

## School Guidance and Counselling Needs Assessment in Zimbabwean Secondary Schools

Regis Chireshe

*Department of Further Teacher Education, University of South Africa, Preller Street,  
Muckleneuk Rigde, City of Tshwane, P.O. Box 392, UNISA 0003, South Africa  
E-mail: chireshe@yahoo.co.uk & chirers@unisa.ac.za*

**KEYWORDS** Counselling Needs. Guidance Counsellor. Students. School. Zimbabwe

**ABSTRACT** This article examines the status of School Guidance and Counselling (SGC) services needs assessment in Zimbabwe secondary schools as perceived by school counsellors and students. The study is part of a larger study on assessing the effectiveness of school guidance and counselling services in Zimbabwean secondary schools. A survey design based on two questionnaires (one for school counsellors and the other one for students) was undertaken with a sample of 950 participants (314 school counsellors and 636 students). The SAS statistical package version 9.1 was used to analyze the data. The analysis included tabulation and computation of chi-square test, frequencies, percentages and ratios. The study revealed that there were significant differences in the rating of the frequency of assessing the needs of students, teachers and parents among school counsellors and students. Both school counsellors and students viewed the involvement of parents substantially negatively. They both positively viewed year end results, informal student conversation and brain storming as methods used in SGC services needs assessment. Recommendations and conclusions were made in this study.

### INTRODUCTION

Students worldwide experience a number of social, personal and academic problems (Robinson 1996; McGuinness 1998; Nziramasanga 1999; Rutondoki 2000; Steinberg and Morris 2001; Adelman and Taylor 2002; UNESCO 2002; DeMato and Curcio 2004; Rayburn 2004; Yuk Yee and Brennan 2004). The problems are experienced either at school or at home (Chireshe 2006).

Zimbabwean students have been observed to experience problems like: substance abuse, HIV/AIDS, unemployment, sexual harassment (Nziramasanga 1999; Matongo 2004; Maturure 2004; Chivonivoni 2006; Mpofu et al. 2007; Chireshe 2008; Mushoriwa 2008; Chireshe and Chireshe 2009). The problems are exacerbated by the current socio-economic and political situation in the country (Chivonivoni 2006; Chireshe 2008).

UNESCO (2009) states that adolescents the world over have historically benefited from the presence of informal counsellors within the society. However, migration and urbanisation has

resulted in a sense of isolation among the youth who have lost traditional family-social networks. The increased number of problems students face worldwide, has resulted in some scholars calling for the provision of School Guidance and Counselling (SGC) services (Kameen et al. 1985; Elkind 1990; Gora et al. 1992; Otwell and Mullis 1997; Rice and Leffer 1997; Paisley 2001; Bruce and Cockreham 2004). Like in the international arena, a number of studies in Zimbabwe have called for the establishment of effective SGC services in order to address the problems students face (Matongo 2004; Maturure 2004; Gwirayi and Shumba 2008; Mushoriwa 2008; Chireshe and Chireshe 2009; Chireshe et al. 2009).

School guidance and counselling programmes aim to assist students to develop the ability to understand themselves, to solve their problems and to make appropriate adjustments to their environment (Egbochuku 2008; Lunenburg 2010). Idowu (1990) views guidance and counselling as a process of planned intervention within a school system by which the total development of students are stimulated in areas relating to their personal, social, career, emotional and academic concerns. The planned intervention is informed by needs assessment. A need reflects the existence of a certain issue that requires an intervention, an issue that must be addressed. Needs assessment has been defined by Bell (1974) as the process of identifying and analysing needs and

---

*Address for correspondence:*

Professor Regis Chireshe  
Department of Further Teacher Education  
University of South Africa  
Preller Street, Muckleneuk Rigde  
City of Tshwane  
P.O. Box 392, UNISA 0003, South Africa  
E-mail: chireshe@yahoo.co.uk, chirers@unisa.ac.za

placing priorities among them for the purpose of decision making. In a similar vein, Jacobsen and O'Connor (2006) view needs assessment as a study in which data are collected for estimating the needs of a group, community or organisation. From the above definitions, it can be concluded that needs assessment is an activity designed to determine a group's service needs and establishing priorities for the creation of service programmes (Health Science Centre 2004). School Guidance and Counselling needs assessment, therefore, becomes a major source of information for the design and direction of the guidance and counselling programme. It provides information which will direct school counsellors as they work with students and families. Lunenburg (2010) states that effective school guidance and counselling services are based on the students' needs. These needs are established through needs assessment.

According to Rimmer and Burt (1980), SGC needs assessment involves students, parents and the community in setting goals and priorities for the SGC services. In other words, needs assessment determines SGC services objectives (Borders and Drury 1992; UNESCO 2000; Rye and Sparks cited in Lusky and Hayes 2001). Thus, SGC services should be needs-driven. It is important to find out what students, as the primary consumers of SGC services, indicate as their needs. There is often a mismatch between students' needs and the SGC services they receive because the services are designed with little or no research into what students say are their needs (Ahia and Bradley 1984; Euvrard 1992; Hutchinson and Botorff cited in Alexitch and Page 1997).

More to obtaining needs assessment data from students, teachers and parents should also contribute. Thus, all stakeholders, parents, teachers and students' opinion should be obtained (UNESCO 2000; Lusky and Hayes 2001; Reynolds and Cheek 2002). The opinions may be obtained through surveys, brainstorming, school and community records. Stakeholder participation in needs assessment encourages a sense of ownership resulting in total commitment to the SGC services (Lusky and Hayes 2001). SGC services needs assessment is done by school guidance committees that include school counsellors (Rimmer and Burt 1980; Borders and Drury 1992; UNESCO 2000; Lusky and Hayes 2001; Reynolds and Cheek 2002).

The fact that needs assessment is an integral part of any SGC services, makes it imperative to establish the status of SGC services needs assessment in Zimbabwe secondary schools. More importantly, not much research has been done on SGC services needs assessment in Zimbabwe hence the need to attempt to establish/study the Zimbabwean Situation.

### **Purpose of the Study**

The present study sought to establish whether needs assessment is done in Zimbabwe secondary schools from students' and school counsellors' views; and to establish how it is done and how the results are used. Specifically, the study sought to provide an answer to the following main research question: What is the status of school guidance and counselling services needs assessment in Zimbabwe secondary schools as perceived by students and school counsellors? The study is part of a larger study on assessing the effectiveness of school guidance and counselling services in Zimbabwean secondary schools (Chireshe 2006).

## **METHODOLOGY**

### **Design**

A survey design, which was mainly quantitative in nature, was used for this study. The survey design was preferred because it is the most appropriate design where perceptions of participants are sought (Neuman 2000; Gray 2004)

### **Sample**

The sample consisted of 314 secondary school counsellors (165 males and 149 females) and 636 secondary school students (314 boys and 322 girls) drawn from 93 secondary school. The student sample was broken down as follows: 'O' level (Forms 2, 3 and 4) = 367 and 'A' level (Forms 5 and 6) = 269. Form 1 students did not take part in this study because they had not been exposed to much SGC services by the time the data was collected for this study. The age range of the students was from 12 years to over 20 years while that of school counsellors was from 20 years to over 40 years. The sample was drawn from three conveniently selected educational provinces (Manicaland, Masvingo and Midlands) that were near to the researcher.

### **Instruments**

There were two questionnaires that were used in this study. One looked at school counsellors' views and the other looked at students' views. The questionnaires consisting of mainly closed items were used for this study because of being economical nature in terms of financial resources (Gray 2004). The reliability of the instruments was established through a test-re-test procedure with 10 school counsellors and 15 students. The results of the test-re-test scores showed a Spearman correlation of 0.85 for the school counsellors' questionnaire and 0.89 for the students' questionnaire indicating that the instruments were highly reliable.

### **Data Collection Procedures**

Permission to conduct the study was granted by the Ministry of Education, Sport and Culture, Zimbabwe. The researcher posted the questionnaire for school counsellors to school counsellors who were not within his easy reach and personally administered the questionnaire to school counsellors who were within his easy reach. The researcher visited the randomly selected schools making up the student sample to personally administer the questionnaire for students. The selected students completed the questionnaire during class time. Permission to administer questionnaires during class time was sought from the headmasters concerned. Questionnaires were administered during class time to make sure that all the questionnaires were completed and returned and also to ensure that students did not discuss their responses.

### **Data Analysis**

The SAS statistical package, version 9.1 was used to analyze the data. The analysis included tabulation and computation of frequencies, percentages and ratios of the quantitative data obtained from closed and the very few open-ended. The Chi-square test was calculated to indicate the significance of the relationship between the item responses of either school counsellors or students.

### **Ethical Issues**

Participants were informed of the purpose of the study. Consent was obtained prior to ques-

tionnaire administration. Parental or legal guardian consent was obtained for the students who participated in the study. Participants were asked not to write their names on the questionnaire to ensure anonymity.

## **RESULTS**

Table 1 shows that the computed Chi-square tests for both school counsellors and students reveal that there were significant differences in the rating of the frequency of assessing the needs of teachers, parents and students. The ratios in the Table reveal that school counsellors rated the assessment of students' needs more positively than any other group's needs. Assessing parents' needs was substantially more negatively viewed by both school counsellors and students. The ratios also reveal that students positively viewed the assessment of teachers' and students' needs.

Table 2 shows that the computed Chi-square tests for both school counsellors and students reveal that there were significant differences in the perception of the extent of involvement of different people in SGC needs assessment. The ratios in the Table show that the involvement of school counsellors and the involvement of school guidance coordinators were substantially more positively viewed by school counsellors. The school counsellors negatively viewed the involvement of parents, students, headmasters (equivalent to school principles) and teachers in conducting SGC service needs assessment. Student ratios reveal that the involvement of school counsellors, school guidance coordinators and teachers were substantially more positively viewed by students. Like school counsellors, the students negatively viewed the involvement of parents and students in conducting SGC service needs assessment.

The computed Chi-square tests for both school counsellors and students in Table 3 reveal that there were significant differences in the perception of the extent of using different methods in needs assessment. The ratios in the Table reveal that questionnaires, standardised tests, interest inventories, behavioural rating scales and student/community records were more negatively viewed by school counsellors as methods used in SGC services needs assessment. The more positive reaction in the school counsellors' responses of the ratios was year end results, informal student conversations, brain storming and

**Table 1: School counsellors' and students' opinion on frequency of assessing teachers', parents' and students' needs**

Respondents	Assessee	Opinion of frequency of assessment					Total	Ratio	Chi-square ( $\chi^2$ )
		Very often	Often	Seldom	Very seldom	Never			
School Counsellors	Teachers	14 (1.51)	56 (6.0)	101 (10.92)	80 (8.65)	57 (6.16)	308 (33.30)	0.5	$\chi^2=265.65$ df=8, p<0.0001 (sign)
	Parents	8 (0.86)	19 (2.05)	62 (6.70)	44 (4.76)	175 (18.92)	308 (33.30)	0.1	
	Students	72 (7.78)	80 (8.65)	59 (6.38)	61 (6.59)	37 (4)	309 (33.41)	0.6	
	Total	94 (10.15)	156 (16.75)	222 (24)	185 (20)	269 (29.08)	925 (100)		
Students	Teachers	167 (8.85)	181 (9.59)	136 (7.21)	97 (5.14)	52 (2.76)	633 (33.55)	2.3	$\chi^2=239.82$ , df=8, p<0.0001 (sign)
	Parents	76 (4.03)	123 (6.52)	108 (5.72)	86 (4.56)	232 (12.29)	625 (33.12)	0.6	
	Students	211 (11.18)	141 (7.47)	77 (4.08)	111 (5.88)	89 (4.72)	629 (33.33)	1.8	
	Total	454 (24.06)	445 (23.58)	321 (17.01)	294 (15.58)	373 (19.77)	1887 (100)		

Percentage in the parenthesis

interviews. The ratios for students show that interviews, questionnaires, standardised tests, interest inventories, behavioural rating scales and student/community records were more negatively viewed by students. The more positive reaction in the students' responses of the ratios was year end results, informal student conversation and brain storming.

## DISCUSSION

The study revealed that there were significant differences in the rating of the frequency of assessing the needs of teachers, parents and students among school counsellors and students. School counsellors viewed the assessment of students' SGC services needs more positively than the assessment of teachers' and parents' needs while students positively viewed the assessment of teachers and students. School counsellors and students negatively rated the frequency of assessing the needs of parents. The parents' needs could not have been assessed probably because of lack of knowledge on the part of the school counsellors on the need to involve parents. School counsellors or schools might have viewed parents as ignorant and not important and therefore failed to establish their needs. Assessing the needs of parents might help to identify the areas the parents require assistance in handling adolescent matters thereby minimising the challenges adolescents face. The Zimbabwean lit-

erature is silent on the aspect of establishing the needs of parents. The available literature (Mapfumo 2001) only states that the Zimbabwean SGC services should be need driven. It is surprising that parents' needs were not established yet parents stay with students especially in day secondary schools. The finding on not assessing the needs of parents is not consistent with international literature, for example, in America (Lusky and Hayes 2001; Reynolds and Cheek 2002) which reveals that parents are key players in effective SGC services. The lack of or absence of parental needs assessment puts in doubt the effectiveness of the Zimbabwean SGC services.

Although both school counsellors and students perceived various groups of people to be involved in SGC needs assessment, school counsellors viewed students, headmasters and teachers as less involved than did the students. However, both groups viewed the involvement of parents substantially negatively. As already mentioned, the international literature advocates for the involvement of parents in needs assessment. Parents might not have been involved in Zimbabwean SGC services because schools or school counsellors might have viewed them as ignorant and therefore excluded them in needs assessment. They may also not have been involved because there is no mandatory policy on the implementation of SGC services (Chireshe 2006). Parents as the students' first teachers (at home) should play an important role in needs assessment. They

**Table 2: School counsellors' and students' opinion on the extent of involvement of various groups of people in conducting SGC services needs assessment**

Respondent	Person involved	Opinion on extent of involvement					Total	Ratio	Chi-square $\chi^2$
		Very often	Often	Seldom	Very seldom	Never			
School Counsellors	School counsellors	89 (4.87)	116 (6.34)	56 (3.06)	14 (0.77)	29 (1.59)	304 (16.62)	4.8	$\chi^2=590.39$ , df=20, p<0.0001 (sign)
	SG coordinators	77 (4.21)	120 (6.50)	59 (3.23)	25 (1.37)	22 (1.20)	304 (16.57)	4.2	
	Students	29 (1.59)	59 (3.23)	55 (3.01)	87 (4.76)	743 (4.05)	04 (16.62)	0.5	
	Parents	10 (1.09)	20 (3.17)	58 (2.90)	53 (8.91)	163 (16.62)	304 (0.55)	0.1	
	Headmasters	43 (2.35)	64 (3.50)	103 (5.63)	65 (3.55)	30 (1.64)	305 (16.68)	1.1	
	Teachers	24 (1.31)	98 (5.36)	99 (5.4)	68 (3.72)	20 (1.09)	309 (16.89)	1.4	
	Total	272 (14.87)	477 (26.08)	430 (23.51)	312 (17.06)	338 (18.48)	1829 (100)		
Students	School Counsellors	242 (6.43)	204 (5.42)	73 (1.94)	29 (0.77)	84 (2.23)	632 (16.78)	3.9	$\chi^2=484.50$ , df=20, p<0.0001 (sign)
	SG coordinators	171 (4.54)	213 (5.66)	97 (2.58)	55 (1.46)	93 (2.47)	629 (16.70)	2.6	
	Students	142 (3.77)	158 (4.20)	104 (2.76)	127 (3.37)	93 (2.47)	624 (16.57)	1.4	
	Parents	58 (1.54)	116 (3.08)	106 (2.81)	108 (2.87)	238 (6.32)	626 (16.62)	0.5	
	Headmasters	160 (4.25)	143 (3.80)	149 (3.96)	92 (2.44)	81 (2.15)	625 (16.60)	1.8	
	Teachers	151 (4.01)	207 (5.50)	144 (3.82)	80 (2.12)	48 (1.27)	630 (16.73)	2.8	
	Total	924 (24.54)	1041 (27.64)	673 (17.87)	491 (13.04)	637 (16.91)	3766 (100)		

Percentage in the paraenthesis

know their children better and this knowledge could be used to offer effective SGC services.

It is surprising to note that school counsellors, who are the implementers of the SGC services viewed the involvement of students in needs assessment negatively. Students might have been less involved because of lack of training in SGC services by Zimbabwean school counsellors (Badza 2005; Mudhumani 2005; Chivonivoni 2006). That is, school counsellors might not have appreciated the importance of involving students in SGC services needs assessment because they were not trained in the area or assumed to know the students' needs. Not involving students in needs assessment raises some doubts on the effectiveness of the SGC services as effective guidance and counselling services are based on the students' needs (Lunenburg 2010). Students as the primary beneficiaries from the SGC services should have a greater say in identifying the needs that the services would address.

The finding that headmasters were less involved in needs assessment, supports Chireshe and Mapfumo's (2005) argument that Zimba-

bwean headmasters have negative attitudes towards SGC services hence the little involvement in needs assessment. The headmasters might also be less involved because of lack of training in SGC services.

The study revealed that both school counsellors and students perceived some needs assessment methods/tools as having been used more often and others as having been used less often. The two groups positively viewed year end results, informal student conversation and brain storming as methods used in SGC services needs assessment. Both groups negatively rated standardised tests and interest inventories as methods used in SGC services needs assessment. Standardised tests and interest inventories could have been seldom used because of lack of SGC service resources in Zimbabwean schools (Benza and Ndanga 1990; Ndoro 1994; Mashanyare 1997).

The positively viewed assessment methods in use in Zimbabwean SGC services are fewer than those used in the international literature, for example, in America (Lusky and Hayes 2001;

**Table 3: School counsellors' and students' opinion on the extent of use of various needs assessment methods**

Respondent	Method	Opinion on extent of involvement					Total	Ratio	Chi-square		
		Very often	Often	Seldom	Very seldom	Never					
School counsellors	Interviews	58 (2.107)	95 (3.44)	73 (2.64)	46 (1.66)	38 (1.38)	310 (1.22)	1.8	$\chi^2=700.95$ , df=32, p<0.0001 (sign)		
	Questionnaires	17 (0.62)	41 (1.48)	49 (1.77)	88 (3.18)	115 (4.16)	310 (11.22)	0.3			
	Standardised tests	10 (0.36)	26 (0.94)	62 (2.24)	69 (2.50)	141 (5.10)	308 (11.15)	0.2			
	Interest inventories	12 (0.43)	54 (1.95)	65 (2.35)	68 (2.46)	108 (3.91)	307 (11.11)	0.4			
	Behavioural rating scales	14 (0.51)	64 (2.32)	54 (1.95)	75 (2.71)	97 (3.51)	304 (11.00)	0.5			
	Year end results	63 (2.28)	108 (3.91)	62 (2.24)	40 (1.45)	36 (1.30)	309 (11.18)	2.3			
	Student/community records	38 (1.38)	72 (2.61)	76 (2.75)	49 (1.77)	71 (2.57)	306 (11.07)	0.9			
	Informal student conversations	119 (4.31)	121 (4.38)	35 (1.27)	23 (0.83)	10 (0.36)	308 (11.15)	7.3			
	Brain storming	73 (2.64)	121 (4.38)	56 (2.03)	23 (0.83)	28 (1.01)	301 (10.89)	3.8			
	Total	404 (14.62)	702 (25.41)	532 (19.25)	481 (17.41)	644 (23.31)	2767 (100)				
	Students	Interviews	78 (1.39)	148 (2.64)	147 (2.62)	85 (1.52)	169 (3.01)	627 (11.18)		0.9	$\chi^2=414.95$ , df=32, p<0.0001 (sign)
		Questionnaires	99 (1.77)	189 (3.37)	115 (2.05)	111 (1.98)	115 (2.05)	629 (11.21)		1.3	
		Standardised tests	48 (0.86)	99 (1.77)	128 (2.28)	119 (2.12)	228 (4.06)	622 (11.09)		0.4	
		Interest inventories	52 (0.93)	107 (1.91)	138 (2.46)	143 (2.55)	177 (3.16)	617 (11.00)		0.5	
Behavioural rating scales		97 (1.73)	150 (2.67)	125 (2.23)	125 (2.23)	127 (2.26)	624 (11.12)	1			
Year end results		138 (2.46)	175 (3.12)	116 (2.07)	73 (1.30)	117 (2.09)	619 (11.04)	1.6			
Student/community records		91 (1.62)	141 (2.51)	142 (2.53)	83 (1.48)	167 (2.98)	624 (11.12)	0.9			
Informal student conversations		164 (2.92)	226 (4.03)	104 (1.85)	62 (1.11)	67 (1.19)	623 (11.11)	3			
Brain storming		144 (2.57)	174 (3.10)	121 (2.16)	77 (1.37)	108 (1.93)	624 (11.12)	1.7			
Total		911 (16.24)	1409 (25.12)	1136 (20.25)	878 (15.65)	1275 (22.73)	5609 (100)				

Percentage in the parenthesis

Reynolds and Cheek 2002) and Botswana (UNESCO 2000). The fewer needs assessment methods could have negatively affected the quality of the SGC services offered in Zimbabwean secondary schools. Zimbabwean secondary school counsellors could have used few assessment methods because of their lack of formal training in guidance and counselling.

Responses from open-ended questions on suggestions for improving Zimbabwean SGC services needs assessment indicate that both school counsellors and students suggested the need for the involvement of all stakeholders, training

in needs assessment, implementing a variety of needs assessment methods and defining needs assessment roles of all stakeholders.

### CONCLUSION

From the findings of this study, the following conclusions are made: students, parents and teachers' SGC services needs are not always assessed; headmasters, parents and students are minimally involved in needs assessment and the Zimbabwean SGC services use very few needs assessment methods.

### RECOMMENDATIONS

It is recommended that before planning for any SGC services, school counsellors should establish the SGC services needs of students, teachers and parents. Various needs assessment methods such as questionnaires, interviews, standardised tests, interest inventories, behavioural rating scales and student and community records should be used in SGC services needs assessment. All stakeholders that is, students, teachers, headmasters and parents should be involved in SGC services needs assessment as it is practised in the international arena.

### ACKNOWLEDGEMENTS

This paper was initially presented at ICER 2009: International Conference on Education, Research and Innovation, Melia, Castilla Hotel, Madrid, Spain: 16-18 November. The conference attendance was sponsored by the Walter Sisulu University Research Directorate.

### REFERENCES

- Adelman HS, Taylor L 2002. School counsellors and school reform: New direction. *Professional School Counselling*, 5(4): 235-249.
- Ahia CE, Bradley RW 1984. Assessment of secondary school students needs in Kwara State, Nigeria. *International Journal for the Advancement of Counselling*, 7: 149-157.
- Alexitch LR, Page S 1997. Evaluation of academic and career counselling information and its relation to students' educational orientation. *Canadian Journal of Counselling*, 31(3): 205-218.
- Badza M 2005. *Pupils and Teachers' Perceptions of the Effectiveness of Guidance and Counselling in Mwenzi East District Secondary Schools*. B.Sc. Psych Dissertation, Unpublished. Harare: Zimbabwe Open University.
- Bell TH 1974. *A Performance Accountability System for School Administration*. West Nyack, NY: Parker.
- Benza TES, Ndanga HJ 1990. *Termly Report*. Midlands Schools Psychological Services and Special Needs Education. Gweru.
- Borders LD, Drury SM 1992. Comprehensive school counselling programmes. A review for policy makers and practitioners. *Journal of Counselling and Development*, 70(4): 487-498.
- Bruce MA, Cockremham D 2004. Enhancing the spiritual development of adolescent girls. *Professional School Counselling*, 7(5): 334-342.
- Chireshe R, Chireshe E 2009. Sexual harassment of female students in three selected high schools in urban Masvingo, Zimbabwe. *Agenda*, 80: 88-96.
- Chireshe Regis 2006. *An Assessment of the Effectiveness of School Guidance and Counselling Services in Zimbabwean Secondary Schools*. D.Ed. Thesis, Unpublished. Pretoria: University of South Africa.
- Chireshe R 2008. The evaluation of school guidance and counselling services in Zimbabwe. *The Nigerian Journal of Guidance and Counselling*, 13(2): 54-68.
- Chireshe R, Chireshe E, Mudhovozi P 2009. Child abuse: Psychosocial and religious intervention strategies in Zimbabwe. *Journal of Psychology in Africa*, 19(2): 261-263.
- Chireshe R, Mapfumo J 2005. School counsellors' perceptions of headmasters' attitudes towards guidance and counselling in Zimbabwe secondary schools. *Zimbabwe Journal of Educational Research*, 17(1): 19-29.
- Chivonivoni T 2006. *The State of School Counselling in Chiredzi North Secondary Schools*. B.Sc. Counselling Dissertation, Unpublished. Harare: Zimbabwe Open University.
- DeMato DS, Curcio CC 2004. Job satisfaction of elementary school counsellors: A new look. *Professional School Counselling*, 7(4): 236-245.
- Egbochuku EO 2008. Assessment of the quality of guidance and counselling services to students' adjustment in secondary schools in Edo State of Nigeria. *Research Journal of International Studies*, 8: 42-50.
- Elkind, D 1990. Schools take on duties once held by parents. *The Education Digest*, 47: 16-18.
- Euvrard G 1992. School guidance- what do the pupils want? *South Africa Journal of Psychology*, 22(4): 215-219.
- Gray DE 2004. *Doing Research in the Real World*. New Delhi: Sage Publication Ltd.
- Gora R, Sawatzky D, Hague W 1992. School counsellors' perceptions of their effectiveness. *Canadian Journal of Counselling*, 26(1): 5-14.
- Gwirayi P, Shumba A 2008. Childhood sexual abuse experiences of female student teachers in Zimbabwe. *Journal of Psychology in Africa*, 18(2): 283-286.
- Health Sciences Centre 2004. Advanced Practice Nursing Needs Assessment Guide. From <<http://www.hsc.mb.ca/nursing/content/apn/projects/Needs/Assessment/Guide.pdf>> (Retrieved February 28, 2011).
- Idowu AI 1990. Guidance and Counselling in the National Policy on Education: A Revisit. *Ilorin Journal of Education*, Vol 10. From <<http://www.unilorin.edu.ng/journals.education>> (Retrieved February 28, 2011).
- Jacobsen MJ, O'Connor AM 2006. A Workbook for Assessing Patients' and Practitioners' Decision Making Needs. Population Needs Assessment. From <<http://www.ohri.ca/decisionaid>> (Retrieved February 28, 2011).
- Kameen MC, Robinson EH, Rotter JC 1985. Coordination activities: A study of perceptions of elementary and middle school counsellors. *Elementary School Guidance and Counselling*, 20: 97-104.
- Lunenburg FC 2010. School Guidance and Counselling Services. *Schooling*, 1(1): 1-9. From <<http://www.nationalforum.com/.../Lunenburg>> (Retrieved April 17, 2011).

- Lusky MB, Hayes RL 2001. Collaborative consultation and programme evaluation. *Journal of Counselling and Development*, 79(1): 26-38.
- Mapfumo JS 2001. Guidance and Counselling in Education. *Module PGDE 012*. Harare: Zimbabwe Open University.
- Mashanyare Isao 1997. *An Investigation into the Problems Faced by School Counsellors in the Implementation of Guidance and Counselling in Zaka District*. B.Ed. Dissertation, Unpublished. Harare, University of Zimbabwe.
- Matongo Nyarai 2004. *Effects of Drug Abuse on Adolescents' Behaviour in Bikita District in Masvingo Province*. B.Sc. Psych. Dissertation, Unpublished. Harare, Zimbabwe Open University.
- Maturure Dunn 2004. *Problems Faced by School Counsellors in Implementing Guidance and Counselling Programmes in Masvingo District*. BSc Counselling. Dissertation, Unpublished. Harare: Zimbabwe Open University.
- McGuinness J 1998. *Counselling in Schools: New Perspectives*. London. Cassell.
- Mpofu E, Chireshe R, Gwirai P 2007. Adolescence in Zimbabwe. In: J Arnett (Ed.): *Encyclopedia of Adolescence*. Volume 2. New York: Routledge, pp. 1109-1119.
- Mudhumani William 2005. *Secondary School Teachers' Perceptions of the Effectiveness of Guidance and Counselling*. BSc Counselling Dissertation, Unpublished. Harare: Zimbabwe Open University.
- Mushoriwa TD 2008. Secondary school pupils' perceptions of sexual harassment by peers. *The Nigerian Journal of Guidance and Counselling*, 13(2): 180-189.
- Ndoro E 1994. Causes and effects of indiscipline. *Teacher in Zimbabwe*, 3(14): 3-4.
- Neuman WL 2000. *Social Research Methods: Qualitative and Quantitative Approaches*. USA: Allyn and Bacon.
- Nziramanga CT 1999. *Report of the Presidential Commission of Inquiry into the Education and Training*. Harare: Government Printers.
- Otwell PS, Mullis F 1997. Academic achievement and counsellor accountability. *Elementary School Guidance and Counselling*, 31(4): 343-348.
- Paisley PO 2001. Maintaining and enhancing the developmental focus in school counselling programmes. *Professional School Counselling*, 4(4): 271-277.
- Rayburn C 2004. Assessing students for morality education: A new role for school counsellors. *Professional School Counselling*, 7(5): 356-362.
- Reynolds J, Cheek J 2002. The 7 habits of highly effective Texas school counsellors. *TCA-Journal*, 30(1): 86-98.
- Rice KG, Leffert N 1997. Depression in adolescence: Implications for school counsellors. *Canadian Journal of Counselling*, 31(1): 18-34.
- Rimmer SM, Burt MA 1980. Needs assessment: A step by step approach. *The School Counsellor*, 28: 59-62.
- Robinson BD 1996. School counsellors in England and Wales, 1965-1995: A flawed innovation? *Pastoral Care in Education*, 14(3): 12-19.
- Rutondoki EN 2000. *Guidance and Counselling*. Makerere University: Institute of Adult and Continuing Education.
- Steinberg L, Morris AS 2001. Adolescent development. *Annual Review of Psychology*, 52: 83-110.
- UNESCO 2000. *Module 8: Guidance and Counselling Programme Development*. Botswana.
- UNESCO 2002. *Terms of Reference: The First International Conference on Guidance, Counselling and Youth Development in Africa*, 22 - 26 April 2002. Nairobi, Kenya.
- UNESCO 2009. *Gender Issues in Counselling and Guidance in Post- Primary Education. Advocacy Brief*. Bangkok, Thailand: UNESCO Asia and Pacific Regional Bureau of Education.
- Yuk Yee PL, Brennan M 2004. In search of a guidance curriculum for Hong Kong schools. *Journal of Educational Enquiry*, 5(1): 55-84.