

**EVALUATING THE IMPLEMENTATION OF GUIDANCE AND
COUNSELLING IN A ZIMBABWEAN SECONDARY SCHOOL**

BY

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ABSTRACT

The purpose of this research study was to evaluate the Implementation of Guidance and Counselling in a Zimbabwean Secondary School that was seen to be running an exemplary programme. The study was a search for best practice meant to provide benchmarks that could benefit other institutions in similar set-ups to establish effective Guidance and Counselling (G&C) programmes. The rationale for the study emanated from reservations expressed by some teachers and heads about the feasibility of G&C programmes in their schools citing numerous practical hurdles. Policy circular number 23 of 2005 expected all Zimbabwe secondary schools to institutionalise G&C programmes. Some questions that guided the study follow below.

How did the school articulate the policy into G&C programme?

How can insight into the implementation of G&C inform programme development?

The research study was conducted at Trockley Secondary School in Harare where five participants were interviewed individually. Research findings showed that Trockley was running a functional G&C programme refuting the scepticism cited above. However, it is important to set standards that schools can aspire to elevate their programmes to; for now programmes can be qualified as functional or non-functional, but not exceptional, a yard-stick that could help to improve G&C programmes significantly in the whole country.



KEY WORDS FROM THE STUDY

Evaluation

Policy implementation

Guidance and Counselling

Programme implementation

Qualitative research

Policy objectives

Context

Stakeholders

Needs assessment

Human and material resources

Cooperation, teamwork and proprietorship

CHAPTER I

IDENTIFYING THE RESEARCH STUDY

1.1 OVERVIEW OF THE STUDY

The diagram on ‘mind mapping’ below resembles the ideas that I wish to use to discuss key concepts of this chapter, that resembled how the research unfolded. I will deal with one

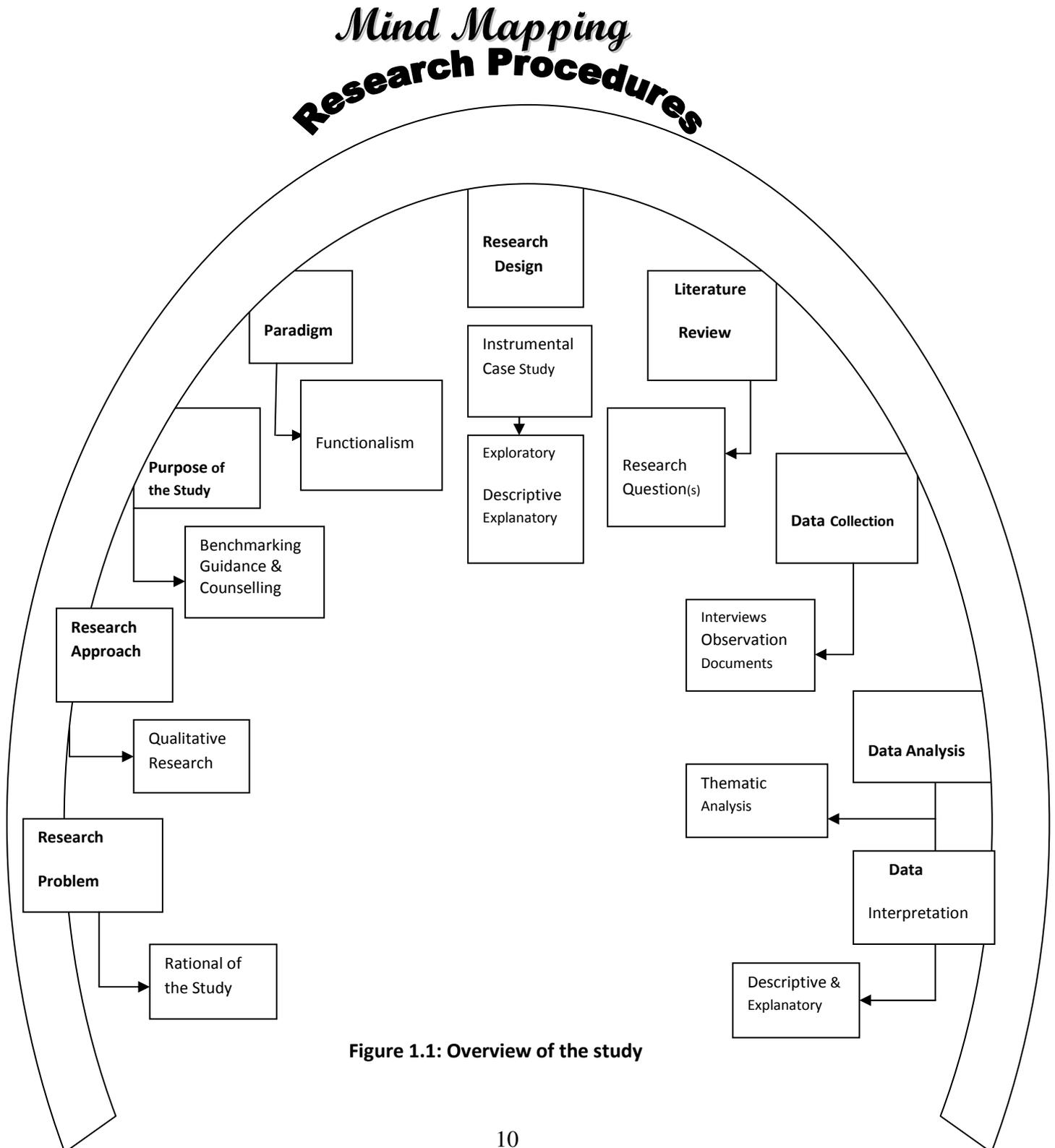


Figure 1.1: Overview of the study

‘hanger’ at a time, probably not necessarily in exactly the same order they are in. In a way, it is an overview of the whole study.

1.2 INTRODUCTION

This research study is an implementation evaluation of a Guidance and Counselling (G & C) programme in secondary school in Zimbabwe (Patton, 2002). It is an in-depth case study of one of the exemplary schools to have implemented Guidance and Counselling with or without adaptations from the guidelines spelt out in circular number 23 of 2005 (See appendix 1 page 124). The research study focuses more on the process of implementing the Guidance and Counselling more than it looks at outcome objectives of the policy as emphasized by Patton (2002: 159), “The journey, not the destination, is what matters”. Patton goes further to explain the importance of how policies are implemented as a learning opportunity for others who would want to do things better by stating that,

‘What’ we do is no more important than ‘how’ we do it. Actively involving people in the development process is an end in itself, not just a means to some more concrete end; the process is the point rather than simply the means of arriving at some other point, says Patton (2002: 159).

The research seeks to benchmark the Guidance and Counselling programme by investigating and if found, to understand what is responsible for generating a functional programme (Patton, 2002). That process can then be used by other institutions to do likewise should they choose to. As such, data from the research findings become informative and can be used by this same institution as well as others to improve their Guidance and Counselling programmes.

The Zimbabwean Ministry of Education, Sport and Culture institutionalised Guidance and Counselling in secondary schools through the Director of Schools Psychological Services and Special Needs Education (SPS & SN Ed.) policy circular number 23 of 2005 with the intention of meeting the educational needs of students who face various problems that interfere with their learning, so that they can realise educational success just like any other students. This circular follows up on the Secretary of Education, Sport and Culture’s policy circular number 14 of 2004 on the structure of education in Zimbabwe. Both circulars are based on the recommendations of the 1999 Presidential Commission of inquiry into education and training.

1.3 RATIONALE OF THE STUDY

Some school heads and teachers in secondary schools in Zimbabwe have been expressing concern about the implementation of Guidance and Counselling in their schools, citing numerous practical problems that they come across in the process. This affects adherence to the model as stipulated in policy no. 23, gazetted on 30 June 2005 (See Appendix 1 page 124), if the schools choose to implement as was designed. I have been involved in Guidance and Counselling since the late 1980s when I joined Schools Psychological Services and Special Needs Education. I have developed a keen interest in Guidance and Counselling and now it is my line of educational pursuit; it has become my life-time career.

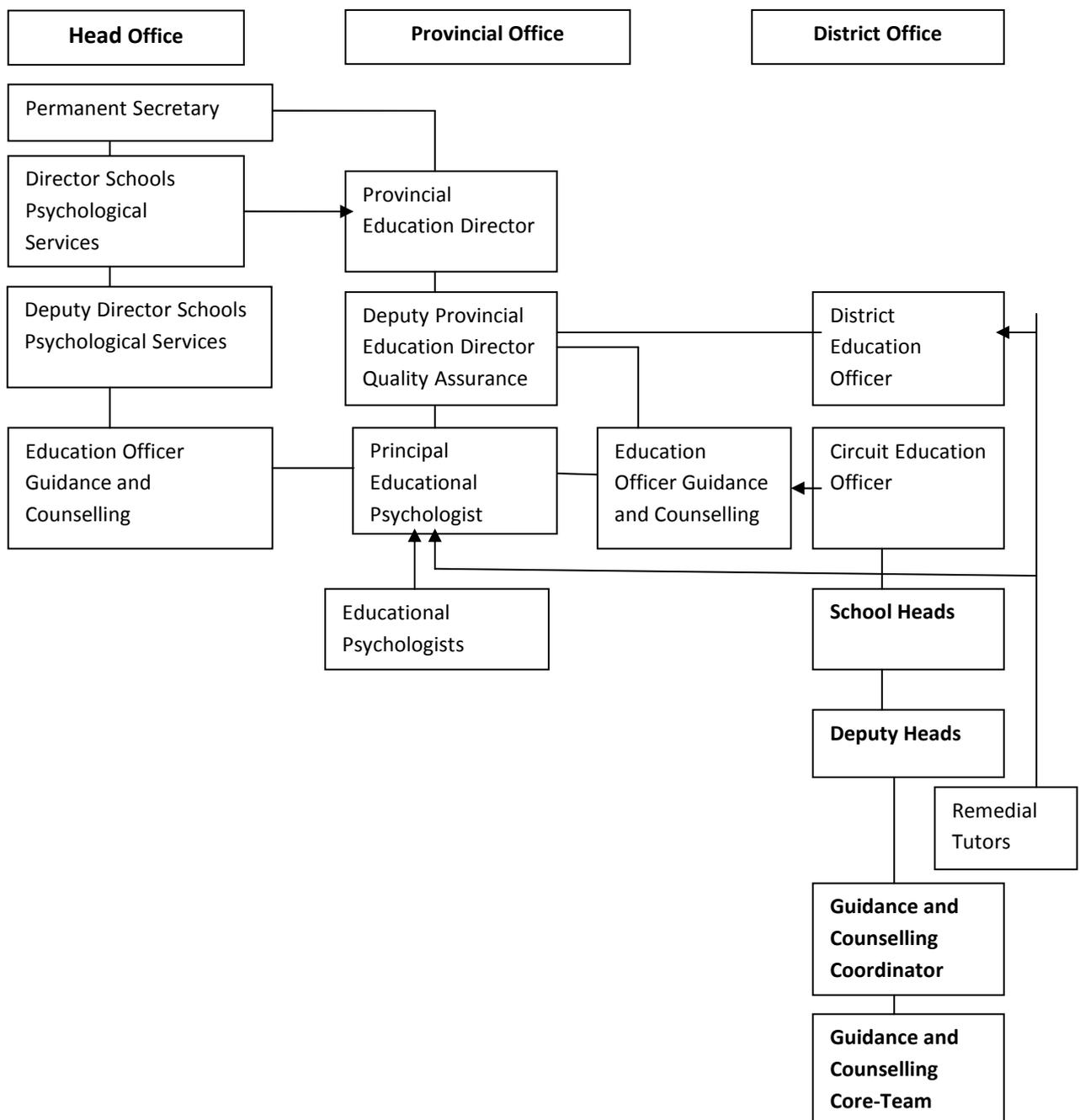
Of particular concern to me and other educationalists in Zimbabwe is that students who are encountering impediments of one nature or the other, be they personal, educational, career-related, health or social, that interfere with their learning, ought to be supported by appropriately trained teachers who are dedicated and conscious of students' problems and needs, through well structured Guidance and Counselling programmes. I am aware that there are many in such situations. Those students ought to be guided and assisted to develop solutions to their problems, within the educational institution they are enrolled. Dollarhide and Saginak (2003) as well as Burnham and Jackson (2000) point out that assisting students to manage their problems is a process that requires well coordinated effort to help school counsellors and the rest of the staff to put in place an integrated developmental curriculum that supports academic standards and benchmarks learning in the school, a view that I strongly support.

I agree with Charema (2004) that Guidance and Counselling is a subject that is best suited to help teachers to empathise with students who are in need of assistance and support as part of the educational process. I assume that perhaps the best thing that can happen is for teachers of other subjects in secondary schools to begin to appreciate their own importance, as participants in the guidance and counselling process in their institutions, for the benefit of students who are facing educational drawbacks of one form or the other, whatever the causative factors may be. Schools are duty bound to do introspection as part of an effort to excavate factors surrounding students' problems, and construct possible solutions for implementation (Charema, 2004). A well organised Guidance and Counselling programme is a good starting point to work towards a more efficient system of education. This is why it is necessary to carry out this research study; to find out how the policy has been implemented.

1.4 BACKGROUND TO GUIDANCE AND COUNSELLING PROGRAMMES IN ZIMBABWE

In order to provide background knowledge on Guidance and Counselling programmes in Zimbabwe, I am outlining the national coordination structure as outlined in policy number 23 of 2005 (See Appendix 1 page 124). This research study will focus on highlighted and connected four boxes at the bottom of figure 1.2.

Figure 1.2: NATIONAL COORDINATION STRUCTURE FOR THE GUIDANCE AND COUNSELLING PROGRAMME
(adapted from policy no. 23 of 2005 document, page 11)



1.4.1 A BRIEF HISTORY OF GUIDANCE AND COUNSELLING IN ZIMBABWE

Guidance and Counselling (G & C) was introduced in Zimbabwe in the early 1980s when the country got its independence from the former colonial power, Great Britain. The broad aim of Guidance and Counselling was to regularise and harmonise people who were coming back home from the different countries where they had sought refuge during the war of liberation, and those who had remained in the country. Many children of school-going age had lost years of formal education; this involved both groups that were inside the country and those who were outside because many schools had been rendered un-operational by the war situation.

A number of organisations were set up to try and help the situation get back to normal as fast as was possible: for example Musasa Project was mainly focusing on women with broken families through divorce, violence by husbands, rape and other factors, to recover and move on with their lives; Mwana Anokosha (A Baby is Precious) was helping young mothers who were victims mostly of rape during the war to be strong and work for the well-being of their babies; Abandoned Babies Committee (ABC) also worked hard to equip young mothers with self help skills so that they could look after their babies. That time there were many babies who were being dumped due to the desperation and helplessness of their mothers. ABC is the organisation that I was attached to when I joined Schools Psychological Services and Special Needs Education in 1987. Guidance and Counselling became part of formal education in Zimbabwe to try and guide students, some of whom were now over-aged because of the closure of schools and needed a sort of a condensed educational programme before they joined the job market.

1.4.2 INSTITUTIONALISATION of “G & C” POLICY no. 23 of 2005 in BRIEF

As pointed out above, some secondary school heads and their teachers expressed reservations about the implementation of Guidance and Counselling programmes in their institutions and the magnitude of the problem varies from institution to institution, depending on each institution’s unique set-up. The importance and value of Guidance and Counselling in schools is underlined by Dollarhide and Saginak (2003) whose opinion is that school counsellors are students’ advocates who work cooperatively with other individuals and organizations to promote the development of children, youth and families in their communities. They have an obligation to ensure that all school programmes facilitate the educational process and offer the opportunity for school success for each student.

The government of Zimbabwe, through the Director of SPS & SN Ed. policy number 23 of 2005, institutionalised Guidance and Counselling in secondary schools as a deliberate and positive attempt to alleviate the situation of students who may not be able to realize the benefits of their educational experience because of problems that could be interfering with their learning. It may be personal, social, psychological, perceptual, educational, career related or any other problems. Some of the fundamental conditions spelt out in the policy are that every school has to carry out the Guidance and Counselling programme as a matter of policy. At least one Guidance and Counselling coordinator and a core-team of four other teachers per school are tasked to render what I strongly believe to be a needy service to students. Other conditions are stipulated in Appendix 1 page 124.

Schools Psychological Services and Special Needs Education is a division of the Ministry of Education that augments government's effort by focusing on students who experience problems that affect their education and hinder success. Below are pronouncements that are contained in the Director of SPS & SN Ed. circular number 23 of 2005, with varying emphasis. The overall objectives of Guidance and Counselling in educational institutions are: preparing learners to live in a changing environment; developing positive decision-making skills; facilitating the development of multiple intelligences, essential life skills, self-esteem and confidence; promoting healthy life skills; providing opportunities for psychosocial counselling for learners in times of need; laying a foundation for informed career choices; enhancing positive learning outcomes for all; and developing conflict transformation skills among learners.

By and large, the national curriculum is aimed at educating the “head, the heart and the hand” through provision of high quality education, as well as the development and promotion of active participation in sport and cultural programmes by all. I agree with this because it sounds reasonable and well balanced educationally. In view of all the above information, policies, circulars and pronouncements by different professionals, in matters pertaining to Guidance and Counselling, it is important to have a realistic view of what is actually taking place on the ground. That is why it is important to carry out this study. There are important questions to be addressed and I presume that the findings of this research will evoke reasonable answers. As a researcher, I am aware that answers and explanations will only come from respondents, and that is why the purpose of this study must tie this up logically.

1.5 PURPOSE OF THE STUDY

The purpose of this research study is to conduct an evaluation on the implementation of Guidance and Counselling programmes in secondary schools in Zimbabwe through a case study of one of the exemplary schools to have done so. The research data will provide benchmarks that could be used by other institutions to achieve similar quality in Guidance and Counselling outcomes. Schalock (2001: 132) defines benchmarking as "... the quest and search for and, once found, to understand the underlying process that is responsible for generating consistently superior results". Tucker and Coddling (1998) and Schalock (2001: 132) define benchmarking as "the disciplined search for best practice ... by identifying the organizations that are the best at what they do, determining what it is that makes them successful, and figuring out how to adapt their practices so that an organization can do better". I agree with both views because the outcome of this research should benefit the institution in focus itself as well as other ones in similar situations, to improve their programmes, if they choose to.

In my opinion, the outcome of any good research also ought to have the capacity to impact on policy innovation, if necessary. Bell (1987) states that research tends to stress the desirability of considering practical outcomes of research. The view goes further to say educationalists should not only want to know facts and to understand relations among variables for the sake of knowledge, rather, they should aim to know and understand in order to be able to act better than they did before. Research should project into the future, to be in a position to suggest action, bring about policy change, and improve practice. As such, this research study focuses on the particular institution where the research was carried out, as an organisation, with reference to Guidance and Counselling; i.e. what the process of policy implementation was like and what outcomes the programme is producing in the learners; service coordination; resource utilisation, empowerment of staff and staff turn-over (Schalock, 2001).

1.6 RESEARCH QUESTION

The fundamental research question that the evaluator sought to find answers to here was: **"How did the school articulate the policy into a Guidance and Counselling programme?"** All research participants were expected to and did respond to the same research questions in their own way basing on their experiences.

1.6.1 RESEARCH SUB-QUESTIONS

- What are the policy expectations for Guidance and Counselling programmes in secondary schools?
- What does the Guidance and Counselling programme in the school entail?
- How can insight into the implementation of Guidance and Counselling inform programme development?

1.7 METHODOLOGICAL CONSIDERATIONS: A BRIEF OVERVIEW

The methodological choices of research will be extensively discussed in Chapter 3, however, a few comments to orientate the reader follow. The researcher made the decision to carry out this research study using qualitative evaluation because he was interested in finding out the process of policy implementation as well as outcome-based data that is holistic and capable of illuminating meaning in relation to the Guidance and Counselling programme in a secondary school in Zimbabwe (Chireshe, 2008 and Merriam, 1988). Patton (2002: 152) writing about evaluating outcomes says, "...Getting into case details better illuminates what worked and didn't work along the journey to outcomes – the kind of understanding a programme needs in order to undertake improvement initiatives."

The implementation of policy number 23 of 2005 to me is an involving process that needs to be understood for the betterment of Guidance and Counselling programmes in Zimbabwean secondary schools. Patton (2002: 159) remarks that, "What we do is no more important than how we do it. The journey, not the destination, is what matters". This underlines the importance of this qualitative evaluation research.

1.7.1 META-THEORETICAL PARADIGM

I used functionalism in this research study. Functionalism stems from Parsons's (1967) view, as referred to by Haller and Kleine (2001: 137) that all social and cultural phenomena are seen as being functional in the sense of working together to achieve the desired objectives and are effectively deemed to have a 'life' of their own. The phenomena, in this case the Guidance and Counselling programme, is analysed in terms of the function it plays and how

that is achieved. Structural functionalism emphasises consensus, and consensus creates harmony which in turn allows internal stability through shared values. The researcher perceives that different tasks are fulfilled by different people and together cumulatively achieve the desired objectives; that is what also happens with the school's Guidance and Counselling programme, differentiation of responsibilities.

Haller and Kleine (2001: 370) make reference to Parsons (1967), who also looks at functionalism as a set of concepts that allows talk and social action. The concepts are understood as an action frame of reference. Parsons has 5 basic elements to an action frame of reference listed below.

- i) Actors – those who actually carry out the actions, e.g. Guidance and Counselling teachers.*
- ii) Ends – the goals these people pursue such as Guidance and Counselling objectives.*
- iii) Means – the resources available to achieve the ends.*
- iv) Conditions – the particular context in which the actions are carried out.*
- v) Norms – the standards by which people choose their ends and means.*

The researcher shares the same understanding with the above discussion, especially taking the Guidance and Counselling programme into context. The programme needs to be grounded in the action frame of reference, where Guidance and Counselling teachers actually take action in order to achieve the objectives that they set, each one of them fulfilling specific tasks that culminate in a school's programme. The researcher believes that the knowledge that Guidance and Counselling teachers about programme implementation ought to be presented in the above structural functional form and that evaluation of the programme as such should follow the same pattern.

1.8 ASSUMPTIONS OF THE STUDY

Creswell (2008) and Cohen, Manion and Morrison (2002) point out that qualitative evaluation does not need assumptions as such because of the evolving nature of the study. As the researcher, I still felt that I had hunches about the outcome of the research even before I set out to find out what the situation on the ground really was. Though I did not need to prove

my assumptions wrong or right, it was interesting to see how institutionalisation of Guidance and Counselling fared with regards to the following views that I held: the setting up of the Guidance and Counselling programme in the school was problematic because of lack of accommodation for a resource room; lack of funds to buy the necessary equipment; unavailability of appropriately trained teachers; the congested curriculum made it difficult to find time exclusively for Guidance and Counselling; and high staff turn-over affected the smooth running of the programme.

According to literature review, Patton (2002: 162) explains that ongoing adaptations to local conditions characterise programme implementation, then the methods used to study implementation should correspondingly be open-ended, discovery oriented, and capable of describing developmental processes and program changes. This research study was indeed open-ended and depended on original information from each participant.

Goodwin (1998), Haworth (1996) and Henning, Van Rensburg and Smit (2004) allude to a few ways by which observer or interviewer bias can be significantly reduced in research studies, particularly qualitative ones. This is done by keeping a checklist of aspects that a researcher needs to spot. That awareness helps to constantly bring realisation of the biases to the researcher, thus reminding him/her about focusing on information that comes from respondents. If there were more than one observer, notes would be exchanged to see if they matched; in this case there was only one. Goodwin (1998) and Haworth (1996) also point out at event-sampling where only a specific set of events for observation are selected and others are ignored. Here no lessons were observed; only the setting of the whole school in relation to the location of the Guidance and Counselling resource room was noted as well as the set-up of the resource centre itself. The atmosphere pertaining to the running of the Guidance and Counselling programme was evident in the cordial and respectful way Guidance and Counselling teachers and the school head interacted with each other as well as with the researcher.

1.9 ETHICAL CONSIDERATIONS

Creswell (2008) advises about informed consent where protection of research participants' privacy and confidentiality is reassured. These are ethical considerations that must be adhered

to, like anonymity of respondents as individuals and also the institution that was covered by the study. Respondents felt like saying out their minds honestly because they knew they would not be identified in the evaluation. The researcher verbally reassured respondents about anonymity before the data collection began. Creswell (2008) and Kellaghan and Greaney (2004) allude to researcher reflexivity which refers to the researcher being aware of and openly discussing his role in the study in a way that honours and respects the site and participants.

As the researcher, I was aware of my impact on the site and participants. I planned to leave the site as undisturbed as I had found it. I tried not to attract the attention of people who had no part to play in the research study and I feel that I succeeded. I reassured respondents about this before the interviews began. With regards to researcher bias, I positioned myself within the report and identified my standpoint which is required of qualitative researchers (Creswell, 2008). That way the results of the evaluation are expected to gain better quality criteria. I had to negotiate and clarify my entry procedure into the research site with the help of Elijah the Principal Remedial Tutor for Schools Psychological Services and Special Needs Education for Harare Educational Region. All this added to the conditions for smooth data collection in this research study.

1.10 QUALITY CRITERIA / GENERALISATION

The researcher's main objective was to carry out this study on evaluation of the implementation of Guidance and Counselling in an exemplary Zimbabwean secondary school to have done so, to earn it quality criteria so that stakeholders develop confidence in it and attach value to it. Schalock (2001) and Gibson and Mitchell (1990) explain that quality criteria indicates the extent to which generalisation of the research outcome can be made to other similar programmes. This is an important factor because the researcher wanted to possibly benchmark institutionalisation of Guidance and Counselling programmes in secondary schools in Zimbabwe, for the benefit of other schools. The fundamental idea is to improve Guidance and Counselling services in schools and assist students to actualise themselves better in various ways when they become adults. More details follow in Chapter 3.

1.11 DEFINITION OF TERMS

Guidance and Counselling

According to Colledge (2002), Guidance and Counselling is conceptualised from a humanistic point of view and is largely associated with the work of Carl Rogers (1952), Perls (1969), Eric Berne (1966) and Glaser (1968). Humanistic counselling focuses on counselling relationships, human values, beliefs, support networks, feelings of belonging and personal worthiness (Colledge, 2002 in Charema, 2004). Here the focus is on the learner's responsibility and capacity to overcome challenges of life through understanding of one's problems, insight, problem solving, making informed choices and decisions, as well as change in growth. Counselling is defined by Nystul (1999) as a profession and a dynamic process that involves a relationship between persons and demands a special set of skills and knowledge that can be communicated to influence a client to change. The counsellor can use a variety of counselling strategies such as individual, group, or family counselling to assist the client to bring about beneficial changes. Some of these changes facilitate behaviour change, enhance coping skills, promote decision-making and improve relationships.

Programme

Programme is a set of operations, actions, or activities designed to produce certain desired outcomes (Schalock, 2001), hence Guidance and Counselling programme launched in Zimbabwean secondary schools by the Ministry of Education, Sport and Culture through the Director of Schools Psychological Services and Special Needs Education's circular number 23 of 2005. The objective is to produce learners who are better focused and able to fit in and contribute to society as best as they can.

Policy implementation

Policy implementation is defined as "... the extent to which the plan submitted by states to the federal government complied with all the components in the mandate" (Mahommed, Pisapia and Walker, 2009). They explain that implementation could be done with some variability depending on the context and capacity of the institution to implement.

Policy evaluation

Policy evaluation determines policy outcomes in reference to their equity, efficiency, and effectiveness. Public policy is whatever governments choose to do or not to do" (Schalock,

2001: 97). Societal problems and values often are the catalyst for public policies and public policy goals refer to outcomes such as increasing effectiveness and efficiency of schools in this case. Effectiveness on the other hand, refers to whether the policy achieved its intended goals and objectives. Efficiency refers to whether policy implementation achieved its intended goals and objectives in a cost-efficient manner.

Evaluation

Evaluation in the context of this study is defined as a process that leads to judgments and decisions about programmes or policies (Schalock, 2001).

1.12 CONCLUDING REMARKS

Chapter 1 gave an overview of the research study, i.e. background information pertaining to Guidance and Counselling programmes in Zimbabwean secondary schools as a response to policy circular number 23 of 2005, rationale and purpose for carrying out the study, the research paradigm, assumptions of the study and the general direction the study was following. Literature review was expected to focus on aspects of evaluation of the policy implementation process in one school that was seen to be operating a functional Guidance and Counselling programme. Research data were supposed to be collected through interviews, observation, and analysing the school's programme records and reports. Analysis of the data would then be done thematically. Reporting and explaining research findings were meant to inform Guidance and Counselling practice in Zimbabwean secondary schools.

CHAPTER 2

LITERATURE REVIEW

This is just a brief preamble to chapter two for the purposes of clarity. Chapter two consists of two sections: (A) which focuses on Evaluation of Policy Implementation and (B) which focuses on Guidance and Counselling.

2.1 SECTION A: EVALUATION OF POLICY IMPLEMENTATION

2.1.1 INTRODUCTION

This chapter presents a number of sub-topics and conceptual information relating to evaluation of policy implementation from various sources. The information will also be useful during data analysis, discussion and interpretation in subsequent chapters. The idea of carrying out this research study on the evaluation of the implementation process of Guidance and Counselling in a Zimbabwean secondary school, is a multi-pronged project that seeks among other things, to gain insight into how the policy was implemented contextually by one of the exemplary schools to have done so; how it was translated into a workable Guidance and Counselling programme; what organizational decisions were made to come up with criteria for programme development; and to chart the way forward for the particular institution whose programme is being evaluated as well as others in similar situations. The literature review provides pointers to such aspects of the study, and much more. Thus, feedback from the evaluation can help to benchmark Guidance and Counselling programmes.

The main focus of this research study is to explore aspects of Evaluation of the Implementation process of Guidance and Counselling at Trockley Secondary School (not the real name) in Harare, Zimbabwe. Section A of this chapter however, looks at what literature says about evaluation of policy implementation in general. Schalock's (2001) view is that policy needs to be responsive to a model of policy formulation. Cullingford (1997) and Schalock (2001) suggest and recommend the use of the incremental model. They explain that under this model policy makers work with imperfect information and continue to adjust policy in pursuit of policy goals, subject to periodic re-adjustment. As the researcher, I perceive the incremental model to be ideal for this particular study because implementation of Guidance and Counselling in Zimbabwean secondary schools ought to depend on the unique set-up of each institution and its own capacity to establish functional programmes.

The institution ought to be free to suggest re-adjustment of certain aspects of the policy depending on its context, as part of the implementation process with a view to improve practice.

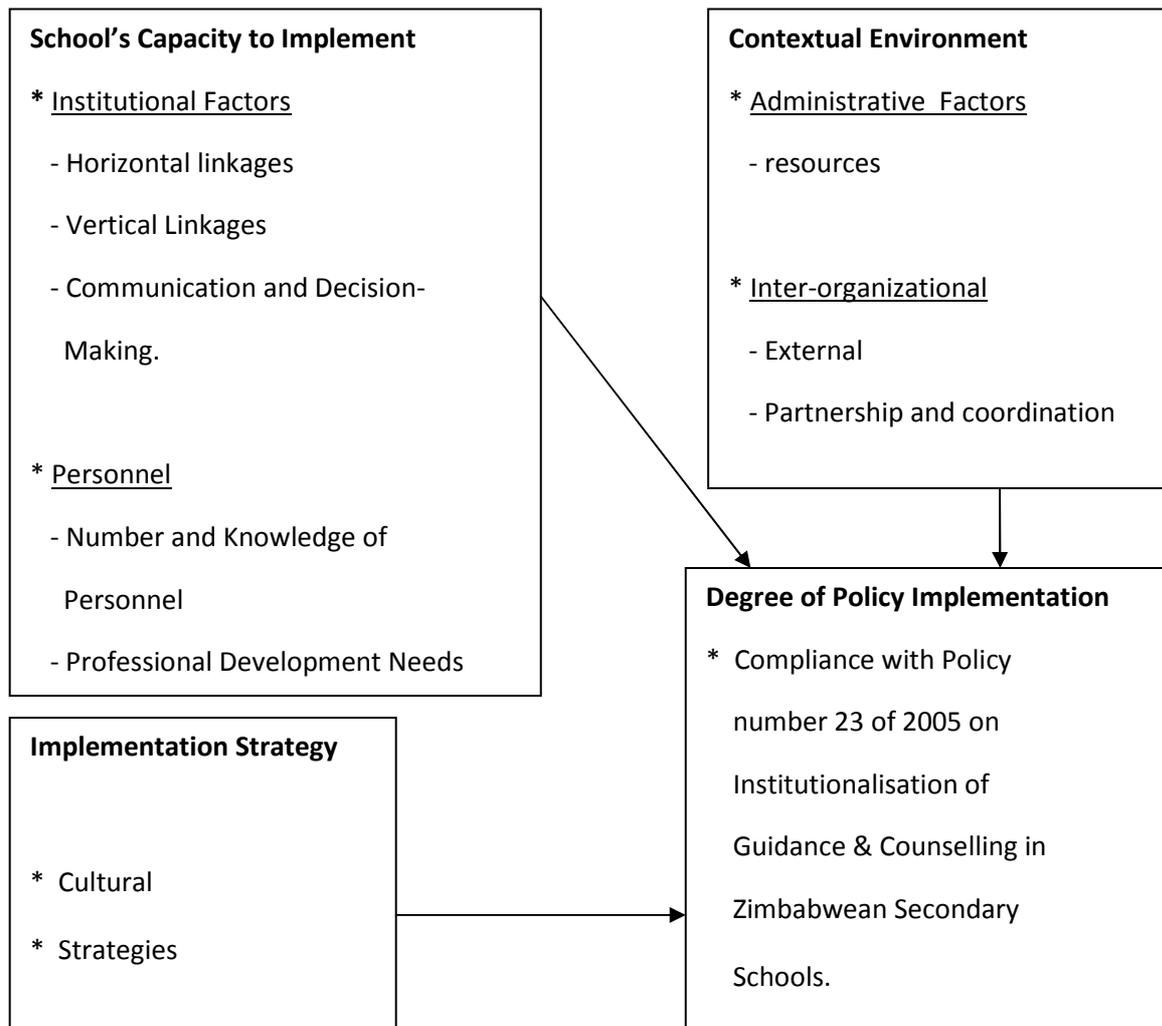
Hill and Hupe (2009) view ‘implementation as evolution’ and as a ‘legitimate part of the policy making process’ with the assertion that any attempt to look at implementation in such a situation must involve the study of a moving target. That is exactly my perception as a researcher as I delve into this study; exploring the dynamism of the project on Guidance and Counselling being implemented contextually to suit local conditions at Trockley Secondary School, for the benefit of students who require assistance from it. Implementation, like evaluation, is a process that should begin at the policy formulation stage and ought to follow a full cycle to inform and enrich the policy by which it was initially launched, through feedback emanating from evaluation. McNeil, Newman and Steinhauser (2005) emphasize that evaluations should be conceived as an integral part of the ongoing programme. It will be important to see if Trockley Secondary School implemented their Guidance and Counselling programme the way literature spells it.

2.1.2 THEORETICAL FRAMEWORK FOR EVALUATING POLICY IMPLEMENTATION

As explained above, the researcher recommends the incremental model because of its flexibility to suit the context of the institution that is implementing the policy on the institutionalisation of Guidance and Counselling in Zimbabwean secondary schools. The researcher also wishes to approach the evaluation of policy implementation at Trockley Secondary School through a well structured theoretical framework that ties up well with the incremental model, i.e. the hypothesised theoretical framework for evaluating policy implementation that was proposed by Mohammed, Pisapia and Walker (2009). Components of such a hypothesised framework of policy implementation were developed from empirical studies of policy implementation in education by Kellaghan, Stufflebeam and Wingate (2003) and O’Tool (2000) among other sources. Three constructs were identified to organise the factors they extracted to study. The constructs are adapted to suit this research study; they are: (i) the school’s contextual factors, (ii) its capacity to implement policy and (iii) its favoured implementation strategy. The three constructs all culminate into determining the degree of policy implementation by the institution. Figure 2.1 below shows the three

constructs. For the purposes of this research study, the first construct can be replaced by the secondary school that is being studied.

Figure 2.1: **THEORETICAL FRAMEWORK FOR EVALUATION OF POLICY IMPLEMENTATION:** (adapted from Mohammed, Pisapia and Walker, 2009: 3)



2.1.2.1 CONTEXTUAL ENVIRONMENT AS A POLICY IMPLEMENTATION FACTOR

A new programme such as Guidance and Counselling, being introduced into an institution is bound to bring about changes in the way things were being done; it necessitates some compromises one way or the other, whether structurally, in relation to personnel, in terms of financial resources or time-wise.

Madaus, Scriven and Stufflebeam (1983) and Mohammed, Pisapia and Walker (2009) point out that an institution's contextual factors that could impact policy implementation include structures such as the vertical and horizontal organisational linkages and cross-functional teams that support both top-down and bottom-up programme implementation thrusts. A top-down structure requires that the policy be implemented without any or much adaptation. The researcher feels a top-down approach to implementation of the Guidance and Counselling policy leaves little room for creativity and flexibility to suit the contextual conditions of the institution. Cross-functional teams were however, seen to impact policy implementation positively as collegial relationships of implementers have been found to increase local capacity for policy implementation. The researcher's view is that this needs to be boosted as it is the driving force in the policy implementation process.

Mohammed, Pisapia and Walker (2009) define policy implementation as the extent to which the plan submitted complied with all the components in the mandate. They go on to say that there is a possibility to choose to implement some or all aspects that were outlined in the policy. The variability in the context of compliance was used as a measure of policy implementation. They assumed that the compliance, in this case of Trockley Secondary School's planned implementation in relation to its plan, would depend on its capacity to implement, its context and the implementation strategy in relation to its plan. This is the crux of the research, to explore and explain how policy number 23 of 2005 on institutionalisation of Guidance and Counselling in a Zimbabwean secondary school was done, in total compliance or with modifications, if so, why and how far? This becomes a learning opportunity for Trockley Secondary School, the school whose programme is being researched or any other institution that may wish to benefit from such experiences.

2.1.2.2 THE SCHOOL'S CAPACITY TO IMPLEMENT THE POLICY ON GUIDANCE AND COUNSELLING

Right from the onset, it is important to assess the school's capacity to implement the programme by looking at human and material resources available, particularly to the Guidance and Counselling programme. The capacity to implement partly depends on the knowledge and skills of those managing, planning, and evaluating the implementation. Lack of competent staff can be one of the downfalls leading to faulty implementation practice. In such a case, it is suggested that one or more professional development teams be tasked to

train and raise the level of technical expertise available (Nijhof and Brandsma, 1999 and Mohammed, Pisapia and Walker, 2009). If this happens to be the case, the Ministry of Education, Sport and Culture or its subsidiary organisations like Schools Psychological Services and Special Needs Education Department ought to shoulder the responsibility to train staff and make sure that they have the ability to implement the policy to expectation. If the number of implementers on the ground is inadequate, it might also affect the implementation process. Funding for programme implementation is a factor that influences the success or failure of the policy implementation process and as such, needs to be looked into when evaluating the programme; it has implications for possibly under-staffing and under-resourcing the programme. Policy formulators need to make the right decisions regarding both human and material resources right from the beginning.

2.1.2.3 POLICY IMPLEMENTATION STRATEGY AS A FACTOR

The capacity to implement a policy is directly affected by the strategy used by the institution. O'Toole (1988) and Mohammed, Pisapia and Walker (2009) suggest three strategies to choose from when implementing policy: the classical, political, or cultural strategy. The cultural strategy suggests that policymakers and implementers view policy as a guide for implementing measures to attain similar goals. For this particular study, I choose the cultural strategy as it is more flexible than the rest in that it allows changes to be made to certain aspects of the policy due to contextual factors that vary from institution to institution. Schalock (2001: 98) highlights the dynamism of policy by stating that, "Policy is one activity for which there can be no one fixed approach, for policy is synonymous with creativity, which may be stimulated by theory and sharpened by practice, which can be learned but not taught". It is practice that this research focuses on, the practical implementation of policy and the factors surrounding that process.

The four factors in Figure 2.1 above are perceived to be crucial in the implementation of policies; they ought to be the focal point for evaluation by both the institution where Guidance and Counselling is being implemented as well as by the researcher of this particular study. The essence of evaluation of the implementation of the Guidance and Counselling policy in an institution, what aspects ought to be evaluated, the steps the evaluation follows, stakeholders and the part they play in the implementation process, all need to be looked at in relation to literature review.

2.1.3 WHAT EVALUATION ENTAILS

Worthen and Saunders (1987) define programme evaluation as systematic inquiry designed to provide information to decision makers and or groups interested in a particular programme, policy, or other intervention. McNeil, Newman and Steinhauser (2005) explain evaluation further by stating that the real test of the value of a programme is the implementation and evaluation of it. They underline two main aspects of evaluation, the first one being that it is systematic in the way it is planned and executed according to plan; the second one being its ability to determine the worth of what is evaluated.

Schalock (2001) explains about two important areas that are crucial to this research study: Policy Implementation and Policy Evaluation. Policy implementation is the process of carrying out the policy. This involves government officials, individuals, and groups outside government, for example parents. Policy evaluation is the assessment of policy outcomes that involves questions of equity, efficiency which implies comparison of costs with benefits it provides, effectiveness which addresses the extent to which a policy achieves its goals (Lubisi, Parker and Wedekind, 1998; Schalock, 2001; and Creswell, 2008). The impact of policy evaluation on the policy process is referred to as feedback, which provides useful information to key players in each stage of the process.

2.1.3.1 IDENTIFYING PROGRAMME AREAS TO EVALUATE

Programme evaluators need to be guided by empirical information from research. Fischer (2006) and McNeil, Newman and Steinhauser (2005: 36) state that, “The first decision in programme evaluation is to decide which programme areas to evaluate”. This is a task for all members of staff as underlined by the following quotation by McQueen and Knussen (1999) and McNeil, Newman and Steinhauser (2005: 89), “All staff members must be somewhat involved in the development of the new programme. A good programme cannot succeed with even a small proportion of the staff either unfamiliar with the programme or uncommitted to the programme.” For all this to happen, there must be someone in charge; someone who can bring the team together to plan the curriculum, to make modifications to the programme, to review the objectives of the programme and to keep the team focused. That person is the Guidance & Counselling coordinator as far as this research study is concerned.

2.1.3.2 FACTORS THAT IMPACT POLICY IMPLEMENTATION

Saunders (2007) and Hill and Hupe (2009) pose forth a number of factors that they say impact policy implementation. These are local circumstances, in other words context, network management, collaborative capacity, agency characteristics and disposition, and effectiveness of mandates among others.

The researcher believes that for programme implementation to take off and succeed, the people who are tasked to spearhead and sensitise others about it ought to be amenable to change in order for them to succeed as agents of change. Koppenjan (2004), Durant (1993) and Krause (1996) observe that organisational rigidity and resistance to new initiatives can be a drawback to the policy implementation process. The people who spearhead the programme need to live up to expectations. They need to be open minded and flexible; the same for policy formulators. Hill and Hupe (2009) discuss active and passive representation, whether they relate to or predict policy preferences as well as actions to achieve certain policy outcomes. The agency that is tasked to run the programme is expected to be active in their execution of their roles for desirable outcomes to be realized.

The researcher understands that for any programme to succeed, all stakeholders, those directly or indirectly affected by the new programme need to be taken on board as part of the launching process. Failure to do so may impact the programme adversely. As such policy implementers need to identify stakeholders especially the ones who are meant to directly benefit from the policy and those close to them; in this case, students who are meant to benefit from the Guidance and Counselling programme and their parents. Schalock (2001) identifies four classes of stakeholders: (i) the client, in this study students, the clients' families and the party that is paying for the service, in this case government; (ii) the practitioner understandably policy implementers; (iii) the supervisors and service managers, in this case the Guidance and Counselling coordinator and school management; and (iv) the policymakers who insist on a number of societal values to be incorporated in the evaluation. It is important to recognise that the process of implementation is influenced by the responses of those affected by the policy to be implemented according to Knoepfel and Weidner (1982) and Knoepfel, Larrue, Varone and Hill (2007) who underline the need to identify roles played by those who directly benefit from policies; those who directly lose by policies and a range of third parties who may be either gainers or losers. These factors definitely impact policy

implementation and need to be looked into seriously if the expected outcomes are to be realized.

Teese, Lamb and Duru-Bellat (2007) and Hill and Hupe (2009) say that practitioners in public administration are working under an action imperative. They constantly need to answer questions for themselves about how to act. Indeed, in places where policies are being implemented, it would be noticed that there are various dimensions of situations being put under practice largely because of context. It makes sense to say practitioners need to interpret their own situation and decide how they have to act as they implement policy. Evaluators who may be in the process of assessing the nature of practice in which practitioners fulfil their tasks have to make some descriptive observations of their practice. Context is an important factor and it indeed impacts on policy implementation.

Stanovich (2001), Saunders (2007) and Hill and Hupe (2009) state that implementers may, in fact, sometimes practice ‘formulation and decision-making’ additional to the policy formally at hand, as has been noted earlier. This is one of the major factors that induce pressure on implementers to change certain stipulations in the policy in context. Context is reality that cannot be ignored when a programme is being introduced. So, it is understood that implementers can change here and there in the interest of successful achievement of policy objectives. Application is context-bound as implementers grapple with ‘what is’ and ‘what should be’ in relation to policy specifications, according to Hill and Hupe (2009). Implementers also work in direct contact with individual citizens on behalf of the general interest. These are people who may exert pressure of one form or the other on policy implementation. Evaluators or researchers for that matter, ought to look into such issues when carrying out studies. Implementers do impact policy implementation and as such, their characteristics are expected to help achieve the desired and set objectives.

2.1.3.3 THE VALUE OF TRAINING STAFF ON POLICY IMPLEMENTATION

Hawkins and Shohet (1989) and McNeil, Newman and Steinhauser (2005) indicate that there is need to train staff that will be involved in the implementation of the policy through a well thought out plan that shows how the training would be done. There is need first, to identify the needed training; second, to systematically devise that training; and finally, to make sure

that there is appropriate delivery of training. The need for training should first be established or else it would just be training for the sake of it. This particular research study will attempt to establish this factor.

Finally, McNeil, Newman and Steinhauser (2005) as well as Worthen and Saunders (1987) mention that a process to determine that the training was implemented successfully must be put in place. Ideally a systematically delivered training ensures that trainees are not overwhelmed; that they understand; that they focus on the needs for training and should feel empowered by the training. Some form of evaluation needs to be done as a post exercise to determine the gains that trainees would have benefited from the training. That will help to determine whether similar training programmes might be required again later, so as to improve in the implementation process of the policy (Wong and Wang, 2002).

2.1.3.4 THE VALUE OF EFFECTIVE EVALUATORS' TRAITS

Implementers of the Guidance and Counselling ought to be able to evaluate the programme from within. The coordinator and the core- team of policy implementers are evaluators of their own school programme. The research study will attempt to establish this factor. Worthen and Saunders (1987) and McNeil, Newman and Steinhauser (2005) described a good evaluator as someone endowed with a number of traits and skills some of which are: someone who is keen to observe but who is not liable to subjective interpretation through biases and preconceptions of the evaluator; someone who is alert to people, for example programme staff and stakeholders; someone who is alert to context and actions; i.e. someone with knowledge of what to look for and where to find it and when to look. In other words, someone who is observant. A good evaluator is someone with knowledge of the type of the programme being implemented. Someone who watches what is happening and what is not happening with regards to the policy being implemented. An evaluator goes further than observing and seeks meaning.

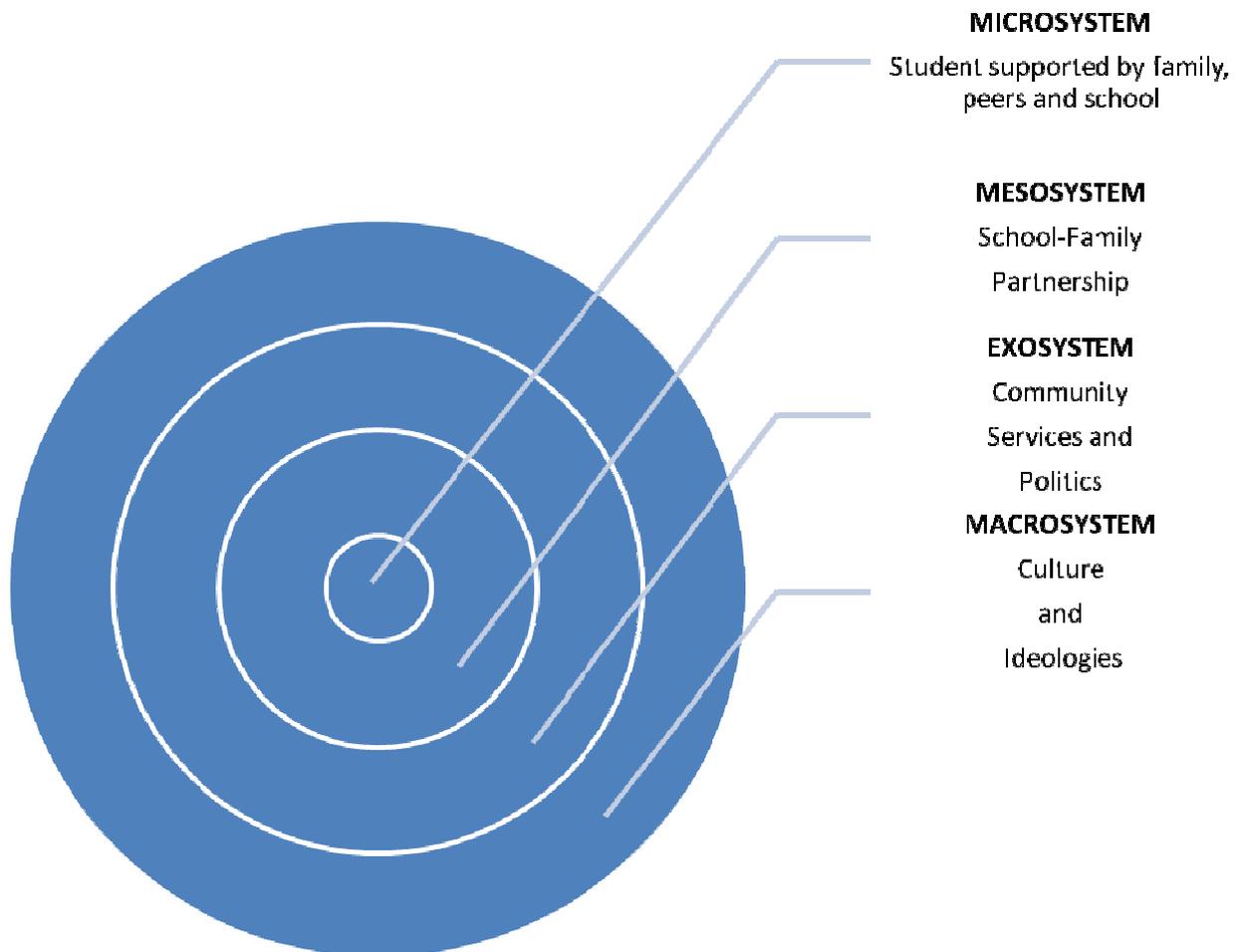
2.1.3.5 SCHOOL-BASED PARENTAL SUPPORT IN POLICY IMPLEMENTATION

Wong and Wang (2002) stress the importance of parental involvement with regards to policy implementation through what they call 'School-Family Partnership'. They state that parental involvement has surfaced during the recent years as an important influence on a child's

schooling. Researchers and policy makers compellingly emphasize the importance of making parental involvement a priority. Bronfenbrenner (1979) supported by Wong and Wang (2002) underlines the importance of family-school partnership by pointing out that whatever the socioeconomic level, ethnic group, or type of family structure, we have yet to meet a parent who is not deeply committed to ensuring the well-being of his or her child. They go further to say what we should try to do is change the circumstances, not families. Researchers into evaluation of policy implementation need to find out among other things, the role of families and the local community in the implementation process of the policy that is meant to benefit their children directly and society in general. Figure 2.2 below on the Ecological Perspective of School-Family Partnership shows the layers of support that surrounds and is available for the child to fall back on for support in order to enhance educational gains. Policy formulators and implementers need to take all these stakeholders into consideration when designing and implementing policies. Researchers in turn, have to look into such aspects to see how much programmes that are introduced in schools exploit the support base for the student and to what extent.

Figure 2.2: AN ECOLOGICAL PERSPECTIVE OF SCHOOL-FAMILY PARTNERSHIP

(adapted from Wong and Wang, 2002: 186)



2.1.4 INDICATORS OF SUCCESSFUL IMPLEMENTATION

Hill and Hupe (2009) and O'Toole (1986) observe what they call 'conventional wisdom' as guiding factors for enhancing the successful implementation of policy. This implies (i) A policy design in which the degree of required behavioural change is kept low, (ii) A structure of implementation ought to be as simple as possible, (iii) Where the number of actors is kept at a minimal level, (iv) Taking note of the problems of implementation during the initial stages of policy formulation, (v) Attributing the responsibilities for the implementation of policy to units of implementers who are sympathetic to that policy.

Matland (1995) and Hill and Hupe (2009) note a variety of plausible definitions of successful policy implementation. These are: (i) compliance with statutes' directives (ii) compliance

with statutes' goals (iii) achievement of specific success indicators (iv) achievement of locally specified goals and (v) improvement of the political climate around a programme. This needs policy goals to be explicitly stated in some official policy document. If this is so, Hill and Hupe (2009), Cox (2007) and Leary (2001) feel that the statutory designers' values have a superior value and implementation success is loyal to the prescribed goals; because of that more general societal norms and values come into play. To me that is the mark of context and policy implementation ought to be applied contextually according to the lives and values of the people.

2.1.5 CONCLUSION FOR SECTION A

Section A presented a number of sub-topics and conceptual information relating to evaluation of policy implementation from various sources. The literature review covers a number of conceptual areas on evaluation of implementation processes of policies in general. It also depicts how social institutions translate policies into workable programmes. The literature informs policy implementers and stakeholders what ideas to consider as they plan programmes they will be implementing. The literature review provides pointers to aspects of the study mentioned above and much more. Thus, from the researcher's point of view, feedback from evaluation can help to benchmark Guidance and Counselling programmes in institutions that choose to benefit from it.

Some issues to be highlighted from the afore-going literature review are that: (i) Implementers as well as researchers ought to be capable to achieve the objectives of the programme, if not, they need to be trained; (ii) It is important to carry out needs assessment of the various aspects of the programme to ensure both its feasibility and viability; (iii) Stakeholders ought to be identified, engaged, and furnished with information pertaining to the programme as regularly as possible, that ensures effective networking; (iv) There ought to be an evaluation strategy to use when implementing policy; the cultural strategy suits this particular study because of its flexibility that augers well for different contexts. There is also guidance from literature on the probability of maximising implementation success. The probability is human based in that it stresses the importance of parental support as the programme being implemented involves their children. It also stresses the crucial role that is played by communication with all stakeholders which is termed network management in this chapter. The aspect of collaboration in any programme cannot be over-emphasized.

2.2 SECTION B: GUIDANCE AND COUNSELLING

2.2.1 INTRODUCTION

The essence of Guidance and Counselling as a subject, discipline and practice, forms part of this research study's literature review. It is the core of policy circular number 23 of 2005 on the implementation of Guidance and Counselling in Zimbabwean secondary schools. The success of its practice at school level implies change and development in students to manage their own lives better.

Guidance and Counselling in the 21st century poses formidable challenges for those professionals into whose hands students' welfare is entrusted by education systems. Charema (2007) notes that the growth and diversification of the counselling profession, the general political climate, the social and cultural tensions experienced throughout the world, call for new counselling strategies in the 21st century. Heath and Palenchar (2009) point out that the current counselling body of knowledge as contained in major journals, lacks methodological diversity. Young people in Sub-Saharan Africa continue to face new challenges, difficulties and harsh realities that keep creating new demands on the existing support services provided by school and community agencies. Mpofo (2006) adds that the other problem that young people have is identity formation; counselling can help them gain a clear understanding of who they are as individuals and clarify their values and self-awareness. Charema (2007) further observes that traditional social services and support systems continue to disintegrate or increasingly become ineffective, there is need to evolve new and more appropriate strategies for the 21st century. A lot of students in Zimbabwe in particular, as the situation currently is on the ground, cannot even afford examination registration fees because of the difficult economic situation the country is going through. Guidance and Counselling is not likely to help find a solution to this.

Heath and Palenchar (2009) advise that there is need to develop new and innovative methods that are consistent with conceptualisations about counselling and that reliably assess counselling outcomes. As such, counselling outcome measures could assess what has been learnt from counselling rather than the general efficacy of counselling. So clients ought to be able to transfer what they have learnt to subsequent problem situations rather than returning to counselling relationships each time a difficult situation arises. The goal for counselling in

the 21st century ought to be the development of skills for life-long learning through assisting clients to learn to cope with difficult situations that are encountered throughout life.

Guidance and Counselling in the 21st century ought to be viewed as a corporate programme through which students are helped with their normal physical, intellectual, emotional and social development. Charema (2007) asserts that learning institutions should prepare a comprehensive Guidance and Counselling programme that is interwoven in the total curriculum to provide for the unique personal, social and educational needs of students. Cultures are continuously merging through the migration of nationalities and the world seems to grow smaller; boundaries between countries mean very little and people have become pronouncedly homogenous. Counsellors need to consider more profound issues to the extent that their practices embrace cultural groups and individuals from any corner of the globe (Webb, 1998). 21st century school counselling should be organized from a life-span perspective. Schools are advised to effect developmental counselling that represents a shift from remediation and crisis intervention to learning and development (Leary, 2001). The school developmental counselling programme is viewed as proactive and preventive, and is seen as helping students to acquire knowledge and skills, self-awareness, and attitudes necessary for successful mastery of normal developmental milestones.

MacBeath and Sugimine (2003) and Gibson and Mitchell (1990) note that Guidance and Counselling teachers need a guiding theory to help them make sense of the complex helping process, especially if they have to work systematically in the helping function. A counsellor's theory of counselling is a reflection of the counsellor as a person, that is, every counsellor evolves his or her own unique counselling style, but is guided by the knowledge and understanding of acceptable and researched models available to the professional field. It is against this background that I have chosen to approach this study from a 'humanistic theoretical framework' point of view.

2.2.2 GUIDANCE AND COUNSELLING VIEWS FROM UNESCO (2000) MODULE

8: The researcher wishes to sight Guidance and Counselling practice that is non-Western by taking ideas from a conference that was organised exclusively for African countries. Botswana hosted the conference for Ministers of Education from several African countries in

February 2000 on Guidance and Counselling programme development. It was financed by UNESCO. The researcher believes this was an important conference that set a road-map for introduction of Guidance and Counselling programmes in educational institutions in Africa. The conference's main objective was to come up with an arrangement for promoting growth and development of young people entrusted to the care of teachers.

Organisational issues that the conference agreed on and compiled were about adequacy of resources both human and material; they said (i) resources must be commensurate with programme needs or else implementers have to do their best with limited resources; (ii) there must be collaboration with other programme implementers to explore and share ideas or to find alternatives if required; (iii) there must be a Guidance and Counselling calendar which is part of the school programme that encompasses issues like tours, career fairs, talent shows, seminars, visits, drama and many others; (iv) skills and knowledge are a pre-requisite for implementers. Such organisational aspects promote good management and ensure appropriate use of resources.

2.2.3 GUIDANCE AND COUNSELLING IN A DIVERSE CULTURAL SOCIETY

The researcher understands that Guidance and Counselling is generally approached from two angles: informal, i.e. traditional forms of Guidance and Counselling, and formal, i.e. what is practised in various Western institutions today and is characterised by accountability. Traditionally among most African societies economic enterprises were mostly hunting, fishing and farming. No elaborate career guidance was needed because occupational limitations were usually determined by two criteria, age and gender (Gibson and Mitchell, 1990). Later on as occupational determinants of inheritance became common and that gave rise to skills being passed onto children. Potters, cobblers, smiths and carpenters trained their children in the trades they were familiar with; mothers did the same with their daughters too. In most non-Western societies, Guidance and Counselling has largely remained a service, while in the Western world, the field is run by accredited professionals who operate commercially and their operations are regulated by statutes (Charema, 2004). The researcher believes that Guidance and Counselling today has become rather westernised in content and approaches that are used by Guidance and Counselling teachers. Information and knowledge are shared easily through internet and other forms of media.

Counselling in an African traditional setting follows an informal but well structured approach. In Zimbabwe in general, there are people who are entrusted to play the role of counsellors depending on who the counselee is. These may be aunts, uncles, grandparents and elders in the community, traditional healers if the problem relates to health like infertility, or church elders and ministers, mostly those who are close to the family of the client. The individual client is part of a larger family as cited by Shumba (1995) in Richards (2000: 149) who goes on to say that although Zimbabwe is a multicultural, multilingual and multiracial society, traditional indigenous culture pervades the individual's belief system. According to Gelfand, Jenson and Drew (1988), in the Zimbabwean cultural context, normal behaviour is defined as one's ability to carry out traditional or cultural expectations or obligations. Traditional healers as observed by Makoni (1996), will include the client's support system of family, friends and trusted persons in the helping process; a ritual will be used to restore the individual / family / community to health. Guidance and Counselling takes place within this community support-system. Aunts and uncles deal with maturation and matters relating to marriage. Church elders deal with family disputes. Traditional healers deal with patients who may need treatment of one form or another, for example psychological therapy.

Whoever the counsellor happens to be in this historical and traditional scenario, ought to develop culture-centred counselling skills that are commensurate with an appropriate awareness and accurate knowledge about one's own culture and the contrasting cultures around us (Ivey and Ivey, 1993, and Jell, 2005). It is important to be sensitive about the support system of the individual client and avoid involving any members who may exacerbate the problem, as viewed by the client. An experienced counsellor would know whom to draft into the helping process from the family, friends or the community, depending on the nature of the problem, or the relationship to the client. The counsellor should be available to get feedback from the counselee on how well he or she is adjusting to the situation.

2.2.4 GUIDANCE AND COUNSELLING THEORETICAL PERSPECTIVES

The researcher understands that, central to the humanistic theoretical framework is the belief and understanding that human beings have the capacity to develop in a positive direction, given the support that is conducive for that kind of growth. As such, humans are viewed positively as good; that is an optimistic starting point on the part of any counsellor who is due

to embark on a helping process. Client-Centred Counselling whose founder is Carl Rogers, places the human being or the client, in a position of power and responsibility to structure his or her own destiny (Chan, Berven and Thomas, 2004). The researcher also looks at this research from another humanist's point of view, William Glasser with his Reality Theory that stresses the aspect of choice. People make choices on a daily basis and there is no reason why they can't revise their earlier choices if there is need to do so, or learn to make better informed choices in their lives. Corey (2001), James and Gilliland, (2003) say reality theory is a theory of self-evaluation and improvement. The researcher's view is that Guidance and Counselling programme implementers ought to be empowered to make choices on how best they can run their programmes; the empowerment should subsequently inspire students to also make informed choices in life, as a result of educational gains made from Guidance and Counselling.

2.2.5 THEORIES OF COUNSELLING

Gibson and Mitchell (1990) and Burnett and Dorssen (2000) state that theoretical models for counselling have their origins in the values and beliefs of persons who in turn have converted these into a philosophy and a theoretical model for counselling. The values and beliefs form a rationale for what one does, how one does it, and under what circumstances as noted by Cavaiola, and Colford (2006). Theories refer to a rationale rather than a feeling function; and counsellors need a guiding theory to help them to help others. The researcher understands that a counselling theory that is applied between and among persons must be integrated into a counsellor's philosophy and personality. There has to be room for the element of human interaction that is so essential to the success of a counselling relationship. This implies a process from values to practice.

A professional guidance and counselling teacher has the task to know as many theories as possible, their similarities and differences (Ivey, Ivey, and Simek-Downing, 1987). The theories are just a base that the practising counsellor will need to modify to suit the unique situation in which he or she functions and his/her unique personality. Pandey (2005) noted that a counsellor's theory of counselling is a reflection of the counsellor as a person, that is, what the counsellor IS as a person is demonstrated in his or her application of a theory. Thus every counsellor evolves his/her own unique counselling style, guided by his/her knowledge and understanding of acceptable and researched models available.

2.2.5.1 CLIENT-CENTRED THEORY

Client-Centred counselling was originally developed by Carl Rogers as a reaction against what he considered the basic limitations of psychoanalysis; thus this approach is referred to as Rogerian Counselling (Gibson and Mitchell, 1990 and Goodwin, 1998). Carl Rogers believed that humans were basically good and could be trusted to direct their own lives, that humans have the inherent capacity to grow in a positive direction and to realize their own potential if they are lucky to be nourished by the unconditional love and understanding of significant others. This is the theoretical base of Person-Centred Theory (Chan, Bervan and Norman, 2004).

The student undergoing personal counselling in Person-Centred Therapy is in a state of incongruence, being vulnerable and anxious. The counsellor has to be aware of the overarching tendency for the student to heal or grow in a positive direction and that they have an instinctive need to do so. Students have to be helped to relearn how to listen to these organismic messages within them. A powerful need emerges in the client, the need for love or positive regard from others including the counsellor. The counsellor also ought to help the client to understand self, have insight, decision-making strategies, and to change and grow. The counsellor ought to be available to give support to the student, to be optimistic and positive minded. There must be a relationship of genuineness, non-possessiveness, warmth, accepting and empathy. Termination of counselling is the attainment of congruency by the student (Pandey, 2005).

2.2.5.2 REALITY THEORY

The proponent of Reality Theory is Dr William Glasser. The theory is about emphasizing reality and responsibility. Of late Dr Glasser's emphasis has turned towards Choice Theory, which stresses the importance of self-evaluation and improvement (James and Gilliland, 2003, Burnett and Dorssen, 2000). The fundamental belief is that individuals must face reality and accept control over their lives, learn how to meet their needs in appropriate ways and act responsibly with regard to their understanding of reality. Reality theory recognizes individuals as having a natural desire for a successful self-image and responsibility through involvement with other people. But for one reason or another, an individual can even choose misery so as to keep control of their anger, control themselves and others, ask for help

indirectly and even use misery as an excuse for not doing something that is more effective (Corey, 1986). Teachers who are engaging in the helping process of students need to understand their clients as much as is possible so that their efforts can succeed. The major concept of Reality Theory is the perception that students have of their identity; where they can opt to choose success or failure; responsibility, which implies the ability to fulfil one's needs; and involvement, which is a process of fulfilling needs and enhancing self-image. Involvement is also seen as the primary driving force governing all behaviour (Brammer, 1996). So despite limitations, people determine what they will become. Reality therapy is seen as a philosophy of treatment and a process of therapy. Guidance and Counselling teachers have to encourage individual responsibility for behaviour and promote involvement with others to learn and maintain responsible behaviour. Techniques that teachers can employ are role-playing, contracting and homework assignments; all these are feasible in Zimbabwean schools with varying degrees from institution to institution. According to Kearney, (1996) and Brammer, (1996) stages of counselling in Reality Therapy are to guide clients by clarifying values, goals and standards for behaviour and generating alternatives .

2.2.5.3 OTHER THEORIES OF GUIDANCE AND COUNSELLING

Another theory that is of importance for this study pertaining Guidance and Counselling teachers is the Integrated Theory that takes into account a number of theories. Ivey, Ivey and Simek-Downing (1987) say that an integrated knowledge of skills, theory and practice is essential for culturally intentional counselling and therapy (Charema, 2005, Gibson and Mitchell, 1990). A counsellor who is cultural minded knows how to structure an interview that can influence a client in a logical and predictable direction. For career related guidance and counselling, the researcher alludes amongst other to the Trait-Factor Theory that is traced back to Parsons (1909) and is grounded on assumptions that people have different traits, and that occupations require a particular combination of worker characteristics. Chan, Berven and Thomas (2004: 211) say "Effective vocational guidance should match a person's traits with job requirements. Individuals should gain a full understanding of their personal attributes, including both strengths and weaknesses". However, this study acknowledges various other theories of career guidance but that is beyond the scope of this study to discuss.

2.2.5.4 GROUP COUNSELLING

Gibson and Mitchell (1990: 185) wrote to say of humans, “We are not only gregarious animals liking to be in sight of our fellows, but we have an innate propensity to get ourselves noticed and noticed favourably by our kind”. This gives the essence to the viability of group counselling. Indeed humans are group-oriented as they complement and enjoy each other’s company in a natural way. Furthermore, humans seek to meet most of their basic and personal-social needs through groups. It is also a fact of life that groups are influential in how a person grows, learns, and develops behavioural patterns, copying styles, values, career potentials and adjustment techniques.

Group process is explained by Gibson and Mitchell (1990) and Corey (1990) as the continuous, ongoing movement of the group towards achievement of its goals, from its starting point to its termination. Group dynamics implies the interaction of group: leadership, group roles, membership participation, and analysis of the interaction between and among the individuals within a group. Understanding influences and dynamics of groups can help counsellors to assess and understand individual clients better, just as understanding of the organisation and utilisation of groups can help in the teaching and guidance of others. Counsellors should take advantage of students’ propensity towards gregariousness when organising group counselling sessions, particularly in a school setting. The researcher perceives that evaluation of the implementation process ought to assess the knowledge that Guidance and Counselling teachers have of various theories and cultural perspectives as this affects their service delivery.

2.2.6 GUIDANCE AND COUNSELLING TEACHERS AS PROFESSIONALS

Guidance and Counselling teachers who are professionals first and foremost know themselves and have the conviction and confidence that they can help their students. Palmer and Varma (1997) capture what occurs in the classroom by saying what we teach will never ‘take’ unless it connects with the inward, living-core of our students’ lives, with our students’ inward teachers. We can speak to the ‘teacher within our students’ only when we are on speaking terms with the ‘teacher within ourselves’. Palmer and Varma (1997) go on to say deep speaks to deep, and when we have not sounded our own depths, we cannot sound the depths of our students’ lives. In short, counsellors need to know themselves well enough before they can get to know and assist their clients meaningfully.

Dollarhide and Saginak (2003) state that most people know what they need to do to make their lives better. The reason people don't act on this knowledge is that something needs to happen to move that knowledge from their intellect (cognition) into the external world (behaviour). That something is feeling or affect. Counsellors need to know deep in their souls, that what they teach has value, has meaning, and has the ring of human truth to it. Without that conviction from our 'bones', we will teach from the intellect only, distancing ourselves from our feelings and knowing of the truth. Students need to realise that what guidance and counselling teachers teach is practical and real to life situations.

Leary (2001) states how guidance and counselling teachers can help young people with hope. Hope is explained as the sum of the mental willpower and way-power that we have for our goals. Willpower is the driving force for us to reach our goals; it is the reservoir of determination and commitment. Way-power is defined as the mental roadmap that guides hopeful thought. Way-power is the mental capacity we call on to find one or more effective ways to reach our goals. As such, students need to be guided to come up with clearly articulated and meaningful goals; to develop a sense of willpower or energy to move towards those goals; to amass high way-power or mental flexibility to find alternative routes should our path as students be blocked. The guidance and counselling teacher needs to be able to help the client to keep the torch of hope burning. Dollarhide and Saginak (2003) advise that guidance and counselling teachers need to be proactive and aware of each student's unique challenges. Students face all sorts of problems, eating disorders, unhealthy sexual choices and relationships, smoking, drug and alcohol abuse, social conflict, distorted self concept and identity, unrealistic expectations, lack of interest or motivation in school. They need to be close to their students and be available to assist as much as they can.

A good and effective Guidance and Counselling teacher has requisite interviewing skills so as to find out as much information as possible relating to the student and the nature of the problems being experienced. Open-ended questions encourage the student to talk thereby expressing views, thoughts, options and feelings (Ivy and Ivy, 1993). Closed-ended questions on the other hand elicit specific information that may be needed; the counsellor ought to know which questioning category to use and when. An effective Guidance and Counselling teacher manages the counselling relationship productively. Formulation of goals, short or

long-term, ought to be guided objectively, making sure that they are attainable and realistic; they should also be time related. They also ought to be able to deal with resistance and conflict on the part of the client.

There could be times when the Guidance and Counselling teachers may need to refer the client to some organizations for further assistance. In such cases, the counsellor has to have knowledge of support services where the client can get help. In Zimbabwe there are institutions like Family Counselling Unit, Schools Psychological Services, Social Welfare, CONNECT (a systems counselling unit), church organizations, hospitals and other government organs like the Police Public Relations Unit that can assist especially where some family members of the client may be violent or abusive. The Guidance and Counselling teacher ought to network with any of these organizations when necessary and with the full consent of the client.

A good Guidance and Counselling teacher ought to be someone whom students or clients can confide in. Clients need to feel that their problems or situations are not divulged to other people without their consent. As such, Guidance and Counselling teachers ought to gain their clients' trust because of how they conduct themselves.

Dollarhide and Saginak (2003) advise that Guidance and Counselling teachers ought to have the ability to impact on their students and take advantage of the fact that most people know what they need to do to make their lives better. Chan, Berven and Thomas (2004) suggest the core conditions of counselling as empathy, warmth and genuineness.

Empathy is described as the act of coming to know a person from his/her internal frame of reference (Paul and Epanchin (1982). Maslow (1964) calls this close link of the Guidance and Counselling teacher to the student connectedness. Warmth is the facilitating of a working alliance marked by reciprocal positive regard and acceptance. Communication of respect is a key factor in warmth that needs to be shared in a counselling relationship (Pandey, 2005). Counselees need to be loved, to feel loved by those close to them including Guidance and Counselling teachers. Genuineness means being real, honest and authentic; having no facades. If the Guidance and Counselling teacher has to use humour, it should be

appropriate. Self-disclosure helps the student to open up and should be initiated by the Guidance and Counselling teacher using appropriate level of language when communicating. Gibson and Mitchell (1990) summarize counselling skills under the following groups: communication skills, diagnostic skills, motivational skills, and management skills, all of which a Guidance and Counselling teacher has to learn and practise in order to be an effective helper. And so when evaluation of Guidance and Counselling teachers' knowledge level is undertaken, the above skills are part of the repertoire of ideas that apply to the policy implementation process.

2.2.7 PARENTS AS PARTNERS IN GUIDANCE AND COUNSELLING

Dollarhide and Saginak (2003) made observations that young people have role models whose lives they emulate, and these role models include their parents. They go further to say that parents often advise their children to 'play it safe' and go where the money and jobs are. When young people base their identity and occupational choices on those of parents and others, without going through their own identity-development and decision making period, they are experiencing "foreclosure" according to Goodwin (1998). The researcher believes that the young people will be circumventing a necessary stage of their own development and may come to regret the shortcuts.

Hamersley, (2002) gives a word of advice that the world is changing exponentially in all facets of our lives: in work, families, education, organisations, leisure, demographics, politics, and technology. The school counselling programme needs to hold conferences with parents of youngsters who are in the process of developing educationally, in order to share relevant information with them because parents have significant influence on their children. Dollarhide and Saginak (2003) speak highly of parental influence on their children when they say parents can be even more influential in the choices that their sons and daughters make regarding going to college. Heath and Palenchar (2009) agree with the foregoing statement by saying, in fact parents can quite possibly become students' most important and resourceful career development partners. So parents themselves need to be clear that not everybody goes to college, rather they ought to help their children to introspect as well as access all relevant facts and decide on careers and life situations wisely. Parents are indeed powerful partners in Guidance and Counselling; as such this power base ought to be taken advantage of by the

school programme as it strives to nurture young people to take their position in the world of work and productivity.

The UNESCO (2000) Module 8 conference deliberated on a number of implementation strategies that can be shared with stakeholders, especially parents so that they will be well informed as they lend their support to Guidance and Counselling programmes in schools. The strategies were understood not to be definitive because they vary according to context and plan of action that implementers put together. (i) Implementers can use general school assemblies to disseminate Guidance and Counselling information; (ii) Guidance and Counselling lessons need to be time-tabled to allow continuity and to formalise the programme; (iii) external resource persons like guest speakers from the community add value to the programme and help to maintain the link between home and school; (iv) educational tours of resource centres, various work places, job-shadowing by students for a day or longer, are encouraged; (v) programme implementers ought to encourage students to embark on mini-research projects as a way of empowering them and creating inquisitiveness in their minds; (vi) implementers need to organise career-fairs/seminars where external and internal resource persons join hands to provide career information to students; (vii) programme implementers can organise peer counselling by training some students to offer Guidance and Counselling to their peers whom they are likely to be more comfortable with; (viii) students can be guided to use bulletin boards to disseminate information on Guidance and Counselling; and (ix) all teachers in the school need to teach Guidance and Counselling information during their subject teaching through an exercise known as curriculum infusion so that the load is taken off the shoulders of Guidance and Counselling teachers who, in most cases are too few for their tasks.

The Guidance and Counselling conference also touched on evaluation of Guidance and Counselling programmes in schools; a very important aspect of the programme implementation process. Gibson and Mitchell (1986) define programme evaluation as a systematic set of data collection and analysis of activities undertaken to determine the value of a programme in order to aid management, programme planning, staff development, public accountability and promotion. Two types of evaluation were identified, (i) formative evaluation that is on-going and provides immediate feedback. The programme can be modified if necessary, (ii) and summative evaluation that is concerned with a completed

programme to see if goals were achieved. The researcher wants to believe that deliberations from the above conference have influenced institutionalisation of Guidance and Counselling programmes in many countries in Africa.

2.2.8 CONCLUSION FOR SECTION B

Literature review on Guidance and Counselling addresses issues like the need for Guidance and Counselling teachers to adopt or adapt some counselling theory or theories that can guide them in their endeavour to assist students who require help. The guiding theory needs to be immersed into the Guidance and Counselling teacher's personality. The research focuses on the Humanistic Perspective of Guidance and Counselling that originates from Carl Rogers the founder of Client Centred Counselling. William Glasser's 'Choice Theory' is also very important to this research study because of its emphasis on empowering the individual who is in a counselling relationship with the Guidance and Counselling teacher to choose possible solutions to the presenting problem or challenge.

The qualities of an effective Guidance and Counselling teacher were discussed. Empathy and many other requisite skills that include questioning techniques, leading the client to discover and know himself or herself better, formulating effective strategies as well as having the necessary organisational skills that help to see the programme succeeding were discussed. Guidance and Counselling teachers' minds were probed further by the possible direction this important discipline is heading for in the 21st century. Patton (2002) sums it up all by pointing out that evaluation of policy implementation includes paying attention to such things as inputs, activities, processes and structures.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This research study on evaluating the implementation of Guidance and Counselling in a Zimbabwe secondary school is a qualitative enquiry that is aimed at explaining the way in which the policy was translated into a workable programme by one of the exemplary schools to have done so. The main focus was to gain insight into how the particular school being studied implemented the policy guidelines in view of the context of the institution itself (Schalock, 2001 and Charema, 2004).

This particular study is about Trockley Secondary School in Zimbabwe, one of the schools which were judged by the Ministry of Education's monitoring system that includes Schools Psychological Services and Special Needs Education, to have implemented Guidance and Counselling well enough to share experiences with other institutions. The research findings were reported as they were, without manipulation of data. Merriam (1988) explains a case study's strength as its ability to deal with a full variety of evidence as revealed in documents, artefacts, interviews and observations, leading to rich, thick description of phenomena under study. Merriam (1988: 10) also highlights the "interpretation in context" aspect of qualitative research's ability to uncover the interaction of significant factors characteristic of the implementation process of the policy on Guidance and Counselling. This research sought to come up with holistic description and explanation of the policy implementation process (Chireshe, 2008 and Charema, 2008). All in all, this chapter mapped the field for data collecting, collating, interpreting and reporting.

3.2 RESEARCH QUESTION

The fundamental research question that the evaluator sought to find answers to here was: **"How did the school articulate the policy into a Guidance and Counselling programme?"** All research participants were expected to and did respond to the same research questions in their own way basing on their experiences.

3.2.1 RESEARCH SUB-QUESTIONS

- What are the policy expectations for Guidance and Counselling programmes in secondary schools?
- What does the Guidance and Counselling programme in the school entail?
- How can insight into the implementation of Guidance and Counselling inform programme development?

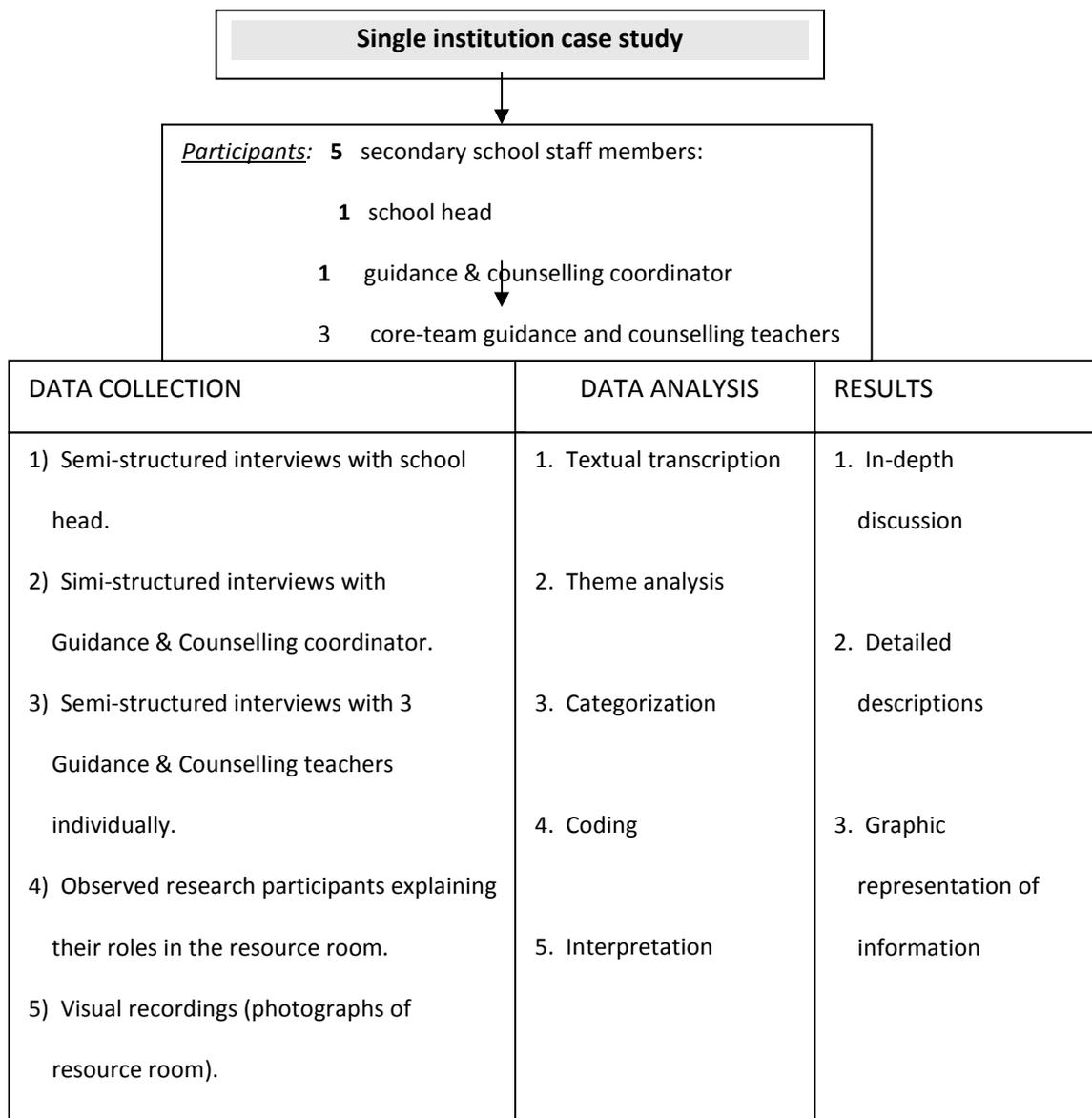
3.3 RESEARCH DESIGN

This research was a case study of Trockley School in Harare Educational Region. It was one of the exemplary secondary schools to have set up a functional Guidance and Counselling programme in Zimbabwe as mentioned earlier. Creswell (2007) states that a case study is used to provide insight into an issue. This is made possible by the case study's ability to allow direct observation, interviewing and interpretation in context. Leavy (2009: 6) adds that it is characterised by inductive approaches to knowledge building. It also seeks holistic description and explanation of phenomena (Creswell, 2008, Leedy (2005: 135), Potter, 2002: 56) and Merriam, 1988).

This is the depth of data the researcher wanted to tap and use to benchmark implementation of Guidance and Counselling in secondary schools in Zimbabwe. Patton (2002: 162) goes further to say that ongoing adaptations to local conditions characterises programme implementation, then the methods used to study implementation should correspondingly be open-ended, discovery oriented, and capable of describing developmental processes and programme change. Institutions are different and ought to take what is applicable to their unique contexts from the policy recommendations.

Figure 3.1: RESEARCH DESIGN

(adapted from Nwanna's research with UP: 2006 page 14)



3.4 OVERVIEW OF FIELD WORK DONE: CHRONICLE OF EVENTS

Names of the schools and participants in this study are not the actual names to ensure anonymity. The researcher engaged the services of Thomas, a colleague and Senior Lecturer at Zimbabwe Open University (ZOU) in Harare through email, to approach the Director of Schools Psychological Services for permission to carry out the study in one of the exemplary secondary schools to have implemented the Guidance and Counselling programme. Thomas secured an appointment for the researcher to meet the Director on Tuesday 29th June 2010.

3.4.1 PERMISSION TO GATHER RESEARCH DATA GRANTED

The researcher met with the Director of Schools Psychological Services and Special Needs Education on Tuesday 29th June 2010 for 30 minutes, i.e. from 10h00 to 10h30 as per appointment. He handed over his letter to formalise the request to conduct an educational research in one of the secondary schools. A list of 16 schools in Harare Educational Region, that were assessed to have been implementing Guidance and Counselling programmes to the Ministry's expectations was handed over to the researcher. A checklist that is depicted in figure 3.2 below, that the Ministry uses to categorise schools by performance regarding the running of Guidance and Counselling programmes was also available. There were three categories schools were placed into: category **A** for exemplary schools; category **B** for schools with running programmes; and category **C** for schools that were either struggling to implement the programme or had not yet started.

The Director of Schools Psychological Services and Special Needs Education explained the method Ministry officials e.g. Guidance and Counselling Education Officers use when they visit schools to check and advise on the way the programme ought to run. Schools have the same checklist as well, just for them to be aware of government expectations. The researcher was given a letter of authorisation to carry out the study in schools and to subsequently, introduce him schools personnel. The Director then referred the researcher to Elijah, Principal Remedial Tutor for Harare Region for further assistance.

3.4.2 SELECTION OF SCHOOL AND INTRODUCTION TO THE SCHOOL HEAD

Elijah and the researcher had a brief discussion in the former's office, to decide which school would be most ideal to carry out the study among the 16. He advised the researcher to do the research-data collection at **Trockley School**, a school headed by Mr. Getty, mostly because the school head was known to be accommodative and had a lot of interest in the Guidance and Counselling programme himself, according to Elijah. The school was easy to reach, being situated just three kilometres from the Harare City centre. Mr. Getty was an experienced educationist with almost 20 years experience as school head, 11 of which were spent at Trockley School. Elijah phoned Mr. Getty, explained about the research's request to collect data on his school's Guidance and Counselling programme. Elijah kindly requested for an impromptu meeting with him if he wasn't very busy, to make appointments for interviews with him and Guidance and Counselling teachers and he obliged.

Figure 3.2: CATEGORIES OF SCHOOLS BASED ON LEVEL OF IMPLEMENTATION OF

GUIDANCE & COUNSELLING (Adapted from Ministry of Education's Checklist)

CHECKLIST SUB-HEADINGS		
1	Guidance and Counselling Coordinator	
2	Guidance and Counselling Core-Team Teachers	
3	Guidance and Counselling Resource Room	
4	Resource Material in the Resource Room	
5	Time –Tabled Guidance and Counselling Lessons	
6	Schemes and Forecasts of Activities <ul style="list-style-type: none"> i. Orientation on Education System ii. Educational Guidance iii. Personal Guidance and Counselling iv. Vocational / Career Guidance 	
7	School Based Staff Development Workshops	
8	Regional Staff Development Workshops	
9	Community Involvement	
10	Networking with other Organisations	
11	Supervision (from within) and Accountability	
12	Reports to the Ministry / Feedback on Progress	
	<p><u>KEY for CATEGORIES :</u></p> <p>A.: Schools with almost all factors running</p> <p>B.: Schools with at least 1 to 6; and 11 to 12</p> <p>C.: Schools with less factors than B</p>	

3.4.3 SETTING FOOT ON TROCKLEY SECONDARY SCHOOL

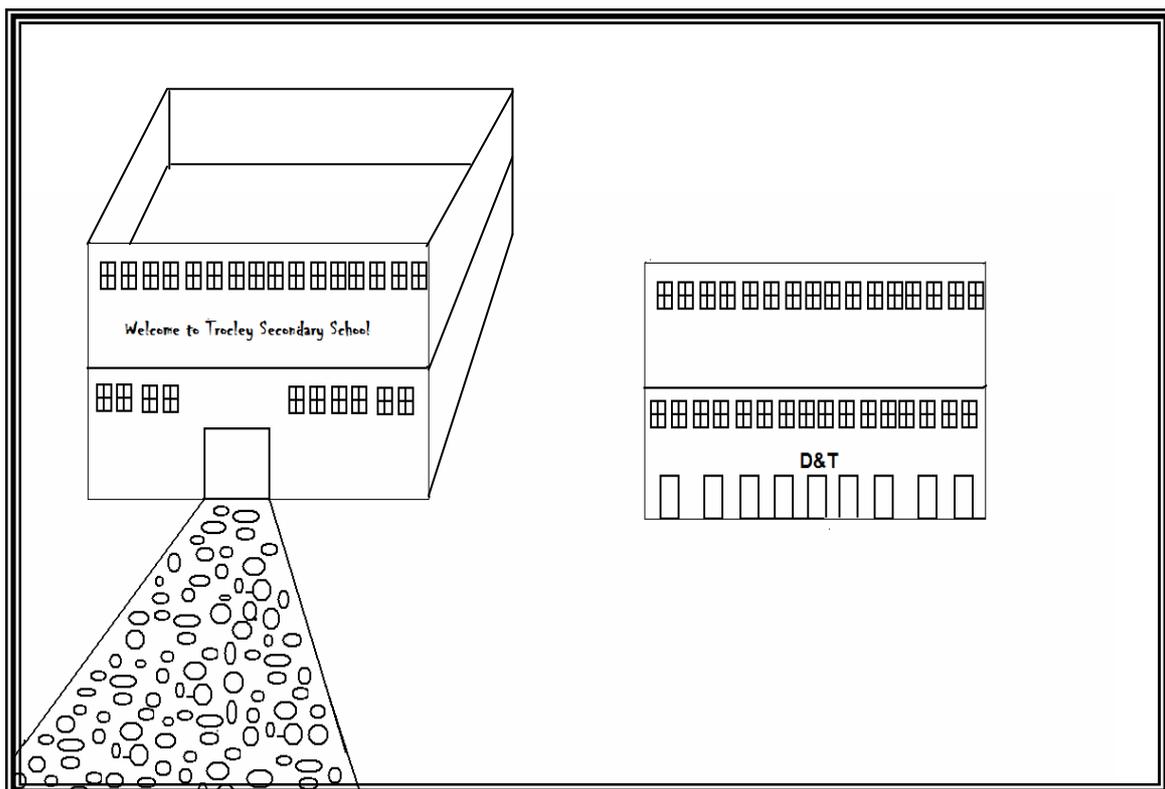
Elijah and the researcher drove in the latter’s car to Trockley School and got there at exactly 12h20. There was an open sliding metal gate at the entrance to the school premises but with no one guarding it. The drive way was tar-marked the whole way to a parking area some fifty metres away. Mr. Getty’s window was in full view of the parking area. We parked and walked a further thirty metres to the entrance to the administration office. The administration office was situated in the middle of the rectangular two-storey structure facing westwards. It was quite conspicuous in bold black and red inscription: **TROCKLEY SECONDARY SCHOOL: ADMINISTRATION OFFICE.** The receptionist directed us to Mr. Getty’s office. This was just a gesture of courtesy because Elijah was familiar with the place. We followed a wooden corridor and knocked on the school head’s door. Mr. Getty came to the door to open and invite us into his spacious, well furnished office. Elijah did the introductions and Mr. Getty welcomed us. The researcher reassured Mr Getty about anonymity and also that the researcher was not going to interfere with the way the school was running. He appreciated the way the researcher had presented himself and gave the interviews his support.

Figure 3.3: (i) A SKETCH OF TROCKLEY SECONDARY SCHOOL: Showing

(ii) The Overall Structure Of The School Buildings

(iii) The Inner Back View With The Design & Technology Room

Within Which Is The Guidance & Counselling Resource Room









3.4.4 APPOINTMENTS FOR INTERVIEWS SET

Mr. Getty sent for Jennifer and the four of us discussed the setting of appointments for interviews with Mr. Getty himself as well as with the Guidance and Counselling team. The interview with Mr. Getty was set for the next day, i.e. Wednesday, 30th June 2010 at 09h30; with Jennifer the Guidance and Counselling Coordinator at 11h00; with Rudo the first Guidance and Counselling core-team teacher at 14h00; with Mabel the second core-team teacher at 16h00 the same day; and with Ethel the third core-team teacher at 10h00 on Thursday 1st July 2010. Ethel was not in the school on Wednesday because she had taken her child who was sick to the hospital.

3.4.5 ABOUT THE INTERVIEWS IN BRIEF

Elijah accompanied the researcher again on Wednesday. He had interest in Guidance and Counselling and in this particular research study, just like the researcher. The interview with Mr. Getty was conducted in his office and lasted 45 minutes, i.e. from 09h30 to 10h15. Mr. Getty expressed reservations about the use of a video camera as he felt that it would not guarantee anonymity. In his own words he remarked, “There won’t be anonymity when people look at moving pictures”; hence it was not used. The researcher was however, allowed

to photograph parts of the school that would not reveal the identity of the institution. He thus had to avoid the front of the office with the inscription “Trockley School”.

Mr. Getty highlighted the main aspects of the policy on Guidance and Counselling and how his school launched and implemented the programme. He highlighted the milestones of his school’s programme. His data and that of the other research participants come in chapter four in greater detail.

Jennifer, the Guidance and Counselling Coordinator came to fetch the researcher and Elijah from Mr. Getty’s office to the Guidance and Counselling resource room. The interview with her lasted 2 hours, i.e. from 11h00 to 13h00. She had a lot of information to give regarding the programme. She showed the researcher records on some students; even records on students’ personal problems that were not supposed to be shared with anyone without the consent of the particular individuals involved. This was after the researcher had reassured her that the information was not going to be published as the main focus of the study was to establish the different roles the programme was playing in the lives of students in general.

The researcher noted that Guidance and Counselling teachers actually prepared forecasts on what they had to cover with students within a given time. The resource room was equipped with books and magazines covering a wide range of topics, although most of it was predominantly on careers and income generating ventures. The researcher noticed that the school’s Guidance and Counselling programme revolved around Jennifer. Elijah left for his office after the session with Jennifer, while the researcher remained transcribing the details of the interviews more elaborately on new sheets of paper that he had put aside for that purpose. The Guidance and Counselling resource room was also the venue for the next interview with Rudo, the first Guidance and Counselling core-team teacher. Rudo also taught Geography apart from Guidance and Counselling. The interview with her took two hours, from 14h00 to 16h00. She responded to the questions that the researcher had on paper, explaining the way the programme was running in her own way. She showed the researcher the exercises that students wrote and explained their relevance to the programme. Mabel, the second Guidance and Counselling core-team teacher knocked on the resource room door and that was when Rudo left.

The interview with Mabel lasted one hour and fifty minutes, i.e. from 16h00 to 17h50. A lot of what Mabel talked about had been covered by her colleagues but the researcher needed her personal responses to the questions on paper, from her own perspective. The researcher offered Mabel a lift into town after the interview because she had to catch a bus home. Ethel was the third Guidance and Counselling core-team teacher in the school and her interview commenced at 10h00 on Thursday the 1st of July 2010. It took two and quarter hours. The Guidance and Counselling resource room was once more the venue for the interview. Ethel went through the programme just like her colleagues, responding to questions listed on paper. There was no rush since there was plenty of time; she happened to be the only interviewee for the day as there were only three Guidance and Counselling core-team teachers at Trockley School, instead of the four mentioned in the Guidance and Counselling policy. The fourth one had been transferred to initiate Guidance and Counselling at some other school that needed her knowledge and expertise. Ethel took the researcher to Mr. Getty's office after the interview to say "thank you and good bye".

3.4.6 LOCATION OF THE GUIDANCE AND COUNSELLING RESOURCE ROOM

The Guidance and Counselling resource room was rectangular and measured about 3 metres by 8 metres. To get into it, one needed to go through the Design and Technology room. Its length was the whole width of a classroom. It had windows on two opposite sides. There were two tables and about nine chairs inside. There were three book shelves fixed on one of the longer walls of the room. There was also a lockable wooden cupboard situated below the window at the far end of the room.

3.5 DATA COLLECTION STRATEGIES

Patton (2002) and College (2002) explain that with naturalistic enquiry it is hard to make a distinction between data collection and analysis because of the fluid and emergent nature of qualitative research. During field work, ideas emerge and possible themes come up. There seems to be a seamless process between the two stages, data collection and analysis. According to Yin (2003) and Henning, van Rensburg and Smit (2004), data collection in case studies ought to be done through multiple sources that will result in richer and more detailed research data. Patton (2002: 247) says because each method reveals different aspects of empirical reality, multiple methods of observation must be employed. Creswell (2008) outlines research techniques for gathering data when carrying out case studies. Semi-

structured interviews, casual conversation, observation and life history of organisations and individuals, audio visual recordings and spatial mapping are some of the most popular approaches used by qualitative researchers. The advantages of using multiple strategies to collect data cannot be over emphasized. These research techniques were the most used in this study.

3.5.1 SEMI-STRUCTURED INTERVIEWS

Case studies depend largely on unfolding information that comes from participants (Creswell, 2008 and Patton, 2002). While the foregoing statement is true, the detailed guidelines contained in circular number 23 of 2005 cited above were used to probe and initiate discussions with the participants. The researcher used the thematic approach to conduct semi-structured interviews in line with the main research question. The researcher asked the questions listed below together with some additional expressions to elucidate and redirect respondents when they were rather confused and missed the point. The main questions are written in bold print followed by the additional expressions in italics.

- **What are the policy expectations for Guidance and Counselling programmes in secondary schools?**
- *Focus on document analysis: What does the policy on and Guidance and Counselling expect from schools?*
- **What does the Guidance and Counselling programme in the school entail?**
- *Focus on document analysis of content: Determine the content of the school's Guidance and Counselling programme.*
- **How did the school articulate the policy into a Guidance and Counselling programme?**
- *How is the school implementing the Guidance and Counselling programme?*
- *Why do you think your school's programme is working so well?*
- *What makes it exceptional?*
- **How can insight into the implementation of Guidance and Counselling inform programme development?**

- *What worked; what did not work; and why?*
- *What recommendations can you give other institutions to help them to implement Guidance and Counselling programmes better?*
- *What else would you like to be included in the policy on Guidance and Counselling?*

The researcher had A4-size sheets of paper with a question on each one of them, as well as additional explanatory expressions relating to the particular question. In all, the researcher reserved two sets of five A4 pages for each participant, one for writing on during interviews and the other one for transcribing more elaborately when time became available later on. The researcher asked questions and wrote down answers in long hand before moving on to the next question. This rather slowed down the interview sessions. An audio recorder would have solved this problem. It was unfortunate that the researcher had not brought one with him, thinking that a video recorder was going to be allowed.

3.5.2 OBSERVATION

Patton (2002) and Fischer (2006) allude to some of the advantages of observation where the researcher understands and captures the context better for holistic purposes. Researchers are better able to introspect and reflect from first hand experience by being close to the action where things happen; seeing what is there to see and hearing what is there to hear. The researcher had the opportunity to record information about the school environment in general, especially in relation to the Guidance and Counselling programme. Of particular interest was the Guidance and Counselling resource room; its position in the school, the way it was set up, what it contained and how the room was being utilised.

Goodwin (1998) and Patton (2002) also touch on “subject reactivity” where respondents’ reactions may be affected by the knowledge that they are being observed. Here the researcher just had to reassure them of his objective while maintaining their anonymity as participants; that put them at ease. The same thing with “social desirability” where participants could respond not in the way they felt or believed, but the way they thought they should (Goodwin, 1998). Reminding them about the need for authenticity of the data made the participants in this research more objective. There was no opportunity to observe Guidance and Counselling

lessons in session according to the time table. All participants felt at ease and were keen to show and explain what their school's Guidance and Counselling programme entailed; particularly their role, individually and collectively.

3.5.3 REPORTS AND RESOURCE-ROOM RECORDS

With regards to reports and resource room-records, the researcher got the opportunity to analyse reports compiled by the core-team and Guidance and Counselling coordinator. There was also a variety but limited quantity of equipment and other resources they had in the Guidance and Counselling resource room, not as much as the list in policy circular number 23 of 2005. The school did not have equipment of their own that is not mentioned in the circular. They sighted lack of resources as the handicap.

3.5.4 RESEARCHER'S NOTEBOOK / DIARY

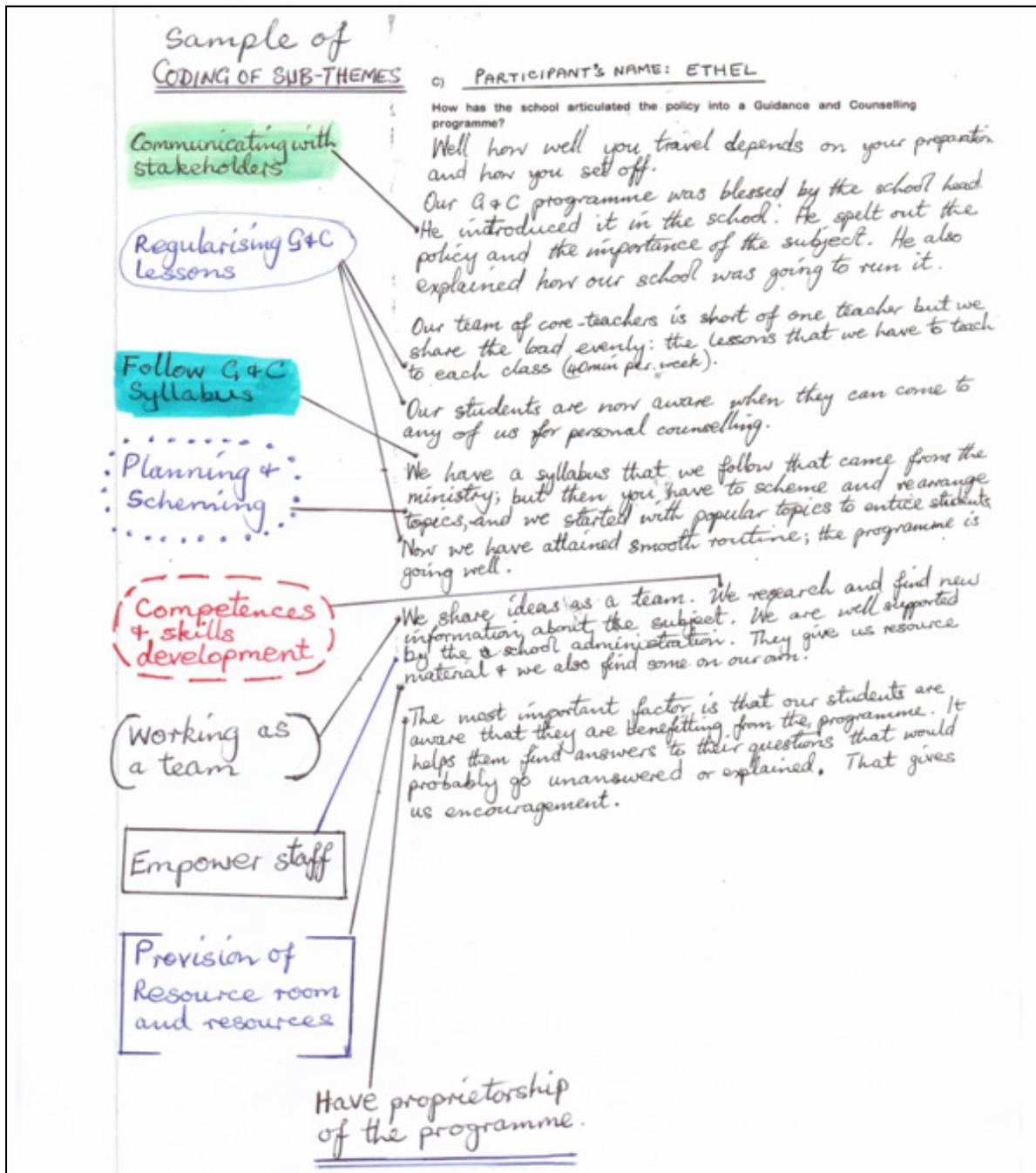
The researcher kept a notebook where he jotted down information relating to Guidance and Counselling (G & C). The notebook contains all descriptive and reflective field notes, as well as appointments with interviewees. A lot of details are contained in the notebook and so it became an important source of reference for important information that could have been missed had it not been captured. The information in the note-book was written either in full sentences or in comprehensible phrases using long-hand; subheadings were used for the sake of easy placing it later on. That information was collated later in chapter four when data analysis took place as pointed out by Creswell (2008) and Cox (2007).

3.6 ANALYSIS AND INTERPRETATION OF DATA

Analysis of data was done thematically, which indicates a shift from reporting facts to making interpretations of people and activities (Creswell, 2008 and Chireshe, 2008). The researcher sorted out the data in manageable themes and as such was able to distinguish what was relevant from what was not. Codes were used in a logical way so as to report, describe and interpret the data in a comprehensible form. The researcher assigned pseudo names to all participants to ensure anonymity. Each participant's information in response to specific questions was then recorded separately. After that, common key- terms were identified from participants' data and written in the margin showing different themes and sub-themes. This was followed by highlighting the themes and sub-themes with different colours of

highlighters for easy identification. When colours became too few, different patterns were made use of also to allow distinction among themes. That made collating of data easy and less confusing. See figure 3.4 below.

Figure 3.4: SAMPLE OF SUBTHEME ANALYSIS METHOD USED



NB. The above hand-written analysis of data from one of the research participants, Mabel, was taken and reduced from an A4 page for the purposes of showing the method that the

researcher used when analysing raw data from research participants. Each participant had a full page where the researcher recorded data in response to each question. Each subtheme has a distinct feature differentiating it from others. It became easy to collate data from different participants using this method. Hopefully the features will remain distinct in black and white.

3.6.1 REPORTING DATA

Detailed descriptions of data e.g. pertaining to the surroundings were made use of starting with the institution large as it was, and narrowing down to the individual Guidance and Counselling teacher, “from broad to narrow” aspects of the research study. Literally speaking, the researcher tried to place the reader in the actual setting. It is like transporting the reader to the actual scene, so to say (Creswell, 2008 and Silverman, 2005). Reporting data had to be cross-checked with what literature review says; whether the research findings are in conformity with literature or not. Each participant’s data and information gathered from the whole research was later on cross-checked against the notes that had been recorded before and during interviews to make sure that what was recorded was what was analysed.

3.7 QUALITY CRITERIA / GENERALIZATION

One of the researcher’s objectives to carry out this evaluation of the implementation of Guidance and Counselling in an exemplary Zimbabwean secondary school to have done so was to earn it quality criteria so that stakeholders develop confidence in it; that way it becomes useful to them. Schalock (2001) and Gibson and Mitchell (1990) explain that quality criteria indicates the extent to which generalisation of the research outcome can be made to other similar programmes. This is a very important factor because the other purpose of the study is possibly to benchmark institutionalisation of Guidance and Counselling programmes in secondary schools in Zimbabwe. In view of this, the goals of the programme ought to be specified clearly and to be assessed accordingly so as to establish whether they were achieved or not.

The researcher curtailed researcher bias by continuously reflecting and holding discussions with participants to refute researcher bias. Multiple data collection strategies sighted in figure 3.1 above helped to improve on quality criteria. The use of interviews on a one-on-one basis

curtailed confusion and helped to concentrate on what participants were sharing with the researcher. There was also plenty of interview time which allowed the recording of discussions to be done under considerable pressure. Observing the interior of the Guidance and Counselling resource room corroborated information on the kind of programme Trockley School was carrying out. The researcher was able to peruse Guidance and Counselling records that the participants were keeping. Sub-topics that come under quality criteria are generalisability, trustworthiness, credibility, dependability, transferability, and confirmability.

Generalisability: Knowledge that is obtained from in-depth analysis of a particular situation and how the knowledge can be transferred to situation makes generalisability in qualitative research possible says Merriam (2002: 28). The researcher hoped the study to be generalisable, thus making it useful to other institutions in similar situations.

Trustworthiness: Madaus, Scriven and Stufflebeam (1983: 325) quote Guba and Lincoln's (1981) 4 aspect- criteria for trustworthiness which are: truth value where one can establish confidence in truth of the findings; applicability, to establish how applicable the findings are in other contexts; consistency, how consistent the findings would be if repeated in similar contexts; and neutrality, how the findings can be perceived as solely the conditions of the inquiry and not the inquirer's biases. The researcher agrees with all the criteria sighted above and believes if the same study was to be carried out under similar conditions, it would yield similar findings. The researcher's perspectives of thinking were declared and so should not influence the findings. Participants were also asked to confirm if what the researcher had written down was indeed their views. Any grey areas were revisited and written as accurately as possible.

Dependability: Mills, Durepas and Wiebe (2010: 805) state that dependability is a matter of replicability. A study ought to be repeatable under similar circumstances in another place and time. However, the researcher is aware that designs are emergent and changes are built in to try and do things better later on; therefore emergent designs prevent exact replication.

Transferability: The researcher is aware that the single school case study that was carried out would not be representative of all secondary schools in Zimbabwe. As stated earlier, this research was meant to be a learning experience for other institutions in similar set-ups to emulate. There is a great possibility of transferability of both knowledge and experience regarding implementation of Guidance and Counselling programmes.

3.12 CONCLUSION

Chapter three aimed to set the stage for data collection. It cast an overview of the actual research, the way it was carried out. The participants in the research were identified and there was an explanation how that was done. The reader of the research ought to be clear about the whole process of the research and why the particular process was believed to work (Creswell, 2008, Leary, 2001 and McQueen and Knussen, 1999).

Fundamental questions that relate to the study have been spelt out, but by no means will they be the only questions to be posed to participants. Information was expected to emerge and unfold in an unrestrained way (Patton, 2002, Saunders, 2000 and Saunders, 2007). In the end, readers of this research will get information on what clients in the programme experienced; what services were provided to clients; what exactly the team that was tasked to implement the programme did; and more importantly, how the programme was organized. Chapter three launched field work or data collection and subsequently data analysis and reporting follow in other chapters.

CHAPTER 4

RESEARCH DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter is a summation of research data gathered through interviews that were carried out at Trockley Secondary School in Zimbabwe, which was identified as running an exemplary Guidance and Counselling programme as mentioned in chapter three. The chapter is intended to present and analyse the findings of the study as they relate to existing literature. The data were transcribed from interview sessions with participants and analysed thematically as a way of collating them.

As mentioned earlier on, the research data that were collected are qualitative. They (data) comprise participants' views on the way Trockley Secondary School was implementing its programme in response to the Director of Schools Psychological Services and Special Needs Education circular number 23 of 2005 on Institutionalisation of Guidance and Counselling in Zimbabwean secondary schools. Research participants were Mr. Getty the school head, Jennifer the Guidance and Counselling coordinator, Rudo, Mabel and Ethel comprising the core-team of Guidance and Counselling teachers. Participants' views will be presented in brief terms but in a way that brings out the gist of the response.

4.2 EMERGED THEMES AND SUBTHEMES

Below is an overview of themes and subthemes that emerged from interviews with participants. The summary is meant to give the reader a comprehensive view of the ideas of all the participants regarding the implementation of the Guidance and Counselling programme at Trockley Secondary School.



THEME 1	POLICY EXPECTATIONS
SUBTHEMES 1.1 Regularising G&C lessons 1.2 Provision of a resource room and resources 1.3 Following Guidance & Counselling syllabus 1.4 Competences and skills development 1.5 Number of G&C teachers 1.6 Staff development workshops 1.7 Communication with stakeholders	

THEME 2	WHAT THE G&C PROGRAMME ENTAILS
SUBTHEMES 2.1 Assisting disadvantaged students 2.2 Networking 2.3 Self-discovery and self-understanding 2.4 Understanding the G&C programme 2.5 Planning and Scheming 2.6 Individual and personal counselling 2.7 Training students life-skills 2.8 Setting up a G&C resource centre 2.9 Being professional 2.10 Self-evaluation	



THEME 3	POLICY INTO G&C PROGRAMME
SUBTHEMES 3.1 Quality G&C teachers 3.2 Effective strategies 3.3 Allocating resources 3.4 Parental and community involvement	

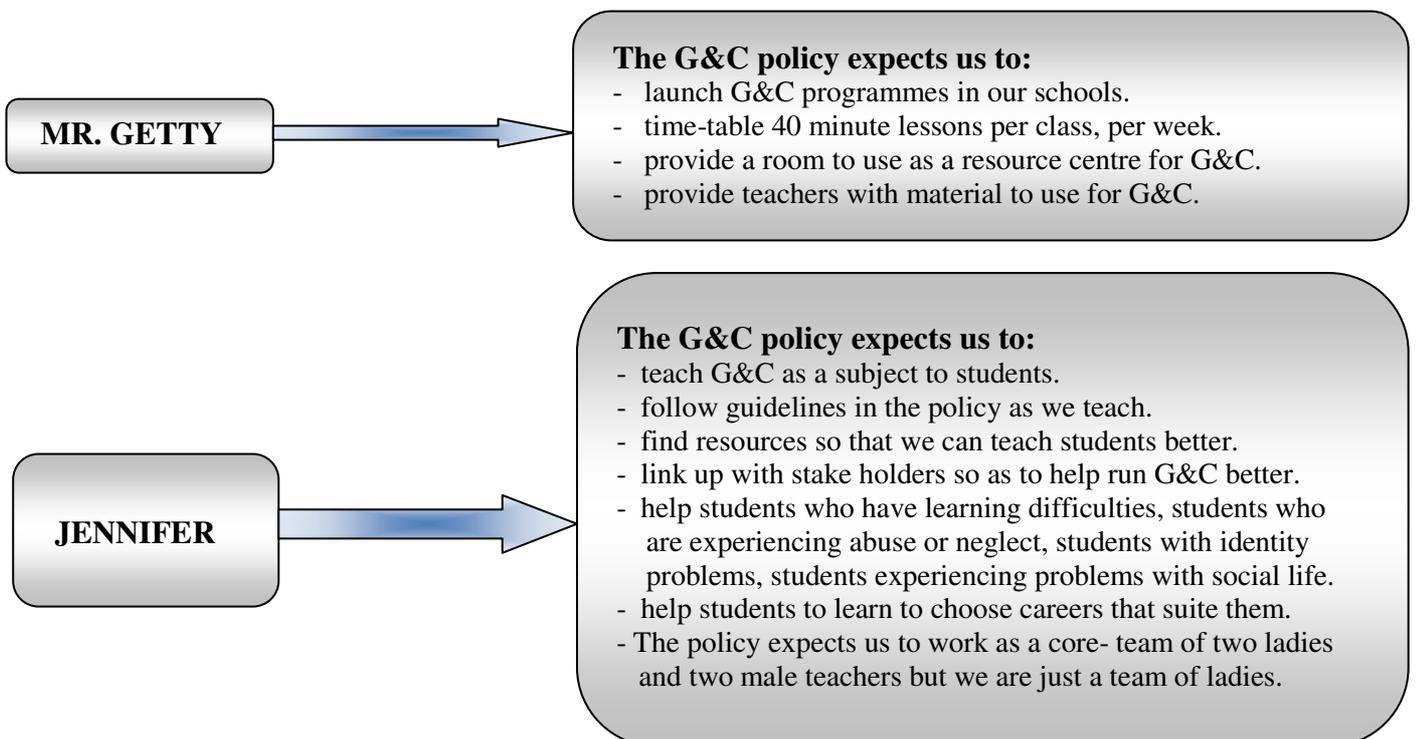
THEME 4.	HOW INSIGHT INTO IMPLEMENTATION OF G&C CAN INFOR PROGRAMME DEVELOPMENT
SUBTHEMES 4.1 Interpret policy into practice 4.2 Understanding students and their needs 4.3 Merging subjects that overlap 4.4 Have proprietorship of the programme 4.5 Empower staff 4.6 Maintain professionalism 4.7 Working as a team 4.8 Carry out self-evaluation	

THEME 5	WHAT DID NOT WORK AND WHY
SUBTHEMES 5.1 Balancing G&C core-team by gender 5.2 Career excursions 5.3 Motivational speakers 5.4 Empowering students to form clubs 5.5 Attaching students to companies 5.6 Internet facilities	

THEME 6	WHAT OUGHT TO BE INCLUDED IN THE POLICY
<p>SUBTHEMES</p> <p>6.1 Sponsored appropriate training G&C teachers</p> <p>6.2 G&C syllabus to be introduced at teacher education colleges</p> <p>6.3 G&C ought to be examinable.</p>	

4.3 PRESENTATION OF DATA ON THEME 1: “POLICY EXPECTATIONS”

What participants gave with regards to Theme 1 on **policy expectations** for Guidance and Counselling programmes in Zimbabwean secondary schools follows below:





RUDO

The G&C policy expects us to:

- launch G&C programmes in our schools and help students who can benefit from it.
- teach students to cope with trends of a developing world.
- teach students to develop confidence and positive self-esteem.
- teach students to make informed choices: the right subject-combinations, careers suitable to them and good friends.
- follow the G&C syllabus on educational guidance, social and personal guidance, and counselling, and vocational and career guidance.

MABEL

The G&C policy expects us to:

- set up the G&C programme in our schools and run it according to the policy.
- be two ladies and two male teachers assisting the coordinator to run G&C.
- help students develop study skills, learn about careers, learn to lead healthy lives, learn good behaviour, etc.
- teach classes one 40 minute lesson per week.
- avail a resource room where we can store material and meet students for individual counselling.
- conduct workshops on G&C where we can share ideas as teachers.

ETHEL

The G&C policy expects us to:

- run the G&C programme, meaning that we teach students topics that help them to become independent in future, to become useful to their country, to fit well into society and to lead healthy lives.
- write reports to the Ministry about our progress, our vision, our performance, our problems and our needs.
- to implement the G&C syllabus from the Ministry with the support of our office and parents.
- teach students about the relationship between subjects and careers.
- train students interview skills, entrepreneurial competence and participation in clubs, e.g. social club.
- empower our students to become more active in their lives.

4.3.1 ANALYSIS OF DATA ON **THEME 1: “POLICY EXPECTATIONS”**

Theme 1 on policy expectations: All the five out of five (5/5) participants (Mr. Getty, Jennifer, Rudo, Mabel and Ethel) mentioned that the policy expects schools to launch and run Guidance and Counselling programmes, although some used the terms “setting-up” and “teaching Guidance and Counselling”.

Two of the five participants, Mr. Getty and Mabel sighted **Subtheme 1.1** on “**regularising Guidance and Counselling lessons**” being included on the school time-table.

Three out of the five participants, Mr. Getty, Jennifer and Mabel spoke about **Subtheme 1.2** regarding “**provision of a resource room and resources**” for Guidance and Counselling.

Rudo, Ethel and Jennifer alluded to **Subtheme 1.3** concerning the use of a “**Guidance and Counselling syllabus**”. Jennifer used the term “guidelines” that implies use of the syllabus.

All classroom practitioners, i.e. Jennifer, Rudo, Mabel and Ethel mentioned various “**competences and skills development**” of programme implementers: **Subtheme 1.4**.

Jennifer and Mabel were the only participants who pointed out **Subtheme 1.5** on the “**number of G&C teachers**” by gender i.e. two male and two female teachers to carry out Guidance and Counselling programmes as an organisational policy expectation. Jennifer expressed the idea as “core-team”.

Only Mabel out of the five participants made a contribution on **Subtheme 1.6** about “**staff development workshops**” for helping to equip Guidance and Counselling teachers with the necessary knowledge and skills with which to dispense their responsibilities.

Ethel sighted **Subtheme 1.7** on “**communication with stakeholders**” in relation to the Guidance and Counselling organisational policy expectation aspect.

4.4 PRESENTATION OF THEME 2 DATA: “WHAT THE G&C PROGRAMME ENTAILS”

What the 5 participants gave with regards to Theme 2 on what the Guidance and Counselling programme entails follows below:

MR. GETTY

The Guidance & Counselling programme entails:

- helping students whom our regular system might overlook, maybe because they take longer to comprehend concepts.
- better communication between students and teachers; students may have problems they wish to intimate to teachers.
- teaching students about careers and which subjects go hand in hand with specific careers.
- assisting students to know their strengths and weaknesses.

JENNIFER

The Guidance & Counselling programme entails:

- mapping out and understanding G&C objectives.
- planning our strategies how to achieve those objectives.
- learning content for students that comprises learner-welfare; knowledge of subjects' relevance for careers; discovering and knowing their own strengths and weaknesses; developing study skills.
- supporting individual students with their personal problems that they confide in counselling teachers.
- helping students to gain self-esteem and confidence in life.
- tackling topics like HIV/AIDS, life skills, i.e. social and interview skills among others.
- availing learning material in the resource room to students.

RUDO

The Guidance & Counselling programme entails:

- planning the G&C programme carefully, making it relevant to the needs of the students.
- setting up a resource centre where students get learning material and also get individual counselling.
- running workshops where G&C topics are discussed so that G&C teachers can work better.
- keeping records on G&C written work and information on individual students.
- helping students to know themselves better, to know their strengths and weaknesses.
- assisting students to align their strengths to career choices.
- learning new things about G&C all the time so as to assist students better.

MABEL



The Guidance & Counselling programme entails:

- using the G&C syllabus from the Ministry to help students learn effective study skills and habits; to learn healthy ways of living; good social interaction; gain confidence; self-discovery; to learn about subjects that match certain jobs.
- preparing students for productive adult life.
- planning as a team what G&C activities to carry out and when.
- helping to develop character; attributes such as honesty, trustworthiness, hard work, cooperation, and hospitality.
- networking with other organisations where to refer cases we cannot handle, e.g. child abuse, suicidal tendencies, and serious drug abuse cases.
- exposing students to the field of work through industrial attachments and going on excursions to help them gain the feeling of life out there.

ETHEL



The Guidance & Counselling programme entails:

- helping students who are otherwise marginalised by the conventional system of education.
- helping students with poor study habits, poor social skills, low self-esteem, poor decision making skills, students who may be hooked on drugs and those who suffer abuse, etc.
- planning G&C programmes that help such students effectively.
- being role models for students in everything we do.
- networking with other organisations so that we become more effective in the helping process.
- evaluating what we do so that we can plan the programme better, even getting better qualifications.
- availing more resources for the resource room.
- help students know themselves better, match their strengths and interests with careers.

4.4.1 ANALYSIS OF DATA ON THEME 2: “WHAT THE G&C PROGRAMME ENTAILS”

Theme 2 on “What the Guidance and Counselling programme entails”: Below are the perceptions of the 5 participants.

Three of the participants, Mr Getty, Rudo and Ethel indicated that Guidance and Counselling entails “assisting disadvantaged students”: **Subtheme 2.1.**

Three out of five participants sighted **“communication / networking” (Subtheme 2.2)**, i.e. communication and understanding among sister organisations with similar objectives as the Guidance and counselling programme.

All five out of the five participants, Mr. Getty, Jennifer, Rudo, Mabel and Ethel mentioned that the G&C programme entails **“self-discovery or self-understanding”** by students **(Subtheme 2.3)**.

Three out of the five participants, Jennifer, Rudo and Mabel pointed out that the G&C programme entails **“understanding the G&C programme” (Subtheme 2.4)** by implementers.

Three out of the five participants, Jennifer, Mabel and Ethel contributed that the G&C programme entails **“planning and scheming” (Subtheme 2.5)**.

Only one out of the five participants, Jennifer spoke about **“individual or personal counselling” (Subtheme 2.6)**.

Two out of the five participants, Jennifer and Mabel touched on **“training students life-skills” (Subtheme 2.7)** that include social and interview skills among others.

Two out of the five participants, Rudo and Ethel mentioned **“setting up the G&C resource centre” (Subtheme 2.8)**; the nerve centre for Guidance and Counselling in a school setting.

Three out of the five participants, Rudo, Ethel and Mabel indicated **“being professional” (Subtheme 2.9)** as an organisational factor that entails the G&C programme.

Only one out of the five participants, Ethel sighted **“self-evaluation”** by programme implementers as individuals, as a team and as an institution **(Subtheme 2.10)** as an important factor that entails the Guidance and Counselling programme in a secondary school.

4.5 PRESENTATION OF DATA ON **THEME 3: “ARTICULATING POLICY INTO G&C PROGRAMME”**

Below are data given by research participants on Theme 3: “**Articulating policy into a G&C programme**”.

Subthemes were: (i) How the school is implementing the G&C programme.

(ii) Why their programme is working so well. / What is so exceptional about it.

MR. GETTY

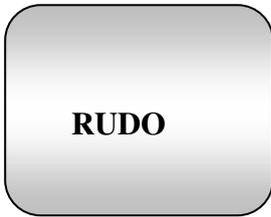
Ways by which the school articulated the policy into a G&C programme are:

- having the right members of staff for the job.
- addressing the whole staff about the importance of G&C in the school and the way the programme ought to run.
- challenging all the teachers in the school to embrace change.
- allocating a room to use as a base for the G&C programme.
- accommodating G&C on the school time-table.
- getting ideas from education officers and other people with knowledge on launching and running programmes.
- moulding a team out of teachers and encouraging ownership of the programme.
- recognizing the good work that teachers do motivates them.

JENNIFER

Ways by which the school articulated the policy into a G&C programme are:

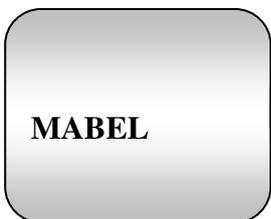
- the school head took the lead to introduce the G&C programme to the whole staff; they all embraced it.
- G&C teachers work as a team, sharing ideas and tasks.
- carrying out staff development workshops keeps us abreast with current information on G&C.
- being invited by the Ministry to be a resource person at staff development workshops helps our school with information.
- earning trust from our students makes the G&C programme vital in the school.
- getting support from the school administration and being supplied with G&C material for use in the resource room.
- parental support boosts the G&C programme.
- networking with other organisations helps our G&C programme run effectively.
- keeping records of what we do with students shapes the programme; we get to know the next step.
- the G&C programme is gaining respect and support from our stakeholders who include the Ministry.



RUDO

Ways by which the school articulated the policy into a G&C programme are:

- our school head introduced the G&C programme to the whole staff.
- the school head allocated us a room to use as a resource room.
- the school supplies us with some material for use in the resource room.
- we have and follow a syllabus that came from the Ministry.
- our G&C lessons are time-tabled, 40 minutes per class each week
- our teaching load was reduced by the school administration, so we have enough time for G&C.
- we work as a team and cooperate with our G&C coordinator.
- teaching colleagues in the school are now referring students to us for counselling; they used to punish them a lot.



MABEL

Ways by which the school articulated the policy into a G&C programme are:

- our G&C programme got the blessing of the school head by introducing it to the whole school; he explained the policy and the importance of the programme to them.
- the G&C team shares responsibilities evenly and cooperate with each other.
- we have set up routines that staff and students follow.
- we scheme and plan activities of the programme basing on the syllabus from the Ministry.
- we deliberately started teaching topics that students enjoy and now we have attained smooth routine.
- we have good support from the school administration; they supply us with the required resources.
- our students feel that they are benefitting from the programme; that breathes life into the programme.

ETHEL



Ways by which the school articulated the policy into a G&C programme are:

- the G&C programme was advertised well to the school community and they embraces it; it is our programme.
- we have been following the policy; it suggests practical ideas that we implement one after another, according to how we plan it.
- we are a hard working team that respects each other and we protect students' information thus being professional.
- our G&C resource room has developed as a centre for learning and now has lots of resources; we continue to improve it; we wish to source for video equipment from donors through the school head.
- our school has people with vision and motivation, people who share information, progress, challenges and the way forward.
- we have classified our records: those that can be shared and those that have to remain secret.

4.5.1 ANALYSIS OF DATA ON **THEME 3: "ARTICULATING POLICY INTO A G&C PROGRAMME"**

Theme 3 on "**How the school articulated policy into a G&C programme**". Below is what participants had to say regarding Theme 3.

Four out of the five participants, Mr. Getty, Jennifer, Rudo and Mabel pointed out that having "**quality G&C teachers**" (**Subtheme 3.1**) is pivotal to having a viable programme

Four out of the five participants, Mr. Getty, Jennifer, Rudo, and Mabel indicated that implementers were employing "**effective strategies**" (**Subtheme 3.2**) in their approach to Guidance and Counselling by taking all stakeholders on board; addressing staff, parents and students on Guidance and Counselling so that they can embrace change; and teaching popular topics first so that students enjoy their Guidance and Counselling lessons.

Only one out of the five participants, Mr. Getty spoke about "**allocating resources**" (**Subtheme 3.3**) for the Guidance and Counselling programme to function smoothly.

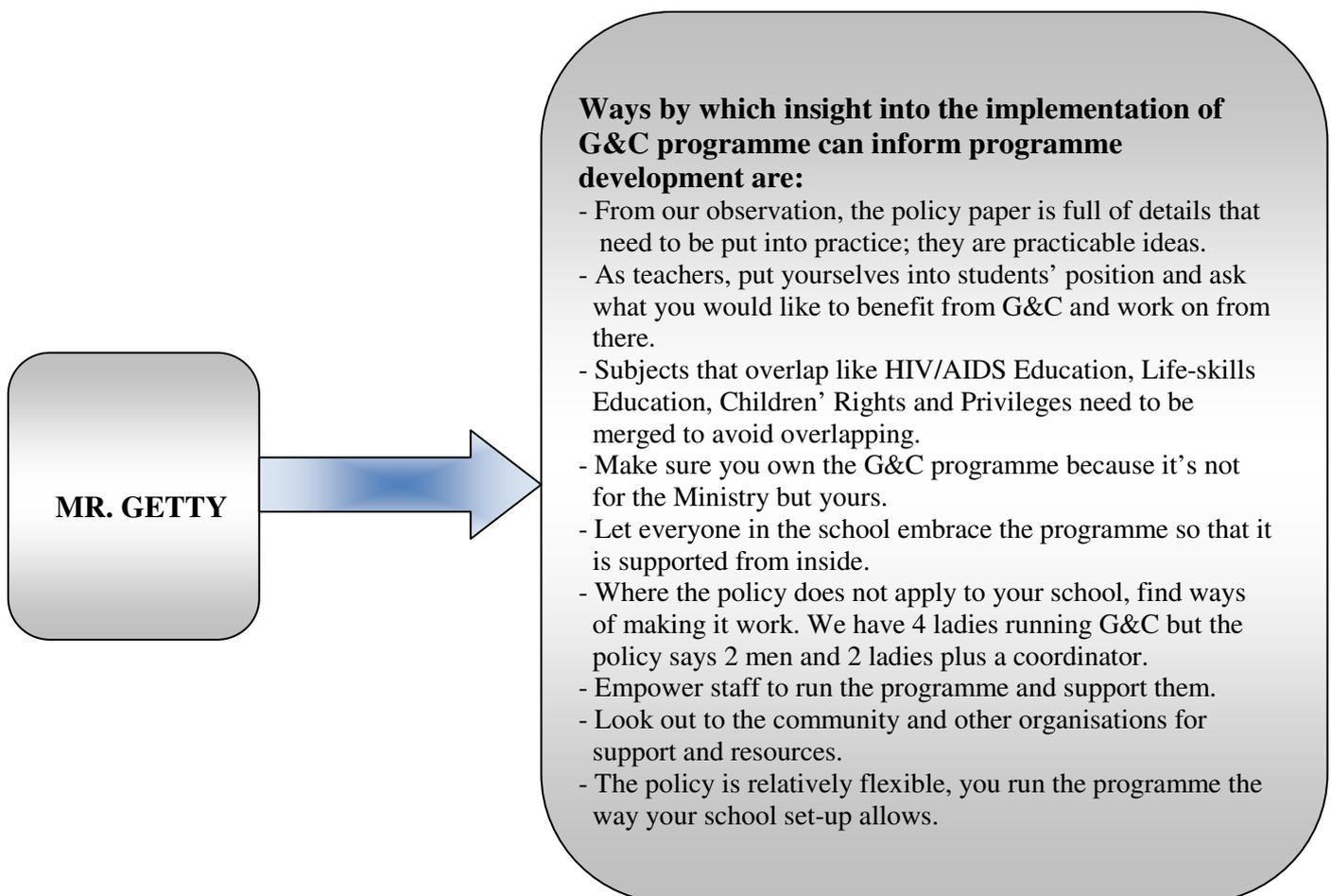
Again only one out of the five participants, Jennifer mentioned "**parental and community involvement**" (**Subtheme 3.4**) in the G&C programme as pivotal to the effectiveness of the programme.

4.6 PRESENTATION OF DATA ON **THEME 4: “HOW INSIGHT INTO IMPLEMENTATION OF G&C CAN INFORM PROGRAMME DEVELOPMENT”**

Below are views from participants on Theme 4: **How insight into the implementation of Guidance and Counselling at Trockley Secondary school can inform programme development.** Subthemes were: (i) *What worked; What did not work and Why.*

(ii) *Recommendations for consideration when implementing G&C programmes.*

(iii) *What else to be included in the policy.*

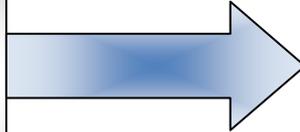




JENNIFER

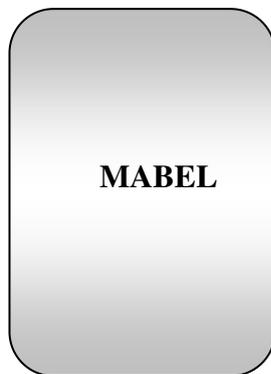
Ways by which insight into the implementation of G&C programme can inform programme development are:

- Believe in the programme and be positive minded that it works and let that be your starting point.
- When planning the programme, always have plan B in case plan A fails; but giving up should not be an option.
- Convince stakeholders so that they pull together with you instead of against you.
- Communicate progress, challenges and strategies to your superiors and stakeholders as much as possible.
- Gain everyone's trust, including students.
- Team-work is the best strategy for successful programme implementation.
- Appeal to all stakeholders for resource centre material.
- Among the challenges encountered were:
 - (a) Shortage of manpower, we are a team of four ladies instead of 2 men and 2 ladies plus the G&C as the policy says. One teacher was transferred and has yet to be replaced by the Ministry.
 - (b) We need transport to visit organisations where we can attach students for work-related experience.
 - (c) We had colleagues who believed so much in punishing students and not taking time to understand and counsel them. Most of them have now been converted.



Ways by which insight into the implementation of G&C programme can inform programme development are:

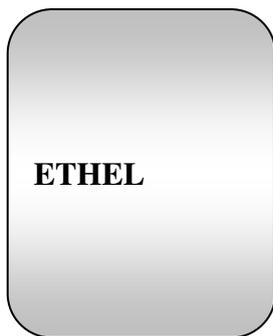
- Have some developmental milestones. In our case the school head was convinced that the G&C programme could work and so he advertised and supported it from start.
- Putting up a resource centre for G&C should be a shared responsibility for us teachers, students and the administration office. We did it together in this school.
- Be in a position to gain students and colleagues' trust because that gives life to the programme; they have to believe in you.
- Working as a team is the best thing that can happen to the G&C programme. We have made it as a team.
- Plan the programme in such a way that students enjoy their learning and benefit at the same time.
- We selected interesting topics for students to discuss during the early days of launching the programme; topics like: Choosing a friend; How to get rid of a bad friend; How long am I going to live? Where are the jobs? How to become assertive, just to mention some of them.
- Challenges: We wish the Ministry could sponsor us for further studies to train appropriately. They could also make G&C part of Teachers Education curriculum so that everyone leaves college being equipped with counselling skills.



MABEL

Ways by which insight into the implementation of G&C programme can inform programme development are:

- Believe that the G&C programme works right from the start and plan for it.
- Work cooperatively together as members of the team; do not compete with each other, just share roles and responsibilities.
- Do not promise what you can't achieve.
- Gain the trust of students, your superiors and colleagues.
- Be resourceful especially with resource material and keep improving the resource centre.
- Identify someone with good leadership skills and support that person to coordinate the programme.
- Be prepared to learn ideas from other people and schools; make good use of staff development workshops.
- Challenges:
 - (a) Our core team is short of one teacher and it also doesn't balance gender-wise like the policy says. We are a team of ladies only instead of two male and 2 female teachers.
 - (b) We still need to find motivational speakers for our students from the community.
 - (c) We need to organise meetings with parents to get them on board so that we can fall back on them for support.
 - (d) G&C teachers ought just to concentrate on the programme and be relieved of teaching other subjects.
 - (e) Ministry should sponsor G&C teachers for further more appropriate studies.



Ways by which insight into the implementation of G&C programme can inform programme development are:

- Carry out some self-evaluation and be in a position to know what you did well and what you could have done better.
- In our part we still need to find motivational speakers; we need to empower our students to start clubs like science, social, and entrepreneurship clubs; we also need to expose students to the world of work by attaching them to companies.
- We need the internet for our students and ourselves to research new ideas.
- We have noticed the advantage of group discussions on certain topics and ought to use that strategy more.
- We need to do more in needs assessment to help us understand our students better.
- Our staff development workshops do not attract other subject teachers who would benefit from them. We need to plan better and entice them to attend.

Challenges:

- (a) Balancing core-teams gender wise does not work because teaching is becoming a ladies' profession.
- (b) I wish G&C could become examinable; that way it would gain more respect from other subject teachers.
- (c) Ministry should make G&C part of teacher training curriculum.

4.6.1 ANALYSIS OF DATA ON **THEME 4: “HOW INSIGHT INTO THE IMPLEMENTATION OF G&C CAN INFORM PROGRAMME DEVELOPMENT”**

Theme 4 on “**How insight into the implementation of G&C at Trockley Secondary school can inform programme development**”. Below is what participants put forward regarding this theme.

Two out of the five participants of this research study, Mr. Getty and Rudo pointed out the need to “**interpret policy into G&C practice**” (Subtheme 4.1).

Again two out of the five participants, Mr. Getty and Ethel sighted the need to **“understand students and their needs”** (Subtheme 4.2).

One out of the five participants, Mr. Getty spoke about the need to **“merge subjects that overlap”** (Subtheme 4.3) in order to manage the problem of a congested time table.

Three out of the five participants, Mr. Getty, Rudo and Mabel advised institutions with similar programmes to **“have proprietorship of the programme”** (Subtheme 4.4).

Two out of the five participants, Mr. Getty and Mabel pointed out the need to **“empower staff”** (Subtheme 4.5) to run the G&C programme by people in authority like the School Head and G&C Education Officers.

Three out of the five participants, Jennifer, Rudo and Mabel expressed the need for implementers to **“maintain professionalism”** (Subtheme 4.6).

One out of the five participants, Mabel mentioned the advantage of G&C teachers **“working as a team”** (Subtheme 4.7) and being prepared to learn new ideas particularly through both internal and external workshops.

Again one out of the five participants, spoke about the advantages of G&C teachers’ ability to **“carry out self-evaluation”** (Subtheme 4.8) with regards to the programme.

4.7 ANALYSIS OF DATA ON THEME 5: “WHAT DID NOT WORK AND WHY”

Theme 5 on **“What did not work and why”**. Two out of the five participants, Ethel and Jennifer pointed out that **“balancing the G&C core-team by gender”** (Subtheme 5.1) did not work because there aren’t many men in the teaching profession any more.

One out of the five participants, Jennifer said that **“carrier excursions”** (Subtheme 5.2) did not materialise as contained in the policy due to lack of funds and transport.

One out of the five participants, Mabel mentioned that finding **“motivational speakers”** for G&C (Subtheme 5.3) was not easy but they were trying their best to make sure it happens, especially once the planned parental conferences got underway.

Only one out of the five participants, Ethel pointed out that **“empowering students to form clubs”** (Subtheme 5.4) to start clubs like the HIV/AIDS and entrepreneurship clubs as stated in the policy was lagging behind mainly because not much effort had been exerted in that direction.

One out of the five participants, Ethel sighted that **“attaching students to companies”** (Sub-theme 5.5) had not started also due to lack of funds.

Again one out of the five participants, Ethel mentioned the need for **“internet facilities”** (Sub-theme 5.6) as one of the most sought-after resources for sourcing up-to-date information by both students and G&C teachers.

4.8 ANALYSIS OF DATA ON THEME 6: “WHAT OUGHT TO BE INCLUDED IN THE POLICY”

Sub-theme 4.11 on **“What ought to be included in the policy”** is analytical on policy number 23 of 2005 on the Institutionalisation of Guidance and Counselling in Zimbabwean secondary schools to see how it can be improved. Below are the opinions of the five research participants on that:

Two out of the five participants, Rudo and Mabel expressed the need for government **“sponsored appropriate training”** (Subtheme 6.1) for Guidance and Counselling teachers in order to be more effective in their role.

One out of the five participants, Rudo pointed out the need for the **“G&C syllabus to be introduced at Teacher Training Colleges” (Subtheme 6.2)** across the country.

One out of the five participants, Ethel expressed her opinion that **“G&C ought to be examinable” (Sub-theme 6.3)** if it is to gain more national support and respect.

4.9 CONCLUSION

Responses that were given by all five research participants show comprehensive understanding of the contents of the policy document. Overall and specific objectives were covered by all Guidance and Counselling teachers. They also made reference to the four major components of the Guidance and Counselling programme: the Educational system and local orientation, Educational Guidance, Social-Personal Guidance and Counselling, and Vocational/Career Guidance and Counselling.

Responses also covered administrative / organisational issues like provision of a Guidance and Counselling unit and ways of availing the required resources in there; time-tabling Guidance and Counselling lessons, at least one 40 minute lesson per class per week; writing progress reports to the Ministry, and the composition of the core-team of Guidance and Counselling teachers although this is the responsibility of the Ministry to appoint such teachers.

The Guidance and Counselling teachers in Trockley Secondary School were able to carry out some evaluation of what they have been able to do. They were also able to point out areas where they still needed to do things better, for example carrying out needs assessments of students, attaching students to the field of work, helping students to form various clubs, finding motivational speakers who can role-model for students, and acquiring electronic equipment like video players and availability of internet facilities for carrying out research. Their vision as far as the programme is concerned is clear.

Participants’ views and contributions in interviews will be discussed in detail and with reference to literature review in the subsequent chapter.

CHAPTER 5

DISCUSSION ON RESEARCH DATA IN RELATION TO LITERATURE

5.1 INTRODUCTION

Patton (2002: 432) remarks that, “Qualitative analysis transforms data into findings. No formula exists for that transformation ... the final destination remains unique for each inquirer, known only when- and if- arrived at”. The researcher shares the same opinion and decides to trust data as they unfold. Chapter 5 focuses on discussion of data from research participants as reported in chapter 4 above. The discussion is in accordance with the Theoretical Framework for Evaluation of Policy Implementation in paragraph 2.2 (See chapter 2) above that was adapted from Mohammed, Pisapia and Walker (2009: 3). This framework segments the research study into four categories of implementation factors, namely (i) the school’s capacity to implement the policy; (ii) the school’s contextual factors; (iii) the implementation strategies employed in the process; and (iv) the degree of policy implementation. Themes and subthemes are discussed in relation to the category of theoretical framework they apply and fall into.

The researcher believes that it is important to revisit the rationale and purpose of this research study in order to link them to research findings. School heads and teachers of some Zimbabwean secondary schools (See paragraph 1.3, chapter 1) expressed some reservations about the feasibility of Guidance and Counselling programmes in their schools sighting various reasons. The purpose of the study was to carry out an evaluation on the implementation of the policy on Guidance and Counselling in a school that was seen to have an exemplary programme, and provide benchmarks for other institutions in similar situations. In other words, it is a search for best practice that ought to inform programme development and policy formulation. The researcher maintains that well structured Guidance and Counselling programmes would benefit students who require that type of intervention. Research findings, according to the researcher, ought to be future oriented, and as such be projected into years to come for the benefit of students. The discussion in this chapter will address the above concerns.

5.2 LINK BETWEEN THEORETICAL FRAMEWORK AND EMERGING THEMES

In this chapter the themes and subthemes of chapter four are sorted out according to the Theoretical Framework of Policy Evaluation, in order to show how the research participants' views are categorised according to the Framework. This approach links together subthemes that are applicable to specific categories within the theoretical framework of policy evaluation, making it expedient for discussion of data.

5.3 SUMMATION OF THE RESEARCH FINDINGS

This research's data are responsive to the main themes of the study which are: *Articulating the policy into a Guidance and Counselling (G&C) programme; Policy expectations; What the G&C programme entails; and How insight into implementation of G&C can inform programme development.* Research questions and sub-questions will be revisited in the ensuing chapter. Five major areas that are responsive to the themes emerged from the research data; these are: (i) Teacher related factors; (ii) Organisational aspects; (iii) Strategy related aspects; (iv) Curriculum related aspects; and (v) Evaluation aspects. These aspects will now be unpacked and discussed. When analysing the subthemes, the researcher noticed that each one of them concerns one or more of the five categories listed above. The summary follows in tabular form below.

(i) TEACHER RELATED FACTORS	1st Theoretical Framework Category SCHOOL'S CAPACITY TO IMPLEMENT POLICY
	SUBTHEMES <ul style="list-style-type: none"> . Competence and skills development . Staff development . Assisting disadvantaged students . Staff development . Self-discovery and self-understanding . Understanding the G&C programme . Quality teachers . Understanding students and their needs . Maintaining professionalism / Being professional . Interpreting policy into practice

The subthemes in the first Theoretical Framework Category on the School's Capacity to Implement Policy, mostly relate to the competencies and quality of Guidance and Counselling teachers (See figure 2.1 above).

(ii) ORGANISATIONAL FACTORS	2nd Theoretical Framework Category CONTEXTUAL FACTORS
	SUBTHEMES <ul style="list-style-type: none"> . Regularising G&C lessons . Provision of resource centre . Allocating other resources like funding . Networking with other organisations . Parental and community involvement . Merging subjects . Number of G&C teachers running the programme

The subthemes in the second Theoretical Framework Category on Contextual Factors are mainly organisational issues that relate to the kind of school Trockley Secondary School is and what it can manage in terms of resource allocation and communication with other organisations with similar objectives.

(iii) STRATEGY RELATED FACTORS	3rd Theoretical Framework Category IMPLEMENTATION STRATEGY
	SUBTHEMES <ul style="list-style-type: none"> . Effective strategies . Have proprietorship of the programme . Communicating with stakeholders . Motivational speakers . Attaching students to work-places . Career excursions . Empowering staff . Empowering students to form clubs

The subthemes in the third Theoretical Framework Category on Implementation Strategy relate to how Trockley Secondary School approached the activities that made implementation of the policy to take-off. In a way the subthemes tell us what ideas worked for the school's Guidance and Counselling programme to get under-way.

(iv) CURRICULUM RELATED FACTORS	3rd Theoretical Framework Category IMPLEMENTATION STRATEGY
	SUBTHEMES <ul style="list-style-type: none"> . Following G&C syllabus . Planning and scheming . Individual and personal counselling . Training students life skills . Assisting disadvantaged students . Merging subjects

The subthemes in the third Theoretical Framework Category on Implementation Strategy, and relating to Curriculum Factors, mainly touch on ideas on what the programme entails especially with regards to planning of the programme, its content and skills to be taught. Therefore, the subthemes address 'how' the school's programme was implemented thereby implying 'Implementation Strategy'.

(v) EVALUATION ASPECTS	4th Theoretical Framework Category DEGREE OF POLICY IMPLEMENTATION
	SUBTHEMES <ul style="list-style-type: none"> . Programme evaluation . Carrying out self-evaluation . Empowering staff to determine degree of programme implementation

The subthemes in the fourth Theoretical Framework Category on Degree of Policy Implementation focus on assessing how far the Guidance and Counselling has been implemented. It therefore, implies evaluation of the programme.

<p>(vi) RECOMMENDATIONS</p>	<p>NO THEORETICAL FRAMEWORK FOR THIS</p>
	<p>SUBTHEMES</p> <ul style="list-style-type: none"> . Sponsored appropriate training for G&C teachers . G&C syllabus to be introduced at teacher education Colleges . G&C ought to be examinable

Subthemes in the above grid are recommendations and will be addressed in paragraph 5.9 below.

5.4 TEACHER RELATED ASPECTS

Teacher related aspects of policy implementation fall under School's Capacity to Implement Policy, the first category in the Theoretical Framework for Policy Evaluation. At Trockley Secondary School, the team of implementers involves a Guidance and Counselling coordinator and three members of the core-team. Teachers have been deemed the most important factor in programme implementation. They make things happen; how they do it and to what extent are processes that can be established through evaluation (McNeil, Newman and Steinhauser, 2005: 20). The researcher shares the above view and believes that students ought to be assisted by knowledgeable and well-resourced teachers to do best in whatever they do. Therefore, the school's capacity to implement policy largely depends on this human factor, the teacher. Qualities of an ideal teacher for implementing Guidance and Counselling programmes in schools that emerged from the research data are as follows:

- (i) Teachers' knowledge level
- (ii) Maintaining professionalism
- (iii) Policy-interpretation ability

- (iv) Motivation and empowerment of teachers
- (v) Availability of a programme leader
- (vi) Ability to assess and plan for students' needs
- (vii) and Teachers' dynamism in implementing the programme.

(i) Teachers' knowledge level about policy: Pandey (2005: 25), Mohammed, Pisapia and Walker (2009) and McNeil, Newman and Steinhauser (2005: 20 and 92) maintain that Guidance and Counselling teachers should be able to understand the policy as a prerequisite for them to implement it. The teachers also somehow form an agency partnership with the school administration in informing stakeholders about the programme; and because of that, they have to be fully knowledgeable about the programme. The researcher recognises this view, especially the need for Guidance and Counselling teachers to be clear about policy expectations, to understand programme goals, content and the roles that they have to play in the policy implementation process. The data that were collected reveal that Guidance and counselling teachers at Trockley Secondary School have sound knowledge of the policy as well as their school's programme. Wong and Wang (2002: 218) maintain that institutions usually fall short of qualified teachers resulting in increasing student enrolments and a greying teaching workforce. The researcher is in agreement with the above thinking and feels in-service or staff development workshops could benefit Guidance and Counselling teachers to upgrade their knowledge level.

Saunders (2007: 75) and McNeil, Newman and Steinhauser (2005: 144) stress that initially a qualified teacher was perceived as a 'complete article' and not one whose role depends on continuing development. Professional development is above all about developing the extraordinary talent and inspiration, especially the classroom practice of teachers by making sure that they have the finest and most up-to-date tools to do their job. Richards (2000: 144) explains that in Zimbabwe CONNECT, a non-governmental organisation offers in-service training for Guidance and Counselling teachers. The researcher perceives professional development as an activity that increases the skills, knowledge, and understanding of teachers, and this is how Trockley Secondary School teachers view themselves.

(ii) Maintaining professionalism: Pandey (2005: 25); and Gibson and Mitchell (1990: 126) point out that professionals such as Guidance and Counselling teachers must have as their own personal-ethical goal, the constant and critical evaluation of their professional performance. Without that critical self-evaluation, teachers often find themselves be-faced with mediocrity or failure to reach their full potential in terms of what professionals might accomplish for the students they serve. What is it that Guidance and counselling teachers ought to be actually doing as professionals fulfilling their roles. They ought to formalise the programme; that is, setting aside time for it; working out schedules, activities for students; guiding the students as expected; keeping records accordingly; maintaining confidentiality; and being proper role models for students. Cavaiola (2006: 65); and Pandey (2005: 65) also confirm that Guidance and counselling teachers ought to uphold “informed consent” when sharing information about particular students, especially those that might need to be referred to other organisations. The researcher recognises that professionalism by Guidance and Counselling teachers helps to gain the programme some respect. It is however, difficult to establish the actual knowledge level of the Guidance and Counselling teachers on relevant issues as this research study was never meant to do that. It suffices to say because the implementation of the policy is going on well, therefore teachers have adequate knowledge.

(iii) Ability to interpret policy: Guidance and Counselling teachers ought to be able to interpret the policy as a prerequisite for implementing the programme successfully (Matland, 1995 in Hill and Hupe, 2009: 67). Successful policy implementation can be perceived as achievement of specific success indicators, especially locally specified goals that the team of implementers will have seen to be applicable to their context Cox (2007: 17-20). The researcher however, believes that locally specified goals are influenced by both statutory prescribed goals as well as by the values and norms of the local society who stand to benefit from the programme directly or indirectly. Successful policy interpretation enables Guidance and Counselling teachers to plan well for the programme. Literature thus confirms the research findings.

(iv) Motivation and empowerment of G&C teachers: Cox (2007: 44) perceives motivation and empowerment of teachers as capacity building. The goal is to build the capacity of implementers by creating a link between planning and implementation. Authorities such as the Ministry of Education, Sport and Culture and the school administration have an obligation

to empower teachers to implement the programme as best as they can. This they can achieve by way of designing training workshops to equip them with knowledge and skills that boost their confidence. Cox (2007: 19) believes that for an institution to come up with a high-quality programme, they need three scenarios contributing to the same desired goal: (i) effective teaching by Guidance and Counselling teachers; (ii) supportive programme elements such as the school admin; and (iii) strong leadership support e.g. from the school head making Guidance and Counselling a priority. Chireshe (2008: 65) confirms similar sentiments about motivation of teachers by saying that motivation of personnel refers to conditions responsible for variations in intensity, quality, direction and duration of work related behaviour. Stanovich (2001) describes a scenario where teachers show commitment to what they do because they happen to be following their interests, their competences and what they enjoy doing. The researcher shares similar views to those above and is convinced that all these elements are present and inter-play at Trockley Secondary School where a Guidance and Counselling programme has been seen to be exemplary. The school head is the one credited with the ability to empower and motivate the teachers by recognising and supporting their efforts; data do not mention any motivation coming from the ministry.

(v) Availability of programme leader: The policy on institutionalisation of Guidance and Counselling programmes in Zimbabwean secondary schools has provision for a programme coordinator who is tasked with the running of the programme. Trockley Secondary School has a Guidance and Counselling coordinator who is appropriately qualified to spearhead and run the programme with the assistance of the school administration. The Guidance and Counselling coordinator is responsible for the day-to-day operations including supervising core-team teachers. Research findings are in agreement with the status-quo at Trockley Secondary School. Cox (2007: 13) talks of a visible leader who is well supported by respected teachers in the school, who might otherwise choose to derail it if they are not for it. Hill and Hupe (2009: 132) contribute that it has to be a leader who understands the policy, and if the leader is able to spearhead the links of cooperation and coordination among staff, the “implementation chain” moves forward. Gibson and Mitchell (1990: 412) contribute qualities of an ideal leader as one who gives priority to the benefit of the programme; an extra-competent professional who inspires confidence; who shares information, knowledge, and programme ownership; a leader who is forward looking even in planning. The researcher shares the same perceptions of a vibrant and effective Guidance and Counselling leader who

ought to promote capacity building, knowledge, skills and practices pertaining to policy implementation (Cox, 2007: 81).

(vi) Ability to assess and plan for students' needs: The team of Guidance and Counselling programme implementers are responsible for assessment of students to establish their needs; they may be educational, social, or emotional. Gibson and Mitchell (1990: 261) points out Guidance and Counselling teachers' skills that can help them to assess students' needs are: good communication skills, effective diagnostic skills, management and motivational skills. Assessment is followed by placement into the ideal disciplines of Guidance and Counselling where students can get relevant intervention activities. Chireshe (2008: 54) mentions some of the problems that students face in Zimbabwe: living with distressed families, e.g. divorced/separated parents, remarriage, family conflict and relatives living with HIV/AIDS and that these problems negatively affect the students in their school engagements. Implementers have to decide on the right tools for assessment. All stakeholders ought to be clear about the assessment processes and subsequent steps that are followed and why. The school administration can also assist to contact and disseminate information to stakeholders.

The establishment of students' needs is closely associated with compiling Individual Educational Plans by Guidance and Counselling teachers. Even if students may end up receiving educational intervention from Guidance and Counselling teachers in groups or classes, they start as individuals who happen to be grouped by their educational needs, based on pre-set criteria. The coordinator ought to make sure that the team of Guidance and Counselling teachers meets often to map out strategies.

Once the needs have been established, Guidance and counselling teachers have to start assisting students accordingly. Charema (2008: 159) encourages teachers to establish good relationships with students so that they realise the warmth and positive regard from teachers. Pandey (2005: 28) explains that such a relationship between the Guidance and Counselling teachers and students culminates in an ideal counselling relationship that is characterised by mutual respect. Testing or assessment of students' needs under such an atmosphere is likely to be successful. Research data were not apparent as to the type of assessments or instruments the teachers use for this exercise. Data however, showed that individual or personal

counselling takes place, as well as various other exercises and activities that are planned for students.

(vii) Teachers' dynamism in implementing the programme: Sroufe, Cooper, and DeHart (1996: 46) state that the most basic of all human biological givens "is a strong disposition to act on the environment rather than being passive". The way the researcher understands this is that Guidance and Counselling teachers need to tap on this inborn human propensity to act on the environment and help students to develop their maximum potential in what they do so that they can fulfil their role in society. Seyfarth (1996: 84) compliments that sort of dynamism and motivation which ought to keep the Guidance and Counselling teachers on top of the situation; being proactive as opposed to being reactive (Dollarhide and Saginak, 2003: 91). The implementers carry with them this lively atmosphere as they organise and maintain an educationally friendly environment for students; they show connectedness and commitment to them (Leary, 2001: 93-94). The dynamism discussed above has been portrayed at Trockley Secondary School by way of the qualitative data that were collected from research participants.

5.5 ORGANISATIONAL FACTORS

Organisational factors that Trockley Secondary School made use of in order to come up with a Guidance and Counselling programme that was seen to be exemplary fall within the second category of Theoretical Framework for Policy Evaluation, i.e. Contextual Factors (McNeil, Newman and Steinhauser, 2005: 114). Cox (2007: 9 and 14) outlines a structure for programmes that enhances student learning; it is code-named "MAP", a shortened form for "Materials, Actions and People". The logic behind this assertion according to how the researcher perceives it is that if the quality of programmes improves, then the quality of student achievement will improve. The ingredients of this scenario have been established at Trockley Secondary School from what the data indicate. The practical aspects that the school transformed from policy into practice when they started their programme, according to the data, follow below.

- (i) Launching the programme (programme agency)
- (ii) Resource allocation and utilisation
- (iii) Availability, quality and quantity of G&C teachers

(iv) Family and community involvement

(i) Launching the Guidance and Counselling programme: Research data show how Trockley Secondary School launched their Guidance and Counselling programme. The school head spear-headed the launching of the programme; implying that he embraced change himself by allowing this innovation (Guidance and Counselling Programme) in his school. Assisted by his team of Guidance and Counselling teachers he addressed and challenged his staff to also embrace change for the benefit of students. The school head led his staff by example, being in the fore-front of advocacy for the Guidance and Counselling programme. Literature is in support of this set-up. Koppenjan (2004), Durant (1993) and Krause (1996), in Hill and Hupe (2009: 148) explain about programmes that crumble due to organisational rigidity and resistance to new initiatives. Implementers are encouraged to be open-minded and flexible. The spirited advocacy at Trockley School is what Hill and Hupe (2009: 69) refer to as active representation. The researcher believes that the agency at Trockley School i.e. the Guidance and Counselling team are active and their execution of respective roles enables them to achieve desired outcomes.

(ii) Resource allocation and utilisation: Powell (2004) in Hill and Hupe (2009: 148) and Creswell (2008) concur that adequacy or inadequacy of resources can have a huge impact on the implementation of a programme. Data from research participants show that the school head allocated a Guidance and Counselling centre which serves as the nerve-centre for the programme. Most of the Guidance and Counselling activities revolve around that place. Financial resources were not addressed directly in interviews but through rationalisation, the researcher can conclude that finances are inadequate for the planned activities. A few activities that Guidance and Counselling teachers wished to have carried out with students could not be done due to financial constraints, e.g. video equipment and excursions. Sammons (1999: 217) elucidates that most studies of school effectiveness have not found the level of resources allocated to schools to be a major determinant of effectiveness. The researcher feels that the Guidance and Counselling teacher is the most important resource in a teaching and learning situation, and that lack of material resources would not completely derail the implementation of the programme.

(iii) Availability, quality and quantity of Guidance and Counselling teachers: Data from participants indicate that there is a shortage of one Guidance and Counselling teacher at Trockley Secondary School. The policy on Implementation of Guidance and Counselling in Zimbabwean secondary schools stipulates that each school should have a core-team of four Guidance and Counselling teachers, whose composition gender-wise should be two male and two female teachers. This shortage in Guidance and Counselling teachers seems not to have hampered the spirits of the all- ladies-team of programme implementers at Trockley School. Cox (2007: 19) asks a pertinent question, “What evidence would you look for in order to conclude that your Guidance and counselling programme is one of high quality?” Cox (2007: 20) sights three scenarios that contribute to high quality of programme implementation: effective teachers, strong programme ingredients, and strong leadership support. This seems to be evident at Trockley Secondary School.

Effective Guidance and Counselling teachers are perceived to be the ones who can really connect with students; teachers who collaborate with each other; teachers who can teach very well; and teachers who manage their students well. Strong programme ingredients entail a solid curriculum; sufficient time allocation; assessment in line with the curriculum; strong staff development programme; and instructional and learning material available. Strong leadership support implies that the school principal makes Guidance and Counselling programme a priority; the principal supports the programme the whole way; has sound knowledge of what is expected; and creates a conducive environment for the viability of the programme.

(iv) Family and community involvement: Research participants acknowledged the fact that not much has been done in this respect, despite the fact that implementers have shown an awareness of the importance of parental and community support in the policy implantation process. According to participants, they are planning on engaging parents and the community in Guidance and Counselling activities in a more active role. Bronfenbrenner (1979) in Sroufe, Cooper and DeHart (1996: 565), and Wang and Wong (2002) term such a relationship school-family-partnership. They advise policy implementers to make parental involvement a priority because parents will always support their children’s education whatever the circumstances may be. The family support structure as outlined in chapter 2 (see figure 5, paragraph 2.8) is in the inner layer that is very close to the child/student, the micro-

system. The researcher acknowledges the crucial role that the family plays with regards to the guidance and counselling of their child in times when he/she needs such intervention (Aspindall and Pedler, 1996: 240, and Hill and Hupe, 2009: 153). Shumba (1995), Gelfand, Janson and Drew (1988), and Makoni (1996) in Richards (2000: 149) recognise the fundamental role that families play in the provision of guidance and counselling to their children. Heath and Palenchar (2009) agree with the above convictions with the view that in fact parents can quite possibly become students' most important and resourceful career development partners. Trockley School is advised to address that important mile-stone in the implementation of their Guidance and Counselling programme for the benefit of their students.

The student's community could be composed of business people, industrial or labour force. These form a career base for students should they be exposed to such an environment through job-shadowing or conducting career fairs. Hofferth and Owens (2001), referring to Sroufe, Cooper and DeHart, (1996: 73) mention the importance of role models from the community, in the lives of students; people they can emulate and be guided by, given the opportunity to interact with them; Powell (2009: 44), in Hill and Hupe, (2009: 148). Sroufe, Cooper and Dehart (1996) point out that human development always occurs within a set of contexts, the child's immediate environment, the broader economic context, and so forth. All the contexts constantly interact, helping to shape the child's development. The researcher agrees with this and advises policy implementers to try and deliberately organise students' learning environment in such a way that they stand to gain from their educational experiences. Trockley Secondary School is yet to engage the community in the various ways by which they can support students and the school.

5.6 STRATEGY RELATED FACTORS

Strategy related factors fall within the third category of the Theoretical Framework of Policy Evaluation, the Implementation Strategy. Trockley Secondary School, according to the research data collected, employed a number of strategies to make sure that their programme was operational. The importance of using effective strategies when implementing policy is underlined by Wong and Wang (2002: 150), Cox (2007: 19-21), and Sroufe (1996) who address the issue of quality of educational programmes that comes about because the school's system will have (i) identified quality teachers; (ii) there are strong programme ingredients

such as a solid curriculum and educational support material is available; and (iii) strong leadership support is a certainty. Some of the strategies that implementers at Trockley Secondary School employed in order to come up with an exemplary Guidance and Counselling programme are listed below.

- (i) Have proprietorship of the programme
- (ii) Information sharing with stakeholders
- (iii) External resource persons
- (iv) Activities for students
- (v) Empowering students

(i) Literature confirms that the team of programme implementers in particular, ought to feel and demonstrate that they have proprietorship or ownership of the Guidance and Counselling programme and are proud of it. They should be enthusiastic and positive-minded about their work, a situation that transfers to students easily (Saunders, 2007: 82, and Cox, 2007: 29). Hill and Hupe, 2009). The level of ownership of the programme by implementers can actually give them confidence to change the policy here and there as they see fit taking their context into consideration. Ownership creates a bond with the programme and as such implementers identify with it and do their best to make it succeed. Research data indicate that Guidance and Counselling teachers are committed to their responsibility, to implement the programme. A degree of routine has been achieved and the programme is running to expectations.

(ii) Information sharing with stakeholders: Hill and Hupe (2009: 153) maintain that stakeholders as well as their roles in the policy implementation process should be identified. Trockley Secondary School did identify stakeholders as those who benefit from the programme directly, for example students and those indirectly, like parents, the community and prospective employers; they all have different roles in the Guidance and Counselling programme of the school. McNeil, Newman and Steinhauser (2005: 35) posit that information ought to be shared with stakeholders, even needs assessment pertaining to the Guidance and Counselling programme has to be shared. The programme director, in this case the Guidance and Counselling coordinator, with the assistance of the school head, is advised to identify particularly influential parents termed “movers and shakers” and encourage their

involvement in the implementation of the programme; other parents will most likely just follow them.

The programme should be structured in such a way that all stakeholders somehow have an input. McNeil, Newman and Steinhauser (2005: 35) stated that, “There is a greater likelihood that the programme will be well designed and that it will have support from all.” Aspindall and Pedler (1996: 84) go further by stressing that strong connections and relationships with the community and the world outside school, give more value to the programme. The researcher shares these views and wishes Trockley School could utilise this family and community power base to solidify the implementation of their Guidance and Counselling programme. For now, data show that that is one of the implementation mile-stones that they have yet to cover.

(iii) External resource persons: The document being evaluated in this research study, i.e. Policy number 23 of 2005: 8, outlines the expected role of the community in the school’s Guidance and Counselling programme. It says community members selected by School Parent Assemblies should be invited to impart culturally relevant moral values, survival skills and mentorship to individual or groups of learners. Literature is in agreement with the research findings on the role of external resource persons in the implementation of Guidance and Counselling programmes. Bigger and Brown (1999: 49 and 60) posit that “Pupils may aspire to particular careers as a result of people they meet ...” and go further to observe that “The critical need for highly skilled workforce in the twenty-first century is without question”. That is the future that Guidance and Counselling programmes are helping to prepare students for. Roulis (2003: 59) advises about the importance of school and community on implementation of projects by stating that, “A multi-sector collaboration representing secondary education, labour organisations, students and parents, families and other business and community organisations” is vital. Research data indicates that Trockley School has not got that far with the Guidance and Counselling programme though there are indications that they will embark on such activities in the future. The researcher perceives secondary schools to be directly engaged in the process of career choices, leading to guidance which helps students to make appropriate choices.

(iv) Activities for students: The UNESCO Module 8 (page 26-29) outlines a number of possible activities that a Guidance and Counselling programme can follow to help students acquire the knowledge and skills they need in life. It also says that the involvement of external resource persons adds value to the school's programme. Some of the activities suggested include educational tours, job-shadowing, career-fairs, and research projects. Bigger and Brown (1999: 49) underline the above view by stating that, "The focus in the school curriculum on work as an aspect of adult life comes throughout school." The policy document itself (Policy circular number 23 of 2005: 6) stipulates some activities that the school can undertake in an effort to nurture students: career exhibitions, community service projects, library research skills-development, forming clubs, drama, role plays and many others. Trockley Secondary School, according to research data, schemed and planned activities collaboratively as a team of implementers and is carrying out a number of activities. Resources have not been adequate to allow them to undertake excursions and school on the shop-floor / attachments. The researcher believes that the success of the Guidance and Counselling programme in the school depends on the effectiveness of these activities; they imply implementation of the programme as such and ought to be approached very carefully.

(v) Empowering students: Research data gathered from participants indicates that policy implementers at Trockley School have not fully mentored students to form clubs; there is an implementation gap in that regard. The UNESCO Module 8 (2000: 26) on Guidance and Counselling mentions that teachers have an obligation to encourage students to carry out small research projects on their own, like forming clubs and running them. This helps to empower them and they become inquisitive, a situation that is progressive and educational for them. It enhances their belief in themselves. Hayes (2006: 104) advises that teachers ought to spend time designing learning situations rather than lecturing, implying that motivation needs to be planned for.

Kohl (1998: 150) in Hayes (2006: 104) defines the type of motivated and empowered student that should be churned out of school:

want students to explore learning through doing, but also through reflection and hard study. I want them to learn hard skills and ways. Most of all, I want my students, wherever I teach, to feel part of a compassionate learning community where they are honoured as individuals, where they respect each other, and where they respect and love learning itself.

Bigger and Brown (1999: 3) also spell out the ideal youngster they wish educational institutions to churn out: “... motivated responsible young adults with a thirst for understanding, a curiosity about life, a concern to contribute to the communities in which they find themselves, and build relationships with other people”. The researcher shares the same perceptions of a confident and inspired educational end-product as those above. Some of the objectives of a well structured Guidance and Counselling programme ought to include inculcation of values such as knowledge and understanding; and development of responsible attitudes; to teach students to become informed and functioning members of society with skills to contribute to work and to the community. The researcher understands that Trockley School is teaching those values and much more as a way of empowering students to manage their lives now and eventually when they mature.

5.7 CURRICULUM RELATED FACTORS

Curriculum related factors fall within the third category on the Theoretical Framework for Evaluation of Policy Implementation, namely the Implementation Strategy. Literature complements the research findings about the importance of education having and following a curriculum with varying degrees in emphasis from different authors. Hayes (2006: 125) makes an observation that a school that “practises a learner-centred interdisciplinary philosophy in which the needs and interests of students, as well as the demands of society, form the curriculum”. Hence the curriculum ought to be responsive to the needs of direct and indirect beneficiaries; students, parents and the community at large. Hayes (2006: 149) goes further to state that students are “active learners”; they acquire facts and skills, but “in context and for a purpose; their questions drive the curriculum”. Schools, and in this case Guidance and Counselling teachers ought to create a conducive environment within which students can gainfully be engaged educationally.

Dollarhide and Saginak (2003: 374) indicate that a developmental counselling curriculum should include among its ideals, a primary prevention focus that educates students about the ills of life, and enhances self-concept. Some of the topics that they suggest to be included in the Guidance and Counselling syllabus are: emotional intelligence, academic survival skills, friendship and relationships, value-clarification, critical thinking, decision-making, goal-setting and perseverance, career process skills, and personal safety. Hayes (2006: 112) alludes to the need to integrate the Guidance and Counselling curriculum and infuse it into

some subjects already in existence in secondary schools like Education For Living and Science just to mention a few. Hayes goes further to remark that the Guidance and Counselling curriculum ought to emphasise “problem solving skills, reflective thinking processes, and individual learning programmes”. Research data reveal that Trockley Secondary School’s Guidance and Counselling programme is guided by a well thought out curriculum. The researcher understands the importance of compiling a Guidance and Counselling programme because it gives direction to teaching and learning and makes the subject formal and more purposeful.

5.8 EVALUATION ASPECTS

Evaluation aspects fall into the fourth category of the Theoretical Framework for Evaluation of Policy; the Degree of Policy Implementation; and has implications for establishing how far the Guidance and Counselling programme has been implemented at Trockley Secondary School. Research data show that Guidance and Counselling programme implementers at Trockley School understand the value and critical role that is played by evaluation in improving the programme. McNeil, Newman and Steinhauser, (2005: 13) define programme evaluation as the determination of the objectives of the programme in measurable ways and then the assessment of whether the objectives were reached. According to the researcher’s understanding, one can even deduce more by making reasonable judgements about effort, effectiveness, adequacy inputs, and comparison of programme options, through evaluation.

McNeil, Newman and Steinhauser (2005: 144) perceive programme evaluation as an exercise that helps implementers to make midcourse corrections in the implementation or expectations of the programme. Guidance and Counselling programme implementers are advised to follow a process termed “before and after” method, where they check progress after a given period; a comparison method, where they assess progress after different techniques have been employed; and the how do we stand method, done in order to compare programme outcomes to set standards (UNESCO Module 8: 34). Chireshe (2008: 55) concurs with Madhuku (2005) and Mapfumo (2001) on the above views and advises that implementers ought to set specific evaluation criteria for themselves and work with beneficiaries of their services. No detailed data could be obtained from Trockley Secondary School as to how exactly they conduct the evaluation of their programme and how they gather data to that effect. Below is a subtopic that relate to programme evaluation.

- (i) Formative and summative evaluation

(i) Formative and summative evaluation: McNeil, Newman and Steinhauser (2005: 26) outline two main forms of evaluation, i.e. formative and summative evaluation. Formative evaluation is referred to as “programme implementation assessment”. It is advisable that the whole staff be familiar with the evaluation process; if there are some who profess ignorance, they have to be trained; Training staff on aspects of the programme and implementation, are considered a coherent package. The advice is that evaluation should also be considered a coherent package. McNeil, Newman and Steinhauser (2005: 104) put forth some areas they deem necessary for formative evaluation.

- a) availability of resources and their usage
- b) writing of progress reports and how they are handled
- c) relating results/outcomes to objectives and procedures
- d) dissemination of information to stakeholders
- e) effectiveness of strategies for teaching and learning
- f) staff competence and deficits
- g) obstacles to programme implementation in the interim and
- h) recommendations for moving forward

The UNESCO Module 8: 34 considers summative evaluation as an exercise that is concerned with a completed programme, and it is meant to see if programme goals were achieved. McNeil, Newman and Steinhauser (2005: 26) view it as an end-cycle report. Guidance and Counselling programme implementers at Trockley Secondary School have not yet got to the stage of summative evaluation, but would certainly benefit from formative evaluation feedback. Whatever gaps may be existing in their programme implementation process, can be closed when the new cycle of implementation evolves.

5.9 WHAT OUGHT TO BE INCLUDED IN THE POLICY

Subthemes 6.1 (sponsored training for G&C teachers), 6.2 (G&C syllabus to be introduced at teacher education colleges) and 6.3 (G&C ought to be examinable respectively) constitute participants’ views about what they think needs to be added to the policy. The researcher’s understanding is that subtheme 6.2 will be better handled by a different ministry altogether,

ideally the Ministry of Higher Education that is responsible for training and certification of teachers. Subtheme 6.1 on the need for sponsored training for G&C teachers is the responsibility of the Ministry of Education, Sports and Culture and implies continuing professional development for practising and qualified teachers tasked with the responsibility of implementing Guidance and Counselling in schools. Subtheme 6.3 about the suggestion to make Guidance and Counselling an examinable subject should be a matter between the Ministry of Higher Education and Zimbabwe Examinations Council responsible for examinations throughout the country.

Literature supports the idea of running refresher courses or staff development workshops for practising teachers. Korthhagen (2004) and Weber (2008: 130) speak of the need for “continuum” where teachers who are employed in schools keep updating their knowledge and teaching skills through professional development initiatives. Saunders (2007: 74) promotes the notion of what is termed “post-initial professional development” for teachers because improvement in teaching quality requires increased awareness of personal quality and it demands a search for personal integrity in teachers. The researcher believes that initially a qualified teacher was perceived as a “complete article” and not one whose role depends on continuing development (Saunders, 2007: 75).

Dollarhide and Saginak (2003: 84) intimate that Frank Parsons who is credited as the father of counselling wanted “trained experts” to provide vocational guidance in all schools. Parsons emphasised developmental rather than remedial goals for secondary school guidance and that in a way is being proactive than being reactive; having programmes that prevent problems before they occur. The way the researcher understands this is it simply implies a whole-school approach to Guidance and Counselling, where all teachers have an input in the subject in one way or another. A whole-school approach to Guidance and Counselling is preceded by integration of the curriculum. Morley and Rassool (1999: 76) and Dollarhide and Saginak (2003: 170) explain that curriculum integration means that Guidance and Counselling developmental curriculum supports the academic standards and benchmark of learning. They further point out that there are two forms of integration: practical and conceptual.

Practical integration is where a teacher who is trained in Guidance and Counselling assists other subject teachers in articulating, refining, and implementing the comprehensive school counselling programme. Conceptual aspect of integrating developmental and academic curricula, for example a Science lesson on exploring chemicals is linked with toxic chemicals from drugs often abused on the street. The researcher's perception is that Guidance and Counselling ought to be the responsibility of all teachers, hence needs to be incorporated into the teacher training curriculum at teacher education colleges. McNeil, Newman and Steinhauser (2005: 89) and Dollarhide and Saginak (2003: 170) sight that teachers need to "embrace change" so that educational provision becomes more holistic. Some teachers show reluctance to surrender precious classroom time because of the high stakes of testing. The researcher views this differently, mostly because Guidance and Counselling is meant to maximise the student's potential in all areas of learning. Therefore, Guidance and Counselling is a subject that supports the student and tries to enhance all attributes of learning; as such, the need for it to be examinable is not very evident; however, it remains a subject of national debate to chart the way forward for the Zimbabwean education system.

5.10 CONCLUSION

This chapter viewed and discussed data that emanated from research interviews that the researcher held with five participants from Trockley Secondary School regarding the way they articulated Guidance and Counselling policy number 23 of 2005 into a functional programme that was seen to be exemplary. The discussion was done with reference to current literature. The Theoretical Framework for Evaluation of Policy was used as a back-drop for organising the emerging themes and subthemes. Participants' views touched on all the four categories of the framework, i.e. the (i) school's capacity to implement policy; (ii) contextual factors of the institution; (iii) implementation strategies employed; and (iv) the degree of policy implementation reached so far. The researcher noted that the data that were collected on the study were silent about setting high standards and working towards achieving them (McNeil, Newman and Steinhauser, 2005: 164-5, and Cox, 2007: 9). For a Guidance and Counselling programme that was seen to be exemplary, and is expected to benchmark Guidance and Counselling in secondary schools, and other similar institutions ought to be in a position to emulate, standards were supposed to be set, or criteria for such standards, for programme implementers to pursue.

CHAPTER 6

FINAL SYNOPSIS

6.1 INTRODUCTION

Chapter six concludes the research study on evaluating the implementation of the policy on Guidance and Counselling in a Zimbabwean secondary school. The research questions that were outlined earlier form the fulcrum of the study; they will be revisited together with research findings and the challenges emanating from the study. Revisiting the purpose and rationale for carrying out this qualitative research study will help to tie up the findings. As has been noted, the purpose of the study was to determine, explore and explain how Trockley Secondary School articulated the policy on implementation of Guidance and Counselling programmes in Zimbabwean secondary schools. This implies benchmarking the implementation of Guidance and Counselling programmes in Zimbabwean secondary schools, basing on the experiences of one of the schools (Trockley) that was seen to be running an exemplary programme. The rationale for carrying out the study was that some school heads and teachers in Zimbabwean secondary schools were expressing reservations about the feasibility of implementing Guidance and Counselling programmes sighting practical problems they faced in their institutions.

The researcher had some hunches/ assumptions that are also important to revisit at this juncture: the perceived lack of accommodation to be used as a Guidance and Counselling resource centre; lack of financial resources for purchasing the necessary equipment; lack of adequate appropriately trained teachers; lack of time for Guidance and Counselling due to a congested curriculum; and inadequate manpower due to high staff turnover.

6.2 REVISITING THE RESEARCH QUESTIONS

Research questions and sub-questions that guided this study follow below.

- i) How did the school articulate the policy into a Guidance and Counselling programme?

Sub-questions: a) How is the school implementing the G&C programme?

b) Why do you think your programme is working so well?

- ii) What are the policy expectations for G&C programmes in secondary schools?
Sub-questions: a) What does the policy on G&C expect from schools?
- iii) What does the Guidance and Counselling policy entail?
Sub-question: a) Document analysis for content.
- iv) How can insight into the implementation of Guidance and Counselling inform programme development?
Sub-questions: a) What worked and why?
b) What did not work and why?
c) What guidelines can you give other schools to go about designing and implementing their programmes?
d) What else would you like to see included in the policy / programme?

6.2.1 QUESTION 1: HOW HAS THE SCHOOL ARTICULATED THE POLICY INTO GUIDANCE AND COUNSELLING PROGRAMME?

The Guidance and Counselling team of Trockley Secondary School, comprising of the coordinator, three members of the core-team, and the school head took the initiative to launch and run their programme in the manner they did. This process had to be accomplished over a few milestones that included addressing organisational issues, staff competence, their roles and responsibilities, staff's attitude towards the programme, strategies employed and continuous programme evaluation.

The Trockley School head ought to be given credited for inspiring and empowering Guidance and Counselling teachers to embark on the programme as an innovation in the school. Organisational issues such as provision of a room to be utilised as a resource centre as well as accommodating Guidance and Counselling lessons on the school time table was a huge boost to the successful implementation of the policy. This also has to be credited to the school head. The school head took it upon himself to lead the advocacy of the programme, and to convince his entire staff to embrace change and allow Guidance and Counselling to be part of the school curriculum.

Implementation of the Guidance and Counselling programme in the school needed teachers with relevant qualifications; teachers who were able to understand the policy and translate it into a practical programme; teachers who were able to maintain professionalism to the extent of earning respect by fellow teaching colleagues; and teachers who were able to plan for intervention activities that happen to be the crux of the programme. The Guidance and Counselling activities that students engage in as part of their learning are what constitute the essence of the programme. There is evidence from research data that a variety of meaningful activities have been planned for that include academic enhancing activities, career related activities, personal or individual counselling initiatives and teaching to understanding the educational set-up of the country as a whole. The Ministry of Education, Sport and Culture supplied the school with the four Guidance and Counselling teachers with relevant qualifications.

Guidance and Counselling teachers at Trockley Secondary School sounded motivated and enthusiastic with their programme. That indicated that they own the programme and thus carry out their roles and responsibilities with a lot of dedication. Programme records on students' personal profiles and written exercises that they keep also show how they have articulated the policy into Guidance and Counselling programme.

Communication with stakeholders is one very effective strategy that the team of programme implementers used for the purpose of enhancing their programme. They were able to identify and outline the roles of each category of stakeholders. Students were the direct recipients of Guidance and Counselling inputs, mainly developmental activities. Parents and the community at large were indirect beneficiaries of programme output, through the educational gains the students made. They had an important role to support the programme and to serve as role models for students. Plans were also on paper for identifying external resource persons to teach students about their various areas of expertise, especially pertaining to career related education. The ultimate benefit of students' educational gains to the community is when they eventually take their positions in society as workers, contributing to community and national developmental issues.

The Trockley School team of Guidance and Counselling programme implementers were able to evaluate their programme with the view to identify implementation gaps on a continual basis. They were evaluating themselves as teachers, which is a way of self-introspection to assess their strengths and weaknesses. They have been holding teacher developmental workshops mostly at the local level to share information and knowledge pertaining to their programme; all with the view to improve programme implementation. Articulating policy into Guidance and Counselling programme meant appointing competent staff to run the programme; organising and availing the necessary resources; planning and carrying out activities for students; coming up with effective programme implementation strategies; and continuing to get formative feedback through evaluation.

6.2.2 **QUESTION 2: WHAT DOES THE GUIDANCE AND COUNSELLING POLICY ENTAIL?**

The question, “What does the Guidance and Counselling policy entail?” addresses factors that involve policy implementation from the perspectives of research participants; what they perceive to be involved in the policy in relation to programme implementation. The major aspects of the policy are its overall objectives as well as the four major components which are: bringing awareness to students about the educational system and local orientation; educational guidance; social-personal guidance and counselling; and vocational/career guidance and counselling. For these major components to be transformed into a beneficial programme, there are requirements that include relevantly qualified programme implementers and other material resources. In a way the policy entails empowering Guidance and Counselling teachers to implement the programme the best way they can, with the assistance of the school administration, parents and the community. This is the overall view of Trockley Secondary School research participants and the researcher concurs with it.

6.2.3 **QUESTION 3: WHAT ARE THE POLICY EXPECTATIONS FOR GUIDANCE AND COUNSELLING PROGRAMMES IN SECONDARY SCHOOLS?**

This question implies the action that schools are expected to take regarding the implementation of Guidance and Counselling programmes in secondary schools. Policy formulators who happen to be the Ministry of Education, Sports and Culture basically expect schools to transform policy content into programmes that should benefit students in various institutions. This goes in stages i.e. the need to understand the policy; interpreting the policy

into action by launching the programme; involving parents and the community; stipulating roles and responsibilities for programme implementers; run staff development workshops particularly for Guidance and Counselling teachers to boost their effectiveness; to evaluate the programme internally as an informative way aimed at improving performance; and sharing programme information with stakeholders that include the ministry. The school head is expected to take overall responsibility of the programme.

6.2.4 **QUESTION 4: HOW CAN INSIGHT INTO IMPLEMENTATION OF GUIDANCE AND COUNSELLING INFORM PROGRAMME DEVELOPMENT?**

According to the researcher, this is the gist of the research study; being in a position where Trockley School staff share their experiences regarding the implementation of the policy on Guidance and Counselling in Zimbabwean secondary schools with stakeholders and other institutions. Research data indicate that there were milestones involved in the implementation of the programme.

People who were tasked with the implementation of the programme had to embrace change as a pre-requisite for successful implementation. These include the school head, the Guidance and Counselling coordinator, and the core-team of three teachers. They needed to believe in what they expected those to whom they were selling the programme to believe in. The school head led the advocacy initiative. Together they understood the policy and translated it into a feasible programme.

They planned the programme together; assessed the human and material resources at their disposal. Guidance and Counselling teachers were relevantly qualified; they had a room that was set aside as a resource room; and they set about equipping it with magazines and other learning and teaching material; Guidance and Counselling lessons were included in the main school time-table, bringing about the much needed regularity so as to create routine.

The school head gave his full support to Guidance and Counselling teachers by acknowledging what they were capable of doing, thereby empowering them to run the programme as best as they could. That motivated them to succeed. The Guidance and Counselling teachers set about reorganising the syllabus; setting achievable programme

objectives; fusing or integrating topics that could be absorbed by some carrier subjects. This helped to create enough time to teach other Guidance and Counselling topics that could not be absorbed. Outlining the Guidance and Counselling syllabus meant drawing up activities that students had to embark on to enhance their education.

Information sharing with stakeholders was partially achieved as data show that more communication still needed to be made with the community as well as with parents. Returns that the policy expects to be sent to the Ministry of Education, Sports and Culture were being sent as expected. There was also evidence of internal sharing of information among members of staff.

Guidance and Counselling teachers earned their school's programme respect from fellow staff members, parents and some members of the community by maintaining professionalism. They were sincere in what they were doing, assisting students objectively and wholeheartedly. They maintained a high level of confidentiality with students' information and records.

Probably most of all, the Guidance and Counselling teachers felt like always learning new ideas through internal as well as staff development workshops organised by the ministry. This kept them being open minded, and it influenced the programme they were running and improved it (Saunders, 2007: 74). They were in a position to continually evaluate their programme to get formative feedback that they used to address implementation gaps in their practice. The researcher understands the thoroughness with which Trockley Secondary School implemented its Guidance and Counselling; the motivation of implementers and passion to succeed; and the confidence and self-belief that it was feasible and that they could do it.

6.2.5 **QUESTIONN 5: WHAT ELSE WOULD YOU LIKE TO SEE INCLUDED IN THE POLICY/PROGRAMME?**

Research data reflected the aspirations of participants; what they perceived could contribute to the improvement of Guidance and Counselling programmes in Zimbabwean secondary schools. Participants felt that Guidance and Counselling ought to be introduced at Teacher

Education colleges so that all teachers will leave college equipped with Guidance and Counselling knowledge and skills. The supposition is that all teachers would then be in a position to teach the subject unlike leaving it in the hands of a few teachers in the school like the current situation. As mentioned above. The researcher's understanding and perception is that this view is a noble one, but under the present set-up, it is the responsibility of a different ministry altogether, i.e. Ministry of Higher Education and Vocational Training that trains teachers.

Participants also felt that if serving teachers who are interested in Guidance and Counselling could be sponsored for further in-serving training, it would improve the impact of programmes in secondary schools. The researcher shares the same sentiments, funds permitting. It is however, improbable taking into consideration that the country is going through trying times economically with teachers being among the lowest paid civil servants in the country. Sponsoring of such training programmes would probably be possible if some non-governmental organisation was to offer such a facility. It happened before and it can happen again. The researcher happens to be one of the serving teachers who underwent such a programme on Special Education sponsored by the Swedish International Development Aid and the British Council.

Participants also thought if Guidance and Counselling was to become examinable it would be taken more seriously. This is probably because of some members of staff who would be reluctant to give up their time for preparing for examinations towards Guidance and counselling. The researcher does not dispute that view but draws focus to aspects of Guidance and Counselling where teachers need to support and empower students to take charge of their lives. Such aspects as counselling and guidance are forms of relationships between an adult and a student; relationships that are fundamental to the subject and that are and will remain not examinable. Again this is an area that falls under Zimbabwe Examinations Council; whether they will find it feasible or not is subject to their assessments and conclusion.

6.3 LIMITATIONS OF THE STUDY

There is not much literature in the field of evaluation of Guidance and Counselling programmes in Zimbabwe; hence reference to earlier research work is limited. The education system in Zimbabwe is currently going through trying times. Teachers are demanding to be paid in hard currency in order to combat the economic meltdown being experienced. A number of teachers are said to have left the country in search of greener pastures, running away from the hardships the country is currently going through. Government is putting effort into bringing the situation back to normal and there are already good signs of economic recovery and political good-will.

Schalock (2001) observes that policy vis-à-vis programme evaluation needs to be tempered by five realities which are that:

- It is easy to exaggerate the importance, both for good or ill, of government policy or programme.
- Policy or programme evaluation cannot offer solutions to problems when there is no general agreement on what the problems are; hopefully there is a consensus view among stakeholders on this one.
- Programme evaluation deals with very subjective topics and must rely on interpretation of results.
- There are inherent limitations in the design of social science research related to comparison of groups and the inability to do the true “experiment”.
- Social problems are sometimes so complex that it is difficult to make accurate predictions about the full impact or effectiveness of specific programmes (Townsend, 2007).

Also the school that is perceived to have an exemplary Guidance and Counselling programme might not be effective in all the aspects of implementation under scrutiny in this study. But all said and done, the positives ought to outweigh the weak aspects so that there is a lot for other secondary schools and interested individuals to learn from this “benchmark”.

6.4 RECOMMENDATIONS FOR FURTHER RESEARCH STUDIES

The researcher would like to suggest areas for further research in the area of Guidance and Counselling in Zimbabwean secondary schools. There are revelations emanating from this research study that point towards excavating of more knowledge in this area to make it more comprehensive. The researcher feels it is crucial to distinguish the quality of Guidance and Counselling programmes against set criteria for exceptional programmes; schools would be motivated to work towards attaining those ‘high standards’ thereby coming up with programmes that are above just functional programmes that meet the basic requirements of policy. There is also need to decongest the secondary school curriculum by reducing the number of subjects without necessarily reducing the content that is designed to help students educationally. This can possibly be achieved through subject integration where similar content in different subjects can be integrated. This would probably pave way for ‘whole school approach to Guidance and Counselling’, with all teachers somehow having an input into it. These suggestions are subject to a lot of research before conclusions can be made. The researcher therefore, suggests the following topics.

- i) Distinguishing functional Guidance and Counselling programmes from exceptional ones.
- ii) The feasibility of ‘whole-school approach’ to Guidance and Counselling in Zimbabwean secondary schools.
- iii) Perceptions of teachers towards the feasibility of making Guidance and Counselling examinable.

6.5 CONCLUSION

Chapter six sought to tie-up research findings to the rational and purpose of the study by revisiting research questions against the backdrop of research data collected from participants. The researcher realised the need for setting standards against which Guidance and Counselling programmes can be measured or compared in order to establish quality of provision. Research data did reveal that Trockley Secondary School’s Guidance and Counselling programme is well set although there is still one or more milestones to be covered, namely reaching out to the community to tap their expertise by way of external resource persons making an input to students. They also have not been able to go on career excursions because of lack of financial resources. It was also interesting to establish that a Guidance and Counselling programme can be functional even though some required resources may not be in place; there would be little reason to postpone the launching of

programmes sighting lack of resources as an excuse. Finally, the researcher believes that Zimbabwean secondary schools have a thing or two to learn from Trockley Secondary School's successful benchmarking of Guidance and Counselling.

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APPENDIX 1: POLICY DOCUMENT

REF: A/244/1C

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DIRECTOR'S CIRCULAR NO 23 OF 2005

IMPLEMENTATION GUIDELINES FOR THE INSTITUTIONALISATION OF THE GUIDANCE AND COUNSELLING PROGRAMME IN ALL PRIMARY AND SECONDARY SCHOOLS

Introduction

The main goal of the educational system of Zimbabwe is to promote national development through the production of disciplined, socially well-adjusted and productive individuals with sound physical and mental health practices. Therefore the national curriculum aimed at educating the 'head, the heart and the hand' through the provision of



high quality education, as well as the development and promotion of active participation in sport and cultural programmes by all.

Over the years, guidance and counselling has been mainly emphasized at secondary school level with varying degrees of effectiveness.

Following the adoption of the recommendations of the 1999 Presidential Commission of Inquiry into Education and training, Ministry has resolved to strengthen and institutionalize guidance and counselling from Early Childhood Development level up to high school.

Circular Content

This circular provides background information and policy implementation guidelines towards the institutionalization of guidance and counselling from early childhood education up to high school under the following sub subheadings:-

1. Guidance and Counselling in the educational reform programme.
2. Overall objectives of Guidance and Counselling in educational institutions.
 - 2.1 Specific Objectives of Educational Guidance and Career Guidance and Counselling in schools.
3. Four major components of the Guidance and Counselling programme
4. Curriculum Requirements.
5. Activities
6. Resource Requirements
 - Material
 - Time allocation
 - Human resources
 - Guidance and Counselling Resource Rooms
 - Language
7. The role of the local community
 - Guest speakers and Role Models
 - Resource Mobilization
 - Opportunities for Participatory Planning and Implementation
8. Capacity Building
9. Supervision and Accountability
10. Provincial and District Coordination and Support Services
11. National Coordination Structure
12. Interministerial Liaison



1.0 Guidance and Counselling in the Educational Reform Programme

Among the major recommendations of the 1999 Presidential Commission of Inquiry into Education and Training are five with a direct bearing on guidance and counselling listed below:-

- The structure of education and training should incorporate Guidance and Counselling from Early Childhood Development level right up to higher education and provide this in both the formal school system and the non-formal, Adult and Lifelong alternative.
- Schools should provide counseling, for career choice, relationship problems (e.g. conflict transformation) or personal growth.
- The current counseling system by the Schools Psychological Services should be strengthened and extended to schools.
- The school should promote holistic education and expound the *unhu/ubuntu* philosophy.
- The system should promote practical skills in primary school, the introduction of vocational education followed by vocational training in secondary school, leading to a range of qualifications in different occupational areas i.e. professional, academic, practical and technical.

In addition to these, Secretary Circular 14 of 2004 includes the introduction of a two pathway curriculum system after Form Two which implies the need for focused educational guidance for learners to make informed decisions on pathway best-suited to their ambitions, abilities and interests.

2.0. Overall Objectives of Guidance and Counselling in Educational Institutions

Learner welfare is the priority focus of the Ministry's Client Charter in pursuance of quality education. The Guidance and Counselling programme is therefore an integral part of any schools' core business. Its objectives include:-

- Preparing learners to live in a changing environment
- Developing positive decision making skills
- Facilitating the development of multiple intelligences, essential life skills, self esteem, confidence
- Encouraging creative thinking and critical analysis skills
- Promoting healthy lifestyles
- Providing opportunities for psycho-social counselling for learners in times of need.
- Laying the foundation for informed career choices
- Enhancing positive learning outcomes for all
- Develop conflict transformation skills among learners.



2.1. Objectives Educational and Careers Guidance and Counselling

- Raise learner's awareness of the relevance of each particular subject or school activity to the living reality of each learner.
- Assist learners to recognize their interests, special aptitudes, possible opportunities and match them to their personalities and circumstances.
- Give learners information for wider access to opportunities and careers options.
- Highlight the relationship between particular subjects and related careers.
- Sensitize students to current employment trends and concepts of employment creation, self employment and self reliance.
- Prepare students for job seeking and coping in different work environment.
- Assist students to acquire work related experience through industrial placement.
- Promote positive attitude to all types of occupation and respect for the dignity of work.
- Facilitate informed subject choice for later occupational decision making.
- Promote equal opportunities for both male and female learners.
- Assist learners to intergrate successfully in society, the labour market and self-driven enterprise.

3.0. Four major Components of the Guidance and Counselling Programme

- Educational system and local school Orientation Programme
- Educational Guidance
- Social-Personal Guidance and Counselling
- Vocational/Career Guidance and Counselling

3.1. Educational System and Local Schools Orientation

All learners must be fully conversant with the system of educational delivery in order to navigate their way with confidence. Therefore, age-appropriate information on the whole educational system from early childhood education to tertiary level should be availed.

At local level the orientation covers all the school amenities, regulations, operational systems, support services, role clarification, values, codes of conduct and institutional development plans.

3.2. Educational Guidance

Study skills, homework management, self assessment, preparation for tests and examination and the relevance of different subjects and co-curricular activities to learners' present and future life, constitute educational guidance. Through educational guidance, each learner is expected to make informed subject choices,



book selector, develop positive study habits e.g. note making, and time management while participating fully in co-curricular activities.

3.3.1 Social-Personal Guidance and Counselling

Character development and Life Skills Training

Through this component, learners are expected to develop the characteristics that typify *unhu/ubuntu*.

Through character development, learners are expected to exhibit such qualities as independent living, responsibility, honesty, justice, trustworthiness, hard work, integrity, a cooperative spirit, hospitality, devotion to family and the welfare of the community.

Effective character building and life skills training are essential for the system to produce individuals who can fit into different human environments through demonstrating good manners (respect and etiquette), caring regard for others, self discipline, productivity, courage, discipline and tolerance.

Life skills training emphasizes techniques for coping in a changing world and positively handling daily challenges, which include the threat of HIV/AIDS.

3.3.2 Counselling Support

In this component of the programme, opportunities should be provided for learners to access individualized psychosocial support on any social, personal problems affecting them.

Group counselling sessions may be organized for learners with common concerns.

✓ Crisis intervention procedures for incidences of attempted suicide, traumatic experiences and any other circumstances in which delay may worsen the situation are an essential dimension of socio-personal guidance and counselling. Some aspects of the Healthy living, personal hygiene, HIV/AIDS and Lifeskills Programme are encompassed in this component.

3.4. Vocational/Career Guidance and Counselling

Preparation for independent productive adulthood and building the foundation for lifelong education are the main goals of vocational guidance.

Career-oriented subject choice, job seeking skills, hands-on exposure in the formal, small and medium scale enterprise sector as well as other alternative forms of livelihood constitute a significant part of vocational guidance. The rest of this component consists of information on the employment market, what



different careers involve, choosing and developing in a career entry requirements to different training courses and prospectus materials from tertiary and higher education institutions.

The School on the Shop floor programme is an essential aspect of career guidance.

4.0 Curriculum

The Guidance and Counselling syllabus is supported by a curriculum which is supported by carrier subjects mainly Social studies, HIV/AIDS, and Life skills, Civic Education, and all the subjects as listed in Secretary's Circular 3 of 2000.

5.0 Activities

In order to make Guidance and Counselling more relevant to learners' daily lives, the examples of expected activities are suggested.

These include:-

- Timetabled lessons
- Careers Exhibitions
- Career Talks by different professionals entrepreneurs, artisans, craftsmen, sportspersons leaders, visual and performing artists.
- Community Service Projects
- Mentorship programmes to enable learners to benefit from the support of role models.
- School on the Shop-floor and other practical attachments
- Library research
- HIV/AIDS and Lifeskills peer education
- Income generating projects
- Young Inventor Clubs
- Young Scientists Clubs
- Girl Child Empowerment Clubs
- Group Counselling sessions
- Individual Counselling
- Conflict Mediator
- Special assemblies
- Drama
- Role Plays
- Anti-Drug Abuse Week
- Anti-Sexual Abuse Week
- Support groups



6. Resource Requirements

6.1 Materials

- Syllabi, teachers' books, learners books
- Career related books, magazines and newspaper cuttings etc.
- HIV/AIDS materials
- Lifeskills reference books, charts, video films
- Internet extracts
- Reproductive health references
- Health promotion materials
- National Employment Services Department Careers Guidance materials
- Entrepreneurship skills development handbooks
- Prospectus materials from different universities, training colleges and informal skills development organizations
- Information on Scholarships, Bursaries, Grants and Poverty targeted Educational Assistance e.g. BEAM.

Equipment

- Video Camera
- Video Cassette Recorder
- Television
- Computer and Software

Improvisation is encouraged to overcome resource constraints

6.2. Time Allocation

- Every class timetable should provide for at least one standard period of Guidance and Counselling per week.

This teaching time is provided for in Secretary's Circular No. 3 of 2000 and any subsequent amendments. ✓

- In addition, the school should allocate time for individual and group counselling for learners experiencing personal and social problems.

6.3. Human Resources

Each school should appoint a Guidance and Counselling Coordinator in line with P38 (Post of Special Responsibility).

Members of the school administration should be excluded from this coordination role but may participate in the teaching of Guidance and Counselling.



A gender-balanced Core Team of at least 4 teachers should be selected for the functions of :-

- assisting the Guidance and Counselling Coordinator to develop the school curriculum responsive to the socio-economic and cultural context of the learners.
- manning the Guidance and Counselling resource room
- providing individualized and group counselling for referral, self presenting learners.
- maintaining programme records
- conducting needs assessment
- organizing internal staff development on requested topics.

Teachers assigned to the team should be allocated a reduced subject and curricular workload to facilitate this additional duty.

The coordinator and core team have the responsibility to provide support for all teachers to provide meaningful Guidance and Counselling to their classes.

6.4. Guidance and Counselling Resource Rooms

Every school should allocate space for a Guidance and Counselling resource room.

Where space is limited the resource room could have multiple functions which include.

- Careers information material
- Lifeskills references
- Group counselling
- A Guidance and Counselling activity notice board

6.5. Language

Given the empowerment goal of Guidance and Counselling, a learner centred approach to language selection is encouraged. The three national languages as well as other local languages should be used to ensure maximum benefits to learners of different abilities.

7.0 The role of the local community

Community members selected by School Parent Assemblies should be invited to impart culturally relevant moral values, survival skills and mentorship to individual or groups of learners.



7.1 Guest Speakers and Role Models

The programme should be enriched through the participation of relevant members of the community who have expertise or inspiring experiences on any of the topics on the curriculum.

7.2. Resource Mobilization

School Parent Assemblies should be fully informed on the significance of Guidance and Counselling and actively involved in mobilizing resources for planned activities.

7.3. Opportunities for Participatory Planning and Implementation

Every school should consult both parents and learners on the school guidance and counseling curriculum and use every available opportunity to encourage their active participation.

8.0 Capacity Building

Ongoing inservice training for Guidance and Counselling teachers should be institutionalized at cluster, district, provincial and national levels, particularly through the Better Schools Programme.

Needs-assessment based material development to enhance service delivery is encouraged at all times.

In view of the critical role of education, holistic school development plans should now include the building and equipment of Guidance and Counselling resource rooms.

9.0. Supervision and Accountability

As with all other system requirements, the school head is ultimately accountable for the guidance and counseling programme.

Therefore efficient monitoring and supervisory mechanisms should be organized at each school.

10.0. Provincial and District Coordination and Support Services

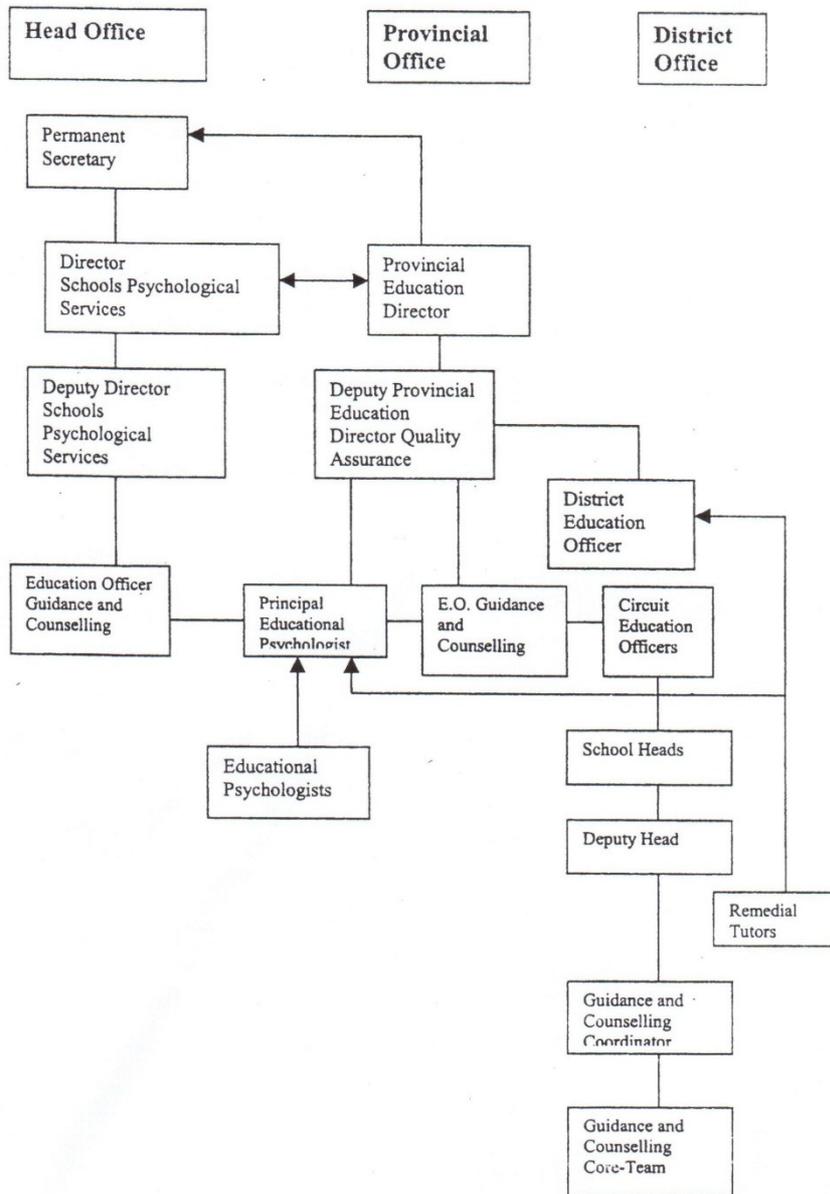
Education Officers responsible for Guidance and Counselling will coordinate and monitor the implementation of the programme in each province. Educational Psychologists in the Schools Psychological Services have the duty to provide technical support in developing counselling programmes, administering



psychological tests and handling referrals for more specialized assistance. Remedial Tutors representing Schools Psychological Services at District level will assist schools in strengthening their Guidance and Counselling services in close liaison with Educational Psychologists and Education Officer, Guidance and Counselling.



11. National Coordination Structure for the Guidance and Counselling Programme





12.0. Interministerial Liaison

In implementing the Guidance and Counselling programme schools are encouraged to actively liaise with other public service providers which include:- National Employment Service Department of the Ministry of Labour and Social Services, National Youth Service Department Ministry of Youth, Gender and Employment Creation, Ministry of Small and Medium Enterprises, Ministry of Health and Child Welfare, Local Government and Housing, Ministry of Higher and Tertiary Education.

13.0. Partnerships with other Stakeholders

Private Sector partners, non-governmental organizations and other interested stakeholders may participate in Guidance and Counselling Circular P7 Ref: Right of Entry.

K.R.L. Nyanungo

**DIRECTOR, SCHOOLS PSYCHOLOGICAL SERVICES AND SPECIAL NEEDS
EDUCATION**

Guidanceandcounsellingpolicy.doc

APPENDIX 2: APPLICATION FOR PERMISSION TO CARRY OUT RESEARCH

The Director
Schools Psychological Services and Special Needs Education
P. O. Box MP 133
MOUNT PLEASANT
HARARE,
ZIMBABWE.

RE: PERMISSION TO SELECT A SECONDARY SCHOOL AND CONDUCT A RESEARCH STUDY

I, Tinos Leopold Mawire, am hereby applying for permission to conduct a research study in one of the country's secondary schools as part of my Masters in Education Degree qualification with The University of Pretoria. The title of the research study is: EVALUATING THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING IN A ZIMBABWEAN SECONDARY SCHOOL. The study focuses on evaluating the implementation of Guidance and Counselling policy number 23 of 2005.

The purpose of the research is to gain insight into how the particular school translated policy into a workable programme. The study will evaluate the policy for possible policy review and innovation. The other purpose that is implied in the outcome of the study is that the school where the research will be done will benefit from formative feedback that helps to improve G&C practice. Other institutions in similar situations also stand a good opportunity to view implementation of the G&C policy from a different perspective, which is to improve their own G&C practice.

The research process will require me to go through reports on implementation of G&C in the various secondary schools country-wide to come up with a list of institutions with workable G&C programmes. I will then select one school through systematic random sampling from an alphabetically arranged list; that is where I will carry out the study. So I am kindly asking for permission to go through such documents. I promise to keep them safely and to make sure that the information in there is not leaked to anyone whatsoever. I may need to ask for your permission to discuss certain aspects with my supervisor.

Eventually I will also need to ask the school administration for permission to carry out the study in their school. I will also write to invite either the school head or deputy (whoever supervises G&C in the school), the G&C coordinator and G&C teachers, as individuals to participate in the research study. I will explain to them their role in the study; which is to share information in semi-structured interviews with me, focusing on the guidelines from the policy on G&C. The interviews will be conducted on an individual basis so as to get every participants' view unlike doing it in groups where some participants can be subdued by the presence of others.

During the interviews that I think will take between 2½ and 3 hours per participant, I would like to draw insight into how the implementation of the G&C policy informs programme development in the school. I would like to find out from participants what the policy expectations of G&C programmes in secondary schools are. Participants will be asked to determine and inform me about their G&C programme content. I would like to find out what challenges the school experienced in the process of implementing the policy on G&C and how they circumvented or solved those challenges. I would like to find out from participants how much they believe in the G&C programme in their school. I would also like to find out what recommendations they have for the way forward for the school's G&C programme.

After collating the results I will go back to the participants for them to verify the data they provided and establish that it was not fabricated. I will offer participants and the institution confidentiality, anonymity and trust. I will use pseudonyms to make sure that the institution and individuals are well protected. Participants will be free to opt out of the research when they feel like. I will clarify this aspect to them. I will assure participants that there is no risk they face by taking part in this research.

In the event that you wish to find out more about my intended research study, I refer you to my supervisor Dr Carien Lubbe-De Beer at UP at the above address, or you can get in touch with me through my supervisor.



.....
Mr. Tinos Leopold Mawire
Masters in Education Student
10 June 2010

.....
Dr. C. Lubbe-De Beer
Student's Supervisor

APPENDIX 3: SEEKING PERMISSION TO CARRY OUT RESEARCH FROM SCHOOL HEAD

The School Head
.....School

RE: PERMISSION TO CONDUCT A RESEARCH STUDY

I, Tinos Leopold Mawire, am hereby kindly applying for permission to conduct a research study in your school as part of my Masters in Education Degree qualification with The University of Pretoria. The title of the research study is: EVALUATING THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING IN A ZIMBABWEAN SECONDARY SCHOOL. The study focuses on evaluating the implementation of Guidance and Counselling policy number 23 of 2005.

The purpose of the research is to gain insight into how your school translated policy into a workable G&C programme. The study will evaluate the policy for possible policy review and innovation. The other purpose that is implied in the outcome of the research study is that the school where the research will be done will benefit from formative feedback that helps to improve G&C practice. Other institutions in the country in similar situations also stand a good opportunity to view implementation of the G&C policy from a different perspective, which helps to improve their own G&C practice.

I have sought and obtained permission from the Director of Schools Psychological Services and Special Needs Education to carry out the research study in your school. I selected your school through systematic random sampling from an alphabetically arranged list of institutions with workable G&C programmes. So I am kindly asking for permission to do my research in your school.

After obtaining permission from you, I still need to ask the highest authority in the school who supervises the G&C programme, the G&C coordinator and individual teachers who deal with the programme in the school, to participate in the research study. I will explain to them their role in the study; which is to share information in semi-structured interviews with me, focusing on the guidelines from the policy on G&C. The interviews will be conducted on an individual basis so as to get every participants' view unlike doing it in groups where some participants can be subdued by the presence of others.

During the interviews that I think will take between 2½ and 3 hours per participant, I would like to draw insight into how the implementation of the G&C policy informs programme development in the school. I would like to find out from participants what the policy expectations of G&C programmes in secondary schools are. Participants will be asked to determine and inform me about their G&C programme content. I would like to find out what challenges the school experienced in the process of implementing the policy on G&C and how they circumvented or solved those challenges. I would like to find out from participants

how much they believe in the G&C programme in their school. I would also like to find out what recommendations they have for the way forward for the school's G&C programme.

After collating the results I will come back to the participants for them to verify the data they provided and establish whether it was fabricated or not. I will offer participants and the institution confidentiality, anonymity and trust. I will use pseudonyms to make sure that the institution and individuals are well protected. Participants will be free to opt out of the research when they feel like. I will clarify this aspect to them. I will assure participants that there is no risk they face by taking part in this research.



.....
Mr. Tinos Leopold Mawire
Masters in Education Student
10 June 2010

.....
Dr. Carien Lubbe-De Beer
Student's Supervisor

APPENDIX 4: INVITATION TO G& C TEACHERS TO PARTICIPATE IN THE RESEARCH STUDY

DEAR.....

RE: INVITATION TO PARTICIPATE IN A RESEARCH STUDY

I, Tinos Leopold Mawire, am hereby kindly inviting you to participate in my research study that I have to conduct as part of my Masters in Education Degree qualification with The University of Pretoria. The title of the study is: EVALUATING THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING IN A ZIMBABWEAN SECONDARY SCHOOL. The study focuses on evaluating the implementation of Guidance and Counselling policy number 23 of 2005.

The purpose of the research is to gain insight into how your school translated policy into a workable G&C programme. The study will evaluate the policy for possible review and innovation. The other purpose that is implied in the outcome of the research study is that your school where the research will be done will benefit from formative feedback that helps to improve practice. Other institutions in the country in similar situations also stand a good opportunity to view implementation of the G&C policy from a different perspective, which helps to improve their own practice.

I have sought and obtained permission from the Director of Schools Psychological Services and Special Needs Education to carry out the research study in your school. I also obtained permission from your school to carry out the research study. I selected your school through systematic random sampling from an alphabetical list of institutions in Zimbabwe with workable G&C programmes.

I need to interview you in your capacity as one of the Guidance and Counselling teachers in the school. I will also need to interview all the other teachers who deal with G&C in the school as individuals. Your role in the study is to share information from a semi-structured interview with me, focusing on the guidelines from the policy on G&C. The interview will be conducted on an individual basis so as to get your personal view as a participant who has first hand information about your school's programme.

During the interview that I think will take between 2½ and 3 hours per participant, I would like to draw insight into how the implementation of the G&C policy informs programme development in the school. I would like to find out from you as a participant what the policy expectations of G&C programmes in secondary schools are. You will be required to determine and inform me about your school's G&C programme content. I would like to find out what challenges the school experienced in the process of implementing the policy on G&C and how you circumvented or solved those challenges. I would like to find out how much you believe in the G&C programme in your school. I would also like to find out what recommendations you have for the way forward for the school's G&C programme.



After collating the results I will come back to you to verify the data you provided so that you can establish whether it was fabricated or not. That is important for the quality criteria of the study. I will offer all my respondents and the institution confidentiality, anonymity and trust. I will use pseudonyms to make sure that the institution and individuals are well protected. Participants will be free to opt out of the research when they feel like. I assure all participants that there is no risk you face by taking part in this research.

.....
Mr. Tinos Leopold Mawire
Masters in Education Student

.....
Dr. Carien Lubbe-De Beer
Student's Supervisor



APPENDIX 5: PERMISSION TO CARRY OUT RESEARCH STUDY GRANTED

Telephone: 333626, 336628, 336625, 332966,
332800
Fax: 336623
All communications to be addressed to
The Secretary,
Ministry of Education Sport & Culture
Email: sec@epds.mec.gov.zw
Telephone: 333626, 336625, 33



Ministry of Education Sport and Culture
Schools Psychological Services and Special Needs Education
National Educational Audiological Laboratory
P.O. Box MP 133
MOUNT PLEASANT

29th June 2010

Attn. Heads of Secondary Schools

RE: PERMISSION TO Mr. T. L. MAWIRE TO CARRY OUT RESEARCH

This letter authorizes the bearer Mr T. L. Mawire to conduct a research study in our schools. Title of research: Evaluating the implementation of the policy on Guidance and Counselling in a Zimbabwean secondary school.

If you require clarification on this matter you are free to contact my office.

Your cooperation will be greatly appreciated.

Yours faithfully

K.R.L. Nyanungo

DIRECTOR, SCHOOLS PSYCHOLOGICAL SERVICES AND SPECIAL NEEDS EDUCATION

APPENDIX 6: CURRICULUM VITAE

TINOS LEOPOLD MAWIRE

I trained as an upper primary school teacher and taught in mainstream education for 10 years up to 1987. By then life had become slow and ordinary, having experienced most of the responsibilities a young teacher would be assigned and doing them the best way I could: i.e. teaching examination classes and coaching competitive sporting disciplines. New challenges came up when I got a job in 1997 as a Remedial Tutor with Schools Psychological Services and Special Needs Education, Harare Region.

The new job entailed in-servicing teachers who had been appointed by their schools to run remedial education programmes, mostly for pupils who were under-achieving academically. I was studying for a Bachelor of Arts Degree with UNISA through distance education and I completed my studies in 1990. My interest in Guidance and Counselling grew with cases that were referred to our department for counselling and subject coaching.

The British government sponsored me to do a Bachelor of Philosophy Degree with the University of Newcastle upon Tyne in the United Kingdom. This was a professional qualification with special education thrust focussing mainly on the teaching of pupils with special needs of various forms. My interest in Guidance and Counselling became more acute when I completed my studies in 1993. I very much liked dealing with issues relating to maintaining of discipline in schools; Guidance and Counselling was one strategy that I believed in and still believe in, as a long term solution to establishing a disciplined society.

In 1997 I got a job as a lecturer at Chinhoyi Teacher Education College in Zimbabwe but opted to take up a job as a special needs teacher at Mophato Private School in Francistown, Botswana. My responsibilities were to set up and run a special needs unit in the newly constructed private primary school. I became Vice Principal of the school in 2003, doubling up as a special needs teacher. Maintaining of discipline and counselling are still my areas of responsibility in the school among others.

Doing a Masters of Education Degree with the University of Pretoria, in the Department of Educational Psychology, in the area of Learning Support Guidance and Counselling has helped me to attain greater self-actualisation. It was a huge challenge having to study through distance education; being a full time employee, a head of the family, and Vice Principal of a private school. I owe my success to Dr. Carien Lubbe-De Beer and Prof Mokgadi Moletsane, my supervisor and co-supervisor respectively. Their incessant guidance and wise counsel saw me through. I have developed great respect for the University of Pretoria.