

Implementation of Guidance and Counselling in Secondary Schools in Chinhoyi Urban

Gudyanga E. *, Wadesango N, Manzira L R*** and Gudyanga A***

****Midlands State University, Faculty of Education, Gweru, Zimbabwe***

*****University of Fort Hare, East London Campus, RSA***

******Chinhoyi University of Technology, Department of Tourism, Hospitality and Cosmetology, Zimbabwe***

Address for Correspondence:

Dr. Wadesango N

University of Fort Hare,

East London Campus, RSA

E-mail: nwadesango@ufh.ac.za

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ABSTRACT The Provincial Education Director (2005) and Nziramasanga Commission (1999) report reflect that guidance and counselling is not properly implemented. The reports suggest that key players such as District Education Officers, head teachers and teachers need to improve their performance in order to effectively implement the guidance and counselling curriculum. Therefore the study endeavoured to find out the current contribution of head teachers and teachers in the implementation of guidance and counselling curriculum in Chinhoyi. The study adopted mixed methodology approach. Questionnaires and interviews were used to collect data from participants about their experiences and opinions. A sample of four head teachers and forty (40) teachers was used in this study. The study established that only one school was implementing Guidance and Counselling programme although other schools claimed to be implementing the programme. The government should provide trained and competent Guidance and Counselling co-ordinators so that they would be posted to various districts in the country. Also the government should make sufficient terms for monitoring and supervision of Guidance and Counselling implementation in secondary schools

BACKGROUND

Formal Guidance and Counselling can be traced to America in the late 1890s and early 1900s. Although a case can be made for tracing the foundations of Guidance and Counselling principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle, (Gysbers& Henderson 2001). Frank Parsons who has been called the father of vocational guidance was among the pioneer of the Guidance and Counselling movement. Parsons established the first career institution in United States of America, and set the pace for the development of psychological testing.

In 1958 the National Defence Education Act enacted, provided aid to education in the United States at all levels, that is, public and private, (Schmidt 1996). Further support for school counselling was spurred by the Soviet Union's launching of Sputnik and feared that other countries were outperforming the United States in the fields of mathematics and science as mentioned by Dahir (2001). It was during that time that legislative support and an amendment to the National Defence Education Act provided funds for training and hiring of school counsellors with an elementary emphasis as noted by Chikoko and Mloyi(2000).

School counsellors began to be defined as part of a larger program, as opposed to being the entire program. Gysbers and Henderson (2001) noted that the decade also gave rise to the special education movement. They also went on to talk about the development of training standards and criteria for school counselling in the 1980s. The development of national education standards and the school reform movement of the 1990s ignored school counselling as an integral part of a students' education development, (Schmidt 1996). The ASCA compensated partially with the development of national standards for school counselling programs. According to De Vos (2001), these standards clearly defined the roles and responsibilities of school counselling programs and showed the necessity of school counselling for the overall education development of every student.

Catholic priests in the middle ages used techniques as can be seen by the dedication to the concept of confidentiality within confessional which are some of the skills and techniques of the modern day guidance. Counselling is a concept that has existed for a long time in Tanzania. Tanzanians have sought through the ages to understand themselves, offer, and counsel and develop their potential, become aware of opportunities and in general, help themselves in ways associated with formal guidance practice. Some people help others find ways of dealing with solving or transcending problems as Fullan (2000) prescribed in his

writings. Unprecedented economic and social changes have over the years, changed the ways in which they managed their lives.

Consequently not all lessons of the past can effectively deal with the challenges of modern times. The differences and contradictions in present day have their origin in the social and historical forms that have shaped modern culture. In Tanzania, people in all societies and at all times have experienced emotional or psychological distress and behavioural problems. However there are no sufficient sources about the origin of guidance and counselling practice in Tanzania schools. Guidance and counselling in Tanzania is regarded as the youngest discipline like other African countries as evidenced by the first International Conference on Guidance, Counselling and Youth Development in Africa held in Nairobi, Kenya from 22nd to 26th of April, 2002 which pointed out that the Guidance, Counselling Youth Development Programme was initiated in Africa in April 1994. It was following the first Pan African Conference on the Education of girls that was held in Ouagadougou in 1993.

In Zimbabwe before independence, guidance and counselling was only taught in former European, Asian and Coloured schools. Learners within such privileged schools benefited from guidance and counselling, (Kapuya 1993). Government policy suggested that guidance and counselling sessions should consist of individual and group counselling, (Mapfumo 1999). This policy is still being used in Zimbabwe today. Learners with special educational needs were referred to referral centres for individual counselling while lesser problems were dealt with at schools by guidance and counselling teachers. The referral centres assisted learners with severe educational, social, behavioural, emotional and linguistic problems.

Learners who excelled in specific subjects like Business studies and Commerce were identified by psychologists and counselling teachers at junior school level. After identification of academic and/or scholastic competence, the learners were sent to special institutions or grouped into different classes for specialisation. These classes and schools were called specialised. Mapfumo (1999) suggested that areas of specialisation were academic classes or schools, which targeted university type learners, business studies or commerce and technical classes for the development of technical skills. The remaining learners remained in the general schools or classes where they were taught basic skills in different areas or trades for entrepreneurship. Career guidance and counselling programmes were planned according to the career needs of different groups of learners. Experts in various professions would assist in career guidance and counselling of the learners. The School Psychological service was responsible for guiding and counselling learners who exhibited social, personal and educational problems, (Mtahwai 1996).

The school Psychological Services held workshops, meetings and demonstrations with head-teachers, teachers and learners. The demonstrators were meant to help teachers diagnose learners' problems and empower the teachers to deal with them. The workshops were geared towards needs assessment where needs of head-teachers, teachers and learners were solicited after which the appropriate assistance would be given. Workshops were also aimed at helping teachers identify learner's problems and how to cope with them. The assessment results were used by the School Psychological Service to improve the implementation process, (Mtahwai 1996).

Zimbabwe became independent on the 18th of April 1980. After independence the new government developed educational opportunities for all. In 1988 guidance and counselling was introduced in all the country's schools and was made compulsory (Christopher 1992) guidance and counselling sessions were geared towards assisting learners to integrate their academic, social, career and personal growth in order to enhance student performance and maximise their ability to make a meaningful contribution to society. Although the assumption by politicians and planners is that guidance and counselling would produce learners who are able to make a meaningful contribution to society, the education system still produces learners who make wrong choices of subjects, employment, friends and so forth (Mapfumo 1999). According to Gwengo (2003) learners continue to make wrong decisions. These decisions include smoking, drunkenness, drug abuse, unplanned marriages, promiscuity and the wrong choices of careers.

The general opinion is that although guidance and counselling has been accepted in principle, the implementation process has been paralysed by not giving it the attention it deserves (Gwengo 2003). Nziramasanga commission (1999) pointed out that non-examinable subjects such as guidance and counselling are ineffectively taught because they are regarded as inferior subjects by both teachers and administrators. The commission suggested that District Education Officers and head-teachers must play their roles sufficiently in order to ensure that these non-examinable subjects (subjects that do not have public examinations) are well implemented.

These non-examinable subjects are conveniently timetabled but their time is usually used for the revision of examinable subjects as reflected in guidance and counselling committees' reports. Kapuya (1993) deserves that guidance and counselling teachers have other major

subjects to which they devote most of the guidance and counselling time. According to the Provincial Education Director's beginning of year report (2005) non-examinable subjects are not properly taught. The blame is put on District Education Officers, head-teachers and teachers who are failing to effectively play their implementation roles. The preceding findings motivated the researcher to investigate the contribution of head-teachers and teachers in the implementation of guidance and counselling.

RESEARCH METHODOLOGY

The study used the survey method to find out how guidance and counselling is implemented in Chinhoyi urban secondary schools. Questionnaires and interviews were used to collect data from participants about their experiences and opinions in order to generalise the findings to the population that the sample is intended to present (Gall, Borg & Gall 1996). The researchers used the population from four high schools in Chinhoyi urban secondary schools. In this study the population was Chinhoyi urban secondary school head-teachers and teachers. The researchers particularly chose this group as participants because they are the ones responsible for implementing Guidance and Counselling in schools. A sample of four head teachers and forty (40) teachers was used in this study. The researchers used simple random sampling technique. Chiromo (2006) noted that every sample which is chosen in a random approach, would be unbiased and representative of the population.

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 the schools that were covered by the study. Creswell (2008) and Kellaghan & Greaney (2004) allude to researcher's reactivity which refers to the researcher being conscious of and openly discussing her role in the study in a way that honours and respects the site of participants. This was done in this study.

RESULTS PRESENTATION, ANALYSIS AND DISCUSSION

Implementation by head teachers

1 Conducting guidance and counselling

It was found out that the programme was implemented differently as head teachers and teacher counsellors are not all aware of how it is supposed to be done. Head teacher from school A had guidance and counselling scheduled for an hour per week. School B's head said that pupils were visited in class and assembly time while school C and D heads indicated it

was timetabled and taught like other subject. Head teacher A confirmed that the school had a department which was directed from the head, from head B it was himself and form teachers involved, head C notified that there were three teachers responsible for guidance and counselling and head D had the head, form teachers and School Development Committee personnel.

Assessment of implementation

Assessment is of vital importance in the implementation of any programme to check the progress and effectiveness. The results revealed that head A used usual assessment procedures, head B used reports of feedback from teachers, head C conducted lesson observations and head D could not specify.

Extent to which the programme is implemented

Table 1: Extent which programme is implemented

Variable description		Frequency	Percent
Hardly implemented		1	2.9%
Lesser extent	22	62.9%	
Greater extent		6	17%
Not sure	5	14.3%	
Does not know		1	2.9%

According to the data collected, the results show that Guidance and Counselling is not being implemented as it should be. Some participants were not even sure and did not know that it is there because they claimed to concentrate on HIV/AIDS only. Table 1 depicts the extent to which guidance and counselling is being implemented

2 Effect of teachers' remuneration

Table 2: Effect of remuneration of teachers

Poor remuneration		Frequency	Percent
YES	23	65.7%	
NO		12	34.3%

The research noted that two thirds of the respondents concurred that poor remuneration had an effect on the implementation of Guidance and Counselling. A third indicated that remuneration had nothing to do with the implementation. Table 2 portrays the responses on poor remuneration.

Facilitation of implementation

Training for implementation

It is interesting to note that the research found out only 8.6% had indicated that they had under-gone school based training whilst the rest, 91.4% had never undergone such training on Guidance and Counselling. Out of the few that had attended the training the attendance ranged from once, once a week and through briefing which was not held formally. This indicates that the participants were not aware of what school based training is all about.

Head teachers, support

Table 3 represents the kind of support teacher counsellors received from their head teachers and school administration.

Kind of support	Frequency	Percent
On school timetable	11	31.4%
Ensured teachers are there for programme	3	8.6%
Allowed guidance and counselling sessions	3	8.6%
Provided resources	3	8.6%
Equipped teachers with information	3	8.6%
Made a compulsory lesson	4	11.4%
Did not specify	14	40%

Table 3: Head teachers' support

Kind of help given

The research noted that head A gave teachers time while he supervised the process. Head B indicated that he does briefing after assembly with the responsible teachers whereas head C highlighted that he takes it as a teaching programme where he had three teachers specifically for guidance and counselling. Head D mentioned that he facilitates staff development, send teachers to attend induction workshops at district level and non-governmental organisations.

Capability in implementing

Fig 1 Capability in implementing

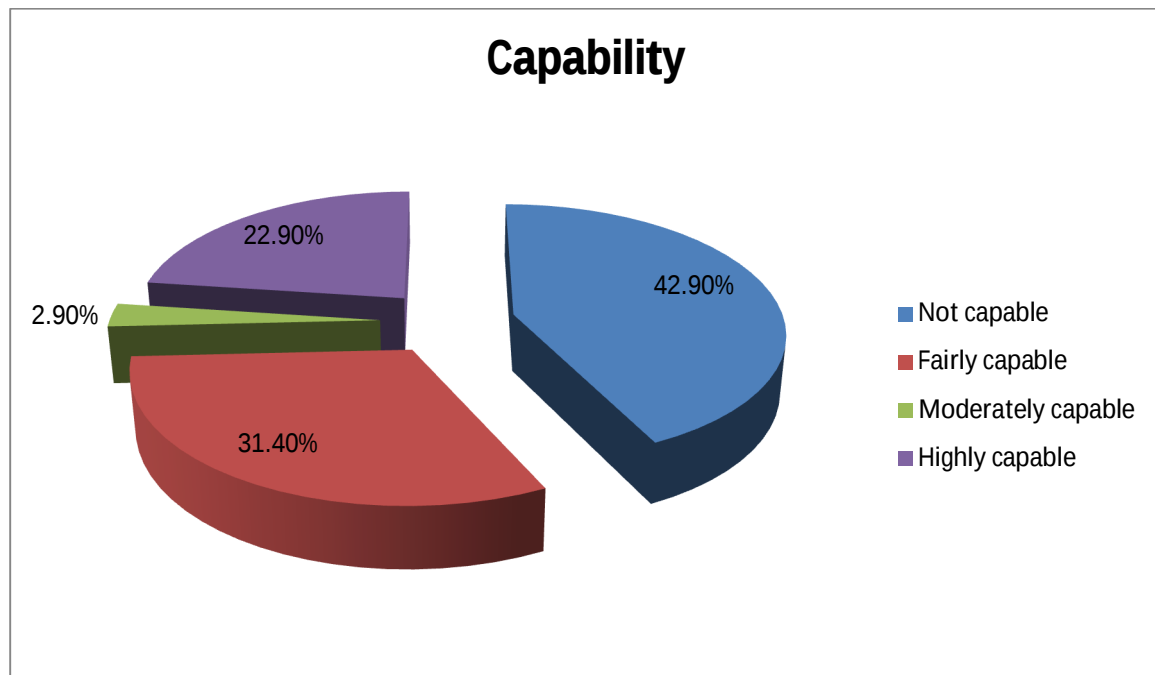
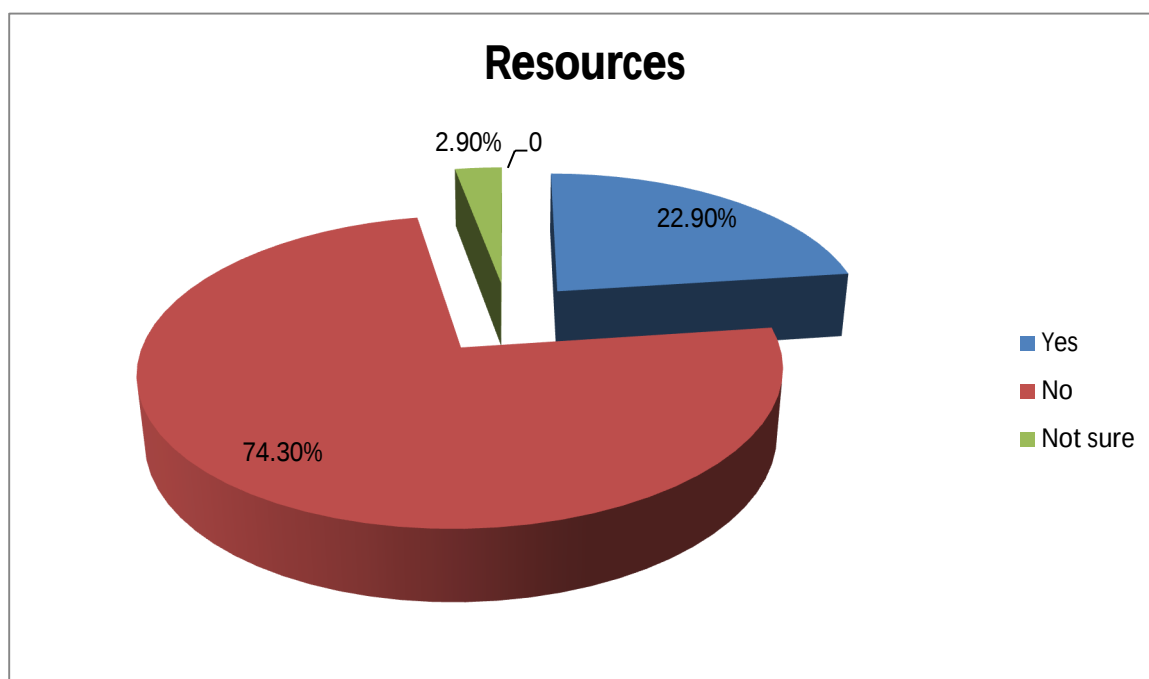


Fig.1 illustrates the degree to which the participants are capable of implementing Guidance and Counselling in their schools. To which fifteen (42.9%) participants revealed their incapability, eleven (31.4%) would do it with some assistance, one (2.9%) would be in a position to and eight (22.9%) would implement the programme well.

Resources to assist for effective implementation

Resources for implementation

Fig 2 Resources for implementation



In attempting to ascertain if the schools had resources to implement Guidance and Counselling, the research revealed that 22.9% of the respondents had facilities, 2.9% was not sure of the resources available and 74.3% highlighted that they did not have the resources for the programme. The results are illustrated by figure 2 shown above.

School facilities

Programmes will run smoothly when schools have facilities to perform them. A follow up question to the school facilities they have on Guidance and Counselling had fifteen respondents which constituted 42.9% agreeing that their schools had facilities for the programme. Only 11.4% were not sure and did not know whether the facilities were available or not. The other 45.7% were very positive that there were no facilities for Guidance and Counselling at their schools.

Time allocation

Table 4 Time allocated

Variable description	Respondents	Percentage
Once a week	14	40%
Twice a week	3	8.6%
Once a term	1	2.9%
Not sure	13	39.1%
Do not know	4	11.4%

The results in table 4 above revealed that little time was allocated to Guidance and Counselling. Teachers responsible for implementation at three schools had heavy teaching loads and other responsibilities. Teachers had less time for counselling duties as much of the time was spent on teaching duties.

DISCUSSIONS

Implementation by head teachers and teachers

Head teachers are at the centre of the school improvement, if they fail in this task then the entire school fails. Head teachers must be very clear on how any new programme to be implemented should be conducted. This enables effective implementation as they would be able to guide and instruct teachers on what is expected.

According to Hord (1995) when you have a clear and well communicated policy vision it provides the basis for clear planning. Schools need enough time during the building and clarification of programme to enable efficiency and effectiveness. Hargreaves (2000) is of the idea that when professional communities misunderstand or contest policy goals it is difficult to go to the classroom. For successful implementation change-oriented teachers need the support of proficient head teachers to successfully perform their roles. From experience policies are being developed but are not well articulated to the end users resulting in poor implementation.

Responsible teachers and all teachers should be informed about all the developments that would be taking place in a school so that they become part of the changes for efficiency. Teachers should be aware of additional programmes to the curriculum for progress' sake.

Remuneration is an aspect that all teachers are so much concerned about. Motivation can be boosted by compensation to achieve good results. Teachers are always complaining about their salaries and teachers would be comfortable with some reward of some sort. The past few years they have been getting some incentives of cash besides their salaries which were recently barred by the president. From experience teachers feel that since it is not an examinable subject it is extra work that should be paid for as they view it as an unnecessary overload to their work.

Facilitation of implementation

Teachers should be trained in as far as the goals of the curriculum are concerned and also oriented on their expected responsibilities. Fullan (1991) in Gwengo (2003) noted that the magnitude of implementation is determined by the perceived relevance of products. Continuous training of teacher results in successful implementation of innovations.

According to Fullan (1991) the timing and training could vary depending on the needs of users. Therefore there is a need for continuous orientation and implementation workshops to be held throughout the programme's existence. Teacher counsellors should be trained in guidance and counselling.

In any organisation there is need to conduct in-house training to keep the employees up to date with current developments. The training should be planned and scheduled by the head teachers and other responsible people. From experience head teachers rarely organise in house training for their teachers. Implementers should be given adequate time to share ideas during the implementation process.

The failure of a greater number of innovations crops up from the users' lack of new skills as mentioned by (Hord 1995, Fullan 2001, Hill 2006). Therefore implementers must have the expertise, credence and needs in their new roles for them to be effective and efficient in the implementation process. Usually teachers are tasked to effect certain changes which they are not qualified to do compromising the quality of products. It is of paramount importance to allocate duties to individuals that have the ability and train or carry out workshops for the others so that there is effectiveness and efficiency in programmes to be implemented.

The head teacher sets the foundation upon which the teacher counsellor provides the services. Wanjohi (1990) added that the head teacher being the chief executive officer in a school is responsible for the planning, execution, evaluation and analysis of the various activities in the school. Guidance and Counselling would only prosper when the head teacher identifies and sustains its objectives and activities. Head teachers support is very essential to the success or failure of guidance and counselling programme.

Implementation process would be fruitful with the support of head teachers as they are responsible for the achievements at school. Effective head teachers mobilize enough materials and human resources for their schools. Head teachers should ensure that the curriculum is managed effectively through proper allocation to other teachers. Head teachers must support guidance and counselling in planning, organizing, directing, coordinating and controlling guidance and counselling programmes, which if done correctly leads to success of Guidance and Counselling and achievement of the goals.

Resources to assist in effective implementation

Any educational reform can only succeed where there is corresponding monetary development. This means that facilities should be availed at schools for developments to take place. Schools in Chinhoyi urban do not have resources for effective implementation of guidance and counselling. Schools must receive the necessary support during the

implementation process as highlighted by (Nziramanga Commission 1999). Schools must have a continuous supply of sufficient and suitable resources for positive results.

Hagreaves (2000) suggested that most innovations fail because they are poorly resourced or the resources are reserved. It has been noted that some schools get minimum resources or nothing at all but still have to effect the changes they are instructed to implement. This would result in poor products in the end. In Chinhoyi urban schools they are yet to receive the resources for implementing guidance and counselling. Programmes will run smoothly when schools have facilities to perform the programmes.

Schools had less time for counselling duties as much of the time was spent on teaching duties. Kapuya (1993) concurred saying time is an important resource which is not budgeted for during the implementation process, partly because of excess work for teachers and education officers and partially because Education officers do not value time as a resource. Successful implementation entails adequate time, money, human and other material resources. Therefore the head teachers and teachers should plan before they can embark on a programme so that enough time is allocated for effective implementation.

Challenges faced in implementation

The teachers responsible for implementation of Guidance and Counselling in Chinhoyi urban secondary schools are facing numerous challenges in discharging their responsibilities efficiently.

Lack or limited specific time allocation, inadequate resources and facilities, heavy work load and lack of knowledge were the major challenges highlighted. The teachers worked full time as teachers in addition to undertaking their guidance and counselling duties and responsibilities in the school. The respondents added that because they have their normal working load plus Guidance and Counselling which amount to a heavy work load their dedication to guidance and counselling is limited. When teachers are overloaded some areas of their work would be below standard as they tend to dwell on areas of interest (Holliday 2002, Hornby 2003, Odoemalam and Uwam 2009).

Guidance and Counselling programme requires sufficient accessibility of resources and facilities for effective service delivery. However, some of the respondents reported that the programme in their schools lacked the materials and facilities for effective implementation. This affects the process of Guidance and Counselling programmes in schools. From experience it is very difficult to operate without resources and facilities as the end product would be affected and it is also demoralising. Others highlighted lack of knowledge in guidance and counselling. Effective implementation can only take place when the responsible

personnel are well versed in the area for the programme to be viable otherwise it would be a waste of resources and time. Guidance and Counselling teachers should have knowledge in the programme so that the implementation process becomes successful. When the involved teachers are not knowledgeable the whole programme would not produce the anticipated results.

Suggestions to improve implementation

The research established various ways that can be incorporated to improve the implementation of guidance and counselling. The head teachers and teachers mentioned that district and provincial leaders should assess the supervision of Guidance and Counselling in schools and financial support for effective implementation. The other concern was for Guidance and Counselling to be included in the mainstream like any other subjects, where pupils are given work and become examinable for it to be taken seriously. Pupils should be made aware and it should not be a top down approach but also vice-versa.

Workshops and training on Guidance and Counselling to be conducted at their schools, some mentioned adequate provision of resources and facilities while others preferred provision of a syllabus and examination and also more time allocated. Guidance and Counselling is negatively affected by lack of training of teachers and head teachers.

From the information gathered from Guidance and Counselling teachers, it was established that only one school was implementing Guidance and Counselling programme although other schools claimed to be implementing the programme. Even the school that was implementing the programme had poor commitment to the programme. Qualifications and teaching experience had nothing to do with the implementing of Guidance and Counselling. Some of the teachers who were given the responsibility of implementing Guidance and Counselling did not have its general understanding. Most teachers had not attended any workshops or received any training in the area which makes it challenging to embark on the implementing of Guidance and Counselling. Almost all schools did not have a school based training organised for teachers and some of the teachers can implement while others were not very confident in implementing Guidance and Counselling. The Guidance and Counselling policy should be clearly read and explained to the teachers for positive results as most of them were not even aware of the policy and its contents. There are scarce resources and facilities for Guidance and Counselling in schools such that funding is needed for the programme to have an impact. Head teachers and administration do not seem to be giving enough support to the teachers as they claimed during interviews. Schools need resources and facilities for effective

implementing of Guidance and Counselling. Somehow teachers must be motivated maybe through incentives or staff development for good results in the programme. Quite a number of challenges are being encountered in implementing Guidance and Counselling and possible solutions were suggested. There is no well conceived curriculum that is followed by the schools. Mainly worrying development is that the staffs responsible for envisioning and executing of Guidance and Counselling programmes are not expertise for them to offer vigorous services. All schools should be implementing Guidance and Counselling to a greater extent. Schools lacked support and supervision from school inspectors from the district and Ministry of Education, Sports, Arts and Culture. The findings indicate that Guidance and Counselling is not being implemented in Chinhoyi urban secondary schools.

CONCLUSIONS

From the information gathered from Guidance and Counselling teachers, it was established that only one school was implementing Guidance and Counselling programme although other schools claimed to be implementing the programme. Even the school that was implementing the programme had poor adherence to the programme. Qualifications and teaching experience had nothing to do with the implementing of Guidance and Counselling. Some of the teachers who were given the responsibility of implementing Guidance and Counselling did not have its general understanding. Most teachers had not attended any workshops or received any training in the area which makes it challenging to embark on the implementing of Guidance and Counselling. Almost all schools did not have a school based training organised for teachers and some of the teachers can implement while others were not very confident in implementing guidance and counselling. Teachers should be trained in as far as the goals of the curriculum are concerned and also oriented in their expected responsibilities. Training should be planned and scheduled by the head teachers and other responsible people. Continuous training results in successful implementation of innovations.

RECOMMENDATIONS

The following recommendations are made, based on the findings and conclusion drawn from the study for effective implementation of Guidance and Counselling programmes in Chinhoyi urban Secondary School:.

- The government should provide trained and competent Guidance and Counselling co-ordinators so that they would be posted to various districts in the country. Also the

government should make sufficient terms for monitoring and supervision of Guidance and Counselling implementation in secondary schools.

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