

There were 200 hundred respondents of grade IX(100 students) and XII(100 students) and 40 counsellors from different schools comprising rural and urban from Petauke district were sampled. These were Mizyu basic, Petauke basic, anuasa private basic and Kawere basic schools. Two of these were in rural areas; Petauke Day and Petauke Boarding were high schools and both in urban area, Out of all these schools only Anusa basic school were private and the rest were Government.

A set of Twenty questions with 2 sections were formulated to solicit responses of four point scale that reflect the impact guidance and counselling services from the students side and counsellor side. All the questionnaires distributed to all selected respondents were collected by the researcher as soon as the respondents finished answering the questions.

Responses to the questionnaire were coded, categorised and entered into the computer using the statistical package for social Sciences (SPSS. 14). These findings are presented in Narrative statements to explain the responses that were obtained from the respondents through the use of the questionnaires.

### Data Analysis

Data analysis was both qualitative and quantitative. Analysis of this data was done using the thematic method by classifying various meaningful and relevant responses in clusters.

Table 1. The perception of guidance and counselling services to the Grade- IX Pupil.

Variables	Group	N	Mean	Std. Deviation	t-Value	P
Gender	Male	46	61.60	11.13	0.4054	0.6900
	Female	54	59.60	10.94		NS
Type of management	Government	29	63.60	62.8	0.3117	0.7589
	Private	11	62.70	6.63		NS
Location of the School	Urban	52	63.80	6.56	2.9803	0.0154
	Rural	48	59.20	6.23		*
Parents Income (ZMK)	Up to 500	36	59.80	7.19	3.2746	0.0096
	Above 500	64	46.20	12.93		**
No of students in the class	Up to 30	24	57.60	10.90	3.3593	0.0084
	Above 30	16	44.40	12.02		**

\*\*significant at 0.01 level, \*significant at 0.05 level

1. The mean values of the perception of guidance and counselling services to the Grade- IX Pupil reveals that, there is no significant difference between the scores of male and female (  $t = 0.4054$ , is not significant at 0.05 level). Therefore, the Null hypothesis (1a) was accepted.
2. The mean values of the perception of guidance and counselling services to the Grade- IX Pupil reveals that, there is no significant difference between the scores of Government and private (  $t = 0.3117$ , is not significant at 0.05 level). Therefore, the Null hypothesis (2a) was accepted.
3. The mean values of the perception of guidance and counselling services to the Grade- IX Pupil reveals that, there is significant difference between the scores of urban and rural (  $t = 2.9803$ , is significant at 0.05 level). Therefore, the Null hypothesis (3a) was rejected.
4. The mean values of the perception of guidance and counselling services to the Grade- IX Pupil reveals that, there is significant difference between the scores of parents income of up to Zmk500 and above Zmk500 (  $t = 3.2746$ , is significant at 0.05 level). Therefore, the Null hypothesis (4a) was rejected.
5. The mean values of the perception of guidance and counselling services to the Grade- IX Pupil reveals that, there is significant difference between the scores of up to 30 students and above 30 students (  $t = 3.3593$ , is significant at 0.05 level). Therefore, the Null hypothesis (5a) was rejected.

Table 2.The perception of guidance and counselling services to the Grade-XII Pupil.

Variables	Group	N	Mean	Std. Deviation	t -Value	P
Gender	Male	67	63.60	6.28	1.6686	0.1125 NS
	Female	33	57.20	10.38		
Type of management	Government	29	63.80	6.56	1.8273	0.1009 NS
	Private	11	58.10	9.58		
Location of the School	Urban	67	63.70	6.63	2.6119	0.0282*
	Rural	33	57.60	6.52		
Parents Income (ZMK)	Up to 500	64	57.60	10.90	2.2659	0.0497*
	Above 500	36	43.70	12.08		
No of students in the class	Up to 30	28	40.60	12.57	3.5938	0.0058**
	Above 30	12	58.70	7.56		

\*\*significant at 0.01 level, \*significant at 0.05 level

1. The mean values of the perception of guidance and counselling services to the Grade- XII Pupil reveals that, there is no significant difference between the scores of male and female (  $t = 1.6686$ , is not significant at 0.05 level). Therefore, the Null hypothesis (1b) was accepted.
2. The mean values of the perception of guidance and counselling services to the Grade- XII Pupil reveals that, there is no significant difference between the scores of Government and private (  $t = 1.8273$ , is not significant at 0.05 level). Therefore, the Null hypothesis (2b) was rejected.
3. The mean values of the perception of guidance and counselling services to the Grade- XII Pupil reveals that, there is significant difference between the scores of urban and rural (  $t = 2.6119$ , is significant at 0.05 level). Therefore, the Null hypothesis (3b) was rejected.
4. The mean values of the perception of guidance and counselling services to the Grade- XII Pupil reveals that, there is significant difference between the scores of parents income of up to Zmk500 and above Zmk500 (  $t = 2.2659$ , is significant at 0.05 level). Therefore, the Null hypothesis (4b) was rejected.
5. The mean values of the perception of guidance and counselling services to the Grade- XII Pupil reveals that, there is significant difference between the scores of up to 30 students and above 30 students (  $t = 3.5938$ , is significant at 0.05 level). Therefore, the Null hypothesis (5b) was rejected.

Table 3.The perception of guidance and counselling services to the Grade IX and Grade-XII Pupil.

Variables	Group	N	Mean	Std.Deviation	t -Value	P
Grade	IX	100	59.80	7.19	2.9247	0.0169*
	XII	100	46.90	15.42		

\*significant at 0.05 level

1. The mean values of the perception of guidance and counselling services to the Grade- IX and XII Pupil reveals that, there is significant difference between the scores of Grade- IX and XII students (  $t = 2.9247$ , is significant at 0.05 level). Therefore, the Null hypothesis (12) was rejected.

Table 4. The Councillor's perception on guidance and counselling services.

Variables	Group	N	Mean	Std. Deviation	t -Value	P
Gender	Male	26	63.70	6.63	2.4809	0.0349*
	Female	14	55.20	7.81		
Type of management	Government	29	63.70	6.63	1.4691	0.1759 NS
	Private	11	60.10	5.97		
Location of the School	Urban	09	59.80	7.19	0.2545	0.8049 NS
	Rural	31	58.80	7.89		
Age	Up to 35 yrs	26	63.70	6.61	3.4085	0.0078**
	Above 35 yrs	14	53.10	7.72		
Length of service.	Up to 10 yrs	22	63.70	6.63	3.4799	0.0069**
	Above 10yrs	18	50.70	10.00		
Marital status	Married	34	59.80	7.19	2.2770	0.0488*
	Unmarried	06	49.20	16.65		

\*\*significant at 0.01 level, \*significant at 0.05 level

1. The mean values of the counsellor's perception on guidance and counselling services reveals that the scores of male and female's reveals that there is a significant difference between the scores of male and female (  $t = 2.4809$ , is significant at 0.05 level). Therefore, the Null hypothesis (6) was rejected.
  - The mean values of the perception of guidance and counselling services to the Grade- IX and XII Pupil reveals that, there is no significant difference between the scores of male and female.
2. The mean values of the counsellor's perception on guidance and counselling of Government and private reveals that there is a no significant difference between the scores of Government and private (  $t = 1.4691$ , is not significant at 0.05 level). Therefore, the Null hypothesis (7) was accepted.
  - The mean values of the perception of guidance and counselling services to the Grade- IX and XII Pupil reveals that, there is no significant difference between the scores of Government and private school students.
3. The mean values of the counsellor's perception on guidance and counselling services of Urban and rural reveals that, there is no significant difference between the scores of urban and rural (  $t = 0.2545$ , is not significant at 0.05 level). Therefore, the Null hypothesis (8) was accepted.
  - The mean values of the perception of guidance and counselling services to the Grade- IX and XII Pupil reveals that, there is significant difference between the scores of urban and rural school students.
4. The mean values of the counsellor's perception on guidance and counselling services of their age below 35years and above 35 years that, there is significant difference between the scores of below 35years and above 35 years of their age of the counsellors (  $t = 3.4085$ , is significant at 0.05 level). Therefore, the Null hypothesis (9) was rejected.
  - The mean values of the perception of guidance and counselling services to the Grade- IX and XII Pupil reveals that, there is significant difference between the scores of up to 30 students and above 30 students of their class.
5. The mean values of the counsellor's perception on guidance and counselling services to those whose experience is less than 10years and above 10years reveals that, there is significant difference between the scores of less than 10years and above 10years councillors experience (  $t = 3.4799$ , is significant at 0.05 level). Therefore, the Null hypothesis (10) was rejected.
  - The mean values of the perception of guidance and counselling services to the Grade- IX and XII Pupil reveals that, there is significant difference in their perception.
  - The counsellor's perception on guidance and counselling services reveals that there is a significant difference between the male and female counselors.
6. The mean values of the counsellor's perception on guidance and counselling services to those who have married and unmarried reveals that, there is significant difference between the scores of married and unmarried counselors (  $t = 2.2770$ , is significant at 0.05 level). Therefore, the Null hypothesis (11) was rejected.
  - The counsellor's perception on guidance and counselling services reveals that there is a no significant difference between the Government and private schools counsellors.
  - The counsellor's perception on guidance and counselling services reveals that there is no significant difference between the urban and rural schools counselors.
  - The counsellor's perception on guidance and counselling services reveals that there is significant difference between the age of below 35years and above 35 years of their age of the counsellors.
  - The counsellor's perception on guidance and counselling services reveals that, there is significant difference between the scores of less than 10years and above 10years of counsellors experience.

**FINDINGS ,CONCLUSION AND RECOMMENDATIONS**  
**Major findings of the study**

There is no significant difference between the male and female teachers perception in teaching of life skills.

- The counsellor's perception on guidance and counselling services reveals that, there is significant difference between the married and unmarried counsellors.

## CONCLUSION

The present study revealed that Zambian context of school counselors and students believed that the services resulted in personal-social, career and vocational benefits. Both male and female school counselors and students rated the Zambian Guidance and counseling services is not up to the mark or not satisfactory. However, school counselors and students did not perceive much the benefit in academic and vocational achievement highly.

## RECOMMENDATIONS

Based on the perception the Guidance and counseling services established in this study, it is recommended that a strict policy may be put in place for all schools to offer the services with senior teachers with trained in counseling. Further research suggested that universities should organize work shop and short-term courses for counselors to update their profession. The study further suggested that teachers do not possess teaching degree/qualification in many of the schools which may be the first priority for the government to take appropriate the steps to appoint academically qualified teachers or to train the teaches in mass so that we can minimize the students general problems and counseling service related problems.

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