

ZJER

ZIMBABWE JOURNAL OF EDUCATIONAL RESEARCH

Volume 27 Number 1
March 2015



UNIVERSITY OF ZIMBABWE

Volume 27, Number 1, March 2015
ISSN 1013-3445

Contents	Page
Experiential Approach to Teaching Statistics and Research Methods <i>Fred Zindi & Cribert Munetsi</i>	1
Effectiveness of the Gender Policies in the Promotion of Women Leaders in Universities: A Case of Midlands State University, Zimbabwe <i>Ellen Farisayi Zvobgo</i>	15
Up-Side-Down (Dyakodo) Teaching and Learning Method of Mathematics <i>Calisto Majengwa</i>	35
Nutrition, Health and Safety in Early Childhood Development Programmes in Selected Harare Primary Schools in Zimbabwe <i>Tendai Chikutuma</i>	50
An Evaluation of Guidance and Counselling Services Offered to Students in Gwanda Urban and Peri-Urban Secondary Schools <i>Itayi Samanyanga & Dingindawo Ncube</i>	73
The Integration of Instructional Technology by Teacher Educators at a State University in Zimbabwe: Are They Leading by Example? <i>Lockias Chitanana</i>	98
The Multi-Faith Approach Gap in Light of the Zimbabwe Junior Secondary and 'O' Level Religious Studies Syllabi <i>Francis Machingura & Future Mugebe</i>	135
Mainstreaming English Language, Mathematics and Science in Zimbabwe: Some Ethical Challenges <i>Fainos Mangena</i>	165

An Evaluation of Guidance and Counselling Services Offered to Students in Gwanda Urban and Peri-Urban Secondary Schools

Itayi Samanyanga & Dingindawo Ncube

Lecturers, Zimbabwe Open University

Abstract

This paper sought to evaluate the guidance and counselling services offered to students in Gwanda urban and peri-urban secondary schools. Guidance and counselling is regarded as a programme and service in the education system, providing advice with regards to students' education, career planning, social issues or emotional problems. This study evaluates the effectiveness and efficient delivery of guidance and counselling services to secondary school students. The study gathered data on the provision of guidance and counselling services to school boys and girls on issues such as moral development, career choices, reproductive health and study skills. A descriptive survey was used to seek respondents' views. Questionnaires, structured interview schedules, an observation guide and focus group discussion were used in the data collection process to ensure data triangulation. A sample of four (4) school heads, eight (8) senior teachers, fourteen (14) school teachers and a focus group discussion with twelve (12) students were used as respondents to the research study. This study is helpful to the community as it provides information on managing adolescent moral development, career options, reproductive health and study skills. Recommendations were made for continual improvement of guidance and counselling services in the education system.

Introduction

The untoward behaviour of secondary school students calls for effective intervention to harness their energy for productive purposes. At secondary education level, students' responsibilities outweigh the time at their disposal. All things being equal secondary school students would not have time for misdemeanours as their learning obligations would keep them glued to their learning assignments, both at school and at home. But alas, secondary school students in Zimbabwe have become a worrisome lot as they engage on all sorts of crimes and misdemeanours far beyond their age. Their career choices, academic performance and moral behaviour leave a lot to be desired. It is in the context of students' dismal academic performance and poor social standing that has necessitated the undertaking of this study in order to explore the guidance and counselling services offered to students in Gwanda urban and peri-urban secondary schools. The study proposes robust and effective strategies that would make students respectable and responsible citizens.

Background to the study

The purpose of providing guidance and counselling services in schools is to aid moral development in students. The school as part of the greater society has a socialization role which plays a significant role in the moral development of the learners. Students spend most of their moral, physical and intellectual formative years in school. It is therefore imperative that the school takes an active role in shaping the moral development of these young ones.

One of the ways of ensuring that students behave themselves well is by enforcing a strict code of conduct on them. An array of rules and

regulations governing the student conduct is enforced by schools through a number of facets which are at their disposal. The initiation and implementation of these rules and regulations are the responsibilities of the administrative staff, the teaching staff, the ancillary staff and the body of prefects but the latter being more active on the implementation than on initiation. The body of prefects represents the law enforcement machinery that operates at every level of the school, such as in and outside the classroom. The prefects including class monitors and class monitors are the eyes and ears of the teachers and the school administration.

To inculcate socially acceptable behaviour, students are sanctioned against the following vices: stealing, use of vulgar language, bullying, love affairs, lying, drinking beer, smoking, substance abuse, absenteeism, fighting and other deviant behaviours. Any student found breaking these and other rules unspecified in this study is brought before the disciplinary committee (another structure formed to safeguard the moral uprightness of the students within the school premises). The disciplinary committee is mandated to try any student(s) dragged before it. It passes a judgement and recommends the type, nature and magnitude of punishment to be meted out to the offender by the head of school. Depending on the nature of misdemeanour displayed, punishment might be light, moderate or severe. Some students are actually expelled from school while others are referred to the police. This is all done to help students to grow up as law abiding citizens.

In conjunction with the punishment system, schools provide counselling services to their students with the same objective of

moulding them into morally good youngsters. The counselling is done in part under the guidance and counselling lessons. Under the circumstances each class is allocated a 30 minutes lesson (in most cases) undertaken by a teacher who has been allocated to that class. The allocation is based on special considerations such as maturity of the teacher, professional qualification, experience and including the needs of the students. It is this teacher's responsibility to offer guidance and counselling services to the students based on a two pronged drive, these being the moral development and career development of the students. Topics taught could include reproductive health, human sexuality, sexually transmitted infections, HIV and AIDS issues, study skills and career choices among the many deemed necessary, relevant and important to adolescents as well as that particular community.

Still with the intention of morally developing the young ones, schools have a position of a senior master and a senior lady teacher (mistress) responsible for the welfare of the boys and girls respectively. The holders of these positions are mandated to work with their groups (boys and girls). They teach them how to behave themselves well, how to concentrate on their studies and study skills and other areas of human development such as human sexuality. The mode of delivery is both formal and informal and they also depend on the ingenuity of the senior master or mistress. In spite of these documented and other efforts by the schools' system to mould students into morally well behaved citizens, evidence on the ground negate the effectiveness of these efforts. Some of the negative evidence is awash in the media and involve students' pregnancies, love affairs, demonstrations and substance abuse to mention but a few. Hence the need to undertake this study in order to evaluate the guidance and counselling services offered to the students in

Gwanda urban and peri-urban secondary schools.

Statement of the problem

Despite receiving guidance and counselling services, students continue to drop out of school due to an array of problems including early pregnancies, substance abuse and other deviant behaviours. This study attempts to evaluate the provision of guidance and counselling services to the school boys and girls for proper moral and career development. It also attempts to unearth the root cause of the students' challenges with a view to proffer robust strategies to arrest the current wayward student behaviours which is a cause for concern in the face of weak and ineffective counselling services provided by the school system.

Objectives of study

The following objectives of the study aim to:

- *Assess the provision of guidance and counselling services in Gwanda urban and peri urban secondary schools.*
- *Evaluate whether teachers offering guidance and counselling services are suitably qualified.*
- *Establish whether time allocated to guidance and counselling activities is sufficient or not.*
- *Identify stakeholders' perceptions on guidance and counselling services.*
- *Propose strategies for improved provision of guidance and counselling services to students and teachers.*

Research questions

The study was executed through the following questions:

- *To what extent are secondary schools in Gwanda urban and peri-urban offering guidance and counselling services?*
- *Are the activities in guidance and counselling allocated enough time in Gwanda urban and peri-urban secondary schools?*
- *What resources are needed to adequately offer guidance and counselling services to students in Gwanda urban and peri-urban secondary schools?*
- *How are guidance and counselling services perceived by stakeholders in Gwanda urban and peri-urban secondary schools?*
- *Are the guidance and counselling services providers in Gwanda urban and peri-urban secondary schools appropriately qualified?*
- *Which strategies can be used for continual improvement of guidance and counselling services?*

Review of related literature

Globally, guidance and counselling services are meant to prepare high school boys and girls for adult life as well as help them acquire appropriate lifelong attitudes and values that enable them to become productive and active members of their communities. The literature reviewed in this section focuses on the guidance and counselling services offered to students in respect of their moral and career development in secondary schools in Zimbabwe in general and to those in Gwanda urban and peri-urban secondary schools in particular.

Firstly, schools need order and in this regard guidance and counselling services help maintain order and discipline in secondary schools unlike the use of corporal punishment, suspension and expulsion (Simatwa, 2012; Wotuku, 2002). Student unrest in secondary schools may be attributable to ineffective guidance and counselling services (Simatwa, 2012). Guidance and counselling services assist students to make proper choices on personal, social, educational and career plans about their lives (Noel Dempsey, 2004; Zvobgo, 2006). The preceding citations imply that students need information on education and training opportunities, careers and labour market. Students, therefore, should be provided with knowledge and study skills through guidance and counselling services in order to enhance performance in examinations.

Guidance and counselling services bring students closer to their teachers, thus building a friendly relationship. Guidance and counselling services assist in complementing learning in the classroom as physical, emotional, social, career and academic challenges of students are addressed, hence counselling is very critical at this stage as adolescents attempt to adjust to new experiences in order to get their needs fulfilled (Simatwa, 2012; Wotuku, 2002). However, students may not be comfortable to confide in teachers since guidance and counselling services are conducted in classrooms (Simatwa, 2012).

A school is the main source of stability and guidance for students; hence students need proper guidance on choice of subjects for their desired careers such that they are made aware of industry and job requirements. Guidance and counselling works to correct undesirable

activities such as substance abuse, truancy and bullying into productive activities such as participating in drama clubs, religious or school work (Gumisiriza, Byamugisha, Mwijuka & Kakama, 2012). Therefore, guidance and counselling services help promote positive attitudes and disciplined behaviour in students first and then in the schools. Guidance and counselling services work to prevent school drop outs, teenage pregnancies and substance abuse. Students are assisted to face objectively and with courage challenges such as changes in adolescence, adolescent headed families or existence of orphans, affecting their lives and performance in school. This, therefore, implies that teachers teaching guidance and counselling should assist students to deal with challenges in life in a positive manner.

Perceptions of guidance and counselling services in high schools

In the year 1913, Davis began his work on guidance by organizing school-wide programmes on personality, culture, character development, and vocational information related to regular curriculum subjects (Guez & John, 2000). The provision of guidance and counselling services was regarded as a process of helping students to develop and accept an integrated and adequate picture of themselves, their roles in the world of work and to accept its benefits with satisfaction. From there onwards guidance and counselling has developed over the years across the globe into one of the fundamental and critical subject whose place in the curriculum is not negotiable.

Guidance and counselling services assist students overcome challenges, be they personal, social, emotional, career-wise and academic, experienced both at home and at school (Chireshe, 2011). This implies that learners face problems which could be due to lack of educational

information, wrong choices of educational courses or selection of subjects, poor study habits, difficulty in taking examinations, transitional life stage related experiences and emotional problems. Therefore, effective and efficient guidance and counselling services would assist learners to lead well informed and successful lives. Guidance and counselling services may be viewed as supplementing and complementing all other educational programmes in the school. Despite this, a study carried out by Chireshe and Mapfumo (2006), school heads were found not to be overly supportive of guidance and counselling programmes. Furthermore, Chireshe (2011) states that guidance and counselling services were negatively affected by attitudes of headmasters. On the other hand school counsellors perceived guidance and counselling services positively as they enhance the smooth running of school activities (Chireshe, 2011).

It can be noted that guidance and counselling services are aimed at addressing the needs and concerns of learners in academic, moral and vocational development as well as adjusting to daily experiences (Maes, 1995). Guidance and counselling services are also critical in assisting learners with advice regarding education, career planning, social issues and or emotional troubles.

Time and resources allocated to guidance and counselling activities

In Swaziland, guidance and counselling is highly regarded as it is viewed as a programme and a service that cuts across the education system. The Ministry of Education and Training in Swaziland ensures that guidance and counselling services are offered to all learners from primary schools to tertiary institutions to ensure the total development

of an individual. Almost all secondary schools allocate time for the guidance and counselling programme in their time tables. In the same vein, in Zimbabwe, *The Secretary's Circular Number 3 of 2002* also states that forty (40) minutes per class per week should be allocated for forms 1-4. As a result, guidance and counselling is allocated one period per week, which could be thirty, or forty minutes or may not be provided for in the teaching timetable and hence the time is inadequate to offer services (Mwirigi, 2002; Zvobgo 2006). Guidance and counselling services need to be allocated ample time for productive counselling results (Mwirigi, 2002).

Some topical issues such as growing up, study skills, career choices, relationships may not be fully explored within a short period of time of thirty or forty minutes per week. Chireshe (2006) reports that lack of training by school counsellors, lack of material resources and the unavailability of binding policy had negative effects on guidance and counselling services. Lack of student private space in schools make it difficult for counsellors to attend to student needs (Waititu & Khamasi, 2010) implying that students may not end up seeking counselling services. Guidance and counselling teachers need adequate resources and more time in order to fully attend to students.

Strategies towards guidance and counselling services in high schools

In Zimbabwe, guidance and counselling services were introduced in an attempt to respond to the needs of students in respect of academic, career, social and personal needs. The government of Zimbabwe institutionalised the guidance and counselling as a subject in secondary schools through policy number 23 of 2005 as a deliberate and positive

attempt to minimise challenges faced by students in their educational activities. Charema (2004) states that guidance and counselling is a subject that helps teachers to attend to and empathise with students who are in need of assistance and support as part of the educational process. This implies that teachers in secondary schools should take guidance and counselling activities seriously to benefit students facing challenges in their educational activities. *The Secretary's Circular Number 2 of 2006* states that guidance and counselling is a compulsory non-examinable subject in secondary schools. Charema, cited in Mawire (2011), asserts that learning institutions should prepare a comprehensive guidance and counselling programme that is interwoven in the total curriculum to provide for the unique personal, social and educational needs of students.

Counselling services assist students to cope with adolescence or challenges of growing up hence students would be empowered to make decisions, solve problems as well as attaining positive behaviour. It is not surprising to find that some secondary schools may not be implementing guidance and counselling since it is not examinable and is less recognised or not recognised. In Swaziland, in the period running from December 2010 to January 2011, the Counselling Association of Guidance Teachers (CAGAS) conducted six workshops, enhancing skills of guidance and counselling staff at both regional and school levels. The holding of workshops was aimed at enabling the teachers in the discharge of efficient and effective guidance and counselling services in the school system (The Government of the Kingdom of Swaziland, 2012).

Availability of qualified guidance and counselling personnel in high schools

Inadequate counselling facilities may be a hindrance to effective counselling services in schools. Charema (2008) states that training, lack of time for counselling, lack of facilities such as a private room as well as reading and counselling material were other factors hindering effective counselling in secondary schools as viewed by school counsellors. Egbochuku (2008) concurs with Charema's (2008) research finding that inadequate counselling facilities and qualification of guidance and counselling personnel impact on the quality of such services. Similarly, Zvobgo (2006) states that guidance and counselling teachers are not qualified to teach the subject, and some teachers received in-service training. Guidance and counselling is taken as an additional workload since teachers' core business is teaching. Therefore, there is need to have qualified guidance and counselling staff as counselling requires expertise as well as more time to be directed at the individual in order to bear productive outcomes.

Methodology

The study used the mixed methods research. Mixed methods research calls for the researcher to mix or combine quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. Creswell (2012) defines mixed methods as a procedure for collecting, analysing and combining both quantitative and qualitative research and methods in a single study to understand a research problem. Mixed methods research also attempts to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices. Johnson and Onwuegbuzie (2004) state that mixed methods enable researchers to

cautiously create designs that effectively answer their research questions. Furthermore, Johnson and Onwuegbuzie (2004) state that research approaches should be mixed in ways such that they offer the best opportunities for answering pertinent research questions. Therefore, the use of mixed methods research provides the researcher with varied views from which to analyse a topic as well as representing an effective method for triangulating data.

In justifying the use of mixed methods research, Johnson and Onwuegbuzie (2004) argue that the use of mixed methods research leads to the collection of data through different strategies, approaches and methods in such a way that the mixture or combination is likely to result in complementary strengths and non-overlapping weaknesses. Mixed methods research is about combining the strengths of qualitative research to bolster those of quantitative research or vice versa in order to successfully resolve the problem at hand. In this research study, the mixed methods approach was used to collect data through multiple data collection instruments on evaluation of guidance and counselling services offered to students in secondary schools.

Population of the study

The target population of the study was all secondary schools in Gwanda urban and peri-urban. It comprised of all school heads, senior teachers responsible for the welfare of boys and girls, teachers teaching guidance and counselling and students in these schools.

The sample and sampling procedures

The study used both convenience and random sampling procedures. It used convenience sampling to choose four secondary schools in Gwanda urban and peri urban. The same procedure catered for the

choice of eight (8) senior teachers, fourteen (14) teachers teaching Guidance and Counselling and four (4) heads of school. Through random sampling 12 students were selected covering forms one to upper sixth for focus group discussion.

Data collection instruments

The study used an array of instruments for data collection. These instruments included the questionnaires, interviews, observation and focus group discussions. Heads of schools were interviewed, senior teachers and teachers teaching guidance and counselling completed different questionnaires while students were engaged in focus group discussions. These data collection techniques complied with the needs of mixed methods. This allowed for triangulation of the techniques and comparability of the data.

Data presentation

Data were presented in tables, pie charts and in narrative form in compliance with the dictates of the mixed methods paradigm. This allowed for clarity of data presentation thus paving the way for good analysis and interpretations. Data were presented section by section according to respondents and finally mixed on findings.

Research findings and discussion

Responses by school heads

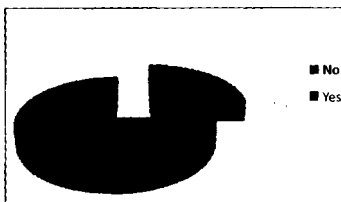


Figure 1. Respondents' Satisfaction by Level of Training of Guidance and Counselling. Teachers (N=4)

Seventy-five percent (75%) of the respondents were happy with the level of training of guidance and counselling by teachers while twenty-five percent (25%) indicated that they were not. The researchers found that guidance and counselling teachers had basic information received through training by UNICEF. The research findings contradict earlier research results by Zvobgo (2006) which indicated that guidance and counselling teachers were not qualified to teach the subject and some teachers received in-service training. This study concluded that guidance and counselling teachers were not formally trained to teach guidance and counselling since they were holders of general diplomas in education.

Table 1

Respondents by Challenges Encountered in the Teaching of Guidance and Counselling (N=4)

Challenge	Frequency (f)	Percentage (%)
Less time allocated to Guidance and Counselling	2	50
Less concentration by teachers	1	25
Lack of qualified Guidance and Counselling teachers	1	25
Total	4	100

Table 1 indicates that fifty percent (50%) of the respondents indicated that there was less time allocated to guidance and counselling lessons, twenty-five percent (25%) of the school heads reported that teachers concentrated less on guidance and counselling lessons while other school heads (25%) said that there were no qualified teachers for guidance and counselling. Zvobgo (2006) reveals that guidance and counselling is taken as additional work load since teachers' core

business is teaching and thus they concentrate less on guidance and counselling activities.

Responses by senior teachers responsible for the welfare of boys and girls

Table 2

Respondents by Problems Brought to their Attention (N=8)

Problem	Frequency (f)	Percentage (%)
Truancy	2	25
Bullying, fighting and stealing	2	25
Abuse of students at home	1	12,5
Vandalism of school property	1	12,5
Teenage pregnancies	1	12,5
Substance and drug abuse	1	12,5
Total	8	100

The data in Table 2 above show that twenty-five percent (25%) of the senior teachers reported that they received problems of truancy as students were dodging lessons. Another twenty-five percent (25%) of the respondents indicated that bullying, fighting and stealing were problems brought to their attention. Abuse of students at home, vandalism of school property, teenage pregnancies and substance and drug abuse accounted for twelve and half percent (12.5%) each. The study shows the need for guidance and counselling services to assist students to overcome some challenges faced both at home and at school (Charema, 2011).

Table 3

Respondents by Challenges Met in Working with Students (N=8)

Challenge	Frequency (f)	Percentage (%)
Students do not easily disclose their problems	3	37.5
Some parents and teachers may be against Guidance and Counselling	2	25
Some students were not attending Guidance and Counselling lessons	2	25
Recommendations by mentors take too long to be implemented	1	12.5
Total	8	100

From the data in Table 3 above, thirty-seven and half percent (37.5%) of the respondents indicated that students were not at liberty to disclose their problems. Twenty-five percent (25%) of the respondents said that some parents and teachers were against guidance and counselling services and another twenty-five percent (25%) of the respondents reported that some students could not attend guidance and counselling lessons. Lastly, twelve and half percent (12.5%) said that recommendations by mentors were taking too long to be implemented. Chireshe and Mapfumo (2006) report that school heads were found not to be overly supportive of guidance and counselling programmes. This is despite the indication the students need guidance and counselling services such that they would be able to cope with school work, adolescence or issues related to growing up.

Teachers teaching guidance and counselling

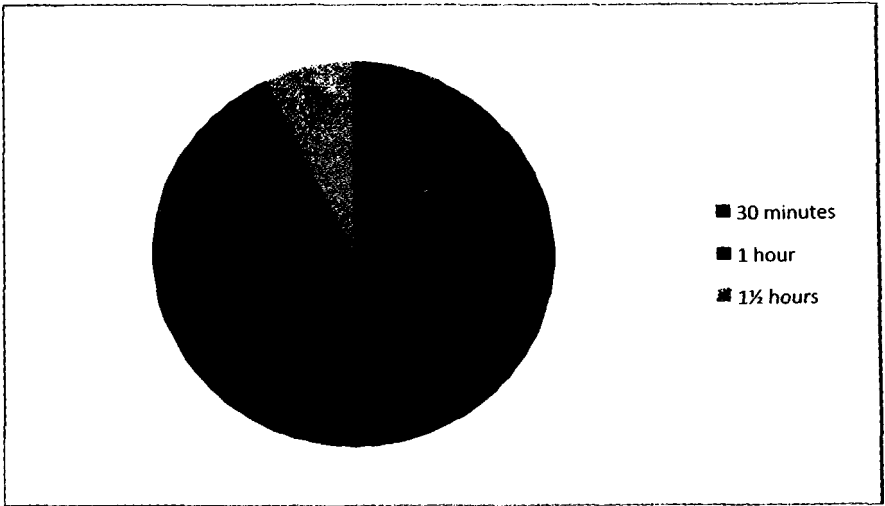


Figure 2. Respondents by Time Allocated to Guidance and Counselling Lessons per Week (N=14)

The majority of school teachers (79%) said that guidance and counselling lessons were offered for thirty minutes per week while fourteen percent (14%) of the respondents revealed that guidance and counselling lessons were offered for one hour per week. Some respondents (7%) indicated that guidance and counselling lessons were offered for one and half hours per week. Past research studies indicate that guidance and counselling is allocated one period per week, which could be thirty, or forty minutes or may not be provided for in the teaching timetable and hence the time is inadequate to offer services (Mwirigi, 2002; Zvobgo 2006). The study found that students would not be able to fully explore issues since the time allocated for guidance and counselling lessons is inadequate. This concurs with views raised in the focus group discussion (FDG) in this study which

showed that there was one period of guidance and counselling lessons per week. According to the FGD participants, this time allocation was too short as some issues were left unexplored during guidance and counselling period.

Table 4

Respondents by Challenges Encountered in Teaching Guidance and Counselling (N=14)

Challenge	Frequency (f)	Percentage (%)
Inadequate teaching materials	7	50
Students are not free to disclose their problems	4	29
Less recognition of Guidance and Counselling subject	3	21
Total	14	100

Research data in Table 4 above reveal that fifty percent (50%) of the respondents said there were inadequate teaching materials for guidance and counselling. Twenty-nine percent (29%) of the teachers reported that students were not free to disclose their problems. Lastly, twenty-one percent (21%) of the respondents noted that there is less recognition of guidance and counselling as a subject as it is non-examinable. One of the points raised by students in the focus group discussion was that there are inadequate materials for guidance and counselling hence students were not able to fully acquire information to cope with adolescence, study skills and career options. A study by Waititu and Khamasi (2010) reports that lack of student private space in schools make it difficult for counsellors to attend to student needs thus implying that students may not end up seeking counselling services.

Table 5

Respondents by Benefits Students Obtain from Guidance and Counselling (N=14)

Factor	Frequency (f)	Percentage (%)
Students are able to choose proper careers	4	29
Students maintain discipline	4	29
Enhances high pass rate	2	14
Students become aware of transitional experiences	2	14
Relieves stress	1	7
Cultivates a culture of self-respect and respect for others amongst students	1	7
Total	14	100

The data in Table 5 above shows that twenty-nine percent (29%) of the respondents revealed that students were able to choose proper careers through receiving guidance and counselling services while another twenty-nine percent (29%) of the respondents said that guidance and counselling enables students to maintain discipline. Some fourteen percent (14%) of the respondents reported that guidance and counselling enhances high pass rate. Another fourteen percent (14%) of the teachers said that students become aware of transitional experiences. In the same positive vein, seven percent (7%) of the respondents said that guidance and counselling relieves stress and the other seven percent (7%) of the respondents indicated that guidance and counselling cultivates a culture of self-respect and respect for others amongst students.

Recommendations

In the light of the above findings, the study recommends that:

- The Ministry of Primary and Secondary Education increase time allocation for guidance and counselling lessons per week in order to fully explore topical issues such as growing up, relationships, study skills and career choices.
- The Civil Service Commission deploys qualified personnel to teach guidance and counselling to cater for personal, social and educational needs of students.
- The guidance and counselling subject be examinable by HEXCO or ZIMSEC.
- The Ministry of Primary and Secondary Education source adequate textbooks and syllabus for guidance and counselling to provide for the unique personal, social and educational needs of students.
- The Ministry of Primary and Secondary Education conducts workshops and seminars to educate and stimulate teachers to be more involved in guidance and counselling issues.

Conclusion

From the above findings, the study concludes that secondary schools in Gwanda urban and peri-urban provide guidance and counselling services to students through teaching, efforts of the senior teachers (senior master and senior woman) and the guidance and counselling committee. Furthermore, the study revealed that teachers teaching guidance and counselling, senior teachers and the entire guidance and counselling committee are inappropriately and inadequately qualified as they do not hold any qualifications in guidance and counselling.

This leaves the schools incapacitated and students vulnerable. The study indicated that the period allocated to guidance and counselling in schools has unfixed duration on the time table; ranging from thirty minutes per week, one hour per week and one and half hours per week. This time is inadequate to cover various activities in guidance and counselling sessions. Secondly, there is need to harmonize the time allocated to guidance and counselling in all schools as students may be facing similar challenges which need to be addressed by schools. Guidance and counselling is not examinable, hence it is accorded less status in the secondary school curriculum in comparison to other subjects. The less status accorded to the guidance and counselling subject, makes teachers devote less time to guidance and counselling lessons.

The study revealed that senior masters encounter various disciplinary problems when working with students. The study ranked truancy, bullying, fighting, stealing; abuse of students at home; vandalism of school property; teenage pregnancies and substance and drug abuse as challenges exhibited by students.

The provision of guidance and counselling services is hampered by the inadequate teaching and learning materials such as textbooks, educational pamphlets and magazines. Furthermore, students are not free to disclose their problems. The provision of guidance and counselling services is vital as this enables students to choose proper careers, maintain discipline, enhance their pass rate, create an awareness of transitional experiences, relieve stress and cultivate a culture of self-respect and respect for others.

References

- Charema, J. (2008). School counsellors' perceptions of guidance and counselling in secondary schools in Botswana. *Nigerian Journal of Guidance and Counselling*, 13 (1), 158-170. Retrieved from: <http://www.ajol.info/index.php/njgc/article/view/36977>
- Chireshe, R. (2006). *An assessment of the effectiveness of school guidance and counselling in Zimbabwean schools* (Unpublished DEd. thesis). Pretoria: UNISA.
- Chireshe, R. (2011). School counsellors' and students' perceptions of benefits of school guidance and counselling in Zimbabwean secondary schools. *Journal of Social Sciences*, 29(2), 101-108.
- Chireshe, R., & Mapfumo, J. (2006). School counsellors' perceptions of headmasters' attitudes towards guidance and counselling in Zimbabwe secondary schools. *Zimbabwe Journal of Educational Research*, 17(11), 19-29.
- Creswell, J. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education.
- Egbochuku, E.O. (2008). *Guidance and counselling: A comprehensive text*. Benin: University of Benin Press.
- Guez, W., & John, A. (2000). Guidance. Module 1. UNESCO.
- Gumisiriza, E.B., Byamugisha, G., Mwijuka, H., & Kakama, K.J. (2012). The need for guidance and counselling services today more than ever before. *Journal of Guidance and Counselling*, 4(2).
- Johnson, R.B., & Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(3), 14-26.

- Kahan, B. (2008). *Excerpts from review of evaluation frameworks*. Saskatchewan Ministry of Education.
- Maes, W. (1995). *Training in guidance and counselling in Botswana*. Retrieved from [www.unesco-
org/education/mebam/module-1.pdf](http://www.unesco-
org/education/mebam/module-1.pdf)
- Mawire, T.L. (2011). *Evaluating the implementation of guidance and counselling in Zimbabwean secondary schools*. Pretoria: University of Pretoria.
- Mghweno, P.E., Mghweno, L.R., & Baguma, P. (2014). Access to guidance and counselling services and its influence on students' school life and career choice. *International Scholars Journal*. 1(1), 7-15. Retrieved from www.internationalsscholars on 10/09/2014.
- Ministry of Education, Sport and Culture, (2002). *The Secretary's Circular Number 3 of (2002) - Curriculum Policy: Primary and Secondary Schools*. Harare: Government Printers.
- Ministry of Education, Sport and Culture, (2006). *The Secretary's Circular Number 2 of (2006) - Curriculum Policy: Primary and Secondary Schools*. Harare: Government Printers.
- Noel Dempsey, T.D. (2004). *Planning the school guidance programme*. Dublin: National Centre for Guidance in Education.
- Scriven, M. (2007). *Key evaluation checklist: Evaluation checklists project*. Michigan: University of Michigan.
- Simatwa, E.M.W. (2012). Management of student discipline in secondary schools in Kenya: A case study of Bungoma County. *Education Research*, 3(2), 172-189.
- The Government of the Kingdom of Swaziland. (2012). *Ministry of Education and Training*. Mbabane: Counselling Association

of Guidance Teachers (CAGAS).

- Waititu, L., & Khamasi, J.W. (2010). Situation analysis of guidance and counselling in secondary schools in Kenya: Can municipality schools cope? *Kenya Association of Educational Administration and Management (KAEAM)*, 33-41.
- Wango, G.M. (2006). *Policy and practice in guidance and counselling in secondary schools in Kenya*. Birmingham: University of Birmingham.
- Wotuku, J.W. (2002). *Status of guidance and counselling in schools: A case of Laikipia District* (Unpublished MEd. thesis). University of Nairobi.
- Zvobgo, E.F. (2006). The essential elements in conducting successful guidance and counselling at secondary school level: A review. *The Dyke*, 2(1).



This work is licensed under a
Creative Commons
Attribution – NonCommercial - NoDerivs 3.0 License.

To view a copy of the license please see:
<http://creativecommons.org/licenses/by-nc-nd/3.0/>

This is a download from the BLDS Digital Library on OpenDocs
<http://opendocs.ids.ac.uk/opendocs/>