

An Examination of the Provision of Effective Guidance and Counseling Services in Schools a Case Study of Selected Schools in Pemba District of Southern Province

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Abstract

This study examines the provision of guidance and counselling services in schools using a qualitative descriptive survey design. Data were collected through questionnaires and interviews, and analyzed using thematic and impressionistic approaches, with results presented using Excel. The findings reveal that guidance and counselling services are not effectively implemented in the participating schools. This is mainly due to a lack of trained personnel, inadequate infrastructure, and limited administrative support. The study highlights the need for improved staffing, proper facilities, and stronger involvement from school administrators to enhance the effectiveness of guidance and counselling services.

Keywords: Guidance And Counselling, Qualitative Study, School Infrastructure, Trained Teachers, Student Support.

1. INTRODUCTION

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

Background of the study

The effective management of institutions of learning, such as schools, requires focus by those instructed in the affairs of the institution to actualize its goals, aims and objectives. This requires the availability of good management and administration. Management is, "a purposeful activity entailing the planning, organizing and controlling of resources towards the achievement of some pre-determined ends," Bryson (2000:12).

Management is regarded as an act of receiving work done through others. It does not focus much on setting objectives because it is a medium level of institutional operation. 'Management is the administration of business: the organizing and controlling of the affairs of a business or a sector of business,' 'It is generally defined as a process of running any given institution and accomplishing its tasks through the efforts of other people e.g. the teachers, clerical and auxiliary staff in an institution of learning,'. It is the coordination and organization of business through the efforts of people to accomplish the goals and objective using the available resources efficiently.

For management to be applied successfully, the provision of effective guidance and counseling services to learners, teachers, school administration, other auxiliary staff and the surrounding community cannot be over emphasized. "Guidance is a process of helping an individual to understand oneself and the environment," Ministry of Education Science Vocational Training and Early Education Manual, defines guidance as, "An ongoing process that helps the individual recognize and use his or her inner resources, set goals, make plans and work through problems in a healthy manner." This simply means that a guided individual symmetrically works toward achieving set outcomes to achieve good performance.

“Counseling is the act of assisting an individual with advice, comfort or guidance in order to relieve or overcome problems that trouble him “Counseling is a process in which the helper expresses care and concern towards the person with a problem as to facilitate that person’s personal grow and positive change through self-understanding,”As quoted in the Guidance and Counseling Teachers’ . Counseling is also regarded as an act of providing assistance and guidance to someone in resolving personal, social or psychological problems and difficulties

The process of counseling is carried out by the counselor or helper by having an interaction with the client. According to Ohlsen , counseling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define pricey behavioral goals, to acquire essential social skills and develop the courage and self-confidence to implement desired behavior. This means that the client is responsible to adhere to implement the agreed or suggested causes of action in order to solve the problem at hand.

The teaching and learning process in the classroom equally requires proper guidance and counseling to learners so that they become aware of what is required of them to achieve their outcomes and objectives. The teaching learning process is a complex undertaking which is influenced by different factors in the provision of quality education. Among these are factors influencing education for social change. Teachers and learners need guidance to understand the dynamics of changes in the teaching learning processes, which compel them to be active participants in the process of acquiring knowledge. This means that they need to adapt with social changes in their environment and it operates.

The term social change may have different interpretations in different contexts. In principle, it has a connotation of developmental changes in the way society interacts with its environment. Social change evolves as people continue interacting with other societies. The regards social change as essentially a process of alteration with no reference to the quality of Change. This means that the changes are visible through a process of events that occur but one cannot refer to the quality of change taking place. The term is used to indicate the changes that take place in human interactions and interrelations.

Society is a web of social relationships and hence social change means change in the system of social relationships. Social change has a relationship to sociology. Sociology is a social science that focuses on society, human social behaviours, and patterns of social relationship, social interaction and aspects of culture associated with everyday life, It is the study of human social relationships and institutions. It is also regarded as the study of social life, social change, and social causes and consequences of human behaviours.

The effective provision of guidance and counseling services in a school supports health interactions between staff, learners among themselves and the general school community. Effective guidance and counseling help pupils to identify their strength, weaknesses and general characteristics. They also assist learners to harmonise their abilities, interests and values, thereby enabling to develop their potential fully,

The provision of effective guidance and counseling services is a path to achieving quality education. “Education is a condition of human survival. It is the means whereby one generation transmits the wisdom, knowledge, and experience which prepares the next generation for life’s duties and pleasures,”This fulfills the manpower forecasting approach whose focus is to develop the potential of all the citizens to use education as a tool for development of society. One of the aims of education is enable its citizens to develop their full potential in all circles of social, physical and economic development.

Education is a right for everyone. It is also a means for enhancing the well-being and quality of life for the entire society. The overarching aim of school education, therefore, is to promote the full and well-rounded development of the physical, intellectual, social, affective,

moral and spiritual qualities of all pupils so that each can develop into a complete person, for his or her own personal fulfillment and the good of society

The teaching-learning process involves of the interaction of the teacher, learners, teaching and learning materials and the school environment in general. The health interaction of these resources can only be realised if people involved attain the necessary morals to do so.

This will lead to the establishment of conducive environments that influence the effective teaching-learning process in the school. This type of environment exerts a social influence in the teaching-learning process with a view to provide quality education. The provision of effective guidance and counseling services creates good morals and good school culture. Culture includes all products, institutions, customs and traditions, attitudes and behaviors emerging because of the relations and interactions shared among people living in a society; in other words, culture consists of all beliefs and purposes asserts that school culture is composed of all the values, implementations and beliefs shared among people present at school.

Statement of the Problem

The overall research problem is study was to examine the provision of guidance and services in schools with a view of improving learner warfare and their academic performance. It had been assumed that guidance and counseling services were being provided in school through the coordination of guidance teachers with the help of school administrators. This assumption remained a mare claim because little had been done to examine status and impact of guidance and counseling service provision on learner performance and their general welfare.

The daily interaction among stakeholders responsible for the provision of education has social implications that may impact on the teaching-learning process positively or negatively. This social interaction could only bear positives outcomes if there were effective guidance services being offered to learners and the entire school community.

The effective governance of schools, as institutions of learning, require strong and effective provision of guidance and counseling services. This would help to ensure that all stakeholders uphold the vision, mission and morals of the institution for improved learner outcomes. In the absence of effective provision of guidance and counseling services, which have a bearing in the provision of quality education, there is a danger of impacting learner performance negatively. It was for this reason that this study was conducted.

Purpose of the Study

The purpose of this study was to examine the provision of effective guidance and counseling services in schools. This would help to put in place systems and strategies that would enhance the provision of quality guidance and counseling services which would facilitate the provision of quality and functional education in schools.

Objectives of the Study

1. To investigate the status on the provision of effective guidance and counseling services in selected schools in Pemba District.
2. To find out factors influencing the provision of effective guidance and counseling services in selected schools in Pemba District.
3. To explore strategies for the provision of effective guidance and counseling services in Selected schools in Pemba District.

Research Questions

What the current status on the provision of effective guidance and counseling services in selected schools in Pemba District. in selected schools in Pemba District?

1. What factors influence the provision of effective guidance and counseling services in selected schools in Pemba District?
2. What strategies can be devised to influence the provision of effective guidance and counseling services in selected schools in Pemba District?

Significance of the Study

This study was very significant because the findings are expected to influence positively, the provision of effective guidance services in schools. This would eventually improve the teaching and learning outcomes for both teachers and learners.

Limitations

This study may have been limited by some of the following incidences: inadequate resources such as funds for transport during data collection, respondents may not cooperate and respect the schedule for data collection; inadequate time to carry out all research tasks and many other unforeseen occurrences may be limiting factors to the smooth flow and completion of the study. Contrary to these assumed limitations, none of the seriously impacted on the research process except for delayed submission of completed questionnaires by some respondents.

Significance of the Study

This study was very significant because it helped to align the provision of guidance and counseling services to all school programmes and make it a priority area in improving learner performance in schools.

Theoretical Framework

The provision of effective guidance services in school systems is a prerequisite to effective teaching and learning process that realise that achievement of school goals, outcomes and goals. This is because it facilitates the process of producing responsible human resource at that institution.

Teaching and learning are inseparable components. For teaching to take place there must be learners to learn and vice versa. This means that the two variables: teachers and learners complement each other. Teachers are expected to deliver quality lessons that would benefit learners by improving their academic performance using appropriate methods and approaches. Learning is the acquisition of new knowledge and skills through a given structured media.

Regardless of the situation or environment learners find themselves, the out-mate goal is to provide quality education. In the context of free education, the commitment of government, through teachers, is to provide quality education. This is because quality teaching and learning should go on despite the available circumstance and conditions. To realise such a conducive environment, the provision of effective guidance services to human resource available cannot be over emphasised.

This study aligned itself with the constructivist theory. This theory asserts that learning is seen as interactions between personal, behavioural and environmental factors. The doctrine of empiricism which holds that all knowledge comes from experience, ultimately from our interaction with the environment through our reasoning or senses may be part of this school of thought. The emphasis is on the need for a conducive environment that supports teaching and learning in the presence of effective guidance service provision. This environment is

made up of the teacher, the learners, the materials, the surrounding communities and the provision of effective guidance services much other structure influence the provision of quality education. This means that the social systems will work as a unity to support the provision of quality education by coming up with constructive strategies to improve learner welfare and the teaching-learning process.

The appreciation of education or lack of it, can have a positive or negative effect on education. For instance, in a society which is not guided and does not value education, quality education provision that can lead to an organised social system can be inclined to not valuing education and consequently lead to lack of moral and to poor learner performance

The present and future sociological challenges for educational development in Zambia are real and require society to adapt to the ideals and perspectives of the evolving society. In a school context, effective provision of guidance services can help the school community to adapt to new developments and social changes in that institution. Sociology has been described as the study of human social relationships and institutions. This means that sociology looks at the institutions of society and its existence. These institutions may include the smallest unity of society which is a family to the general society as an institution. This includes its operation structures, means of production, education, its beliefs and its social and economic activities.

The education of every society, which may be formal, informal or non-formal, forms the basis of social, physical spiritual and economic development of society. This education can be realised if there is effective guidance services provided in the school.

The constructivist theory can apply in such an environment where social systems including learner involvement are highly applied so that they contribute to their own learning. In the absence of effective provision of guidance services, the effective contribution of learners to their own learning could be a nightmare to realise.

Delimitation

This study was conducted in the selected schools in Pemba District of Southern Province.

Definition of terms

Education: Knowledge, skills and competences gained through formal teaching and learning.

Guidance- is the process an individual goes through to understand oneself and their environment.

Social Change – The changes that take place in human interactions and interrelations in their specific environment.

Services- These are activities that are provided to learners to help them become responsible people.

Performance– The pupil output in terms results during the teaching-learning process and final examinations.

Learning: The acquisition of knowledge, competences and skills from the classroom learning experiences.

Sociology- The study of human social relationships and institutions in a given society or setting.

Society- A web of social relationships and hence social change means change in the system of social relationships.

3. LITERATURE REVIEW

Literature review involves the systematic identification, location and analysis of documents containing information related to the research problem being investigated, Creswell as quoted in Msabilaetal, defines literature review as a written summary of journals, articles, books and other documents like conference papers and government documents that describe the past and the current state of information on the topic of your research study. In this study, the researcher has referred to various studies which dealt with the issues of the impact of learner performance.

The focus of this study was to examine factors influencing the provision of effective guidance services in schools. As indicated earlier, the provision of guidance services in schools is a need and not a want. This is because of the enormous benefits the services have on learner progress and moral wellbeing. Guidance and counseling is an important component in human survival and existence amidst many life challenges. It is true that man, at one time or the other, undergoes stressful and life-threatening challenges that need immediate attention from the counselor. In this context, counseling can be regarded as one of the life serving therapies for human beings.

There are different types of guidance services, and these include: social guidance, educational guidance, vocational guidance and personal guidance. All these contribute to the wellbeing of individuals and society. Guidance services contribute to the social change in a school society. The term social change is used to indicate the changes that take place in human interactions and interrelations. Society is a web of social relationships and hence social change means change in the system of social relationships. Social change has a relationship to sociology. Sociology is a social science that focuses on society, human social behaviors, and patterns of social relationship, social interaction and aspects of culture associated with everyday life. It is the study of human social relationships and institutions. It is also regarded as the study of social life, social change, and social causes and consequences of human behaviors.

The benefits of personal guidance and counseling to an individual is of paramount importance. Bark and Mukhopadhyay defines personal guidance as the assistance given to individuals to solve their emotional problem. It is further stated that personal guidance is the guidance given to learners to enable them to adjust themselves to their environment so that they become efficient citizens. Individual human being makes up what is known as a society. It is important that this individual, who makes up the wider society, is guided and molded in a useful human being who can contribute to the wellbeing of other individuals and the society.

A society is a congregation of humans who live together in their environment. If this individual of a particular society is guided nicely, they can be useful individuals who will be able to solve their own problems. Ezewu states that since the nurtured child will live in society and play his role in it, he needs to be equipped with certain skills that will enable him to perform his societal obligations. He also needs to acquire certain kinds of knowledge and develop certain desirable attitudes to be at peace with himself and other members of the group.

The purpose of personal guidance in preparing individuals for survival and problem solving in their society cannot be overemphasized. The day-to-day interaction of human does not go without challenges or problems. Everyday life and activities that humans are involved in, in their societies keep on evolving or change and hence the challenges they face also keep on changing. "Our day-to-day routines, with their almost constant interactions with others, give structure and form to what we do," This shows how busy individuals find themselves in making life the way it should be. This makes individuals find themselves in a lot of challenges and problem which they need to sort out. In this context, personal guidance is inevitable.

Personal guidance helps individuals to solve their own problems and to cope with those challenges of problems that may be persistent and threaten their lives. Through personal guidance, an individual learns a lot of skills and attributes. They learn self-awareness skills, self-esteem, coping with stressful situation, problem solving skills, appreciate their strength and weaknesses, acquire ethics, good morals and values and generally become assertive.

The other perceived benefits of guidance services indicated that it improves students behavior and discipline. Yatich and Abid Yatich reported that effective guidance curbed indiscipline issues such as fighting, lying, cheating in examination, rudeness, and truancy displayed by students in schools. In a similar vein, it is also assumed that effective provision of guidance services also improves the culture of the schools. Culture includes all products, institutions, customs and traditions, attitudes and behaviors emerging because of the relations and interactions shared among people living in a society. School culture is being formed because of the life experiences and sharings among people over time. Attitudes and behaviors of school management, teachers, students, and school staff have contributed to the formation of school culture within this period.

The culture of the school, arguably, exerts great influence on the performance of the learners. Research has shown that school culture has a significant impact on student learning. Depending on the type of culture that exists, the entire school population, especially school administrators, teachers and pupils get inducted formally or informally, into that type of culture. A positive culture fosters an environment that supports student well-being, promotes engagement, and encourages academic achievement. This school culture can be realized if learners are provided with effective guidance services that will impact positively on their attitude towards education.

The provision of effective guidance services in schools impacts positively in the provision of quality education. Education is a right for each individual, and any factor that infringes on its provision, definitely affects education for social change. Education for social change is also a means for enhancing the well-being and quality of life for the entire society. The overarching aim of school education, therefore, is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils so that each can develop into a complete person, for his or her own personal fulfillment and the good of society.

The influence of education on social change cannot be over-emphasized. As stated above, it affects the social life of not only learners but also society at large. There is no doubt that social change influences education and society, as perceived by many sociologists. Sociologists are people who study people's social lives, activities, behaviors, interactions, processes and organization within the context of larger social, political, sociology, the structure and functions of social systems, while education is one of the important functions of the social system.

The provision of guidance and counseling services in schools is not very effective due to many underlying factors. The study by Maliwa, Ndiyoi, Muliwana revealed that teachers and learners were lacking effective availability of guidance and counseling services in schools. They were equally informed on the types of guidance services which included: vocational, educational and personal guidance. Despite this awareness of these services, nothing much was done in terms of actualizing their provision.

Among the many factors attributed to lack of effective provision of guidance services included: lack of offices, limited number of guidance teachers, unqualified guidance and counseling teachers, guidance teachers being teacher subjects and lack of resources in heading guidance and counseling services. The other corresponding factors include lack of

formal training in guidance and counseling, lack of time for guidance and counseling activities, inadequate support given to teacher counselors and lack of resources .

The status of the provision of guidance and counseling services discussed above may not be conclusive to be the correct ones but were be treated as mere assumptions until this study was conducted. It is for this reason that this report was conducted.

4. RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter describes the methodology to be used in conducting the study. It is organized under the following components: the research design, target population, sample population, research instruments and data collection procedures and method of data analysis. The chapter also details ethical issues that could have affected this study.

Research Design

This study employed the qualitative and quantitative approach. Qualitative designs are methods in which data is collected in a descriptive manner using interview schedules and questionnaires. Quantitative data is statistical data which would be obtained from the baseline assessment that learner wrote. The primary data, as stated above emanated from target respondents in the research sites. The interview schedule allowed the researcher to validate the findings from submission.

Target Population

The target populations were the school administrators, teachers, pupils, support staff and parents in the research sites, that is the schools and surrounding communities where the study took place.

Sample Size

The study targeted four (4) schools namely: Kanchomba, Maambo and Jembo Secondary. A total of 57 respondents will be involved. The categories will include: 12 school administrators (headteacher, deputy head teacher, senior teachers and guidance teacher) 15 teachers (5 from each school) and 30 learners (10 from each school).

Sampling Techniques

This study used both purposive and random sampling. Purposive sampling was used on school administrators and teachers while simple random and convenient sampling on pupils.

Research Instruments

The study used questionnaires as tools data from school administrators and teachers and Focused Group Discussion (FGD) were used to collect data from learners.

Data Collection Procedures

The term "data collection" refers to gathering of specific information aimed at providing or refuting some facts, Kombo and Tromp (2006). Primary sources of data will include target respondents from the research site while secondary data was collected from school statistical records on guidance and counselling.

Data Analysis

Data that collected was analysed using thematic analysis. The findings were coded in themes and tabulated using tables and graphs using excel software.

Ethical Considerations

Ethical issues are part of any study. They may occur and affect the study outcome if not handled well or they may not arise. It is the role or duty of the researcher to attend to such issues as they occur. The research will seek consent of all respondents and gatekeeper before the study commences. Respondents were given assurance that the study was for academic purpose and that their interest and dignity would be protected. interview schedules from learner respondents.

5. CONCLUSION

The study employed a qualitative design to collect descriptive data from respondents. Questionnaires containing both closed and open-ended questions were used, allowing participants to provide a wide range of responses. The inclusion of open-ended questions enabled respondents to freely express their views, leading to a deeper understanding of the issues.

The findings revealed several challenges affecting the effective provision of guidance and counselling services in selected schools in Pemba District. There was an inadequate number of guidance and counselling teachers compared to student enrolment. In addition, many of the available teachers lacked proper training and often worked as volunteers with limited experience. Schools also lacked dedicated facilities or rooms for counselling, making it difficult for students to access services consistently.

Furthermore, there was an imbalance between guidance and counselling services, with more emphasis placed on guidance. Poor coordination among students, service providers, and school management also contributed to ineffective service delivery. The study also found minimal involvement from school management in supporting these services.

Overall, these challenges hinder the effective implementation of guidance and counselling services, limiting their role in promoting students' social and emotional wellbeing.

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