



## The State of Guidance and Counselling Programmes in High Schools in Manicaland, Zimbabwe

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### Abstract

This study is set in three urban high schools in Mutare Urban, Manicaland Province, of Zimbabwe. The study seeks to determine the state of high school guidance and counselling programmes. Participating schools included one girls-only high school, one co-educational mission high school and one government co-educational school. All were purposively selected. Using qualitative methodologies, primary data was collected from students, guidance teachers and head teachers using a questionnaire for students and two in-depth interviews for head teachers and guidance teachers. Data was analysed using frequency tables. Results suggest that guidance and counselling are generally responsive services where students can be receive help with personal/emotional challenges and needs. Other services that are part of a comprehensive programme, such as student career planning, exploration and development, as well as the professional development of counsellors, are minimal. Results also indicate that there is very little consultation between counsellors and teachers in the school. Guidance teachers or counsellors tend to lack training and rarely keep records on their activities. The counsellors interviewed in the study did not demonstrate an awareness of the relevant Ministry regulations governing the implementation of guidance and counselling in schools.

**Keywords:** Guidance, Counselling, Counsellors, Teachers, High school, Education, Zimbabwe.

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### INTRODUCTION/BACKGROUND

Guidance and counselling in schools have been conceptualised as a programme of activities that provide a gateway out of the problems increasingly present in this time of complex scientific, social, economic and technological development (Okobiah & Okorodudu, 2004). Guidance and counselling have also been described as programmes

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of services for individuals based on needs and depending on the influence of the various environments in which they live. It is, at the same time, a broad professional field with a wide range of activities, programmes and services geared toward assisting individuals to better understand themselves, their problems, their school environments and their world and to develop adequate capacity for making wise choices and decisions in life (UNESCO, 2004).

Experts agree that guidance and counselling are made up of three major components in the form of educational, vocational and personal-social services (UNESCO, 2000). Milner (1970) and Tolbert, (1978) among other older writers, observe that 'guidance' and 'counselling' do not mean the same thing and are not co-extensive. For them, guidance is a broad field containing services in the form of appraisal, information dissemination, placement (decision-making), orientation, evaluation, referral, follow-up and indeed counselling (Denga, 2001). Milner (1970) goes on to observe that counselling is actually a method of guidance emphasizing normally one-on-one relationships between counsellors and counselees during which counselees share with counsellors personally important matters that affect their lives in significant ways. Guidance, on the other hand, is often focused on the dissemination of information (Milner, 1970). Using the information provided by counsellors, counselees are then expected to reach and enact informed decisions. This conceptualisation, although by no means universally accepted, is useful in this study because it also suggests two complementary delivery strategies for programmes in schools: information dissemination to groups of individuals (normally classes) and the assistive conversations that occur in one-on-one relationships between counsellors and counselees. For effective programme delivery in schools, both modes (guidance and counselling) should be employed (Gysbers et al. 2004; Schmidt 1999). The rationale for this is such that there are many decisions that students in schools will be able to make for themselves when sufficient information is provided. At the same time, there are other decisions for which students need the listening, questioning and relating skills of counsellors to reach the sort of decisions that are personally meaningful to them and that improve the quality of their lives.

Concerns about the evaluation of guidance and counselling programmes are not new. Gysbers (2004) observed that the evaluation of guidance and counselling programmes and related activities and services has been part of a professional dialogue since the 1920s. In developed countries such as the United States, the issue of evaluation is receiving increasing attention as school counsellors are asked to demonstrate that their efforts contribute meaningfully to overall student development and success (McGannon, Cary & Dimmitt, 2005). This increased emphasis on accountability (ASCA, 2003; Lapan, 2001, 2005; Maliszewski & Mackiel, 2002) has led to the use of more research-based curricular material to ensure that programmes achieve their intended goals. Brigman & Campbell (2003), for example, tested the impact of group counselling and classroom guidance approaches on student achievement and school success and behaviour and found that seventy percent of students in the experimental group improved as measured by the School Social Behaviour Scale (Merrell, 1993). Jarvis & Keeley (2003) likewise identified a number of comprehensive developmentally-sequenced programmes that had positive effects on student career building.

In comprehensive guidance and counselling programmes, in particular, counsellors reported more time with students, a greater ability to promote public understandings of their programmes and less time spent on routine clerical tasks (Gysbers, Lapan & Blair, 1999 in Gysbers & Lapan, 2001). Students in these programs reported meeting their school counsellors more frequently. Comprehensive programmes have also been reported to be superior in terms of their impact on academic persistence, achievement, attendance and classroom behaviour as well as school climates and the development of pro-social behaviour among students (Borders & Drury, 1992; Lapan, Gysbers & Sun, 1997; Gysbers & Lapan, 2001; Wentzel, 1999).

Guidance and counselling programmes in Zimbabwe are structured like comprehensive programmes in developed countries and the evaluation conducted in this study will focus on the key components of comprehensive programmes elsewhere, of which the Missouri programme is the flagship (Gazzola & Samson, 2004). The Zimbabwean programme like other comprehensive programmes is made up of three principal components. The first is the curriculum, itself comprised of three major areas: career planning and exploration, knowledge of self and others, and educational and vocational development (Mapfumo, 2001). The second component of the comprehensive programme is made up of what are called responsive services which are 'reactive' in the sense that they are normally not proactively offered by the counsellor but by students, other teachers or members of the communities. These include counselling for students with personal or emotional challenges and needs, consultations with teachers and other staff, and consultation with the advisory committee of the school (Starr, 1997). The third component is the system of support related to the management activities required to run the programme. These include professional development opportunities for counsellors and other paraprofessional staff, community outreach programmes, consultations with teachers in the school, consultations with practitioners in other schools, consultations with the advisory council as well as research-based activities related to the programme (Gazzola & Samson, 2004; Gysbers & Henderson, 2004, 2006; Starr, 1997). These system-support activities also include the advisory and management roles of heads of schools and the provision of resources to sustain the guidance and counselling programme at school level. At least one study in Zimbabwe has found that heads of

schools were not overly supportive of guidance and counselling programmes in their schools (Chireshe & Mapfumo, 2006).

This study will also examine the qualifications and training of guidance counsellors in each school with an assessment called personnel evaluation (Gysbers & Henderson, 2006). This evaluation helps to understand and assess the way school counsellors are trained, supervised and evaluated which in turn has a great effect on the impact of their guidance and counselling programmes in schools.

The job descriptions of guidance counsellors in high schools are also an area for assessing the effectiveness with which guidance and counselling programmes are implemented in schools. According to Mapfumo (2001), high school guidance counsellors are expected to be acquainted with the Ministry of Education Chief Education Officer Circular Minute 51/1992 which provides the parameters for establishing and running guidance and counselling programmes in schools. According to Mapfumo other key aspects of the job description of guidance counsellors in schools include:

- Helping to set up and in-service a Guidance and Counselling Committee that looks after the day-to-day management of the guidance and counselling programme in the school;
- Coordinating the creation of a guidance and counselling curriculum for school-wide implementation;
- Crafting a timetable for class-based group guidance activities;
- Providing, where possible, one-on-one counselling for pupils and arranging appropriate referrals;
- Helping to mobilise resources (books, stationery, space etc) for use in the guidance and counselling programme;
- Networking within communities and with commerce and industry for maximum publicity and support for the guidance and counselling programme;
- Collecting and collating relevant pupil data;
- Organising careers days and other related functions; and
- Producing periodic reports on the progress of guidance and counselling activities in the school.

Guidance and counselling services can also be assessed in terms of their output. Implemented in the correct manner, guidance and counselling programmes have been reported to bring about a number of benefits for the students who participate in them. Some studies have shown that school counselling programmes have a positive effect on student academic achievement and that they reduce test anxiety (Boutwell & Myers, 1992; Cheek, Bradley, Reynolds & Coy, 2000; Lapan, Gysbers & Sun, 1997; Sink & Stroh, 2003). Counselling programmes can also assist students with decisions about college and further education (Student Poll, 2000).

Benefits have likewise been reported in terms of discipline and good behaviour. Counselling programmes have been found to reduce the extent of indiscipline and disruptions caused by students in their classes. A reduction in the victimisation of some students by their peers has also been found to be an important outcome (Baker & Gerler, 2001; Harnish & Guerra, 2000; Lapan, Gysbers & Sun, 1997; Mullis & Ottwell, 1997; Watts & Thomas, 1997).

On the personal social level students who participated in school guidance and counselling programmes reported a sense of belonging, safety and a more positive school environment (Lapan, Gysbers & Sun, 1997). They also had higher expectations in life (Mau, Hitchcock & Calvert, 1998) and more effective social skills (Verduyn, Lord & Forrester, 1990). With respect to vocational planning, studies have attributed guidance and counselling programmes with improving the preparedness of students for the future and increasing the information they received on careers and colleges (Lapan, Gysbers & Sun, 1997) when compared with schools that did not run effective guidance and counselling programmes. It is thus expected in this study that students and other participants in guidance and counselling programmes will report certain advantages where those programmes are being correctly implemented.

### **Statement of the Problem**

There is much to be done in high schools with respect to guidance and counselling. As stated, society today is host to a number of social and economic problems, particularly among youth. These include unwanted pregnancies, drug abuse, sexual abuse, poor classroom discipline, low learning motivation, and poor academic performances. These challenges, among many others, need to be addressed to create healthy well-adapted future generations. The most strategic place to take decisive action is the school as education has been deemed the 'social vaccine' in as far as it offers the most sustainable means of solving social and cultural ills.

We know today that educational persistence declines as economic hardships and related social problems make it difficult for poor families to fund the education of their children. Such children when in school require a great deal of support to benefit from schooling and overcome their periodic absences. There is thus a need for

vigorous well-conceived and dutifully and effectively implemented guidance and counselling programmes. It is critical that these programmes function effectively. It is likewise critical to be able to establish through empirical research whether or not these programmes are being implemented the way they should be, whether or not they are being administered or managed by qualified personnel and whether they are achieving their intended outcomes.

The attitudes and contributions of heads of schools are important factors in the effective implementation of guidance and counselling programmes. The attitudes of heads of schools to guidance and counselling programmes in high schools have not always been favourable (Mapfumo, 2001; Chireshe & Mapfumo, 2006). The policy framework of the Ministry of Education, Sports, Arts and Culture in Zimbabwe, within which guidance and counselling is implemented in high schools, is also important in assessing the effectiveness of the programmes.

### **Goals of the Study**

This study aims to assess the state of guidance and counselling in high schools with respect to programmatic content, the management of the programmes and the specific activities that guidance counsellors engage in at the index high schools. This study also aims to assess and comment on the preparedness of those in charge of the programmes.

### **Research Questions**

This study aims to answer the following questions:

- Is there a formal guidance and counselling curriculum in high schools?
- When offered, what is the content of the guidance and counselling programme?
- What system supports for guidance and counselling are available in those schools offering guidance and counselling?
- What level of preparedness and experience do guidance counsellors in high schools in Manicaland Zimbabwe have?

## **METHOD**

### **Participants and Setting**

This study was set in three urban high schools in Mutare in Manicaland, Zimbabwe. The schools that agreed to participate included one girls-only high school; one co-educational mission high school and one government co-educational school.

### **Research Design**

A mixed method approach, which in this case combines qualitative and quantitative techniques, approaches and concepts, was used.

### **Research Instruments**

Three research instruments were used, namely, in-depth interviews with guidance counsellors and school heads and a questionnaire for students.

Through the in-depth interview, guidance counsellors were expected to address a number of issues which included their own preparedness for leading the development and implementation of the guidance and counselling programme, the content of the programme, activities developing out of the programme, and how they documented the guidance-related curricula and other guidance-related activities in the school. The interviews also sought to establish what impact the guidance counsellors believed their programmes had on student behaviour and performance. Lastly, interviews assessed the extent to which guidance counsellors collaborated with other teachers and stakeholders and the extent to which they evaluated the programmes they administered. For the guidance counsellor interview schedule see Appendix I.

For the heads of schools, the in-depth interviews sought to gather information on the role they played in the origin and management of the guidance and counselling programme in their schools. These interviews were also interested in what the heads of schools believed were the benefits and disadvantages of the guidance and counselling programmes, their attitudes to guidance and counselling programmes, and the resources the school put

aside for supporting the guidance and counselling programmes. For the head of school interview schedule, see Appendix II.

Lastly, the student questionnaire was a seven item instrument which attempted to assess the extent to which students were aware of the existence and operation of guidance and counselling programmes in their schools, the content of the guidance and counselling that they were receiving in the schools, and the extent to which they found guidance and counselling interventions relevant to their needs. This questionnaire also gathered information on the counselling needs of students in the various schools. For the student questionnaire, see Appendix III.

## **Procedure**

This study developed out of the interest of the lead author to assess the state of guidance and counselling programmes in high schools. The lead author had invested an appreciable number of years attempting to institutionalise guidance and counselling programmes in high schools in Zimbabwe.

Permission to carry out the study was obtained from the Provincial Office of the Ministry of Education, Sports, Arts and Culture. This was followed by visits to selected high schools to liaise with the heads of the schools, to explain the research, and to request permission to conduct the study in the schools. The heads of schools were then asked to connect the researchers with the guidance counsellors in their respective schools.

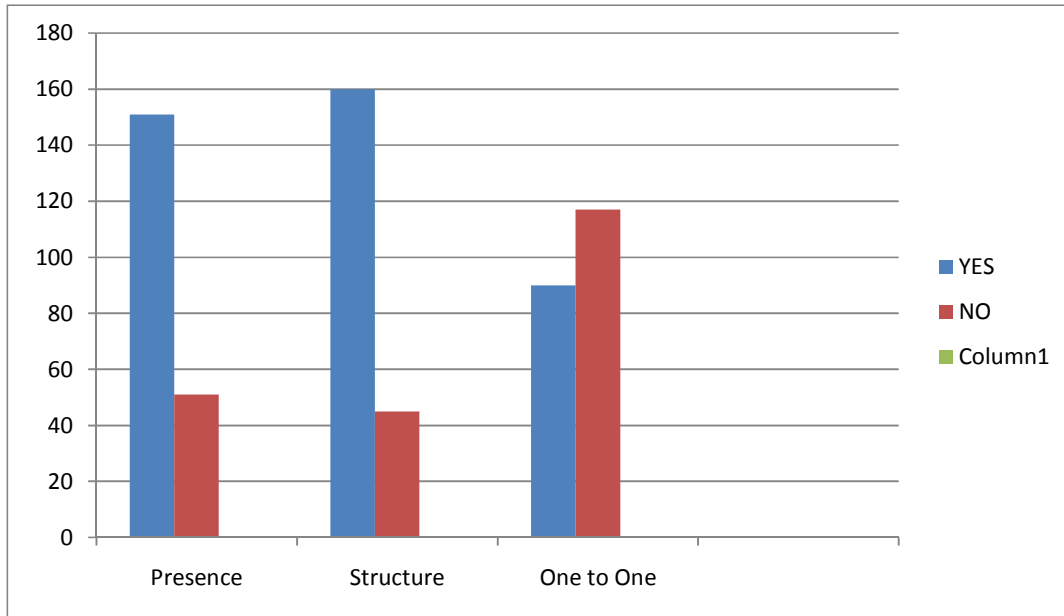
Student respondents were not met on this occasion, but the heads of schools and guidance counsellors were informed of the number of student respondents that would be needed for the study at each form level. The heads and teachers were informed that by the time the students participated in the study, the necessary steps to obtain informed consent would have been taken.

On appointed days the researchers visited each school in the morning and were assisted by selected teachers to choose students to respond to study questionnaires. Two researchers concurrently ran the in-depth interviews: one with the guidance counsellor and the other with the head of each school. The researchers made notes of the interviews with the heads and with the guidance counsellors. Assistant researchers, who had been given some training, administered the questionnaire to students at each school in a common venue.

## **RESULTS AND DISCUSSION**

The first research question sought to determine if there was a formal counselling programme in the school. From the interviews with head teachers and guidance teachers, it was established that only one school had a formal guidance and counselling programme although the other schools claimed to be offering the programme. Even in the school with the formal programme, there was poor adherence to the programme. There was, for instance, no proper planning around the curriculum objectives in the implementation of the programme. This concurs with studies by Mapfumo & Chireshe (2006) and Chireshe (2009) who found a lack of head teacher support for the programme. Most students, however, indicated the presence of well-known guidance and counselling programmes with lessons in their classrooms (group counselling) and some individual counselling (see Table 1 below). For effective programme delivery, both modes of guidance and counselling (groups and one-on-one) should be employed in any school that offers guidance and counselling services (Gysbers et al. 2004; Schmidt 1999).

Table 1: Students' responses indicating the presence of guidance and counselling programmes, with group (structure-lessons) and one-on-one counselling.



Most students indicated presence of guidance and counselling which was carried out in groups in formal classroom lessons. The majority indicated an absence of individual (one-on-one) counselling.

The second research question sought to determine the content of the guidance and counselling programme when offered. Interviews with guidance and counselling teachers indicated that the content of the programme as it was being offered in schools included personal-social guidance in the areas of HIV-AIDS, relationships and behaviour problems. Career planning and exploration were rarely offered in the schools under study. Table 2 depicts students perceptions of the most-frequently offered topics in the guidance and counselling programme.

Table 2: Most-frequently offered guidance topics:

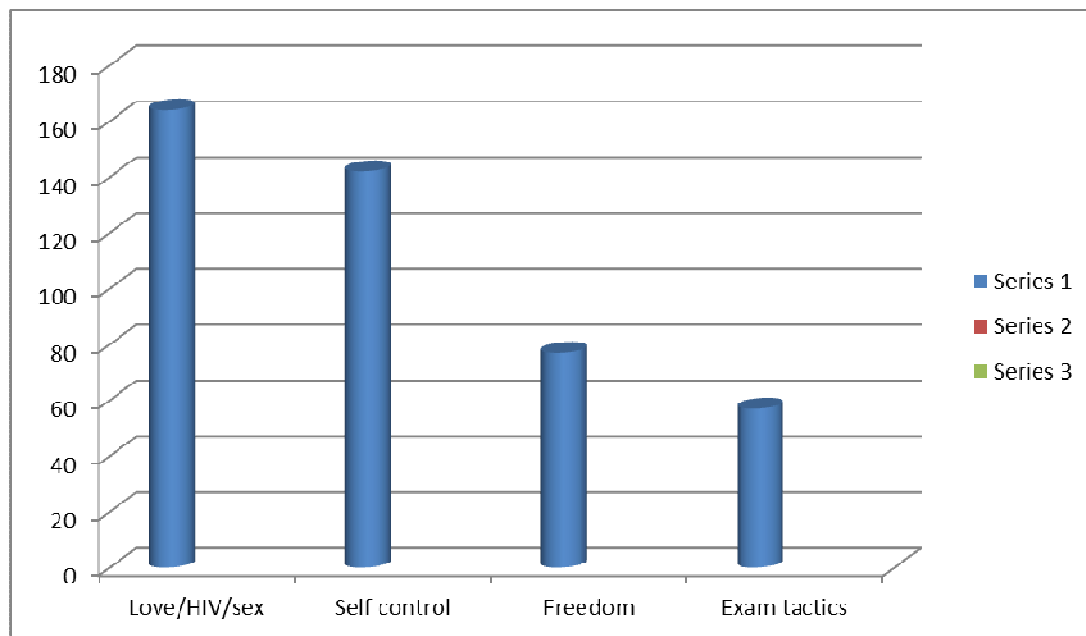


Table 2 reveals that in descending order the mostly offered counselling issues concerned love/HIV/sex, self-control, freedom and examination tactics. Guidance teacher comments on confirm students perceptions of the most frequently covered topics. This reality falls short relative to Mapfumo's (2001) stipulation that the curriculum consist of three components: career planning and exploration, knowledge of self and others, and educational and vocational development.

When asked about their counselling needs, students most often identified behaviour-related issues (see Table 3 below). In terms of outcomes, the biggest improvements for students were in school and home, followed by self-esteem, and lastly career development (see Table 4 below). These findings are consistent with those of Lapan, Gysbers and Sun (1997) who reported the outcomes of counselling in schools as an improved sense of belonging and a more positive school environment.

Table 3: Specific counselling problems

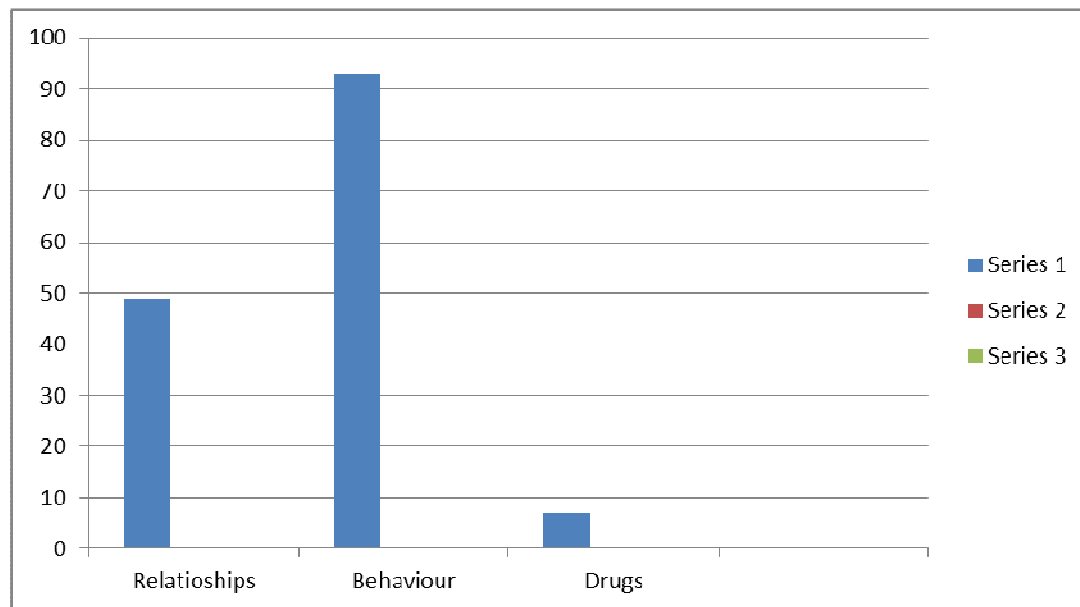
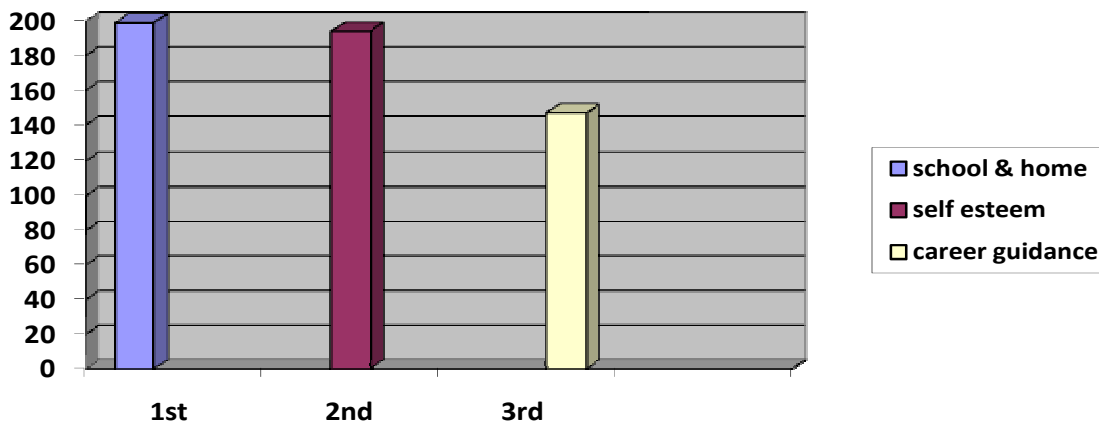


Table 4: Counselling outcomes



Similar to Mapfumo’s (2001) contentions, regulations stipulate that a guidance and counselling programme must have four components: Personal/Social Guidance, Educational Guidance, Careers Guidance, and a strong orientation programme for new students and for students proceeding to higher levels within the school (Denga, 2001). Very few students, however, identified career guidance and orientation for new students was not mentioned.

The Master Timetable in the head teachers’ offices indicated that guidance and counselling group lessons were carried out once per week. On this as well, however, students varied in their responses (see Table 5) with most sessions being done once per week and some thrice per week. Individual sessions were rarely

carried out by the guidance and counselling teacher. This concurs with students' comments on the unavailability of individual sessions (see Table 1). The comments of guidance and counselling teachers suggest that they do not handle behavioural problems as this is the responsibility of the school disciplinary committee, and that officers from the school's Psychological Services conduct the counselling.

Table 5: Frequency of guidance and counselling per week

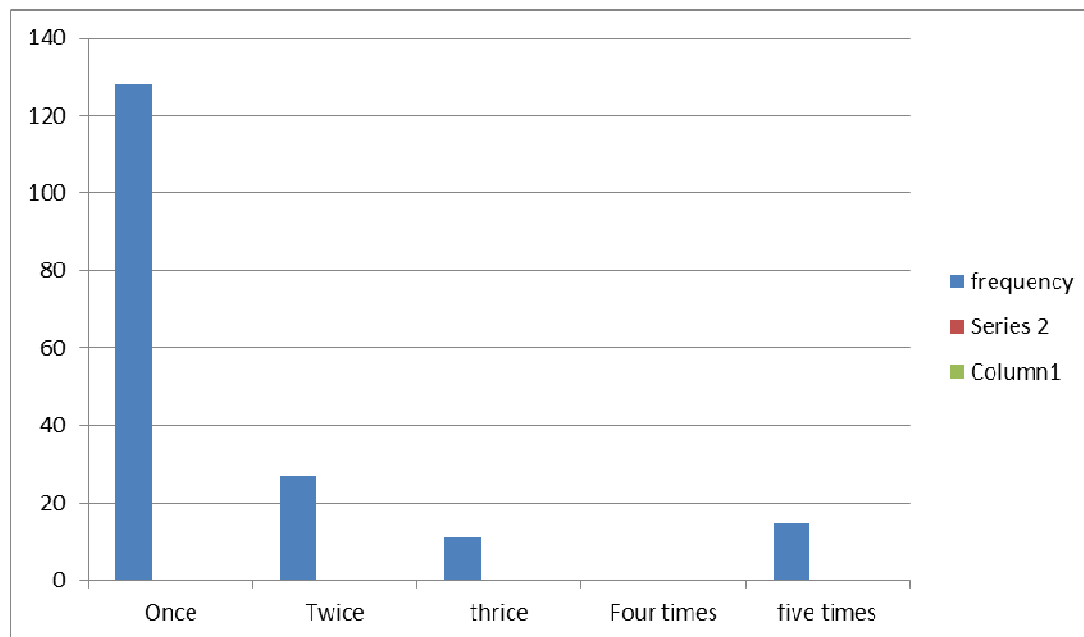


Table 4 shows that the overwhelming majority of students reported that group guidance was offered once a week.

The third research question sought to assess the systems that support guidance and counselling in schools offering the programme. Only one head teacher reported that she had proper guidance and counselling qualifications, that is, a certificate in systemic counselling. The head teachers' and guidance and counselling teachers' comments indicate that there are no records kept of individual sessions and that the programme was not periodically evaluated as it should be. These programmes thus fall short of what the ASCA National Model (Hatch & Bowers, 2003, 2012) stipulates. School counsellors need to develop, implement, and evaluate school counselling programmes that deliver academic, career, college access, and personal/social competencies to all students in their schools. Moreover, these programmes must include management and evaluation systems.

School heads reported minimal supervision of the programme with little support from the school inspectors. Support materials in the form of books were minimal but support services for students in the form of GEM (Girl Empowerment Movements) and Child Protection Committees did seem to add to the impact of the programme. These interventions, however, were not carried out within the formal guidance and counselling structures. Both head teachers and guidance teachers noted a lack of resources (textbooks) and properly qualified guidance and counselling teachers as some of the key challenges. This expression of interest without visible commitment to the programme is consistent with the findings of Chireshe & Mapfumo (2006) where school heads were found to claim interest in guidance and counselling in their schools without any tangible commitment to back their claims and Nyamwenge, Nyakan, and Ondima (2012) who uncovered a lack of resources and inadequate training of guidance teachers in Kenya.

Lastly, this study has also attempted to assess the preparedness and experience of personnel involved in guidance and counselling in high schools. Only one head teacher reported having the proper guidance and counselling qualifications (a certificate in systemic counselling not intended solely for counsellors). Generally, the teachers mandated to offer guidance and counselling in schools have teaching qualifications but no specialised training in guidance and counselling and hence lack the capacity to satisfy their guidance and counselling roles (Mapfumo, 2001). This is very different from some developed countries where school counsellors hold Masters Degrees and are properly licensed before being permitted to offer guidance and



counselling services. These counsellors also operate under the guidance of professional associations that stipulate the qualifications they should hold and outline the ethical guidelines that must be followed (ASCA, 1998; Birdsall & Hubert, 2000; Herlihy & Corey, 1996; NZPPTA, 2010). In the United States for example, most schools have counsellors with a Master's Degree in counselling, while in Canada counsellors must be licensed teachers with additional school counselling training (Arredondo, Toporek, Brown et al., 1996; ASCA, 2005 College Board Advocacy & Policy Centre, 2011; NZPPTZ, 2010). In both countries counsellors would be affiliated with counselling associations.

In developing countries like Kenya and Nigeria school counsellors are teachers who have had teaching and other responsibilities taken away from them to allow them time to see to their counselling tasks (Choge et al., 2011). There are, in these countries as well, associations of counsellors (The Kenya Association of Professional Counsellors and The Counselling Association of Nigeria). Comments by guidance and counselling teachers suggest that the formal training that is available is offered in Harare at personal cost and that there is no professional association for counsellors. Further comments by guidance and counselling teachers suggest a lack of in-service training by the provincial education personnel responsible for guidance and counselling.

## **CONCLUSION**

The results of this study indicate there is no proper planning for guidance and counselling although students did note the presence of group guidance classes. Minimal individual counselling was reported by the students, rendering the guidance and counselling services less effective than they could be. The guidance and counselling programme content was focused on personal-social guidance in the areas of HIV-AIDS, relationships and behaviour problems. Missing from the curriculum were self-awareness counselling and career planning and exploration. There was some mention of coaching with respect to examination techniques, but this was far from what is expected of an educational guidance programme that should include such issues as subject choice, vocational implications of specific subject choices, time management and other important aspects of the academic life of students in high schools.

Even more compromising with respect to the effectiveness of guidance and counselling programmes in high schools was the observation that there was no well-conceived curriculum that was followed by the schools. Topics seemed to have been selected somewhat at random, a particularly worrying development given that the staff in charge of conceiving and implementing the guidance and counselling programmes were not formally trained to be able to offer robust services.

In the schools, the researchers established that there were no records of individual counselling or programme evaluation. It also seemed apparent that schools lacked support and supervision from school inspectors from Ministry of Education, Sports, Arts and Culture. Schools were short on support materials such as books and other basic resources for the programme. Student perceptions of the number of guidance and counselling sessions held each week varied from one to three times per week, even in the same school, suggesting that there were different practices in the schools and perhaps in the classes within the schools.

## **Recommendations**

Guidance is critical to student achievement and adjustment to various life situations. The high school guidance counsellor is expected to acquaint herself/himself with the Ministry of Education Chief Education Officer Circular Minute 51/1992 which provides the parameters for establishing and running guidance services in schools. Supervision of the programme by school inspectors and head teachers is recommended. For successful implementation of the programme, there is also a need to inform all teachers and students about the school guidance programme. Universities should offer counselling degrees and a counselling association should be put in place.

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**Annex 1**

**In-depth interview with guidance counsellors in selected high schools in Manicaland**

**School:**

**Type of school:**

**No of classes in the school:**

**Name of guidance counsellor:**

**Gender of guidance counsellor:**

**Qualifications & Training:**

**Experience:**

I am going to ask you some questions in connection with the guidance and counselling programme of this school. Please, respond as candidly as you can. Obviously, there are no ‘wrong’ or ‘right’ answers. We are trying to understand the role that you play as guidance counsellor in this school. We believe that guidance counsellors are a critical part of the management of the high schools in which they operate and that much of the welfare of students depends on the operations of the guidance counsellors. We would like to be informed about what you do on a day to day basis, how you have crafted your programme, how prepared you are to do the work that you are and how you tell that you are succeeding in your work. We shall also be delighted if you have written documents that give weight to what you will say. Please, do not produce any of the documents if the school has decided that the documents should not be made available to outsiders like us.

The information that you give will be used for this study only. It will however help in the publication of an article in a refereed journal which may be read by many other people but your identity will be protected.

Do you have any questions? Are you willing to participate?

1. Tell me something about your interest in guidance and counselling? Why did you accept the responsibility?
2. Tell me about any structures that you have put in place to run the guidance and counselling programme of this school.
3. What is your training and experience in providing guidance and counselling?
4. Do you have a curriculum that you follow in your implementation of the guidance and counselling programme?
5. What are the components of that curriculum?
6. Please, tell me what specific objectives you pursue in your guidance and counselling programme.
7. What are the main concerns of students that are covered in the curriculum that you follow at your school?
8. Please, say something about the extent to which you think the objectives are being met in the areas below. State what students under your programme are able to do because of participating in the guidance and counselling programme of the school.

a. Personal social guidance:-----  
-----  
-----  
-----

b. Career planning and exploration:-----  
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-----  
-----

c. Educational guidance: -----  
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9. Do you evaluate your programme from time to time? What have been the results of the evaluations, if any?
10. Tell me if you have individual counselling sessions and how often you have had them in the last six months.
11. Do you keep any records of those sessions? What is the content of the records that you keep?
12. What resources have been put aside specifically for the guidance and counselling programme.
13. How do you involve other teachers in guidance-related activities?
14. Do you hold in-service courses for teachers?
15. What are the topics that you have covered during your in-service courses?
16. What records do you keep for your guidance and counselling programme?
17. To what extent do you feel supported by the management of your school? Please, specify how the management has shown its support for the G & C programme.
18. What support do you get from your community and from Commerce and Industry? Are there any initiatives that you set afoot so that your programme is well-known in the school, in the community and in Commerce and Industry?
19. What needs to be done to improve your guidance and counselling programme?

## Annex 11

### **In-depth interview with heads of high schools on guidance and counselling services in the school.**

**School:**

**Type of school:**

**No of classes in the school:**

**Name of guidance counsellor:**

**Gender of guidance counsellor:**

**Qualifications & Training:**

**Training in guidance and counselling:**

**Experience as head of school:**

I am going to ask you some questions in connection with the guidance and counselling programme of this school. Please, respond as candidly as you can. Obviously, there are no 'wrong' or 'right' answers. We are trying to understand the role that you play as guidance counsellor in this school. We believe that guidance counsellors are a critical part of the management of the high schools in which they operate and that much of the welfare of students depends on the operations of the guidance counsellors. We also believe that guidance counsellors without your guidance and management may not be able to produce the best results from the programmes that they operate. We would like to be informed about your role in the management of the guidance and counselling programme of your school. We will need to know what you do to make sure the programme does what it has to do. Please, inform us any other guidance-related activities that you perform which we may miss from the questions that we intend to ask you. We shall also be delighted if you have written documents that give weight to what you will say. Please, do not produce any documents if the school has decided that the documents should not be made available to outsiders like us.

The information that you give will be used for this study only. It will however help in the publication of an article in a refereed journal which may be read by many other people but your identity will be protected. Everything possible will be done to make sure that your responses cannot be traced to you.

Do you have any questions? Are you willing to participate?

The questions I will ask you are in four important areas which have to do with the guidance and counselling curriculum, systems support for your programme, your preparedness to conceive and implement the guidance and counselling programme and the extent to which your students have access to the guidance and counselling services that you offer here. I will also ask you something about your own interest in guidance and counselling and what you believe your programme is accomplishing for your school.

1. Tell me something about your interest in guidance and counselling. Why do you have a guidance and counselling programme in your school? Please, clearly state what your expectations are.
2. What are some of the good things that have come out of the guidance and counselling programme of your school? Tell me if the accomplishments of the guidance and counselling programme met/meet your expectations.

3. Does the guidance and counselling programme in your school have a specific curriculum which the guidance teachers follow? What are the components of this curriculum? Is it possible for you to show me a copy?
4. How have you organised to make sure that the G & C programme in your school runs effectively? Tell me everything that you have done as manager of the school.
5. How have you organised to make sure that the G & C programme in your school runs effectively? Tell me everything that you have done as manager of the school.
  
6. How have you specifically made certain that the guidance counsellor and all other staffs that support him/her have the skills that are needed to do their work effectively?
  
7. Tell me how you evaluate the guidance and counselling programme of your school. To what extent has your programme been a success?
  
8. As in every educational programme resources are very important. Tell me what resources you have been able to mobilise specifically for the guidance and counselling programme of your school.
  
9. In your view, what needs to be done to improve the performance of your programme?

Appendix 111

**Student Questionnaire: Satisfaction with the guidance and counselling programs of their schools.**

School:

Type of school: This is to be filled in by the researcher.

I am male/female (Circle the correct answer)

I am ----- years old. (Write your age in the space provided).

I am in Form -----: (Write your Form in the space provided).

Gender of guidance counsellor:

1. Our school has a guidance and counselling programme which is well-known by the students. **Yes/No** (Circle your correct answer)
2. We have guidance and counselling lessons in our class. **Yes/No** (Circle your correct answer).
3. I also had time when I was counselled as an individual **Yes/No** (Circle your correct answer).
4. The problem(s) that I was counselled about was/were (Please, write in the space provided) :-----  
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-----
5. How many times do you have group guidance sessions in a week? **Once Twice/three times/ four times/five times.** Circle your answer.
6. The topics that we have discussed during group guidance are ( Please, write in the space provided)----  
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-----
7. Because of guidance and counselling that I have in my school, I can say now:
  - a. I have a higher self esteem **Yes/No.** please circle your correct answer and comment in the space provided:-----  
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-----
  - b. I have quickly settled in my school because of the induction/orientation I was given when I came into the school for the first time. **Yes/No.** Please circle your answer and comment in the space provided.-----  
-----  
-----
  - c. I am better at looking for jobs and other opportunities in the community and beyond. **Yes/No.** **Please circle your correct answer and comment in the space provided:**-----  
-----  
-----
  - d. I am well behaved at school and at home. **Yes/no.** Please, circle your correct answer and comment in the space provided;-----  
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-----
  - e. There is little misbehaviour by students at our school. **Yes/No.** Please circle your correct response and comment in the space provided:-----  
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- f. Our school is a safe place to learn at. **Yes/No.** Please circle your correct response and comment in the space provided:-----  
-----  
-----
- g. I have learnt study skills as part of that programme. . **Yes/No.** Please circle your correct response and comment in the space provided:-----  
-----  
-----
- h. I now no longer fear tests and examinations. . **Yes/No.** Please circle your correct response and comment in the space provided:-----  
-----  
-----
- i. In the space below, state any other things that you have benefited from the guidance counselling programme at your school.-----  
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