

**AN ASSESSEMENT OF THE EFFECTIVENESS OF SCHOOL
GUIDANCE AND COUNSELLING SERVICES IN ZIMBABWEAN
SECONDARY SCHOOLS**

by

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SUMMARY

The present study attempted to assess the effectiveness of the Zimbabwean secondary school guidance and counselling services from school counsellors' and students' perspective. Available literature shows that students worldwide, including Zimbabwe, experience problems which schools should solve through the provision of guidance and counselling. It was therefore, important to the researcher to assess the effectiveness of the school guidance and counselling services in meeting students' concerns.

The research design consisted of a literature and an empirical study. The survey method was used in the empirical study. A self constructed questionnaire was used. Three hundred and fourteen school counsellors and 636 students participated in this study.

The SAS/STAT version 9.1 was used to analyse the data. One way and combined two way frequency tables were calculated. Ratios were calculated to establish the relative rating of each item. Chi-square tests were also calculated.

The study revealed that there were differences between the level of the school guidance and counselling services in Zimbabwean secondary schools and the international arena. For example, school guidance and counselling services policy in Zimbabwe was not mandatory as compared to the international policies. The Zimbabwean school guidance and counselling services were not always planned for at the beginning of each year, Students and parents were not frequently involved in needs assessment while the services were not frequently evaluated in comparison with those in the international arena.

The study also revealed that some biographical variables significantly influenced the way the respondents responded to given items while others did not. The study revealed that the majority of both school counsellors and students viewed the school guidance and counselling services as beneficial and school counsellors as effectively playing their role. The study further revealed that the effectiveness of the Zimbabwean secondary school guidance and counselling services was negatively affected by lack of resources and training in guidance and counselling and non-counselling duties performed by school counsellors.

Recommendations for future approaches and strategies in secondary school guidance and counselling services in Zimbabwe are made. Areas for further research are proposed.

Key terms

Assessment; Evaluation; Effectiveness; Guidance; Counselling; Counselling services; Orientation services; Peer counselling; Needs assessment; Psychological services; Career development; Educational development; Personal-social development; Personal-social benefits; Scholastic-academic benefits; Consumer satisfaction; Referral; Secondary school students; School counsellors; Zimbabwe.

DECLARATION

Student number: **3660-856-4**

I declare that '**An Assessment of the Effectiveness of School Guidance and Counselling Services in Zimbabwean Secondary Schools**' is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE
(Dr. R. Chireshe)

DATE

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DEDICATION

This dissertation is dedicated to my wife Excellent Chireshe and sons Farai and Tatenda for their assistance and moral support over the years.

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CHAPTER 1

THE PROBLEM AND ITS SETTING

1.1 INTRODUCTION

This chapter is an introduction to the problem and its setting. Background information, including the rationale for the study, is presented. An analysis of the problem covering awareness about it, its investigation and statement of the problem is given. General and specific aims, hypotheses, significance of the research and assumptions of the study are described. The chapter also explains the research method, demarcation of the research, clarification of concepts and the research programme.

1.2 BACKGROUND

Worldwide, students experience social, personal and academic problems at school and at home. The problems include living in distressed families, for example, where parents are divorced or separated, where family conflict occurs and where diseases such as Human Immunodeficiency Virus/Acquired Immuno Deficiency Syndrome (HIV/AIDS) are rampant. These problems negatively affect the students in their school endeavours. Many students are affected by HIV/AIDS because their parents and relatives are suffering from HIV/AIDS. Their lives are full of stress and distress as they care for ailing and dying parents or relatives (Nziramanga 1999:207). The HIV/AIDS pandemic has made millions of students into orphans with an uncertain future (UNESCO 2002:2).

Robinson (1996:12) states that “social experimentation in drugs and sexual relationships has left some casualties” among students. A significant number of students indulge in drugs, prostitution, truancy, poor discipline and other misdemeanours (Robinson 1996:18; Nziramanga 1999:67; Steinberg & Morris 2001:86). The outcome of the above problems is summarised by Lines (in Davis 2003:917) who views the school as a hive of activity where teenage difficulties and peer group tension arise. In the light of these problems, schools should be more involved in conducting student needs assessments and developing comprehensive guidance and counselling services (Kameen, Robinson & Rotter 1985:100). Related to the above is Elkind’s (1990:17) argument that

schools should move into a leadership role in dealing with the emotional and family problems of their students.

Nziramasanga (1999:74) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to their children's indiscipline in secondary schools. UNESCO (2002:2) adds that "African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people". Rapid sociological changes emanating from modernisation and urbanisation stress students. There is also an increase in the divorce rate and in the number of single-parent families all over the world which is also a stress factor for students (Yuk Yee & Brennan 2004:58).

Gora, Sawatzky and Hague (1992:13) state that the increase in "diverse student problems and the current economic situation have made the need for effective counselling services even more critical than in the past". Mapfumo (2001:17) adds that students experience immense psychological pressures in today's world. Madhuku (2005:1) concurs with Gora et al. (1992:13) and Mapfumo (2001:17) when she states that there are a number of socio-economic and psychological problems which disturb the learning process of students. In other words, the growing number of social, economic and family problems has resulted in an increased need for School Guidance and Counselling services, hereafter referred to as SGC services. For example, Paisley (2001:275) calls for SGC services to be restructured so that they become responsive to the existing social, economic and political realities within today's complex and diverse society.

Research has demonstrated the high prevalence of risk-taking behaviour among adolescents who attend schools in the Cape Peninsula in South Africa (Flisher, Ziervogel, Chalton, Leger & Robertson 1993a-g:474-497) and in Zimbabwe (Mapfumo 2001:173; Matongo 2004:32). Students in the adolescent age bracket experience rapid growth and change - physically, intellectually, emotionally and socially. Robison, Morrow, Kigin and Lindeman (1991:35) found that rapid developmental changes occur at a time when environmental stressors, for example, parental and teacher pressures on young people to

excel in school, peer pressure to experiment with drugs, conflict in families or peer relationships, loneliness and pressure to make career choices are at their peak. McGuiness (1998:51-52) adds that adolescents bring the following problems into the classroom: uncertainty about sex roles, a feeling of dependence and simultaneously a desire to be autonomous, and difficulty in making and sustaining significant relationships. Thus, “adolescence is an intense time of change, where many battles for self are won and lost” (Bruce & Cockreham 2004:336). Students experiencing the above mentioned problems need information, understanding and guidance to help them adjust to all the changes.

During adolescence, challenges that have to do with intellectual and physical development, choice of companions, social activities and the formation of appropriate social attitudes are confronted. Pipher (in Bruce & Cockreham 2004:334) acknowledges that adolescence has always been a challenging time in a person’s life, but believes that in today’s fragmented, chaotic world with its dangerous, sexualised and media-saturated societies, adolescents face incredible pressures. Such students need help in their growth towards emotional maturity. Adolescents should be taught to understand and accept themselves and become more understanding and accepting of others. Rice and Leffert (1997:19) state that schools “are ideally positioned to initiate and maintain activities and services to enhance the psychological development and well-being of youth”. The above view can only be accomplished if schools provide effective school counselling services.

Adolescence is a period of making choices, especially concerning the future. Stead (1987:13) states that adolescents need assistance in making subject choices and deciding on careers. This view is illustrated by Hamrin and Erickson’s (1939:9) and Kochhar’s (2003:19-20; 25) observations that many young men and women enter higher education institutions with little knowledge of the courses to be selected and careers to follow. Consequently, guidance and counselling by schools is a systematic effort to improve the quality of choices. In view of the above, schools should consider ways and means of giving assistance to the student in choosing his or her career on a more informed basis. Therefore, schools should have effective SGC services for the adolescents they serve.

Violence is prevalent in schools around the world (Adelman & Taylor 2002:236; Rayburn 2004:356; DeMato & Curcio 2004:237; Hernandez & Seem 2004:256; The Mirror, 1-7 July 2005:4). A number of students are caught in vicious cycles where they are either the recipients or the perpetrators and sometimes both, of physical and sexual harassment ranging from excessive teasing and bullying to rape (Centre for Mental Health in Schools & Gottfredson in Adelman & Taylor 2002:236). It has been noted that the abuse of students is rampant in school and at home in Zimbabwe (Directors' Circular No. 22 of 2005:1). Accordingly, schools should put in place guidance and counselling services which discourage violence and assist those exposed to it.

It has often been left to society to mould the youth and teach them the psychosocial skills necessary to become adults contributing to the moral wellbeing of society. Society wants the school to concentrate mainly on teaching academic skills, but society itself fails to meet psychosocial needs of young people. Schools are thus asked to give solutions to the youths' problems (Bruce & Cockreham 2004:339-340). Schools could meet this demand through the provision of guidance and counselling services.

According to Gerler and Herndon (1993:193), it seems as though many educators take it for granted that students know how to succeed in life when, in fact, many never learn about attitudes, behaviours and other factors that contribute to achieving success. Educators should offer guidance and counselling services to students to cultivate attitudes and behaviour leading to a fruitful life. Otwell and Mullis (1997:345) believe that guidance and counselling is important in schools because it increases behaviours related to achievement such as studying effectively.

In the rural area of one of the mid-western states in America, for instance, many student dropouts are a result of poor academic grades and failure to adjust to high school learning situations. A student who loses confidence in his or her ability and who devalues himself or herself lacks concentration and this leads to continuous academic failure (Rutondoki 2000:63). The provision of guidance and counselling services by schools may help curb these problems. UNESCO (2002:1) states that where there is no guidance and counselling, schools lose those children who are not able to cope with specific academic

standards. As a result, the school dropout rate increases. Guidance and counselling services enhance student performance, reduce student dropout rates and prepare students for the world of work and life (Lewis; and Gough & Coltman in Govere 1995:1). Borders and Drury (1992:491) cite literature indicating that students who receive guidance and counselling services have shown significant increases in academic persistence and achievement, school attendance, classroom behaviour, better self-concepts and improved attitudes towards school work and peers.

Mwamwenda (1995:468-471) states that SGC services should address the following three domains namely: personal-social, vocational-career and educational guidance and counselling. Personal-social guidance and counselling deals with self-identity, social skills, relationships, conflict resolution, personal loss or other problems. Vocational or career counselling includes information about course requirements, post-secondary or tertiary institutions, career path planning, potential employers and job hunting. Educational guidance and counselling provides information about educational opportunities beyond secondary school, promotion or achievement, learning strategies and study and test-taking skills. Graham-Migel (1999:3) reiterates that comprehensive SGC services address the developmental needs of students in three domains mentioned above. Thus, the most important function of SGC services is to study individual students in order to discover their abilities, interests and needs, thereby helping them to make effective adjustments to school life and to give shape to their future plans. Rutondoki (2000:110) states that complete SGC services should be continuous. Counselling should begin when the student enters school and should carry that student into adult life. The counselling should be preventive in the sense that counselees receive help in order to avoid certain problems. For example, they may be exposed to a study skills programme before embarking on any studies in order to avoid study skills problems.

The present study sought to assess whether guidance and counselling services in Zimbabwean secondary schools were as effective as expected by school counsellors and students.

1.3 ANALYSIS OF THE PROBLEM

1.3.1 Awareness of the problem

The researcher is interested in this area because of his professional qualification in psychology and his extensive experience in SGC services in the Zimbabwean Ministry of Education, Sport and Culture's Schools Psychological Services department and the Zimbabwean Open University's counselling programme. In the Ministry of Education, Sport and Culture, the researcher worked as an assistant educational psychologist for three years. He also worked as an educational psychologist for two years and as a senior educational psychologist for two years. His job description included providing guidance and counselling services to children with special educational needs and their families. The researcher also monitored the implementation of the secondary SGC services in Zimbabwe and provided guidance and counselling services to secondary school students. At the Zimbabwe Open University, the researcher worked as a student counsellor for three years and as a lecturer in BSc Counselling and BSc Psychology degree programmes. The researcher was also involved in introducing the BSc Counselling and BSc Psychology degree programmes in the Zimbabwe Open University. Although the researcher has always felt that there is a need for a nationwide objective assessment of the value of the SGC services, it has never been forthcoming.

Since its inception 18 years ago, the Zimbabwean SGC services' effectiveness has not been formally investigated at national level. Owing to this, and since there is an increasing number of problems which students face in modern society, the researcher felt compelled to investigate the effectiveness of the SGC services. The researcher tried to assess whether the guidance and counselling services in Zimbabwean secondary schools effectively address students' problems.

1.3.2 Investigation of the problem

In other countries, a number of studies have been carried out on the effectiveness of guidance and counselling services. In Malawi, Maluwa-Banda (1998:289) found that guidance and counselling services help students understand their own interests, abilities

and potentialities and develop them to the full. Students also learn about different ways of choosing educational and vocational careers. Gerler (1985:45) reports that school counselling services in America positively influence the affective, behavioural and interpersonal domains of students' lives and as a result affect students' achievements positively. Effective school counselling results in an increase of behaviours related to achievement such as improved study habits, efficient use of time and greater academic effort. Euvrard (1996:113) also found that in South Africa effective high school guidance services operate in a preventive way and equip students with information, skills and attitudes, which enable them to negotiate the challenges of adolescence successfully. The researcher is not aware of any large scale formal research on the effectiveness of the secondary SGC services in Zimbabwe, hence the study.

Hartman (1999:17-19) in Canada and Schmidt (1993:42) in America ascertained that effective SGC services have the following important components: planning, organisation, implementation and evaluation. The present study aimed at establishing whether the Zimbabwean SGC services reflect the above key components.

In most SGC research, the voices of students who are directly affected, are not heard (Leviton 1977:242; Hui 1998:437; Lang in Howieson & Semple 2000:383; Akos & Galassi 2004:212). The intention of this study was to establish what the students who are the consumers of the guidance and counselling services say about the effectiveness of the services they receive. The study also tried to determine what school counsellors as the implementers of the services say about the effectiveness of the services they render. It is the belief of this researcher that those who are more likely to have a greater understanding of the effectiveness of the school guidance and counselling services are school counsellors and students.

1.3.3 Statement of the problem

It has been noted that students face a number of problems during adolescence (Armacos 1990:105; McGuinness 1998:51-52; Mapfumo 2001:17; Bruce & Cockreham 2004:341). Since secondary school students are in the adolescent stage, the need for effective SGC

services becomes compelling. Thus, there is a need to establish the effectiveness of the services from school counsellors and students' perspectives.

In addition, the view of the school as a context where students experience a number of problems (Lines in Davis 2003:917), as well as the increased number of problems students face in the modern society, have prompted the researcher to investigate the effectiveness of the SGC services in Zimbabwe as perceived by secondary school counsellors and students. The study specifically tried to find an answer to the following research question: How effective are the guidance and counselling services in Zimbabwean secondary schools as perceived by school counsellors and students?

1.3.4 Sub-questions

The following sub-questions were addressed:

- i) What comprises effective and comprehensive SGC services?
- ii) Is there any relationship between respondents' biographical variables and the way the respondents respond to components, perceived benefits and factors affecting the effectiveness of SGC services?
- iii) What do students and school counsellors perceive as the benefits of the SGC services in Zimbabwean secondary schools?
- iv) Are school counsellors effectively playing their role?
- v) What are the factors that affect the effectiveness of secondary SGC services?
- vi) What is the level of the SGC services in Zimbabwean secondary schools in relation to international benchmarking?

1.4 AIMS OF THE RESEARCH

1.4.1 General aim

The basic concern of the research was to assess the effectiveness of the guidance and counselling services in Zimbabwean secondary schools as perceived by school counsellors and students in relation to policy, planning, needs assessment, support services and evaluation.

1.4.2 Specific aims

The study specifically sought to establish the:

- i) components of effective and comprehensive SGC services;
- ii) relationship between respondents' biographical variables and the way the respondents respond to components, perceived benefits and factors affecting the effectiveness of the SGC services;
- iii) students' and school counsellors' perceptions of the benefits of the SGC services in secondary schools;
- iv) effectiveness of school counsellors;
- v) factors affecting the effectiveness of SGC services in secondary schools;
- vi) level of the SGC services in Zimbabwean secondary schools in relation to international benchmarking.

1.4.3 Hypotheses

The study was designed to test the following main null hypotheses:

- i) There is no significant relationship between respondents' biographical variables and the way the respondents respond to the following key components of effective SGC services: policy, planning, needs assessment, responsive services, peer counselling and evaluation.
- ii) The majority of the school counsellors and students surveyed will perceive the SGC services as not beneficial. In addition, it was hypothesised that there is no significant relationship between respondents' biographical variables and the way the respondents respond to the perceived benefits of the SGC services.
- iii) School counsellors are not effectively playing their role.
- iv) There are no constraints affecting the implementation of the SGC services in Zimbabwean secondary schools. Furthermore, it was hypothesised that there is no significant relationship between respondents' biographical variables and the way the respondents respond to the factor of school counsellor training in guidance and counselling.
- v) There are no significant differences between the level of the Zimbabwean and international SGC services.

Having outlined the general aim, specific aims and hypotheses, the next subsection presents the significance of the study.

1.4.4 Significance of the research

It is envisaged that the study will benefit school counsellors, students, researchers, policy makers and administrators in the Ministry of Education, Sport and Culture in Zimbabwe and elsewhere. School counsellors will have a set of criteria to evaluate their guidance and counselling services against. Furthermore, they will also have the information needed to make a number of decisions related to what guidance and counselling services to provide, how these should be provided and when to provide them. Such information will make the school counsellors more effective in the execution of their duties, thereby maximally benefiting the students, their clients. In other words, awareness of school counsellors and students' perceptions will enable secondary schools to continue to improve their service delivery.

Students will benefit from the increased awareness of the available guidance and counselling services in the schools. They will have information needed to weigh the value of the guidance and counselling services schools offer them. Students will also be allowed to suggest improvements in the guidance and counselling services and how they are implemented.

This study will add to the limited literature in Zimbabwe on the effectiveness of SGC services from students' and school counsellors' perspective. Furthermore, the study will provide researchers with baseline information that could be useful in future SGC research studies, especially studies designed to improve the effectiveness of the SGC services. Policy makers and administrators will have the opportunity to base their future policies on SGC services from the results of this study. Thus, the findings from the present study may help in restructuring the Zimbabwean secondary SGC services.

1.4.5 Assumptions of the study

The following assumptions were made:

- i) the need for guidance and counselling services in Zimbabwean secondary schools will continue;
- ii) students in Zimbabwean secondary schools are exposed to similar guidance and counselling services in all schools;
- iii) Zimbabwean secondary SGC services are in line with international trends;
- iv) more effective SGC services would alleviate the present problems which are being experienced in the Zimbabwean secondary schools;
- v) the study will reveal the essence of effective secondary SGC services and
- vi) the study will ascertain the level of the SGC services in Zimbabwean secondary schools in relation to international benchmarking.

1.5 RESEARCH DESIGN

The research design consists of a literature study and an empirical study. The literature study was used to justify the problem under investigation. The literature study gave the researcher an international perspective on what effectiveness of the SGC services entails. The international perspective was compared with the Zimbabwean situation to establish the effectiveness of the services. The literature study also guided the choice of the research methodology used in the study. Questions for the questionnaires were obtained from the literature study. The literature review also assisted in concept clarification.

The empirical study used the survey method to assess the effectiveness of the Zimbabwean SGC services. In surveys, questionnaires or interviews are 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 represent (Gall, Borg & Gall 1996:289). The survey method is appropriate for research questions about self-reported beliefs, opinions, characteristics and present or past behaviour (Neuman 2000:247). Since the present study sought to obtain information about school counsellors' and students' perceptions on guidance and counselling services, the survey design was the most appropriate. The researcher used two questionnaires - one for school counsellors and another for secondary school students (see Appendices 1 & 2). The survey design incorporated both quantitative and qualitative aspects of research. The quantitative and qualitative research paradigms were complementary. In the quantitative research

component, specific and precise information was obtained from a large sample. Specific and precise information is essential, since this study focused on the assessment of the effectiveness of the SGC services in Zimbabwe and data were collected from a large population of students and counsellors. The data collected from such a comprehensive sample would be deemed credible enough to impact on the policy and planning of the specific school subject. Qualitative research enabled a comprehensive presentation of data because suggestions made formed the basis for making recommendations in Chapter 6. However, a few school counsellors and students responded to the open-ended questions. The suggestions from the qualitative research were quantified for easy analysis and understanding of the results.

The study was carried out in three conveniently selected administrative regions of the Ministry of Education, Sport and Culture. The sample for the study consisted of 314 school counsellors (165 males and 149 females) and 636 students (314 males and 322 females). Convenience, random, stratified and systematic sampling procedures were used in this study. Convenience sampling was used to select the participating educational regions. Random sampling was used to select the stratified participating schools and school counsellors. Systematic sampling procedures were used to select students. The schools were stratified according to type of school. The school counsellors were put into male/female strata. The student population was divided into the following strata: Zimbabwe Junior Certificate (Form 2), Ordinary Level Certificate (Forms 3&4) and Advanced Level Certificate (Forms 5&6). Systematic sampling was used to select students from each stratum.

The obtained data were coded for processing by computer. There was tabulation and computation of frequencies and percentages of quantitative data from close-ended questions. One way frequency tables on the biographical variables were used as a way of describing the sample population. Combined two way frequency tables were used for all multiple response questionnaire items in an attempt to reduce analysis-output and thereby create compact results of manageable proportions. Ratios were calculated for each item to establish which items were more positive or negative. A Chi-square test was used to

analyse the data. As mentioned above, the qualitative data obtained were quantified and mainly used under the recommendations section of the study in Chapter 6.

The validity and reliability of the instruments were established. Test re-test reliability was established through administering the questionnaires to 10 school counsellors and 15 students in Masvingo province and re-administering the questionnaires to the 10 school counsellors and 15 students after two weeks. The test re-test scores for the two groups were then correlated to establish the reliability of the questionnaires. Pilot testing was done to validate the instruments. In the pilot study, instruments were distributed to school counsellors and students who were within easy reach of the researcher. There was provision for the respondents to comment on the usability, suitability and ambiguity of the questionnaire items. The Criteria Jury opinion was also used to validate the instruments. Experienced experts in school guidance and counselling were asked to scrutinise the relevance of the questionnaire items against the objectives of the study.

1.6 DEMARCATION OF THE RESEARCH

The study was carried out in Masvingo, Manicaland and Midlands educational provinces. The three provinces were selected because of their proximity to the researcher and the availability of research assistants in these regions. The study was concerned with assessing the effectiveness of the Zimbabwean secondary SGC services as perceived by school counsellors and students in relation to: policy, planning, needs assessment, support services and evaluation. The study did not consider primary schools because they do not offer guidance and counselling services.

1.7 CLARIFICATION OF CONCEPTS

1.7.1 Assessment

Upcraft and Schuh (1996:18) define assessment as any effort to gather, analyse and interpret data that describe a programme's effectiveness. Similarly, Kasayira and Gwasira (2005:18) define assessment as a process of collecting and interpreting relevant information about a programme. The results of assessment contribute to the understanding of the concerned programme so that better informed decisions are made.

From the two definitions given above, assessment entails gathering and interpretation of information. In this study, assessment was regarded as a process of gathering data about Zimbabwean SGC services' effectiveness. The SGC services information gathered, relate to the services' components and benefits, the role of the school counsellor and factors affecting the services' effectiveness.

1.7.2 Evaluation

Kasayira and Gwasira (2005:19) define evaluation as the judgment of the quality of something. In this study, evaluation was regarded as making judgments about the worthiness or effectiveness of the Zimbabwean SGC services. Evaluation is internationally recognised as one of the key components of effective SGC services. This study tried to establish whether the Zimbabwean SGC services are evaluated, as is the standard practice in other countries. The study regarded evaluation not as synonymous with assessment but as its component. The evaluation status of the Zimbabwean SGC services was one of the key areas upon which the assessment of the effectiveness of the services was based. Evaluation of the SGC services was, thus, used as one of the indicators of the services' effectiveness.

1.7.3 Effectiveness

The MacMillan English Dictionary For Advanced Learners (2002:445) defines effectiveness as working well and producing the intended results while The Merriam Webster Dictionary (2004:229) defines it as producing a decisive or desired effect. The two definitions above focus on yielding desired results. In this study, the focus was on the extent to which the guidance and counselling services in Zimbabwe were accomplishing desired results or the extent to which the set goals or objectives of the SGC services were accomplished. Such effectiveness can be seen in relation to the quality, quantity, equity or equality of guidance and counselling services (Mapfumo 1988:3). The study assessed the SGC services in order to determine their effectiveness.

1.7.4 Guidance

The MacMillan English Dictionary for Advanced Learners (2002:633) defines guidance as advice about what one should do or how one should behave. The Human Sciences Research Council (HSRC) of South Africa cited (in Euvrard 1992:215) defines guidance as a practice, a process of bringing the students into contact with the world of reality in such a way that they acquire life-skills and techniques which allow them to direct themselves completely in the educational, personal and social spheres and the world of work in order to progress and survive effectively. Guidance services include processes of counselling, consultation, co-ordination, collaboration, instruction, information-giving, appraisal, referral and institutional support (Murwira 1993:2). Mapfumo (2001:13) views guidance as the provision of information to groups or individuals so that those individuals can reach informed decisions. The concepts 'guidance' and 'counselling' carry differing but overlapping meanings. Guidance is broader than counselling and contains the latter. Guidance encompasses those services and programmes of the school, which are specifically intended to promote educational, career, and personal-social development of students. In this study, guidance was taken as a process of assisting individuals to help themselves through their own efforts, to discover and to develop their potential resources for personal fulfilment and social usefulness.

1.7.5 Counselling

The MacMillan English Dictionary for Advanced Learners (2002:316) defines counselling as advice and help that is given to someone experiencing problems. Hansen, Rossberg and Crammer (1994:6) state that counselling is largely concerned with the so-called normal individuals in a bid to increase such individuals' self-awareness, helping improve problem-solving skills, educating the individual and supporting that individual. Counselling is thus normally seen as a one to one relationship between a counsellor and a client whereby the counsellor attempts to help the specific individual make personally relevant decisions that he or she can live with. Counselling may involve groups. In this study, counselling means helping students to help themselves. In this regard, school counsellors assist students to understand themselves and their opportunities, to make appropriate adjustments and decisions in the light of this insight, to accept personal responsibility for their choices and to follow courses of action in harmony with their

choices. Counselling is understood as a major guidance service.

1.8 RESEARCH PROGRAMME

Chapter 1 outlines the background to the study, briefly analyses and states the problem. The key words are defined and clarified and an outline of the chapter layout is given. Chapter 2 looks at a review of related international literature that is guided by the research questions presented in Chapter 1. The literature review includes the historical background to the development of SGC services, components of effective and comprehensive SGC services, benefits of the SGC services, role of the school counsellor, factors affecting the effectiveness of SGC services, biographical variables and SGC services. The literature highlights the international perspective on what effectiveness in this type of services entails. Chapter 3 looks at a review of the Zimbabwean literature on SGC services. As in Chapter 2, Chapter 3 focuses on the historical development of the SGC services, components of the SGC services, benefits of the SGC services, role of the school counsellor, factors affecting the effectiveness of the SGC services and biographical variables and SGC services highlighting the differences from the ideal established in Chapter 2. Chapter 4 looks at research methodology in which the research design and instruments are examined. Data collection and analysis procedures, ethical considerations and the reliability and validity of the research design are also described. Chapter 5 presents, analyses and discusses the data. The presentation, analysis and discussion are related to the individual research questions and hypotheses presented in Chapter 1. Chapter 6 concludes the study and makes recommendations for the improvement of the effectiveness of the Zimbabwean SGC services. Some of the recommendations in Chapter 6 are based on the respondents' responses to the qualitative research questions of the study.

1.9 SUMMARY

The foregoing chapter has introduced the background and stated the rationale for the study. The analysis of the problem, aims of the research, research method, demarcation of the research, clarification of the concepts and research programme have been outlined. The subsequent chapter reviews literature related to the effectiveness of the SGC services at an international level in order to establish a benchmark for such services.

CHAPTER 2

REVIEW OF INTERNATIONAL LITERATURE ON EFFECTIVE AND COMPREHENSIVE SCHOOL GUIDANCE AND COUNSELLING SERVICES

2.1 INTRODUCTION

A number of scholars have investigated the effectiveness of SGC services especially at secondary school level. This chapter highlights the international (both developing and developed countries) perspective on what effectiveness in SGC services entails and how this perspective relates to the present study which focuses on assessing the effectiveness of the Zimbabwean secondary school guidance and counselling services. The information gathered from the literature is used to define a benchmark against which the Zimbabwean SGC services may be measured. A historical background of the international development of school guidance and counselling services is presented below.

2.2 A HISTORICAL BACKGROUND OF THE INTERNATIONAL DEVELOPMENT OF SCHOOL GUIDANCE AND COUNSELLING SERVICES

Guidance and counselling in schools was introduced for different reasons in different countries. Schmidt (1997:6) states that SGC services began in America in the early 1900s to assist students with their educational development and career aspirations. Gysbers and Henderson (2001:246) and Herr (2001:236) add that SGC services were introduced in America during the Industrial Revolution, a period of rapid industrial growth, social protests, social reform and utopian idealism. Guidance was introduced to address the negative social conditions associated with the industrial revolution. Hughes (1971:17) states that school counselling in USA had its origin in vocational issues. The focus was on assisting individuals to choose and to prepare for an occupation. Hughes' (1971:17) view is supported by Paisley and McMahon (2001:106) who state that in the USA, school

counselling evolved from an early focus on career and moral development to today's comprehensive, developmental and collaborative school counselling services.

The negative effects of industrial growth and the corresponding neglect of human conditions necessitated the introduction of SGC services in the USA (Schmidt 1993:8). Schmidt (1993:7) states that an increasing divergent population entering schools necessitated the introduction of SGC services. After the 1900s, the world wars were the next major events that had an impact on the development of SGC services. SGC services arose as a response to the social crisis brought about by the wars. Students needed counselling to overcome the traumatic war experiences they had undergone together with their families, relatives and friends.

Taylor (1971:30) states that school counselling was introduced in British schools in reaction to the changes in society, in family life and in schools which created conditions where greater attention to individual needs was necessary. Taylor (1971:40) further states that social pressures from urbanisation, decline in family tradition and the industrial revolution led to the introduction of vocational counselling. Developments in urbanisation and the industrial revolution created emotional turbulence among students. They were studying under higher anxiety levels as competition levels had become stiffer. Students had pressures to choose careers. Owing to these factors, vocational counselling came in handy to help them in their vocational or career plans.

In Hong Kong, SGC services were introduced in the 1950s because of the "increased variation in children's background, increased developmental, personal and social problems, lack of motivation towards school work, disruptive behaviour in the classroom and the rise in juvenile delinquency" (Yuk Yee & Brennan 2004:57). The SGC services were introduced to help students overcome the above problems and this led to better school adjustment and improved academic achievement.

Klingman and Ajzen (in Karayanni 1985:297) state that school counselling services were introduced in Israeli schools in 1960. The services were introduced to cater for students' career needs and learning disabilities.

School guidance and counselling was introduced in white and coloured South African schools in the 1960s through the South African National Education Policy Act 39 of 1967 (Euvrard 1992:215). NEPI (in Bernard, Pringle & Ahmed 1997:374) report that guidance was later introduced into the black education system in 1981. Dovey and Mason (1984:15) argue that guidance services were introduced in Black South African schools in 1981 as a social control measure, namely, the services were aimed at nurturing a spirit of submission among black learners. Mathabe and Temane (1993:25) add that SGC services in South Africa “were originally seen as an instrument for the government imposition of religious, cultural and vocational ideologies and value systems”.

Navin (1989:191) states that SGC services were introduced in Botswana in 1963 to provide students with career and higher education information. The students also had problems with personal and interpersonal issues and in choosing school subjects. Maluwa-Banda (1998:287) states that the Malawian Ministry of Education and Culture officially introduced SGC services in all secondary schools in the early 1990’s in reaction to “the many social, personal, educational and vocational concerns, issues and problems” that had surfaced in the 1990s among secondary school students.

UNESCO (1998:iv) states that many African Ministers of Education have realised the growing number of social problems that affect African adolescents, particularly girls. These ministers resolved to introduce SGC services in their countries to solve these problems. UNESCO (1998:1) further states that SGC services were introduced in African countries to counteract unprecedented economic and social changes in African countries. Adegole and Culbreth (2000:236) add that the gradual breakdown of the extended family network in many parts of Africa has led to the introduction of school counselling. This study wants to establish the historical background and motivation to the development of SGC services in Zimbabwe.

The literature review which is given below is presented under the following subheadings: components of effective and comprehensive SGC services; perceived benefits of the SGC

services; role of the school guidance counsellor; factors affecting the effectiveness of the SGC services and biographical variables and SGC services.

2.3 COMPONENTS OF EFFECTIVE AND COMPREHENSIVE INTERNATIONAL SCHOOL GUIDANCE AND COUNSELLING SERVICES

This section presents the components of effective SGC services as demonstrated by international literature. The components that are identified are used to create a benchmark for effective SGC services against which SGC services in Zimbabwe could be assessed. The components include policy and mission statements; services planning; needs assessment services; responsive services; peer counselling and services evaluation of developed countries like America, the United Kingdom, Canada, Hong Kong, Scotland, China and Ireland and of developing countries like South Africa, Malawi, Zambia, Uganda and Botswana.

2.3.1 Policies and mission statements found in international literature

A policy is “a kind of guide that delimits action” (Starling 1979:4). Ranney (1986:7) defines policy as “declaration and implementation of intent”. It can be a statement with guidelines that indicate how a group of people should behave in given circumstances or a statement of rules which give direction and influence behaviour in given circumstances. Put simply, we can say it is whatever government chooses to do or not to do.

In the light of the above definitions, school guidance policy gives certain guidelines or rules about how those involved in the planning, decision-making and implementation should behave in given circumstances, namely, a policy on SGC services gives direction to school counsellors in managing SGC activities. The policy also gives a sense of confidence to the school counsellors.

A mission statement is a short official statement that an organisation makes about the work it does and why it does it (MacMillan English Dictionary for Advanced Learners 2002:911). It can be said to be a telling but concise presentation of the philosophy that drives an organization. A mission statement for SGC services is therefore a presentation

of the values of the services.

In America, SGC written policies ensure that the intervention and decisions made in schools are well considered. The policies also act as important sources of information for school communities (Borders & Drury 1992:494).

Literature shows that countries with schools running effective SGC services have mission statements and policy documents in place. In America, the SGC mission statement delineates who delivers the SGC services, what competencies students should possess as a result of the students' involvement and how the service is organised. The American policy spells out the value of the SGC services as an equal partner in the education system and provides reasons why students need to acquire the competencies that will accrue to them as a result of their participation in SGC services (Gysbers & Henderson 2001:249). In Ireland, the National Centre for Guidance in Education (2003:2) (hereafter to be known as NCGE) states that effective SGC services evolved from the Education Act of 1998 that states that students should have access to appropriate guidance to assist them in their educational and career choices. The Texas Legislature passed the Developmental Guidance and Counselling Programmes Act in 2001 that requires the implementation of comprehensive SGC services (Reynolds & Cheek 2002:87). In Hong Kong, the official policy document on SGC services lists the reasons for introducing guidance curricula in schools. SGC services are seen as a way of fostering positive behaviour and assisting students in personal, social and school adjustment. School guidance is regarded as an essential aspect of the teachers' work. The Hong Kong Education Commission introduced a whole school approach to school guidance as an educational policy in 1990 (Yuk Yee & Brennan 2004:57; Hong Kong Education Commission in Hui 2002: 65; Hui 1998:436). The Hong Kong Education Commission (in Hui 1998:436) states that a school's provision of guidance services is considered as an indicator of quality education. In Scotland the official policy is that SGC services should be evaluated and students have a role to play in SGC services evaluation (Howieson & Semple 2000:374).

Some African countries (Uganda, Malawi, Zambia, South Africa, Botswana and Nigeria)

also have SGC services policies. Rutondoki (2000:18) points out that the Ugandan White Paper on Education demands that career guidance and counselling be established in all secondary schools. Maluwa-Banda (1998:287) states that the Educational Policy in Malawi has introduced SGC services in all secondary schools. Effective SGC services have clear national and school programmes defined and communicated to both staff and students. Clear policy guidelines help school counsellors, teachers and students to know what to expect from the services (Maluwa-Banda 1998:293). In South Africa, there is the Revised National Curriculum Statement Grades R-9 for schools of 2000 that provides guidelines for the implementation of SGC services (Life Orientation Document, Department of Education, Pretoria 2002). There is also the National Curriculum Statement Grades 10-12 Life Orientation of 2003. Life orientation is a compulsory subject for Grades 10-12 offered as from 2005. Life Orientation “prepares learners to be successful by helping them to study effectively and make informed decisions about subject choices, careers and additional and higher educational opportunities” (National Curriculum Statement of Life Orientation Grades 10-12, Department of Education Pretoria 2003:10). Botswana has the Policy Directions in Guidance and Counselling of 1985 (Navin 1989:192). The Botswana Government has a Guidance and Counselling division which is headed by a Director (UNESCO 2000:iv). The Ministry of Education in Zambia established a School Guidance Service Unit to spearhead the implementation of the SGC services (UNESCO 1998:vi). The Nigerian Government has the Third National Development Plan of 1975 and the National Policy on Education of 1981 that mandates all schools to offer SGC services (Adegoke & Culbreth 2000:237; Ahia & Bradley 1984:149).

The present study assesses the effectiveness of policies in SGC services in Zimbabwean Secondary Schools from Forms 2 to 6 (junior level to upper 6th Form). This study establishes whether there is a policy and if so whether it is clear and results in effective SGC services implementation as perceived by students and school counsellors. If the policy is not user-friendly, recommendations will be made to improve it. One of the key responses to policy is planning. The next subsection highlights what planning involves and the benefits of planning SGC services.

2.3.2 Planning in the international arena

Planning involves goal setting and development of methods and strategies for goal attainment. During planning, decisions on what is to be done, how to do it and the route to follow to achieve the goals are made. From the above description, plans for SGC services provide an essential framework for delivery of the services. Successful planning in SGC services ensures a structured response to students' personal, social, educational and career guidance needs. The plans for effective SGC services includes all guidance and counselling activities, classroom sessions with students, individual counselling, meetings with administration, parents, support agencies and orientation. In America (Reynolds & Cheek 2002:93; Schmidt 1993:42) and in Ireland (NCGE 2003:4) the planning of SGC services is done at the beginning of every year. Gibson (1990:255) believes that in America, SGC services plans show the audiences to be addressed, the information to share with these audiences, the purpose of the information and the methods to be used. The American planning situation is related to the one practised in Finland. In Finland, the SGC services plans consist of goals of the services, how the services are to be implemented, the responsibilities of all the key stakeholders and how the services will be evaluated (Lairio & Nissila 2002:171).

In Scotland, a plan gives the objectives of the SGC services (Howieson & Semple 2000:375). Howieson and Sample's idea is related to the NCGE's (2003:4) statement that in Ireland, SGC services planning of effective services should answer the following questions:

What are the guidance and counselling needs across all groups in a particular school? How can these be assessed? And how would one include all learning partners, for example parents, students and past pupils? What goals and objectives are defined for each year group? And what guidance and counselling activities are planned for the students in each year group? What resources in personnel, facilities and support will the school make available to support the achievement of the guidance and counselling objectives? What is the time-frame for the achievement of the guidance and counselling objectives? How does the school aim to monitor and review the progress of the guidance and counselling programme? Which learning activities would suit various groups in the school? What budget will be assigned to achieve this programme? What review and evaluation process will be developed?

The NCGE's (2003:4) ideas support Lapan's (2001:289) argument that in America, SGC services planning requires school counsellors to identify those actual aspects of human

development that the services can directly influence. The services planning should consider the services elements, counsellor's roles, time taken on tasks and resources required to achieve results for both students and the school environment.

In developing countries such as Botswana, the importance of planning is that it forms the basis for action, organisation, involvement, assignments, programme evaluation, decision making and commitment (UNESCO 2000:5). During planning, the SGC services coordinator identifies relevant personnel to provide the SGC services and describes their role. Poor planning results in ineffective SGC services (UNESCO 2000:5). Schmidt (1993:43) argues that in America, implementing SGC services without "clear goals and objectives is like piloting a plane without a flight plan". SGC services without clear goals and objectives tend to be haphazard and miss the real issues and needs of students, parents and teachers. Brown (1989:47) adds that in America, secondary schools whose SGC services have evolved with no particular plan are ineffective and to some degree dysfunctional. Ideally, school counsellors should conduct an annual student SGC needs assessment and construct a programme to meet these needs (Brown 1989:50).

In America, effective SGC services planning does not only involve "school based personnel but also parents and community leaders" (Paisley 2001:276). Similar to American practice, plans in Irish and Canadian schools with effective SGC services are drawn up in consultation with all school partners in order to ensure that they reflect the identified needs of students. The school partners include school counsellors, teachers, administrators, parents and students (Levi & Ziegler 1991:vi). In developing countries like Uganda, parents and students are involved in the planning process of SGC services to enhance their self-esteem (Rutondoki 2000:92-93).

This study wants to establish if the Zimbabwean secondary SGC services are planned and how the planning status affects their effectiveness from the students' and school counsellors' perspectives.

Since planning is informed by needs assessment as indicated earlier on, the next subsection discusses needs assessment and how it is linked to SGC services.

2.3.3 Needs assessment services in the international arena

Needs assessment is the identification of the needs of those to be served or beneficiaries. It can be said to be a formal process that determines the gaps between what is and what should be. Rimmer and Burt (1980:59) view needs assessment as an approach for involving students, families and the community in setting goals and priorities for the SGC services

2.3.3.1 Importance of needs assessment

In South Africa, needs assessment is an integral part of any SGC services (Euvrard 1996:114). In Botswana it has been established that needs assessment determines SGC services goals and objectives (UNESCO 2000:7). Needs assessment also allows services evaluation. The results of needs assessment determine priorities. Marais (1998:148) recommends that the contents of future South African syllabuses for SGC services should be based on the needs of the students. Needs assessment should focus on the personal, social, educational and vocational needs of students, parents and teachers to provide balanced and comprehensive SGC services (UNESCO 2000:7).

School counsellors who offer effective services begin by obtaining the necessary information on which to make appropriate and accurate decisions. Thompson, Loesch and Seraphine (2003:35) argue that in American schools, effective assessment of students' counselling needs is a crucial component in the implementation of effective SGC services. Rye and Sparks (in Lusky & Hayes 2001:29) state that in America, needs assessment is the first step in establishing goals and objectives for which SGC services will be held accountable. Effective school counsellors conduct needs assessment to determine student strengths and weaknesses in American schools (Borders & Drury 1992:493). According to Leviton (1977:244), surveying the needs of students in American schools helps the school counsellor to become more aware of student priorities for SGC services.

Research studies concerned with needs assessment in guidance settings (Burch 1979; Dossey 1981; Jones 1979; Maier 1984; Omar 1983) cited (in Euvrard 1992:216) all

emphasise the importance of finding out what students themselves indicate as their needs. Wells and Ritter (1979:175) argue that in American schools, students' ideas are valuable as they are the primary consumers of SGC services. It is crucial that the services offered meet the students' needs. However, SGC services providers have presumed it unnecessary to ask the beneficiaries of the services about what they need or to evaluate what services they have received. It has been established that in America, lack of students' needs assessment results in students receiving similar guidance and counselling information regardless of their individual needs (Andrews et al.; Hutchinson & Bottorff in Alexitch & Page 1997:207). Thus, there is often a mismatch between students' needs and delivered guidance and counselling services because the service provider is unaware of the students' needs (Euvrard 1992:216). This mismatch results in students not benefiting from the guidance and counselling services. In other words, ineffective services result from the fact that the SGC services are not relevant to the actual needs of students for these services are designed with little or no research into what these needs are.

Ahia and Bradley (1984:149) note that in Nigeria, no definite student needs assessment has been conducted to provide a base for effective SGC services. As in Nigeria, a study by Euvrard (1992:216) established that little useful research has been done in the area of students' guidance and counselling needs in South Africa such that although the legislation and official manuals suggest that the students' needs and wishes be taken into account, the actual services and syllabuses offered are not based upon any supporting research. Euvrard (1992:216) further states that in South Africa, the question of whether there is a close match between what students actually need and what the guidance and counselling services intends to achieve cannot be answered because little research has been done into what students actually need. However, there has been an improvement in this area in South Africa. The National Curriculum Statement of Life Orientation Grades 10-12, Department of Education, Pretoria (2003:38-40) outlines how to assess the performance of the learner in order to establish his or her needs.

This study seeks to find out the extent to which Zimbabwean secondary school students have a say in the guidance and counselling services they receive and the impact this has on the received services.

2.3.3.2 How needs assessment is done

Effective school counsellors obtain needs assessment data through a number of ways. One is to identify and list those who are to be served by the services, for example students, teachers and parents. After this one has to survey the beneficiary's opinions about the services. In American schools, the data may be obtained through surveys on stakeholders who may include: students, teachers and parents (Lusky & Hayes 2001:30; Reynolds & Cheek 2002:89). Surveys on the guidance and counselling beneficiaries reveal some critical concerns and needs of students in the school. Interviews with students, teachers and parents and observations made in schools are other sources of needs assessment data. School counsellors may use students' end of year results, student records, standardised tests, interest inventories and behaviour rating scales as sources of needs assessment. Needs can also be obtained from informal conversations with students and from inputs from the school nurse, social worker and the psychologist if they are available. UNESCO (2000:8) adds that in Botswana the beneficiaries' opinions are collected through the use of questionnaires, brainstorming and school and community records.

This study seeks to establish the assessors of SGC services needs and the methods used to obtain the needs in Zimbabwean secondary schools. In the event that a needs assessment procedure is not currently in place, the study would provide a way to assess guidance and counselling needs of Zimbabwean students.

As has already been stated earlier on, goals and objectives of school counselling services evolve from the needs assessment data. School guidance and counselling committee members discuss the goals and objectives. Then strategies and activities for the year are planned and these reflect the identified needs that lead to the goals of the service. Activities are then selected to meet the set goals. For example, if a survey found that Form 3 students express anxiety about failing in Form 4, the goals and objectives might

look like this: **Goal:** Students will be successful in their 'O' level (Forms 3 and 4). **Objective:** Students will be able to a) describe the 'O' level courses and regulations b) demonstrate effective study skills. The activity for objective b) would be offering students study skill lessons.

In America, needs assessment is done by a working committee (Rimmer & Burt 1980:60) that includes school counsellors. Reynolds and Cheek (2002:89), Lusky and Hayes (2001:27) and Borders and Drury (1992:493) support the above point when they state that school counsellors in America do needs assessment. In Botswana, needs assessment is done by SGC services developers (UNESCO 2000:8) and a School Guidance Committee made up of school counsellors (UNESCO 2000:12).

School counsellors who make adequate needs assessment and select appropriate services win the respect of their colleagues and consumers of their services. Lusky and Hayes (2001:33) state that stakeholder participation in needs assessment encourages a sense of ownership resulting in total commitment to the SGC services. This should be the hallmark of the operation of professional counsellors regardless of the setting in which they work. Once beneficiaries' opinions have been collected, these are compiled, classified and analysed.

The present study wishes to establish whether needs assessment is done in the Zimbabwean secondary SGC services. If needs assessment is done, the researcher wants to establish how it is done and how the results are used. Once the beneficiaries' needs are ascertained, the next thing is to respond to the needs. The following subsection highlights the responsive services that should be provided in SGC services.

2.3.4 Responsive services in the international arena

UNESCO (2000:13) states that responsive services are services that are tailored to meet students' concerns regarding their health, personal-social, educational and career development. These concerns will be established through needs assessment. Responsive services include counselling and orientation services.

2.3.4.1 Counselling services

In Canada (Hartman 1999:19) and in America (Schmidt 1993:76; Ibrahim, Helms & Thompson 1983:599) students are provided with occupational, educational, personal-social information and all other types of information needed by all students for planning and self-adjustment. The counselling services can either be given to an individual student or to a group of students sharing common concerns (Hartman 1999:34; Ibrahim et al. 1983:599). UNESCO (2000:14) states that in Botswana, counselling services are regarded as a social service based on the recognition of the individuals' uniqueness, dignity, value and respect. During the counselling services, individuals are offered an opportunity for self-knowledge and self-development through individual or group interventions. Understanding and knowledge of oneself and the environment gained through counselling leads to personal development and good decision-making (UNESCO 2000:14).

Hartman (1999:34-35) argues that in Canadian schools, effective SGC services offer educational counselling which is a process of offering information to students who need assistance in making decisions about aspects of their education, such as the choice of subjects, courses, and choice of high school and college. Educational counselling increases a student's awareness of educational opportunities (UNESCO 1998:8). Students are provided with information on learning styles and study methods. How students' attitudes, interests and work habits affect their educational results is discussed. Developing educational plans that are in line with one's career and life goals, is also discussed during educational counselling in Canada. In Zambia, educational information is also provided during counselling (UNESCO 1998:8).

Personal-social counselling deals with emotional distress and behavioural difficulties that arise when individuals struggle to deal with developmental stages and tasks (UNESCO 1998:9). Personal-social counselling also aims to help students develop and maintain healthy and effective interpersonal relationships. The other aim is to improve the student's self-understanding and self-esteem. In Zambia (UNESCO 1998:8) personal and social counselling awaken adolescents to educational and vocational opportunities. The students are empowered and taught to develop positive attitudes towards themselves. The

result is that students acquire the ability to acknowledge areas of expertise and develop the freedom to make positive choices in life.

Occupational information can be obtained through occupational studies, vocational counselling, leaflets and career workshops (Hartman 1999:19). Vocational counselling involves school counsellors having individual contacts with students whom they counsel in order to facilitate career development. The students are helped to become aware of the many occupations to consider and decide what to do after school (UNESCO 1998:9).

This study intends to ascertain how effective the Zimbabwean secondary school counselling services are as perceived by students and school counsellors.

2.3.4.2 Orientation services

MacMillan English Dictionary for Advanced Learners (2002:1002) defines orientation as information or training given to students before they start new activities. In this study, the focus is on students from the primary school being inducted or introduced to the secondary school life and those in the secondary school being introduced to the world of work and further studies. From this standpoint, orientation services are concerned with ensuring that the problems involved at those transition points where students move from a familiar situation to an unfamiliar one are reduced. In other words, these are services that are given to students to help them adjust to a new situation, school activities and social activities (Hartman 1999:19).

In African countries, Mwamwenda (1995:470) posits that when students are enrolled into secondary schools they should participate in orientation services. During orientation, teachers should give their teaching and personal history to students. This enables students to understand their teachers better and results in more effective teacher-student interaction. Students will also have to be shown the physical layout of the school so that they know where the classrooms and other facilities are located (Rutondoki 2000:86).

Zeedyk, Gallacher, Henderson, Hope, Husband and Lindsay (2003:68) state that in British schools, effective SGC services operate some type of transition support services.

The services include primary school students visiting the secondary school they intend to attend, thereby gaining the opportunity to meet new teachers, talk with older students and tour the school buildings. Other strategies include providing information leaflets to primary school students and their parents and having older students return to their primary schools to talk with incoming students.

Maluwa-Banda (1998:295) states that in Malawi, secondary school years are important in the adjustment of students because “they represent the transition from the comparatively sheltered life in the primary school to the freedom and responsibility of either tertiary education or employment”. Almost everything the student encounters is new; new teachers, students, curricular programmes, physical facilities, rules, regulations and services. The student needs help in orienting himself or herself to all these new factors. Rutondoki (2000:3) supports the above idea when he states that in Uganda, students newly admitted into secondary school feel socially and psychologically at a loss in the new environment. The students no longer enjoy the psychological support of their parents and former teachers. Such students need orientation or adaptive services to help them adjust and familiarise themselves with the new situation in the school they have joined (Rutondoki 2000:3).

In Britain (Zeedyk et al. 2003:68) and America (Akos & Galassi 2004:212), the new situations always lead to a considerable period of stress and anxiety. The stress and worry result in a decrease in academic performance, school attendance and self-image. In America, Hughes (1971:205) adds that developmental, social or other problems of adjustment at the beginning of the secondary school period may seriously divert a student’s energies and attention from academic pursuits.

This transition presents students with problems of an educational, vocational, social and personal nature. Effective school counselling services play a crucial role in helping students negotiate these challenges. For instance, secondary school students are assisted with study methods, note-taking, writing skills and research skills for academic success (Mwamwenda 1995:470). Students may also be assisted in choosing subjects, careers and friends. Students receiving guidance and counselling services are better adjusted because

the services give them an opportunity to acquire pertinent information about that which lies ahead. Better-adjusted students are those who are able to live productively, to overcome their problems as they arise or to face objectively their strengths and limitations.

Hartman (1999:191) supports the above argument that effective school counselling services offer orientation services that ensure that the students are not overwhelmed by strange situations, but learn how to cope successfully with such experiences. Some of the new situations the world over, which students may find themselves in are: when they first enter secondary school where they meet several teachers and subjects, when they are called for school, college or job interviews, and when one or both of their parents die.

Brown (1972:75) highlights survival orientation as one of the important components of effective SGC services. Survival orientation is a brief session designed to acquaint all new students with their new learning environment, to present information about school life and to give advice on effective study procedures. The school counsellor's role is not to give a lecture but to talk with the new students about their future school life. The counsellor gives the students academic survival information. This study seeks to determine whether Zimbabwean secondary school students are receiving orientation services upon entry into secondary schools and how they perceive these services.

There are too many students in need of counselling services in schools. School counsellors cannot offer responsive services on their own-but they need to be assisted. The following subsection looks at how peer counsellors can be used in student services provision.

2.3.5 Peer counselling in the international arena

Peer counselling is when students offer guidance and counselling services to their peers. Effective school counsellors do not offer needs assessment, orientation, information and counselling services on their own. They make maximum use of peer helpers. In America, this is achieved through training and coaching students in peer counselling. They are trained in basic listening and helping skills as well as basic skills of problem-solving and

decision making (Borders & Drury 1992:491; Myrick 1989:18; Lapan 2001:295). Robinson et al. (1991:36) indicate that school counsellors select peer helpers by asking students to give names of two students to whom they would go if they had a personal problem. Students with the highest number of votes receive peer-counselling training. Peer helpers assist school counsellors in showing new students around the school, listening to peers who have concerns and providing outreach activities. The peer helpers are encouraged to refer 'their' clients to school counsellors. Use of peer helpers ensures SGC services reach a wider audience.

In Botswana, peer counselling is based on the understanding that "students tend to relate more to those peers with whom they are comfortable" (UNESCO 2000:26). The peer counsellors assist in identifying students with problems and making referrals to the school counsellor. The Botswana situation is similar to the one found in Uganda. Rutondoki (2000:121) argues that in Uganda, "peer counselling for adolescents is important because it enables them to discuss freely and express personal problems about parents, the authority and themselves in a free and frank manner". Peer counsellors provide information that the adults would normally not be prepared to discuss.

De Rosenroll and Dey (1990:304) state that in America, peer counsellors may defuse minor problems before they become crises. Peer helpers also "provide support and information to their 'friend-client' who might be experiencing normal developmental stress" (De Rosenroll & Dey 1990:304). Also in America, peer helpers are the first line-helpers of students in need of counselling. They tutor students who have problems in their academic work and they befriend students who have been excluded or rejected by their peers (Schmidt 1993:257). Thus, peer helpers are a bridge between a troubled young person and an adult professional. Peer helpers can help improve the learning climate of the school. Peer counsellors "model appropriate behaviours and encourage other students to be cooperative and work hard" (Myrick 1989:18). Lapan (2001:295) argues that the presence of peer helpers results in the school counsellors having more time for the students with severe problems while Schmidt (1993:36) believes peer helpers can assist school counsellors in meeting the needs of a greater number of students. Morey, Miller,

Rosen and Fulton (1993:294) found that American high school students were satisfied with their interaction with peer helpers.

This study seeks to establish whether the Zimbabwean secondary SGC services involve peer helpers. If it does, the study seeks to establish how the peers are involved and the impact this has on the effectiveness of the guidance and counselling services.

Once responsive services have been provided, it becomes necessary to establish their worthiness. The following section deals with SGC services evaluation as a component of effective SGC services. Focus will be on evaluation and its varied dimensions.

2.3.6 School guidance and counselling services evaluation in the international arena

Evaluation entails putting a value judgment on something or determination of worth. In this section, emphasis will be on the place and modalities of evaluation in effective SGC services from international literature. As mentioned in Chapter 1, the evaluation status of the SGC services will be one of the key areas upon which the assessment of the effectiveness of the services will be based.

Borders and Drury (1992:493) state that in America, SGC services evaluation has historically consisted primarily of reports on kinds of services offered, percentages of school counsellor's time spent on each activity and the number of students served. Manitoba Education and Training (1991:30) states that in Canada, guidance and counselling services evaluation should constantly improve the services so that they remain dynamically responsive to the changing needs of students, the school and society.

Schmidt (1993:55) also views evaluation in school guidance and counselling in America as both an on-going process of collecting data from students, parents and teachers to assessing services and activities and an annual process of gathering feedback regarding the guidance and counselling services as a whole. It examines how well particular services meet intended goals. Schmidt (1993:43-44) also states that in American schools, evaluation activities of the effectiveness of SGC services focus on determining whether

school counsellors achieve their objectives and whether the guidance and counselling services are effective in helping students achieve the set goals and objectives. In other words, it is a continuous process aimed at identifying beneficial services and effective methods of services delivery. Hughey, Gysbers and Starr (1993:31) also see evaluation of guidance and counselling in American schools as a means of improving the delivery of services to students. In developing countries such as Botswana, evaluation seeks to provide objective evidence of whether the services have met their desired objectives. The school will be able to establish whether the services are effective or not (UNESCO 2000:30).

Goals of school counselling services must be clearly defined and agreed upon by all who will participate in the evaluation process. Many scholars in America agree that the process of evaluating SGC services should be shared by the people involved, for example, counsellors and those benefiting from the services (Schmidt 1993:281). Counsellors must therefore seek input from students, parents and teachers. There should be agreement on what should be evaluated and what constitutes evidence of accomplishment of services goals. Clear descriptions of services goals and objectives help the beneficiaries understand the counsellor's unique role in the school.

All people who participate in or are served by the school counselling services should be involved in the evaluation process. However, most SGC services evaluations in Canada are conducted without the consumers' input (Hiebert 1994:335). Students, teachers and parents should provide some input in the evaluation process (Hughey et al. 1993:31).

UNESCO (2000:34) states that in Botswana, effective evaluation procedures consider the following: "deciding when to evaluate, deciding what precisely to evaluate, deciding whom the evaluation is intended to serve, deciding who should conduct the evaluation, deciding what questions the evaluation should address, planning the evaluation study and deciding how to report the evaluations". This study tries to find the evaluation guidelines the Zimbabwean secondary school counsellors follow and what impact these have on the SGC services' effectiveness.

In America, satisfaction surveys that seek to establish whether beneficiaries are happy with the services offered are conducted (Lusky & Hayes 2001:28; Reynolds & Cheek 2002:95). The Missouri Comprehensive Guidance Programme (in Hughey et al. 1993:31) state that in America, evaluations of SGC services should provide an answer to a number of questions including the following: Are the individuals served by the services and the beneficiaries in the community satisfied with the services? Establishing the perceptions of students, teachers and parents involved in SGC services can provide valuable feedback that can be used to enhance the quality of the services. Brown (1989:49) states that in American schools, effective SGC services carry systematic evaluation surveys that ask parents, teachers, counsellors and students to evaluate various aspects of the SGC services. In Botswana, evaluation techniques used in effective SGC services include: tests, interviews, questionnaires, observations and inspection of records (UNESCO 2000:35).

Myrick (in Schmidt 1993:291) highlights that it is a requirement in America for the beneficiaries of guidance and counselling services to give their opinion on the services they receive. Reviews of consumer feedback data help American counsellors to assess the strengths and weaknesses of the SGC services through the eyes of those who are receiving them (Schmidt 1990:90). These are done through questionnaires for students, parents and teachers that should be clear, understandable and easy to complete. Depending on the size of one's school population, it may not be necessary to have every student, parent, or teacher complete a questionnaire. It has been established that in America sample groups of students and parents may be sufficient to give the counsellor an overall picture of consumer satisfaction and services' effectiveness (Schmidt 1993:291-292). Alternatively, counsellors may develop a peer-auditing model. In this model, counsellors ask fellow counsellors from neighbouring schools to assess their counselling services' scope and effectiveness and write a report on the findings. This method is economic. Some counsellors design a monthly report form where they assess and report on the services they deliver. This study seeks to establish the evaluation methods used by Zimbabwean secondary school counsellors in evaluating the SGC services and the effects of these methods on the services.

Counsellors should be willing to set specific evaluation criteria for themselves and work with the beneficiaries of their services. They must know how much time they have to indicate performance and establish criteria that they believe can be met within a specific time frame. The following criteria have been used in evaluating the effectiveness of American school counselling: academic achievement, school attitudes, setting realistic goals, improvement in reading, peer relations, personal adjustment and reduction of inappropriate behaviour (Reynolds & Cheek 2002:94; Otwell & Mullis 1997:345; Pine 1975:138). The evaluators try to establish whether students demonstrate improved academic achievement, positive school attitudes, appropriate behaviour, improved personal adjustment and set realistic goals as a result of receiving SGC services. This study tries to find the evaluation criteria Zimbabwean secondary school counsellors use in evaluating their services.

2.3.6.1 Types of services evaluation

There are a number of types of evaluation. The type of evaluation procedures chosen by counsellors depend on what questions need to be answered. Two types of evaluation are normally used in Canadian SGC services. These are process evaluation and outcome evaluation (Baruth & Robinson 1987:345). Process evaluation also known as formative evaluation is an on-going process in that it occurs repeatedly at various stages of the implementation of the SGC services. Its purpose is to ensure that the development of the guidance and counselling services is proceeding in a timely manner and that there are no problems that should be addressed immediately. Process evaluation focuses on discovering through feedback the satisfaction of the design of the services. It aims at monitoring on a continuous basis, possible areas of failure, such as what factors may prevent or encourage people to use the services. It is also directed at describing why the services were effectively implemented. Outcome evaluation is sometimes called summative evaluation (Hartman 1999:173). It is an assessment of the outcomes of the services provided by school counsellors in comprehensive services. It serves an accountability function. Hartman (1999:173) highlights that outcome evaluation in Canada assesses progress towards the intended goals as well as at the end of the services to decide whether or not the goals were achieved. It describes the overall success of the services and determines whether the services should be continued. In other words, it deals

with end results of how well the services met the stated objectives. Outcome evaluation focuses on effectiveness (Hartman 1999:173) and is sometimes referred to as product evaluation. In American schools, formative and summative evaluation strategies are used (Lapan & Kosciulek 2003:324). Developing countries like Botswana also use formative and summative evaluation (UNESCO 2000:32). This study seeks to establish the type(s) of evaluation Zimbabwean secondary school counsellors employ in evaluating their services.

2.3.6.2 Benefits of evaluating school guidance and counselling services

A number of scholars have highlighted the value of evaluating SGC services. In America, evaluations of SGC services enable counsellors to know whether they are accomplishing their goals so that if not they make necessary adjustments (Myrick 1984:218; Jones 1993:199). It helps them identify what remains to be done. Evaluation of guidance and counselling services can reinforce effective approaches or suggest new directions that might be taken. Thus, the evaluation helps counsellors to select appropriate and effective services to meet the needs of students, parents and teachers. This is related to Ernst and Hiebert's (2002:81) view that evaluation in Canada is basically a decision-facilitating and not decision-making activity. For example, decisions about what services need to be expanded or strengthened and which ones need to be de-emphasised are made from the evaluation results. Evaluation may therefore lead to the improvement of the quality of the impact of SGC services on the educational setting. Related to the above, is Baker (in Trevisan & Hubert's (2001:225) argument that in America, evaluation can provide evidence that counsellors are accomplishing their goals. They can provide means of communicating to others what a counsellor does. Thus, it helps counsellors define more clearly their role in the schools.

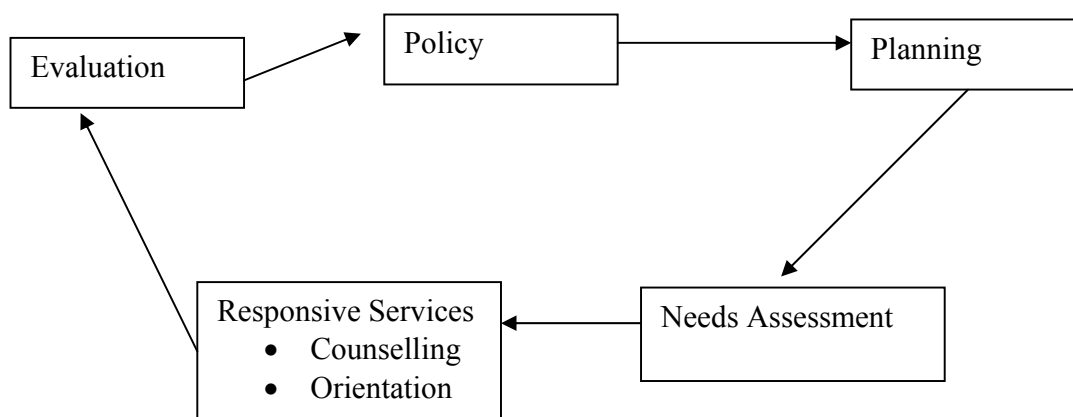
A well conceived evaluation plan in American schools demonstrates accountability and validates the work of the school counsellor and SGC services (Borders & Drury 1992: 494; Fairchild & Seeley 1995:377). Kellett and Pettifor (in Ernst & Hiebert 2002:78) state that in Canada, data obtained from the consumers should be presented well to provide an index of effectiveness for the SGC services. Besley (2002:72) states that in Scottish schools, "evidence of school counsellors' effectiveness is provided from a range

of performance evaluations”. Counsellors take control of who they are and what services they should offer in helping their consumers by producing and distributing clear evaluation reports. Communicating SGC services evaluation results to consumers serves as a stimulus for consumers to suggest recommendations for quality improvement (Ernst & Hiebert 2002:81). In America, summary reports indicate successes and strengths of the SGC services as well as areas for improvement (Borders & Drury 1992:494). It has been established that in America, school counsellors may, however, lack the time, the training or the credibility to conduct their own services’ evaluations especially if the competence or expertise of the counsellors themselves is an issue in evaluation (Curcio, Mathai & Roberts 2003:296).

2.3.7 Summary of components of effective and comprehensive SGC services

The section on the components of effective and comprehensive international SGC services has demonstrated that policy on SGC services is important. Planning was seen as a key response to policy. Planning was seen to be informed by needs assessment. Needs assessment leads to responsive services such as counselling and orientation services. Once the response services have been offered they need to be evaluated. The figure below designed by the researcher explains this scenario.

Fig. 2.1 Components of effective school guidance and counselling services



The main purpose of services evaluation is to determine the services’ worthiness. Now that this section has looked at SGC services evaluation, the next section will concentrate on the perceived benefits of the SGC services.

2.4 BENEFITS OF SCHOOL GUIDANCE AND COUNSELLING SERVICES

This section provides some highlights of the benefits of the SGC services in secondary schools in developed countries such as America, Hong Kong, Britain, Canada and developing countries such as South Africa and Malawi, to mention a few. The benefits will be placed into groups, namely: personal-social, scholastic-academic, career and vocational benefits.

2.4.1 Personal-social benefits

Lonborg and Bowen (2004:318) and Lapan (2001:295) argue that in America, effective SGC services create a safe school environment whilst Lapan, Gysbers and Petroski (2003:195) state these engender greater student feelings of safety in schools. In this kind of environment, students have a sense of belonging. Bruckner and Thompson (1987:196) state that in America, students were able to make friends and hold their temper down as a result of the SGC services they would have received.

Siann, Draper and Cosford (1982:55) posit that the main criterion in assessing the effectiveness of SGC services being offered to students is whether or not the school counsellors were seen as helpful in problem situations. Wiggins and Moody (1987:355-356) state that in America, students surveyed gave excellent ratings to the SGC services they received. Earlier on Leviton (1977:243) found that the majority of American students revealed that the school counsellors had been helpful with students' problems. Lee (1993:164) argues that students who participated in SGC services in American schools "viewed themselves more positively and began to predict their own success in school". Armcost (1990:110) reported that many students in America indicated that they preferred to talk to the school counsellor about personal problems other than any staff.

Euvrard (1996:113) points out that effective South African high school guidance services operate in a preventive way and equip students with information, skills and attitudes which enable them to successfully negotiate the challenges of adolescence. Adolescents are helped to develop social skills in getting along with the opposite sex. Thus, effective school counselling services result in fewer personality or social maladjustments. The above argument is supported by Rowley, Stroh and Sink (2005:302) who state that

effective SGC services in America help students acquire developmental competencies such as establishing and maintaining peer relationships. This study tries to deduce whether the Zimbabwean secondary SGC services prepare students for new situations and if they do, how this is done and what effects this has on the effectiveness of the services. In the event that the study would prepare students for new situations, the study would provide suggestions for preparing Zimbabwean students for these situations.

2.4.2 Scholastic-academic benefits

Gerler (1985:45) reports that school counselling services in America positively influence the affective, behavioural and interpersonal domains of children's lives and as a result affect students' achievement positively. It was also established in America that effective school counselling results in an increase of behaviours related to achievement such as improved study habits, efficient use of time and greater academic effort (Otwell & Mullis 1997:345). St Clair (in Gerler & Herndon 1993:186) adds that effective SGC services in America can improve classroom behaviour, reduce students' anxiety and improve self-concept. Schmidt (1993:37) states that effective school counselling services in America "assist students in becoming able learners". This assistance is achieved through helping teachers to adopt effective teaching methods and creating safe classroom environments.

Besley (2002:72-73) states that effective SGC services in Scotland remove some barriers to learning that students may face and consequently, teachers concentrate on their major task of teaching. This results in better academic results. Related to the above is Carnevale and Derochers' (2003:228) view that American school counselling, "helps students develop education strategies that will allow them to meet academic requirements and at the same time develop soft skills and attitudes that are typically learned in applied contexts". Lapan and Kosciulek (2003:319) add that academic achievement in American schools is to be "best understood within a comprehensive framework that includes activities such as problem solving, classroom performance, work-based performance, standardised test scores and vocational skills development".

Borders and Drury (1992:491) cite studies in America that show increased academic achievement, academic persistence, school attendance and positive attitude towards

school and others as a result of school counselling. Examples of the cited studies include Wilson (1985), Myrick and Dixon (1985) and Morse (1987). Lee (1993:169) found that American classroom guidance lessons led by counsellors can “positively influence students’ academic achievement in mathematics”. In the same country, improved academic achievement resulting from receiving effective SGC services is also reported by Sink and Stroh (2003:360); Gibson (1989:35); Blum and Jones (1993:208) and Otwell and Mullis (1997:343). Hui (1998:437) reports similar experiences in Hong Kong. American students, parents and teachers viewed the SGC services as having a positive impact on students (Hughey et al. 1993:33) whilst Canadian school counsellors viewed themselves as having an impact on classroom behaviour problems (Gora et al. 1992:9). This study investigates whether the Zimbabwean secondary SGC services result in the above benefits. In the event that the services do not result in the above benefits, the study will provide ways to enable the services to avail Zimbabwean students with the above benefits.

2.4.3 Career and vocational benefits

Okey, Snyder and Hackett (1993:218) and Jones (1993:195) say that in America, students who received SGC services reported that they learnt about careers, developed a clearer idea about possible careers for themselves, learned things about themselves and had been encouraged to learn more about careers. Maluwa-Banda (1998:289) supports the above when he states that Malawian secondary SGC services help students understand their own interests, abilities and potentialities and develop them to the full. Students are also helped to identify educational and vocational opportunities. Lapan, Gysbers and Sun (1997:292) report that American schools with effective SGC services had students reporting that they had earned higher grades, their education was preparing them for their future, their schools made more career and college information available and their school had a more positive climate.

Hartman (1999:134) states that in vocational guidance, effective Canadian SGC services enable students to develop “decision-making skills to the point of being capable of making realistic choices from short term to longer term”. That is, students are assisted in assessing their aspirations, values, interests and aptitudes when making career decisions

and plans.

Taylor (1971:44) notes that British school counselling services help students throughout their secondary education, to plan their vocational and educational progress. The school counselling services help students learn of possible future educational and vocational opportunities. This study seeks to establish whether Zimbabwean students are able to make informed career and educational choices as a result of receiving guidance and counselling services.

2.4.4 Lack of benefits

Some studies have indicated that SGC services being offered in schools are not effective. Maluwa-Banda (1998:292) reveals that Malawian school counsellors perceived the SGC services being offered in Malawi as weak and having little impact, if any, on the student population. In Canada, students were generally dissatisfied with the type of services they received from school counsellors (Alexitch & Page 1997:205). The explanation for this dissatisfaction may be that students are often not provided with information that is tailored to their individual needs and characteristics and that all students are given similar types of services (Andrews et al., Hutchinson & Bottorff in Alexitch & Page 1997:206). Chapman, DeMasi and O'Brien (1991:275) reported that in America, parents generally held a low opinion of the effectiveness of school counselling services offered to their children. This study wants to establish Zimbabwean school counsellors' perceptions of the services they are giving and how students view these services.

For the above benefits to be realised, the school counsellor should have performed certain functions. The following section will highlight the role school counsellors should play to effectively offer SGC services.

2.5 ROLE OF THE SCHOOL COUNSELLOR FOUND IN INTERNATIONAL LITERATURE

Today's school counsellors the world over embrace a role that requires direct services to students, parents and teachers as opposed to one that is comprised mostly of administrative and clerical tasks. They help the consumers of their services face a wide

range of challenging issues. Generally, school counsellors design SGC services that address the development of students in three essential areas: educational development, career development and personal-social development. Some students' educational and career aspirations are inhibited due to social or personal difficulties that must be addressed by counsellors if students are to experience success in American schools (Schmidt 1997:6). Examples of personal difficulties students may experience include low school achievement, low self-esteem and poor attitudes towards school. Kameen et al. (1985:102) argue that to effectively play their role, American school counsellors must first examine critically the objectives and purposes of the overall services and systematically design a plan of action that will best accomplish these goals. In this section, school counsellors' roles will be presented around the following themes: educational development, career development, personal-social development, referral role and additional roles.

2.5.1 Educational development role

In educational development, counsellors assess students' abilities and provide services for parents to learn about their children's development and progress in American schools (Schmidt 1993:38). Brown (1972:25) argues that American school counsellors identify students with problems in study habits and attitudes that affect their studies. Schmidt's (1993:38) and Brown's (1972:25) observations are related to Hartman's (1999:34) point that Canadian school counsellors "assist students with the sequencing of educational experiences and the acquisition of skills deemed essential to their individual achievement and academic performance". The counsellors help the students to improve their study habits and attitudes so that they realise their best potentialities. This study seeks to establish the role Zimbabwean secondary school counsellors play with regards to students' study skills, career development and personal-social development with a view to improving the academic performance, personal-social and career development of the students.

2.5.2 Career development role

In Canada, school counsellors play a significant role in career development. The school counsellors "provide students with experiences that increases knowledge of occupations,

training path, life styles, employment-seeking skills, decision making strategies and above all, knowledge of self' (Hartman 1999:36). Taylor (1971:46) states that British school counsellors help young people to find jobs and employers to find suitable employees. They provide up to date information about occupations for parents and schools as well as young people. They also carry out a follow-up on the young people in employment and if it is needed, they provide further help and guidance. Thus, the counsellors should be knowledgeable about job market trends, local job opportunities and requirements. Ahia and Bradley (1984:154) lament that Nigerian students have career needs that can only be effectively met by school counsellors rather than parents or relatives.

Ibrahim et al. (1983:599) state that counsellors assist students in selecting institutions of higher learning and provide information regarding financial aid and scholarships. Tatar (1995:271) supports the above idea when he states that Israeli school counsellors provide information not only about their own school but also about other educational options, namely, parallel schools and institutions to attend after graduation. School counsellors should not only talk of employment in the formal sector but should also dwell on the concept of self-employment. The school counsellor has to educate students on how to form successful cooperatives.

Effective school counsellors organise and implement career guidance programmes for students that include an assessment of their career maturity and career planning (American School Counsellor Association (ASCA) role statement 1981:10). Other key roles of school counsellors include organising career trips. For example, South African school counsellors organise trips to career exhibitions (Stead 1987:14). The counsellor also visits feeder schools, community service sites, colleges and universities, the local career centre and make arrangements for speakers and field trips. The present study seeks to establish the role Zimbabwean secondary school counsellors play with regard to students' interests, abilities and career choice and the effect this has on their effectiveness.

2.5.3 Personal-social development role

The Scottish Ministry of Education (in Besley 2002:70) presents the main role of effective school counsellors as providing personal counselling for students as a means of removing barriers to learning. In America, the school counsellor is also involved in helping students deal with their problems (Paisley & McMahon 2001:107). Hui (1998:440) states that school counsellors in Hong Kong are also involved in the above role. Thus, school counsellors play an important role in students' personal and social development. Van der Walt, Grimbeek and Marais (2001:154) state that in South Africa, the school counsellor guides students in "making personal choices about their lives, lifestyle and development about schools". In Uganda, the counsellor's duties include assisting students who are maladjusted, annoyed, unhappy and frustrated (Rutondoki 2000:63). Maluwa-Banda (1998:294) argues that in Malawi, students are helped with their normal physical, intellectual, emotional and social development. The students are taught about physical changes in their bodies and communication skills to help them develop friendships and relate more effectively to their peers, parents and teachers. Tatar (1995:269) adds that Israeli school counsellors assist students with social or emotional adjustment problems. Tatar's (1995:269) point is related to Karayanni's (1985:297) argument that Israeli teacher-counsellors help students reach self-understanding. From the above, one can deduce that counsellors assist students in achieving appropriate personal adjustment and in the development of adequate interpersonal relationships. This study seeks to establish whether Zimbabwean secondary school counsellors perform the above functions. If they do, how they do it and what effects this has on the effectiveness of their counselling services will also be established.

2.5.4 Referral role

Effective American school counsellors play an important role in the referral of students (Borders & Drury 1992:493; Schmidt 1993:92; Missouri School Boards Association in Gysbers, Lapan & Jones 2000:355; Remley Jr & Sparkman 1993:168; Sandhu 2000:84; Gysbers & Henderson 2001:251; Dahir 2004:344; Eskrom, Elmore, Schafer, Trotter & Webster 2004:28). James and Burch (1999:215) add that these school counsellors also refer parents who may need outside support. Navin (1989:198) lists referral as one of the school counsellor roles in Botswana. Navin's (1989:198) point is supported by UNESCO

(2000:14) which states that in Botswana, some students' problems and concerns are beyond the capability of the school counsellor and in such cases the school counsellor's role is to establish a referral network. The Canadian school counsellor also facilitates the referral process for students and families deemed to need outside support (Hartman 1999:36). This study seeks to establish whether Zimbabwean school counsellors perform the referral role and if so, how school counsellors and students perceive the role.

2.5.5 Additional roles

Parents and teachers need assistance in understanding students (Paisley 2001:274). It is the role of the school counsellor to assist parents and teachers in this endeavour. American school counsellors present guidance and counselling lessons to parents and teachers (Rice & Smith 1993:201; Borders & Drury 1992:492; Schmidt 1993:34). School counsellors make presentations to parents on various aspects of child development, adolescent behaviour and communication skills. Ibrahim et al. (1983:599) posit that effective American school counsellors provide counselling services to parents to help them understand their children. The ASCA role statement (1981:8), the American official position on the school counsellor and Borders and Drury's (1992:492) views are that effective school counsellors provide parents with additional understanding of children and adolescent development in order to strengthen the role of parents in the promotion of social and emotional growth in children. Presentations by counsellors to teachers usually follow requests from teachers who want students to receive specific information or skills about particular concerns. At times teachers may be uncomfortable about sensitive issues, such as sexual development in adolescence and require school counsellors to assist in planning and presenting guidance lessons to address these concerns. Since teachers are the students' first line-helpers in schools, they need information to provide initial services to students. In America, the American School Counsellor Association (ACSA) establish teachers' needs at the beginning of each year. These needs are used to plan appropriate in-service workshops (Schmidt 1993:81).

Carlson (1991:32) argues that in America, in-service workshops with teachers and presentations to parent groups are all vital to the understanding and marketing of the guidance and counselling services. The in-service workshops also provide an indirect

service to a larger number of students. Gora et al. (1992:11) state that the major roles of Canadian school counsellors in effective SGC services “are counselling students and consulting with parents and other school staff”. An additional role of an effective school counsellor in Hong Kong (Hui & Chan 1996:209) is pre-service and in-service training and regular school-based staff development programmes in guidance and counselling and in management of students with emotional, behavioural and learning problems. This study seeks to establish whether Zimbabwean secondary school counsellors provide guidance and counselling in-service training to fellow teachers and parents and if they do, how these in-service workshops are conducted and the effects they have on the services’ effectiveness. The study would provide suggestions on how Zimbabwean counsellors can operationalise this function if they are not properly executing the function.

Maluwa-Banda (1998:293) states that another important role of Malawian school counsellors is to periodically meet their administrators to report on the students’ aspirations, educational and emotional needs and attitudes. Counsellors can share general information about major concerns and situations occurring in the school. For example, in America, a school counsellor who has seen a sudden rise in drug abuse referrals may not be able to give the names of the students receiving counselling, but could alert the administrator about the increased use of drugs and alcohol by students in general (Schmidt 1993:83). This enables administrators, teachers and counsellors to place themselves in a position to plan preventive services within the school. This study seeks to establish how Zimbabwean secondary school counsellors relate to their headmasters and how this relationship affects the effectiveness of their guidance and counselling services.

Stickel, Satchwell and Meyer (1991:111) argue that the administration of discipline is not a function of the school counsellor. They further state that if students see peers being sent to the school counsellor’s office for inappropriate behaviour, they will associate counsellors with discipline. Fitch, Newby, Ballestero and Marshall (2001:92) state that in America, “ the roles of disciplinarian and counsellor are mutually exclusive because counselling is based on trust and open communication”. This is supported by Lairio and Nissila (2002:171) who state that the Finnish school counsellors’ roles do not involve discipline. Besley (2002:70) also supports the above when he states that Scottish school

counsellors “do not administer discipline but assist students who might be in trouble with disciplinary hearings and conducting mediation conflict-resolution procedures”. The above idea is supported by Stead’s (1987:15) earlier view that South African school counsellors should not administer punishment to students. The present study wants to establish the Zimbabwean school counsellor’s position in relation to discipline and how the position affects the effectiveness of the services.

This study seeks to establish whether Zimbabwean secondary school counsellors execute the above roles from the perception of school counsellors and students and if they do, how these roles affect their effectiveness.

There may be factors that may affect school counsellors in performing their functions hence affecting the effectiveness of the services. The following section will highlight the factors that affect the effectiveness of SGC services.

2.6 FACTORS AFFECTING THE EFFECTIVENESS OF THE SCHOOL GUIDANCE AND COUNSELLING SERVICE

Literature has demonstrated that there are a number of factors that affect the effectiveness of SGC services. This section presents the following factors: resources, training, attitudes and others.

2.6.1 Resources

Effective SGC services in American schools have adequate resources, equipment and space (Lehr & Sumarah 2002:296). In addition, they have appropriate space within the school setting to adequately provide confidential counselling and consulting services for students, teachers and parents. Each school should have a counselling centre with a reception area, private offices and conference rooms for group sessions (Borders &Drury 1992:490; Carroll 1980:83). There should be secure storage areas for student records. Counselling centres usually store and display career and college materials in an area where students can have access to this information. In America, counselling centres are located in such a way that everyone in the school has equal access (Schmidt 1993:58; Gysbers & Henderson 2001:253; Gysbers & Henderson in Dorders & Drury 1992:490).

Schmidt (1993:58) states that an American counselling centre should not be near the administration building because the consumers of the services will associate the counsellor with administration. Canadian schools offering effective SGC services have career centres for both students and staff (Levi & Ziegler 1991:vi). In Botswana, effective SGC services have counselling rooms and resource rooms which are private and accessible (UNESCO 2000:22).

In America, effective SGC services have the following materials: computers for computer- assisted career guidance programmes, career choice exploration material, self-development resources, college catalogues, test taking skills packages, booklets that help students address developmental needs such as adjusting to their physical changes, handling peer pressure and preventing substance abuse, newsletters, brochures and pamphlets (Borders & Drury 1992:490; Carlson 1991:32-33). The school counselling services should also have a handbook to familiarise students, parents and the community with the school, its organisation, physical facilities, management, curricular and extra-curricular opportunities.

Effective counsellors learn about the services and resources of the communities in which their schools are located so that they can use them to improve their services. UNESCO (2000:17) states that in Botswana, effective school counsellors identify and document the resources needed so that they are readily made available. Adequate material and equipment enable counsellors and their support staff to provide efficient and effective services. Thompson et al. (2003:35), for example, argue that in America, assessment of student counselling needs is hindered by lack of psychometrically sound instruments of students' counselling needs whilst Lonborg and Bowen (2004:319) argue that effective American SGC services are hindered by lack of referral resources. Lairio and Nissila (2002:169) state that Finnish school counsellors are negatively affected by the lack of counselling resources. This study seeks to establish the resources and facilities the Zimbabwean secondary SGC services have and how these affect the effectiveness of their services. Suggestions for improving the services' resources and facilities will be given.

In addition to material and equipment resources available to the counsellor, human beings are a primary resource. Without adequate human support, all the other resources will make little difference. In Botswana, both human and material (books, computers, office space) are resources for effective school counselling services (UNESCO 2000:17). In America (Gysbers & Henderson 2001:252) and Canada (Gora et al. 1992:13), personnel in effective and comprehensive counselling services include administrators, teachers, parents; other student services specialists, student helpers and the school counsellors themselves.

School counsellors with successful comprehensive services recruit volunteers for the school, generate support from business and industries who donate money and materials to the service, use student helpers to network with their peers and co-operate with other student team members such as school psychologists and social workers. This study seeks to establish the personnel the Zimbabwean secondary school guidance and counselling service have and how they relate and operate. Suggestions for enhancing the relationship and operations of the Zimbabwean guidance and counselling personnel will be given.

Severe economic constraints have led to the marginalisation of the SGC services and the demoralisation of its practitioners. In British schools, pressures on schools' budgets have resulted in the marginalisation of guidance services (Watkins 1994:143; Robinson 1996:18). There is generally a shortage of appropriate reference materials for SGC services in African schools (UNESCO 1998:v). In America (Gysbers & Henderson 2001:253), there should be adequate financial support for the services to provide for materials and equipment. UNSECO (2000:18) states that lack of necessary resources in Botswana negatively affects the SGC services. This study will ascertain to what extent the economic factor affects the effectiveness of the Zimbabwean SGC services.

A key factor that has been found to affect the effectiveness of SGC services is time. School counsellors' heavy teaching loads and other responsibilities such as administrative and clerical duties in the school leave little time for them to meet students needing guidance and counselling services. In America, school counsellors complain that counsellor-student ratios are too high and as such this negatively affect the SGC services

(Reynolds & Cheek 2002:86; American Counselling Association in Whiston 2002:151; Paisley & McMahon 2001:107; Myrick 1984:219; Wells & Ritter 1979:175; Bardo, Cody & Bryson 1978:205; Lee & Workman 1992:17). Walsh et al. in Paisley and McMahon (2001:110) state that there are not enough school counsellors in America to handle all the needs of the students whilst Myrick (2003:175) adds that American school counsellors alone cannot provide all the SGC services and experiences that students need. Gora et al. (1992:12) state that in Canada, high counsellor-student ratios also prevent school counsellors from effectively performing their duties. Lloyd (1987:226) states that in Malaysia, schools have less time for counselling duties as much of the time is spent on teaching duties. Besley (2002:61) advocates for the employment of full-time school counsellors in Scottish schools to overcome the shortage of time. In Finnish schools, most of the school counsellors work as full-time school counsellors (Lairio & Nissila 2002:160), hence they have more time for the students. Trevisan and Hubert (2001:225) cite authors who state that lack of time in schools negatively affect the evaluation of SGC services.

There are also problems of time and workload in developing countries. In Malawi (Maluwa-Banda 1998:291) and in South Africa (Bernard et al. 1997:378), school counsellors complain of high counsellor-student ratio. This study wants to make a study of the status of the time factor in Zimbabwean secondary schools and how it affects the effectiveness of the SGC services.

The use of available resources may depend on the nature of training of the services implementers. The next subsection deals with how training affects SGC services effectiveness.

2.6.2 Training

The training of school counsellors has been found to have an effect on SGC services implementation and effectiveness (Paisley 2001:276). Euvrard (1996:116) established that those periods allocated for guidance in South Africa schools were not utilised optimally because of inadequately trained counsellors. School counsellors may be prevented from meeting the needs of students by the increasing number of crisis cases

and inadequate training in school guidance and counselling to handle certain problems. Human Sciences Research Council (in Bernard et al. 1997:374) found that in South Africa, lack of training negatively affects the identification of students' problems. In Uganda, "many educational planners and heads of institutions are not trained in guidance and counselling methods" (Rutondoki 2000:18). Owing to lack of training, they do not care about the importance of guidance and counselling services. In America, school counsellors lack effective organisational and counselling skills (Coker & Schrader 2004:263; Wheeler & Loesch 1981:573; Wiggins & Moody 1987:356; Okey et al. 1993:219). School counsellors in Canada (Gora et al. 1992:11; Levi & Ziegler 1991:vii) and in Malawi (Maluwa-Banda 1998:291) also lack the above skills.

In America, lack of training on the part of school counsellors negatively affects SGC services evaluation (Trevisian & Hubert 2001:225). This study wants to research the nature of training Zimbabwean school counsellors have and how it affects the effectiveness of the SGC service.

It has been noted that availability of resources and the necessary training in SGC services positively affect the effectiveness of the services provided. The influence of availability of resources and the necessary training may be affected by the attitudes of students, school counsellors and administrators. The following subsection will highlight how attitudes affect the effectiveness of the SGC services.

2.6.3 Attitudes

An attitude is "a fairly stable opinion regarding a person, object or activity, containing a cognitive element (perception and beliefs) and an emotional element (positive or negative feelings)" (Wade & Tarvis 1993:650). In this study, attitudes are perceptions, beliefs and feelings towards the SGC services. Attitudes have been found to affect the implementation and effectiveness of SGC services in China (Hui 2002:66). In America, negative attitudes of some school administrators, counsellors and students affect the effectiveness of the SGC services (Reynolds & Cheek 2002:86). The above situation obtains in Malawi (Maluwa-Banda 1998:292). Gysbers and Henderson (2001:251) established that in American schools, SGC services are often seen as ancillary-support

services, placing school counsellors mainly in remedial reactive roles that are not seen as mainstream education. Bardo et al. (1978:205) add that administrators and teachers in American schools may be “concerned about allocating resources for anything outside their conventional perceptions-of-classroom-activities”. There is generally a lack of appreciation for the contributions school counsellors make in schools (Lusky & Hayes 2001:27; Aubrey 1982:202). Myrick (1984:219) found that administrators and the general public in America are openly critical and are beginning to question the value of counsellor positions. Some positions have already been eliminated in school districts while others are in jeopardy. American administrators who do not value SGC services view these services’ evaluation as non-essential and give the services lower priority (Trevisan & Hubert 2001:227). Thus the services are not evaluated. Stickel and Yang (1993:237) state that implementing SGC services in Taiwan is sometimes hindered by ambiguity in the expectations of school counsellors and teachers regarding the school counsellor’s role. Rutondoki (2000:19) argues that in Uganda, different cultural practices and beliefs do not cater for guidance and counselling services, hence some parents tend to resist these services because they are not part of their culture.

The above ideas are related to those stated by Unnithan (1997:197) that Indian policy-makers have gradually given less importance to the introduction of SGC services even though there is great concern for improving the entire education system. School administrators and policy makers in America are concerned about the vagueness of the outcomes of SGC services (Herr 2001:240). However, SGC “may not survive without administrative support for their implementation and maintenance” (Ernst & Hiebert 2002:74). Gerler (1992:500) states that it is unfortunate that many policy makers in American public schools are less impressed by psychological development among students as a result of school counselling. They are more impressed by improved grades and test scores. It is difficult to claim credit for improved performance on tests to school counselling. Otwell and Mullis (1997:344) add that “ counselling results are difficult to quantify and explain”. It is, thus, hard to make a case that academic performance on tests was due to a school counsellor intervention (Myrick 2003:177). The attitudes displayed above negatively affect the SGC services.

There is evidence in America (DeMato & Curcio 2004:243; Dollarhide 2003:307; Reynolds & Cheek 2002:87; Partin 1993:279; Kendrick, Chandler & Hatcher 1994:369; Brown 1989:49; Helms & Ibrahim 1985:266 Paisley 2001:275) and in Malawi (Maluwa-Banda 1998:292) that too much time for many counsellors is being consumed by administrative and clerical duties which prevent them from doing individual and small group counselling, large group guidance activities, or peer facilitator training. Thus, non-counselling responsibilities blur the counsellor's primary role of helping students. The above is related to Stead's (1987:14) view that school counsellors in South Africa "are sometimes given heavy administrative and teaching loads with the result that the role of counselling quickly diminishes in importance". In America, effective counsellors reduce non-counselling duties in order to do their core business of helping students. That is, they de-emphasise administrative and clerical tasks to create time for school counselling (Sink & MacDonald 1998:89). They also have counsellor aides, peer counsellors and parent volunteers to enable them to see all students seeking their help. This study wants to establish whether the Zimbabwean the SGC services' effectiveness is affected by the attitudes of headmasters, school counsellors, students and parents. The next subsection presents other factors that affect the effectiveness of SGC services.

2.6.4 Other factors

Besides the factors presented above, there are others that affect the effectiveness of the SGC services. In America (Leviton 1977:243; Wiggins & Moody 1987:359) students perceive school counsellor effectiveness to be related to the direct contact of counsellors with students and accessibility of counsellors to students, parents and teachers. Hughey et al. (1993:34) states that SGC services effectiveness is affected by how publicised the SGC services are and the role played by the school counsellor. It has also been found that maintaining confidentiality and respecting students positively affect the SGC services. For example, in Scottish schools, students feared that the school counsellors would reveal their disclosures to parents or other staff members (Besley 2002:69). The students must believe in the school counsellor. In America, students must believe that the school counsellor cares for them (Rice & Smith 1993:203).

The next section discusses the relationship between school counsellors and students'

biographical variables and SGC services.

2.7 BIOGRAPHICAL VARIABLES AND SCHOOL GUIDANCE AND COUNSELLING SERVICES

Kameen et al. (1985:101) established that in America, male counsellors and experienced counsellors maintained educational records. Kameen et al. (1985:101-102) further established that young school counsellors lacked skills to perform their duties. This finding is related to Sutton and Fall's (1995:331) view that some demographic variables influence counsellor self-efficacy in America. Quarto (1999:381) established that American teachers perceived school counsellors with teaching experience as more effective in carrying out school counselling activities. The above is related to Sink and Yillik-Dower's (2001:286) view that in America, less experienced counsellors needed more SGC services collaboration with colleagues than more experienced school counsellors. This was attributed to confidence levels. Less experienced counsellors were anxious and concerned about their professional abilities. The more experienced counsellors may be comfortable with their skill levels and hence the less need for collaboration. Finnish SGC services offer better school counselling services because most of the school counsellors are qualified teachers who, above the teaching qualification have received training in guidance and counselling (Lairio & Nissila 2002:160). Besley (2002:71) states that in Scotland, teachers are preferred as school counsellors because they have experience and expertise in dealing with adolescents. This study seeks to establish whether there is a relationship between biographical variables of Zimbabwean school counsellors and the way the SGC services are perceived.

Armacost (1990:108) established that American male students were able to handle stress better than female students. This finding is related to Van Der and Knoetze's (2004:237) view that male students are normally socialised to be strong and cope with their own problems. This could explain an earlier finding by Alexitch and Page (1997:215) who established that in Canada, more female students than males sought for university and career information from their school counsellors. Female students were also found to be more positive about the guidance and counselling information received than male students. The above finding is related to Bruce and Cockreham's (2004:335) view that

girls in America “are often more tolerant in their attitudes towards rules, more willing to make exceptions and more easily reconciled to innovations”. This study aims to establish whether the demographic variables of the students have any relationship with the way they perceive the Zimbabwean SGC services.

Lee and Ekstrom (in Lapan et al. 1997:293) argue that in America, rural students received fewer guidance and counselling services. This is related to Van Der and Knoetze’s (2004:236) finding that there were no trained school counsellors in rural Eastern Cape in South Africa. This study would want to establish how Zimbabwean rural students perceive the SGC services.

Hui (2002:66) states that in Hong Kong, availability of a well-defined school policy on SGC services is an important factor whilst in America, Sutton and Fall (1995:331) believe that there is a direct relationship between the school organisational context and the success of SGC services. The present study seeks to establish the effects of the above factors on the Zimbabwean SGC services.

Having reviewed the international literature on the various aspects of SGC services, the next section summarises these findings.

2.8 SUMMARY OF THE INTERNATIONAL LITERATURE REVIEWED

The reviewed international literature has briefly given a historical background to the development of SGC services focusing on where, when and why the services were offered. The components of effective and comprehensive SGC services in developed and developing countries were given. The components include policy and mission statements, a plan, needs assessment, counselling, orientation and peer counselling services and evaluation. The objectives and goals of effective SGC services are the result of a needs assessment. The needs assessment data is obtained through a number of ways which include surveys. It has also been revealed that evaluation of guidance and counselling services is a way to determine whether the school counsellors are meeting their goals. Benefits of SGC services were reviewed. It has been noted that SGC services results in improved study habits, easy adjustment in new environment and well planned vocational

and educational careers. The role of school counsellors internationally was presented. Effective counsellors have been seen to be involved in providing guidance and counselling services to students and providing in-service training to fellow teachers amongst other roles.

The international literature review also focused on factors affecting the effectiveness and comprehensiveness of the SGC services. The implementation and effectiveness of the SGC services have been seen to be affected by the following factors: resources, training in school guidance and counselling and attitudes. It is clear that effective SGC services have been seen to have adequate resources and are manned by trained school counsellors. Positive attitudes towards the SGC services by all the stakeholders including parents, students, school counsellors, teachers and administrators were encouraged. The last main section of the international literature review focused on biographical variables and SGC services. The type of school, experience and age of school counsellor were seen as affecting the SGC services received. Gender of the student was also seen as affecting students' reaction to the SGC services. The next chapter presents literature review on the Zimbabwean SGC services.

CHAPTER 3

REVIEW OF ZIMBABWEAN LITERATURE ON SCHOOL GUIDANCE AND COUNSELLING SERVICES

3.1 INTRODUCTION

This chapter highlights the literature on the historical development and status of the SGC services in Zimbabwean schools. The focus is on what authorities say in terms of history, components of the services, perceived benefits of the services, role of the school counsellor, factors affecting the effectiveness of the services and biographical variables and SGC services. Comparisons are made with international literature gathered in Chapter 2.

3.2 HISTORICAL BACKGROUD TO THE DEVELOPMENT OF ZIMBABWEAN SCHOOL GUIDANCE AND COUNSELLING SERVICES

Before independence in 1980, Zimbabwe had no structured SGC services for African children in the then Rhodesia (Masvaure cited by Urombo 1999:115). The services were only available in former White, Indian and Coloured schools. The development of SGC services in Zimbabwe reflected the same racial segregation in the whole social system of Rhodesia. The only SGC services for blacks were provided by missionaries in mission schools and the 'public-spirited' members who took it upon themselves to provide informal advice to the students (Mapfumo 2001:11).

The massive expansion in secondary school education soon after 1980 in Zimbabwe, necessitated the introduction of the SGC services as supportive services to students. Ndanga's (1994:1) view that an increase in awareness in the range of individual differences in intelligence, interests, motivation and needs as a result of the expansion in Zimbabwean education resulted in the introduction of SGC services is shared by Yuk Yee & Brennan's (2004:57) with regard to the introduction of SGC services in Hong Kong. The establishment of the Schools Psychological Services (SPS) within the Zimbabwe Ministry of Education, Sport and Culture in 1983 provided a platform that

responded to the personal, educational and career needs of students in schools. Like in Britain (Taylor 1971:40), Botswana (Navin 1989:191), Zambia (UNESCO 1998:iv) and America (Paisley & McMahon 2001:106), the guidance and counselling services were introduced in all Zimbabwean secondary schools in an attempt to respond to the needs of students, which include academic, career, social and personal needs.

It is reported that one Education Officer for SGC services was responsible for the whole country at the inception of the services in 1987 (Mapfumo 2001:11). The number of Education Officers increased to four in 1991 (Secretary for Education and Culture 1991:9). In 1995, the Ministry of Education, Sport and Culture appointed an Education Officer for Guidance and Counselling for each educational region. The newly appointed education officers were sent to Britain for staff development. They acquired Masters Degrees in Guidance and Counselling. Upon their return in 1996, the officers updated the SGC national syllabus drawn up in 1987. The syllabus now comprises the following broad areas: personal and social guidance, educational guidance, career/vocational guidance, HIV/AIDS Education and individual counselling (Magoche 1995:1-3; Murwira 1998:2; Ngara 1999:1-4). It is, however, sad to note that all these Education Officers who had been trained in Guidance and Counselling in UK have since left the Ministry of Education, Sport and Culture. The new officers who have replaced them have no qualifications in the area. Moreover, the officers have been given responsibilities in other curriculum areas resulting in divided attention (Mapfumo 2001:12; Kasayira, Chireshe & Chipandambira 2004:61). This study wants to establish how the staff position affects the effectiveness of the SGC services. The following section will highlight the components of the Zimbabwean secondary SGC services.

3.3 COMPONENTS OF THE ZIMBABWEAN SCHOOL GUIDANCE AND COUNSELLING SERVICES

This section presents the components of Zimbabwean SGC services in comparison with the situation on the international scene.

3.3.1 Policy and mission statement

In international literature, policy has been defined as a statement with guidelines that govern how a group of people should behave in given circumstances or a statement of rules that gives direction and influences behaviour in given circumstances. A mission statement was defined as a short official statement that an organisation makes about the work it does and why it does it (MacMillan English Dictionary for Advanced Learners 2002:911).

Unlike in America (Gysbers & Henderson 2001:249), Ireland (NCGE 2003:2), Scotland (Howieson & Semple 2000:374), Uganda (Rutondoki 2000:18), Malawi (Maluwa-Banda 1998:287) and South Africa (National Curriculum Statement of Life Orientation Grades 10-12 Document, Department of Education, Pretoria 2003) where SGC polices are mandatory, there is no mandatory policy on the implementation of the SGC services in Zimbabwe. The 1996 Education Act of Zimbabwe is not clear on the implementation of Guidance and Counselling services. Some schools do not offer the services despite having guidance and counselling on school time tables (Chivonivoni 2006:31). The Zimbabwean Secretary for Education, Sport and Culture's Report (1989:8) reveals that regional offices sent circulars to headmasters giving them guidelines on how to establish the SGC services whilst Benza and Ndanga (1990:4) came up with a Regional Circular No 4 of 1990 spelling out the procedures for the implementation of the SGC services in the Midlands region. Circulars and not mandatory policies from the Ministry of Education, Sport and Culture's regional offices have been sent to secondary school headmasters informing them to appoint Guidance and Counselling co-ordinators and provide adequate space and time for guidance and counselling activities (Maturure 2004:2). Through the circulars, all secondary schools are provided with the broad areas for the guidance and counselling services (personal-social guidance and counselling, educational guidance and counselling, career or vocational guidance and counselling, AIDS Education) and a draft SGC services syllabus (Murwira 1998:5; Gumbo 2002:1-2; Mukamwi 2005:25). Each secondary school is presently required to produce its own relevant and effective school syllabus covering the above areas. The schools are required to timetable Guidance and Counselling, appoint an SGC coordinator and to have a separate Guidance and Counselling room (Ngara 1998:5). The Zimbabwean Ministry of

Education, Sport and Culture requires that when general secondary school reports are submitted annually, mention must be made on progress in the implementation of the SGC services (Murwira 1998:6). Each school should have a team of male and female school counsellors (Secretary's Circular No. 5 of 2000:7).

Courses were conducted throughout the country for high-ranking officials in the Ministry of Education, Sport and Culture such as education officers, district education officers, headmasters of secondary schools and new school guidance counsellors to advise them on how best to institutionalise the SGC services (Mapfumo 2001:11; Kasayira et al. 2004:60-61). Gumbo (2002:1) and Kasayira et al. (2004:60) report that the responsibility for starting the SGC services at a school rests with the headmaster of that school. The headmaster should ensure that SGC services are taken seriously and are implemented at school. The headmaster appoints a school guidance and counselling co-coordinator. The headmaster is also responsible for providing adequate space and time for SGC activities.

Elsewhere in this research, literature on the international scene, for example, in Botswana, America, Malawi, Ireland and Hong Kong, has shown that effective SGC services have mandatory policies that back them up. This study seeks to determine the effects of lack of a mandatory policy in Zimbabwe on the effectiveness of the SGC services.

The Nziramasanga Commission (1999:253) recommended that Guidance and Counselling should be offered at all levels of the education system. There was need to determine the effectiveness of the already established services before expansion into all sectors of the education system. The Commission recommended the enactment of policies to direct the implementation of the SGC services.

In January 2001, the Zimbabwe government published a curriculum policy that included HIV/AIDS and Guidance and Counselling as compulsory non-examinable subjects in secondary schools (Secretary's Circular No. 2 of 2001:6). In 2002, the Government of Zimbabwe introduced a new curriculum policy that replaced the Secretary's Circular No. 2 of 2001 on the teaching of Guidance and Counselling as a subject in secondary schools.

The new policy allocated 40 minutes per class per week for forms 1 to 4 (Secretary's Circular No. 3 of 2002:12). The curriculum policy is not mandatory since some schools do not implement it. Presently, the Zimbabwean Government is drafting policy guidelines for the institutionalisation of the guidance and counselling services from pre-school to high school (Nyanungo 2005:1). It is important to investigate the effectiveness of the already existing services before expansion to pre-schools and primary schools.

The mission statement of the Zimbabwe SGC services focuses on moulding students who are capable of making the right choices in the world of employment and education. It also focuses on assisting students to overcome the challenges of unemployment, drug abuse and pandemic diseases (Maturure 2004:2).

Since one of the key responses to policy is planning, the following subsection will highlight the planning status of the Zimbabwean SGC services in comparison to the international scene.

3.3.2 Planning

International literature has revealed that planning is an essential component of effective SGC services (Brown 1989:47; Gibson 1990:255; UNESCO 2000:5). Planning has been presented as involving goal setting and development of methods and strategies for goal attainment. The objectives of the Zimbabwean SGC services are to encourage the development of self-discipline and responsibility; the growth of intellectual curiosity, creativity and habits of learning and the promotion of an understanding of higher education, career opportunities and responsibilities in each student in a secondary school (Mapfumo 1988:3; Murwira 1993:2; Kasayira et al. 2004:60). Thus, the SGC services are important in Zimbabwe, just like in any other developing or developed country as indicated in Chapter 2, because they prepare the students to cope with school and after-school-life. This study seeks to establish whether the services are planned before implementation.

International literature reveals that in Scotland (Howieson & Semple 2000:375) and Finland (Lairio & Nissiila 2002:171) goal-setting precedes effective SGC services, and

Mapfumo (2001:24) argues that Zimbabwean SGC services can only be effective if the country follows a similar path. The goals state what must be done, how performance will be measured, deadlines to reach goals and specify the performance standard. Unless a counsellor plans carefully, he or she will not have an idea of what exactly is to be done, by whom and how. Planning bridges the gap between where we are now and where we want to be in future. Where there is no planning, the services do not hold and the resources may not be applied to the best advantage (Mapfumo 2001:25). Planning assists in determining all human and material resources required to do the job (Mapfumo 2001:26). Zimbabwean school guidance teachers and students want to be involved in the planning process. For example, Badza (2005:35) states that the school guidance teachers and students need to be involved in the formulation of the SGC services syllabus. Unlike in America (Paisley 2001:276), Canada (Levi & Ziegler 1991:vi) and Uganda (Rutondoki 2000:92-93) where parental involvement in SGC services is emphasised, literature on the Zimbabwean SGC services is silent on the involvement of parents in SGC services planning.

The majority of the Zimbabwean school counsellors do not produce annual plans for the guidance and counselling services (Chireshe & Mapfumo 2005:23). This means that the secondary school headmasters do not respond to the Ministry's circulars and policies referred to above. The above scenario is contrary to the situation revealed by international literature, where, for example in Ireland (NCGE 2003:4) and America (Reynolds & Cheek 2002:93; Schmidt 1993:42) SGC services are annually planned. This study wants to establish how this lack of planning impacts on the effectiveness of the services. Furthermore, it seeks to determine whether the SGC services are being implemented as directed by the Ministry of Education, Sport and Culture and whether they are meeting their intended broad objectives given in the draft SGC services syllabus (Murwira 1998:5).

Chapter 2 explains how planning is informed by needs assessment (Section 2.3.3). Thus it is important to highlight the status of needs assessment in Zimbabwean secondary SGC services. The next subsection dwells on the Zimbabwean SGC services needs assessment status.

3.3.3 Needs assessment

International literature defines needs assessment as the identification of the needs of those to be served or beneficiaries. Conducting guidance and counselling needs assessment among students must precede the establishment of Zimbabwean secondary SGC services. This needs assessment will help the school counsellor to identify areas of deficit or need on which the SGC services should focus (Mapfumo 2001:200). The above view is shared by Borders and Drury (1992:493) and Rye and Sparks (in Lusky & Hayes 2001:29) who state that American SGC services are preceded by an assessment of the needs of students.

Zimbabwean school counsellors should begin with a survey of the problems in the school and tailor the services to combat problems that are already in existence. Each school will have different needs and should include a home-based component that addresses itself to problems that are germane to each particular school. It must be emphasised that since no two schools are identical it follows that they never have similar SGC services needs (Schultz & Mapfumo 1992:26). Thus, the school counsellor should carefully study the content of the services and make it as relevant as possible to the specific circumstances of the school in which he or she operates.

Mapfumo (2001:29) states that Zimbabwean secondary SGC services should be needs driven. The school counsellor must focus on knowing and addressing students' personal, vocational and educational needs. The SGC services objectives should be based on results following consultations with students, teachers and headmasters on their guidance and counselling needs. Mapfumo's (2001:29) view above concurs with that offered in international literature on the same issue. For example, in America (Thompson et al. 2003:35) SGC services are need-driven. This study seeks to establish whether the Zimbabwean SGC services meet this requirement. In America (Lusky & Hayes 2001:30; Reynolds & Cheek 2002:89) parental involvement in needs assessment is a key factor, but the Zimbabwean SGC services literature is silent on involving parents in needs assessment.

When carrying out needs assessment, Zimbabwean secondary school counsellors are urged to ask their students about the support they have received in: educational matters

(subject choice, study skills), personal/social matters (self-concept, forming relationships) and vocational/career matters (job preparation, job-hunting skills, job creation) (Mapfumo 2001:31). The Zimbabwean school counsellors are urged to use interviews or observations in obtaining students' needs (Mapfumo 2001:34). Mapfumo' views on methods of conducting needs assessment above concur with those found in international literature. For example, in America (Lusky & Hayes 2001:30; Reynolds & Cheek 2002:89) and Botswana (UNSECO 2000:8) SGC services emphasise the use of interview and observation methods.

The present study wants to establish whether the Zimbabwean secondary SGC services implement needs assessment as pointed out by international literature.

The next subsection highlights the responsive services that are available in the Zimbabwean secondary SGC services to address the students' identified needs. This subsection highlights the counselling and orientation services available for the Zimbabwean student.

3.3.4 Responsive services

As in Botswana (UNESCO 2000:13), responsive services in Zimbabwe are services that address students' concerns regarding their health, personal-social, educational and career development. Mapfumo (1992:1) states that in Zimbabwe, SGC services are a response to the many needs and pressures to which students in schools are exposed. The responsive services include counselling and orientation services.

3.3.4.1 Counselling services

In international literature, counselling services are concerned with helping students to understand more about themselves in terms of their personal, educational, vocational and social concerns (Hartman 1999:19; Schmidt 1993:76; Ibrahim et al. 1983:599). Students are offered personal-social, vocational and educational counselling. As is the case in Botswana (UNESCO 2000:14), the Zimbabwean responsive services aim at self-understanding, self-awareness, self-acceptance and self-determination (Zindi & Makotore 2000:216).

In Zimbabwe, personal-social counselling helps students to develop a positive self-concept, understand their role in the school and society and acquire useful social and communication skills. The students are also sensitised to the dangers of sexual misconduct, alcohol and drug abuse (Mapfumo 1992:1). Zindi and Makotore (2000:221) add that in Zimbabwe, personal guidance and counselling aims to assist students to establish a positive self-concept and a sound identity. Literature on Zambia (UNESCO 1998:8-9) counselling services indicates that the country follows similar practices in its school system.

Mapfumo (1992:1) argues that vocational counselling should help Zimbabwean students acquire knowledge about the availability of jobs, become aware of the fit between subject courses at school and future employment, understand the ideas of job creation, self-employment and self reliance and develop realistic job expectations. Zindi and Makotore (2000:221) state that in vocational guidance and counselling, students are given knowledge about their own limitations as well as potential capabilities when trying to meet the requirements of various careers they may be interested in. In this case, once again Zambia shares similar experiences with Zimbabwe (UNESCO 1998:8).

Zimbabwean educational counselling should help students to appreciate the value of the education they are receiving, acquire study habits and develop a healthy attitude to school work in order to reduce the failure rate in schools. The students should receive advice on the choice of subjects and they should also be provided with information for further and higher education (Mapfumo 1992:1; Zindi & Makotore 2000:218). The above views are comparable to those raised in international literature on Zambia (UNESCO 1998:8) and Canada (Hartman 1999:34-35) that raises similar issues.

The present study seeks to establish whether Zimbabwean students are receiving the above counselling services. If they do, the study would establish whether the services are as effective as those presented in international literature.

3.3.4.2 Orientation services

Orientation services have been defined in Chapter 2 as information or training given to students before they start new activities (MacMillan English Dictionary for Advanced Learners 2002:1002). During orientation services, Zimbabwean students joining the secondary school for the first time should be inducted into getting to know the staff, physical environment, rules and regulations, sporting activities and entertainment and the counselling facilities of the new school. Handling situations involving bad friends and bullying by older students should also be discussed during orientation times (Mapfumo 1992:1). Literature on orientation services in African countries in general (Mwamwenda 1995:470) and Uganda in particular (Rutondoki 2000:86) reveals similar goals and trends in their practical implementation of orientation services.

Study skills should also be discussed during orientation. Issues to be discussed include: reasons for study (knowledge, enjoyment, examination, self-fulfilment); planning a study time table (adhering to the time table, allowing for other commitments); the ideal study place; note making (layout, content, summarising techniques); doing homework, self-testing; dealing with tests/examinations (the revision timetable, revising and practising diagrams, charts, tables, key words and phrases, summary cards, regular self-testing) (Mapfumo 1992:1-2). Students should also be given an orientation that will assist them to make a responsible, well-founded choice of vocation (Zindi & Makotore 2000:221). Mapfumo (1994:4) argues that effective secondary SGC services help students to become adjusted to their new environment whether it is in school or at work. The above Zimbabwean literature on orientation is comparable to international literature on African countries (Mwamwenda 1995:470), America (Brown 1972:75), Canada (Hartman 1999:191) and Uganda (Rutondoki 2000:3) that focuses on similar issues. However, unlike in Britain (Zeedyk et al. 2003:68) where primary school students visit their prospective secondary schools, the Zimbabwean SGC services literature on orientation is silent on primary school students visiting their prospective secondary schools or having older students returning to their primary schools to talk with incoming students.

While peer counselling is an important feature in America (Borders & Drury 1992:491; Lapan 2001:295), Botswana (UNESCO 2000:26) and Uganda (Rutondoki 2000:26), there

are no recorded instances of its use in Zimbabwean counselling system.

It has been noted in Chapter 2 that once responsive services have been provided, their effectiveness needs to be established. The following section focuses on the status of the Zimbabwean secondary SGC services evaluation.

3.3.5 School guidance and counselling services evaluation

As mentioned in Chapters 1 and 2, the status of the SGC services evaluation component is one of the key areas upon which the assessment of the effectiveness of the services will be based. This section presents the status of the Zimbabwean secondary SGC services evaluation component as revealed by Zimbabwean literature.

Evaluation has been defined in Chapter 1 as making judgments about the worthiness or effectiveness of the Zimbabwean secondary SGC services. As is the situation in America (Borders & Drury 1992:494; Fairchild & Seeley 1995:377), evaluation demonstrates accountability in the provision of Zimbabwean secondary SGC services. This calls for the evaluation of the Zimbabwean SGC services to determine whether the set targets are met (Chireshe & Mapfumo 2005:25). Zimbabwean school counsellors should set up an evaluation committee and design appropriate SGC forms for periodical reporting of progress (Mapfumo 2001:27).

All stakeholders should be involved in the evaluation process in Zimbabwe (Mapfumo 2001:192), that is, students, parents, teachers, school counsellors and school administrators. The above view is comparable to international literature on America (Schmidt 1993:281; Hughey et al. 1993:31; Hiebert 1994:335) that deals with a similar issue. School headmasters should supervise and support systematic evaluations of the SGC services (Mapfumo 2001:48; Mudhumani 2005:22).

The Secretary for Education's Circular No. 7 (2001:4) requests Regional Directors of the Ministry of Education, Sport and Culture to submit termly annual reports to head office. Gumbo (2002:2) reinforces the above point when he states that at the end of the term, guidance and counselling teachers should produce an end of term guidance and

counselling evaluation report. The report on SGC services should focus on prevalence of issues addressed, impact of the services and challenges faced. The study seeks to establish if the Zimbabwean SGC services is evaluated as demanded by the Secretary's Circular No. 7 of 2001. As in Zimbabwe, evaluation of counselling services is practised in America (Borders & Drury 1992:494) and Canada (Ernst & Hiebert 2002:78)

Ndanga (1991:3) indicates that of the 262 secondary schools in the Midlands region, only 31 submitted termly guidance and counselling services reports in 1991. He argued that this implied that very little guidance and counselling activities were being done in some schools. The Secretary for Education, Sport and Culture Report (1993:11) states that Deputy Regional Directors held meetings at head office to plan the expansion and better delivery of SGC services in all parts of the country in 1993. Nine years later, Mapfumo (2001:199) reported that the SGC services are not well established in Zimbabwean schools. This is supported by Chireshe and Mapfumo (2005:23) who found that the majority of the school counsellors did not evaluate the SGC services. This is unlike the situation in America (Brown 1989:49; Schmidt 1993:43-44) and Botswana (UNESCO 2000:34) where effective SGC services are always evaluated.

This study seeks to establish the present status of the Zimbabwean secondary SGC services evaluation and how it affects the effectiveness of the services. Suggestions for improving the services evaluation will be put forward.

3.3.5.1 Types of services evaluation

Mapfumo (2001:193) presents two types of SGC services evaluation that should be used in Zimbabwe, namely, process evaluation and outcome evaluation. Process evaluation looks at the extent to which services planned for the SGC services were carried out. It attempts to answer the following questions: How many consumers were served? How many sessions were held? How much time was spent on the service? Outcome evaluation tries to answer the basic question whether the goals set have been attained. Mapfumo's (2001:193) ideas on types of services evaluation are comparable to those dealt with in international literature on Canada (Hartman 1999:173; Baruth & Robinson 1987:345), Botswana (UNESCO 2000:32) and America (Lapan & Kosciulek 2003:324) which raises

and treats the same issues in a similar mould.

3.3.5.2 Benefits of evaluating school guidance and counselling services

Evaluation helps to ascertain whether the objectives for which the services have been set are being met. In Zimbabwe, evaluation results tell us where the services should be extended, narrowed down and discontinued (Mapfumo 2001:192-193). In other words, in SGC services evaluation, you look at what has been done to the services and to what extent the set goals have been achieved. The evaluation results should be used to plan all-important future steps (Mapfumo 2001:27). School guidance and counselling services evaluation justifies the resources the school counsellor invests in the services (Mapfumo 2001:200). The above benefits are similar to those experienced in America (Myrick 1984:218; Jones 1993:199).

It has been pointed out in Chapter 2 that evaluation of SGC services reveals the benefits of the services. The following section presents the perceived benefits of Zimbabwean secondary SGC services.

3.4 BENEFITS OF ZIMBABWEAN SCHOOL GUIDANCE AND COUNSELLING SERVICES

Available literature in Zimbabwe shows that the SGC services have some benefits for students. Shumba (1995:5) states that no child should go through secondary school education without having received guidance and counselling because this tends to lead students to develop unrealistic ambitions that result in them becoming discontented members of the society. As in Chapter 2, the Zimbabwean SGC services benefits will be placed into groups, namely: personal-social, scholastic-academic, career and vocational benefits.

3.4.1 Personal -social benefits

School guidance and counselling services are important for all students especially those who are unhappy, underachieving or at risk of dropping out of school (Secretary's Circular No. 2 of 2000:2). Zimbabwean teachers indicated that SGC services improve social, interpersonal and problem solving skills (Mudhumani 2005:21). Nyanungo

(2005:3) and Badza (2005:35) reinforce the above point when they state that effective SGC services result in the decrease of cases of poor discipline among learners and reduced school drop out rates. The above views are supported by Mukamwi (2005:25) who states that SGC services equip students with problem-solving and decision-making skills. Chivonivoni (2006:29-30) adds that Zimbabwean SGC services impart life skills, attitudes and values to students that enable them to solve problems and make sound decisions. Chivonivoni (2006:28) further states that Zimbabwean SGC services help adolescents address the social, psychological and emotional problems they experience. Thus, SGC services help reduce irregular behaviour patterns emanating from social, psychological, emotional and developmental problems. Literature on personal-social benefits in America (Armstrong 1990:110; Lapan et al. 2003:195; Rowley et al. 2005:302) and South Africa (Euvrard 1996:113) discusses similar benefits.

3.4.2 Scholastic-academic benefits

The Nziramasanga Commission (1999:253) reports that repeating or failing in Zimbabwean schools may be minimised to a negligible level when cases of slow learners and learners who are not confident are spotted and provided with counselling services.

Thus, the SGC services make students comfortable at school, improve school attendance and result in the improvement of academic performance of under-achievers as is the case in America (St Clair in Gerlner & Herndon 1993:186; Carnevale & Derogers 2003:228) and Scotland (Besley 2002:72-73). Mudhumani (2005:18) adds that SGC services reduce students' educational problems and make students discover occupations that suit their abilities. Unlike in the international arena, for example in America (Borders & Drury 1992:491; Lee 1993:169), Hong Kong (Hui 1998:437) and Canada (Gora et al. 1992:9) where scholastic-academic benefits are evident, the Zimbabwean literature does not cite specific Zimbabwean studies that demonstrate scholastic-academic benefits.

3.4.3 Career and vocational benefits

The Nziramasanga Commission (1999:253) reports that guidance and counselling assists learners in identifying their own talents and in making intelligent choices for their future careers. School guidance and counselling services foster better parental understanding of

the potentialities and abilities of their children (Mapfumo 2001:23). Mudhumani (2005:19-21) found that ordinary Zimbabwean secondary school teachers perceived the SGC services as addressing the students' career aspirations. Zimbabwean SGC services help students to become aware of their career choices (Badza 2005:33). The present study is not looking at general teachers but is addressing the school counsellors' and students' perceptions of the effectiveness of the SGC services. Literature on American (Okey et al. 1993:218; Jones 1993:195; Lapan et al. 1997:292) and Canadian (Hartman 1999:134) career and vocational benefits raises similar benefits.

3.4.4 Lack of benefits

Kanyowa (1998:4) observes that although guidance and counselling services were introduced in Zimbabwean secondary schools in the mid eighties, there still exists a general lack of awareness of their importance by schools, judging by the slow and sometimes haphazard response to its implementation. Mapfumo (2001:200) states that in Zimbabwe, there is little practical evidence to demonstrate that SGC services are worth offering. Mapfumo's (2001:200) view above concurs with that found in international literature on the same issue. For example, in America (Chapman et al. 1991:275) and Malawi (Maluwa-Banda 1998:292) SGC services' benefits are not noticed. Mapfumo's view above may result from the following three factors: SGC services in Zimbabwean schools are established without students' input (Mapfumo 2001:200); the services are not annually planned for by some school counsellors and school headmasters do not appreciate the value of SGC services (Chireshe & Mapfumo 2005:24). Madhuku (2005:28) adds that Zimbabwean secondary schools do not have proper guidance and counselling services that cater for students' individual problems. This study wants to establish how the above factors affect the implementation of the SGC services in Zimbabwe. The present study also wants to establish whether the perceived benefits of the Zimbabwean secondary SGC services match those experienced internationally.

It has been highlighted in Chapter 2 that benefits of the SGC services are only achieved once school counsellors perform certain functions. The following section addresses the functions Zimbabwean secondary school counsellors should perform to benefit students.

3.5 ROLE OF THE SCHOOL COUNSELLOR

Zimbabwean SGC services circulars indicate the role of the key players in the implementation of the services. This section presents the role Zimbabwean secondary schools should play and how this role is related to counselling on the international scene. The role of the school counsellor may be extended in various directions depending on the needs and circumstances in each school (Schultz & Mapfumo 1992:26). The first task of the school counsellor is to implement the SGC services in compliance with Ministry of Education, Sport and Culture policy. He or she has to design SGC services that reflect the specific needs of the students in his or her school (Schultz & Mapfumo 1992:26). Like in the international arena, the school counsellor's roles will be presented around themes, namely: educational development, career development, personal and social development, referral role and additional roles.

3.5.1 Educational development role

The Zimbabwean school counsellor has to keep an eye on the SGC services to make certain that they remain both relevant and effective (Mapfumo 2001:24), thus, the school counsellor in effective SGC services conceives of and implements services designed to address the educational needs of students (Mapfumo 2001:33). The Zimbabwean school counsellor has to provide students with study skills so that they can cope with secondary school work (Madhuku 2005:9). The above Zimbabwean literature on the educational development role is comparable to that dealt with in international literature on America (Brown 1972:25; Schmidt 1993:38) and Canada (Hartman 1999:34) which raises and treats the same issue.

3.5.2 Career development role

The Zimbabwean school counsellor's job description in relation to career development which was drawn up in 1987 when the services were initiated included the following: keeping a guidance and counselling reference library and any relevant vocational pamphlets and papers relevant to the spreading of information among students and sensitising the communities to the need for guidance and counselling service (Mapfumo 2001:38).

Shumba (1995:5) states that the role of Zimbabwean school counsellors in career development is matching students' abilities in the various subjects with the various occupations available on the job market. Thus, the school counsellor provides students with accurate information about the world of work and existing career opportunities, assesses students' interests and abilities, which help in making appropriate subject and career choices. Future student frustrations are prevented and human resources needed within the job market are developed. School counsellors should not only talk of employment in the formal sector but should also dwell on the concept of self-employment (Shumba 1995:5). The school counsellor has to educate students on how to form successful cooperatives. Literature on career development role in America (Ibrahim et al. 1983:599) and Israel (Tatar 1995:271) reveals similar findings.

As is the case in South Africa (Stead 1987:14), Mapfumo (2001:32) states that the Zimbabwean school counsellor should establish linkages with industry and commerce and with neighbouring institutions. Thus, the school counsellor has to market the SGC services through linkages and awareness campaigns. This role can be achieved through arranging field trips and career days.

3.5.3 Personal-social development role

The Zimbabwean school counsellor has a role to assist students in making friends and to sustain friendships (Madhuku 2005:6). Madhuku (2005:7) adds that Zimbabwean school counsellors assist adolescent students in understanding themselves. The school counsellor has to help students overcome the socio-psychological problems caused by the HIV/AIDS pandemic (Madhuku 2005:8). As in Zimbabwe, the personal-social development role is practised in Hong Kong (Hui 1998:440), Malawi (Maluwa-Banda 1998:294) and Uganda (Rutondoki 2000:63).

3.5.4 Referral role

The Zimbabwean school counsellor's role is to refer students who need specialised assistance beyond what the school can offer, to trained Educational Psychologists (Zindi & Makotore 2000:220). The Child and Law Foundation Zimbabwe (2003:28) adds that

Zimbabwean school counsellors should provide counselling, support and referral information to students and their families. Literature on the referral role in America (Sandhu 2000:84; Dahir 2004:344) and Canada (Hartman 1999:215) reveals similar trends. This study seeks to establish if the Zimbabwean school counsellors are fulfilling the above roles and how these roles are related to the roles of school counsellors internationally.

3.5.5 Additional roles

The Zimbabwean school counsellor's additional roles drawn up in 1987 include: drawing up the school based guidance and counselling services, drawing up a well conceived guidance and counselling time table, in-service training of school guidance and counselling committee members, coordinating the drawing up of services to provide in-service training to other teachers at school level, coordinating all guidance and counselling activities of the school and making periodic reports to the headmaster on any guidance and counselling activities in the school (Mapfumo 2001:38-39; Mashanyare 1997:51; Shumba 1995:5).

The other additional role of the school counsellor is to cultivate in the population in general, an awareness of guidance and counselling activities of the school and to mobilise the community to support such guidance and counselling activities and to make relevant inputs (Mapfumo 1992:2). The Zimbabwean school counsellor should keep detailed records of interviews with students showing the substance of any such dialogue, or action taken by the counsellor. The school counsellor should also advise school administration on matters that need attention in respect of feelings held by the student groups (Schultz & Mapfumo 1992:26). The above Zimbabwean literature on the additional roles is comparable to international literature on America (Carlson 1991:32; Schmidt 1993:81) and Hong Kong (Hui & Chan 1996:209) that raises similar issues. However, unlike in the international literature (Stickel et al. 1991:111; Lairio & Nissila 2000:171; Besley 2000:70) that discusses the school counsellor's role in discipline, the Zimbabwean literature is silent on the school counsellor's role in that regard.

It has been noted in Chapter 2 that the role of the school counsellor in the implementation

of the SGC services may be affected by a number of factors. The following section highlights the factors that may affect the role of the Zimbabwean school counsellor. These factors may affect the effectiveness of services rendered.

3.6 FACTORS AFFECTING THE EFFECTIVENESS OF THE ZIMBABWEAN SCHOOL GUIDANCE AND COUNSELLING SERVICES

As in international literature, Zimbabwean literature on SGC services reveals that there are some factors that affect the effectiveness of the SGC services. The factors include resources, training and attitudes.

3.6.1 Resources

The Zimbabwean secondary SGC services become effective only if administrators support the SGC services team by providing resources. For example, providing career books, allowing time for guidance and counselling activities and providing space for confidential, uninterrupted counselling (Secretary's Circular No. 5 of 2000:7). A separate room clearly labelled 'Guidance and Counselling' should be set aside preferably away from the administration block (Murwira 1998:5). Mapfumo (2001:48) urges school headmasters to provide adequate guidance and counselling budgets and physical facilities.

Lack of resources negatively affects the SGC services in Zimbabwe. Benza and Ndanga (1990:4) report that the SGC services in the Midlands educational region is negatively affected by lack of relevant resource material and special rooms for counselling sessions. The above statement is supported by Ndoro (1994:3) and Mashanyare (1997:47) who state that many rural secondary schools in Zimbabwe lack the necessary resources for the effective implementation of SGC services. The resources include guidance and counselling pamphlets and rooms for individual counselling (Maturure 2004:24). The lack of resources in Zimbabwe is unlike the situation in America (Borders & Drury 1992:490; Lehr & Sumarah 2002:296) and Botswana (UNESCO 2000:18) where SGC services resources are available.

Unlike in America (Schmidt 1993:30; Gysbers & Henderson 2001:253) where the

availability of SGC services centres is highlighted, the Zimbabwean literature does not indicate that counselling centres are available in Zimbabwe.

Mapfumo (2001:11) reveals a serious shortage of human resources at the inception of the SGC services when he says that there was only one Education Officer for Guidance and Counselling in charge of over 1500 schools with millions of students. By the end of 1991, there were only four Education Officers responsible for guidance and counselling in the whole country and this negatively affected the implementation of services (Secretary for Education, Sport and Culture 1991:9). In Finland (Lairio & Nissila 2002:160) there are fulltime school counsellors, but very few Zimbabwean schools have full-time school counsellors. The majority have part-time counsellors (Mapfumo 2001:54). Mapfumo (2001:47) urges the schools to obtain the services of Educational Psychologists from the Ministry of Education, Sport and Culture's School Psychological Services and Special Needs Education (SPS&SNE) Department.

The Schools Psychological Services and Special Needs Education (SPS& SNE) National Conference (14-18 December 1998:26) reported that the SGC services had little funding. Chivonivoni (2006:31) confirmed the above picture when he found that most school headmasters did not allocate any money to the SGC services department. This resulted in difficult monitoring and running of the SGC services. The SPS&SNE National conference (14-18 December 1998:26) also reported that the SGC services were threatened by the 'main' school curriculum overload, hence leaving little time for the SGC services. The main school curriculum consists of subjects like English language, Shona, Mathematics, Geography, Physics, Biology, Agriculture, and Chemistry that consume time. Chivonivoni (2006:33), Chireshe and Mapfumo (2005:19) and Kasayira et al. (2004:61) found that school administrators did not give adequate time for the SGC services. The time factor supports Ndanga's (1991:4) finding that while Zimbabwean school headmasters appreciate the value of guidance and counselling services, they expressed the problem of fitting it into the timetable. There is no time to be set aside for SGC services. There are thus problems with timetabling Guidance and Counselling in secondary schools (Ramushu 2000:1). The SGC services are affected by the unavailability of time and the poor counsellor-student ratio (Zindi & Makotore

2000:219). As in Zimbabwe, non-availability of time is experienced in Malaysia (Lloyd 1987:226) and America (Myrick 1984:219; Paisley & McMahon 2001:107).

Maturure (2004:13) states that Zimbabwean school counsellors cannot attend to all students because the school counsellors have higher workloads. Mudhumani (2005:18), Badza (2005:35) and Chivonivoni (2006:34) state that there is need for more resource allocation including time to enhance the services' effectiveness. As in Zimbabwe the shortage of SGC resources is faced in America (Reynolds & Cheek 2002:86), Malawi (Maluwa-Banda 1998:291) and South Africa (Bernard et al. 1997:378).

The Child and Law Foundation: Zimbabwe (2003:28) recommended that each school should have a team of female and male teachers equipped with basic counselling skills and referral information to assist students in distress. The administration should support this team by providing space for confidential, uninterrupted counselling and removing other co-curricular activity loads that may compete with this service. This study wants to assess the adequacy of SGC resources and how they affect the effectiveness of the Zimbabwean SGC services.

The effective use of available resources depends on the training of school counsellors and administrators. The following subsection presents training as a factor affecting SGC services implementation and effectiveness.

3.6.2 Training

Training is a key factor to effective SGC services implementation. As is the case in the international literature on South Africa (Euvrard 1996:116; Human Research Council in Bernard et al. 1997: 374) and Uganda (Rutondoki 2000:18), most Zimbabwean secondary school counsellors are not well prepared to offer guidance and counselling services (Mapfumo 1994:5). Chivore (in Maturure 2004:10) laments the lack of trained manpower for guidance and counselling in Zimbabwean secondary schools that acts as a drawback to the effective implementation of services. Zimbabwean literature shows that school counsellors lack formal training in school guidance and counselling (Chivonivoni 2006:33; Mudhumani 2005:2; Badza 2005:34; Kasayira et al. 2004:61; Maturure

2004:22; SPS&SNE National Conference 14-18 December 1998:26; Shumba 1995:5). They have general teaching qualifications with little exposure to SGC services (Mashanyare 1997:52; Maturure 2004:22). Nominated school counsellors receive some in-service training in school guidance and counselling (Secretary for Education, Sport and Culture 1989:8). Thus, the Ministry of Education, Sport and Culture is attempting to overcome lack of training by engaging in in-service training to help appointed teachers to cope with SGC service practices. Unfortunately Zimbabwean SGC services are being monitored by officers who are not well qualified in guidance and counselling (Mapfumo 2001:200).

Chireshe and Mapfumo (2005:19) posit that Zimbabwean school administrators are not able to provide clear leadership required in implementing SGC services. Mapfumo (2001:31) urges school counsellors to provide massive SGC services training for teachers at their schools so that they can appreciate and support the services resulting in their effectiveness. Chireshe and Mapfumo (2005:25) and Badza (2005:36) recommended the need for staff development and training for school counsellors and headmasters. The present study wants to assess the present training status of Zimbabwean school counsellors and how this affects the effectiveness of the SGC services.

It has been indicated in international literature that the influence of resources and the effectiveness of SGC services may be affected by the attitudes of parents, students and administrators. The following subsection presents the effects of attitudes on SGC services effectiveness.

3.6.3 Attitudes

The available literature in Zimbabwe on attitudes towards the SGC services focuses on administrators. Some Zimbabwean schools headmasters do not support the SGC services, for example, they allocate the SGC services to the least qualified teachers (Ramushu 1988:7; Mashanyare 1997:47). The proceedings from the SPS&SNE National Conference (1998:26) show that the SGC services are given low status by the Zimbabwean Ministry of Education, Sport and Culture's Head Office. Chireshe and Mapfumo (2005:19) ascertained that school administrators were perceived as having

negative attitudes towards the SGC services. Kasayira et al. (2004:61) and Chivonivoni (2006:30-31) state that school administrators do not support Guidance and Counselling because it is not an examinable subject. The low status given to the SGC services by administrators is also evidenced by lack of reports on SGC services in the Annual Reports of the Secretary for Education, Sport and Culture of 1987, 1990, and 1995 (Secretary for Education, Sport and Culture 1987:4,18; 1990:5,9, and 1995:7,9). The present study wants to establish the extent to which the effectiveness of SGC services is affected by the attitudes of school counsellors, parents, headmasters and students. In South African (Euvrard 1996:116), Malawian (Maluwa-Banda 1998:292), Uganda (Rutondoki 2000:19) and American (Reynolds & Cheek 2002:86) literature, the attitudes of parents and school counsellors more so those of administrators are addressed, but the Zimbabwean literature focuses on administrators only.

Unlike in the international arena (Besley 2002:69; Leviton 1977:243; Wiggins & Moody 1987:359), the Zimbabwean literature is silent on other factors like easy availability of counsellors and confidentiality that also affect the effectiveness of SGC services. The following section presents the relationship between biographical variables and SGC services.

3.7 BIOGRAPHICAL VARIABLES AND SCHOOL GUIDANCE AND COUNSELLING SERVICES

The researcher came across limited Zimbabwean literature focusing on biographical variables and SGC services. For example Mpofu, Thomas and Chan (2004:169) established that Zimbabwean female students were perceived to be more socially competent or better adjusted to school than males. Madhuku (2005:30) also established students' counsellor preferences. Female students preferred female counsellors while male students preferred male counsellors. The international literature, however, has a lot of information on biographical variables and SGC services for example, Sutton and Fall (1995:331); Lapan et al. (1997:293); Quarto (1999:381); Kameen et al. (1985:101-102); Besley (2002:71); Sink and Yillik Dower (2004:286); Alexitch and Page (1997:215); and Van Der and Knoetze (2004:236).

The present study sought to establish whether Zimbabwean school counsellors' and students' biographical variables have any relationship with the way they perceive the Zimbabwean SGC services. Having reviewed the Zimbabwean literature on the various aspects of SGC services, the next section summarises these literature findings.

3.8 SUMMARY

This chapter has reviewed literature on Zimbabwean SGC services. Some comparisons were made with international literature. The chapter gave a historical development of Zimbabwean SGC services. Components of the services were also highlighted. These include policy and mission statements, planning, needs assessment, responsive services and SGC services evaluation. The chapter has highlighted what Zimbabwean SGC services literature says about the benefits of the SGC services. The benefits highlighted are academic, social, personal and vocational. The role of the school counsellor and factors affecting the effectiveness of the service were discussed. The roles of the school counsellors were presented under the following themes: educational development, career development, personal and social development, referral role and additional roles. Resources, training, and attitudes were presented as factors affecting the effectiveness of the service. It was noted that the Zimbabwean SGC services were negatively affected by lack of resources, lack of training and negative attitudes towards the services by school administrators. Like in international literature, the last main section of the Zimbabwean literature on SGC services focused on biographical variables and SGC services. There is very limited Zimbabwean literature in this area. The next chapter presents the research methodology for the empirical research.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Research methodology is a system of explicit rules and procedures upon which research is based and against which claims for knowledge are evaluated (Nachmias & Nachmias 1996:13). In this chapter, the methods for the study on the school counsellors' and students' perceptions of the effectiveness of the guidance and counselling services in secondary schools in Zimbabwe are discussed. The chapter spells out how the study was conducted. The study comprised of two parts-a pilot study and the main study.

This chapter begins by giving, in brief, the context of the research problem. Students worldwide face a number of problems and the school should assist through offering SGC services. Some of the problems include social experimentation with drugs and sexual relationships, poor discipline, the HIV/AIDS pandemic and student abuse. Zimbabwean students also experience these problems. All students need assistance and support to deal with these problems. Parents are not always in a position to help and it thus becomes a problem of the school and the SGC services. It is important to establish how Zimbabwean school counsellors and students perceive the effectiveness of the SGC services because they are the key providers and consumers of the services respectively. The established perceptions may help improve secondary SGC services delivery in Zimbabwe.

The objectives of the empirical study are presented in this chapter. The survey design, which is quantitative, was used in this study. This chapter explains why the survey design was adopted to assess the effectiveness of the SGC services as perceived by school counsellors and students. The chapter also explains the questionnaires as survey instruments used in the study. The way the data were collected and analysed is presented. The data analysis section includes coding, statistical analysis and possible variables. The chapter has sections on steps in the research process.

Ethical considerations that guided the research when collecting data from participants are also described. The ethical considerations discussed include informed consent, confidentiality and anonymity, harm to respondents and ensuring privacy. The chapter also briefly describes the training of research assistants who assisted in data collection.

A pilot study that was aimed at improving the validity and reliability of the research design is also discussed. The empirical (main) study to assess the effectiveness of the SGC services as perceived by school counsellors and students is also explained. The chapter concludes by explaining the reliability and validity of the research design.

The following section highlights the context of the problem.

4.2 RESEARCH PROBLEM

The purpose of this study was to assess school counsellors' and students' perceptions of the guidance and counselling services in secondary schools in Zimbabwe. The main research question was: *How effective are the guidance and counselling services in Zimbabwean secondary schools as perceived by school counsellors and students?*

Literature study has revealed that students experience social, personal, and academic problems in schools and at home (Nziramasanga 1999:203; UNESCO 2002:2; Steinberg & Morris 2001:86). The majority of secondary school students who are in the adolescent stage, engage in risky behaviours (Flisher et al. 1993a-g:474-497; Mapfumo 2001:173; Matongo 2004:32). The students also experience peer pressure (Robinson et al. 1991:35). Students worldwide also experience violence and abuse (Adelman & Taylor 2002:236; Demato & Curcio 2004:237; Hernandez & Seem 2004:256).

Parents concentrate on earning money without giving enough guidance to their children (UNESCO 2002:2). As such, schools are being given the responsibility to address students' problems (Bruce & Cockreham 2004:339-340; Elkind 1990:17) by providing guidance and counselling services.

The question remains whether the guidance and counselling assistance students receive is adequate for gaining skills to cope in a complex society. In this study the adequacy of the Zimbabwean secondary SGC services in assisting students to cope with the problems they encounter was established through an assessment of school counsellors and students' perceptions of the services.

In the next section, the objectives of the empirical research are highlighted.

4.3 OBJECTIVES OF THE EMPIRICAL RESEARCH

The core of this research was to assess the effectiveness of school guidance and counselling services in Zimbabwean schools. In order to address this research problem, the objectives were addressed by the following general and specific aims: The study's basic concern was to assess the effectiveness of the guidance and counselling services in Zimbabwean secondary schools as perceived by school counsellors and students in relation to policy, planning, needs assessment, support services, and evaluation. The study, specifically sought to establish the (also see Chapter 1):

- i) components of effective and comprehensive SGC services;
- ii) relationship between respondents' biographical variables and the way the respondents respond to components, perceived benefits and factors affecting the effectiveness of the SGC services;
- iii) students and school counsellors' perceptions of the benefits of the SGC services in secondary schools;
- iv) effectiveness of school counsellors;
- v) factors affecting the effectiveness of SGC services in secondary schools;
- vi) level of the SGC services in Zimbabwean secondary schools in relation to international benchmarking.

With these objectives as guidelines, the research design is discussed in the following section.

4.4 RESEARCH DESIGN

A research design is a plan of study (Oppenheim 1996:6; McMillan & Schumacher 1993:157). Huysamen (1987:1) views a research design as “a preconceived plan according to which data are to be collected and analysed to investigate research hypotheses”. Borg and Gall (1989:321) add that a research design refers to “all the procedures selected by a researcher for studying a particular set of questions or hypothesis.” That indicates that a research design is a programme that guides the researcher as he or she collects, analyses and interprets data. It is a logical model of proof that allows the researcher to draw inferences concerning causal relationships among the variables under investigation. A research design also defines the domain of generalisability, that is, whether the obtained interpretations can be generalised to a larger population or to different situations (Nachmias & Nachmias 1996:98).

4.4.1 Literature review

As already indicated in Chapter 1, the research design for this study included a literature review and an empirical study. Chapter 1 indicated that a literature review gives the researcher an international perspective on what effectiveness of the SGC services entails. For example, the literature review in Chapter 2 revealed that effective SGC services are supported by mandatory policies (Gysbers & Henderson 2001:249; Reynolds & Cheek 2002:87; Howieson & Semple 2000:374; Rutondoki 2000:18; Maluwa-Banda 1998:287). Effective SGC services were also presented as those that are planned for (Lairio & Nissila 2002:171; NCGE 2003:4; Brown 1989:47; Rutondoki 2000:92-93). NCGE (2003:4), Reynolds and Cheek (2002:93) and Lapan (2001:289) state that effective SGC services are informed by needs assessment. The international literature also revealed that effective SGC services are evaluated (UNESCO 2000:35; Reynolds & Cheek 2002:95; Schmidt 1993:55). The international perspective was compared with the Zimbabwean situation to establish the effectiveness of the Zimbabwean services. The Zimbabwean literature has revealed that there is no mandatory SGC services policy in Zimbabwe (Maturure 2004:2); that the SGC services in Zimbabwe were not always planned for in the secondary schools (Chireshe & Mapfumo 2005:23); and that the Zimbabwean SGC services were not always evaluated (Ndanga 1991:3; Mapfumo 2001:199; Chireshe &

Mapfumo 2005:23). As indicated later in this chapter under survey instruments, the items of the questionnaires were also based on information obtained from the literature review.

The quantitative approach that was adopted for this study is discussed below.

4.4.2 The quantitative approach

The study adopted mainly the quantitative methods with some very limited qualitative aspects of research. Quantitative research methods use numbers to describe phenomena (Fitz-Gibbon & Morris 1987:10). McMillan and Schumacher (1993:41) state that quantitative approaches are used with “experimental, descriptive and correlational designs as a way to summarise a large number of observations.” The quantitative approach was best for this study because the study used the survey design that is descriptive for a very large sample of the population under scrutiny.

Barker, Pistrang and Elliot (1995:54) add that quantitative approaches use numbers that ensure precision in measurement while Makore-Rukuni (2001:96) states that quantitative data is objective and empirical. The specific and precise information from quantitative approaches can have an impact on policy and planning of SGC services, hence the choice of the quantitative approach for this study.

Quantitative data can be easily summarised, which facilitates communication of findings. Quantitative methods facilitate comparison. A researcher can collect data from several respondents, settings and times and then compare the findings (Makore-Rukuni 2001:98). Quantitative approaches allow the researcher to handle a large number of cases. In this study, the approach was appropriate because it allowed the researcher to collect data from a large number of school counsellors and students from rural and urban secondary schools and compare their perceptions on the effectiveness of the SGC services.

Although qualitative methods are able to bring out data on participants’ experiences, their feelings and emotions using flexible language, they are time-consuming and expensive (Makore-Rukuni 2001:100). It is against the above advantages of quantitative and

disadvantages of qualitative research that the study heavily relied on quantitative methods.

In the next subsection, the survey design, which is quantitative in nature, is discussed in relation to the research problem of this study.

4.4.2.1 The survey design

Chapter 1 indicated that the researcher in the empirical study used the survey method that is one of the most common quantitative approaches. Surveys involve the selection of a sample of respondents and administering questionnaires or conducting interviews to gather information on variables of interest (McMillan & Schumacher 1993:279). The survey method is the most appropriate for obtaining factual or attitudinal information or for research questions about self-reported beliefs, opinions, values, motives, ideas, habits, feelings, desires, characteristics and present or past behaviour (David & Sutton 2004:162; Gray 2004:100; Pratt & Loizos 2003:62; Neuman 2000:247; Oppenheim 1996:12; Robson 1995:128; McMillan & Schumacher 1993:279; Babbie 1992:262; Dooley 1990:130; Kerlinger 1986:378; Dean, Eichhorn & Dean 1982:246). Since the present study sought to obtain descriptive and self-reported data from school counsellors and students of their perceptions of the SGC services, the survey design was the most appropriate. The aim of a survey is to obtain information that can be analysed to extract patterns and to make comparisons (Bell 1989:8). The survey method allows the researcher to expose the respondents to a set of questions to allow comparison. The survey method assumes that all the respondents (school counsellors and students) in this study have information or experience that bears on the problem being investigated (effectiveness of the SGC services) (Dean et al. 1982:252).

Through the survey method, the researcher gathers data from a relatively large number of respondents (Babbie 1992:262; Gray 2004:98; Kerlinger 1986:387; Saunders, Lewis & Thornhill 1997:76). McMillan and Schumacher (1993:280) add that if surveys “are done correctly, sound information can be collected from a small sample that can be generalised to a large population.” That is, the design permits researchers to employ *inter alia*, random probability samples. Random probability samples in survey designs facilitate the

generalisability of results to the target population. If one is able to generalise to the larger population, then the survey research may be cheaper in terms of time and money spent in data collection than in a census. That is, the survey design has the potential for low cost study in a relatively short span of time for data collection. Surveys that may be descriptive or explanatory (Gray 2004:100; Saunders et al. 1997:244; McMillan & Schumacher 1993:279) can be used to justify current conditions and practices or to make meaningful plans to improve them. The survey design was therefore relevant for the present study because the study gathered information that reflected the opinion of a large number of participants from different parts of Zimbabwe. The results obtained were generalisable to all secondary school counsellors and students in the country thereby suggesting the external validity of the study.

A substantial number of studies in the field of education use the survey method. Kerlinger (1986:386) regards the survey method as a useful tool for educational fact finding. A wide range of educational problems can be investigated in survey research (Cohen & Manion 1989:97). Educational institutions, for instance could do a survey of student opinions about programmes as part of their quality assurance processes (Gray 2004:99). Schools usually use surveys to evaluate aspects of the curriculum while higher education institutions use surveys to evaluate their courses and programmes (McMillan & Schumacher 1993:279-280). School administrators can also use the survey method to predict the future educational needs of their students (Borg & Gall 1989:417)). Borg and Gall (1989:417) add that surveys can be “used for purposes of internal evaluation and improvement” while Hughey et al. (1993:32) and Pine (1975:140) state that the survey method is commonly used to evaluate SGC services. Thus, results of surveys are used for practical purposes such as improving a programme. Since this study assessed the perceptions of school counsellors and students of the effectiveness of the guidance and counselling services in Zimbabwean secondary schools with a view to improving them, the survey method was seen as the most appropriate design.

A number of school guidance and counselling related studies (Chireshe & Mapfumo 2005:22; Coker & Schrader 2004:264; Sink & MacDonald 1998:91; Navin 1989:201) have used the survey research. Fong and Malone (in Stower 2003:21) reviewed several

articles for publication in counselling related journals and discovered that more than half used the survey design. Heppner, Kivlighan and Wampold (in Stower 2003:21) concluded that the survey method is an appropriate design for assessing counselling programmes and services and the findings from such studies have made valuable contributions to literature on counselling, hence the use of the survey design in assessing the effectiveness of the Zimbabwean SGC services.

The next section discusses the population which was surveyed in this study.

4.5 POPULATION

When one is conducting a survey, one would be collecting data from part of the population. Best and Khan (1993:13) define a population as a “group of individuals that have one or more characteristics in common that are of interest to the researcher.” The population is “a group of people who are the focus of a research study and to which the results would apply” (Cardwell 1999:179). Thus, the population is the group to which the researcher would like to make inferences.

The population for this study comprised all the secondary school counsellors (approximately 3000) and all the students (approximately 1000 000) from all provinces of the Ministry of Education, Sport and Culture in Zimbabwe.

School counsellors were selected because they are the implementers of guidance and counselling services. They are well placed to give the required information on the effectiveness of the SGC services. Students are the intended beneficiaries of the SGC services and for that reason they are in a position to provide information relevant for the assessment of the services.

The population (both school counsellors and students) was heterogeneous. It included school counsellors from different age groups, different types of schools, different qualifications and experience. The population also included students from different age groups, different types of schools and different forms. The population was drawn from council, government and private schools. Council schools are schools that are run and

owned by local authorities, government schools are schools that are owned and run by the government while private schools are those schools that are owned and run by private organisations. Many of these institutions run from Forms One to Four with two or more streams each. About three quarters of the institutions run up to Form Six. Teachers who teach in these schools are from government teachers' colleges, state universities and church run universities.

In the next section, the research method used in this study is highlighted.

4.6 RESEARCH METHOD

This section highlights the instruments used in this study, how the data were analysed and presented in the next chapter

4.6.1 Survey instruments

The questionnaire and the interview are the most commonly used instruments for data collection in survey research (Gall et al. 1996:289; Babbie 1992:263; Dooley 1990:34). The questionnaire was chosen for this study.

4.6.1.1 Questionnaires

There were two self-constructed questionnaires used in the pilot study and the main study. A questionnaire is a research tool through which respondents are asked to respond to similar questions in a predetermined order (Gray 2004:187). "A questionnaire is relatively economical, has standardised questions, can ensure anonymity, and questions can be written for specific purposes." (McMillan & Schumacher 1993:238). Furthermore, respondents get something in written format and usually respond in written format (McMillan & Schumacher 1993:238). Questionnaires "make it possible to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs)" (Tuckman 1994:216).

The questionnaire was used because it reduces bias that might result from the personal characteristics of the interviewer. There is also greater anonymity, which is associated with the absence of an interviewer (Nachmias & Nachmias 1996:225). Anonymity

increases the chances of genuine responses. In this study, the respondents were not asked to identify themselves, hence chances of getting accurate and sensitive information were very high. The questionnaire was also used because it is cheaper than interviews. Questionnaires are “low cost in terms of both time and money. In contrast to say, interviews, questionnaires can be sent to hundreds or even thousands of respondents at relatively little cost” (Gray 2004:188). The researcher was able to cover a wider geographical area with minimal cost. For this research study, some school counsellor questionnaire copies were posted to school counsellors who were not within the researcher and research assistants’ physical proximity while others were personally administered to those school counsellors within the researcher and research assistants’ physical proximity. Copies of the student questionnaire were personally administered to all students in the sample.

The questionnaire as an instrument has some limitations. It does not give the researcher the opportunity to probe deeper into the respondent’s opinions and feelings (Nachmias & Nachmias 1996:226; Gall et al. 1996:289). The given answer is final and there is no clarification. This was, however, overcome in this study by the inclusion of a few open-ended questions. Another limitation of the questionnaire is the possibility of inclusion of ambiguous items. That is, if a questionnaire is not properly constructed, it may have unclear items and respondents might not understand them. This was overcome by asking experts in the area of school guidance and counselling to review the items and by also carrying out a pilot study.

A low response rate is another disadvantage of the mail questionnaire if completing the questionnaire is not made intrinsically rewarding (Gray 2004:188). For example, in this study, there were 43 school counsellor questionnaires missing from the main study. Related to this is incompleteness and irrelevance of some responses. In this study 15 school counsellors’ and 84 students’ questionnaires were incomplete and unusable. Low response rate was overcome by appealing to the respondents’ goodwill, explaining the significance of the study to them and assuring them that their responses would be held confidentially (Nachmias & Nachmias 1996:227).

There was also the possibility that some people who were not the intended respondents might have completed the questionnaires or respondents might have consulted others. This would have meant that they gave others' opinions and not their own. For example, in this study, there was a possibility of some school counsellors asking other teachers to complete the questionnaire on their behalf. Having guidance and counselling technical terms overcame this.

Caution should be taken when setting questionnaires concerning the following aspects that might influence the validity of the questionnaire:

- “(1) To what extent might a question influence respondents to show themselves in a good light?”*
 - (2) To what extent might a question influence respondents to be unduly helpful by attempting to anticipate what researchers want to hear or find out?”*
 - (3) To what extent might a question be asking for information about respondents that they are not certain, and perhaps not likely, to know about themselves?”*
- (Tuckman 1994:216).

Questionnaire items can be presented as either closed questions or open-ended questions. With closed questions, respondents are given a set of pre-designed replies such as agree or disagree or are given the opportunity to choose from a set of numbers representing strengths of feeling or attitude (Gray 2004:195). Open-ended questions require the respondents to write their own answers without following any pre-designed responses. Closed question items have a number of advantages. For example, data analysis from closed questions is relatively simpler and questions can be coded quickly (Gray 2004:188). Gray (2004:195) adds that closed questions make it easier to compare the attitudes of one group with another. Closed questions require no extended writing thereby saving the respondent's time. McMillan & Schumacher (1993:243) state that “it is best to use closed form items with a large number of subjects or a large number of items”. Since the sample for this study was large and there were a number of items, the questionnaires for this study had mainly closed items. Although open-ended questions exert the least amount of control over the respondent, they have a potential for richness of responses and allow the respondent to give his or her own answers rather than simply agree with the

researcher (McMillan & Schumacher 1993:244; Tuckman 1994:219; Gray 2004:194). Open-ended questions have problems in data analysis and are time consuming. Very few open-ended items were included in the questionnaires for this study. The few open-ended items mainly requested suggestions as to how the status of certain aspects of SGC services could be improved.

The questionnaire items for this study were in the form of a Likert-Scale. “A scale is a series of gradations, levels, or values that describe various degrees of something. Scales are used extensively in questionnaires because they allow fairly accurate assessments of beliefs or opinions. This is because many of our beliefs and opinions are thought of in terms of gradations” (McMillan & Schumacher 1993:244). Likert-Type Scales are “used to register the extent of agreement or disagreement with a particular statement of attitude, belief or judgment” (Tuckman 1994:197). The advantage of Likert Type Scales is that they provide “greater flexibility since the descriptors on the scale can vary to fit the nature of the questions or statement” (McMillan & Schumacher 1993:245). The mostly used Likert Type Scale is either a four or five point scale (Gray 2004:197). The five-point scale was preferred because some respondents might really want to choose the neutral response and are then forced to choose one of the others that is not a true reflection of their feelings (McMillan & Schumacher 1993:246).

One questionnaire was developed for students. It was called 'The Zimbabwean Secondary School Guidance and Counselling Services: Questionnaire for Students'. The other instrument was designed for school counsellors. It was called 'The Zimbabwean Secondary School Guidance and Counselling Services: Questionnaire for School Counsellors'. As already mentioned, the questionnaires consisted of mainly close-ended items and a few open-ended items. The two questionnaires had items seeking similar information (see Appendices 1 & 2).

The questions were constructed based on literature study. Examples of questionnaire items derived from the literature are shown in table 4.1 below.

Table 4.1 A grid to show examples of items obtained from the literature study by authors

Author(s)	Items
Maluwa-Banda 1998:293	Clarity of SGC policy and guidelines
Gysbers & Henderson 2001:249; Sink & Macdonald 1998:93	Policy spelling out the reasons and value of SGC services
Reynolds & Cheek 2002:93; Schmidt 1993:42; NCGE 2003:4; Levi & Ziegler 1991:vi	SGC services planning done at the beginning of the year
Gibson 1990:225	SGC planning showing audiences, methods to be used, by whom and when
Euvrard 1992:216	Obtaining the needs of students
UNESCO 2000:8	Obtaining SGC needs through questionnaires, brainstorming, school and community records
Hamrin & Erickson 1939:162; UNESCO 1998:8; Hartman 1999:19	Provision of counselling services
Mwamwenda 1995:470; Zeedyk et al. 2003:68	Activities of the orientation programme
Varenhorst 1974:273; Schmidt 1993:36; Myrick 1989:18; Lapan 2001:295	Activities of peer counsellors
Helliwell & Jones 1975:155; Bardo et al. 1978:208; UNESCO 2000:30	Functions of SGC services evaluation
Pine 1975:138	Criteria used in evaluating SGC services' effectiveness
Lonborg & Bowen 2004:318; Otwell & Mullis 1997:345; Lapan 2001:295; Lapan et al. 1997:292; Maluwa-Banda 1998:289	Perceived benefits of the SGC services
Borders & Drury 1992:493; Brown 1972:25; Gysbers et al. 2000:353; Rice & Smith 1993:201; Hui & Chan 1996:209; Wells & Ritter 1979:173; Maluwa-Banda 1998:289	Roles of an effective school counsellor
Lehr & Sumarah 2002:296; Carrol 1980:83; Carlson 1991:32-33; Thompson et al. 2003:35; Euvrard 1996:113; DeMato & Curcio 2004:243; Dollarhide 2003:307; Whiston 2002: 151	Resources for effective SGC services
Euvrard 1996:116; Bernard et al. 1997:374	Training of school counsellors and its effects
Hui 2002:66; Sutton Jr & Fall 1995:331; Reynolds & Cheek 2002:93	Attitudes

The questionnaires were designed to collect information on the school counsellors and students' perceptions of the effectiveness of secondary school guidance and counselling services with the aim to assess the effectiveness of the services.

The questionnaires had five distinct sections as shown below:

Section A comprising of items gathering demographic data of the respondents.

Section B consisting of items focusing on the components of the SGC services.

Section C comprising of items focusing on the benefits of the SGC services.

Section D comprising of items focusing on the role of the school counsellor.

Section E comprising of items focusing on factors affecting the effectiveness of the SGC services.

Once data had been collected, they had to be analysed. The following subsection highlights how the data for this study were analysed.

4.6.2 Analysis of data

The analysis of data covered coding, statistical analysis and variables.

4.6.2.1 Coding

Collected data from an empirical study must be put in a form that makes it amenable to computer analysis. The process of translating the data to make it amenable to computer analysis is called coding (Dooley 1990:125; Babbie 1992:379). Nachmias and Nachmias (1996:335) present coding as a process of classifying responses into meaningful categories.

Babbie (1992:342) states that coding is the process where raw data is transformed into standardised and quantitative form. The collected data are converted into numerical codes. Tuckman (1994:248) adds that when coding responses from rating scales the responses are converted into scores in an objective fashion. Each point on the scale is assigned a score. In other words, coding involves assigning numbers to observations. The

assigned score or number to an observation is called a code (Nachmias & Nachmias 1996:334-335).

Nachmias and Nachmias (1996:335) add that the assigned code “should be consistent across cases or units of analysis when the same condition exists.” For example, if a code of 1 means rural day secondary school, the variable associated with the type of school should be coded as 1 for each rural day secondary school.

In this study, each individual respondent was termed a case and each case had a number representing that individual’s score for each variable or measure. Furthermore, each individual respondent or case had a serial number. Each item on the questionnaire was assigned a column number. The serial number for each case was captured first, followed by the column number for each item. Responses for each item were also assigned codes. The codes for each item were entered against each column number. For example, on the questionnaire for school counsellors a code of 1 was entered for a male respondent or a code of 2 was entered for a female respondent against column number 4 which represented gender.

Two data capturers independently captured the data from the questionnaires. In this way, the data was validated to ensure that capturing was done accurately.

The few responses from the open-ended items reflecting the same themes were grouped together. Thus the few responses were put into categories based on the meaning they conveyed. For example, on how SGC services planning could be improved, responses like in-service training for the school counsellors and school counsellors need skills were grouped together under the theme ‘provide training’. As already mentioned, the few responses from the open-ended questions were presented under discussion of results in Chapter 5 and the study’s summary of empirical results and recommendations sections in Chapter 6.

4.6.2.2 Statistical analysis

The SAS/STAT statistical package, version 9.1 was used to analyse the data. The SAS/STAT package was used because it is very fast and suitable for the type of data obtained. The package summarises and creates appropriate tables and examines relationships between variables and performs tests of statistical significance on hypotheses. The analysis included tabulation and computation of frequencies, percentages and ratios of the quantitative data obtained from closed and the very few open-ended questions. In other words, the package enabled the researcher to score and analyse data quickly and in many different ways.

One way frequency tables were calculated for each and every questionnaire item as an initial step in the exploratory analysis. This step was undertaken to validate data and correct or remove any spurious responses. As an example, if a response value of '7' was for example encountered for any of the 5 point rating scale questionnaires, the deduction was immediately made that the value could not be correct as only responses between '1' and '5' were to be entered for five point rating scale questionnaire items. One way frequency tables on the biographical variables were also calculated as a way of describing the sample population. Combined two way frequency tables were calculated for all multiple response questionnaire items in an attempt to reduce analyses-output and thereby create compact results of manageable proportions. In each two way table, one dimension represents the individual response items investigated on each SGC multiple response services issue and the other dimension represents the relevant response rating scale.

Since the data from this study was categorical, the Chi-square test was used (Fitz-Gibbon & Morris 1987:99). The Chi-square test was calculated to indicate the significance of the relationship between the item responses of either school counsellors or students and in some instances a combination of both. If significance was established, it implied that the respondents' opinion on the SGC services statement issue were not the same. The respondents could have evaluated some statements more positively and others more negatively. Significance was established at 0.001 or 0.05 significance levels. Ratios were calculated for each item to establish which ones were more positively or negatively

evaluated. For example ‘strongly agree’ and ‘agree’ were added together and divided by ‘disagree’ + ‘strongly disagree’ while ‘very often’ and ‘often’ were added together and divided by ‘very seldom’ + ‘never’.

4.6.2.3 Variables

The independent variables (iv) for this study were type of school, professional qualifications, experience as a school counsellor, gender (of school counsellor and student), age of counsellor and form of student. The dependent variable (dv) was perception of the effectiveness of guidance and counselling services. The study sought to assess the effectiveness of the Zimbabwean SGC services as perceived by school counsellors and students. How the independent variables above affected the respondents’ perception of the effectiveness of the SGC services was also established.

The following tables present the nature of the variables and their levels used for the analysis and interpretation of data collected for the study.

Table 4.2 Independent variables and their levels for students’ questionnaire

Instrument	Independent variables	Levels
Students’ questionnaire	1. Type of school	<ul style="list-style-type: none"> • Rural day • Rural boarding • Urban day • Urban boarding
	2. Gender	<ul style="list-style-type: none"> • Male • Female
	3. Form	<ul style="list-style-type: none"> • Form 2 • Form 3 • Form 4 • Form 5 • Form 6
	4. Age	<ul style="list-style-type: none"> • 12-14 yrs • 15-17 yrs • 18-20 yrs • Over 20 yrs

Table 4.3 Independent variables and their levels for school counsellors' questionnaire

Instrument	Independent variables	Levels
School counsellor questionnaire	1. Type of school	<ul style="list-style-type: none"> • Rural day • Urban day • Rural boarding • Urban boarding
	2. Age	<ul style="list-style-type: none"> • 20-25 yrs • 26- 30 yrs • 31-35 yrs • 36-40 yrs • Over 40 yrs
	3. Gender	<ul style="list-style-type: none"> • Male • Female
	4. Professional qualifications	<ul style="list-style-type: none"> • Certificate in Education • Diploma in Education • Bachelor's degree • Masters' degree
	5. Counselling experience	<ul style="list-style-type: none"> • 1-5 yrs • 6-10 yrs • 11-15 yrs • Over 15 yrs
	6. Teaching experience	<ul style="list-style-type: none"> • 1-5 yrs • 6-10 yrs • 11-15 yrs • Over 15 yrs

4.6.3 The steps in the research process

After identifying the research problem, the researcher carried out a literature study to establish what other authorities have said about the problem. As already mentioned earlier on, the literature study guided the researcher in the choice of the research methodology. The researcher also got items for the research instruments from the literature study. The survey design was used in this study. Two questionnaires that mainly had closed items were used to collect data. The questionnaires were pilot tested before the main data collection. The responses were coded for easy data capturing and analysis. Data were presented, analysed and discussed.

4.6.4 Presenting the results

The literature review was presented in Chapters 2 and 3. Comparisons were made between international literature and Zimbabwean literature on effective SGC services. The results for this quantitative research study were presented in the form of tables in the next chapter. Descriptions and analyses of data are presented below each table.

The next section highlights the ethical guidelines that were considered in this study.

4.7 ETHICAL CONSIDERATIONS

Ethics in research give researchers the guidelines on how they should conduct research. The guidelines ensure that research is carried out in a way that is in the best interest of the respondents (Cardwell 1999:88). It is the researcher's responsibility to act in an ethical manner (Borg & Gall 1989:84). Researchers should be aware of their ethical responsibilities to the research participants.

This section highlights the following ethical guidelines and how they were considered in this research: informed consent, confidentiality and anonymity, harm to respondents and privacy.

4.7.1 Informed consent

Informed consent is an ethical requirement which demands that respondents be allowed to choose to participate or not to participate in the research after receiving full information about the possible risks or benefits of participating (Urombo 2000:29; Makore- Rukuni 2001:33). The participant is free to decline to participate or withdraw from the study at any time (Cardwell 1999:55; Tuckman 1994:13).

In this study, the researcher or research assistants informed selected participants about the purpose of the study. The participants were given the freedom to choose to participate or not in the study. Some selected school counsellors refused to complete the questionnaires and returned them uncompleted. In one urban boarding school, the school counsellors refused to participate and did not make students available to the researcher.

4.7.2 Confidentiality and anonymity

Confidentiality indicates the researcher's ethical obligation to keep the respondent's identity and responses private (Makore-Rukuni 2001:129; Nueman 2000:99; Urombo 2000:26; Babbie 1992:467). A respondent has the right to have his or her identity remain anonymous (David & Sutton 2004:19; Tuckman 1994:14). Babbie (1992:467) states that a respondent's anonymity is guaranteed "when the researcher cannot identify a given response with a given respondent"

In this study, confidentiality and anonymity were achieved by not asking participants to write their names on the questionnaires. Furthermore, participants in this study were identified by serial numbers rather than by name. Anonymity was also guaranteed through grouping data rather than presenting individual responses.

4.7.3 Harm to respondents

Researchers should not harm research respondents (Makore-Rukuni 2001:36; Urombo 2000:28). Harm to respondents may include: embarrassment, irritation, anger, emotional stress, loss of self-esteem, sleep deprivation, negative labelling, invasion of privacy and damage to personal dignity (Urombo 2000:42; Babbie 1992:465). Respondents may experience the above psychological harm if they are asked to provide information on private and sensitive issues.

Respondents in this study were not exposed to the above. That is, the study did not psychologically harm the respondents. The information sought from the respondents was not private and sensitive. The respondents' responses were taken as given and one could not identify a particular respondent's responses.

4.7.4 Ensuring privacy

As already indicated under confidentiality and anonymity, it is the researcher's ethical obligation to keep the respondent's identity private (Neuman 2000:99; Babbie 1992:467; Tuckman 1994:14; Makore-Rukuni 2001:129). In this study, privacy was ensured through asking respondents not to write their names on the questionnaires. Privacy was

also ensured through grouping the respondents' responses. The individual respondent's score could not be identified in the grouped data.

With the above ethical codes as guidelines, the following section discusses the training of research assistants.

4.8 TRAINING RESEARCH ASSISTANTS

Two research assistants who had experience in working for the Ministry of Education, Sport and Culture's Schools Psychological Services department and who had some research experience were selected. The research assistants were selected from educational provinces conveniently selected by the researcher. Training research assistants was meant to ensure the reliability of the results of the study. The training involved explaining to the research assistants the purpose of the research and the research assistants' ethical responsibilities to the research participants. The ethical guidelines discussed during the training included informed consent, confidentiality, anonymity, harm to respondents and privacy. The research assistants were also trained on how the sample for the study was going to be selected and how to administer the questionnaires for the study. After the training, the research assistants participated in the pilot study to determine whether they had grasped the research skills. The details of the pilot study are discussed in the following section.

4.9 PILOT STUDY

A pilot study was conducted since it is an essential component of any survey research. Pilot testing nearly always results in important improvements to the questionnaire and a general increase in the efficiency of the study. The purpose of the pilot study was to (a) eliminate some ambiguous items, (b) establish if there were problems in administering the questionnaire, (c) test data collection instructions, (d) establish the feasibility of the study, (e) anticipate and amend any logical and procedural difficulties regarding the study and (f) allow a preliminary data analysis to establish whether there would be difficulties in the main data analysis and to ensure that the collected data answer the researcher's questions (David & Sutton 2004:177; Pratt & Loizos 2003:59; Saunders et al. 1997:269; Cardwell 1999:176; Oppenheim 1996:47; Bell 1989:65). The pilot study helps to perfect

the instrument so that participants in the main study would experience fewer difficulties in completing it (Bell 1989:65). This was possible because the pilot study respondents were asked to evaluate and report on the clarity of instructions, as well as the ambiguity and relevance of items. They were asked to suggest improvements to the questionnaire. The psychometric characteristics (reliability, validity and practicality) of the instruments were established.

Pilot testing was done with a group similar to the final sample (David & Sutton 2004:177; Saunders et al. 1997:269; Oppenheim 1996:62). The pilot group was not involved in the main study because the group had completed the questionnaires twice (test re-test reliability method). As such, the researcher felt it bothersome to ask the group to complete the questionnaires for the third time.

4.9.1 Sample

Forty (40) students (20 boys and 20 girls) and 20 (10 female and 10 male) school counsellors in the Masvingo district in urban, rural and mine schools participated in the pilot study. This was approximately 5.5 % of the anticipated sample. Eight students were selected from each form (Form 2 to Form 6). The pilot study sample grid is provided in tables 4.4 and 4.5 below:

Table 4.4 Students' pilot study sample grid (N=40)

Gender	Form	Age range	Number
Male	2	12-14	4
Female	2	12-14	4
Male	3	15-17	4
Female	3	15-17	4
Male	4	15-17	4
Female	4	15-17	4
Male	5	18-20	4
Female	5	18-20	4
Male	6	18-20	4
Female	6	18-20	4
Male			20
Female			20
Grand Total			40

Table 4.5 School counsellors' pilot study sample grid (N= 20)

Gender	Age range	Number
Male	20-25	2
	26-30	3
	31-35	2
	36-40	1
	Over 40	2
Female	20-25	1
	26-30	3
	31-35	3
	36-40	1
	Over 40	1
Male		10
Female		10
Grand Total		20

4.9.2 Sampling procedures

Sampling refers to the process by which the researcher attempts to select a representative group from the population under study. Cardwell (1999:202) states that "as an entire population tends to be too large to work with, a smaller group of participants must act as a representative sample", hence the need for sampling. Convenience sampling was used in the pilot study. Convenience sampling involves selecting participants purely on the basis that they are conveniently available to the researcher (Gray 2004:88; Dooley 1990:135; Robson 1995:141). David and Sutton (2004:151) and McMillan and Schumacher (1993:160) add that convenient sampling is also called availability sampling and participants are selected on the basis of easy availability or access. In convenience sampling, the researcher chooses the nearest cases to serve as respondents (Cohen & Manion 1989:103). In this study, school counsellors and students who were within easy reach of the researcher and research assistants were chosen to take part in the pilot study.

4.9.3 Data collection procedures

Permission to undertake the pilot study was granted by the Provincial Education Director for Masvingo Province (see Appendices 6, 7 & 8 for letter requesting permission and Appendices 9, 10 & 11 for copies of the Ministry' permission letters). All the questionnaires (school counsellors and students' questionnaires) in the pilot study were self-administered.

The guiding information to the participating school counsellors and students read: *"This questionnaire seeks your opinion on the effectiveness of the guidance and counselling services in Zimbabwean Secondary Schools. This study forms part of the researcher's DEd degree at the University of South Africa (UNISA) and should help improve the school guidance and counselling (SGC) services in Zimbabwe. You should not write your name on the questionnaire. Honest responses to all the questions are requested. There are no 'right' or 'wrong' answers. The researcher is only interested in your own opinion. The responses you give will be treated confidentially. Thank you for taking time to complete this survey."*

The next section discusses how the main empirical study was conducted.

4.10 MAIN STUDY

4.10.1 Sample

The participants (N=950) consisted of 314 secondary school counsellors (165 males and 149 females) and 636 secondary school students (314 boys and 322 girls). The student sample was broken down as follows: ZJC (Forms 2) = 109, "O" Level (Forms 3 & 4) = 257 and "A" Level (Forms 5 & 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 for this study were collected, the Form Ones had only been in secondary school for a term. 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 that were near and convenient to the researcher. The three provinces were also selected because of the availability of research assistants in these regions. The conveniently selected provinces were Masvingo, Manicaland and Midlands. Like in any other province in Zimbabwe, the institutions investigated from these three provinces were rural, urban, council, government and private schools.

However, the three provinces conveniently selected for the purpose of this study might not be representative of the whole country.

The main study sample grid was as follows:

Table 4.6 Students' main study sample grid (N=636)

Biographical Variables	Variable Description	Frequency
Gender	Male	314
	Female	322
Age	12 – 14 years	84
	15 – 17 years	317
	18 – 20 years	208
	Over 20 years	24
Form	Form 2	109
	Form 3	106
	Form 4	151
	Form 5	122
	Form 6	147
	Type of School	Rural Day
Rural Boarding		111
Urban Day		157
Urban Boarding		88
Total		636

Table 4.7 School counsellors' main study sample grid (N=314)

Biographical Variable	Variable Description	Frequency
Gender	Male	165
	Female	149
Age	20 – 25 years	15
	26 – 30 years	60
	31 – 35 years	93
	36 – 40 years	90
	Over 40 years	56
Counselling experience	1 – 5 years	164
	6 – 10 years	94
	11 – 15 years	33
	Over 15 years	10
Teaching experience	1 – 5 years	59
	6 – 10 years	82
	11 – 15 years	88
	Over 15 years	84
	Qualifications	Certificate in Education
Bachelor's Degree		116
Diploma in Education		131
Bachelor's Degree in Guidance and Counselling		22
Masters Degree		4
Other		2
Type of School	Rural Day	126
	Rural Boarding	58
	Urban Day	101
	Urban Boarding	29
Total		314

4.10.2 Sampling procedures

The researcher first used the convenient sampling procedure to select three educational provinces. The researcher then used the stratified, random and systematic sampling methods. Stratified sampling involves the researcher dividing the population into strata namely, type of school, gender and academic level. After dividing the population into strata, the researcher drew a random sample from each sub-population (Neuman 2000:208; Nachmias & Nachmias 1996:188). In this study, the stratified sampling procedure was used to classify schools according to type of school (rural day, rural

boarding, urban day and urban boarding). School counsellors were classified according to gender and students according to their gender and academic level (forms).

Random sampling involves the selection of a sample in such a way that every unit has an equal chance of being selected (David & Sutton 2004:150; Nachmias & Nachmias 1996:186). In this study, the random sampling procedure was used to select the stratified schools and secondary school counsellors while the systematic sampling procedure was used to select the stratified students. The random sampling procedure gave all the schools and secondary school counsellors in the selected provinces an equal opportunity of being selected. Thus results from the sample can be confidently generalised to the total population. Systematic sampling consists of selecting every 'nth' sampling unit of the population after the first sampling unit is selected randomly from the total sampling units (David & Sutton 2004:150; Neuman 2000:206 Nachmias & Nachmias 1996:187). The systematic sampling procedure was used to select the students because their large numbers made it impossible to do a random sampling. However, a systematic sample is very similar to a simple random sample in that it initially requires an adequate sampling frame.

Educational provinces were selected first, then the schools implementing the guidance and counselling services from the selected provinces. School counsellors and students were then chosen from the selected schools. The details of the selection procedure are given below.

4.10.2.1 Sampling school counsellors

Provincial Education Directors from the selected provinces (Masvingo, Manicaland and Midlands) were each requested to provide a list of secondary schools implementing the guidance and counselling services in their provinces. The schools were then listed according to their status (rural day, rural boarding, urban day and urban boarding). Research assistants were asked to randomly select schools from each stratum as follows: 13 rural day schools, 6 rural boarding secondary schools, 9 urban day secondary schools and 3 urban boarding secondary schools. The selection was done through putting the names of the schools on separate pieces of paper per province, per stratum and blindly

picking the schools. All in all 31 schools were selected from each educational province making a total of 93 secondary schools for the study sample. Four school counsellors (2 male and 2 female) from each of the selected 93 secondary schools made up the school counsellor sample. All in all, 372 (186 males and 186 females) school counsellors were selected to participate in the study.

4.10.2.2 Sampling students

The researcher together with research assistants randomly selected two secondary schools per stratum per educational province from the selected secondary schools in 4.10.2.1 above. All in all, 24 secondary schools were selected. All the selected 24 secondary schools run from Form 1 to Form 6. Students were then sampled from the selected 24 selected secondary schools as follows: Students were put into strata (form and gender) and systematic sampling was done from the strata. Students whose numbers were 5, 10, and 15, from Forms 2 to 4 and those whose numbers were 1, 3 and 5 from forms 5 and 6 in their school combined registers by gender and form made up the student sample. Six students (3 males and 3 females) were selected from each form, giving a total of 30 students per school. All in all, 720 (360 males and 360 females) students were selected to participate in the study.

4.10.3 Instruments

Two survey questionnaires (Likert-Type questionnaires) were used to collect the data as explained under the research method section. Amendments were made to these questionnaires as a result of pilot testing. For example, under F2 (programme evaluation) those who participated in the pilot study indicated that there was a need for a statement to advise respondents that they needed not respond to questions 78 to 103 if their SGC services were never evaluated.

4.10.4 Data collection procedures

Like in the pilot study, permission to conduct the study was granted by the Ministry of Education, Sport and Culture (see Appendices 6, 7 & 8 for letters requesting permission and Appendices 9, 10 & 11 for copies of the Ministry's permission letters). The researcher and research assistants posted the questionnaire for school counsellors to

school counsellors who were not within their easy reach. The school counsellor questionnaire was also personally administered to school counsellors who were within easy reach of the researcher and the research assistants. Posted questionnaires had return self-addressed stamped envelopes enclosed. The researcher and the research assistants 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. The researcher and the research assistants verbally explained the purpose of the study to the participants. The instructions given to the respondents were the same as those given during the pilot study. The researcher and the research assistants collected the questionnaires soon after completion. School counsellors delaying in responding to the questionnaires received follow up letters (see Appendix 12) reminding them to complete and return the questionnaires.

The postal questionnaire technique was used because some of the school counsellors were located far away from the researcher and research assistants. This technique ensured that there was a representative sample. However, the postal questionnaire reduced the response rate. There were 43 school counsellor questionnaires that were not returned.

In the next section, the reliability and validity of the research design are discussed.

4.11 RELIABILITY AND VALIDITY

Reliability and validity should be established for the standardisation of an instrument to be used in research. Characteristics of the respondents used to establish the questionnaire's reliability and validity should be similar to the respondents in the study (McMillan & Schumacher 1993:168). Reliability and validity are important in quantitative research designs (Makore-Rukuni 2001:98). Appropriate sampling strategies and accurate measurements promote validity and reliability.

The two subsections below are going to explain the concepts reliability and validity and how these were established.

4.11.1 Reliability

Reliability is a measure of consistency of scores obtained. Focus is on how consistent the scores are for each respondent from one administration of an instrument to another and from one set of items to another (Gray 2004:208; Fraenkel & Wallen 1996:160; McMillan & Schumacher 1993:168). The above explanation of reliability is supported by Black in Gray (2004:92) who view reliability as “an indication of the consistency between two means of the same thing. The means could be from two separate instruments, two like halves of an instrument, (or) the same instrument administered by two different people”. McMillan & Schumacher (1993:168) state that the goal of developing reliable instruments “is to minimise the influence of chance or other variables unrelated to the intent of the measure.” Unreliable instruments gather useless data.

The reliability of this study was achieved through clearly asking the school counsellors and students questions about: SGC issues they were familiar with, SGC issues relevant to them (Babbie 1992:130) and concepts peculiar to SGC services as well as through training research assistants in data collection (Babbie 1992:132).

The reliability of the questionnaires for this study was determined via the test re-test procedure. The test re-test reliability coefficient ensures that a group of people is measured twice, using the same procedure and the two sets of scores obtained are then correlated. In this study, the test re-test reliability was determined after pilot testing. The questionnaires were administered to 10 school counsellors and 15 students in Masvingo province. The questionnaires were re-administered to the 10 school counsellors and 15 students after two weeks. A Pearson Product Correlation Coefficient (r) was computed to determine the reliability of the questionnaires.

As already mentioned, a total of 10 school counsellors participated in the test of reliability for the school counsellor questionnaire. The results of the reliability tests conducted for the school counsellors are given below.

Table 4.8 School counsellors' test re-test scores

School counsellor	Test (X)	Re-test (Y)
1	385	382
2	380	382
3	366	362
4	378	381
5	370	374
6	379	373
7	363	367
8	382	378
9	368	371
10	370	374

The results of the test re-test scores show a correlation of 0.85 that indicates that the instrument is highly reliable (see Appendix 3 for calculation details).

As already mentioned, a total of 15 students participated in the test of reliability for students' questionnaire. The results of the reliability test conducted for the students are given below.

Table 4.9 Students' test re-test scores

Student	Test (X)	Re-test (Y)
1	380	378
2	376	378
3	370	369
4	375	379
5	368	366
6	377	380
7	372	371
8	376	378
9	364	367
10	369	372
11	383	380
12	374	375
13	360	364
14	372	369
15	373	370

The results of the test re-test show a correlation coefficient of 0.89 that indicates that the instrument is highly reliable (see Appendix 4 for calculation details).

4.11.2 Validity

According to McMillan and Schumacher (1993:167) validity is “the extent to which inferences made on the basis of scores from an instrument are appropriate, meaningful and useful”. The validity of an instrument refers to the extent to which the instrument measures what it is intended to measure (Gray 2004:90). Gray (2004:207) adds that a valid instrument “must cover the research issues both in terms of content and detail”. The validity of any measuring instrument depends upon the degree to which it measures what it purports to measure. The Criteria Jury opinion or evaluation jury, the most reliable and frequently used method to measure the validity of an instrument (Goods & Hatt in Karuppanan 2003:111) was used to establish the validity of the instruments for this study. The criterion jury opinion involves an expert in the area under investigation commenting on the appropriateness of the instruments to be used in the study. In this study, 5 registered educational psychologists (one of them being the first Education Officer for guidance and counselling in the Ministry of Education, Sport and Culture in Zimbabwe), 5 experienced school counsellors and 3 research experts acted as the Juries and were asked to examine the questionnaire items. The juries were asked to make comments on the vagueness and relevance of the items. They reviewed the items and evaluated whether the items reflected the goals or objectives of the empirical study (see Appendices 13, 14 & 15 for Juries’ comments). Recommendations of the evaluation jury and the results of the pilot study were used in the final revision of the instrument. As already mentioned in section 4.6.2 of this chapter, the validity of the data for this study was enhanced through the employment of two independent data captures.

The study was conducted in three provinces that make up 30% of the provinces in Zimbabwe to enhance the generalisability (external validity) of the study. As has already been mentioned, the schools from the three provinces are heterogeneous making them representative of different settings as well as categories of school counsellors and students. The random sampling procedure used to select the stratified schools and secondary school counsellors enhanced the validity of the research design of this study.

4.12 SUMMARY

This chapter has presented the research methodology of the study. The research design has been highlighted. Other issues discussed in this chapter include: instruments used in the study, data collection procedures, data analysis, ethical considerations training of research assistants and the reliability and validity of the design. The subsequent chapter presents, analyses and discusses the data.

CHAPTER 5

DATA PRESENTATION, ANALYSIS AND DISCUSSION

5.1 INTRODUCTION

In this study, the researcher tried to assess the effectiveness of the Zimbabwean secondary SGC services as perceived by school counsellors and students. Chapter 5 presents, analyses and discusses the data obtained from the empirical study. The first section of this chapter presents the demographic data of the respondents. The findings from the study are presented in four main sections within the context of the six sub questions posed in Chapter 1 which guided the study. These sections are components of effective and comprehensive SGC services, namely, policy, planning, needs assessment, responsive services, peer counselling and evaluation, students' and school counsellors' perception of the benefits of the Zimbabwean secondary SGC services, role of the school counsellor, and factors affecting the effectiveness of secondary SGC services. Sub question (vi) which focuses on the level of SGC services in Zimbabwe in relation to international benchmarking will be dealt with in the discussion section. The five hypotheses posed are either confirmed or rejected. The data generated are summarised in the tables. Below each table is an explanation of what the information in each table means.

The next subsection briefly describes how the data were collected.

5.2 DATA COLLECTION PROCEDURES

As indicated in Chapter 4, after the Ministry of Education, Sport and Culture granted permission (see Appendices 6 to 8 for letters requesting permission and Appendices 9 to 11 for copies of the Ministry's permission letters) questionnaires were posted to school counsellors who were not within easy reach of the researcher or research assistants. Questionnaires were also personally administered to all students and school counsellors who were within easy reach of the researcher and the research assistants. As also indicated in Chapter 4, students completed the questionnaires during class time. Permission to administer questionnaires during class time was sought from the school

headmasters concerned. Questionnaires were administered during class time to make sure that they were completed and returned and also to ensure that students did not discuss their responses. School counsellors who delayed in responding to the questionnaires received follow up letters (see Appendix 12) reminding them to complete and return them.

The following section presents the biographical variables of the respondents. Biographical variables provided the context in which information was gathered. An appreciation of the context would enhance understanding of the information gathered.

5.3 BIOGRAPHICAL VARIABLES

Table 5.1 Biographical variables of school counsellors (N=314)

Biographical Variable	Variable Description	Frequency	Percentage
Gender	Male	165	52.55
	Female	149	47.45
Age	20-25 years	15	4.78
	26-30 years	60	19.11
	31-35 years	93	29.62
	36-40 years	90	28.66
	Over 40 years	56	17.83
Experience as a counsellor	1 – 5 years	164	54.49
	6 – 10 years	94	31.23
	11 – 15 years	33	10.96
	Over 15 years	10	3.32
Teaching experience	1 – 5 years	59	18.85
	6 – 10 years	82	26.20
	11 – 15 years	88	28.12
	Over 15 years	84	26.84
Qualifications	Certificate in Education	39	12.42
	Diploma in Education	131	41.72
	Bachelor's Degree	116	36.94
	Bachelor's Degree in Guidance and Counselling	22	7.01
	Masters Degree	4	1.27
	Other	2	0.64
Type of School	Rural Day	126	40.13
	Rural Boarding	58	18.47
	Urban Day	101	32.17
	Urban Boarding	29	9.24

Table 5.1 shows that there were slightly more male school counsellors than female school counsellors. The majority of the school counsellors were between 31 and 40 years of age and very few were in the 20 to 25 years range. The table also shows that the majority of the school counsellors fell in the 1 to 5 year range of experience as counsellors. A few of them had between 11 and 15 years of counselling experience. Only 3.32% of them had taught SGC for longer than 15 years. Table 5.1 also shows that the majority of the school counsellors' teaching experience was above 6 years. Very few of them had a qualification in Guidance and Counselling. The table further shows that most of the school counsellors came from rural day and urban day secondary schools while very few came from urban boarding secondary schools.

Table 5.2 Biographical data of students (N=636)

Biographical Variable	Variable Description	Frequency	Percentage
Gender	Male	314	49.37
	Female	322	50.63
Age	12 – 14 years	84	13.27
	15 – 17 years	317	50.08
	18 – 20 years	208	32.86
	Over 20 years	24	3.79
Form	Form 2	109	17.17
	Form 3	106	16.69
	Form 4	151	23.78
	Form 5	122	19.21
	Form 6	147	23.15
Type of School	Rural Day	280	44.03
	Rural Boarding	111	17.45
	Urban Day	157	24.69
	Urban Boarding	88	13.84

Table 5.2 shows that there were slightly more female than male students who participated in the study. The table also shows that the majority of the students' age range was 15 to 17 years while very few were over 20 years old. Furthermore, the table shows that Form

4 and Form 6 students were slightly more than students from other forms. It is also clear from the table that most of the students came from rural day secondary schools while very few came from urban boarding secondary schools.

The following section briefly describes how the data were analysed.

5.4 DATA ANALYSIS PROCEDURES

As explained in Chapter 4, one way frequency tables were calculated for each and every questionnaire item as an initial step in the exploratory analysis. One way frequency tables on the biographical variables were also calculated as a way of describing the sample population. Combined two way frequency tables were calculated for all multiple response questionnaire items in an attempt to reduce analyses-output and thereby create compact results of manageable proportions. In each two way table, one dimension represents the individual response items investigated on each SGC multiple response services issue and the other dimension represents the relevant response rating scale. Chi-square tests were calculated for most of the tables to indicate the relationship between the item responses of either school counsellors or students and in some instances a combination of both. Ratios were calculated for each item to establish which ones were more positive or negative. The number of respondents to each item in the tables varies due to some non responses to certain items.

The following section presents results on the components of effective and comprehensive SGC services.

5.5 COMPONENTS OF EFFECTIVE AND COMPREHENSIVE SCHOOL GUIDANCE AND COUNSELLING SERVICES

The first sub question presented in Chapter 1 aimed at deducing the components of effective and comprehensive SGC services. It was hypothesised that there is no significant relationship between respondents' biographical variables and the way the respondents respond to items on the status of the following key components: policy, planning, needs assessment, responsive services, peer counselling and evaluation. The following subsection presents the results on the policy component.

5.5.1 Policy

Table 5.3 School counsellors and students' perceptions on policy statements

Respondents	Policy Issue	Opinion on Policy Statement						Ratio	Chi-square test (X^2)
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total		
School Counsellors	Mandatory policy exist	20(1.07)	74(3.98)	17(0.91)	121(6.50)	82(4.41)	314(16.87)	0.5	$X^2 =$ 551.81, df=20 p<0.0001 (sign)
	Policy spells services value	65(3.49)	170(9.13)	39(2.10)	24(1.29)	11(0.59)	309(16.60)	6.7	
	Policy explains reason for services	61(3.28)	179(9.62)	31(1.67)	27(1.45)	7(0.38)	305(16.39)	7.1	
	Counsellors understand policy	81(4.35)	144(7.74)	30(1.61)	50(2.69)	9(0.48)	314(16.87)	3.8	
	Teachers understand policy	22(1.18)	114(6.13)	65(3.49)	88(4.73)	21(1.13)	310(16.66)	1.2	
	Students understand policy	8(0.43)	61(3.28)	57(3.06)	141(7.58)	42(2.26)	309(16.60)	0.4	
	TOTAL		257(13.81)	742(39.87)	239(12.84)	451(24.23)	172(9.24)	1861(100.00)	
Students	Mandatory policy exist	145(3.99)	229(6.31)	41(1.13)	153(4.21)	64(1.76)	632(17.41)	1.7	$X^2 =$ 368.73, df=20 p<0.0001 (sign)
	Policy spells services value	150(4.13)	272(7.49)	109(3.0%)	80(2.20)	18(0.50)	629(17.53)	4.3	
	Policy explains reasons for services	155(4.27)	288(7.93)	87(2.40)	78(2.15)	16(0.50)	624(17.19)	4.7	
	Counsellors understand policy	234(6.45)	229(6.31)	68(1.87)	42(1.16)	16(0.44)	590(16.25)	8	
	Teachers understand policy	127(3.50)	273(7.52)	106(2.92)	57(1.57)	17(0.47)	580(15.98)	5.4	
	Students understand policy	107(2.95)	146(4.02)	111(3.06)	146(4.02)	65(1.79)	575(15.84)	1.2	
	TOTAL		918(25.29)	1437(39.59)	522(14.38)	556(15.32)	197(5.43)	3630(100.00)	

The first column of Table 5.3 represents the respondents. The second column represents the six policy issues stated in question B:A, (on questionnaires, Appendix 1 & 2), namely, 'Ministry has a binding policy on school guidance and counselling services', up to 'The Zimbabwean school guidance and counselling policy and guidelines are easily understood by students'. In the table which summarises the results (Appendix 5), these sub-items are referred to as '1', '2', through to '6'. The third column in the table represents responses to the rating scale of the particular questionnaire item. In question B:A, the rating scale is the level of agreement on the various policy statements from 'strongly agree' to 'strongly disagree'. The last two columns represents ratios and Chi-square calculations respectively.

The entries in the body of the table represent the number of responses observed for each cross classification of policy issue by agreement level. The percentage each cell contributes towards the total frequency is provided in brackets.

To establish whether the pattern of response to policy issues differed significantly for some of the policy statements, a Chi-square test was done. If significance is established, it implies that respondents' opinion on all policy statements are not the same. They might evaluate some statements 'more positively' (more to the 'agree/strongly agree' side) and others to the more 'negatively' ('disagree/ strongly disagree') side. If the probability associated with the Chi-square value is less than 0.05, significance on the 5% level of significance is established. For question B:A, a Chi-square value of 551.81 was calculated for the counsellors. The probability associated with the Chi-square value of 551.81 and 20 degrees of freedom is <0.0001 , which is less than 0.05. This can also be written as: Prob. (chi-sq=551.81) < 0.0001 . In the summary table, Appendix 5 the Chi-square value and significance are indicated in the columns marked as 'chi-sq' and 'significance'. Various significance levels exist. The 5% level of significance is the most general (also indicated as 0.05 significance level). 1% level is also used (0.01 significance level), and highly significant is indicated as 0.1%, or 0.001 significance level.

The computed Chi-square for counsellors shows a significant difference in the perceptions of counsellors on policy issues. The Chi-square for students also indicates a significant difference in students' perceptions (or attitudes) towards the various policy issues.

Significance established for policy issues implies that both counsellors and students held a significantly different perspective when comparing responses to different policy issues. To establish which policy issues respondents agreed with the most, or the least, ratios of favourable responses to unfavourable responses were calculated.

Ratios in Table 5.3 show that mandatory policy exists and students and teachers' understanding of policy was substantially more negatively viewed by school counsellors. The more positive reactions in the school counsellors' responses were on the way policy statements explain reasons for the SGC services and the way policy statements define the value for the SGC services. The preceding ratios indicate that seven school counsellors feel positive about the issues for every one counsellor with negative perceptions. The table also shows ratios for students' perceptions. On the fact that mandatory policy exists the ratio for students is 1.7. This indicates that for every two students with a positive attitude towards binding policy, one student has a negative perspective. The ratio is 4.3 for 'policy spells services value', 4.7 for 'policy explains reasons for services', 7.9 for 'counsellor understands policy'. The latter indicates that 8 students feel positive on this issue for every one student with negative perceptions. The ratio is 5.4 for 'teachers understand policy' and 1.2 for 'students understand policy'. The 'counsellor understands policy' issue is thus the one in highest regard with the students. The more positive reaction in the students' responses according to these ratios was the way counsellors understand policy statements. The smallest ratio of 1.2 for 'students understand policy' shows that the aspect was substantially more negatively viewed by students.

The next subsection presents the results of the planning component.

5.5.2 Planning

Table 5.4 School counsellors' and students' responses to SGC services planning during onset of each year

Respondents	Planning done at the onset of each year			
	Often	Seldom	Never	Total
School counsellors	66	210	37	313
Students	223	261	122	606

Table 5.4 shows that the majority of both school counsellors and students negatively rated the planning of SGC services at the beginning of each year. The services are thus not frequently planned for at the onset of each year.

Table 5.5 School counsellors' and students' opinions on involvement by different people in SGC services planning

Respondents	Person	Opinion on involvement						Ratio	Chi-square test (X ²)
		Very often	Often	Seldom	Very seldom	Never	Total		
School counsellors	Headmaster	38(2.46)	78(5.06)	113(7.33)	49(3.18)	34(2.20)	312(20.23)	1.4	X ² = 339.18, df=16 p<0.0001 (sign)
	Teachers	26(1.69)	83(5.38)	101(6.55)	73(4.73)	28(1.82)	311(20.17)	1.1	
	Parents	8(0.52)	18(1.17)	51(3.31)	52(3.37)	183(11.87)	312(20.23)	0.1	
	Students	12(0.78)	34(2.20)	49(3.18)	62(4.02)	144(9.34)	301(19.52)	0.2	
	Psychology team	32(2.08)	31(2.01)	57(3.70)	69(4.47)	117(7.59)	306(19.84)	0.3	
	TOTAL	116(7.52)	244(15.82)	371(24.06)	305(19.78)	506(32.81)	1542(100.00)		
Students	Headmaster	172(5.73)	160(5.33)	151(5.03)	60(2.00)	69(2.30)	612(20.39)	2.6	X ² =427.68, df=16 p<0.0001 (sign)
	Teachers	136(4.53)	222(7.40)	140(4.66)	83(2.76)	28(0.93)	609(20.29)	3.2	
	Parents	67(2.23)	102(3.40)	77(2.56)	101(3.36)	250(8.33)	597(19.89)	0.5	
	Students	131(4.36)	107(3.56)	90(3.00)	100(3.33)	163(5.43)	591(19.69)	0.9	
	Psychology team	94(3.13)	95(3.16)	101(3.36)	99(3.30)	204(6.80)	593(19.75)	0.6	
	TOTAL	600(19.99)	686(22.85)	559(18.62)	443(14.76)	714(23.78)	3002(100.00)		

The computed Chi-square test for school counsellors in Table 5.5 shows a significant difference in the perception of school counsellors on involvement in SGC services planning by different educational role players. The Chi-square test for students also indicates a significant difference in students' perception of the involvement of different educational players in SGC services planning.

Ratios in Table 5.5 indicate that school counsellors negatively perceived the involvement of parents, students and the psychological team in SGC services planning. On the other hand, the ratios indicate that the involvement of headmasters and teachers was perceived relatively more positively by the school counsellors. Students perceived the involvement of headmasters and teachers more positively compared to the involvement of parents, students and the psychological services team.

Table 5.6 School counsellors and students' perceptions of aspects included in SGC services plans

Respondents	Aspect	Opinion on aspect included in SGC services plans						Ratio	Chi-square test (X^2)
		Always	Often	Occasionally	Seldom	Never	Total		
School counsellors	SGC activities	49(1.32)	96(2.58)	114(3.07)	40(1.08)	3(0.35)	312(8.40)	2.7	$X^2 =$ 520.05, df=44 p<0.0001 (sign)
	Classroom sessions	64(1.72)	109(2.93)	81(2.18)	44(1.18)	13(0.35)	311(8.37)	3	
	Individual counselling	45(1.21)	75(2.02)	128(3.45)	53(1.43)	10(0.27)	311(8.37)	1.9	
	Administration duties	23(0.62)	49(1.32)	82(2.21)	111(2.99)	47(1.27)	312(8.40)	0.5	
	Parent meetings	7(0.19)	18(0.48)	69(1.86)	126(3.39)	91(2.45)	311(8.37)	0.1	
	Orientation	21(0.57)	38(1.02)	87(2.34)	106(2.85)	56(1.51)	308(8.29)	0.4	
	Meeting beneficiaries	16(0.43)	53(1.43)	105(2.83)	85(2.29)	49(1.32)	308(8.29)	0.5	
	People Implementing SGC	17(0.46)	55(1.48)	109(2.93)	85(2.29)	42(1.13)	308(8.29)	0.6	
	Counsellor's roles	47(1.27)	89(2.40)	95(2.56)	52(1.40)	23(0.62)	306(8.24)	1.8	
	Time management	25(0.67)	52(1.40)	105(2.83)	98(2.64)	28(0.75)	308(8.29)	0.6	
	Resources required	19(0.51)	49(1.32)	88(2.37)	107(2.88)	47(1.27)	310(8.35)	0.4	
	Methods to be used	29(0.78)	53(1.43)	105(2.83)	84(2.26)	38(1.02)	309(8.32)	0.7	
	TOTAL	362(9.75)	736(19.82)	1168(31.45)	991(26.68)	457(12.30)	3714(100.00)		
Students	SGC activities	149(2.01)	177(2.38)	155(2.09)	72(0.97)	74(1.00)	627(8.45)	2.2	$X^2 =$ 479.93, df=44 p<0.0001 (sign)
	Classroom sessions	122(1.64)	193(2.60)	171(2.30)	85(1.15)	58(0.78)	629(8.47)	2.2	
	Individual counselling	99(1.35)	132(1.78)	174(2.34)	106(1.43)	113(1.52)	624(8.41)	1.1	
	Administration duties	44(0.59)	121(1.63)	128(1.72)	171(2.30)	151(2.03)	615(8.29)	0.5	
	Parent meetings	74(1.00)	101(1.36)	146(1.97)	132(1.78)	175(2.36)	628(8.46)	0.6	
	Orientation	53(0.71)	97(1.31)	157(2.12)	168(2.26)	128(1.72)	603(8.12)	0.5	
	Meeting beneficiaries	81(1.09)	153(2.06)	142(1.91)	130(1.75)	106(1.43)	612(8.25)	1	
	People Implementing SGC	65(0.88)	141(1.90)	154(2.07)	131(1.77)	120(1.62)	611(8.23)	0.8	
	Counsellor roles	147(1.98)	168(2.26)	134(1.81)	75(1.01)	96(1.29)	620(8.35)	1.8	
	Time management	98(1.32)	135(1.82)	181(2.44)	124(1.67)	83(1.12)	621(8.37)	1.1	
	Resources required	84(1.13)	101(1.36)	114(1.54)	170(2.29)	154(2.07)	623(8.39)	0.6	
	Methods to be used	123(1.66)	142(1.91)	156(2.10)	115(1.55)	73(0.98)	609(8.21)	1.4	
	TOTAL	1139(15.35)	1661(23.81)	1812(24.41)	1479(19.93)	1331(17.93)	7422(100)		

The Chi-square test in Table 5.6 shows a significant difference in opinion of school counsellors on aspects included in SGC plans. The Chi-square for students also indicates a significant difference in students' opinion towards aspects included in SGC services plans. The ratios in the table reveal that the aspects of parent meetings, orientation and resources required were substantially more negatively viewed by school counsellors. On the other hand, the ratios indicate that the aspects of SGC activities, classroom sessions, individual counselling and counsellor's roles were perceived more positively by the school counsellors. The students' ratios on aspects included in SGC services plans indicate that individual counselling, administrative duties, parent meetings, orientation, meeting beneficiaries, people implementing the services, time management and resources required were viewed more negatively by students. The inclusion of SGC activities, classroom sessions and counsellor's roles are aspects held in highest regard by the students.

Table 5.7 Biographical variables (School counsellors and students combined) and opinion on planning SGC services at the onset of each year

Biographical Variable	Opinion on availability of orientation services							Chi-square test (X^2)
	Very Often	Often	Seldom	Very Seldom	Never	Total	Ratio	
Gender								$X^2 = 5.48$, df=4 p>0.24 (non sign)
Male	36(3.92%)	102(11.10)	151(16.43)	105(11.43)	73(7.94)	467(50.82)	0.8	
Female	35(3.81%)	116(12.62)	131(14.25)	84(9.14)	86(9.36)	452(49.18)	0.9	
Total	71(7.73%)	218(23.7)	282(30.69)	189(20.57)	159(17.30)	919(100)		
Type of School								$X^2 = 96.98$, df=12 p<0.0001 (sign)
Rural Day	45(4.90)	118(12.84)	126(13.71)	35(3.81)	66(7.18)	390(42.44)	1.6	
Rural Boarding	13(1.41)	23(2.50)	57(6.20)	39(4.24)	32(3.48)	164(17.85)	0.5	
Urban Day	11(1.20)	64(6.96)	67(7.29)	67(7.29)	40(4.35)	249(27.09)	0.7	
Urban Boarding	2(0.22)	13(1.41)	32(3.48)	48(5.22)	21(2.29)	116(12.62)	0.2	
Total	71(7.73)	218(23.72)	282(30.69)	189(20.57)	159(17.30)	919(100)		

The computed Chi-square test in Table 5.7 above reveals that the gender of the school counsellor and student did not significantly influence the perception of planning SGC services at the beginning of each year. The computed Chi-square test revealed that the type of school the school counsellor and student came from significantly influence the perception of planning SGC services at the beginning of each year. The ratios for male and female school counsellors and students suggest that school counsellors and students viewed the planning of SGC services at the onset of each year negatively. In other words, Table 5.7 suggests that the majority of both male and female school counsellors and students perceived the SGC services as being seldom planned for at the onset of each year. Ratios on type of school indicate that school counsellors and students from rural day secondary schools positively viewed the planning of SGC services at the onset of each year compared to other types of schools. The ratios in the table show that students and school counsellors from urban boarding secondary schools viewed the planning of SGC services at the onset of each year substantially more negatively than students and schools counsellors from other types of schools.

Table 5.8 Age and form of students vis-a-vis opinion on planning SGC services at the onset of each year

Biographical Variable	Opinion on planning at onset of each year							Chi-square test (X ²)
	Very Often	Often	Seldom	Very Seldom	Never	Total	Ratio	
Age								X ² = 42.61 df=12 p<0.000 1 (sign)
12 –14 yrs	16(2.65%)	29(4.18%)	15(2.49)	10(1.66)	11(1.82%)	81(13.43)	2.1	
15 –17 yrs	27(4.48%)	95(15.75%)	73(12.11)	51(8.46)	55(9.12)	301(49.92)	1.2	
18 – 20 yrs	12(1.99%)	35(5.80%)	53(8.79)	51(8.46%)	48(7.96)	199(33%)	0.5	
Over 20 yrs	4(0.66%)	4(0.66%)	5(0.83%)	1(0.17%)	8(1.33)	22(3.65)	0.9	
Total	59(9.78)	163(27.03)	146(24.21)	113(18.74)	122(20.23)	603(100)		
Form								X ² = 44.92 df=16 p<0.000 1 (sign)
Form 2	17(2.81%)	38(6.28)	24(3.97)	12(1.98)	13(2.15)	104(17.19)	2.2	
Form 3	11(1.82%)	38(6.28)	21(3.47)	17(2.81)	16(2.64)	103(17.02)	1.5	
Form 4	18(2.98%)	31(5.12)	39(6.47)	25(4.13)	25(4.13)	138(22.81)	1	
Form 5	4(0.66%)	32(5.29)	25(4.13)	23(3.8)	34(5.62)	118(19.50)	0.6	
Form 6	9(1.49%)	25(4.13)	38(6.28)	37(6.12)	33(5.45)	142(23.44)	0.5	
Total	59(9.75)	164(27.11)	147(24.30)	114(18.84)	121(20)	605(100)		

The calculated Chi-square test in Table 5.8 above reveals that the age range of the student significantly influenced the perception of planning SGC services at the beginning of each year. The calculated Chi-square test for form revealed that the form of the student significantly influenced his or her perception of planning SGC services at the beginning of each year. The ratios indicate that students in the 12 to 14 year age range seemed to rate the planning of SGC services at the beginning of each year more positively than students from other age ranges. The ratios in the table also show that students from Forms 2 and 3 viewed the planning of SGC services at the beginning of each year more positively than students from Forms 4 to 6.

Table 5.9 School counsellors' biographical variables and perceptions of planning SGC services at the beginning of each year

Biographical variable	Rating SGC services							Chi – square test (X ²)
	Very Often	Often	Seldom	Very Seldom	Never	Total	Ratio	
Age								X ² =17.8 9, df=16 p>0.33 (non sign)
20 -25 yrs		4(1.28%)	8(2.56%)	0(0%)	2(0.64%)	14(4.49%)	2.5	
26 - 30 yrs	3(0.96%)	11(3.53%)	24(7.69%)	14(4.49)	8(2.56%)	60(19.23)	0.6	
31 - 35 yrs	4(1.28%)	19(6.09%)	40(12.82)	24(7.69%)	6(1.92%)	93(29.81)	0.8	
36 - 40 yrs	2(0.64%)	10(3.21%)	36(11.54)	29(9.29%)	12(3.85%)	89(28.53)	0.3	
Over 40 yrs	3(0.96%)	10(3.21%)	27(8.65%)	8(2.56%)	8(2.56%)	56(17.95)	0.8	
Total	12(3.85)	54(17.31)	135(43.27)	75(24.04)	36(11.54)	312(100)		X ² =23.9 2, df=12 p<0.05 (sign)
Counselling experience								
1 - 5 yrs	9(3%)	37(12.33%)	65(21.67)	29(9.67%)	23(7.67%)	163(54.33)	0.9	
6- 10 yrs	3(1%)	11(3.67%)	41(13.67)	30(10%)	9(3%)	94(31.33%)	0.4	
11 - 15 yrs	0(0%)	5(1.67%)	15(5%)	12(4%)	1(0.33%)	33(11%)	0.4	
Over 15 yrs	0(0%)	0(0.0%)	8(2.67%)	1(0.33%)	1(0.33%)	10(3.33%)	0	
Total	12(4)	53(17.67)	129(43)	72(24)	34(11.33)	300(100)		
Teaching experience								
1 - 5 yrs	1(0.32%)	13(4.17%)	27(8.65%)	8(2.56%)	9(2.88%)	58(18.59%)	0.8	
6 - 10 yrs	6(1.92%)	18(5.77%)	33(10.58)	21(6.73%)	4(1.28%)	82(26.28%)	1	
11 - 15 yrs	2(0.64%)	12(3.85%)	37(11.86)	24(7.69%)	13(4.17%)	88(28.21%)	0.4	
Over 15 yrs	3(0.96%)	10(3.21%)	38(12.18)	22(7.05%)	11(3.53%)	84(26.92%)	0.4	
Total	12(3.85)	53(16.99)	135(43.27)	75(24.04)	37(11.86)	312(100)		

The Chi-square test in Table 5.9 above reveals that age of school counsellor did not significantly influence opinion on planning SGC services at the onset of each year. The computed Chi-square test reveals that school counsellors' experience significantly influenced opinion on planning SGC services at the onset of each year. The computed Chi-square test for teaching experience reveals teaching experience did not significantly influence opinion on planning SGC services at the onset of each year.

Ratios in the table reveal that school counsellors in the 20 to 25 age range viewed the planning of SGC services at the onset of each year more positively than school counsellors in other age ranges. The smallest ratio of 0.3 for school counsellors in the 36

to 40 age range was substantially more negatively viewed by students. The ratios also reveal that school counsellors in the 1 to 5 years counselling experience range viewed the planning of SGC services at the onset of each year more positively. The ratios in the table also show that school counsellors with 1 to 5 and 6 to 10 years of teaching experience viewed the planning of SGC services at the beginning of each year more positively than any other teaching experience ranges.

Table 5.10 Biographical variables vis-a-vis students' perceptions of the SGC services plans at their schools

Biographical Variable	Perception on SGC services plans defining objectives						Ratio	Chi-square test (X^2)
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total		
Gender								
Male	71(11.25)	131(20.76)	36(5.71)	56(8.87)	18(2.25)	312(49.45)	2.7	$X^2=9.57$, $df=4$ $p<0.05$
Female	90(14.26)	123(19.49)	29(4.60)	70(11.09)	7(1.11)	319(50.55)	2.8	
Total	161(25.52)	254(40.25)	65(10.30)	126(19.97)	25(3.96)	631(100)		
Age								
12-14 yrs	17(2.70)	42(6.68)	10(1.59)	12(1.91)	2(0.32)	83(13.20)	4.2	$X^2=19.37$, $df=12$ $p(0.08)$ >0.01 (not sign)
15-17 yrs	78(12.40)	129(20.21)	31(4.93)	68(10.81)	9(1.43)	315(50.08)	2.7	
18-20 yrs	57(9.06)	79(12.56)	18(2.86)	40(6.36)	13(2.07)	207(32.91)	2.7	
Over 20 yrs	9(1.43)	3(0.48)	5(0.79)	6(0.95)	1(0.16)	24(3.82)	1.7	
Total	161(25.60)	253(40.22)	64(10.17)	126(20.03)	25(3.97)	629(100)		
Form								
Form 2	29(4.60)	47(7.46)	13(2.06)	16(2.54)	3(0.48)	108(17.14)	4	$X^2=23.57$, $df=16$ $p(0.0992)>0.01$ (not sign)
Form 3	20(3.17)	46(7.30)	17(2.70)	19(3.02)	4(0.63)	106(16.83)	2.9	
Form 4	46(7.30)	51(8.10)	11(1.75)	38(6.03)	3(0.48)	149(23.65)	2.4	
Form 5	27(4.29)	58(9.21)	9(1.43)	20(3.17)	7(1.11)	121(19.21)	3.1	
Form 6	39(6.19)	51(8.10)	15(2.38)	33(5.24)	8(1.27)	146(23.17)	2.2	
Total	161(25.56)	253(40.16)	65(10.32)	126(20.0)	25(3.97)	630(100)		
Type of school								
Rural Day	70(11.09)	109(17.27)	27(4.28)	58(9.19)	16(2.54)	280(44.37)	2.4	$X^2=34.30$, $df=12$ $p<0.0001$ (sign)
Rural	20(3.17)	43(6.81)	19(3.01)	23(3.65)	5(0.79)	110(17.43)	2.3	
Boarding	34(5.39)	63(9.98)	15(2.38)	37(5.86)	4(0.63)	153(24.25)	2.4	
Urban Day								
Urban Boarding	37(5.86)	39(6.18)	4(0.63)	8(1.27)	0(0.00)	88(13.95)	9.5	
Total	161(25.52)	254(40.25)	65(10.30)	126(19.97)	25(3.96)	631(100%)		

The computed Chi-square test reveals that gender has a significant effect on the perception of students on SGC services plans. The computed Chi-square test for age reveals that there were no significant differences in perception of SGC services plans

with regards to defining objectives of the services. The computed Chi-square test for form also reveals that there were no significant differences in perception of SGC services plans with regards to defining objectives of the services. The computed Chi-square test in the table also reveals that type of school has a significant effect on the perception of SGC services plans. The ratios indicate that more students across age range, form and type of school had positive attitudes towards the SGC services plans at their schools.

The next subsection presents results on the needs assessment component.

5.5.3 Needs assessment

Table 5.11 School counsellors' and students' opinions on frequency of assessing teachers, parents and students' needs

Respondents	Assessee	Opinion of frequency of assessment							Chi-square test (X ²)
		Very Often	Often	Seldom	Very Seldom	Never	Total	Ratio	
School counsellors	Teachers	14(1.51)	56(6.05)	101(10.92)	80(8.65)	57(6.16)	308(33.30)	0.5	X 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)	1.6	
	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	X 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)		

Table 5.11 above shows that the calculated Chi-square test for school counsellors reveals that there were significant differences in the rating of the frequency of assessing the needs of teachers, parents and students. The Chi-square test for students also reveals a significant difference in students' 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 viewed substantially more negatively by school

counsellors. The ratios also reveal that students viewed the assessment of teachers and students' needs positively. The ratios also indicate that like the school counsellors, students viewed the assessment of parents' needs negatively.

Table 5.12 School counsellors' and students' opinions on the extent of involvement of various groups of people in conducting SGC services needs assessment

Respondents	Person involved	Opinion on extent of involvement						Chi-square test (X ²)	
		Very Often	Often	Seldom	Very Seldom	Never	Total		Ratio
School counsellors	School Counsellors	89(4.87%)	116(6.34%)	56(3.06%)	14(0.77%)	29(1.59%)	304(16.62%)	4.8	X ² =590.39, df=20 p<0.0001 (sign)
	SGC 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%)	74(4.05%)	304(16.62%)	0.5	
	Parents	10(0.55%)	20(1.09%)	58(3.17%)	53(2.90%)	163(8.91%)	304(16.62%)	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	X ² =484.50, df=20 p<0.0001 (sign)
	SGC 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)		

The computed Chi-square test for school counsellors in Table 5.12 reveals that there were significant differences in the perception of the extent of involvement of different people in SGC needs assessment. The Chi-square test for students also indicates a significant difference 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 and teachers in conducting SGC services 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 services needs assessment.

Table 5.13 School counsellors' and students' opinions on the extent of use of various needs assessment methods

Respondents	Method	Opinion on extent of involvement						Chi-square test (X^2)	
		Very Often	Often	Seldom	Very Seldom	Never	Total		Ratio
School counsellors	Interviews	58(2.107%)	95(3.44%)	73(2.64%)	46(1.66%)	38(1.38%)	310(11.22%)	1.8	$X^2=700.95$, 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	$X^2=414.95$, 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)			

The computed Chi-square test for school counsellors in Table 5.13 reveals that there were significant differences in the perception of the extent of using different methods in needs assessment. The Chi-square test for students also indicates a significant difference in their 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 viewed by school counsellors as methods used in SGC services needs assessment more negatively. The more positive reaction in the school counsellors' responses of the ratios was informal student conversations and brain storming. 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 according to the ratios was year end results, informal student conversation and brain storming.

The subsequent subsection focuses on the results from the responsive services section.

5.5.4 Responsive services

Table 5.14 School counsellors' and students' opinions on frequency of information provision by SGC services

Respondents	Information	Opinion of frequency							Chi-square test (X^2)
		Always	Often	Occasionally	Seldom	Never	Total	Ratio	
School Counsellors	Study skills	115(12.30)	118 (12.62)	46 (4.9)	21(2.25)	11(1.18)	311 (33.3)	7.3	$X^2=18.20$, df=8 p(0.0197)< 0.05 (sign)
	Relationship	98(10.48)	123(13.16)	55 (15.88)	27 (2.89)	9(0.96)	312(33.4)	6.1	
	Occupational	82(8.77)	109(11.66)	76(8.13)	35(3.74)	10(1.07)	312(33.4)	4.4	
	Total	295(31.51)	350(37.43)	177(18.9)	83(8.88)	30(3.21)	935(100)		
Students	Study skills	247(13.07)	204 (10.79)	93 (4.92)	42(2.22)	44(2.23)	630(33.3)	5.2	$X^2 = 38.91$, df=8 p< 0.0001 (sign)
	Relationship	174(9.21)	214 (11.32)	107(5.66)	59(3.12)	77 (4.07)	631(33.39)	2.9	
	Occupational	208(11.01)	183(9.68)	140(7.41)	45(2.38)	53(2.80)	629(33.28)	4	
	Total	629(33.28)	601(31.80)	340(17.99)	146(7.72)	174(9.21)	189(100)		

The computed Chi-square test for school counsellors in Table 5.14 reveals that there were significant differences in their perception of the frequency of information provision by SGC services. The Chi-square test for students also indicates that there were significant differences in the perception of the frequency of information provision by SGC services. The ratios in the tables indicate that study skills, relationship and occupational information were more positively perceived by school counsellors. The ratios for students also show that students positively perceived the information provision such as study skills, relationship and occupational information by SGC services.

Table 5.15 School counsellors' and students' perceptions of the availability of orientation services for newcomers

Respondents	Opinion on availability of orientation for newcomers					Ratio	Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
School Counsellors	(17.2%)	138 (44.7%)	21(6.8%)	58 (18.8%)	39 (12.6)	2	309 (100)
Students	99(16%)	232 (37.5%)	77 (12.5)	100(16.2)	110 (17.8)	2	618(100)

The above table shows that school counsellors and students positively viewed the availability of an orientation programme for newcomers.

Table 5.16 Biographical variables (School counsellors and students combined) and opinion on availability of orientation services for newcomers

Biographical Variable	Opinion on availability of orientation services							Chi-square test (X^2)
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total	Ratio	
Male	69(7.41)	188(20.19)	60(6.44)	79 (8.49)	77 (8.27)	473(50.81)	1.6	$X^2 = 5.63$, df=4 p(.2285) >0.05 (non sign)
Female	83(8.92)	183(19.66)	39(4.19)	79 (8.49)	74(7.95)	458(49.19)	1.7	
Total	152(16.33)	371(39.85)	99(10.63)	158(16.97)	151(16.22)	931(100)		
Type of School								$X^2 = 50.87$, df=12 p<0.0001 (sign)
Rural Day	68(7.30)	140(15.04)	51 (5.48)	73 (7.84)	67 (7.20)	399 (42.86)	1.5	
Rural Boarding	33(3.54)	89 (9.56)	12(1.29)	11(1.18.)	22 (2.36)	167 (17.94)	3.7	
Urban Day	41(4.40)	78(8.38)	29(3.11)	51 (5.48)	49(5.26)	248 (26.64)	1.2	
Urban Boarding	10(1.07)	64 (6.87)	7 (0.75)	23(2.47)	13(1.40)	117(12.57)	2.1	
Total	152(16.33)	371(39.85)	99(10.63)	158(16.97)	151(16.22)	931(100)		

The computed Chi-square test in Table 5.16 above shows that there were no significant differences between male and female school counsellors and students on their rating of the availability of orientation services. The computed Chi-square test for type of school reveals that there were significant differences in perception of the availability of orientation services among respondents from different schools. The ratios in the table show that both male and female respondents seemed to perceive the availability of orientation services for newcomers favourably. The ratios for type of school reveal that school counsellors and students from rural boarding schools viewed the availability of orientation services in their schools more positively than those from any other type of school.

Table 5.17 School counsellors' and students' opinions on the frequency of provision of various orientation services

Respondents	Orientation Service	Opinion on frequency of provision							Chi-square test (X ²)
		Always	Often	Occasionally	Seldom	Never	Total	Ratio	
School Counsellors	Study skills	53(2.53)	78(3.72)	57((2.72)	42(2)	32(1.53)	262(12.50)	1.8	X ² =659.05 df=28 p< 0.0001 (sign)
	Career choices	36(1.72)	71(3.39)	77(3.67)	45(2.15)	84(1.62)	263(12.55)	0.8	
	Introduce teachers to new students	89(4.25)	84(4.01)	36(1.72)	22(1.05)	32(1.53)	263(12.55)	3.2	
	Explain Sec School curriculum	74(3.53)	81(3.86)	48(2.29)	25(1.19)	35(1.67)	263(12.55)	2.6	
	Layout of Physical environment	65(3.10)	73(3.48)	52(2.48)	37(1.77)	35(1.67)	262(12.50)	1.9	
	Open Days	21(1)	47(2.24)	65(3.10)	71(3.39)	55(2.62)	259(12.36)	0.5	
	Leaflets to Primary School students	13(0.62)	19(0.91)	25(1.19)	45(2.15)	158(7.54)	260(12.40)	0.2	
	Former students	5(0.24)	16(0.76)	33(1.57)	48(2.29)	162(7.73)	264(12.60)	0.1	
TOTAL		356(16.98)	469(22.38)	393(18.75)	335(15.98)	543(25.91)	2096(100)		
Students	Study skills	132(3.01)	155(3.53)	92(2.10)	94(2.14)	81(1.85)	554(12.63)	1.6	X ² = 735.69 df=28 p< 0.0001 (sign)
	Career choices	94(2.14)	138(3.14)	113(2.58)	96(2.19)	108(2.46)	549(12.50)	1.1	
	Introduce teachers to new students	228(5.20)	138(3.14)	86(1.96)	50(1.14)	49(1.12)	551(12.56)	3.7	
	Explain Sec School curriculum	140(3.19)	189(4.31)	106(2.42)	51(1.16)	60(1.37)	546(12.44)	3	
	Layout of Physical environment	156(3.56)	166(3.78)	91(2.07)	49(1.12)	88(2.01)	550(12.53)	2.4	
	Open Days	103(2.35)	115(2.62)	103(2.35)	108(2.46)	113(2.58)	542(12.35)	1	
	Leaflets to Primary School Students	57(1.30)	83 (1.89)	84(1.91)	95(2.16)	230(5.24)	549(12.47)	0.4	
	Former students	55(1.25)	59(1.34)	83(1.89)	71(1.62)	279(6.36)	547(12.47)	0.3	
TOTAL		965(21.99)	1043(23.77)	758(17.27)	614(13.99)	1008(22.97)	4388(100)		

The computed Chi-square test for school counsellors in Table 5.17 reveals that the school counsellors had significant differences in their perceptions of the frequency of different orientation services provided to newcomers. The Chi-square test for students also indicates a significant difference in their perceptions of the frequency of different orientation services provided to newcomers. The ratios for school counsellors show that career choice, provision of open days, leaflets to primary school students and former students addressing prospective students were substantially more negatively viewed by school counsellors. The more positive reaction in the school counsellors' responses according to the ratios in the table above was introducing teachers to new students. Ratios for students, show that students also negatively viewed career choice, provision of open days, providing leaflets to primary school students and former students addressing prospective students. Like the school counsellors, students seemed to view positively the provision of study skills, introducing teachers to new students, explaining secondary school curriculum and introducing students to the layout of the school's physical environment.

Table 5.18 Students' biographical variables and perceptions of the school having an orientation service for newcomers

Biographic al Variable	Perception of the school having orientation for newcomers							Chi-square test (X^2)
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total	Ratio	
Age								
12-14 yrs	17(2.75)	26(4.21)	13(2.10)	10(1.62)	16(2.59)	82(13.27)	1.7	$X^2=18.99$, $df=12$ $p=0.0887$ >0.05 (non sign)
15-17 yrs	43(6.96)	122(19.74)	44(7.12)	51(8.25)	48(7.77)	308(49.84)	1.7	
18-20 yrs	31(5.02)	80(12.94)	16(2.59)	36(5.83)	41(6.63)	204(33.01)	1.4	
Over 20 yrs	8(1.29)	4(0.65)	4(0.65)	3(0.49)	5(0.81)	24(3.88)	1.5	
Total	99(16.02)	232(37.54)	77(12.46)	100(16.18)	110(17.80)	618(100)		
Form								
Form 2	25(4.03)	36(5.81)	14(2.26)	17(2.74)	16(2.58)	108(17.42)	1.8	$X^2=17.11$, $df=16$ $p=0.3787$ >0.05 (non sign)
Form 3	10(1.61)	41(6.61)	21(3.39)	12(1.94)	18(2.90)	102(16.45)	1.7	
Form 4	24(3.87)	56(9.03)	14(2.26)	26(4.19)	27(4.35)	147(23.71)	1.5	
Form 5	18(2.90)	46(7.42)	15(2.42)	18(2.90)	23(3.71)	120(19.35)	1.6	
Form 6	22(3.55)	52(8.39)	14(2.26)	27(4.35)	28(4.52)	143(23.06)	1.3	
Total	99(15.97)	231(37.06)	78(12.58)	100(16.13)	112(18.06)	620(100)		

The computed Chi-square test for age reveals that there was no significant difference in the perception of students on the availability of an orientation service for newcomers. The Chi-square test for the form of students also indicates that there was no difference in the perception of the availability of an orientation service for newcomers by students. The ratios in Table 5.18 show that, except for students in the 18 to 20 years age range and those in Form 6, the majority of the students across age groups and forms favourably rated the availability of orientation for new comers.

Table 5.19 School counsellors' biographical variables and perceptions of school having an orientation service for newcomers

Biographical Variable	Perception of the school having orientation for newcomers							Chi-square test (X^2)
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total	Ratio	
Age								
20-25 yrs	4(1.29)	4(1.29)	2(0.65)	4(1.29)	1(0.32)	15(4.85)	1.6	$X^2=16.63$, $df=12$ $p=0.41>0.05$ (non sign)
26-30 yrs	13(4.21)	20(6.47)	8(2.59)	12(3.88)	6(1.94)	59(19.09)	1.8	
31-35 yrs	10(3.24)	46(14.89)	6(1.94)	18(5.83)	12(3.88)	92(29.77)	1.7	
36-40 yrs	15(4.85)	43(13.92)	3(0.97)	15(4.85)	12(3.88)	88(28.48)	2.1	
Over 40 yrs	11(3.56)	25(8.09)	2(0.65)	9(2.91)	8(2.59)	55(17.80)	2.1	
Total	53(17.15)	138(44.66)	21(6.80)	58(18.77)	39(12.62)	309(100)		
Experience as counsellor								
1-5 yrs	26(8.75)	65(21.89)	16(5.39)	36(12.12)	18(6.06)	161(54.21)	1.7	$X^2=22.62$, $df=12$ $p=0.0311<0.05$ (sign)
6-10 yrs	17(5.72)	44(14.81)	2(0.67)	12(4.04)	18(6.06)	93(31.31)	2.0	
11-15 yrs	7(2.36)	21(7.07)	0(0)	4(1.35)	1(0.34)	33(11.11)	5.6	
Over 15 yrs	1(0.34)	4(1.35)	1(0.34)	3(1.01)	1(0.34)	10(3.37)	1.3	
Total	51(17.17)	134(45.12)	19(6.40)	55(18.52)	38(12.79)	297(100)		
Teaching Experience								
1-5 yrs	10(3.24)	22(7.12)	8(2.59)	12(3.88)	7(2.27)	59(19.09)	1.7	$X^2=25.90$, $df=12$ $p=0.0111<0.01$ (sign)
6-10 yrs	20(6.47)	28(9.06)	6(1.94)	20(6.47)	7(2.27)	81(26.21)	1.8	
11-15 yrs	6(1.94)	51(16.50)	5(1.62)	13(4.21)	12(3.88)	87(28.16)	2.3	
Over 15 yrs	17(5.50)	37(11.97)	2(0.65)	13(4.21)	13(4.21)	82(26.54)	2.1	
Total	53(17.15)	138(44.66)	21(6.80)	58(18.77)	39(12.62)	309(100)		

The computed Chi-square test for age reveals that there were no significant differences among counsellor age groups on their perception of the availability of orientation services for newcomers. The computed Chi-square test for experience as a counsellor reveals that there were significant differences in their perception of the availability of orientation services for newcomers among different counselling experience ranges. The Chi-square test for teaching experience also indicates a significant difference in the perception of the availability of orientation services for newcomers among different teaching experience ranges. The ratios in Table 5.19 show that the 11 to 15 years counselling experience range is the one with the highest rating of the availability of an orientation programme for newcomers.

The next subsection presents results from the peer counselling component.

5.5.5 Peer counselling

Table 5.20 Perceptions of the involvement of peer counsellors

Respondents	Activity	Opinion on peer involvement							Chi-square test (X^2)
		Very often	Often	Seldom	Very Seldom	Never	Total	Ratio	
School Counsellors	Orientate newcomers	21(1.21)	74(4.25)	83(4.77)	52(2.99)	61(3.51)	291(16.72)	0.8	$X^2 = 264.29$, df=20 p< 0.0001 (sign)
	Attend to peers	18(1.03)	86(4.94)	80(4.60)	61(3.51)	45(2.59)	290(16.67)	1	
	Identify and refer students	31(1.78)	66(3.79)	70(4.02)	79(4.54)	44(2.53)	290(16.67)	0.8	
	HIV/AIDS Education	80(4.60)	109(6.26)	51(2.93)	20(1.15)	30(1.72)	290(16.67)	3.8	
	Attend to withdrawn peers	14 (0.80)	47(2.70)	68(3.91)	105(6.03)	54(3.10)	288(16.55)	0.4	
	Lesson Counsellor's workload	13(0.75)	58(3.33)	50(2.87)	77(4.43)	93(5.34)	291(16.72)	0.4	
TOTAL		177 (10.1)	400(25.29)	402(23.10)	394(22.64)	327(18.79)	1740(100)		
Students	Orientate newcomers	74(2.05%)	123(3.40)	112(3.10)	119 (3.29)	178(4.92)	606(16.75)	0.7	$X^2 = 316.50$ df=20 p< 0.0001 (sign)
	Attend to peers	107(2.96)	175(4.84)	92(2.54)	120(3.32)	107(2.96)	601(16.62)	1.2	
	Identify and refer students	138(3.82)	134(3.70)	82(2.27)	112(3.10)	140(3.87)	606(16.75)	1.1	
	HIV/AIDS Education	213(5.89)	213 (5.89)	71(1.96)	38(1.05)	72(1.99)	607(16.78)	3.9	
	Attend to withdrawn peers	67(1.85)	125(3.46)	113 (3.12)	121(3.35)	172(4.76)	598(16.53)	0.7	
	Lesson Counsellor's workload	102(2.82)	121(3.35)	103(2.85)	80(2.21)	193(5.34)	599(16.56)	0.8	
TOTAL		701(19.38)	891(24.63)	573(15.84)	590(16.31)	862(23.83)	3617(100)		

The computed Chi-square test for school counsellors in Table 5.20 reveals that there were significant differences in their perception of the involvement of peer counsellors in the given activities. The Chi-square test for the students also indicates a significant difference in perception of the involvement of peer counsellors in the given activities. The ratios for school counsellors show that the school counsellors more negatively viewed the involvement of peer counsellors in drawing isolated students and lessening school counsellors' workload. The ratios further indicate that the more positive reaction in the school counsellors' responses of these ratios was the involvement of peer counsellors in HIV/AIDS education. Student ratios also revealed that students, like the school counsellors, highly rated the involvement of peer counsellors in HIV/AIDS education. The ratios indicate that school counsellors differed from students in rating peer counsellors as drawing isolated peers and lessening counsellors' workload. Students rated drawing isolated peers and lessening counsellors' workload more favourably than did school counsellors.

The next subsection presents school counsellors' and students' perceptions on the SGC services evaluation component.

5.5.6 School guidance and counselling services evaluation

Table 5.21 School counsellors' and students' perceptions of frequency of SGC services evaluation

Respondents	Opinion on frequency of SGC services evaluation						Total
	Always	Often	Occasionally	Seldom	Never	Ratio	
School Counsellors	14(4.53%)	29(9.3%)	104(33.66%)	97(31.59%)	65(21.04%)	0.3	309
Students	63(10.40%)	111(18.35%)	169(27.93%)	136(22.48)	126(20.83%)	0.7	605

The ratios in Table 5.21 above show that school counsellors and students rated the frequency of evaluation of SGC services more negatively. The results suggest that SGC services evaluation were not done frequently.

Table 5.22 Biographical variables (School counsellors and students combined) and opinion on frequency of SGC services evaluation

Biographical Variable	Opinion on frequency of SGC services evaluation							Chi-square test (X^2)
	Always	Often	Occasionally	Seldom	Never	Total	Ratio	
Gender								
Male	35(3.9%)	71(7.77)	145(15.86)	116(12.69)	93(10.18)	460(100%)	0.5	$X^2 =$ 1.82, df=4 p= 0.07 (non sign)
Female	42(4.60%)	69(7.55)	128(14)	117(12.80)	98(10.72)	454(100%)	0.5	
TOTAL	(77(8.42))	140(15.32)	273(29.87)	233(25.49)	191(20.90)	914(100)		
Type of School								
Rural Day	51(5.58%)	78(8.53%)	114(12.47)	70(7.66%)	81(18.86)	394(100%)	0.9	$X^2=$ 55.76, df=12 p< 0.0001 (highly sign)
Rural Boarding	13(1.42)	17(1.86)	58(6.35)	53(5.80%)	26(2.84)	167(100%)	0.4	
Urban Day	9(0.98%)	35(3.83)	71(7.77)	66(7.22%)	57(6.24)	238(100%)	0.4	
Urban Boarding	4(0.44)	10(1.09)	30(3.28)	44(4.81)	27(2.95)	115(100)	0.2	
TOTAL	77(8.42)	140(15.32)	273(29.87)	233(25.49)	191(20.90)	914(100%)		

The calculated Chi-square test reveals that the gender of the school counsellor and student did not significantly influence the perception of the frequency of SGC services evaluation. The Chi-square test for type of school indicates that there was a significant difference in the perception of the frequency of SGC services evaluation among different school types. Both male and female school counsellors and students perceived the frequency of SGC services evaluation as low. School counsellors and students from rural day secondary schools rated the frequency of SGC services evaluation slightly more favourably.

Table 5.23 Age and form of student and opinion on frequency of SGC services evaluation

Biographical Variable	Opinion on frequency of SGC services evaluation							Chi-square test (X^2)
	Always	Often	Occasionally	Seldom	Never	Total	Ratio	
Age								
12 – 14yrs	12(1.99)	17(2.82)	26(4.32)	14(2.33)	11(1.83)	80(13.29)	1.2	$X^2 = 23.02$
15 – 17 yrs	30(4.98)	69(10.63)	87(14.45)	64(10.63)	52(8.64)	297(49.34)	0.9	df=12
18 – 20 yrs	21(3.49)	25(4.15)	48(7.97)	54(8.97)	54(8.97)	202(33.55)	0.4	p=0.0275<
Over 20 yrs	0(0)	15(0.83)	7(1.16)	4(1.16)	7(1.16)	23(3.82)	1.4	0.05 (sign)
TOTAL	63(10.47)	111(18.44)	168(27.91)	136(22.59)	124 (20.60)	602(100)		
Form								
Form 2	19(3.14)	23 (3.80)	33(5.45)	16 (2.64)	15(2.48)	106(17.52)	1.4	$X^2 = 39.67,$
Form 3	14(2.31)	25(4.13)	25(4.13)	27(4.64)	10(1.65)	101(16.69)	1.1	df=16
Form 4	11(1.82)	28(4.63)	42(6.94)	27(4.46)	28(4.63)	136(22.48)	0.7	p=0.0009<
Form 5	11(1.82)	12(1.98)	33(5.45)	29(4.79)	32(5.29)	117(19.34)	0.4	0.01 (sign)
Form 6	8(1.32)	23(3.80)	36(5.95)	37(6.12)	41(6.78)	145(23.97)	0.4	
TOTAL	63(10.41)	111(18.35)	169(27.93)	136 (22.48)	126(20.83)	605(100)		

The calculated Chi-square test reveals that the age of the student significantly influenced the opinion on the rating of SGC services evaluation. The calculated Chi-square test also reveals that the form of the student significantly influenced the perception of the frequency of SGC services evaluation. The ratios for age range show that students in the 18 to 20 age range viewed the frequency of SGC services evaluation substantially more negatively than those from other age ranges. The ratios for form indicate that students from Forms 2 and 3 viewed the frequency of SGC services evaluation slightly more positively than those from other forms.

Table 5.24 School counsellors' biographical variables and perceptions of frequency of SGC services evaluation

Biographical Variable	Opinion on frequency of SGC services evaluation							Chi-square test (X^2)
	Always	Often	Occasionally	Seldom	Never	Total	Ratio	
Age of counsellors								
20 - 25 yrs	0(0%)	3 (0.97)	5 (1.62)	3(0.97)	4(1.30)	15 (4.87)	0.4	$X^2 = 26.12$, df=16 p=0.0523< 0.05 (sign)
26 – 30 yrs	6(1.95)	5(1.62)	23(7.47)	10(3.25)	15(4.87)	59(19.16)	0.4	
31 - 35 yrs	2(0.65)	8(2.60)	26(8.44)	39(12.66)	16(5.19)	91(29.55)	0.2	
36 – 40 yrs	4(1.30)	9(2.92)	24(7.79)	30(9.74)	22(7.14)	89(28.90)	0.3	
Over 40 yrs	2(0.65)	4(1.30)	26(8.44)	15(4.87)	7(2.27)	54(17.53)	0.3	
Total	14(4.55)	29(9.42)	104(33.77)	97(31.49)	64(20.78)	308(100)		
Counselling Experience								
1 – 5 yrs	11(3.69)	18 (6.04)	44(14.77)	47(15.77)	41(13.76)	161(54.03)	0.3	$X^2 = 22.76$. df=12 p=0.029<0. 05 (sign)
6– 10 yrs	1(0.34)	6(2.01)	35(11.74)	38(12.75)	14(4.70)	94(31.54)	0.1	
11 – 15 yrs	1(0.34)	4(1.34)	14(4.70)	18(2.68)	6(2.01)	33(11.07)	0.2	
Over 15 yrs	0(0)	0(0)	7(2.35)	1(0.34)	2(0.67)	10(3.36)	0	
Total	13(4.36)	28(9.4)	100(33.56)	94(31.54)	63(21.14)	298(100)		
Teaching Experience								
1 – 5 yrs	3(0.97)	9(2.91)	24(7.77)	7(2.27)	14(4.53)	57(18.45)	0.6	$X^2 = 18.78$, df=12 p=0.09>0.0 5 (non sign)
6– 10 yrs	6(1.94)	6(1.94)	20(6.47)	30(9.71)	20(6.47)	82(26.54)	0.2	
11-15 yrs	3(0.97)	7(2.27)	30(9.71)	32(10.36)	16(5.18)	88(28.48)	0.2	
Over 15 yrs	2(0.65)	7(2.27)	30(9.71)	28(9.06)	15(4.85)	82(26.54)	0.2	
Total	14(4.53)	29(9.39)	104(33.66)	97(31.39)	65(21.04)	309 (100)		

The computed Chi-square test for age of counsellor reveals that there were significant differences in the rating of the frequency of SGC services evaluation. The Chi-square test for experience as a counsellor also indicates significant differences in the rating of the frequency of SGC services evaluation. The Chi-square test for teaching experience reveals that there were no significant differences in the rating of the frequency of SGC services evaluation among school counsellors with different ranges of teaching

experience. All the ratios across the age ranges of school counsellors reveal that school counsellors across age ranges seemed to view the frequency of SGC services evaluation substantially more negatively. The ratios for counselling experience also reveal a substantially negative view of the frequency of SGC services evaluation. The ratios for teaching experience also show a negative view of the frequency of SGC services evaluation except for those in the 1 to 5 years teaching experience who rated the SGC services evaluation slightly more positively.

Table 5.25 School counsellors' and students' opinions on the extent of involvement of various groups of people in the evaluation of SGC services

Respondents	Person Involved	Opinion on extent of involvement							Chi-square test (X ²)
		Always	Often	Occasionally	Seldom	Never	Total	Ratio	
School Counsellors	Psychological team	13(0.98)	44(3.32)	42(3.17)	70(5.29)	92(6.95)	261(19.71)	0.4	X ² = 249.09, df=16 p< 0.0001 (sign)
	Students	12(0.91)	52(3.93)	55(4.15)	83(6.27)	62(4.68)	264(19.94)	0.5	
	Teachers	28(2.11)	82(6.19)	76(5.74)	59(4.46)	23(1.74)	268(20.24)	1.3	
	Parents	4(0.30)	29(2.19)	40(3.02)	54(4.08)	140(10.57)	267(20.17)	0.2	
	Headmaster	40(3.02)	65(4.91)	79(5.97)	58(4.38)	22(1.66)	264(19.94)	1.3	
Total		97(7.33)	272(2.05)	292(20.05)	324(24.47)	339(25.60)	1324(100)		
Students	Psychological team	58(2.29)	120(4.75)	105(4.15)	92(3.64)	126(4.98)	501(19.82)	0.8	X ² = 348.80, df=16 p< 0.0001 (sign)
	Students	107(4.23)	159(6.29)	96(3.80)	85(3.36)	62(2.45)	509(20.13)	1.8	
	Teachers	120(4.75)	173(6.84)	124(4.91)	52(2.06)	37(1.46)	506(20.02)	3.3	
	Parents	45(1.78)	91(3.60)	87(3.44)	62(2.45)	219(8.66)	504(19.94)	0.5	
	Headmaster	139(5.50)	123(4.87)	130(5.14)	54(2.14)	62(2.45)	508(20.09)	2.3	
Total		469(18.55)	666(26.34)	542(21.44)	345(13.65)	506(20.02)	2528(100)		

The calculated Chi-square test for school counsellors in Table 5.25 reveals that there were significant differences in the perception of the frequency of involvement of different groups of people in the evaluation of SGC services. The Chi-square test for students also indicates a significant difference in the perception of the frequency of involvement of different groups of people in the evaluation of SGC services.

The ratios in Table 5.25 show that the involvement of the psychological team, students and parents was substantially more negatively viewed by school counsellors. The school counsellors positively viewed the involvement of teachers and headmasters. The ratios of students show that the students negatively viewed the involvement of the psychological team and parents. The involvement of students, teachers and headmasters in the evaluation of SGC services was more positively viewed by the students.

Table 5.26 School counsellors' and students' perceptions of the frequency of issues addressed in SGC services evaluation

Respondents	Issue	Opinion on frequency of address							Chi-square test (X ²)
		Always	Often	Occasionally	Seldom	Never	Total	Ratio	
School counsellors	When to evaluate	35(1.38%)	56(3.09)	92(5.07)	54(2.98)	33(1.82)	260(14.33)	1	X ² =30.09, df=24 p=0.1819>0.05 (non sign)
	What to evaluate	21(1.16)	63(3.47)	98(5.40)	48(2.64)	29(1.60)	259(14.27)	1.1	
	Whom to evaluate	24(1.32)	73(4.02)	83(4.57)	53(2.92)	28(1.54)	261(14.38)	1.2	
	Who evaluates	27(1.49)	76(4.19)	84(4.63)	45(2.48)	28(1.54)	260(14.33)	1.4	
	Aspects to cover	13(0.72)	87(4.79)	78(4.30)	47(2.59)	33(1.82)	258(14.21)	1.3	
	How to report	22(1.21)	65(3.58)	85(4.68)	48(2.64)	39(2.15)	259(14.27)	1	
	Report format	18(0.99)	74(4.08)	70(3.86)	50(2.75)	46(2.53)	258(14.21)	1	
	Total	150(8.26)	494(27.22)	590(32.51)	345(19.01)	236(13.0)	1815(100)		
Students	When to evaluate	82(2.35)	113(3.24)	141(4.05)	99(2.84)	68(1.95)	503(14.44)	1.2	X ² =49.83, df=24 p=0.015<0.01 (sign)
	What to evaluate	69(1.98)	130(3.73)	124(3.56)	118(3.39)	47(1.35)	488(14.01)	1.2	
	Whom to evaluate	88(2.53)	139(3.99)	115(3.30)	105(3.01)	51(1.46)	498(14.30)	1.5	
	Who evaluates	94(2.70)	125(3.59)	108(3.10)	120(3.45)	49(1.41)	496(14.24)	1.3	
	Aspects to cover	73(2.10)	138(3.96)	131(3.76)	88(2.53)	67(1.92)	497(14.27)	1.4	
	How to report	79(2.27)	134(3.85)	126(3.62)	97(2.78)	62(1.78)	498(14.30)	1.3	
	Report format	91(2.61)	118(3.39)	103(2.96)	100(2.87)	91(2.61)	503(14.44)	1.1	
	Total	576(16.54)	897(25.75)	848(24.35)	727(20.87)	435(12.49)	3483(100)		

The computed Chi-square test for the school counsellors in Table 5.26 reveals that there were no significant differences in their perception of the frequency of addressing of the issues. The computed Chi-square test revealed that there were significant differences in the perceptions of students on frequency of addressing issues among students.

The ratios in Table 5.26 show that the frequency of all issues addressed in SGC services evaluation were viewed slightly more positively by school counsellors. The average ratio of 1 across all issues suggests a mixed reaction from the school counsellors to the frequency of issues addressed in SGC services evaluation. The ratios for students also indicate a slightly more positive view by students of all issues addressed in SGC services evaluation except for the issue of whom to evaluate.

Table: 5.27 School counsellors' and students' perceptions of the extent of use of various assessment methods

Respondents	Method	Opinion on frequency of use							Chi-square test (X ²)
		Very Often	Often	Seldom	Very Seldom	Never	Total	Ratio	
School counsellors	Interviews	27(2.08)	90(6.94)	70(5.40)	41(3.16)	33(2.54)	261(2012)	1.6	X ² =279.83, df=16 p<0.0001 (sign)
	Tests	17(1.31)	48(3.70)	67(5.17)	50(3.86)	78(6.01)	260(20.05)	0.5	
	Questionnaires	12(0.93)	36(2.78)	48(3.70)	68(5.24)	94(7.25)	258(19.89)	0.3	
	Observation	73(5.63)	113(8.71)	41(3.16)	14(1.08)	19(1.46)	260(20.05)	5.6	
	Inspection	34(2.62)	108(8.33)	64(4.93)	24(1.85)	28(2.16)	258(19.89)	2.7	
	Total	163(12.57)	395(30.45)	290(22.96)	197(15.19)	252(19.43)	1297(100)		
Students	Interviews	62(2.47)	133(5.31)	120(4.79)	59(2.35)	133(5.31)	507(20.22)	1.0	X ² =239.82, df=8, p<0.0001 (sign)
	Tests	56(2.23)	109(4.35)	127(5.07)	65(2.59)	147(5.86)	504(20.10)	0.8	
	Questionnaires	89(3.55)	138(5.50)	94(3.75)	92(3.67)	88(3.51)	501(19.98)	1.3	
	Observation	83(3.31)	196(7.82)	104(4.15)	42(1.68)	66(2.63)	491(19.59)	2.6	
	Inspection	77(3.07)	126(5.03)	131(5.23)	66(2.63)	104(4.15)	504(20.10)	1.2	
	Total	367(14.64)	702(28)	576(22.98)	324(12.92)	538(21.46)	2507(100)		

The calculated Chi-square test for school counsellors in Table 5.27 reveals that there were significant differences in opinion on the frequency of use of the various assessment methods. The Chi-square test for students also indicates that there was a significant difference in opinion on the frequency of use of the various assessment methods.

The ratios in Table 5.27 indicate that questionnaires and tests were substantially more negatively viewed by school counsellors as SGC assessment methods. The more positive reaction in the school counsellors' responses according to the ratios was the use of observation. The use of observations is thus held in highest regard by the school counsellors. The ratios for students show a mixed view on the use of interviews, tests, questionnaires and inspection of records. The more positive reaction in the students' responses of the ratios was the use of observation methods.

Table 5.28 School counsellors' perceptions of the use of summative and formative evaluation methods

Form of evaluation	Opinion on frequency of use						
	Always	Often	Occasionally	Seldom	Never	Total	Ratio
Summative	48(18.60)	78(30.23)	52(20.16)	39(15.12)	41(15.89)	258(100%)	1.6
Formative	30(11.76)	78(30.59)	71(27.84)	37(14.51)	39(15.29)	255(100%)	1.4

The ratios in Table 5.28 show that school counsellors viewed the use of summative evaluation more positively than the use of formative evaluation. It can be inferred from the ratios that evaluation was not frequently done.

Table 5.29 School counsellors' perceptions of the use of various evaluation criteria

Evaluation Criteria	Opinion on frequency of use						Ratio
	Always	Often	Occasionally	Seldom	Never	Total	
Academic achievement	54(20.64)	74(28.35)	48(18.39)	51(19.54)	34(13.03)	261(100)	1.5
Positive attitude	66(25.19)	114(43.51)	53(20.33)	12(4.58)	17(6.49)	262(100)	6.2
Achieving goals	48(18.32)	93(35.50)	52(19.85)	53(20.23)	16(6.11)	262(100)	2
Improved reading	16(6.27)	58(22.75)	60(23.53)	86(33.73)	35(13.73)	255(100)	0.6
Behavioural patterns	53(20.54)	109(42.25)	60(23.26)	19(7.36)	17(6.59)	258(100)	4.5
Peer relations	53(20.54)	85(32.95)	77(29.84)	21(8.140)	22(8.53)	258(100)	3.2

The ratios in Table 5.29 show that improved reading was substantially more negatively viewed by school counsellors. The ratio for positive attitude and for behavioural patterns criteria show that these criteria were substantially more positively viewed by school counsellors.

The next section presents results on school counsellors' and students' perceived benefits of their SGC services.

5.6 BENEFITS OF SCHOOL GUIDANCE AND COUNSELLING SERVICES

The third sub question explored the students and school counsellors' perception of the benefits of the SGC services. It was hypothesised that the majority of the school counsellors and students surveyed would perceive the services as not beneficial. It was also hypothesised that there would be no significant relationship between the respondents' biographical variables and the way they responded to the perceived benefits of SGC services.

Table 5.30 School counsellors' and students' perceptions of benefits accrued from their SGC services

Respondents	Benefit	Opinion on level of achievement							Chi-square test (X^2)
		Always	Often	Occasionally	Seldom	Never	Total	Ratio	
School counsellors	Improved study habits	50(1.50)	134(4.02)	91(2.73)	24(0.72)	5(0.15)	304(9.12)	6.3	$X^2=173.71$, df=40 p<0.0001 (sign)
	Efficient use of time	37(1.11)	134(4.02)	95(2.85)	29(0.87)	7(0.21)	302(9.06)	4.8	
	Academic achievements	59(1.77)	107(3.21)	59(1.77)	64(1.92)	11(0.33)	300(9)	2.2	
	Improved class behaviour	62(1.86)	146(4.38)	70(2.10)	21(0.63)	4(0.12)	303(9.09)	8.3	
	Positive attitude	79(2.37)	149(4.47)	59(1.77)	9(0.27)	8(0.24)	304(9.12)	13.4	
	Reduced anxiety	55(1.65)	122(3.66)	90(2.70)	27(0.81)	9(0.27)	303(9.09)	4.9	
	Positive self image	51(1.53)	147(4.41)	68(2.04)	28(0.84)	6(0.18)	300(9%)	5.8	
	Job application skills	78(2.34)	121(3.63)	56(1.68)	34(1.02)	15(0.45)	304(9.12)	4.1	
	Career exposure	95(2.85)	117(3.51)	48(1.44)	29(0.87)	15(0.45)	304(9.12)	4.8	
	Self knowledge	61(1.83)	129(3.87)	69(2.07)	38(1.14)	7(0.21)	304(9.12)	4.2	
	Secure school environment	51(1.53)	114(3.42)	91(2.73)	39(1.17)	9(0.27)	304(9.12)	3.4	
	Total	678(20.35)	1420(42.62)	796(23.89)	342(10.26)	96(2.88)	3332(100%)		
Students	Improved study habits	134(2.07)	216(3.33)	129(1.99)	55(0.85)	60(0.93)	594(9.17)	3.0	$X^2=277.17$, df=40 p<0.0001 (sign)
	Efficient use of time	111(1.71)	224(3.46)	130(2.01)	81(1.25)	42(0.65)	588(9.07)	2.7	
	Academic achievements	139(2.15)	163(2.52)	120(1.85)	117(1.81)	46(0.71)	585(9.03)	1.9	
	Improved class behaviour	162(2.50)	202(3.12)	132(2.04)	56(0.86)	43(0.66)	595(9.18)	3.7	
	Positive attitude	166(2.56)	204(3.15)	136(2.10)	46(0.71)	39(0.60)	591(9.12)	4.4	
	Reduced anxiety	79(1.22)	233(3.60)	152(2.35)	55(0.85)	65(1.00)	584(9.01)	2.6	
	Positive self-image	115(1.77)	220(3.40)	137(2.11)	53(0.82)	56(0.86)	581(8.97)	3.1	
	Job application skills	179(2.76)	176(2.72)	113(1.74)	54(0.83)	72(1.11)	594(9.17)	2.8	
	Career exposure	193(2.98)	187(2.89)	111(1.71)	41(0.63)	52(0.80)	584(9.01)	4.1	
	Self knowledge	148(2.28)	198(3.06)	141(2.18)	63(0.97)	41(0.63)	591(9.12)	3.3	
	Secure school environment	103(1.59)	160(2.47)	129(1.99)	125(1.93)	76(1.17)	593(9.15)	1.3	
	Total	1529(23.60)	2183(33.69)	1430(22.07)	746(11.51)	592(9.14)	6480(100)		

The computed Chi-square test for school counsellors in Table 5.30 reveals that there were significant differences in the perception of level of achievement of the benefits by school counsellors. The Chi-square test for students also indicates that there were significant differences among students in the perception of level of achievement of the benefits.

Table 5.30 shows that academic achievement and secure school environment, as benefits were substantially more negatively viewed by school counsellors. The more positive reaction in the school counsellors' responses according to the ratios of the various benefits was the positive attitude benefit. Other highly rated benefits include improved study habits, positive self-image, reduced anxiety and efficient use of time. The ratios for students reveal that a secure school environment and academic achievement were substantially more negatively viewed by students. The more positive reactions in the students' responses according to the ratios of the different benefits were positive attitude, career exposure and improved class behaviour. Other positively rated benefits by the students include: improved study habits, efficient use of time, reduced anxiety, job application and self-knowledge.

Table 5.31 Biographical variables (School counsellors and Students combined) and rating of SGC services

Biographical variable	Rating SGC services							Chi - square test (X^2)
	Excellent	Good	Fair	Poor	Very poor	Total	Ratio	
Gender								
Male	29(3.46)	99(11.81)	199(23.75)	56(6.68)	40(4.77)	423(50.48)	1.3	$X^2=18.19$, df=4 p=0.0011< 001 (sign)
Female	64(7.64)	105(12.53)	167(19.93)	42(5.01)	37(4.42)	415(49.52)	2.1	
Total	93(11.10)	204(24.34)	366(43.68)	98(11.69)	77(9.19)	838(100%)		
Type of school								
Rural Day	53(6.32)	85(10.14)	122(14.56)	41(4.89)	35(4.18)	336(40.10)	1.8	$X^2=45.67$, df=12 p<0.0001(s ign)
Rural Boarding	15(1.79)	55(6.56)	67(8.00)	12(1.43)	8(0.95)	157(18.74)	3.5	
Urban Day	19(2.27)	45(5.37)	110(13.13)	33(3.94)	27(3.22)	234(27.92)	1.1	
Urban Boarding	6(0.72)	19(2.27)	67(8.00)	12(1.43)	7(0.84)	111(13.25)	1.3	
Total	93(11.10)	204(24.34)	366(43.68)	98(11.69)	77(9.19)	838(100)		

The calculated Chi-square test for gender in Table 5.31 above reveals that there were significant differences in the rating of the services between gender and among different

types of schools. The Chi-square test for type of school also indicates that there were significant differences in the rating of the services between gender and among different types of schools. The ratios in Table 5.31 reveal that male school counsellors and students had a mixed reaction towards the SGC services. The table also shows that female school counsellors and students more positively rated the SGC services. The ratios for type of school reveal that urban day secondary schools and urban boarding secondary schools viewed the SGC services negatively. The more positive reaction in the responses was from rural boarding secondary schools.

Table 5.32 Student's age, form and rating of SGC services

Biographical variable	Rating SGC services							Chi – square test (X^2)
	Excellent	Good	Fair	Poor	Very poor	Total	Ratio	
Age								$X^2=17.5$ 5, df=12 p=0.13> 0.05 (non sign)
12-14 yrs	15(2.74)	20(3.65)	19(3.47)	9(1.64)	9(1.64)	72(13.14)	1.9	
15-17 yrs	44(8.03)	61(11.13)	112(20.44)	29(5.29)	33(6.02)	279(50.91)	1.7	
18-20 yrs	16(2.92)	37(6.75)	78(14.23)	27(4.93)	22(4.01)	180(32.85)	1.1	
Over 20 yrs	3(0.55)	4(0.73)	3(0.55)	4(0.73)	3(0.55)	17(3.10)	1	
Total	78(14.23)	122(22.26)	212(38.69)	69(12.59)	67(12.23)	548(100%)		
Form								X^2 =30.74, df=16 p=.0145 <0.05 (sign)
Form 2	20(3.64)	27(4.92)	25(4.55)	12(2.19)	9(1.64)	93(16.94)	2.2	
Form 3	17(3.10)	22(4.01)	38(6.92)	8(1.46)	5(0.91)	90(16.39)	3	
Form 4	21(3.83)	25(4.55)	55(10.02)	14(2.55)	21(3.83)	136(24.77)	1.3	
Form 5	12(2.19)	27(4.92)	42(7.65)	13(2.37)	13(2.37)	107(19.49)	1.5	
Form 6	8(1.46)	21(3.83)	52(9.47)	22(4.01)	20(3.64)	123(22.40)	0.7	
Total	78(14.21)	122(22.22)	212(38.62)	69(12.57)	68(12.39)	549(100%)		

The Chi-square test for age of students in Table 5.32 reveals that there were no significant differences in the rating of the SGC services among different age groups. The Chi-square test for form of student reveals that there were significant differences in the rating of the services among different forms.

The table reveals that students in the 12 to 14 age range and 15 to 17 age range viewed the SGC services more positively than students from the 18 to 20 age range and over 20 years range. The ratios also indicate that students from Forms 4 to 6 viewed the SGC services more negatively than those from Forms 2 and 3.

Table 5.33 School counsellors' biographical variables and rating of the SGC services

Biographical variable	Rating SGC services							Chi - square test (X ²)
	Excellent	Good	Fair	Poor	Very poor	Total	Ratio	
Age								
20 -25 yrs	1(0.35)	1(0.35)	7(2.44)	3(1.05)	1(0.35)	13(4.53)	0.5	X ² =25.8 8, df=16 p=0.05 (sign)
26 - 30 yrs	7(2.44)	16(5.57)	29(10.10)	4(1.39)	0(0)	56(19.51)	5.8	
31 - 35 yrs	2(0.70)	30(10.45)	44(15.33)	5(1.74)	5(1.74)	86(29.97)	3.2	
36 - 40 yrs	4(1.39)	20(6.97)	49(17.07)	8(2.79)	2(0.70)	83(28.92)	2.4	
Over 40 yrs	1(0.35)	15(5.23)	25(8.71)	8(2.79)	0(0)	49(17.07)	2	
Total	15(5.23)	82(28.57)	154(53.66)	28(9.76)	8(2.79)	287(100)		
Counselling experience								
1 - 5 yrs	11(3.96)	48(17.27)	70(25.18)	14(5.04)	6(2.16)	149(53.60)	3	X ² =18.6 2,df=12 p=0.098 2>0.05 (non sign)
6 – 10 yrs	2(0.72)	24(8.63)	48(17.27)	14(5.04)	1(0.36)	89(32.01)	1.7	
11 - 15 yrs	2(0.72)	5(1.80)	23(8.27)	1(0.36)	0(0)	31(11.15)	7	
Over 15 yrs	0(0)	2(0.72)	7(2.52)	0(0)	0(0)	9(3.24)	0	
Total	15(5.40)	79(28.42)	148(53.04)	29(10.43)	7(2.52)	278(100)		
Teaching experience								
1 - 5 yrs	6(2.08)	15(5.21)	23(7.99)	7(2.43)	1(0.35)	52(18.06)	2.6	X ² =22.3 7, df=12 p=0.03< 0.05 (sign)
6 – 10 yrs	6(2.08)	24(8.33)	39(13.54)	4(1.39)	5(1.74)	78(27.08)	3.3	
11 - 15 yrs	2(0.69)	23(7.99)	51(17.71)	6(2.08)	2(0.69)	84(29.17)	3.1	
Over 15 yrs	1(0.35)	20(6.94)	41(14.24)	12(4.17)	0(0)	74(25.69)	1.8	
Total	15(5.21)	82(28.47)	154(53.47)	29(10.07)	8(2.78)	288(100)		

The calculated Chi-square test for age reveals that there were significant differences in rating the service among school counsellors. The computed Chi-square test for experience as a counsellor reveals that there was no significant difference in the rating of the SGC services among school counsellors with a different duration of counselling experience. The computed Chi-square test for teaching experience indicates that there were significant differences in rating the services among school counsellors.

The ratios in Table 5.33 show that school counsellors in the 20 to 25 years range substantially rated the SGC services more negatively. The more positive rating in the school counsellors' responses according to the ratios was from the 26 to 30 years age range and 31 to 35-age range. Ratios for experience as a counsellor reveal that school counsellors with over 15 years of counselling experience negatively rated the services. School counsellors in the 11 to 15 years counselling experience had the highest regard for the SGC services. School counsellors with over 15 years of teaching experience rated the SGC services lowly. The table shows that the more positive rating in the school counsellors' responses of the ratios was from the counsellors with 6 to 10 years teaching experience.

The following section presents school counsellors' and students' perception of the importance given to school counsellor roles at their schools.

5.7 ROLE OF THE SCHOOL COUNSELLOR

Sub question (iv) aimed at establishing whether school counsellors were perceived as effectively performing their roles. It was hypothesised that school counsellors were not effectively playing their role.

Table 5.34 School counsellors' and students' perceptions of the importance of school counsellor roles at their schools

Respondents	Role	Perception on role							Chi-square-test (X^2)
		Very important	Important	Undecided	Not important	Not important at all	Total	Ratio	
School counsellors	Assistance with social problems	212(6.91)	87(2.84)	8(0.26)	1(0.03)	0(0%)	308(10.05)	299	$X^2=210.41$ df=36 p<0.0001 (sign)
	Study skills assistance	162(5.28)	134(4.34)	9(0.29)	2(0.07)	0(0%)	307(10.01)	148	
	Referral of students	143(4.66)	148(4.83)	13(0.42)	4(0.13)	0(0%)	308(10.05)	72.8	
	Parental guidance	115(3.75)	129(4.21)	45(1.47)	13(0.42)	3(0.10)	305(9.95)	15.3	
	Report back to Head	124(4.04)	127(4.14)	38(1.24)	15(0.49)	1(0.03)	305(9.95)	15.7	
	Group discussion	144(4.70)	128(4.17)	22(0.72)	11(0.36)	2(0.07)	307(10.01)	20.9	
	Teacher in-service	146(4.76)	127(4.14)	20(0.65)	8(0.26)	5(0.06)	306(9.98)	21	
	Marketing SGC service	140(4.57)	118(3.85)	32(1.04)	11(0.36)	4(0.13)	305(9.95)	17.2	
	Career guidance	187(6.10)	105(3.42)	12(0.39)	2(0.07)	1(0.03)	307(10.01)	97.3	
	Student discipline	192(6.26)	105(3.42)	6(0.20)	4(0.13)	1(0.03)	308(10.05)	59.4	
	Total	1565(51.04)	1208(39.40)	205(6.69)	71(2.32)	17(0.55)	33066(100)		
Students	Assistance with social problems	371(6.06)	187(3.05)	32(0.52)	13(0.21)	17(0.28)	620(10.12)	18.6	$X^2=555.24$ df=36 p<0.0001 (sign)
	Study skills assistance	299(4.88)	243(3.97)	38(0.62)	19(0.31)	17(0.28)	616(10.06)	15.1	
	Referral of students	232(3.79)	227(3.71)	78(1.27)	45(0.73)	33(0.54)	615(10.04)	5.9	
	Parental guidance	178(2.91)	234(3.82)	109(1.78)	51(0.83)	38(0.62)	610(9.96)	4.6	
	Report back to Head	146(2.38)	209(3.41)	121(1.98)	82(1.34)	53(0.87)	611(9.97)	2.6	
	Group discussion	206(3.36)	232(3.79)	90(1.47)	39(0.64)	48(0.78)	615(10.04)	5.0	
	Teacher in-service	156(2.55)	257(4.20)	93(1.52)	63(1.03)	42(0.69)	611(9.97)	3.9	
	Marketing SGC service	158(2.58)	226(3.69)	111(1.81)	58(0.95)	52(0.85)	605(9.88)	3.5	
	Career guidance	304(4.96)	191(3.12)	57(0.93)	30(0.49)	31(0.51)	613(10.01)	8.1	
	Student discipline	314(5.13)	122(1.99)	69(1.13)	76(1.24)	29(0.47)	610(9.96)	4.2	
	Total	2364(38.59)	2128(34.74)	798(13.03)	476(7.77)	360(5.88)	6126(100)		

The calculated Chi-square test for school counsellors in Table 5.34 reveals that there were significant differences in the perception of the importance of school counsellor roles among school counsellors. The Chi-square for students also indicates that there were significant differences in the perception of the importance of school counsellor roles among students. Ratios in the above table indicate that school counsellors perceived all the counsellor roles as important. The more positive reaction in the school counsellor's responses of the ratios was assistance with social problems. The student ratios show that students rated report back to headmaster role lowly as compared to other roles. The highest positive reaction in the students' responses of the ratios was assistance with social problems.

The following section presents factors which school counsellors and students perceived to be affecting the implementation of SGC services in their schools.

5.8 FACTORS AFFECTING THE EFFECTIVENESS OF SCHOOL GUIDANCE AND COUNSELLING SERVICES

Sub question (v) explored the factors that affect the effectiveness of the secondary SGC services. It was hypothesised that there would be no constraints affecting the implementation of the Zimbabwean secondary SGC services. It was also hypothesised that there would be no significant relationship between the respondents' biographical variables and the way they respond to perceived factors affecting the implementation of SGC services. The factors presented in this section are resources, location of the SGC centres, material in the SGC centres, training, attitudes, non-counselling duties and other factors.

Table 5.35 School counsellors' and students' level of satisfaction with SGC services resources in their schools

Respondents	Resources	Level of satisfaction							Chi-square-test (X^2)
		Very satisfied	Satisfied	Marginally satisfied	Not satisfied	Strongly dissatisfied	Total	Ratio	
School counsellors	Referrals	10(0.54)	56(3.01)	127(6.83)	89(4.78)	28(1.51)	310(16.67)	0.6	$X^2=230.68$ df=20 p<0.0001 (sign)
	SGC services material	7(0.38)	44(2.37)	103(5.54)	125(6.72)	31(1.67)	310(16.67)	0.3	
	Human resources	18(0.97)	69(3.71)	79(4.25)	99(5.32)	45(2.42)	310(16.67)	0.6	
	SGC services time allocation	12(0.65)	57(3.06)	67(3.60)	97(5.22)	77(4.14)	310(16.67)	0.4	
	Counsellor/student ratio	8(0.43)	43(2.31)	49(2.63)	124(6.67)	86(4.62)	310(16.67)	0.2	
	Tests	5(0.27)	29(1.56)	49(2.63)	91(4.89)	136(7.31)	310(16.67)	0.1	
	Total	60(3.23)	298(16.02)	474(25.48)	625(33.60)	403(21.67)	1860(100)		
Students	Referrals	71(1.94)	144(3.94)	180(40.92)	157(4.30)	60(1.64)	612(16.74)	1	$X^2=221.62$ df=20 p<0.0001 (sign)
	SGC services material	83(2.27)	114(3.12)	110(3.01)	231(6.32)	74(2.02)	612(16.74)	0.6	
	Human resources	73(2.0)	135(3.69)	144(3.94)	172(4.71)	87(2.38)	611(16.72)	0.8	
	SGC service time allocation	94(2.57)	98(2.68)	111(3.04)	184(5.03)	125(3.42)	612(16.74)	0.6	
	Counsellor/student ratio	46(1.26)	124(3.39)	124(3.39)	191(5.23)	120(3.28)	605(16.55)	0.5	
	Tests	80(2.19)	101(2.76)	65(1.78)	161(4.40)	196(5.36)	603(16.50)	0.5	
	Total	447(12.23)	716(19.59)	734(20.08)	1096(29.99)	662(18.11)	3655(100)		

The calculated Chi-square test for school counsellors in Table 5.35 reveals that there were significant differences in level of satisfaction with SGC services resources among school counsellors. The Chi-square test for students also indicates that there were significant differences in the level of satisfaction with SGC service resources among students. The ratios in the Table 5.35 reveal that the available resources like SGC services material, SGC services time allocation, counsellor/student ratio and tests were substantially more negatively viewed by school counsellors. The ratios for students also reveal that students generally viewed available resources negatively.

Table 5.36 School counsellors' and students' perceptions of the location of the SGC services centres

Location	Respondent				Total
	Counsellors		Students		
	Frequency	Percent	Frequency	Percent	
Near administration	90	32.73	139	28.08	229
Far from administration	55	20	108	21.82	163
In staff room	30	10.91	50	10.10	80
In classroom	34	12.36	162	32.73	196
In storeroom	66	2.4	36	7.27	102
Total	275	100	495	100	770

Table 5.36 shows that the majority of the school counsellors and students claimed that their SGC services centres are located near the administration. A substantial number claimed that the SGC services centres are in the classroom. About a quarter of the respondents said their SGC services centres are located far away from the administration. The results imply that the location of the centres is for the most not conducive to effective counselling, because students will not visit them as they are near administration buildings.

Table 5.37 School counsellors' and students' perceptions of the availability of SGC services resource material in centres

Respondents	Material	Perception on availability of SGC services resources.							Chi-square test (X^2)
		Very often	Often	Seldom	Very Seldom	Never	Total	Ratio	
School counsellors	Career Material	37(2.48)	108(7.23)	97(6.49)	30(2.01)	29(1.94)	301(20.15)	2.5	$X^2=535.06$, df=16 p<0.0001 (sign)
	Tertiary institutions	24(1.61)	72(4.82)	77(5.15)	61(4.08)	29(1.94)	300(20.08)	1.1	
	Available SGC services	27(1.81)	78(5.22)	97(6.49)	59(3.95)	66(4.42)	301(20.15)	0.8	
	Pamphlets about available jobs	21(1.41)	85(5.69)	82(5.49)	65(4.35)	40(2.68)	299(20.1)	1	
	Internet access	6(0.40)	21(1.41)	16(1.07)	17(1.14)	46(3.08)	293(19.61)	0.4	
	Total	115(7.70)	364(24.36)	369(24.70)	232(15.53)	414(27.71)	1494(100)		
Students	Career material	93(3.25)	189(6.61)	129(4.51)	43(1.50)	121(4.23)	575(20.11)	1.7	$X^2=292.92$, df=16 p<0.0001 (sign)
	Tertiary institutions	46(1.61)	104(3.64)	158(5.53)	64(2.24)	199(6.96)	571(19.97)	0.6	
	Available SGC services	90(3.15)	140(4.90)	128(4.48)	91(3.18)	121(4.23)	570(19.94)	1.1	
	Pamphlets about available jobs	66(2.31)	116(4.06)	138(4.83)	102(3.57)	153(5.35)	575(20.11)	0.7	
	Internet access	43(1.50)	80(2.80)	72(2.52)	61(2.13)	312(10.91)	568(19.87)	0.3	
	Total	338(11(82))	629(22.0)	625(21.86)	361(12.63)	906(31.69)	2859(100)		

The calculated Chi-square for school counsellors in Table 5.37 reveals that there were significant differences in the perception of the availability of materials in the SGC services centres among school counsellors. The Chi-square for students also indicates that there were significant differences in the perception of the availability of resource materials in the SGC services centres among students. The ratios in the table reveal that availability of information on tertiary institutions, SGC services information, vacancies/job pamphlets and internet access were viewed negatively by school counsellors. The more positive reaction in the school counsellors' responses according to the ratios was on the availability of career materials in the centres. Like those of the school counsellors, the ratios for the students indicate that availability of materials in the SGC services centres was negatively viewed.

Table 5.38 Biographical variables (school counsellors and students combined) and perceptions of school counsellor training in guidance and counselling

Biographical Variable	Perception on training in guidance								Chi-square test (X^2)
	Very Adequate	Adequate	Just Adequate	Inadequate	None	Not aware	Total	Ratio	
Gender									
Male	28(3.11)	81(9.0)	95(10.56)	81(9.0)	92(10.22)	72(8.0)	449(49.89)	0.6	$X^2=4.67$, $df=5$ $p=0.46>0.05$ (not sign)
Female	35(3.89)	90(10.0)	80(8.89)	88(9.78)	100(11.11)	58(6.44)	451(50.11)	1.7	
Total	63(7.0)	171(19.0)	175(19.44)	169(18.78)	192(21.33)	130(14.44)	900(100)		
Type of school									
Rural Day	25(2.78)	92(10.22)	89(9.89)	66(7.33)	69(7.67)	42(4.67)	383(42.56)	0.9	$X^2=68.89$, $df=15$ $p<0.0001$ (sign)
Rural Boarding	18(2.0)	30(3.33)	23(2.56)	34(3.78)	29(3.22)	31(3.44)	165(18.33)	0.8	
Urban Day	14(1.56)	40(4.44)	56(6.22)	45(5.0)	47(5.22)	33(3.67)	235(26.11)	0.6	
Urban Boarding	6(0.67)	9(1.0)	7(0.78)	24(2.67)	47(5.22)	24(2.67)	117(13.00)	0.2	
Total	63(7.00)	171(19.00)	175(19.44)	169(18.78)	192(21.33)	130(14.44)	900(100)		

The computed Chi-square test for gender reveals that there were no significant differences between male and female school counsellors' and students' perception of school counsellors as having training in guidance and counselling. The computed Chi-square test for type of school reveals that there were significant differences among different types of schools in the perception of school counsellors' training in guidance and counselling. School counsellors and students from rural day schools rated the training in guidance and counselling of the school counsellors more favourably than those from other types of schools. The ratios in the above table show that more female school counsellors and students than male school counsellors and students rated counsellor training in guidance and counselling highly. The ratios for type of school show that generally, school counsellors and students across schools viewed the training of school counsellors in guidance and counselling negatively.

Table 5.39 Students' biographical variables and perceptions of school counsellors' training in guidance and counselling

Biographical Variable	Perception on training in guidance								Chi-square test (X^2)
	Very Adequate	Adequate	Just Adequate	Inadequate	None	Not Aware	Total	Ratio	
Age									
12-14yrs	4(0.68)	22(3.74)	13(2.21)	8(1.36)	14(2.38)	16(2.72)	77(13.06)	1.2	$X^2=26.74$, $df=15$ $p=0.031<0.05$ (sign)
15-17 yrs	33(5.60)	72(12.22)	63(10.70)	26(4.41)	43(7.30)	55(9.34)	292(49.58)	1.5	
18-20 yrs	13(2.21)	37(6.28)	23(3.90)	31(5.26)	41(6.96)	53(9.0)	198(33.62)	0.7	
Over 20 years	2(0.34)	3(0.51)	5(0.85)	4(0.68)	4(0.68)	4(0.68)	22(3.74)	0.6	
Total	52(8.83)	134(22.75)	104(17.66)	69(11.71)	102(17.32)	128(21.73)	589(100)		
Form									
Form 2	8(1.36)	32(5.42)	22(3.73)	8(1.36)	14(2.37)	17(2.88)	101(17.12)	1.8	$X^2=46.26$, $df=20$ $p=0.0007<0.001$ (sign)
Form 3	12(2.03)	20(3.39)	22(3.73)	7(1.19)	19(3.22)	17(2.88)	97(16.44)	1.2	
Form 4	21(3.56)	32(5.42)	23(3.90)	16(2.71)	22(3.73)	22(3.73)	136(23.05)	1.4	
Form 5	4(0.68)	27(4.58)	18(3.05)	11(1.86)	24(4.07)	35(5.93)	119(20.17)	0.9	
Form 6	7(1.19)	23(3.90)	19(3.22)	27(4.58)	23(3.90)	38(6.44)	137(23.22)	0.6	
Total	52(8.81)	134(22.71)	104(17.63)	69(11.69)	102(17.29)	129(21.86)	590(100)		

The Chi-square test in Table 5.39 reveals that there were significant differences in perception of the training of school counsellors in guidance and counselling among age groups of the students. The Chi-square test also indicates that there were significant differences in perception of the training of school counsellors in guidance and counselling among students from different forms. The table shows that students in the 18 to 20 years and over 20 years age ranges viewed the training of school counsellors in guidance and counselling more negatively than those in other age ranges. The ratios for form show that students in Forms 5 and 6 viewed the training of school counsellors in guidance and counselling more negatively than those in other forms. The more positive reaction in the students' responses according to the ratios was from Form 2 students.

Table 5.40 School counsellors' biographical variables and perceptions of school counsellors' training in guidance and counselling

Biographical variable	Perception on training in guidance							Chi-square test (X^2)
	Very Adequate	Adequate	Just Adequate	Inadequate	None	Total	Ratio	
Age								
20-25 yrs	1(10.32)	0(0.0)	6(1.95)	3(0.97)	5(1.62)	15(4.87)	0.1	$X^2=21.49$, $df=16$ $p<0.16$ (non sign)
26-30 yrs	3(0.97)	9(2.92)	8(2.60)	23(7.47)	17(5.52)	60(19.48)	0.3	
31-35 yrs	2(0.65)	10(3.25)	25(8.12)	32(10.39)	22(7.14)	91(29.55)	0.2	
36-40 yrs	3(0.97)	9(2.92)	15(4.87)	25(8.12)	36(11.69)	88(28.57)	0.2	
Over 40 yrs	2(0.65)	8(2.60)	17(5.52)	17(5.52)	10(3.25)	54(17.53)	0.4	
Total	11(3.37)	36(11.69)	71(23.05)	100(32.47)	90(29.22)	308(100)		
Experience as Counsellor								
1-5 yrs	7(2.35)	18(6.04)	38(12.75)	54(18.12)	45(15.10)	162(54.36)	0.3	$X^2=8.05$, $df=12$ $p=0.7811>0.05$ 5 (non sign)
6-10 yrs	2(0.67)	9(3.02)	21(7.05)	29(9.73)	32(10.74)	93(31.21)	0.2	
11-15yrs	2(0.67)	7(2.35)	7(2.35)	10(3.36)	8(2.68)	33(11.07)	0.5	
Over 15 yrs	0(0.00)	1(1.01)	1(0.34)	3.1.01)	3(1.01)	10(3.36)	0.2	
Total	11(3.69)	36(12.08)	67(22.48)	96(32.21)	88(29.53)	298(100)		
Teaching experience								
1-5 yrs	2(0.65)	7(2.27)	14(4.55)	17(5.22)	19(6.17)	59(19.16)	0.3	$X^2= 5.45$, $df=12$ $p=0.94>0.05$ (non sign)
6-10 yrs	3(0.97)	9(2.92)	19(2.92)	31(10.06)	18(5.84)	80(25.97)	0.2	
11-15yrs	3(0.97)	9(2.92)	17(5.52)	27(8.77)	31(10.06)	87(28.25)	0.2	
Over 15 yrs	3(0.97)	12(3.90)	20(6.49)	25(8.12)	22(7.14)	82(26.62)	0.3	
Total	11(3.57)	37(12.01)	70(22.73)	100(32.47)	90(29.22)	308(100)		

The Chi-square test in Table 5.40 shows that there were no significant differences in perception of the training of school counsellors in guidance and counselling among counsellors of different age groups. The Chi-square test also indicates that there were no significant differences in perception of the training of school counsellors in guidance and counselling among counsellors with different counselling experience. The Chi-square test for teaching experience also reveals that there were no significant differences in perception of the training of school counsellors in guidance and counselling among counsellors with different years of teaching experience. The ratios in Table 5.40 reveal that school counsellors across age groups, counselling experience, and teaching experience viewed the training of school counsellors in guidance and counselling substantially more negatively.

Table 5.41 School counsellors' and students' perceptions of the effects of various people's attitudes on the effectiveness of their SGC services

Respondents	Person	Perception of effects of attitudes							Chi-square test (X^2)
		Always	Often	Occasionally	Seldom	Never	Total	Ratio	
School counsellors	Headmaster	94(10.25)	111(12.10)	51(5.56)	23(2.51)	28(3.05)	307(33.48)	4.0	$X^2=60.36$, $df=8$ $p<0.0001$ (sign)
	Students	62(6.76)	108(11.78)	83(9.05)	32(3.49)	21(2.29)	306(33.37)	3.2	
	Parents	44(4.80)	79(8.62)	79(8.62)	52(5.67)	50(5.45)	304(33.15)	1.2	
	School Counsellors	0(0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0	
	Total	200(21.81)	298(32.50)	213(23.23)	107(11.67)	99(10.80)	917(100)		
Students	Headmaster	213(8.75)	173(7.11)	72(2.96)	43(1.77)	109(4.48)	610(25.06)	2.5	$X^2=197.85$, $df=12$ $p<0.0001$ (sign)
	Students	151(6.20)	231(9.49)	125(5.14)	47(1.93)	54(2.22)	608(24.98)	3.8	
	Parents	90(3.70)	137(5.63)	161(6.61)	63(2.59)	155(6.37)	606(24.90)	1.0	
	School Counsellors	214(8.79)	171(8.79)	69(2.83)	42(1.73)	114(4.68)	610(25.06)	2.5	
	Total	668(27.44)	712(29.25)	427(17.54)	195(8.01)	432(17.75)	2434(100)		

The calculated Chi-square test for school counsellors in Table 5.41 reveals that there were significant differences in the perception of the effects of attitudes of various people on the effectiveness of SGC services among school counsellors. The Chi-square test for students also indicates that there were significant differences in the perception of the effects of attitudes of various people on the effectiveness of SGC services among students. Ratios in Table 5.41 indicate that school counsellors perceived the attitude of parents and school counsellor as not affecting the effectiveness of their SGC services. The ratios reveal that school counsellors viewed the attitudes of headmasters and students as affecting the effectiveness of their SGC services. The ratios for students reveal that students viewed the attitudes of parents as not affecting the effectiveness of SGC services. The more positive reaction in students' responses according to the ratios was the attitudes of students.

Table 5.42 School counsellors' and students' perceptions of non-counselling duties

Respondents	Counsellors deem in- effective due to non-related workload						Ratio
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total	
School counsellors	146(47.40)	114(37.01)	14(4.55)	24(7.79)	10(3.25)	308(100%)	7.6
Students	212(34.25)	229(37.0)	73(11.79)	58(9.37)	47(7.59)	619(100%)	4.2

Ratios in Table 5.42 above show that school counsellors and students viewed non-counselling duties as leading to school counsellor ineffectiveness positively.

Table 5.43 School counsellors' and students' perceptions on other factors affecting SGC services effectiveness

Respondents	Factor	Perception on factor							Chi-square test (X ²)
		Always	Often	Occasionally	Seldom	Never	Total	Ratio	
School counsellors	Caring for students	181(14.61)	118(9.2)	8(0.65)	1(0.08)	2(0.16)	310(25.02)	99.7	X ² =183.01, df=12 p<0.0001 (sign)
	Confidentiality	182(14.69)	101(8.15)	15(1.21)	11(0.89)	1(0.08)	310(25.02)	23.6	
	Respect	152(12.27)	130(10.49)	19(1.53)	6(0.48)	2(0.16)	309(24.94)	35.3	
	Availability	104(8.39)	104(8.39)	38(3.07)	64(5.17)	0(0.00)	310(25.02)	3.3	
	Total	619(49.96)	453(36.56)	80(6.46)	82(6.62)	5(0.40)	1239(100)		
Students	Caring for students	203(8.18)	271(10.92)	59(2.38)	44(1.77)	45(1.81)	622(25.07)	5.3	X ² =168.54, df=12 p<0.0001 (sign)
	Confidentiality	138(5.56)	283(11.41)	95(3.83)	55(2.22)	47(1.89)	618(24.91)	4.1	
	Respect	139(5.60)	235(9.47)	110(4.43)	83(3.35)	53(2.14)	620(24.99)	2.8	
	Availability	148(5.97)	158(6.37)	91(3.67)	154(6.21)	70(2.82)	621(25.03)	1.4	
	Total	628(25.31)	947(38.17)	355(14.31)	336(13.54)	215(8.67)	2481(100)		

The Chi-square test for school counsellors in Table 5.43 reveals that there were significant differences among school counsellors in their perception of school counsellor commitment. The Chi-square test for students also indicates that among students there were significant differences in the perception of school counsellor commitment among students. Ratios in Table 5.43 indicate that school counsellors viewed the availability of school counsellors as negatively affecting the effectiveness of SGC services in comparison to other factors like caring for students, maintaining confidentiality and respecting students. The ratios for students also reveal availability of school counsellors as negatively affecting the effectiveness of SGC services in comparison to other factors.

5.9 DISCUSSION OF RESULTS

The study was aimed at assessing the effectiveness of the guidance and counselling services in Zimbabwean secondary schools from school counsellors' and students' perspectives. In this section, the research findings are discussed in the light of the research questions and hypotheses. The discussion focused on findings generated from descriptive statistics (ratios and frequencies) and inferential statistics (Chi-square test) aimed at testing the hypotheses of the study. Reference is made to literature, both local and international. The first subsection addresses the components of the Zimbabwean SGC services.

5.9.1 Components of the Zimbabwean school guidance and counselling services

This section discusses the status of the Zimbabwean SGC services components as revealed by the study. Comparisons are made between Zimbabwean and international literature. The section attempts to address the following sub questions posed in Chapter 1: Sub question (i): What comprises effective and comprehensive SGC services? Sub question (vi): What is the level of the SGC services in Zimbabwean secondary schools in relation to international benchmarks?

5.9.1.1 Policy

Although in general, both school counsellors and students perceived policy issues in a favourable light, school counsellors viewed the SGC policy as not mandatory while students viewed it differently. The difference in perception could be attributed to students

not understanding the policy as indicated by school counsellors and some students in this study. The finding that SGC policy is not mandatory supports the viewpoint of Chivonivoni (2006:31) who established that some schools in Zimbabwe had SGC on their time table but did not offer the service. Earlier on, Maturure (2004:2) had found that the Zimbabwean Ministry of Education, Sport and Culture had no mandatory policies but circular guidelines on how to run the SGC services. The finding on lack of a mandatory policy contradicts the international literature in America (Gysbers & Henderson 2001:249), Ireland (NCGE 2003:2), Scotland (Howieson & Semple 2000:374), Uganda (Rutondoki 2000:18) Malawi (Maluwa-Banda 1998:287) and South Africa (National Curriculum Statement of Life Orientation Grades 10-12 Document, Department of Education: Pretoria 2003) which all allude to the fact that effective SGC services have mandatory policies. Mandatory SGC services policy normally enforces the provision of the service in all secondary schools. In other words, it is not left to individual secondary schools to decide to offer or not to offer the services and when and how to offer them.

Responses from the open-ended questions by both school counsellors and students on suggestions as to how the Zimbabwean SGC policy could be improved seem to point to the need to involve all stakeholders in SGC policy formulation, infusion of SGC services into the curriculum subjects in all schools and provision of SGC services resources which include trained personnel in SGC services.

The following subsection discusses the planning component.

5.9.1.2 Planning

The study revealed that SGC services planning was seldom done at the beginning of every year. This finding confirms Chireshe and Mapfumo's (2005:23) observations that the majority of the Zimbabwean SGC services were not annually planned for. Thus the Zimbabwean SGC services can be said to be lacking an essential framework for delivery of the services which is provided through a plan. This finding contradicts the international literature in America (Reynolds & Cheek 2002:93), Ireland (NCGE 2003:4) and Finland (Lairio & Nissila 2002:171) which indicates that effective SGC services are always planned for by school counsellors.

Lack of planning for the services frequently could be attributed to the lack of a mandatory SGC policy or ignorance on the part of the school counsellors and school administrators who have no formal training in guidance and counselling.

The study also revealed that where planning was done, school counsellors perceived a lesser degree of involvement in planning by different groups of people (headmasters, teachers, parents, students and the psychological team) than did students. Students positively viewed the involvement of headmasters and teachers in SGC services planning. Both school counsellors and students negatively viewed the involvement of parents, students and the psychological team in the planning of SGC services. Parents were not involved probably because they felt that school counsellors were the experts or the school counsellors might not have invited them. Some parents might have lacked the skills and might have been ignorant. Phendla (2004:167) states that in South Africa, parents think that educators know it all. The schools may also not be aware of the important contributions which parents can make to the planning of the services. Earlier findings in Zimbabwe by Nziramasanga (1999:74) revealed that parents might be less involved because of many social, psychological and economic pressures imposed on the family. Due to the above pressures, parents tend to devote less and less time to students' needs. Students might also not have been much involved because of lack of knowledge on the part of the school counsellor. Psychological teams were also not involved because they are very few in Zimbabwe. One educational province might only have one Education Officer for Guidance and Counselling and one or two educational psychologists. Nziramasanga (1999:69) states that the Zimbabwean Schools Psychological Services which should provide guidance and counselling services appeared to be understaffed in addition to having to spend too much time dealing with children with barriers to learning. The psychological team might also have been hindered by lack of transport resources to visit schools and to assist in the planning of SGC services. Furthermore, the psychological team might also have lacked the necessary training in SGC services, hence the limited involvement.

The limited involvement of students in SGC services planning contradicts Badza's (2005:35) view that students need to be involved in the planning of SGC services. The above findings also contradict the international literature in Ireland (NCGE 2003:3), Canada (Levi & Ziegler 1991:vi), Uganda (Rutondoki 2000:92-93) and America (Paisley 2001:276) which states that in effective SGC services, planning includes parents and teachers.

The study also revealed that where planning was done, school counsellors and students positively viewed aspects like SGC activities, classroom sessions with students and counsellor roles as included in the SGC plans. School counsellors also positively viewed the inclusion of individual counselling on SGC services plans. Administrative duties, parent meetings, orientation services, people implementing the services, and resources' inclusion on SGC services plans were negatively viewed by both school counsellors and students. The exclusion of some aspects does not confirm the international literature in Finland (Lairio & Nissila 2002:171), Ireland (NCGE 2003:4) and America (Lapan 2001:289 & Gibson 1990:255) which calls for the inclusion of all important aspects in SGC services plans.

School counsellors' and students' responses from open-ended questions on improving SGC services planning indicate that planning could be improved by involving all stakeholders, planning at the onset of the year, training teachers in SGC services planning and putting in place planning monitoring mechanisms.

The empirical study revealed that gender of the school counsellor and student, age of the school counsellor and teaching experience of the counsellor did not significantly influence the perceptions of planning SGC services at the beginning of every year. Thus, on the basis of the afore mentioned, the null hypothesis that there is no significant relationship between the respondents biographical variables and the way they perceive the planning of SGC services at the beginning of each year is confirmed. However, age and form of student and type of school which the student attends significantly influenced the way in which students perceived the planning of SGC services at the beginning of each year. Counselling experience and type of school where the school counsellor is

working also significantly influenced the way in which students perceived the planning of SGC services at the beginning of each year. School counsellors and students from rural day secondary schools, students in the 12 to 14 years age range and school counsellors in the 20 to 25 years age range favourably rated the planning of SGC services at the beginning of every year. Students from Forms 4 to 6 negatively rated the planning of the service at the beginning of every year. In the light of the foregoing, the null hypothesis that there is no significant relationship between the respondents' biographical variables and the way they perceive the planning of SGC services at the beginning of each year is rejected.

Positive responses from rural day secondary schools could be attributed to the loyalty to authority that characterises people in rural settings. The rural secondary schools were presumably following the Ministry of Education, Sport and Culture's circulars on how to run the SGC services. The administration of rural secondary schools might have been supporting the implementation of SGC services.

The Form 4s and 6s could have negatively rated the planning of the SGC services because at such levels in Zimbabwe, more attention is given to examinable subjects whereas at lower forms no public examinations are written and the school counsellors who are normally full-time subject teachers could afford time to plan for SGC services. Also, some of these students could have been exposed to similar services during their early days at secondary school, hence they found no need for the services.

School counsellors within the 20 to 25 age range positively rated the planning of SGC services probably because they were still in their youth and they might have been remembering very well the problems of adolescence which can be addressed through guidance and counselling, hence their planning for it. Of late, Zimbabwean youths have been exposed to guidance and counselling workshops and seminars where they are taught the importance of guidance and counselling and how to plan for it.

The study also revealed that students across gender, age, form and type of school favourably rated the SGC services plans at their schools. This finding concurs with

international literature in Scotland (Howieson & Semple 2000:375), Ireland (NCGE 2003:4) and America (Schmidt 1993:43) which says SGC services plans of effective SGC services provide goals and objectives of the service. This means that in schools without planning, the SGC services could not clearly address the needs of students, parents and teachers and were therefore ineffective and to some degree dysfunctional. Thus unless one plans carefully, one will not have an idea of what exactly is to be done, when it should be done, by whom and how. Planning bridges the gap between where we are now and where we want to be in future.

It is very difficult to explain why students from urban boarding secondary schools viewed the objectives of their SGC services plans more positively than those from other types of schools given the fact that the overall rating of the services in these schools was mixed.

Since planning is informed by needs assessment, the following subsection discusses the needs assessment component.

5.9.1.3 Needs assessment

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. School counsellors should assess the needs of parents so that guidance and counselling in-service training workshops can be mounted for them. The Zimbabwean literature is silent on the aspect of establishing the needs of parents. It is surprising that parents' needs were not established yet parents stay with students especially in day secondary schools. The international literature for example, America (Lusky & Hayes

2001:30; Reynolds & Cheek 2002:89) reveals that parents are key players in 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. Parents as the students' first teachers (at home) should play an important role in needs assessment. They 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 (Chivonivoni 2006:33; Badza 2005:34; Mudhumani 2005:2). 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. The finding that headmasters were less involved in needs assessment, supports Chireshe and Mapfumo's (2005:24) argument that Zimbabwean headmasters have negative attitudes towards the services, hence the limited involvement in needs assessment.

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 end-of-year results, informal student conversation and brainstorming 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 services resources in Zimbabwean schools (Benza & Ndanga 1990:4; Ndoro 1994:3; Mashanyare 1997:47).

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 & Hayes 2001:30; Reynolds & Cheek 2002:89) and Botswana (UNESCO 2000:8). The few 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 fewer 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.

Once needs are established, the next thing is to respond to the needs. The following subsection discusses the responsive services established in this study.

5.9.1.4 Responsive services

The study revealed that both school counsellors and students positively perceived study skills, relationship and occupational information provided in Zimbabwean secondary schools. This finding supports previous findings in Zimbabwe which revealed that the above responsive services are available in Zimbabwean schools (Mapfumo 1992:1; Zindi & Makotore 2000:221). The finding also concurs with international literature in Canada (Hartman 1999:19), America (Schmidt 1993:76 & Ibrahim et al. 1983:599) Botswana (UNESCO 2000:14) which state that the above responsive services are provided in effective SGC services.

The study also revealed that the majority of school counsellors and students favourably rated the availability of an orientation programme for new comers although a substantial

number were either undecided or disagreed with the idea of availability of orientation services for new comers. Orientation services are important for new students in their adjustment (Rutondoki 2000:3; Brown 1972:75; Hartman 1999:91; Mapfumo 1994:4). Thus students in secondary schools where the orientation services are not available may have adjustment problems leading to poor school performance.

The empirical research revealed that gender of the student and school counsellor, age and form of the student and age of the school counsellor did not significantly influence the perception of the availability of orientation services for newcomers. Thus, on the basis of the aforementioned, the null hypothesis that there is no significant relationship between the respondents' biographical variables and the way they perceive the availability of orientation services for newcomers is confirmed. However, type of school which the student attends or where the school counsellor is working, experience as a counsellor and teaching experience of the school counsellor influenced the perception of the availability of an orientation plan for newcomers significantly. School counsellors and students from rural boarding secondary schools and school counsellors with 11 to 15 years counselling experience viewed the availability of an orientation plan for newcomers substantially more positively. Thus, on the basis of the aforementioned, the null hypothesis that there is no significant relationship between the respondents' biographical variables and the way they perceive the availability of orientation services for newcomers is rejected.

School counsellors and students from rural boarding secondary schools could have viewed the availability of an orientation plan for newcomers more positively possibly due to the fact that the majority of rural boarding schools are church-related and one of the functions of religion is to provide guidance and counselling. One could suggest that commitment to guidance and counselling demonstrated by availability of an orientation plan for newcomers was religiously motivated. The school counsellors in the 11 to 15 years counselling experience range could have viewed orientation positively because they might have learnt from their own schooling experience that lack of orientation negatively impacts on students' adjustments, hence they make it available.

The study also revealed that school counsellors and students viewed the following orientation services provided by SGC services, namely, study skills, introduction of teachers to new students, explaining secondary school curriculum and introducing students to the school's physical environment more positively. Both groups viewed the provision of leaflets to primary school students and former students addressing prospective students substantially more negatively. While the Zimbabwean literature is silent on the provision of leaflets to primary school students and former students addressing prospective students, the international literature for example in Britain (Zeedyk et al. 2003:68) indicates that effective SGC services employ these strategies. The Zimbabwean SGC services may not be offering leaflets to primary school students because of lack of resources. The geographical location of some schools in Zimbabwe may also not allow former students to address prospective students.

School counsellors and students' responses to open-ended questions on how the orientation services could be improved indicate that orientation services could be improved by having well planned open days where former students and experienced teachers would address students and by having teachers trained in student orientation. They also suggested the involvement of all stakeholders in the orientation programmes.

It has been noted that school counsellors on their own cannot adequately offer SGC services. They need the assistance of peer counsellors. The following subsection discusses the peer counselling component as revealed by the study.

5.9.1.5 Peer counselling

The study revealed that both school counsellors and students viewed the involvement of peer counsellors in HIV/AIDS activities substantially positively. Peer counsellors may have concentrated on HIV/AIDS because the epidemic is seen as a significant problem in schools these days (Van Der Reit & Knoetze 2004:223). School counsellors viewed peer counsellor involvement in attending to withdrawn peers and lessening school counsellors' workload substantially more negatively than students. The negative view could be attributed to the view that culturally, young persons are viewed as incompetent and lacking skills to help their peers. Adults believe they know it all. The finding that

school counsellors viewed peers as lessening school counsellors' workload more negatively does not agree with international literature. Lapan (2001:295) and Schmidt (1993:36) state that in America peer counsellors save school counsellor's time and this subsequently increases the number of students being assisted.

School counsellors' and students' responses to open ended questions on how peer counselling at their schools could be improved pointed out the need for training peer counsellors in basic counselling skills, establishing peer groups, and appointing more peer counsellors.

It has been pointed out that once SGC services have been provided, they need to be evaluated. The following subsection discusses the SGC services evaluation service as revealed by this study.

5.9.1.6 School guidance and counselling evaluation

It emerged from this study that both school counsellors and students negatively viewed the frequency of SGC services evaluation. A significant number of the school counsellors (52.4%) and students (43.2%) rated the frequency of the evaluation as seldom or never. The finding that the Zimbabwean secondary SGC services were not frequently evaluated or not evaluated at all support Chireshe's and Mapfumo's (2005:23) finding that the majority of the Zimbabwean school counsellors did not evaluate the services. The services may not be frequently evaluated because Zimbabwean headmasters do not value the services (Chireshe & Mapfumo 2005:24). The school counsellors see no point in evaluating something which is not supported by the administration. The Zimbabwean teachers are overloaded with abnormally large classes, hence they may not be able to create adequate space and time. Curcio et al. (2003:296) state that school counsellors may lack the time, the education or the credibility to conduct SGC services evaluation. The finding that the services are not frequently evaluated contradicts Schmidt (1993:155) who views American SGC services evaluation as an on-going process aimed at improving the services.

The empirical study revealed that the gender of the school counsellor and student, and the teaching experience of the school counsellor did not significantly influence the perception of the frequency of SGC services evaluation. Thus, on the basis of the foregoing, the null hypothesis that there is no significant relationship between the respondents' biographical variables and the way the respondents perceive the frequency of SGC services evaluation is confirmed. However, age and form of student and type of school which the student attends significantly influenced the students' perception of the frequency of SGC services evaluation. Age and counselling experience of the school counsellor and type of school where the school counsellor is working also significantly influenced the school counsellor's perception of the frequency of SGC services evaluation. Students in the 18 to 20 years age range viewed the frequency of SGC services evaluation substantially more negatively than students from other age ranges. Students from Form 1 and 2 viewed the frequency of SGC services evaluation slightly more positively than students from Form 4 to 6. School counsellors in the 1 to 5 years counselling experience range viewed the frequency of SGC services evaluation slightly positively than school counsellors from other counselling experience ranges. School counsellors and students from rural day schools viewed the frequency of SGC services evaluation slightly positively than school counsellors and students from other type of schools. Thus, the null hypothesis that there is no significant relationship between the respondents' biographical variables and the way respondents perceive the frequency of SGC services evaluation is rejected.

As has already been noted, rural day secondary schools could have positively rated the frequency of SGC services evaluation because of their loyalty to authority while school counsellors in the 1 to 5 year counselling experience range might have been exposed to the need for and benefits of SGC services evaluation during SGC services induction workshops for new school counsellors. It has been mentioned that students from Form 4 to 6 could be looking down upon the services because they are not being exposed to them as schools focus on examinable subjects.

It emerged from this study that, compared to school counsellors, students viewed the involvement of teachers and headmasters in SGC services evaluation more positively.

Both school counsellors and students viewed the involvement of parents and the psychological team in SGC services evaluation negatively. Students rated their own involvement in SGC services evaluation more favourably than did school counsellors. The revelation by students that headmasters were more involved contradicts Chireshe and Mapfumo's (2005:23) finding that Zimbabwean school administrators did not value SGC services and hence the services were not evaluated.

Parents' and the psychological team's involvement in the evaluation process was viewed negatively as was the case in the planning of SGC services. Like in the planning component, the psychological team may have been less involved because of lack of resources. There are very few of these teams and they lack transport to visit schools to evaluate the services. Schools may look down upon parents and thus involve them less in the evaluation. The parents may just leave everything to the school. It emerged from the study that both school counsellors and students had mixed opinions on issues of, for example, when to evaluate, what to evaluate, who should evaluate, questions to be addressed by the evaluation, how to report. These are key issues in SGC services evaluation in Botswana (UNESCO 2000:34). This may imply that where the services were evaluated, they may have been done haphazardly.

The study also revealed that school counsellors and students viewed the use of observation as an assessment method substantially more positively. School counsellors also viewed the use of inspection of records and interviews as assessment methods positively. They also viewed the use of questionnaires as an assessment method negatively. The two groups negatively rated the use of tests. This finding contradicts UNESCO's (2000:35) observation that effective SGC services in Botswana use tests, interviews, questionnaires, observations and inspection of records when evaluating the services.

The results also showed that the use of formative evaluation procedures was viewed negatively by school counsellors in comparison with summative evaluation procedures. This implies that the implementation of the services may not have been fully informed by evaluation. The school counsellors might not have frequently used the two forms of

evaluation because of lack of training in guidance and counselling. It means that, they might not have the skills to evaluate the services. The Zimbabwean literature (Mapfumo 2001:193) urges school counsellors to frequently use these two procedures. This finding contradicts international literature in Canada (Hartman 1999:173), Botswana (UNESCO 2000:32) and America (Lapan & Kosciulek 2003:324) which states that effective SGC services use these procedures more often.

The results also revealed that the majority of the school counsellors rated the use of positive attitudes and behavioural patterns as evaluation criteria favourably. This means that school counsellors believe that effective SGC services lead to desirable behaviours.

School counsellors' and students' responses to open-ended questions on how evaluation of SGC services could be improved, revealed that school counsellors and students believed that the evaluation should be done continuously; all stakeholders should be involved in SGC services evaluation; what to evaluate should be determined; a number of evaluation methods should be utilized and school counsellors should be trained in SGC services evaluation.

Results generally revealed that more components of the Zimbabwean SGC services were not satisfactorily addressed in relation to international benchmarking. Thus, there were significant differences between the level of the Zimbabwean SGC services and international SGC services. In this regard, the hypothesis that there are no significant differences between the level of Zimbabwean SGC services and international SGC services is rejected.

The following section discusses the perceived benefits of the Zimbabwean secondary SGC services as revealed by the study.

5.9.2 Benefits of the school guidance and counselling services

This section attempts to address sub question (iii) posed in Chapter 1: What do students and school counsellors perceive as the benefits of the SGC services in Zimbabwean secondary schools?

It emerged from this study that school counsellors and students overwhelmingly perceived various benefits flowing from SGC services at their schools. Personal and social benefits, scholastic–academic benefits and career and vocational benefits were achieved. This finding confirms earlier Zimbabwean findings by Mudhumani (2005:21), Nyamungo (2005:3), Badza (2005:35), Mukamwi (2005:25) and Chivonivoni (2006:29-30) on personal social benefits; Nziramasanga (1999: 253), Mudhumani (2005:18) on scholastic-academic benefits and Nziramasanga (1999:253), Mapfumo (2001:23), Badza (2005:33) on career and vocational benefits in Zimbabwe. The above finding is also reflected in international literature dealing with SGC services in America (Lapan et al. 2003:195; Lonborg & Bowen 2004:318; Rowley et al. 2005:302; Carnevale & Desrochers 2003:228; Lapan & Kosciulek 2003:319; Jones 1993:195; Lapan et al. 1997:292), Scotland (Besley 2002:72), and Canada (Hartman 1999:134) where the above benefits are experienced. However, both school counsellors and students did not rate highly academic achievement in comparison to other benefits.

It is important to note that school counsellors viewed positive attitude substantially more positively in comparison to other benefits. As indicated earlier, school counsellors believed that effective SGC services result in acquisition of desirable attitudes and behaviour. It can be inferred that school counsellors perceived SGC services as being aimed at enhancing the smooth running of school activities. Thus, school activities like learning can only take place maximally if students are well behaved.

5.9.2.1 Rating the school guidance and counselling services

This subsection attempts to address how school counsellors and students rate the SGC services in Zimbabwean secondary schools.

The study reveals that the SGC services were rated fairly. About 20.88% of the respondents rated the services as poor. Nziramasanga (1999:69) established that the Zimbabwean SGC services were much talked about but not effectively implemented. The empirical study revealed that gender of the student, form of the student and type of school which the student attends significantly influenced the student's rating of the SGC

services. The empirical study also revealed that gender of the school counsellor, age and teaching experience of the school counsellor and type of school where the school counsellor is working significantly influenced the rating of the SGC services. Female students and female school counsellors viewed the services more positively than the male respondents. School counsellors from rural boarding schools, school counsellors in the 26 to 30 and 31 to 35 age ranges, those with 1 to 5 years of counselling experience and those in the 1 to 5, 6 to 10 and 11 to 15 years of teaching experience viewed the services substantially more positively than those from other categories. Students from rural boarding secondary schools also viewed SGC services positively than those from other forms. Students from Forms 4 to 6 viewed the services more negatively than students from other forms. Thus, on the basis of the foregoing, the null hypothesis that there is no significant relationship between the respondent's biographical variables and the way respondents rate the SGC services is rejected.

More female students and school counsellors could have rated the SGC services more favourably because of the current gender awareness orientation of the SGC services. More female students than male students could also have rated the services more positively probably because female students are perceived as more socially competent or better adjusted to school than males (Mpofu et al. 2004:169). These characteristics may have influenced them to be more positive in their perception of the SGC services. The SGC services offered in secondary schools may have put more emphasis on social adjustment, hence their acceptability by female students. More male students than female students could have rated the SGC services negatively because they are normally socialised to be strong and cope with their own problems hence they often do not approach school counsellors (Van Der Riet & Knoetze 2004:237). As such, it would be unlikely for male students to rate highly the services which they do not frequently consume. School counsellors and students from rural boarding secondary schools could have viewed the SGC services substantially more positively because the services in these schools are taken seriously. As mentioned earlier on, most of the rural boarding secondary schools are church-related and inculcating morality is one of their key concerns, hence the seriousness in implementing the SGC services. Students from Forms

4 and 6 could have viewed the services negatively because of the focus on examinable subjects given to those forms as already indicated earlier on.

The following section discusses how school counsellors are perceived to be effectively performing their roles in Zimbabwean secondary schools.

5.9.3 Role of the school counsellor

This section attempts to address sub question (iv) posed in Chapter 1: Are school counsellors effectively playing their role?

It emerged from the study that counsellors and students viewed the importance of school counsellor's roles at their schools substantially more positively. This implies that the school counsellors were executing their roles well. This finding confirms the Zimbabwean literature that states that school counsellors should often play an educational development role (Mapfumo 2001:33), a career development role (Shumba 1995:5), personal and social development role (Madhuku 2005:6-7) and a referral role (Zindi & Makotore 2000:220). The finding also confirms international literature in Canada (Hartman 1999:34), America (Dahir 2004:344; Eskrom et al. 2004:28; Paisley & McMahon 2001:107; Lapan & Jones 2000:353; Schmidt 1993:81; Ibrahim et al. 1983:599), South Africa (Stead 1987:14), Uganda (Rutondoki 2000:63), Malawi (Maluwa-Banda 1998:294) and Israel (Tatar 1995:269) which argues that effective school counsellors offer educational, career, personal-social and referral roles.

With regard to student discipline, it is not clear whether the school counsellors were administering discipline or were assisting students to be well behaved. The school counsellor must not be a disciplinarian. He or she must be the bastion of students' welfare and is expected to do everything possible to protect and foster the welfare of the students in the school (Sticked et al. 1991:111; Lairio & Nissila 2002:171; Besley 2002:70). If school counsellors administer discipline, students will not trust them rendering their services ineffective. When students discover that the school counsellor is part and parcel of the disciplinary committee, they are most likely not going to approach

them for assistance. When they do approach the counsellors, they may not disclose their concerns for fear of victimisation.

Findings seem to contradict the hypothesis that school counsellors are not effectively playing their role, hence the rejection of the hypothesis.

The next section discusses the factors that affect the effectiveness of the Zimbabwean SGC services as revealed by school counsellors and students.

5.9.4 Factors affecting the effectiveness of the school guidance and counselling services.

This section attempts to address sub question (v) posed in Chapter I: What are the factors that affect the effectiveness of secondary SGC services? Comparisons with the international literature on factors affecting the effectiveness of SGC services are made.

5.9.4.1 Level of satisfaction with resources

The study revealed that school counsellors viewed SGC services resources in their schools more negatively than students. This finding confirms earlier findings by Benza and Ndanga (1990:4), Ngoro (1994:3) and Mashanyare (1997:47) who all lament the shortage of resources in Zimbabwean secondary schools.

The Secretary for Education, Sport and Culture (1991:9) and Mapfumo (2001:11) state that there are very few human resources for SGC services in Zimbabwe. This negatively impacts on the implementation of the services. The inadequacy of time for SGC services supports Kasayira et al. (2004:61), Chireshe and Mapfumo (2005:19) and Chivonivoni (2006:33) who state that there is no time for SGC services in Zimbabwe. Zindi and Makotore (2000:219) and Maturure (2004:13) complained about the poor counsellor–student ratio in Zimbabwe. They established that there were too many students school counsellors had to attend to.

The finding on shortage of tests concurs with the findings by Losch and Seraphine (2003:35) that American school counsellors also lack appropriate psychological tests in

their SGC services. The Zimbabwean situation is worsened by the fact that the school counsellors may not have the training to use the few available psychological tests because the present study revealed that a majority of school counsellors were not trained in guidance and counselling. Lonborg and Bowen (2004:3198) confirm this study's finding on lack of referral resources. They argue that there are problems of unavailability of referral resources in America.

The finding on poor counsellor-student ratio is supported by international literature on guidance and counselling in America (Reyholds & Cheek 2002:86; Walsh et al. in Paisley & McMalion 2001:110), Malawi (Maluwa-Banda 1998:291) and South Africa (Bernard et al. 1997:378). The above authorities state that high counsellor-student ratio negatively affects the SGC services. Lack of counselling resources has been found to negatively affect the counselling services internationally for example, in Finland (Lairio & Nissila 2002:169) and Botswana (UNESCO 2000:18).

Generally, in the international world, the SGC services have adequate resources for example, in America (Lehr & Sumarah 2002:296 & Gysbers & Henderson 2001:252) and Canada (Gora et al. 1992:11).

5.9.4.2 Location of the school guidance and counselling service centres.

The study revealed that the Zimbabwean SGC services centres were located near the administration offices. This is most likely to affect the SGC services negatively. Students are not likely to visit the centres, fearing the headmasters because they may believe that confidentiality is compromised and threatened. They may believe that confidentiality is threatened. American literature (Schmidt 1993:50) indicates that SGC services centres should not be near administration offices. The centres should be located in a way that makes them easily accessible to everyone and ensure privacy.

Having the centres in the staff room means that students would not feel comfortable to discuss their issues with the counsellors. Having the centres near the administration also means that the students would associate the school counsellor with the administration and hence they would be reserved in revealing their concerns. Students may also not want to

be seen visiting the counsellor. Thus if the centre is near the administration where there are people always, students may not visit it.

5.9.4.3 Availability of school guidance and counselling services materials in the school guidance and counselling services centres

The study revealed that school counsellors and students viewed the availability of career materials in SGC services centres more positively while they viewed access to the internet more negatively. The above finding contradicts Borders and Drury (1992:490) and Carlson (1991:32-33) who established that in America, SGC services had counselling centres with computers, self development resources, college catalogues, career materials, test taking skills packages, newsletters, brochures and pamphlets.

5.9.4.4 School counsellor training in guidance and counselling

The study revealed that school counsellors' training in guidance and counselling was viewed negatively overall by school counsellors and students. This finding concurs with Chivonivoni (2006:33), Mudhumani (2005:2), Badza (2005:34), Kasayira et al. (2004:61), Maturure (2004:22, Shumba (1995:5) and Mapfumo (1994:5) who all established that Zimbabwean school counsellors had no training in guidance and counselling. The majority of the school counsellors are general teachers with no guidance and counselling component in their training (Mashanyare 1997:52; Maturure 2004:22). The lack of training implies that the school counsellors do not know what SGC services to offer and how best to offer them. The negative effects of lack of training in SGC services have been confirmed in the international literature for example, Human Sciences Research Council (in Bernard et al. 1997:374) found that in South Africa, school counsellors are not able to identify students' problems because of lack of training. Rutondoki (2000:18) also states that lack of training in Uganda leads to the SGC services not being evaluated in schools. Trevisian and Hubert (2001:225) argue that in some American schools, school counselling is not properly evaluated because of lack of training in guidance and counselling.

The empirical study revealed that the type of school the student attends or where the school counsellor is working and the age and form of the student significantly influenced

the perception of school counsellors' training in guidance and counselling. Thus, the null hypothesis that there is no significant relationship between the respondents' biographical variables and the way respondents perceive the school counsellors training in guidance and counselling is rejected.

School counsellors and students from urban boarding secondary schools viewed the training of school counsellors substantially more negatively than those from other types of schools. This finding contradicts Van Der Riet and Knoetze's (2004:236) finding that trained school counsellors were not available in the rural Eastern Cape setting in South Africa. Students in the 15 to 17 years age range also more positively viewed school counsellors as trained than students from other age ranges. Students in Forms 5 and 6 perceived the training of school counsellors more negatively than students from other forms. The empirical study also revealed that gender of the school counsellor and student and the school counsellor's age, counselling and teaching experience did not significantly influence the perception of school counsellors' training in guidance and counselling. Thus, the null hypothesis that there is no significant relationship between the respondents' biographical variables and the way they perceive the school counsellor's training in guidance and counselling is confirmed.

Students from the urban boarding secondary schools could have viewed the training of the school counsellors in guidance and counselling substantially more negatively because they received less planned and less evaluated services as revealed by this study. They possibly believed that one could only plan and evaluate SGC services if one is trained in the area. More students from forms 5 and 6 negatively rated the school counsellor training probably because they were not receiving the services frequently as noted earlier. Furthermore, schools focus on examinable subjects in these forms as explained elsewhere above.

The finding that students from urban boarding secondary schools viewed the training of school counsellors substantially negatively contradicts the finding that students from urban boarding secondary schools substantially more positively rated the plans of the SGC services.

5.9.4.5 Perceptions of effects of attitudes

The study revealed that both school counsellors and students viewed the attitudes of headmasters and students as affecting the effectiveness of the SGC services substantially positively. Students also favourably viewed the attitudes of school counsellors as having effects on the SGC services. The finding that headmasters' attitudes affect the effectiveness of SGC services concurs with Kasayira et al. (2004:61), Chireshe and Mapfumo (2005:19) and Chivonivoni (2006:30-31) who found that Zimbabwean school headmasters did not value SGC services, hence the services were not properly implemented. If headmasters do not value a service, they are not likely to provide the service with resources leading to its ineffectiveness. Trevisan and Hubert (2001:227) found that some American administrators also did not value SGC services. This lack of appreciation may lead to the services not being planned for and evaluated. International literature reveals that negative attitudes of some headmasters, counsellors and students affect the effectiveness of the SGC services for example, in America (Reynolds & Cheek 2001:86), Malawi (Maluwa -Banda 1998:292) and South Africa (Euvrard 1996:116).

If school counsellors have positive attitudes towards the services, they are likely to be committed to it. Students will get much out of committed school counsellors. If students have no faith in the school counsellors or the SGC services, they will not consult them.

5.9.4.6 Perceptions of non-counselling duties

The study revealed that non-counselling duties were substantially viewed as leading to school counsellor ineffectiveness. This finding confirms international literature in America (Reynolds & Cheek 2002:87; Gysbers & Handerson 2001:247 & Paisley 2001:275), Malawi (Maluwa-Banda 1998:292) and South Africa (Stead 1987:14) which found that school counsellors performed non-counselling duties which prevented them from offering counselling services. The non-counselling duties performed include clerical and administrative duties. Sink and MacDonald (1998:89) state that in effective SGC services, administrative and clerical tasks are de-emphasized to create time for counselling. The school administrators could have given school counsellors non-counselling duties because of lack of appreciation of the value of SGC services.

Administrative and clerical duties can only be de-emphasised in schools where school administrators have positive attitudes towards the service.

5.9.4.7 Other factors

The study revealed that Zimbabwean school counsellors viewed themselves as caring for students, maintaining confidentiality, respecting students and they are easily available to students. Students also viewed the care, confidentiality and respect they got from school counsellors positively. However, students had mixed feelings on the easy availability of school counsellors for students. This finding concurs with international literature in Canada (Gora et al. 1992:12) and America (Wiggins & Moody 1987:359) which indicates that students perceive school counsellor effectiveness in terms of easy availability. Wiggins and Moody (1987:356) and Rice and Smith (1993:203) add that in America students perceive school counsellor effectiveness in terms of counsellors caring for them. The above findings also concur with Van Der Riet and Knoetze's (2004:238) finding that in South Africa, students valued willingness to help, competence, reliability and trustworthiness in school counsellors. Students in this study could have had mixed feelings on the availability of school counsellors because of the large counsellor-student ratio which makes it impossible for students to easily access school counsellors when they so wish.

From the findings discussed in the above section, it is clear that there were constraints affecting the implementation of the SGC services in Zimbabwe. Thus the hypothesis that there are no constraints is rejected.

The following section presents a summary of data presentation, analysis and discussion chapter.

5.10 SUMMARY

This chapter has presented, analysed and discussed the findings from the empirical study. A brief explanation of how the data were collected and analysed was presented. The first section presented the biographical data of the school counsellors and students. There were slightly more male school counsellors than females, while there were slightly more female students than male students who participated in the study. Findings from the empirical study were presented in the context of sub questions posed in Chapter 1. It emerged from the study that school counsellors, more than students, saw the SGC policy as not mandatory. The planning, needs assessment, and evaluation of the SGC services were rated negatively. The school counsellors and students saw the SGC services as achieving their aims. The school counsellors were also seen as performing their roles effectively. The students and school counsellors raised factors such as lack of resources, lack of training and negative attitudes as negatively affecting the SGC services. Overall, the implication of the findings is that there are significant differences between the level of the Zimbabwean SGC services and the international SGC services. As stated earlier on, the hypothesis that there are no significant differences between the level of the Zimbabwean SGC services and international SGC services is rejected. The next chapter presents the conclusion of the study.

CHAPTER 6

CONCLUSION OF THE RESEARCH

6.1 INTRODUCTION

The aim of the present study was to assess the effectiveness of school guidance and counselling services in Zimbabwean secondary schools as perceived by school counsellors and students. In this chapter, the context of the problem presented in Chapter 1 is given. The chapter also presents a summary of the findings of the literature survey given in Chapters 2 and 3, a summary of the empirical study, main conclusion of the research, limitations and contribution of the study and recommendations for the improvement of the Zimbabwean secondary school guidance and counselling services. The recommendations capture the school counsellors and students' responses to qualitative research questions which asked for suggestions. Matters requiring further research are also included.

6.2 A REVIEW OF THE RESEARCH PROBLEM

Chapter 1 revealed that students world-wide experience a number of social, personal and academic problems at school and at home. The HIV/AIDS pandemic was singled out as a major source of students' problems (Nziramasanga 1999:207; UNESCO 2002:2). It was observed that students indulge in drugs, prostitution, truancy and poor discipline (Robinson 1996:18; Nziramasanga 1999:65; Steinberg & Morris 2001:81). Mapfumo (2001:17) and Madhuku (2005:1) point out that students experience a number of socio-economic and psychological pressures in today's world.

Many of the economic and psycho-social pressures imposed on the family cause parents to have little time with their children to give them the necessary guidance for personal-social, educational and career development (Nziramasanga 1999:74). African adults have been found to spend much of their time looking for money neglecting their important role of bringing up their children (UNESCO 2002:2). Parents expect of the school to provide solutions to their children's psychosocial and educational problems.

The majority of students in this study are in the adolescence stage. Adolescents experience a number of problems. These problems include making and sustaining significant relationships, uncertainty about sex roles, peer pressure to experiment with drugs, and pressure to make career choices (Robin et al. 1991:35; McGuinness 1998:51-52). The adolescent often engages in risk-taking behaviours (Mapfumo 2001:173; Matongo 2004:32; Flisher et al. 1993a-g:474-497).

Chapter 1 also highlighted the fact that violence is prevalent in schools around the world (Adelman & Taylor 2002:236; Rayburn 2004:356; Demato & Curcio 2004:237; Hernandez & Seem 2004:256; The Mirror, 1-7 2005:4). Lines (in Davis 2003:917) views the school as a context where students experience a number of problems. These problems negatively affect the students in their school/academic endeavours.

The increase in the different types of problems experienced by students in the school, as well as in the community and the current economic situation in the country call for the provision of effective school guidance and counselling services (Kameen et al. 1985:100; Gora et al. 1992:13). Hartman (1999:18-19) in Canada and Schmidt (1993:42) in America view effective SGC services as being made up of the following components: planning, organisation, implementation and evaluation.

The study tried to establish the effectiveness of the Zimbabwean SGC services as perceived by school counsellors and students. The study specifically tried to find an answer to the following research question: How effective are the guidance and counselling services in Zimbabwean secondary schools as perceived by school counsellors and students?

The study established the effectiveness of the SGC services in relation to the following international benchmarks: policy, planning, needs assessment, support services and evaluation. The study also established whether the Zimbabwean SGC services were perceived as beneficial and whether school counsellors were perceived as effectively playing their role. Furthermore, the study established the factors affecting the effectiveness of SGC services. School counsellors were selected as participants because

they are the implementers of the services while students were chosen because they are the intended beneficiaries of the SGC services.

As was highlighted in Chapter 1, to the knowledge of the researcher, no nationwide research was conducted in Zimbabwe to establish the effectiveness of SGC services from the perspective of both school counsellors and students. The following sections present a summary of the literature survey and the empirical study.

6.3 FINDINGS EMANATING FROM THE LITERATURE SURVEY

This section presents the summary of findings from the literature study. The international literature findings are summarised and compared with those from Zimbabwean literature. The findings are presented under the following main subheadings: components of effective and comprehensive SGC services, benefits of SGC services, role of the school counsellor, factors affecting the effectiveness of SGC services and the relationship between biographical variables and school guidance counselling services.

6.3.1 Components of effective and comprehensive school guidance and counselling services

This subsection summarises literature findings on the following components: policies and mission statements, planning, needs assessment, responsive services and evaluation.

6.3.1.1 Policies and mission statements

The international literature presented in section 2.3.1 of Chapter 2 revealed that effective SGC services have mandatory SGC policies. Countries with mandatory SGC policies include Ireland (NCGE 2003:2), America (Reynolds & Cheek 2002:87), Scotland (Howieson & Semple 2000:374), Uganda (Rutondoki 2000:18) and Malawi (Maluwa - Banda 1998:287). The policies and guidelines are also clear (Gysbers & Henderson 2001:249; Maluwa-Banda 1998:293). The Zimbabwean literature as presented in section 3.3.1 of Chapter 3 revealed that there are no mandatory policies on the implementation of SGC services in the country (Chivonivoni 2006:31; Mataruse 2004:2). The Zimbabwean government is presently drafting policy guidelines for the institutionalisation of guidance and counselling services from pre-school to high school (Nyamungo 2005:1).

6.3.1.2 Planning

Chapter 2 (section 2.3.2) revealed that in effective SGC services, planning was done at the beginning of every year (Reynolds & Cheek 2002:93; Schmidt 1993:42; NCGE 2003:4; Levi & Ziegler 1991:vi). The international literature also revealed that planning spells out the objectives of the services, providers of the services and their role, beneficiaries, resources required and how to implement and evaluate the services (Gibson 1990: 255; Lairio & Nissila 2002:171; NCGE 2003:4; UNESCO 2000:5, Lapan 2001:289; Schmidt 1993:43). The literature survey further revealed that effective SGC services planning involves the school counsellors, school administrators, teachers, parents and students (Paisley 2001:276; NCGE 2003:3; Levi & Ziegler 1991:vi; Rutondoki 2000:92-93). The Zimbabwean literature revealed that SGC services were not annually planned for (Chireshe & Mapfumo 2005:23). The Zimbabwean literature was also silent on the involvement of parents in SGC services planning.

6.3.1.3 Needs assessment services

The international literature cited in section 2.3.3 of Chapter 2 revealed that needs assessment is very important in the establishment of goals and objectives of effective SGC services. (Euvrard 1996:114; UNESCO 2000:4; Rye & Sparks in Lusky & Hayes 2001:29; Borders & Drury 1992:493; Leviton 1977:244). The guidance and counselling needs of students, parents and teachers are surveyed in the international arena (Lusky & Hayes 2001:30; Reynolds & Cheek 2002:89; UNESCO 2000:8). Stakeholders who are involved in needs assessment internationally include school counsellors, parents, students and teachers (UNESCO 2000:8; Lusky & Hayes 2000:27; Rimmer & Burt 1980:60). A variety of methods are used in the international arena to assess SGC services needs. These include interviews, questionnaires, observations, brainstorming, behaviour rating scales, interest inventories and standardised tests (UNESCO 2000:8; Lusky & Hayes 2001:30; Reynolds & Cheek 2002:89). The Zimbabwean literature explained the importance of needs assessment in SGC services (Schultz & Mapfumo 1992:26; Mapfumo 2001:29). Mapfumo (2001:34) revealed that Zimbabwean school counsellors use interviews or observations when assessing students' needs. The Zimbabwean literature is silent on involving parents in needs assessment.

6.3.1.4 Responsive services

The literature survey in section 2.3.4 of Chapter 2 revealed that effective SGC services provide students with counselling services which address the students' occupational, educational and personal-social needs (Hartman 1999:19; Schmidt 1993:76; Ibrahim et al. 1983:599; UNESCO 2000:14; UNESCO 1998:8). The international literature in Chapter 2 also revealed that effective SGC services offer orientation services to students to help them adjust to new situations (Hartman 1999:19; Rutondoki 2000:86; Maluwa-Banda 1998:295; Mwamwenda 1995:470; Brown 1972:75). The Zimbabwean literature presented in Chapter 3 revealed that the Zimbabwean SGC services offer counselling services to students (Mapfumo 1992:1; Zindi & Makotore 2000:2167). Mapfumo (1992:1-2) states that Zimbabwean students are provided with orientation services when joining secondary schools for the first time. However, the Zimbabwean literature is silent on primary school students visiting their prospective schools or having older students returning to their primary schools to talk with incoming students as is practised in Britain (Zeedyk et al. 2003:68),

6.3.1.5 Peer counselling

The international literature presented in section 2.3.5 of Chapter 2 revealed that peer helpers are used in effective SGC services (UNESCO 2000:26; Rutondoki 2000:121; de Rosenroll 1990:304; Schmidt 1993:257; Myrick 1989:18; Lapan 2000:295). Peers preferred peer helpers to school counsellors. The international literature also revealed that peer helpers save school counsellors' time. Chapter 3 (section 3.3.4.2) revealed that there is no recorded literature on the use of peer counsellors in Zimbabwean secondary schools.

6.3.1.6 School guidance and counselling services evaluation

The literature survey presented in section 2.3.6 of Chapter 2 revealed that effective SGC services are evaluated in the international arena. Students, teachers, parents and other key stakeholders take part in the evaluation of effective SGC services (Hiebert 1994:335; Hughey et al. 1993:31; Howison & Sample 2000:385; Lusky & Hayes 2000:28; Reynolds & Cheek 2002:95; Myrick 1987:413). Effective SGC services in the

international arena use the following methods: questionnaires, interviews, observations, tests and inspection of records (Brown 1989:49; Schmidt 1990:90; UNESCO 2000:35). Effective SGC services in the international arena also have set criteria to evaluate the effectiveness of the services (Gerler 1985:40; Otwell & Mullis 1997:345; Reynolds & Cheek 2002:94). The international literature also revealed that two types of evaluation, namely, process or formative and outcome or summative evaluation are used in effective SGC services (Baruth & Robinson 1987:345; Hartman 1995:173; Lapan & Kosciulek 2003:324; UNESCO 2000:32). The international literature highlights that evaluation of SGC services is very beneficial for effective implementation of the services (Myrick 1984:218; Jones 1993:199; Ernst & Hiebert 2002:81, Borders & Drury 1992:494; Besley 2002:72).

The Zimbabwean literature presented in Chapter 3 revealed that SGC services should be evaluated (Mapfumo 2001:27; Chireshe & Mapfumo 2005:25; Gumbo 2002:2; Secretary's Circular No 7 of 2001:4). However, the Zimbabwean literature shows that the services are not always evaluated (Ndanga 1991:3; Chireshe & Mapfumo 2005:23). Where evaluation is done in Zimbabwe, two types of evaluation, namely, formative and summative evaluation are used (Mapfumo 2001:193). Mapfumo (2001:192-193,200) spells out the possible benefits of SGC services evaluation in Zimbabwe.

The international literature as presented in Chapter 2, section 2.1, revealed that effective SGC services have mandatory policies, are planned for, entail needs assessment, offer supportive services and are evaluated. Having presented the summary of literature findings on the components of effective SGC services, the next subsection presents the summary of literature findings on the benefits of SGC services.

6.3.2 Benefits of school guidance and counselling services

This subsection presents a summary of the benefits of the SGC services as experienced in the international arena and in Zimbabwe under the following groups: personal-social benefits, scholastic- academic benefits and career vocational benefits.

6.3.2.1 Personal-social benefits

The international literature presented in section 2.4.1 of Chapter 2 revealed that students enjoyed a number of personal-social benefits (Brucher & Thompson 1987:192; Leviton 1977:243; Lee 1993:164; Euvrard 1996:113). The personal-social benefits included being able to make friends and coping with life problems. The Zimbabwean literature as presented in Chapter 3 also revealed personal-social benefits experienced by Zimbabwean secondary schools students as a result of receiving SGC services (Mudhumani 2005:21; Badza 2005:35; Nyanungo 2005:3; Chivonivoni 2006:29-30). The personal-social benefits highlighted by the Zimbabwean literature include an improvement in social, personal and problem-solving skills.

6.3.2.2 Scholastic-academic benefits

The literature survey in section 2.4.2 of Chapter 2 revealed that effective SGC services lead to improved scholastic-academic achievement (Gerler 1985:45; Besley 2002:72-73; Borders & Drury 1992:491; Sink & Stroh 2003:360; Lapan 2001:295; Gibson 1989:35; Blum & Jones 1993:203; Hui 1998:437). Other authorities from the international literature argued that effective SGC services resulted in behaviours related to academic achievement (Otwel & Mullis 1997:345; Carnevale & Derochers 2003:228; Gora et al. 1992:9). The Zimbabwean literature does not cite specific studies that demonstrate scholastic-academic improvement as a result of SGC services. The literature, however, points to behaviours related to academic achievement (Nziramasanga 1999:253; Mudhumani 2005:18).

6.3.2.3 Career and vocational benefits

Notable SGC services benefits from the international arena are career and vocational benefits (Okey et al. 1993:218; Jones 1993:195; Lapan et al. 1997:297; Maluwa-Banda 1998:289; Hartman 1999:134; Taylor 1971:44). The Zimbabwean literature presented in section 3.4.3 of Chapter 3 also pointed out that students exposed to SGC services in Zimbabwe benefited vocationally.

6.3.2.4 Lack of benefits

A few authorities cited in section 2.4.4 of Chapter 2 indicated that students viewed the SGC services as not beneficial to them (Alexitch & Page 1997:205-206; Chapman et al. 1991:275; Maluwa-Banda 1998:292). Zimbabwean literature presented in Chapter 3 revealed that some people believe that the services are not beneficial because they were not planned for (Kanyowa 1998:4; Mapfumo 2001:200; Chireshe & Mapfumo 2005:24, Madhuku 2005:28).

Having presented the summary of literature findings on the benefits of SGC services, the next subsection presents the summary of literature findings on the roles played by effective school counsellors.

6.3.3 Role of the school counsellor

This subsection presents the summary of the role of the school counsellor from an international and Zimbabwean perspective. The roles are presented under the following themes: educational development, career development, personal-social development, referral role and additional roles.

6.3.3.1 Educational development role

The international literature presented in section 2.5.1 of Chapter 2 revealed that in effective SGC services, school counsellors focus on improving students' study habits and attitudes so that they realise their best potential (Brown 1972:27; Hartman 1999:34; Schmidt 1993:37). The Zimbabwean literature in section 3.5.1 of Chapter 3 also revealed that Zimbabwean school counsellors assist students in study skills (Mapfumo 2001:33; Madhuku 2005:9).

6.3.3.2 Career development role

The literature survey presented in section 2.5.2 of Chapter 2 revealed that school counsellors assist students in realising their career needs (Hartman 1999:36; Taylor 1971:46; Ahia & Bradley 1984:154; Ibrahim et al 1983:599; Tatar 1995:271; Stead 1987:14). Mapfumo (2001:38 and Shumba (1995:5) argued that Zimbabwean school counsellors also provided the career development role.

6.3.3.3 Personal-social development role

A survey of the international literature in section 2.5.3 of Chapter 2 revealed that school counsellors from schools offering effective SGC services provide personal counselling with the aim of helping students achieve appropriate personal adjustment and develop adequate interpersonal relationships (Scottish Ministry of Education in Besley 2002:70; Paisley & McMahon 2001:107; Rowe 1989:263; Hui 1998:440; Rutondoki 2000:63; Maluwa-Banda 1998:294; Tatar 1995:269; Karayanni 1985:297). The Zimbabwean literature in section 3.5.3 of Chapter 3 has very little literature on personal-social development role. Only Madhuku (2005:6) is cited as indicating that Zimbabwean school counsellors assist students to make friends and sustain friendships.

6.3.3.4 Referral role

The international literature in section 2.5.4 of Chapter 2 revealed that effective school counsellors play a significant role in referring students needing outside help (Borders & Drury 1992:493; Gysbers et al. 2000:353, Sandhu 2000:84, Dahir 2004:344; UNESCO 2000:14). The school counsellors also refer parents or families (James & Burch 1999:215; Hartman 1999:36; Levi & Ziegler 1991:vi) to agencies outside the school. The Zimbabwean literature presented in section 3.5.4 of Chapter 3 cites Zindi & Makotore (2000:220) and The Child and Law Foundation Zimbabwe (2003:28) as saying that Zimbabwean school counsellors play a referral role in the implementation of SGC services.

6.3.3.5 Additional roles

Chapter 2 (section 2.5.5) revealed that effective school counsellors provide counselling services to parents to help them understand their children (Ibrahim et al. 1983:599; Borders & Drury 1992:492; Paisley 2001:274). In addition to counselling parents, effective school counsellors make guidance and counselling presentations on topics such as sexual development to teachers and parents (Rice & Smith 1993:201; Borders & Drury 1992:492; Schmidt 1993:34; Carlson 1992:32; Hui & Chan 1996:209; Clark & Amatea 2004:138). The international literature in Chapter 2 also revealed that an important additional role is meeting school administrators to discuss SGC services issues (Maluwa-

Banda 1998:293; Schmidt 1993:83). The international literature further states that school counsellors in effective SGC services should not administer discipline (Stickel et al. 1991:111; Lairio & Nissila 2002:171; Stead 1987:15). The Zimbabwean literature presented in section 3.5.5 of Chapter 3 indicates the additional role of school counsellors as that of reporting to the school headmaster on SGC issues (Mapfumo 2000:38-39; Schultz & Mapfumo 1992:26). Another additional role of Zimbabwean school counsellors is in-service training of other school personnel (Mashanyare 1997:51; Shumba 1995:5).

Having presented the summary of literature findings on the role of school counsellors, the following subsection presents a summary of literature findings on factors affecting SGC services.

6.3.4 Factors affecting the effectiveness of school guidance and counselling services

This subsection presents a summary of the factors that affect the effectiveness of SGC services in the international arena and Zimbabwe. The factors summarised include resources, training, attitudes and other factors.

6.3.4.1 Resources

The international literature presented in section 2.6.1 of Chapter 2 revealed that effective SGC services have counselling centres which have adequate resources and are easily accessible to students (Lehr & Sumarah 2002:296; Schmidt 1993:50; Gysbers & Henderson 2001:253; Carrol 1980:83; UNESCO 2000:18). More than simply having material resources, effective SGC services have adequate personnel. The international literature also revealed that very few school counsellors and very little time was available for SGC services (Reynolds & Cheek 2002:86; Paisley & McMahan 2001:107; Myrick 2003:175; Lloyd 1987:226; Trevisan & Hubert 2001:225; Bernard et al. 1997:378; Maluwa-Banda 1998:291). The lack of resources was seen as negatively affecting SGC services. The Zimbabwean literature presented in section 3.6.1 of Chapter 3 revealed that SGC services were negatively affected by lack of SGC services materials in secondary schools (Benza & Ndanga 1990:4; Ndoro 1994:3; Mashanyare 1992:42; Maturure 2004:24). As in the international arena, Zimbabwe did not have much time for SGC

services and counsellor-student ratios were very high (Chireshe & Mapfumo 2005:19; Kasayira et al. 2004:61; Zindi & Makotore 2000:219; Ramushu 2000:1; Maturure 2004:13). The researcher did not come across Zimbabwean literature on the availability of guidance and counselling centres.

6.3.4.2 Training

Chapter 2 (section 2.6.2) revealed that SGC services were negatively affected by lack of training in guidance and counselling by school counsellors (Paisley 2001:276; Euvrard 1996:116; Human Sciences Research Council in Bernard et al. 1997:374; Trevisian & Hubert 2001:225; Maluwa-Banda 1998:291; Gora et al. 1992:5; Levi & Ziegler 1991:vi; Wiggins & Moody 1987:356; Okey et al. 1993:219; Rutondoki 2000:18). As in the international arena, the Zimbabwean literature cited in Chapter 3 also revealed that Zimbabwean SGC services were negatively affected by the lack of training in guidance and counselling by school counsellors (Mapfumo 1994:5; Chivonivoni 2006:33; Mudhumani 2005:2; Badza 2005:34; Kasayira et al. 2004:61; Maturure 2004:22; Shumba 1995:5). The Zimbabwean literature further revealed that the lack of training in guidance and counselling by headmasters also negatively affected the services.

6.3.4.3 Attitudes

Literature cited in Chapter 2 section 2.6.3 reveals that the attitudes of school counsellors, parents, students, teachers and school administrators affected the effectiveness of SGC services. The presented literature shows that generally people have negative beliefs and feelings towards SGC services (Hui 2002:66; Maluwa-Banda 1998:292; Euvrard 1996:116; Reynolds & Cheek 2002:86; Gysbers & Henderson 2001:251; Bardo et al. 1978:205; Lusky & Hayes 2001:27; Myrick 1984:218; Trevisian & Hubert 2001:227; Rutondoki 2000:19; Unnithan 1997:197; Herr 2001:240; Ernst & Hiebert 2002:74; Gerler 1992:500; Stead 1987:14; Paisley 2001:275). The available Zimbabwean literature on attitudes mainly focuses on the negative attitudes of headmasters towards SGC services (Ramushu 1988:7; Mashanyare 1997:47; Kasayira et al. 2004:61; Chireshe & Mapfumo 2005:19).

6.3.4.4 Other factors

The literature survey in Chapter 2 section 2.6.4 revealed that other factors like easy availability of school counsellors and maintaining confidentiality affects the effectiveness of SGC services (Gora et al. 1992:12; Leviton 1977:243; Wiggins & Moody 1987:359; Besley 2002:69). The Zimbabwean literature cited in Chapter 3 is silent on other factors affecting the effectiveness of SGC services.

The following subsection presents the summary of literature on the relationship between biographical variables and SGC services.

6.3.5 Biographical variables and school guidance and counselling services

The international literature presented in Chapter 2 section 2.7 revealed that biographical variables like gender of counsellor and student, counselling experience, age of counsellor, teaching experience, training of counsellors and type of school affected perceptions of SGC services (Kameen et al. 1985:101-102; Sutton & Fall 1995:331; Quarto 1999:381; Sink & Yillik Dower 2004:286; Lairio & Nissila 2002:160; Armacost 1990:108; Van de & Knoetze 2004:237; Alexitch & Page 1997:215; Bruce & Cockreham 2004:335 ; Lee & Ekstrom in Lapan et al. 1997:293). The Zimbabwean literature cited in section 3.7 of Chapter 3 only mentions the relationship between the gender of the student and school counsellor and SGC services (Mpofu et al. 2004:169; Madhuku 2005:30).

The following subsection presents a summary of the results from the empirical study.

6.4 FINDINGS DERIVED FROM THE EMPIRICAL INVESTIGATION

This section summarises the empirical results of the study in the light of the research questions and hypotheses posed in Chapter 1.

6.4.1 Hypothesis 1

The first sub question in section 1.3.4 of Chapter 1 aimed at establishing the components of effective and comprehensive SGC services. It was hypothesised in section 1.4.3 (Chapter 1) that there is no significant relationship between respondents' biographical variables and the way the respondents respond to items on the status of the following key

components: policy, planning, needs assessment, responsive services, peer counselling and evaluation. The summary results of each component will be presented in its own subsection.

6.4.1.1 Policy

The international literature in Chapter 2 section 2.3.1 revealed that effective SGC services have mandatory policies (Sink & Macdonald 1998:93; NCGE 2003:2; Howieson & Semple 2000:374; Rutondoki 2000:18; Maluwa-Banda 1998:287; National Curriculum Statement of Life Orientation Grades 10-12 Document, Department of Education: Pretoria 2003). The empirical research in Chapter 5 section 5.5.1 revealed that there were significant differences in the way school counsellors responded to the various policy issues. School counsellors viewed the Zimbabwean SGC services as not having a mandatory policy and students and teachers as not understanding policy. Students viewed the SGC policy as mandatory but did not understand the SGC policy. Zimbabwean students could have viewed the policy as mandatory because they see it on their school timetables.

6.4.1.2 Planning

The results of the present study as presented in section 5.5.2 of Chapter 5 revealed that gender of the school counsellor and student, age of the school counsellor and teaching experience of the counsellor did not significantly influence the perception of the planning of SGC services at the beginning of every year. However, age and form of student and type of school which the student attends significantly influenced the way in which students perceived the planning of SGC services at the onset of each year. Counselling experience and type of school where the school counsellor is working also significantly influenced the way in which students perceived the planning of SGC services.

6.4.1.3 Needs assessment

The results of the present study presented in section 5.5.3 of Chapter 5 revealed that there were significant differences in the following: rating of the frequency of assessing the needs of teachers, parents and students, perception of the extent of involvement of different people in SGC services and the perception of the extent of using different

methods in needs assessment among school counsellors and students. School counsellors viewed the assessment of teachers' and students' needs slightly more positively than the assessment of parents' needs. Students viewed the assessment of teachers' and students' needs substantially more positively than the assessment of parents' needs.

6.4.1.4 Responsive services

The empirical results on responsive services as presented in section 5.5.4 of Chapter 5 revealed that gender of the student and school counsellor, age and form of the student and age of the school counsellor did not significantly influence the perception of the availability of orientation services for newcomers. However, the type of school which the student attends or where the school counsellor is working, experience as a counsellor and the teaching experience of the school counsellor significantly influenced the perception of the availability of an orientation plan for newcomers. As already presented in section 5.9.1.4 of Chapter 5, more school counsellors and students from rural boarding schools and school counsellors in the 11-15 year counselling experience range viewed the availability of an orientation plan for newcomers more positively than those from other types of schools. It has been explained in Chapter 5 that school counsellors and students from rural boarding secondary schools could have viewed the availability of an orientation plan for newcomers possibly more positively due to the fact that the majority of rural boarding schools are church related and one of the functions of religion is to provide guidance and counselling. One could suggest that the commitment to guidance and counselling as demonstrated by the availability of an orientation plan for newcomers was religiously motivated. The school counsellors in the 11 to 15 years counselling experience range could have viewed orientation positively because they might have learnt from their experience that lack of orientation negatively impacts on students' adjustments hence they make it available.

6.4.1.5 Peer counselling

The results of the empirical study on peer counselling presented in section 5.5.5 of Chapter 5 revealed that there were significant differences in the rating of the involvement of peer counsellors in given activities among school counsellors and students. Both

school counsellors and students rated the involvement of peer counsellors in HIV/AIDS education higher than in any other activity.

6.4.1.6 Evaluation

The present study's empirical results presented in section 5.5.6 of Chapter 5 revealed that the gender of the school counsellor and student and the teaching experience of the school counsellor did not significantly influence the perception of the frequency of SGC services evaluation. However, age and the form of the student and type of school which the student attends significantly influenced the students' perception of the frequency of SGC services evaluation. Age and counselling experience of the school counsellor and type of school where the school counsellor is working also significantly influenced the school counsellor's perception of the frequency of SGC services evaluation.

6.4.1.7 Conclusion - hypothesis 1

Based on the findings of the empirical study above, it can be concluded that in some instances, there were no significant relationships between respondents' biographical variables and the way the respondents responded to planning, responsive services and evaluation, while in other instances, there were significant relationships between respondents' biographical variables and the way the respondents responded to planning, responsive services and evaluation. For example, there were no relationships between the gender of school counsellor and that of the student and the way they responded to planning, responsive services and evaluation issues of the SGC services. There were also significant relationships between the age and the form of student, type of school the student attended and where the school counsellor worked from and the counsellor's counselling experience and the way they responded to planning, responsive services and evaluation issues of the SGC services. Thus, the null hypothesis that there is no significant relationship between respondents' biographical variables and the way the respondents respond to items on the status of key components was rejected or confirmed in certain circumstances.

The following subsection discusses the findings on hypothesis 2.

6.4.2 Hypothesis 2

The second hypothesis in section 1.4.3 of Chapter 1 stated that the majority of the school counsellors and students surveyed will perceive the SGC services as not beneficial. In addition, it was hypothesised that there is no significant relationship between respondents' biographical variables and the way the respondent responds to the perceived benefits of the SGC services. The international literature presented in section 2.4 of Chapter 2 (Lapan et al. 2003:195; Lonborg & Bowen 2004:318; Rowley et al. 2005:302; Besley 2002:72; Carnevale & Desrochers 2003:228; Lapan & Kosciulek 2003:319; Jones 1993:195; Lapan et al. 1997:292; Hartman 1999:134) revealed that SGC services resulted in personal-social, scholastic-academic, career and vocational benefits. The present study revealed that Zimbabwean school counsellors and students believed that the services resulted in personal-social, career and vocational benefits. Overall, both school counsellors and students rated the Zimbabwean SGC services fairly. However, both school counsellors and students did not perceive the benefit in academic achievement highly. It might be difficult to correlate academic achievement to guidance and counselling received. The above findings confirm Zimbabwean literature (Mudhumani 2005:21; Nyamungo 2005:3; Badza 2005:35; Mukamwi 2005:25; Chivonivoni 2006:29-30; Nziramasanga 1999:253; Mapfumo 2001:23) presented in section 3.4 of Chapter 3 which had similar findings.

The results discussed in section 5.9.2.1 of Chapter 5 revealed that the gender of the school counsellor, the age and teaching experience of the school counsellor and type of school where the school counsellor is working significantly influenced the rating of the SGC services. Female students and female school counsellors viewed the services more positively than the male respondents. School counsellors from rural boarding schools, school counsellors in the 26 to 30 and 31 to 35 age ranges, those with 1 to 5 years counselling experience and those in the 1 to 5, 6 to 10 and 11 to 15 years of teaching experience viewed the services substantially more positively than those from other categories. Students from rural boarding secondary schools also viewed SGC services more positively than those from other forms. Students from Forms 4 to 6 viewed the services more negatively than students from other forms.

As already alluded to in section 5.9.2.1, more female students and female school counsellors could have rated the SGC services highly because of the current gender awareness orientation of the SGC services. More female students than male students could also have rated the services highly probably because female students are perceived as more socially competent or better adjusted to school than males (Mpofu et al. 2004:169). These characteristics may have influenced them to be more positive in their perception of the SGC services. The SGC services offered in secondary schools may have put more emphasis on social adjustment, hence their acceptability by female students. More male students than female students could have rated the SGC services negatively because they are normally socialised to be strong and cope with their own problems, hence they often do not approach school counsellors (Van Der Riet & Knoetze 2004:237). As such, it would be unlikely for male students to rate the services which they do not frequently consume highly. School counsellors and students from rural boarding secondary schools could have viewed the SGC services substantially more positively, because the services in these schools are taken seriously. As mentioned earlier on, most of the rural boarding secondary schools are church-related and inculcating morality is one of their key concerns, hence the seriousness in implementing the SGC services. Students from Forms 4 and 6 could have viewed the services lowly because of the focus on examinable subjects given to those forms as already indicated earlier on.

6.4.2.1 Conclusion - hypothesis 2

Since the school counsellors and the students overall rated the SGC services as fair, the hypothesis that the majority of the school counsellors and students surveyed would perceive the services as not beneficial is rejected. Based on the results of the relationship between respondents' biographical and the way they respond to perceived benefits discussed in section 6.4.2 above, the null hypothesis that there is no significant relationship between the respondents' biographical variables and the way respondents rate the SGC services is also rejected.

Having concluded the findings on hypothesis 2, the following subsection discusses findings on hypothesis 3.

6.4.3 Hypothesis 3

The third hypothesis presented in section 1.4.3 of Chapter 1 stated that school counsellors are not effectively playing their role. The international literature presented in section 2.5 of Chapter 1 revealed that effective school counsellors offer educational development, career development, personal-social development, and have referral and other roles (Hartman 1999:34; Dahir 2004:344; Eskrom et al. 2004:28; Paisley & McMahon 2001:107; Lapan & Jones 2000:353; Schmidt 1993:81; Ibrahim et al. 1983:599; Stead 1987:14; Rutondoki 2000:63; Maluwa-Banda 1998:294; Tatar 1995:269). The present study revealed that Zimbabwean school counsellors and students viewed the role of school counsellors positively. The implication is that school counsellors were effectively implementing their roles. The above findings support earlier findings (Mapfumo 2001:33; Shumba 1995:5; Madhuku 2005:6-7; Zindi & Makotore 2000:220) which revealed that Zimbabwean school counsellors performed the above roles.

6.4.3.1 Conclusion - hypothesis 3

Findings obtained from this study seem to contradict the hypothesis that school counsellors are not effectively playing their role, hence the rejection of the hypothesis. Zimbabwean school counsellors were perceived as effectively playing their roles.

The following subsection discusses the findings on hypothesis 3.

6.4.4 Hypothesis 4

The fourth hypothesis presented in section 1.4.3 of Chapter 1 stated that there are no constraints affecting the implementation of SGC services in Zimbabwean secondary schools. Furthermore, it was hypothesised that there is no significant relationship between respondents' biographical variables and the way the respondents respond to the factor of school counsellor training in guidance and counselling. The hypotheses are discussed under the following subsections: level of satisfaction with resources, location of the school guidance and counselling services centres, availability of school guidance and counselling services materials in the school guidance and counselling services centres, school counsellors' training in guidance and counselling, perception and effects of attitudes, perception on non-counselling duties and other factors.

6.4.4.1 Level of satisfaction with resources

The literature survey in section 2.6.1 of Chapter 2 revealed that effective SGC services have adequate resources (Lehr & Sumarah 2002:296; UNESCO 2000:17). However, there are instances where the resources are inadequate in the international arena (Lairio & Nissila 2002:169; UNESCO 2000:18). There are sometimes only a few school counsellors (Reynolds & Cheek 2002:86; Paisley & McMahon 2001:107, Maluwa-Banda 1998:291; Bernard et al. 1997:378). School counsellors are not satisfied with the available time for SGC services (Lloyd 1987:226; Trevisan & Hubert 2001:225). The employment of full-time school counsellors has resulted in creating time for SGC services (Besley 2002:61; Lairio & Nissila 2002:160). The results of the present study discussed in section 5.9.4.1 of Chapter 5 revealed that both school counsellors and students were not satisfied with the resources in their schools. The Zimbabwean SGC services had few school counsellors, material and referral resources. Time for providing the service was inadequate. Previous studies done in Zimbabwe also established that the time provided was inadequate for SGC services (Chivonivoni 2006:33; Chireshe & Mapfumo 2005:19; Kasayira et al. 2004:61). The lack of resources negatively affected the quality of the SGC services. There was no way the few counsellors could provide quality services using the available resources. The economic constraints Zimbabwe is experiencing could have contributed to the lack of resources.

6.4.4.2 Location of the school guidance and counselling services centres

The international literature presented in section 2.6.1 of Chapter 2 revealed that effective SGC services in the international arena have counselling centres located in such a way that everyone in the school has equal access to them (Schmidt 1993:50; Gysbers & Henderson 2001:253; Borders & Drury 1992:490; Carroll 1980:83; UNESCO 2000:18). The results of the present study presented in table 5.36, section 5.8 of Chapter 5 revealed that the majority of the Zimbabwean SGC services centres were located near the administration offices and in classrooms. As discussed in section 5.9.4.2 of Chapter 5 the location of such centres is not conducive to effective counselling. Students would not be comfortable visiting SGC services centres for they may associate the school counsellor with school administration, which includes school management. In addition to the poor

location of the centres, the results for this study also show that there was inadequate material for SGC services in the centres. The lack of SGC services materials in SGC services centres was confirmed by the results from qualitative research questions. Both school counsellors' and students' responses to the open-ended questions on resources available in the SGC services centres suggested that very few materials were available.

6.4.4.3 School counsellors' training in guidance and counselling

The literature survey presented in section 2.6.2 of Chapter 2 revealed that SGC services' effectiveness is affected by training in school guidance and counselling (Trevisian & Hubert 2001:225; Paisley 2001:276; Euvrard 1996:116; Rutondoki 2000:18; Maluwa-Banda 1998:291). The present study established that most Zimbabwean school counsellors had no training in guidance and counselling services. The lack of training in guidance and counselling revealed by the quantitative results of this study is confirmed by the results from qualitative research questions which indicated that a few of the school counsellors had attended some in-service workshops in guidance and counselling. As mentioned in section 5.9.4.4 of Chapter 5, these results confirm earlier results by Chivonivoni (2006:33), Mudhumani (2005:2), Badza (2005:34), Kasayira et al. (2004:61), Maturure (2004:22), Shumba (1995:5) and Mapfumo (1994:5) which all mention lack of training in guidance and counselling by Zimbabwean school counsellors as a problem. The lack of training in guidance and counselling implies that Zimbabwean school counsellors do not offer effective SGC services. As alluded to earlier in section 5.9.4.4 of Chapter 5, the school counsellors may not be well versed with what SGC services to offer and how best to offer them.

The results of this study also revealed that the type of school the student attends or where the school counsellor is working and the age and form of the student significantly influenced the perception of school counsellors' training in guidance and counselling. As already mentioned in section 5.9.4.4 of Chapter 5, school counsellors and students from urban boarding secondary schools viewed the training of school counsellors substantially more negative than those from other types of schools. Students in the 15 to 17 years age range also viewed school counsellors as trained more positively than students from other age ranges. Students in Forms 5 and 6 perceived the training of school counsellors more

negatively than students from other forms. The results also revealed that the gender of the school counsellor and student and the school counsellor's age, counselling and teaching experience, did not significantly influence the perception of school counsellor training in guidance and counselling.

As discussed in section 5.9.4.4 of Chapter 5, students from the urban boarding secondary schools could have substantially more negatively viewed the training of the school counsellors in guidance and counselling because they received less planned and less evaluated services as revealed by this study. They possibly believed that one could only plan and evaluate SGC services if one is trained in the area. It has also been mentioned in section 5.9.4.4 of Chapter 5 that more students from Forms 5 and 6 negatively rated the school counsellor training probably because they were not receiving the services frequently. Schools focus on examinable subjects in these forms as explained earlier.

6.4.4.4 Perception of effects of attitudes

The literature survey presented in section 2.6.3 of Chapter 2 revealed that the attitudes of school counsellors, administrators, parents or general public and students affect the effectiveness of SGC services (Hui 2002:66; Reynolds & Cheek 2002:86; Gysbers & Henderson 2001:251; Rutondoki 2000:19; Maluwa-Banda 1998:292; Euvrard 1996:116; Gerler 1992:500). The results of this study presented in Table 5.41, section 5.8 of Chapter 5 revealed that the attitudes of headmasters and students were seen as affecting the effectiveness of SGC services by both school counsellors and students. Parents' attitudes were seen as not affecting the effectiveness of the services. School counsellors viewed their attitudes as not affecting the effectiveness of the services while students believed that attitudes of school counsellors affect the effectiveness of the services. Earlier findings by Chivonivoni (2006:30-31), Chireshe & Mapfumo (2005:19) and Kasayira et al. (2004:61) presented in section 3.6.3 of Chapter 3 established that negative headmasters' attitudes affected the effectiveness of the SGC services. If headmasters do not support the services, they are not going to make SGC resources available, hence the ineffectiveness of the services. Furthermore, they may not bother whether the SGC services are planned for or evaluated. As discussed in section 5.9.4.5 of Chapter 5, if students have negative attitudes towards the services, they are not going to make

themselves available to school counsellors and hence they will not benefit from such services. Both school counsellors and students could have viewed parents' attitudes as not affecting the SGC services probably because the parents are not involved in SGC services activities in the first place.

6.4.4.5 Perceptions on non-counselling duties

The international literature presented in section 2.6.3 of Chapter 2 revealed that school counsellors performed non-counselling duties such as administration or clerical duties which prevented them from offering counselling services (Reynolds & Cheek 2002:87; Gysbers & Handerson 2001:247; Paisley 2001:275; Maluwa-Banda 1998:292; Stead 1987:14). The present study established that non-counselling duties by Zimbabwean school counsellors negatively affected the effectiveness of SGC services. The implication is that the school counsellors performed other duties like administration and which compete with the little available time for SGC services.

6.4.4.6 Other factors

The international literature presented in section 2.6.4 of Chapter 2 and section 6.3.4.4 of Chapter 6 revealed that other factors like easy availability of school counsellors and maintaining confidentiality affects the effectiveness of SGC services (Gora et al. 1992:12; Leviton 1977:243; Wiggins & Moody 1987:359; Besley 2002:69). The present study revealed that caring for students, confidentiality, respect and easy availability of school counsellors affected the effectiveness of SGC services. As discussed in section 5.9.4.7 of Chapter 5, students in this study had mixed feelings on the easy availability of school counsellors to students. It was inferred from the mixed feelings that school counsellors may not have been easily available to students because of the high counsellor-student ratio that exists in Zimbabwe (Zindi & Makotore 2000:219; Maturure 2004:13). As mentioned in section 6.4.4.5 above, the school counsellors may be given non-counselling duties which make them unavailable for SGC services at certain times.

6.4.4.7 Conclusion - hypothesis 4

Given the results of this study presented from subsections 6.4.4.1 to 6.4.4.6 on factors affecting the effectiveness of SGC services above, the hypothesis that there are no

constraints affecting the implementation of Zimbabwean SGC services is rejected. The above subsections established that there are a number of factors that affect the effectiveness of SGC services in Zimbabwean secondary schools. The results presented in section 6.4.4.3 on the relationship between respondents' biographical variables and the way they respond to school counsellor training in guidance and counselling above, lead to the conclusion that the null hypothesis that there is no significant relationship between the respondents' biographical variables and the way they perceive the school counsellors' training in guidance and counselling may be rejected or confirmed under certain circumstances.

The following section discusses the results on hypothesis 5.

6.4.5 Hypothesis 5

The fifth hypothesis presented in section 1.4.3 of Chapter 1 stated that there are no significant differences between the level of the Zimbabwean SGC services and international SGC services. Each of the key components in the international arena identified in section 2.3 of Chapter 2 is presented and discussed in this subsection.

6.4.5.1 Policy

The international literature presented in section 2.3.1 of Chapter 2 revealed that effective SGC services have mandatory or binding SGC policies (Reynolds & Cheek 2002:87; Sink & Macdonald 1998:93; NCGE 2003:2; Howieson & Semple 2000:374; Rutondoki 2000:18; Maluwa-Banda 1998:287; Department of Education: Pretoria 2003; Yuk Yee & Brennan 2004:57; Hui 2002:65; Ahia & Bradley 1984:149). Mandatory SGC policies imply that all schools are forced to offer SGC services. Schools not offering the services will be breaking the law. The results of this study presented in section 5.5.1 of Chapter 5 revealed that Zimbabwean SGC services were not mandatory or binding. As already mentioned in section 5.9.1.1 of Chapter 5, the few qualitative research results revealed that school counsellors and students suggested that SGC services policy in Zimbabwe could be mandatory by including the services in the curriculum subjects offered in secondary schools. The implication is that some secondary schools may not offer the services due to absence of enforcing policies or those which offer the services may not do

so seriously because they are not forced to do so. The international literature also presented in Chapter 2 revealed that SGC services policies are easily understood by school counsellors, teachers and students (Maluwa-Banda 1998:293). The present study established that students did not understand Zimbabwean SGC services policies. Students may not understand the SGC services policies because all stakeholders are not involved in policy formulation as indicated by the results of the qualitative research questions.

6.4.5.2 Planning

The international literature presented in section 2.3.2 of Chapter 2 revealed that in effective SGC services, SGC services planning is done at the onset of each year (Reynolds & Cheek 2002:93; Schmidt 1993:42; NCGE 2003:4; Levi & Zigler 1991:vi). This implies that all SGC services offered in schools are planned for annually. The present study revealed that planning of Zimbabwean SGC services was not always done at the beginning of each year. As already mentioned in section 5.9.1.2 of Chapter 5, available Zimbabwean literature (Chireshe & Mapfumo 2005:23) supports the finding that SGC services are not annually planned for. The Zimbabwean SGC services can be said to be lacking an essential framework for delivery of the services which is provided in a plan.

The literature survey presented in section 2.3.2 of Chapter 2 also revealed that parents and students played an important role in SGC services planning (NCGE 2003:3; Levi & Zigler 1991:vi; Paisley 2001:276; Rutondoki 2000:92-93). The literature review also indicated that effective SGC services include important aspects like: administrative duties, parent meetings, orientation services, people implementing the services, and resources required (Lairio & Nissila 2002:171; NCGE 2003:4; Lapan 2001:289; Gibson 1990:255). The present study revealed that parents, students and the psychological services team were seldom involved in the planning of SGC services in Zimbabwe. The few responses from the open-ended questions revealed that both school counsellors and students suggested the need for involvement of all stakeholders in SGC services planning. The study also revealed that important aspects like: administrative duties, parent meetings, orientation services, people implementing the services, and resources required were seldom included. As mentioned in section 5.9.1.2 of Chapter 5, parents

may not be involved in SGC services planning because they may believe that school counsellors are the experts or the school counsellors may not invite them. Chapter 5 also presented the psychological team as not being involved in planning may be because of lack of transport to visit schools and assist them during SGC services planning.

6.4.5.3 Needs assessment

The international literature survey presented in section 2.3.3 of Chapter 2 revealed that effective SGC services assess the needs of students, parents and teachers and that a number of assessment methods are used in obtaining the needs. The literature also revealed that school counsellors, students, teachers and parents are involved in needs assessment of effective SGC services (Lusky & Hayes 2001:30; Reynolds & Cheek 2002:89; UNESCO 2000:8). Zimbabwean school counsellors, who are the implementers of the SGC services revealed that they did not always assess the needs of students and teachers. The study also revealed that parents' needs were not also assessed. The study also revealed that parents and students were seldom involved in conducting students' SGC services needs assessment. The lack of involvement of parents and students in needs assessment is confirmed by the results from the qualitative research questions. The qualitative results suggest the need for the involvement of all stakeholders in SGC needs assessment. As indicated in section 5.9.1.3 of Chapter 5, parents' needs could not have been assessed because of lack of knowledge on the part of school counsellors on the need to involve them. School counsellors may fail to see the importance of parents' contributions, hence they may ignore establishing their needs. Chapter 5 also indicated that school counsellors may not involve parents in students' needs assessment in Zimbabwe because they may view them as ignorant and therefore exclude them. As already alluded to in Chapter 5 it is surprising to note that school counsellors who are the implementers of SGC services negatively rated the students' involvement in needs assessment. They may have rated students' needs assessment lowly because of the lack of training in SGC services (Chivonivoni 2006:33; Badza 2005:34; Mudhumani 2005:2).

The present study also revealed that the Zimbabwean secondary SGC services use very few needs assessment methods in comparison with the situation in the international literature presented in section 2.3.3.2 of Chapter 2. Important assessment methods like

standardised tests and interest inventories were not frequently employed in Zimbabwe. As already mentioned in Chapter 5, the use of fewer assessment methods could negatively affect the quality of the SGC services offered in Zimbabwean secondary schools. The use of fewer assessment methods could be attributed to lack of training in guidance and counselling and lack of funds to purchase standardised tests and interest inventories.

6.4.5.4 Responsive services

The international literature presented in section 2.3.4 of Chapter 2 indicates that effective SGC services offer counselling services to students (Hartman 1999:19; Schmidt 1993:76; Ibrahim et al. 1983:599; UNESCO 2000:14; UNESCO 1998:8-9). Effective SGC services also offer orientation services (Mwamwenda 1998:470; Rutondoki 2000:86; Zeedyk et al. 2003:68; Maluwa-Banda 1998:295; Hartman 1999:91; Brown 1972:75). Zeedyk et al. (2003:68) state that orientation services provided in effective schools include the provision of information leaflets to primary school pupils and their parents and having older students return to their primary schools to talk with incoming students. The results of the present study given in section 5.5.4 of Chapter 5 revealed that the Zimbabwean SGC services provided students with counselling and orientation services. However, the study revealed that provision of information leaflets to primary school students and their parents and having older students return to their primary schools to talk with incoming students were not always done. Results from the qualitative research questions confirm the need for the use of older students to address primary school students. It was noted in section 5.9.1.4 of Chapter 5 that lack of resources could have hampered the provision of leaflets while the geographical location of the schools (they are very far away from each other) could probably not have allowed former students to address prospective students.

6.4.5.5 Peer counselling

The international literature survey presented in section 2.3.5 of Chapter 5 revealed that peer counsellors are highly involved in a number of activities like providing support to their peers and identifying students with problems (UNESCO 2000:26; Robinson et al. 1991:36; de Rosenroll 1990:304). The peer counsellors in the international arena were

also seen as saving school counsellors' time (Lapan 2001:295). The present study revealed that Zimbabwean peer counsellors were only highly involved in HIV/AIDS counselling. As explained in section 5.9.1.5 of Chapter 5, peer counsellors may have concentrated on HIV/AIDS because HIV/AIDS is seen as a significant problem in schools these days (Van Der Reit & Knoetze 2004:223). The few qualitative research results on peer counselling suggest the need for thorough training of peer counsellors.

6.4.5.6 Evaluation

The literature survey presented in section 2.3.6 of Chapter 2 revealed that effective SGC services are always evaluated in the international arena. The international literature indicated who should be involved in SGC services evaluation (Myrick 1987:413; Brown 1989:49; Schmidt 1993:281), evaluation techniques to be used (UNESCO 2000:35, Lusky & Hayes 2001:28), evaluation criteria (Reynolds & Cheek 2002:94; Otwell & Mullis 1997: 345; Gerlner 1985:40), types of programme evaluation (Baruth & Robinson 1987:345; Hartman 1999:173; Lapan & Kosciulek 2003:324) and benefits of evaluating SGC services (Myrick 1984:218; Jones 1993:199; Borders & Dury 1992:494; Besley 2002:72). The results of the present study presented in section 5.5.6 of Chapter 5 reveal that the Zimbabwean SGC services were not always evaluated. The few qualitative research results on evaluation confirm this finding by suggesting that the evaluation of SGC services should be continuous. As indicated in section 5.9.1.6 of Chapter 5, the services could not have been frequently evaluated because Zimbabwean administrators do not value the services. The study also revealed that the psychological services team and parents were not always involved in SGC services evaluation. As already alluded to in section 5.9.1.6 of Chapter 5 and section 6.4.5.2 of this chapter, the psychological services team could not have been actively involved because of lack of transport to visit schools to evaluate SGC services. School counsellors may have ignored parents or parents may have left everything to the school.

The school counsellors who are the implementers of the SGC services revealed that they did not always involve students in SGC services evaluation. The study further revealed that school counsellors and students had mixed reactions towards the frequency of issues addressed in SGC services evaluation. Very few evaluation techniques were frequently

used in Zimbabwe. The observation method was presented as the most widely used method by both school counsellors and students while school counsellors viewed inspection of records as the other frequently used method. On types of evaluations used in Zimbabwe, the results suggest that formative evaluation was less frequently used than summative evaluation. The differential use of the two types of evaluation could be attributed to lack of training in guidance and counselling services by Zimbabwean school counsellors.

6.4.5.7 Conclusion - hypothesis 5

It has been established that the Zimbabwean SGC services policy is not mandatory and is not easily understood by students as is the case internationally. It has also been established that planning of SGC services in Zimbabwe is not always done at the beginning of each year. Important stakeholders like parents and students are not always involved in SGC services planning while important aspects are not included in the plans. On needs assessment, it was established that students, parents and teachers are not always assessed. The parents and the students were not involved in needs assessment and the Zimbabwean SGC services used very few needs assessment methods. The Zimbabwean SGC orientation services did not include provision of information leaflets to primary school students and their parents and older students returning to their primary schools to talk with incoming students. Zimbabwean peer counsellors were also not involved in a variety of activities. The evaluation of Zimbabwean SGC services was also not always done. Key people and evaluation techniques were not included. Based on the information just presented that the Zimbabwean SGC services do not match what is prevailing in the international arena, the hypothesis that there are no significant differences between the level of the Zimbabwean and international SGC services is rejected.

After having discussed all the hypotheses of this study, the following section presents the main conclusion of the study.

6.5 MAIN CONCLUSION OF THE RESEARCH

From the findings of this study, it can be concluded that components of effective and comprehensive SGC services include policy, planning, needs assessment, responsive

services and evaluation. Although the Zimbabwean SGC services were viewed as beneficial and rated as fair and the school counsellors were effectively playing their role, the services did not match the international benchmark. The policy status did not match the international arena. The policies in the international arena are clear and mandatory whereas the present study revealed that in Zimbabwe the policy was not mandatory. The frequency of SGC services planning, those involved in the planning, aspects covered and methods used in SGC services planning, SGC services needs assessment, and evaluation did not meet the international benchmark established in the literature survey. One can, thus, conclude that the Zimbabwean SGC services are not as effective as in the international world.

It can also be concluded that the quality of the SGC services in Zimbabwean secondary schools is negatively affected by the lack of both human and material resources. In addition to lacking training in guidance and counselling, the school counsellors perform a number of non-counselling duties both of which compromise the quality of the SGC services in Zimbabwean secondary schools.

It can further be concluded that Zimbabwean SGC services were perceived to be more effective in rural day secondary schools than in any other type of school.

The following section presents the limitations of this research.

6.6 LIMITATIONS OF THE STUDY

The following are the limitations of the study, which may need to be considered when future studies are conducted.

6.6.1 The empirical study was confined to three educational provinces of Zimbabwe namely, Masvingo, Manicaland and Midlands. This could limit the generalisability of the findings to the whole of Zimbabwe.

6.6.2 In executing the empirical study, only one type of instrument, the questionnaire, was used. Although the instrument was found to be reliable and valid, more insights might have been obtained from the adoption of triangulation that is, using

more than one data collection instrument. In this case the interview could have been used to complement the questionnaire.

- 6.6.3 The data were collected from students and school counsellors excluding other stakeholders such as teachers, parents, headmasters and Education Officers for guidance and counselling. Collecting data from these other stakeholders could have given a more holistic picture of the effectiveness of the SGC services.

The following section highlights the main contributions of the study.

6.7 CONTRIBUTION OF THE STUDY

In spite of the aforementioned limitations of the study, this empirical study is the first of its kind in Zimbabwe which focuses on the effectiveness of the SGC services from both students' and school counsellors' perspectives on a large scale.

The body of knowledge on effective SGC services is enriched. The knowledge will go a long way in assisting various stakeholders such as school counsellors, teachers, headmasters, parents, students, policy makers and the community at large to come up with ways of improving the implementation of the SGC services. Future researchers on similar topics could use the study as a baseline for further studies.

The following section presents the recommendations of the study.

6.8 RECOMMENDATIONS

Based on the findings from this study, a number of recommendations for action will be made. The recommendations correspond, to some extent, to the best practices in the field of school guidance and counselling as defined and applied by school guidance and counselling in the international world.

Before outlining the recommendations made on the basis of the research findings, it should be pointed out that a few of the recommendations made by the researcher have been put forward for consideration by Nziramasanga (1999) but have not been taken up in practice because of the lack of resources.

In developing countries such as Zimbabwe, one major factor appears to be relevant in accounting for the implementation or neglect of the application of recommendations in effective SGC services, namely, the availability of financial resources to fund the changes proposed. In developing countries, lack of financial resources constitutes the biggest obstacle to adequate provision of SGC services.

The researcher makes the following recommendations:

6.8.1 Policy

There is need to establish an SGC services policy which is supported by an Act of Parliament. Presently, Zimbabwe only has circulars from the Ministry of Education, Sport and Culture. The policy should specify who should implement the services, how and when. There is need for wider consultation among school counsellors, teachers, headmasters, parents, students and the community at large before the policy is put in place. This is in line with some school counsellors and students' responses to the qualitative research questions in this study which suggest that Zimbabwean SGC services policy could only be improved by involving all key stakeholders.

The Schools' Psychological Services and the Special Needs Education (SPS/SNE) Department which oversees the implementation of SGC services, should be empowered by the new policy to reprimand secondary schools not properly implementing the services. The policy should force the government to have a separate and specific budget for school guidance and counselling so as to minimise the shortage of resources in the area. The policy should have provision for conveniently located and well furnished school guidance and counselling centres in every secondary school. This recommendation supports school counsellors' and students' suggestions on the qualitative research questions that Zimbabwean SGC services policy should support the provision of adequate SGC resources. The policy should also enforce the creation of an association for school guidance counsellors which will monitor the implementation of SGC services in general and the behaviour of school counsellors in particular.

6.8.2 Practice

6.8.2.1 Planning

All SGC services on offer should be planned for at the beginning of every year. As the qualitative research results suggest, all stakeholders should be involved in the planning of SGC services. Involvement of all stakeholders results in the ownership of the services.

6.8.2.2 Needs assessment

Before planning for any SGC services, school counsellors should establish the SGC needs of students, parents and teachers. Various needs assessment methods such as questionnaires, interviews, standardised tests, interest inventories, behavioural rating scales and student or community records should be used in SGC services needs assessment. Students, parents, teachers and headmasters should be involved in SGC services needs assessment as it is practised in the international arena and as it is revealed by the qualitative research results on needs assessment.

6.8.2.3 Evaluation

School guidance and counselling services should always be evaluated as is the case in the international arena and as suggested by both school counsellors and students from the qualitative research results. Both formative and summative evaluation should be used. Evaluation methods like tests and questionnaires should be used more often. There must be clear criteria on evaluating the effectiveness of SGC services. Parents, students, teachers, the psychological services team and headmasters should be involved in the evaluation as demonstrated internationally.

6.8.2.4 Supervisory personnel

Each district in the country should at least have one officer trained in school guidance and counselling who will see to it that all secondary schools properly plan SGC services at the beginning of each year. The officer would also oversee the assessment of the needs of students, parents, teachers and other stakeholders and the evaluation of SGC services by all stakeholders. Presently, one officer who is not even qualified in school guidance and counselling is stationed at each provincial education office. These officers are also in charge of other subjects like English, Mathematics and Science, to mention but a few.

Since these subjects are examinable, the officers tend to focus on these and ignore SGC services. Qualitative research results of this study seem to indicate that school counsellors and students suggest that this negative attitude towards SGC services should be overcome by infusing SGC services into the curriculum subjects in all secondary schools. Thus, in addition to having trained officers in SGC services stationed at each district office, the researcher recommends the infusion of SGC services into the curriculum subjects in all secondary schools in Zimbabwe.

6.8.3 Training

School counsellors and students' responses to the qualitative research questions seem to suggest the need for training of school counsellors in SGC services planning, needs assessment and evaluation to improve services delivery. Thus, all institutions of higher learning that is, universities and colleges, should offer diplomas and bachelors' degrees in School Guidance and Counselling. This would go a long way in alleviating the lack of training in school guidance and counselling being experienced in the country. Once these institutions produce a number of qualified personnel, the school counsellor-student ratio that is too high at the moment would be reduced. The increased number of school counsellors would probably reduce each counsellor's teaching duties and focus only on school guidance and counselling issues. The BSc Counselling degree offered by the Zimbabwe Open University should have optional courses on school guidance and counselling to make it more relevant to school guidance and counselling. Guidance and Counselling should also be included in the general teacher training programmes in Zimbabwe.

School administrators or headmasters need to be trained in school guidance and counselling so that they can appreciate the value of the service. Once they have the awareness they will be able to see to it that SGC services at their schools are properly and frequently planned for and evaluated. They will also rightfully take part in the SGC services activities. The training will further enable the headmasters to establish the proper SGC services committees at their schools. With the training, headmasters may allow school guidance counsellors to focus on school guidance and counselling issues and not on the host of non-counselling duties being experienced now.

6.8.4 Students

The study revealed that student involvement in SGC services was limited. As such it is recommended that the student body should seek for representation in conceiving and implementing SGC services at their schools. Students should also take advantage of the available SGC services in their schools.

6.8.5 Parents

Since the study revealed that parental involvement was low in SGC services, the study recommends that parents play a more active role in that regard. In addition to taking part in planning, needs assessment and evaluation of SGC services, parents are urged to contribute to the procurement of SGC services resources in schools so as to improve the provision of the services.

The following section presents recommendations for further research.

6.9 MATTERS REQUIRING FURTHER RESEARCH

The following issues need to be considered in future research in the area of school guidance and counselling.

- 6.9.1 This study covered only three educational regions in Zimbabwe. This is a small area as there are ten educational regions. There is need for conducting such a research at national level.
- 6.9.2 A survey study in all secondary schools in Zimbabwe to establish whether SGC services are being implemented is recommended as a necessary preliminary step to meeting the SGC services needs of students in Zimbabwe.
- 6.9.3 Experimental/empirical studies should be carried out to establish the effectiveness of SGC services by comparing secondary schools implementing the services and those not implementing the services.
- 6.9.4 Extensive studies of the problems of implementing SGC services are needed as a basis for a well-formulated policy.

- 6.9.5 Since parental involvement is seen as crucial in the implementation of effective SGC services, studies of parent-school relations should be undertaken with the aim of strengthening this vital link.
- 6.9.6 This study covered the perceptions of students and school counsellors. There is a need to conduct studies which capture the perceptions of teachers, headmasters, Education Officers for Guidance and Counselling, and parents on the effectiveness of the SGC services.
- 6.9.7 The effectiveness of SGC services can also be determined by carrying out studies on the perceptions of post-secondary students attending colleges or universities.
- 6.9.8 Since findings on the influence of demographical variables on school counsellors and students' perceptions have been inconclusive, the researcher further recommends that research be conducted in this regard.

6.10 FINAL COMMENTS

The study assessed the effectiveness of the Zimbabwean secondary SGC services as perceived by school counsellors and students. The study entailed a review of related literature as well as an empirical study. The data were mainly quantitatively analysed.

The level of the SGC services in Zimbabwean secondary schools was compared to international benchmarks. The study revealed that the level of the Zimbabwean SGC services did not match the international benchmarks on policy issues, planning, needs assessment, supportive services and evaluation. Lack of resources and training in SGC services and non-counselling duties performed by school counsellors were portrayed as negatively affecting the effectiveness of the Zimbabwean SGC services.

In spite of revealing a number of factors negatively affecting the effectiveness of the Zimbabwean SGC services and that the services were not matching the international benchmarks, the school counsellors and students indicated that the SGC services were beneficial and school counsellors were effectively playing their role implying effectiveness of SGC services.

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APPENDICES

Appendix 1

THE ZIMBABWEAN SECONDARY SCHOOLS GUIDANCE AND COUNSELLING SERVICES: QUESTIONNAIRE FOR SCHOOL COUNSELLORS

INSTRUCTIONS

This questionnaire seeks your opinion on the effectiveness of the guidance and counselling services in Zimbabwean Secondary Schools. This study forms part of my DEd degree at the University of South Africa (UNISA) and should help improve the school guidance and counselling (SGC) services in Zimbabwe.

You should not write your name on the questionnaire. This guarantees anonymity. Honest responses to all the questions are requested. There are no right or wrong answers. I am only interested in your own opinions. The responses you give will be treated **confidentially**. Thank you for taking time to complete this survey.

SECTION A: BASIC BIOGRAPHICAL INFORMATION

Serial Number

1	2	3

Indicate your response by a tick (✓) against the appropriate box at each question

For Official use
Only columns

1. Gender:

Male	Female
1	2

2. Age:

20-25yrs	26-30yrs	31-35yrs	36-40yrs	Over 40 yrs
1	2	3	4	5

3. Experience as a Counsellor:

1-5yrs	6-10yrs	11-15yrs	Over 15yrs
1	2	3	4

4. Teaching Experience:

1-5yrs	6-10yrs	11-15yrs	Over 15yrs
1	2	3	4

5. Highest Professional Qualification:

Cert. In Education	Dip. In Education	Bachelors Degree	Bachelor's Degree in Guidance & Counselling	Masters Degree	Other (Specify)
1	2	3	4	5	6

6. Type of school:

Rural Day	Rural Boarding	Urban Day	Urban Boarding
1	2	3	4

SECTION B: COMPONENTS OF THE SCHOOL GUIDANCE COUNSELLING SERVICES

A: POLICY

Please tick the appropriate box that best represents your opinion on each of the following statements

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The Ministry of Education, Sport & Culture has a mandatory policy on school guidance and counselling services.	1	2	3	4	5
2. The Zimbabwean school guidance & counselling policy spells out the value for the SGC services.	1	2	3	4	5
3. The Zimbabwean School Guidance & Counselling policy explains the reasons for the SGC service.	1	2	3	4	5
4. The Zimbabwean School Guidance & Counselling policy and guidelines are easily understood by:					
i) School Counsellors	1	2	3	4	5
ii) Teachers	1	2	3	4	5
iii) Students	1	2	3	4	5

Give suggestions as to how the Zimbabwean SGC policy could be improved

B: PLANNING

a) To which extent do you do SGC services planning at the beginning of every year?

Very often	Often	Seldom	Very seldom	Never
1	2	3	4	5

b) How is each of the following people involved in the planning of your SGC services?

	Very often	Often	Seldom	Very seldom	Never
1. Headmaster	1	2	3	4	5
2. Teachers	1	2	3	4	5
3. Parents	1	2	3	4	5
4. Students	1	2	3	4	5
5. Schools Psychological Personnel	1	2	3	4	5

c) To which extent does your school Guidance and Counselling Services Plan include each of the following?

	Always	Often	Occasionally	Seldom	Never
1. Guidance & Counselling activities	1	2	3	4	5
2. Classroom Sessions with Students	1	2	3	4	5
3. Individual Counselling	1	2	3	4	5
4. Administrative issues	1	2	3	4	5
5. Meeting with parents/ support agencies/	1	2	3	4	5
6. Orientation	1	2	3	4	5
7. Beneficiaries of the service	1	2	3	4	5
8. People to be involved in implementing the service	1	2	3	4	5
9. School Counsellor roles	1	2	3	4	5
10. Time to be spent on each task	1	2	3	4	5
11. Resources required	1	2	3	4	5

12. Methods to be used	1	2	3	4	5	<input type="checkbox"/>
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d) Please indicate the extent to which you agree or disagree with the following statement

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. A SGC service without a plan is ineffective	1	2	3	4	5	<input type="checkbox"/>

What suggestions can you give on how the planning of your SGC service can be effectively accomplished?

C: NEEDS ASSESSMENT

a) Please indicate the extent to which you agree or disagree with the following statement

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Needs assessment is an integral part of SGC service	1	2	3	4	5	<input type="checkbox"/>

b) How often do you assess the Guidance and Counselling needs of each of the following people at your school?

	Very often	Often	Seldom	Very seldom	Never	
1. Teachers	1	2	3	4	5	<input type="checkbox"/>
2. Parents	1	2	3	4	5	<input type="checkbox"/>
3. Students	1	2	3	4	5	<input type="checkbox"/>

c) To which extent are each of the following people involved in conducting your SGC services needs assessment?

	Very often	Often	Seldom	Very seldom	Never	
1. School Counsellors	1	2	3	4	5	<input type="checkbox"/>
2. School Counselling Coordinator	1	2	3	4	5	<input type="checkbox"/>
3. Students	1	2	3	4	5	<input type="checkbox"/>
4. Parents	1	2	3	4	5	<input type="checkbox"/>
5. Headmaster	1	2	3	4	5	<input type="checkbox"/>
6. Teachers	1	2	3	4	5	<input type="checkbox"/>

d) To which extent is each of the following methods used to assess/meet your SGC services needs?

	Very often	Often	Seldom	Very seldom	Never	
1. Interviews	1	2	3	4	5	<input type="checkbox"/>
2. Questionnaires	1	2	3	4	5	<input type="checkbox"/>
3. Standardised tests	1	2	3	4	5	<input type="checkbox"/>
4. Interest/skills inventories	1	2	3	4	5	<input type="checkbox"/>
5. Behavioural rating scales	1	2	3	4	5	<input type="checkbox"/>
6. Year end results of student	1	2	3	4	5	<input type="checkbox"/>
7. Student/community records	1	2	3	4	5	<input type="checkbox"/>
8. Informal conversations with students	1	2	3	4	5	<input type="checkbox"/>
9. Brain Storming with students/teachers	1	2	3	4	5	<input type="checkbox"/>

What suggestions can you give to improve the needs assessment of your SGC services?

D: RESPONSE SERVICES

a) Counselling Services

How often does your school's counselling services provide the following information to students?

Information	Very often	Often	Occasionally	Seldom	Never	
1. Educational, such as study skills	1	2	3	4	5	<input type="checkbox"/>
2. Personal/ Social, such as forming relationships	1	2	3	4	5	<input type="checkbox"/>
3. Occupational/Career, such as choosing suitable careers	1	2	3	4	5	<input type="checkbox"/>

b) Orientation Services

1. Please tick the appropriate box that represents your opinion on the following statement.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
My school has an orientation programme for	1	2	3	4	5	<input type="checkbox"/>

new students					
--------------	--	--	--	--	--

2.If your school has an orientation service, how often does the service provide each of the following services?

Activity	Very often	Often	Occasionally	Seldom	Never	
1. Assist students with study skills	1	2	3	4	5	<input type="checkbox"/>
2. Assist students with career choice	1	2	3	4	5	<input type="checkbox"/>
3. Assist students with social relationships	1	2	3	4	5	<input type="checkbox"/>
4. Introduce teachers to new students	1	2	3	4	5	<input type="checkbox"/>
5. Explain secondary school curriculum to students	1	2	3	4	5	<input type="checkbox"/>
6. Introduce students to the school's physical environment	1	2	3	4	5	<input type="checkbox"/>
7. Organise open days	1	2	3	4	5	<input type="checkbox"/>
8. Provide information leaflets to primary school students and their parents	1	2	3	4	5	<input type="checkbox"/>
9. Invite former students to address prospective students	1	2	3	4	5	<input type="checkbox"/>

3.Suggest how your orientation service could be improved

E: PEER COUNSELLING

1. If peer counsellors are available at your school, how involved are they in the following activities?

Activity	Very often	Often	Seldom	Very seldom	Never	
1. Showing new students around	1	2	3	4	5	<input type="checkbox"/>
2. Listening to peers who have concerns	1	2	3	4	5	<input type="checkbox"/>
3. Identify students with problems and refer them to school counsellors	1	2	3	4	5	<input type="checkbox"/>
4. HIV/AIDS peer education	1	2	3	4	5	<input type="checkbox"/>
5. Attend to withdrawn peers	1	2	3	4	5	<input type="checkbox"/>
6. Lessen school counsellor's workload by assisting students with minor problems	1	2	3	4	5	<input type="checkbox"/>

2. Suggest how peer counselling at your school would be improved

F: PROGRAMME EVALUATION

1. Please indicate how often your SGC service is evaluated?

Very often	Often	Occasionally	Seldom	Never
1	2	3	4	5

NB. If your SGC service is Never evaluated proceed to Section C on page 8

2. How involved is each of the following people in the evaluation of your SGC services?

	Very often	Often	Seldom	Very seldom	Never
1. Schools Psychological Services Personnel	1	2	3	4	5
2. Students	1	2	3	4	5
3. Teachers	1	2	3	4	5
4. Parents	1	2	3	4	5
5. Headmaster	1	2	3	4	5

3. To which extent are the following issues addressed in your SGC evaluation instruction?

	Always	Often	Occasionally	Seldom	Never
1. When to evaluate	1	2	3	4	5
2. What to evaluate	1	2	3	4	5
3. Whom the evaluation is intended to serve	1	2	3	4	5
4. Who should conduct the evaluation	1	2	3	4	5
5. What questions the evaluation should address	1	2	3	4	5
6. How to report on the evaluations	1	2	3	4	5
7. Evaluation reports/form	1	2	3	4	5

4. To which extent are the following methods used in evaluating your SGC services?

	Very often	Often	Seldom	Very seldom	Never
1. Interviews	1	2	3	4	5
2. Tests	1	2	3	4	5
3. Questionnaires	1	2	3	4	5
4. Observations	1	2	3	4	5
5. Inspection of records	1	2	3	4	5
6. Summative evaluation	1	2	3	4	5
7. Formative Evaluation	1	2	3	4	5

5. How often do you use each of the following criteria in evaluating the effectiveness of your SGC services?

Criteria	Always	Often	Occasionally	Seldom	Never
1. Academic achievement	1	2	3	4	5
2. Positive attitudes towards school	1	2	3	4	5
3. Achieving goals	1	2	3	4	5
4. Improved Reading	1	2	3	4	5
5. Improved behavioural patterns	1	2	3	4	5
6. Observation of Peer relations	1	2	3	4	5

6. Give suggestions as to how the evaluation of your SGC services could be improved

SECTION C: BENEFITS OF THE SCHOOL GUIDANCE AND COUNSELLING SERVICES

1. To which extent are the following aims/benefits of SGC services achieved at your school?

Benefit	Always	Often	Occasionally	Seldom	Never	
1. Improved study habits	1	2	3	4	5	<input type="checkbox"/>
2. Efficient use of time	1	2	3	4	5	<input type="checkbox"/>
3. Academic achievement	1	2	3	4	5	<input type="checkbox"/>
4. Improved classroom behavior	1	2	3	4	5	<input type="checkbox"/>
5. Positive attitude towards school	1	2	3	4	5	<input type="checkbox"/>
6. Reduced students anxiety	1	2	3	4	5	<input type="checkbox"/>
7. Positive self image	1	2	3	4	5	<input type="checkbox"/>
8. Knowledge of how to apply for a job	1	2	3	4	5	<input type="checkbox"/>
9. Knowledge of various careers	1	2	3	4	5	<input type="checkbox"/>
10. Students understanding themselves	1	2	3	4	5	<input type="checkbox"/>
11. Establishing a secure school environment	1	2	3	4	5	<input type="checkbox"/>

2. How would you rate the SGC services you render to students?

Excellent	Good	Fair	Poor	Very Poor	
1	2	3	4	5	<input type="checkbox"/>

SECTION D: ROLE OF THE SCHOOL COUNSELLOR

1 What is your perception of the importance of the following school Counsellor roles?

Role	Very important	Important	Undecided	Unimportant	Very unimportant	
1. Assisting student with personal /social problems	1	2	3	4	5	<input type="checkbox"/>
2. Helping students with study skills	1	2	3	4	5	<input type="checkbox"/>
3. Referring students whose concerns are beyond counsellor capacity	1	2	3	4	5	<input type="checkbox"/>
4. Parental guidance	1	2	3	4	5	<input type="checkbox"/>
5. Report back to headmaster on SGC service issues	1	2	3	4	5	<input type="checkbox"/>
6. Group discussions with parents and teachers on learner problems	1	2	3	4	5	<input type="checkbox"/>
7. In service training to teachers	1	2	3	4	5	<input type="checkbox"/>
8. Marketing the SGC services	1	2	3	4	5	<input type="checkbox"/>
9. Organising & Implementing career guidance programmes	1	2	3	4	5	<input type="checkbox"/>
10. Student discipline	1	2	3	4	5	<input type="checkbox"/>

- 2 List any other roles not included above in order of the value you give them
- a) _____
- b) _____
- c) _____

SECTION E: FACTORS AFFECTING THE EFFECTIVENESS OF THE SCHOOL GUIDANCE AND COUNSELLING SERVICES

a) Resources:

1. To which extent are you satisfied with the following at your school?

	Very satisfied	Satisfied	Marginally satisfied	Not satisfied	Strongly Dissatisfied	
1. Available referral resources	1	2	3	4	5	<input type="checkbox"/>
2. Available materials for the SGC services	1	2	3	4	5	<input type="checkbox"/>
3. Available human resources	1	2	3	4	5	<input type="checkbox"/>
4. Available time for the SGC services	1	2	3	4	5	<input type="checkbox"/>
5. Counsellor – student ratio	1	2	3	4	5	<input type="checkbox"/>
6. Available tests to measure students' needs	1	2	3	4	5	<input type="checkbox"/>

2. If you have a counselling centre indicate where the centre is located

Near administration	Far from the administration	In staff room	In classroom	In storeroom
1	2	3	4	5

3. To which extent is the following materials available in the counselling centre?

Material	Very often	Often	Seldom	Very seldom	Never	
1. Career material	1	2	3	4	5	<input type="checkbox"/>
2. University/college material	1	2	3	4	5	<input type="checkbox"/>
3. News Letters on available guidance	1	2	3	4	5	<input type="checkbox"/>

and counselling services						
4. Brochures/ pamphlets about available jobs	1	2	3	4	5	<input type="checkbox"/>
5. Internet access to explore careers	1	2	3	4	5	<input type="checkbox"/>

List any other materials not indicated above which are in your counselling centre

b) Training:

1. How much training do you have in school guidance and counselling?

Very Adequate	Adequate	Just adequate	Very Inadequate	None	
1	2	3	4	5	<input type="checkbox"/>

2. If you have any training, please state nature of training

c) Attitude

1. Please indicate the extent to which the effectiveness of your SGC services is affected by the attitudes of each of the following people?

People	Always	Often	Occasionally	Seldom	Never	
1. Headmaster	1	2	3	4	5	<input type="checkbox"/>
2. Students	1	2	3	4	5	<input type="checkbox"/>
3. Parents	1	2	3	4	5	<input type="checkbox"/>
4. Yourself	1	2	3	4	5	<input type="checkbox"/>

2. Please indicate the extent to which you agree or disagree on the following statement:

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Too many non-counselling duties prevent me from effectively implementing SGC Services	1	2	3	4	5	<input type="checkbox"/>

d) Other factors

Please indicate the extent to which each of the following applies to you.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
1. I care for students	1	2	3	4	5	<input type="checkbox"/>
2. I maintain confidentiality	1	2	3	4	5	<input type="checkbox"/>
3. I respect students	1	2	3	4	5	<input type="checkbox"/>
4. I am easily available to students	1	2	3	4	5	<input type="checkbox"/>

Appendix 2

THE ZIMBABWEAN SECONDARY SCHOOLS GUIDANCE AND COUNSELLING SERVICES: QUESTIONNAIRE FOR STUDENTS

INSTRUCTIONS

This questionnaire seeks your opinion on the effectiveness of the guidance and counselling services in Zimbabwean Secondary Schools. This study forms part of my DEd degree at the University of South Africa (UNISA) and should help improve the school guidance and counselling (SGC) services in Zimbabwe.

You should not write your name on the questionnaire. This guarantees anonymity. Honest responses to all the questions are requested. There are no right or wrong answers. I am only interested in your own opinions. The responses you give will be treated **confidentially**. Thank you for taking time to complete this survey.

SECTION A: BASIC BIOGRAPHICAL INFORMATION

Serial Number

1	2	3

Indicate your response by a tick (✓) against the appropriate box at each question

**For Official use
Only columns**

1. Gender:

Male	Female
1	2

2. Age:

12-14yrs	15-17yrs	18-20yrs	Over 20yrs
1	2	3	4

3. Form:

Form 2	Form 3	Form 4	Form 5	Form 6
	2	3	4	5

4. Type of school:

Rural Day	Rural Boarding	Urban Day	Urban Boarding
1	2	3	4

SECTION B: COMPONENTS OF THE SCHOOL GUIDANCE COUNSELLING SERVICES

A. POLICY

Please tick the appropriate box that best represents your opinion on each of the following statements

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. The Ministry of Education, Sport & Culture has a mandatory policy on school guidance and counselling services.	1	2	3	4	5	<input type="checkbox"/>
2. The Zimbabwean school guidance & counselling policy spells out the value for the SGC services.	1	2	3	4	5	<input type="checkbox"/>
3. The Zimbabwean School Guidance & Counselling policy explains the reasons for the SGC services.	1	2	3	4	5	<input type="checkbox"/>
4. The Zimbabwean School Guidance & Counselling policy and guidelines are easily understood by:						
i) School Counsellors	1	2	3	4	5	<input type="checkbox"/>
ii) Teachers	1	2	3	4	5	<input type="checkbox"/>
iii) Students	1	2	3	4	5	<input type="checkbox"/>

Give suggestions as to how the Zimbabwean SGC policy could be improved?

B: PLANNING

a) To which extent is SGC services planning done at the beginning of every year at your school?

Very Often	Often	Seldom	Very seldom	Never	
1	2	3	4	5	<input type="checkbox"/>

b) How is each of the following people involved in the planning of SGC services at your school?

	Very Often	Often	Seldom	Very seldom	Never
1. Headmaster	1	2	3	4	5
2. Teachers	1	2	3	4	5
3. Parents	1	2	3	4	5
4. Students	1	2	3	4	5
5. Schools Psychological Personnel	1	2	3	4	5

c) To which extent does your school's Guidance and Counselling Services Plan include each of the following?

	Always	Often	Occasionally	Seldom	Never
1. Guidance & Counselling activities	1	2	3	4	5
2. Classroom Sessions with Students	1	2	3	4	5
3. Individual Counselling	1	2	3	4	5
4. Administrative duties	1	2	3	4	5
5. Meeting with parents/support agencies	1	2	3	4	5
6. Orientation	1	2	3	4	5
7. Beneficiaries of the service	1	2	3	4	5
8. Personnel to be involved in implementing the service	1	2	3	4	5
9. School Counsellor roles	1	2	3	4	5
10. Time to be spent on each task	1	2	3	4	5
11. Resources required	1	2	3	4	5
12. Methods to be used	1	2	3	4	5

d) Please indicate the extent to which you agree or disagree with the following statements

	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree
1. The SGC services plan at my school gives the objectives of the services	1	2	3	4	5
2. A SGC service without a plan is ineffective	1	2	3	4	5

What suggestions can you give on how the planning of the SGC services at your school can be effectively accomplished?

C: NEEDS ASSESSMENT

a) Please indicate the extent to which you agree or disagree with the following statement

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Needs assessment determine SGC services goals and objectives	1	2	3	4	5

b) How often are the Guidance and Counselling needs of the following people assessed at your school?

	Very Often	Often	Seldom	Very seldom	Never
Teachers	1	2	3	4	5
Parents	1	2	3	4	5
Students	1	2	3	4	5

c) To which extent are each of the following people involved in conducting SGC services needs assessment at your school?

	Very often	Often	Seldom	Very seldom	Never
1. School Counsellors	1	2	3	4	5
2. School Counselling Coordinator	1	2	3	4	5
3. Students	1	2	3	4	5
4. Parents	1	2	3	4	5
5. Headmaster	1	2	3	4	5
6. Teachers	1	2	3	4	5

d) To which extent is each of the following methods used to assess/meet your SGC services needs?

	Very often	Often	Seldom	Very seldom	Never
1. Interviews	1	2	3	4	5
2. Questionnaires	1	2	3	4	5
3. Standardised tests	1	2	3	4	5

4. Interest inventories	1	2	3	4	5	<input type="checkbox"/>
5. Behavioural rating scales	1	2	3	4	5	<input type="checkbox"/>
6. Year end results of student	1	2	3	4	5	<input type="checkbox"/>
7. Student/community records	1	2	3	4	5	<input type="checkbox"/>
8. Informal conversations with students	1	2	3	4	5	<input type="checkbox"/>
9. Brain Storming with students/teachers	1	2	3	4	5	<input type="checkbox"/>

What suggestions can you give to improve the needs assessment of your SGC services?

D: RESPONSE SERVICES

a) Counselling Services

How often does your school's counselling services provide the following information to you?

Information	Very often	Often	Occasionally	Seldom	Never	
1. Educational such as study skills	1	2	3	4	5	<input type="checkbox"/>
2. Personal/ Social such as forming relationships	1	2	3	4	5	<input type="checkbox"/>
3. Occupational/Career such as choosing suitable careers	1	2	3	4	5	<input type="checkbox"/>

b) Orientation Services

1. Please tick the appropriate box that represents your opinion on the following statement.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
My school has an orientation programme for new students	1	2	3	4	5	<input type="checkbox"/>

2. If your school has an orientation service, how often does the service provide each of the following services?

Activity	Very often	Often	Occasionally	Seldom	Never	
1. Assist students with study skills	1	2	3	4	5	<input type="checkbox"/>
2. Assist students with career choice	1	2	3	4	5	<input type="checkbox"/>
3. Introduce teachers to new students	1	2	3	4	5	<input type="checkbox"/>
4. Explain secondary school curriculum to students	1	2	3	4	5	<input type="checkbox"/>
5. Introduce students to the	1	2	3	4	5	<input type="checkbox"/>

school's physical environment						
6. Organise open days	1	2	3	4	5	<input type="checkbox"/>
7. Provide information leaflets to primary school pupils and their parents	1	2	3	4	5	<input type="checkbox"/>
8. Invite former students to address prospective students	1	2	3	4	5	<input type="checkbox"/>

5. Suggest how the orientation service could be improved at your school

E: PEER COUNSELLING

1. If peer counsellors are present at your school, how involved are they in the following activities?

Activity	Very often	Often	Seldom	Very seldom	Never	
1. Showing new students around	1	2	3	4	5	<input type="checkbox"/>
2. Listening to peers who have concerns	1	2	3	4	5	<input type="checkbox"/>
3. Identify students with problems and refer them to school counsellors	1	2	3	4	5	<input type="checkbox"/>
4. HIV/AIDS peer education	1	2	3	4	5	<input type="checkbox"/>
5. Attend to withdrawn peers	1	2	3	4	5	<input type="checkbox"/>
6. Lessen school counsellors' workload by assisting students with minor problems	1	2	3	4	5	<input type="checkbox"/>

2. Suggest how peer counselling at your school would be improved

F: PROGRAMME EVALUATION

1. Please indicate how often your SGC services is evaluated:

Very often	Often	Occasionally	Seldom	Never
1	2	3	4	5

NB. If your SGC services is Never evaluated proceed to Section C on page 7

2. How involved is each of the following people in the evaluation of SGC services at your school?

	Very often	Often	Seldom	Very seldom	Never
1. Schools Psychological Services Personnel	1	2	3	4	5
2. Students	1	2	3	4	5
3. Teachers	1	2	3	4	5
4. Parents	1	2	3	4	5
5. Headmaster	1	2	3	4	5

3. To which extent are the following issues addressed in SGC services evaluation instruction at your school?

	Always	Often	Occasionally	Seldom	Never
1. When to evaluate	1	2	3	4	5
2. What to evaluate	1	2	3	4	5
3. Whom the evaluation is intended to serve	1	2	3	4	5
4. Who should conduct the evaluation	1	2	3	4	5
5. What questions the evaluation should address	1	2	3	4	5
6. How to report on the evaluations	1	2	3	4	5
7. Evaluation reports/form	1	2	3	4	5

4. To which extent are the following methods used in evaluating SGC services at your school?

	Very often	Often	Seldom	Very seldom	Never
1. Interviews	1	2	3	4	5
2. Tests	1	2	3	4	5
3. Questionnaires	1	2	3	4	5
4. Observations	1	2	3	4	5
5. Inspection of records	1	2	3	4	5

5. Give suggestions as to how the SGC services evaluation would be improved at your school

SECTION C: BENEFITS OF THE SCHOOL GUIDANCE AND COUNSELLING SERVICES

1. To which extent are the following aims/benefit of SGC services achieved at your school?

Benefit	Always	Often	Occasionally	Seldom	Never	
1. Improved study habits	1	2	3	4	5	<input type="checkbox"/>
2. Efficient use of time	1	2	3	4	5	<input type="checkbox"/>
3. Academic achievement	1	2	3	4	5	<input type="checkbox"/>
4. Improved classroom behaviour	1	2	3	4	5	<input type="checkbox"/>
5. Positive attitude towards school	1	2	3	4	5	<input type="checkbox"/>
6. Reduced students anxiety	1	2	3	4	5	<input type="checkbox"/>
7. Positive self image	1	2	3	4	5	<input type="checkbox"/>
8. Knowledge of how to apply for a job	1	2	3	4	5	<input type="checkbox"/>
9. Knowledge of various careers	1	2	3	4	5	<input type="checkbox"/>
10. Understanding oneself	1	2	3	4	5	<input type="checkbox"/>
11. Establishing a secure school environment	1	2	3	4	5	<input type="checkbox"/>

2. How would you rate the SGC services you have received from your school counsellors?

Excellent	Good	Fair	Poor	Very Poor
1	2	3	4	5

SECTION D: ROLE OF THE SCHOOL COUNSELLOR

1. What is your perception of the importance of the following School Counsellor roles?

Role	Very important	Important	Undecided	Unimportant	Very unimportant	
1. Assisting student with personal/social problems	1	2	3	4	5	<input type="checkbox"/>
2. Helping students with	1	2	3	4	5	<input type="checkbox"/>

study skills					
3. Referring students whose concerns are beyond counsellor's capacity	1	2	3	4	5
4. Parental guidance	1	2	3	4	5
5. Report back to headmaster to on SGC services issues	1	2	3	4	5
6. Group discussions with parents and teachers on learner problems	1	2	3	4	5
7. In-service training to teachers	1	2	3	4	5
8. Marketing the SGC services	1	2	3	4	5
9. Organising & Implementing career guidance programmes	1	2	3	4	5
10. Student discipline	1	2	3	4	5

2. List any other roles not included above in order of the value you give them

d) _____

e) _____

f) _____

SECTION E: FACTORS AFFECTING THE EFFECTIVENESS OF THE SCHOOL GUIDANCE AND COUNSELLING SERVICES

a) Resources:

1. To which extent are you satisfied with the following?

	Very satisfied	Satisfied	Just satisfied	Not satisfied	Strongly Dissatisfied
1. Available referral resources	1	2	3	4	5

2. Available materials for the SGC services	1	2	3	4	5	<input type="checkbox"/>
3. Available human resources	1	2	3	4	5	<input type="checkbox"/>
4. Available time for the SGC services	1	2	3	4	5	<input type="checkbox"/>
5. Counsellor – student ratio	1	2	3	4	5	<input type="checkbox"/>
6. Available tests to measure students needs	1	2	3	4	5	<input type="checkbox"/>

2.If your school has a counselling centre, tick where the centre is located

Near administration	Far from the administration	In staff room	In classroom	In storeroom	<input type="checkbox"/>
1	2	3	4	5	

3. To which extent is the following materials available in the counselling centre at your school?

Material	Very often	Often	Seldom	Very seldom	Never	
1. Career material	1	2	3	4	5	<input type="checkbox"/>
2. University/college material	1	2	3	4	5	<input type="checkbox"/>
3. News Letters on available guidance and counselling services	1	2	3	4	5	<input type="checkbox"/>
4. Brochures/pamphlets about available jobs	1	2	3	4	5	<input type="checkbox"/>
5. Internet access to explore careers	1	2	3	4	5	<input type="checkbox"/>

List any other materials not indicated above which are in your counselling centre

b) Training

How much training does your School Counsellor have in school guidance and counselling?

Very adequate	Adequate	Just adequate	Very inadequate	None	Not aware
1	2	3	4	5	6

c) Attitude

1. Please indicate the extent to which the effectiveness of your SGC services is affected by the attitudes of each of the following people?

People	Always	Often	Occasionally	Seldom	Never
1. Headmaster	1	2	3	4	5
2. Students	1	2	3	4	5
3. Parents	1	2	3	4	5
4. School counsellor	1	2	3	4	5

2. Please indicate the extent to which you agree or disagree on the following statement:

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Too many non-counselling duties prevent my school counsellor from effectively implementing the SGC Services	1	2	3	4	5

d) Other factors

Please indicate the extent to which each of the following applies to you.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. My school counsellor cares for students	1	2	3	4	5	<input type="checkbox"/>
2. My school counsellor maintains confidentiality	1	2	3	4	5	<input type="checkbox"/>
3. My school counsellor respects students	1	2	3	4	5	<input type="checkbox"/>
4. My school counsellor is easily available to students	1	2	3	4	5	<input type="checkbox"/>

Appendix 3 School Counsellors test-retest reliability

Pearson product correlation (r)

$$r = \frac{N\sum XY - \sum X\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

SCHOOL COUNSELLOR	TEST (X)	RE-TEST SCORE (Y)	X ²	Y ²	XY
1	385	382	148225	145924	147070
2	380	382	144400	145924	145160
3	366	362	133956	131044	132492
4	378	381	142884	145161	144018
5	370	374	136900	139676	138380
6	379	373	143641	139129	141367
7	363	367	131769	134689	133221
8	382	378	145924	142884	144396
9	368	371	135424	137641	136528
10	370	374	136900	139876	138380
	$\sum X = 3741$	$\sum Y = 3744$	$\sum X^2 = 140023$	$\sum Y^2 = 1402148$	$\sum XY = 1401012$

$$r = \frac{10(1401012) - 3741 \times 3744}{\sqrt{[10(14200023) - (3741)^2][10(1402148) - (3744)^2]}}$$

$$r = \frac{14010120 - 14006304}{\sqrt{(1400230 - 13995081)(14021480 - 14017536)}}$$

$$r = \frac{3816}{\sqrt{20307656}}$$

$$r = \frac{3816}{4506.4}$$

$$r = \underline{\underline{0,85}}$$

Appendix 4 Students test re-test reliability

Pearson Product moment (r)

$$r = \frac{N\sum XY - \sum X\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

STUDENT	INITIAL SCORE (X)	RE-TEST SCORE (Y)	X ²	Y ²	XY
1	380	378	144400	142884	143640
2	376	378	141376	142884	142128
3	370	369	136900	136161	136530
4	375	379	140625	143641	142125
5	368	366	135424	133956	134688
6	377	380	142129	144400	143260
7	372	371	138384	137641	138012
8	376	378	141376	142884	142128
9	364	367	132496	134689	133588
10	369	372	136161	138384	137268
11	383	380	146689	144400	145540
12	374	375	139876	140625	140250
13	360	364	129600	132496	131040
14	372	369	138384	136161	137268
15	373	370	139129	136900	138010
	$\sum X = 5589$	$\sum Y = 5596$	$\sum X^2 = 2082949$	$\sum Y^2 = 2088106$	$\sum XY = 2085475$

$$r = \frac{15(208475) - (5589)(5596)}{\sqrt{[15(2082949) - (5589)^2][15(2088106) - (5596)^2]}}$$

$$r = \frac{6081}{\sqrt{(7314)(6374)}}$$

$$r = \frac{6081}{\sqrt{46619436}}$$

$$r = \frac{6081}{6828}$$

$$r = \mathbf{0,89}$$

Appendix 5

Summary results table

Summary of frequency tables results and deductions for multiple response questionnaire items on SGC services issues addressed in the survey.								
Each row in the table represents the results for an SGC services issue. Results of students' and counsellors' responses are provided in the table. (Alternative rows) Each row in the table summarises the significance of response pattern differences between sub-items within a particular SGC issue. A general deduction on the implication of significance for each issue is provided along with the ratio of positive (agree/strongly agree, very often/often, etc) to negative response frequencies (disagree/strongly disagree, seldom/never, etc) to motivate the general deduction. Individual sub-items within each SGC services issue perceived as more positive (in agreement, satisfactory, to a greater extent) and those perceived more negatively are listed for each issue as well. (Response pattern differences)								
Question	S / c	chi-sq	Significance	Deduction on general perception on particular aspect	ratio (positive responses to negative responses)	Sub items perceived positively	Sub items perceived negatively	s/c: item responses differences
SGC service issue B: Components of SGC services:								
A: Policy								
B:A	S	368.73	*** <0.0001	in general, positive perception on policy issues	2355 : 753	agree 1-6	disagree:	
	C	551.81	*** <0.0001	in general positive perception on policy issues	999 : 623	agree 2, 3, 4,	disagree 1, 6	
B: Planning								
B:B(b)	S	427.68	*** <0.0001	In general, perception that a number of different people are involved in SGC service planning	1286 :1157	more involved 1, 2	less involved 3, 5	
	C	339.18	*** <0.0001	Lesser degree of involvement of different groups of people indicated by counsellors in SGC planning	360 : 611	more involved 1	less involved 3, 4, 5	4
B:B(c)	S	484.50	*** <0.0001	In general indicate people involved in SGC needs assessment	1965 : 1128	more involved: 1, 2, 3, 5, 6	less involved: 4	
	C	590.39	*** <0.0001	In general different people involved in SGC needs assessment	749 : 650	more involved: 1, 2, 6	less involved: 3, 4	
B:B(d)	S	479.94	*** <0.0001	In general students' response pattern indicated that some aspects are included and others excluded in SGC plan	2800 : 2810	more often included: 1, 2, 3?, 9, 10, 12	seldom included: 4, 8, 11	
	C	520.05	*** <0.0001	Counsellors' perception excludes more aspects from SGC plan than students do	1098 : 1448	included: 1, 2, 3, 9	excluded: 4, 5, 6, 7, 8, 10, 11, 12	5-7, 10, 12
C: Needs assessment								
B:C(b)	S	239.82	*** <0.0001	General perception that SGC needs of certain groups of people are assessed	899 : 667	frequently assessed: 1, 3	seldom assessed: 2	
	C	265.66	*** <0.0001	General perception that more groups of peoples' SGC needs are not assessed than students perceive	250 : 454	frequently assessed: 1	seldom assessed: 2, 3	
B:C(c)	S	484.50	*** <0.0001	General perception than various groups of people are involved in SGC needs assessment	1960 : 1128	more involved: 1, 2, 3, 5, 6	seldom involved: 4	
	C	590.39	*** <0.0001	Likewise counsellors perceive various groups of people to be involved in SGC needs	749 : 650	more involved: 1, 2, 6	seldom involved: 3, 4	3, 5

				assessment				
B:C(d)	S	414.95	*** <0.0001	In general students indicated that some assessment methods are used more often and others less often	2320 : 2153	more often: 2, 6, 8, 9	seldom often: 1, 3, 4	
	C	700.95	*** <0.0001	Counsellors perceive some assessment methods to be used more often and others to be used less often	1106 : 1125	more often: 1, 6, 8, 9	seldom: 2, 3, 4, 5,	1, 2, 5
D: Response services								
B:D(a)	S	38.91	*** <0.0001	In general students perceive that SGC services frequently provide information	1230 : 320	more often: 1, 2, 3	seldom: -	
	C	18.20	*** <0.0001	In general counsellors perceive SDG services as providing information frequently	645 : 113	more often: 1, 2, 3		-
B:D(b2)	S	735.69	*** <0.0001	Students perceive that a variety of services are often provided by SGC services	2008 : 1622	more often: 1, 2, 3, 4, 5	seldom provided: 7, 8	
	C	659.05	*** <0.0001	Counsellors response pattern indicate that a some services are frequently provided and other services seldom provided by SGC services	825 : 878	more often: 1, 2, 3, 4, 5	seldom provided: 6, 7, 8	6
E: Peer counselling								
B:E(1)	s	316.50	*** <0.0001	General perception of involvement in some peer counsel activities and seldom in others	1592 : 1452	more often involved: 2, 4	seldom involved: 1, 5, 6	
	c	264.29	*** <0.0001	General perception that peer counsellors are not often involved in peer counsel activities	617 : 721	more often involved: 4	seldom involved: 3, 5, 6	2, 1, 3
F: Programme evaluation								
B:F(2)	s	348.80	*** <0.0001	In general students perceive significantly more involvement by some groups of people in SGC evaluation than others	1135 : 851	more involved: 2, 3, 5	seldom involved: 1, 4	
	c	249.99	*** <0.0001	In general counsellors perceive certain groups of people seldom to be involved in SGC service evaluation	369 : 663	more involved: 3, 5	seldom involved: 1, 2, 3	2
B:F(3)	s	49.83		In general most issues on SGC evaluation instruction are addressed rather often	1473 : 1162	More often: 1, 2, 3, 4, 5, 6	seldom addressed: -	
	c	30.09	0.1819 ns	Respondents proved to be indecisive	-	-	-	
B:F(4)	s	110.81	*** <0.0001	In general student perceive that some methods are more often used than others in SGC service evaluation	1069 : 862	more frequently: 3, 4, 5	seldom used: 2	
	c	279.83	*** <0.0001	In general counsellors perceive some methods to be used more often than others	558 : 449	more often: 1, 4, 5	seldom used: 2, 3	1, 3
Section C: Benefits of SGC services								
C:(1)	s	277.54	*** <0.0001	Students overwhelmingly perceive that various SGC service aims are achieved at school	3712 : 201	more often: 1-11	seldom: -	
	c	173.71	*** <0.0001	Counsellors overwhelmingly perceive that various SGC service aims are achieved at school	2098 : 438	more often : 1-11	seldom: -	
Section D: Role of school counsellor								
D:(1)	s	555.24	*** <0.0001	Students overwhelmingly perceive all school counsellor' roles to be at least important	4492 : 836	more important: 1-10	less important: -	

	c	210.41	*** <0.0001	Counsellors overwhelmingly perceive all school counsellor' roles to be at least important	2773 : 88	more important: 1 - 10		
Section E: Factors affecting effectiveness of SGC services								
a. Resources								
E:(a1)	s	221.62	*** <0.0001	In general students are not satisfied with SGC resources	1163 :1758	satisfied: -	dissatisfied: 2, 3, 4, 5, 6	
	c	230.68	*** <0.0001	In general dissatisfied with SGC service resources	358 : 1028	satisfied: -	dissatisfied: 1-6	1
E:(3)	s	292.92	*** <0.0001	In general students are of the opinion that some SGC service material are not always readily available	967 : 1267	available: 1	seldom available: 2, 4, 5	
	c	535.06	*** <0.0001	In general counsellors are of the opinion that some SGC service material are not readily available	479 : 646	available: 1	seldom available: 2, 5	4
c. Effect of attitude								
E:(3c)	s	197.85	*** <0.0001	Students' responses indicate that the attitude of certain groups of people affect SGC services to at least some extent	1380 : 627	greater extent: 1, 2, 4	seldom any effect:	
	c	60.36	*** <0.0001	Counsellors' responses indicate that the attitude of certain groups of people affect SGC services to at least some extent	498 : 206	greater extent: 1, 2	seldom any effect:	4
d. Effect of other factors								
E:(d)	s	168.54	*** <0.0001	Students' responses indicate strong positive perceptions on counsellors commitment	1575 : 551	positive agreement: 1-4	disagree: -	
	c	183.01	*** <0.0001	Counsellors' responses indicate overwhelmingly strong positive perceptions counsellors commitment	1072 : 87	positive agreement: 1-4	disagree: -	
s or c: refers to student or counsellor Significance level: * : associated chi-square probability > 0.05, or 5% level of significance ** : associated chi-square probability > 0.01 or 1% level of significance *** : associated chi-square probability > 0.001 or 0.1% level of significance Should actually understand terminology like 'included' as 'included more often' and not included' as 'included less often', etc From the various tables the separate per item ratio of 'pos' to 'neg' can be used to determine the 'most' pos' and 'most neg' item for each SGC service issue addressed.								