THE ROLES OF DISTRICT EDUCATION OFFICERS IN THE IMPLEMENTATION OF THE GUIDANCE AND COUNSELLING CURRICULUM IN ZIMBABWE

BY

WILBERT CHIPENYU

STUDENT NUMBER: 200060508

Research report Submitted in partial fulfilment of the requirements for the degree of Magister Philosophiae

Supervisor: Dr C.F Pienaar

January 2007

Nelson Mandela Metropolitan University
DECLARATION

In accordance with Rule G4.6.3, I hereby declare that:

THE ROLES OF DISTRICT EDUCATION OFFICERS IN THE IMPLEMENTATION OF THE GUIDANCE AND COUNSELLING CURRICULUM IN ZIMBABWE

Is my own work, that all sources quoted have been indicated and are acknowledged by means of complete references and that it has not previously been submitted for assessment to another University or for another qualification.

Signed: W. CHIPENYU

DATE: 8 January 2007
ACKNOWLEDGEMENT

This study was made possible by the assistance and support of the following persons:

DOCTOR C.F. PIENAAR

His expertise, dedication and accurate guidance and support as supervisor of this study provided a clear framework on which I depended throughout the duration of this study.

MY WIFE PERPETUA, CHILDREN: CHARLOTTE, RUMBIDZAI AND SIMBARASHE

Their dedicated loving care, encouragement, moral and financial support were an immeasurable treasure.

MY COUSIN LYSIAS, HIS WIFE AND DAUGHTER ROPAFADZO

Their assistance, encouragement and support made this study possible

GOD

He has given me good health during the duration of the study and has brought me in contact with the right person to lead this study.
ABSTRACT

This study presents a description of the roles District Education Officers in the implementation of the Guidance and Counselling curriculum in Zimbabwe. The roles of the District Education Officers were researched through the literature study and empirical research. It was found that although their professional contribution is vital in successful implementation, there are other obstacles namely, financial constraints, very high workload, lack of government support and inferior appointment procedures for District Education Officers which tend to hamper them to fulfil their duties.

KEY WORDS

District Education Officers
Guidance and Counselling
Curriculum
Implementation
Resources
Workload
Educational Psychology
THE ROLES OF DISTRICT EDUCATION OFFICERS IN THE IMPLEMENTATION OF THE GUIDANCE AND COUNSELLING CURRICULUM IN ZIMBABWE.

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CHAPTER ONE

INTRODUCTION, PROBLEM STATEMENT, AIM OF STUDY,
METHODOLOGY AND PROGRAMME OF STUDY

1. Introduction

Guidance and Counselling is a very important aspect of any school’s curriculum. If the Guidance and Counselling curriculum is implemented optimally it should enhance learner’s skills in such a way that they can reach their full potential in all areas of their lives.

Reality indicates that this is not however true in practice. Not all learners reach their full potential, therefore the researcher wants to investigate this phenomenon. This study focused on the roles of the District Education Officers in the implementation of the Guidance and Counselling curriculum in Zimbabwe since they are the educational professionals that are responsible for the quality of the implementation process of the Guidance and Counselling curriculum.

1.1 Guidance and Counselling in pre-independent Zimbabwe

In pre-independent Zimbabwe, Guidance and Counselling was only taught in former European, Asian and Coloured schools. Learners within such privileged schools benefited from Guidance and Counselling lessons (Kapuya, 1993:13). Government policy suggested that Guidance and Counselling sessions should consist of individual and group counselling (Mapfumo, 1999:4). This policy is still applicable in Zimbabwe today. Learners with special educational needs were referred to referral centres for individual guidance and counselling while lesser problems were dealt with at schools by Guidance and Counselling teachers. These referral centres were special institutions manned by psychologists who assisted learners with different problems. Referral centres assisted learners with severe educational, social, behavioural, emotional and linguistic problems.
Learners who were excelling in specific subjects like Business Studies and Commerce were identified by both psychologists and Guidance and Counselling teachers at junior school level. After the identification of specific scholastic and/or academic competence, learners were sent to special institutions or were grouped into different classes for specialisation. These were called specialised schools and classes respectively. Kapuya (1993:13-14) suggests that in these schools or classes different learners were taught different subjects as per their identified potentials. Mapfumo (1999:5) suggests that areas of specialisation were academic classes or schools, which targeted university bound learners, business or commerce for those learners to specialise in trade and commerce, and the technical classes or schools focused on the development of technical skills. The remaining learners remained in general schools or classes where they were taught basic skills in different areas or trades for entrepreneurship. Career guidance and counselling programmes were planned according to the career needs of different groups of learners. Experts in different professions assisted in career guidance and counselling. The School Psychological Service was responsible for guiding and counselling learners who exhibited social, personal and educational problems (Mtahwai, 1996: 25).

The School Psychological Service held workshops, meetings and demonstrations with head-teachers (this term in Zimbabwe refers to principals), teachers and learners. The demonstrations were meant to help teachers diagnose learners’ problems and empower the teachers to deal with them. The workshops were geared towards needs assessment where needs of head-teachers, teachers and learners were solicited after which the appropriate assistance would be given. Workshops were also aimed at helping teachers identify learner’s problems and how to cope with them. District Education Officers were responsible for monitoring and assessing the implementation process. The assessment results were used by the School Psychological Service to improve the implementation process (Mtahwai, 1996:22).
1.2 Guidance and counselling in post-independent Zimbabwe.

Zimbabwe became independent on 18th April 1980. After independence the new government developed educational policies that give equal educational opportunities for all. In 1988 Guidance and Counselling was introduced in all the country’s schools and was made compulsory (Christopher, 1992: 7).

Guidance and Counselling sessions were geared towards assisting learners to integrate their academic, social, career and personal growth in order to enhance student performance and maximise their ability to make a meaningful contribution to society. Although the assumption by politicians and planners is that Guidance and Counselling would produce learners who are able to make a meaningful contribution to society, the education system still produces learners who make wrong choices of subjects, employment, friends and so forth (Mapfumo, 1999:15). According to Gwengo (2003:11) learners continue to make wrong decisions despite the introduction of Guidance and Counselling. These include smoking, drunkenness, drug abuse, unplanned marriages, promiscuity, and the wrong choice of careers.

The general opinion is that although Guidance and Counselling has been accepted in principle, the implementation process has been paralysed by not giving it the attention it deserves (Gwengo, 2003:15). Nziramasanga Commission (1999:56) points out that non-examinable subjects such as Guidance and Counselling are ineffectively taught because they are regarded as inferior subjects by both teachers and administrators. The Commission suggests that District Education Officers and head-teachers must play their roles sufficiently in order to ensure that these non-examinable subjects (subjects that do not have public examinations) are well implemented.

These non-examinable subjects are conveniently timetabled but their time is usually used for the revision of examinable subjects as reflected in Guidance and
Counselling committees’ reports. Kapuya (1993:15) observes that Guidance and Counselling teachers have other ‘major’ subjects to which they devote most of the Guidance and Counselling time. According to the Provincial Education Director’s beginning of year report (2005:1 – 4) non-examinable subjects are not properly taught. The blame is put on District Education Officers, head-teachers and teachers who are failing to effectively play their implementation roles.

The preceding findings motivated the researcher to investigate the contribution made by District Education Officers in the implementation of Guidance and Counselling curriculum. District Education Officers have the political power to encourage and motivate all schools in their district to effectively implement the Guidance and Counselling. No school can successfully implement any change without the necessary support from the District Education Officers.

2. Problem Statement

Both the Provincial Education Director (2005:1 – 4) and Nziramasanga Commission (1999:3-36) reports reflect that Guidance and Counselling is not properly implemented. The reports suggest that key players such as District Education Officers, head-teachers and teachers need to improve their performances in order to effectively implement the Guidance and Counselling curriculum. According to the reports, all key players should work hard in fulfilling their job descriptions. The reports suggest that key players’ contribution during the implementation of the Guidance and Counselling curriculum should improve the implementation process of this curriculum. Although the reports indicated that the curriculum will be properly implemented if all role players fulfill their duties, the reports did not specify the duties in detail. In this study the researcher did not focus on the role of teachers but focused on District Education Officers only. Therefore the main problem of this study can be stated as follows:
What is the current contribution of District Education Officers in the implementation of the Guidance and Counselling curriculum in Zimbabwe?

The main problem statement also poses the following sub-problems.

- What are the expected roles of District Education Officers in the implementing of the Guidance and Counselling curriculum in Zimbabwe?
- How capable are District Education Officers in facilitating the implementation of the Guidance and Counselling curriculum and do they have the capacity to carry out their implementation tasks?
- What resources are available for District Education Officers to assist in the effective implementation of the Guidance and Counselling curriculum?

3. Aim of the study

The main aim of the study is to determine the current contribution of District Education Officers in the implementation of the Guidance and Counselling curriculum.

The sub-aims presenting from the above are the following:

- To determine what the roles of District Education Officers in the implementation of the Guidance and Counselling curriculum should be.
- To determine how capable District Education Officers in the implementation of the Guidance and Counselling curriculum and to establish whether they have the capacity to carry out their tasks.
- To establish whether District Education Officers have resources available to assist in the effective implementation of the Guidance and Counselling curriculum.
4. **Delimitation of the study**

This study has been conducted in the Chivi district of Zimbabwe since the researcher is teaching in this district, which empowered him to collect data easily.

The Chivi district is in the Southern part of the Masvingo province in Zimbabwe. It covers an area of about 10 000 km\(^2\). The district has a total of one hundred and twenty five (125) schools and five (5) District Education Officers responsible for Guidance and Counselling in all the schools. Although there are other key players such as head-teachers and teachers that could have been involved, this study only focused on the District Education Officers.

5. **Methodology**

According to Holliday (2002) and De Vos (2001) qualitative research is used in social sciences, because they align themselves with the characteristics of qualitative research. When properly used, qualitative research enables a clearer and articulate understanding of people or subjects’ realities as they occur naturally.

This research is about people such as head-teachers, District Education Officers, teachers and learners, and their roles in the implementation of the Guidance and Counselling curriculum. The focus of this study is the contribution made by District Education Officers in supporting the implementation process of the Guidance and Counselling curriculum in schools.

Qualitative research is concerned about interpreting social life as well as the meaning that people attach to it (Schurink, 1998:24). According to McMillan and Schumacher (1993:373), “Qualitative research is concerned with understanding the social phenomenon from the participants’ perspective.” In this study the researcher aims to understand the contribution made by District Education...
Officers in the implementation of the Guidance and Counselling curriculum and therefore makes it suitable for the qualitative approach.

McMillan and Schumacher (1993:391) and Holliday (2002:4) suggest that the qualitative researcher should involve participants in checking whether the collected data reflect their feelings or not. The qualitative approach sees the subjects as both participants and subjects in the sense that the participants themselves must make clear to the researcher what their true feelings or perceptions are. The subjects of this study are District Education Officers in Chivi district and the researcher wants to find out what their feelings and perceptions are about their role in the implementation process of the Guidance and Counselling curriculum.

According to McRoy (1995:2009-2015) and McMillan and Schumacher (1993:4-15) qualitative research is concerned with understanding rather than with explanations, with observations of phenomenon rather than with controlled measurement and with understanding reality from the perspective of the insider rather than with the outsider perspective to which quantitative research is aligned. Qualitative designs investigate behaviour as it occurs naturally in the setting or context hence “…data consists of words in the form of rich verbal descriptions rather than numbers” McMillan and Schumacher, (1993:37).

Qualitative research concerns itself with multi-paradigmatic and multi-method techniques. Struwig and Stead (2001:11 and 226) suggest that qualitative research is characterised with designs such as phenomenological, ecological, psychological and ethnographical methods and employs methodologies such as participant observation, document analysis, interviews, focus groups and content analysis. The phenomenological approach aims at understanding and interpreting the meaning that subjects attach to their contexts in which they live (Fouch‘e, 2001:273). This qualitative research aims at understanding District Education Officers’ contributions in the implementation process of the Guidance and
The major goal of phenomenological research is to find common themes drawn from the meanings presented by participants during data collection (Struwig and Stead, 2001:16). According to Kvale (1996:38:39) phenomenological research approach include a focus on the life world of the subjects, a precise description of data they provide, grouping data into units, and categorizing data by combining related units in order to draw meaning from data provided by the subjects.

In order to analyse data, the researcher extracted common, central or general themes from all the data obtained from the participants about their contexts. This study utilized interviews with observations of participants as data collection techniques. According to Fouché, (2001:273) and Miles and Huberman (1994:27) phenomenological researchers basically use participant observation and interviews as methods of collecting data after which phenomenological reduction is applied to the data.

Phenomenological reduction can be viewed as the process of selecting, focusing, transforming, “bracketing” the “raw” data collected during participant observation and interviews in order to arrive at an unprejudiced description of phenomena (McMillan and Schumacher, 1993:498 – 499). There is need for critical awareness and analysis of the researcher’s own pre-suppositions, in order to understand the true nature of data. In this study the researcher appointed a co-researcher who accompanied him to the research field to assist in co-observing and co-interpreting the interviews with the participants. The independent coder assisted the researcher in coding collected data into common themes. The two, co-researcher and independent coder limited and controlled the researcher’s own influences on and bias towards the participants and the data collected hence the data reflected the true behaviour and feelings of participants. After discussions, comparison of data and interpretations - conclusions were drawn.
The study consisted of a review of literature and documents regarding the contributions of District Education Officers in the implementation of the Guidance and Counselling curriculum.

In the empirical study, District Education Officers were interviewed to obtain their perceptions on their roles in implementing the Guidance and Counselling curriculum. A letter written to seek permission to interview District Education Officers is attached as Addendum C. The data collection strategies for this study will now be described.

5.1 Data Collection

5.1.1 Strategies for data collection

For the purpose of this study the researcher used interviews, participant observation and field notes taken during interviews and observation as data collection strategies. Informed consent from participants was obtained before starting the research process.

According to Strydom (2002:65) obtaining informed consent implies that all possible information regarding the aim of the investigation, the procedure to be followed during the investigation, the possible advantages, disadvantages and dangers to which participants may be exposed should be put to the potential participants in the research. Informed consent is also required in ensuring the confidentiality of identity (Kvale, 1996:153). This study implemented the above in obtaining informed consent from participants. Letter of informed consent is attached as Addendum D.

The indicated strategies to be implemented in this research are now discussed.
5.1.1.1. Interviews

Kvale (1996:38) suggests that conversation, as a basic mode of human interaction should be applied during interviews in social research. Through conversation for instance, questions and answers relationship and trust between the researcher and participant develop (McMillan and Schumacher, 1993:37). The relationship and trust enable the participants to give their true experiences, hopes, feelings and their perceptions of the world they live in.

According to McMillan and Schumacher (1993:426) qualitative interviews take multiple forms, such as conversational interviews, the interview guide approach, and the standardised open-ended interviews. These forms of interviews can all be used in one interview schedule to obtain descriptions or narratives of the life world of the interviewees. The narratives or descriptions enable the interpretation of the meaning of the described phenomena. An interview is a conversation that has a structure and purpose and has a careful questioning and listening approach with the purpose of obtaining knowledge.

The data collected from interviews is described in terms of central themes emerging from all interviews. The qualitative research interview is therefore theme oriented and seeks to understand and describe the meanings in the life world of subjects as it seeks to cover both factual and the meaning nature of the interviews which as such compose the data (Kvale, 1996:96). The themes in qualitative data allow the description of meaning in the life world of subjects.

The researcher and co-researcher interviewed the five District Education Officers together. All the interviews were audiotape recorded. The recorded interviews were transcribed into written text, together with the observations as written in the field notes by both the researcher and co-researcher independently. The researcher, co-researcher and coder, each transcribed and coded the data separately into themes and sub-themes and common themes emerged from their findings once put together.
Potter (1996:96) says that interviewing is the technique of gathering data from people by asking them questions and getting them to react verbally on their perceptions. Interviews can be structured or unstructured. According to Chikoko and Mloyi (2000:98) and McMillan and Schumacher (1993:428) qualitative research studies can employ unstructured or semi-structured interviews or a combination of both. Predetermined questions are asked to interviewees in a systematic and consistent manner giving subjects the opportunity to discuss issues beyond the questions’ confines (Struwig and Stead, 2001:98). This technique enabled the researcher to obtain detailed data from interviews through multiple responses and through asking further probing questions. Semi-structured interviews have been used for the purpose of this study.

5.1.1.2 Observation

“Participant observation enables the researcher to obtain people’s perceptions of reality expressed in the actions and expressed as feelings, thoughts, and beliefs” (McMillan and Schumacher, 1993:419). Observation is an active process, which captures multiple data such as facial expression, gestures, tone of voice and other non verbal social interaction, which provide useful information from the environment, setting or activities being observed. The locale for observation depends on the purpose. The interview during which observation took place was conducted at the Chivi District Education Offices.

Participant observation is coherent with qualitative research and has long been the traditional method of conducting field research. Data are mostly collected in the form of field notes representing the researcher’s and co-researcher’s perceptions of events that occur (Drew, Hardman and Hart, 1996:37 and 39). Bruyn in Mtahwai (1996:26) also argues that the participant observer seeks the essence of the life of the observed and to find a central unifying principal or common theme.
Grazino and Rauling (2000: 131) suggest that as observers, the researcher and co-researcher become part of reality through observation and may contribute to it. The data collection techniques that were used in this study were interviews, observations and field notes. The field notes included everything that the researcher and co-researcher saw or heard during their participation in the research.

5.2. Validity and reliability

According to McMillan and Schumacher (1993:385), “Reliability in qualitative research refers to the consistency of the researchers’ interactive style, data recording, data analysis and interpretation of data”. Validity pertains to whether the study investigates what is intended to be investigated in the first instance. According to Kvale (1996:88) qualitative research should lead to valid scientific findings as long as it is ensured that the research aims are met. It is not quantity that makes data valid, but whether the researcher interprets the data appropriately, that is in terms of the research aims (Holliday, 2002:77).

Validity and reliability in qualitative research can be problematic, as most indicators of validity and reliability do not fit qualitative research, and attempting to apply these indicators to qualitative work may distract more than it clarifies (Rubin and Rubin in Chikoko and Mloyi 2000:85). There are certain measurements that the qualitative researcher can and should apply to ensure the validity of his qualitative data (Miles and Huberman, 1994). Struwig and Stead (2001:144) identify three different forms of validity that should be considered and utilized in qualitative research.
The three forms of validity are:

- **Descriptive validity**, which refers to the accuracy of data collected. The use of co-researchers can enhance the accuracy of data collected. In this study the researcher liaised with co-researchers to ensure that the data collected reflected what the subjects conveyed.

- **Interpretative validity**, which refers to whether the subject’s responses are correctly recorded. The participants are required to check whether the researchers’ interpretation of their conveyances reflect their true responses. In this study participants were required to check and establish that the researcher understood them correctly.

- **Theoretical validity** is concerned with whether there is agreement between the researcher and co-researcher about the concepts or theory used to study the phenomena elicited in the research.

McMillan and Schumacher (1993:391-395) suggest that internal validity refers to the extent to which descriptions of the phenomena agree with the realities of the world. Internal validity can be met through cross checking of observations and results with co-researchers. External validity according to them (McMillan and Schumacher, 1993:391-395) is “…the extension of understanding, detailed descriptions that enable others to understand similar situations and extend these understandings in subsequent research.” This research ascertained validity of common themes in the above ways.

Reliability of data collection can be assured through the use of a combination of strategies such as verbatim accounts, low inference descriptors, multiple researchers, mechanically recorded data, participant researcher, member checking, participant review, and negative cases (McMillan and Schumacher 1993:388-390).

This study used the following strategies to ensure reliability of data collection:

- **Verbatim accounts** is when data reflect actual words of the participants to illustrate participant meaning. In this study the researcher used a tape recorder during all interviews with participants so that the data reflected participants’
actual words. The transcription of interview data was done from the recorded interview taking the participants’ responses word for word with all language deviations such as tenses and grammar. The use of multiple researchers, in other words researcher and co-researcher minimized threats to reliability of data. Both the researcher and co-researcher recorded data independently, after which they compared their findings. In this study the researcher appointed an independent co-researcher with whom he liaised in order to control that the data collected was a true reflection of the subjects’ conveyances.

- In this study the researcher checked with participants to ascertain that the data reflected the interviewees’ actual responses.

The use of multiple informants or data collection methods can greatly influence the study’s usefulness or transferability to other settings (De Vos, 2001:352). This method is called triangulation and it enhances the transferability of a study to other applicable settings. According to Miles and Huberman (1994:266) triangulation as a method is supposed to support a finding by showing that independent measures of it agree with or, at least do not contradict.

According to McMillan and Schumacher (1993:498) and Miles and Huberman (1994:267) forms of triangulation are, triangulation by data sources (people, times, context) by method (observation, interviews), by researcher (researcher one and two) and by theory. This study utilized three kinds of triangulation namely, data triangulation, researcher triangulation, and methodological triangulation to compare and agree upon the results and findings.

5.3 Data Analysis

5.3.1 Determining common themes

Qualitative data analysis is concerned with the process of organizing data into themes that emerge from the data (McMillan and Schumacher, 1993:479). Holliday (2002:104-105) suggests that the researcher searches for natural
divisions or themes in the data, making use of areas of significance as they are reflected in the collection of data. Arriving at these can be achieved by formal analysis of transcribed text as well as from what was observed during data collection. The researcher searches for themes by reading through the transcribed text, while noting down probable themes and initial codes, thereafter these notes are grouped into themes (Creswell, 1998:148).

Tesch (1990:154 – 156) suggests the following steps during the process of data analysis:
- The researcher reads carefully though all the transcripts to get a sense of the whole.
- He then selects any transcription to start reading while asking, “What is this about?” then writing down the possible themes in the margin, and then trying to identify main themes or categories. This is then repeated with all the other transcriptions.
- A list of all emerging themes is made. Similar themes are grouped together.
- The themes in the list are abbreviated into codes and these codes are written next to the appropriate segments of the text.
- The groups of themes are then turned into categories and these categories are grouped together if necessary that is if they are related to reduce the list of categories.
- The data belonging to each category is then assembled from the text, to be able to perform analysis of the nature of the categories.

5.3.2 Coding

Coding the data is also a form of analysis. According to McMillan and Schumacher (1993:486), “Coding is the process of dividing data into parts by a classification system”. To ensure reliability of data all interviews are recorded in a verbatim way. The recorded interviews are transcribed and the transcribed texts will be coded to establish common themes. Codes are used to organise chunks of meaning together into themes. The appropriate method is to go through the
transcripts or field notes with a pencil marking units that cohere because they deal with the same topic and then to group them into topics (themes). After the themes and their corresponding codes have been set up, the transcripts are then read again and the sections marked with an appropriate code that identifies a certain category or theme (Rubin and Rubin in Chikoko and Mloyi 2000:85). The coding process divides the transcribed data into categories or themes. After the identification of separate themes, they have to be grouped together into categories, according to the results of the research; thereafter an integrated explanation should be offered in the discussion of these results. This procedure was followed in this research.

5.4. Sampling

In qualitative research, sampling is concerned with gaining access to relevant evidence about the phenomenon to be studied. Access refers to practical logistical concerns while relevant refers to validity concerns. Gaining access calls for the site that permits access and subjects that are able to take part in research. According to Potter (1996:108) the selection of an appropriate sampling method, is one of convenience, suggesting that the researcher will make use of the most available sites and human subjects required for the research. Convenient sampling according to Struwig and Stead (2001:111) is sampling chosen on the basis of subjects who are available, accessible and articulate. According to these two authors the sample is selected on the basis of expert judgment of the researcher. The researcher chooses what he believes to be the best sample for a particular study. According to McMillan and Schumacher (1993:382) qualitative inquiry depends on “…information-richness of the cases and the analytical capabilities of the researcher than on the sample size”.

In this study the researcher made use of judgment sampling for selecting District Education Officers. Singleton in De Vos, Strydom, Fouché, and Delport (2004:208) says that judgment sample depends on the researcher’s judgment that the sample contains typical requirements of the population. For the purpose of this
study, judgment and convenient sampling was used to select District Education Officers who were working in Chivi district. District Education Officers could best give their contribution in the implementation of Guidance and Counselling than any other subject and therefore they were an ideal sample for this research. There were only five District Education Officers in Chivi district and all of them were involved in the research after seeking their prior consent.

6. Explanation of concepts in the title of the study

6.1 Implementation

According to Fullan (1996:65) implementation is a process of putting into practice a new idea, programme or set of activities which is new to users in an endeavour to change behaviour in directions suggested by the innovation. This conceptualisation of implementation implies growth in individual users such as teachers and learners and the organisation as part of the system which has to grow as change is in process. It is the actual teaching of a subject curriculum and its success depends on teachers, learners, head teachers and District Education Officers.

6.2. Guidance

Guidance is a process of assisting learners understand their environment, make the most of their opportunities and plan for the future (Kapunga, 1993:3). The concept includes helping learners realize their abilities, strengths and weaknesses. In this study the concept refers to the process of assisting and leading learners into appropriate careers, subject combinations, behaviour as well as marriages.

6.3. Counselling
Counselling is emotional and psychological rehabilitation of an affected learner, (Kapuya, 1993:3). It seeks to impart the needed and relevant emotional and psychological mechanisms to withstand particular problems and to empower the learner to reach his/her full potential.

6.4 Roles
Role is acting out of expected behaviour in any given situation relating to the status of the actor, (Provincial Education Director, 2005:4)

6.5. District Education Officers
District Education Officers are educational managers in a district who direct and lead all educational matters. Their job profile includes mobilizing materials and human resources, ensuring policy implementation, enforcing ministerial laws and regulations as well as supporting the district’s implementation efforts (Provincial Education Director, 2005:4).

7. Programme of study
The course of the study is as follows:

Chapter One
This chapter provides the introduction to the study. The problem statement is stated with subsequent sub-problems. Research aim, sub-aims and methodology are discussed and thereafter-main concepts are defined. The chapter also provides the delimitation of the study and programme of the study.

Chapter Two
This chapter will contain a literature review of the implementation process, roles of District Education Officers in implementing Guidance and Counselling. Three models will be briefly described and one will be selected for the conceptualisation of this study. The selected model will be discussed under six strategies for successful implementation.
Chapter Three
In this chapter a description of resources and their availability to District Education Officers will be given. The importance of District Education Officers’ capacity to lead the implementation process is also discussed.

Chapter Four
This chapter will contain the description of the execution of the research. The results of the study will be presented and will be discussed upon.

Chapter Five
This chapter will contain the findings, summary, conclusions and recommendations.
CHAPTER TWO

THE IMPLEMENTATION PROCESS OF THE GUIDANCE AND COUNSELLING CURRICULUM IN ZIMBABWE.

2.1 Introduction

This Chapter contains a review of literature to gain clarity and insight in the process of implementation, roles of key players and the contribution of District Education Officers in implementing the Guidance and Counselling curriculum.

2.2 The implementation process

Fullan (1991:65) defines implementation as “… the process of putting into practice an idea, program or set of activities, which is new to the people attempting to bring about a change”. Implementing a curriculum innovation result in growth in the part of users from their existing practices to those suggested by the innovation (Mtahwai, 1996: 24). Successful implementation of innovations requires change in resources, teaching strategies, organisational structure and assessment tools and procedures. Change is possible in schools and districts where administrators give maximum support to the implementation process (Provincial Education Director, 2005:3).

It is believed that a curriculum change needs the support of different administrators such as District Education Officers and head-teachers. Support necessary for change includes orientation, capacity building and supply of adequate resources. Implementation failure is closely tied to lack of support from administrators, which may lead to misunderstanding and underestimation (Nziramasanga commission, 1999:59). According to Tele (1998:9) a well-implemented education policy should achieve the learning outcomes for which it
was developed. The growth of individuals and the organisation is the central goal of innovations (Fullan, 2000:224). Both implementation levels (macro and micro levels) should be aimed at achieving the learning outcomes.

In Zimbabwe, the implementation of curriculum policy occurs at two levels namely macro and micro levels (Kapunga, 1993:14). Macro-implementation process poses four loosely coupled passages (the passages are not implemented in a linearly fashion but they depend on each other) and the micro-implementation process has three phases to which outcome of policy depends (Chivore, 1995:36). The macro and micro implementation levels will be discussed next.

2.2.1 The Macro implementation level

Ndawi and Peasuh (2005:211) and Berman in Mtahwai (1996:27) provided a summary of activities for the macro-implementation process, which can be presented diagrammatically as shown in figure 1 below.

**Figure 1**

**The macro- implementation process**

- **Administration** 1. If P, then G (an authoritative policy decision P, leads to government programme, G)
- **Adoption** 2. If G, then A (the government programme G, leads to adoption of local project, A)
- **Micro-implementation** 3. If A, then I (the local project A leads to an Implemented practice, I)
- **Technical Validity** 4. If I, then O (the implemented practice I, leads to outcome, O)

This Figure assumes a step by step or linear model of curriculum implementation at macro level. The Ministry of Education, Sport and Culture develops education policies for all schools in the country (Nziramasanga Commission, 1999:40). The
developed policies are given to the Curriculum Development Unit that designs syllabi for all schools. The Curriculum Development Unit distributes the curriculum materials to schools through District Education Officers for adoption (preparing for the implementation process). Schools are expected to teach the given curriculum as per the curriculum frameworks and thereafter the government (through the Zimbabwe Schools Examinations Council- sets public examinations to determine the degree of implementation in any given curriculum. Teachers are expected to effectively teach at micro-implementation the given curriculum so that their learners would pass the public examinations. Micro– implementation is discussed below.

2.2.2 Micro– implementation level
Micro-implementation is the process during which local decisions are taken (Jordan in Chivore, 1995:169). Micro-implementation takes place when different schools are involved in the implementation process. Micro-implementation has three phases which must be accomplished to enhance successful implementation. These phases are adoption/mobilisation, teacher use/deliverer and institutionalisation (Fullan, 1991:66-93 and Berman in Mtahwai, 1996:27-28). Each of these phases has specific processes which should influence effective implementation of a curriculum. The micro-implementation phases are discussed next.

2.2.3 Micro-implementation phases
2.2.3.1 Adoption / Mobilisation
The school takes the decision to adopt a curriculum during micro-implementation process. The adoption or mobilisation phase involves the highlighting of what the new curriculum entails and encourage schools to accept the curriculum. In the Zimbabwean context Curriculum Development Unit directs all school to adopt a specific curriculum such as the Guidance and Counselling curriculum (Kapuya, 1993:11). Although all schools are expected to adopt a curriculum from the Curriculum Development Unit, it is not always obvious that the given curriculum
is going to be adopted. There are many factors that can either enhance or hamper adoption of a curriculum. Adoption is difficult when the reasons for change are not clear or poorly conceptualised (Hagreaves, 2000:281). District and school administrators must work closely together to clarify the curriculum goals to all users as early as possible. Users commit themselves to innovations with well-known advantages. The organisation must develop a common image of the innovation and members are encouraged to direct their efforts towards achieving that image. Many innovations fail because they are “adopted” before they are clearly understood by users (Fullan, 1991:52). Administrators should find ways and techniques of clarifying the innovations to users and assisting them during the implementation process.

District officials plan ahead as far as workshop schedules, resource allocation, assessment procedures and the setting of objectives are concerned. Plans must be closely implemented and refined throughout the duration of the programme (Chivore, 1995:16). If District Education Officers are not committed to their implementation roles, the plans will not move beyond the written pages (Christopher, 1992:7). Administrators must encourage members within the same school to give each other support such as developing collaborative cultures throughout the implementation process. The relationship among all curriculum users is an important element for successful implementation. Fullan and Hagreaves (1998:90) lament that although “…relationship building is central to success”, it is ignored by administrators. District Education Officers should help schools to accept and commit themselves to the innovation.

2.2.3.2 Teacher use/ deliverer

This is the phase when teachers are staff developed in as far as the goals of the curriculum are concerned and they are oriented on their expected responsibilities. The implementation process encompasses activities which are meant to overcome resistance to change. The magnitude of implementation is determined by the perceived relevance of products (Fullan in Gwengo, 2003:22). Curriculum
projects that seem to address a perceived need have a better chance of success. The degree of implementation of an innovation (a curriculum change made in the established way of doing things) is determined by the innovation’s perceived need, quality and practicality (Nziramasanga Commission, 1999:53). Practical changes are those that address important issues and are within teachers’ implementation capacity (Fullan, 1991:72). All implementation activities by District Education Officers should enhance successful implementation of innovations in the district.

District Education Officers must encourage and motivate (head-teachers and teachers) users to work in teams and they have to work in teams themselves (Kapuya, 1993:14). Users should be given adequate time to share ideas throughout the implementation process. Collaboration and continuous training of users are priorities in successful implementation of innovations. According to Fullan (1991:29) the timing and training could vary depending on the needs of users. Therefore there is a need for continuous orientation and implementation workshops to be held throughout the programme’s existence.

Schools must receive the necessary support during the implementation process (Nziramasanga Commission, 1999:56). Implementing sites must have a continuous supply of adequate and appropriate resources. Hargreaves (2000:8) suggests that most innovations fail because they are poorly resourced or resources are withdrawn prematurely. Time is an important resource which is not budgeted for during the implementation process, partly because of work overload for both teachers and District Education Officers and partly because District Education Officers do not value time as a resource (Kapuya, 1993:20). Successful implementation of innovations requires adequate time, money, human and other material resources. For any educational reform to succeed there is need for a parallel economic reform (Zivai, 2002:14). Successful implementation of innovations results in institutionalisation, which will now be discussed.
2.2.3.3 Institutionalisation

Institutionalisation is “… stabilizing change within an organisation” (Berman in Mtahwai, 1992:23). Institutionalisation goes beyond the implementation process to include the introduction of the change into the organisation (Provincial Education Director, 2005:5). Innovations that are legitimised by power holders have better chances of institutionalisation. According to Berman and McLaughlin in Fullan (1991:88) lack of support from district officials will result in non-continuation. District officials should show their commitment through actions in order to motivate implementers’ desire to institutionalise the change (Provincial Education Director, 2005:5). Supply of adequate resources to all schools is an important form of support from administrators.

Adequate resources should be allocated for the programme being institutionalised (Chivore, 1995:16). Innovations should have sufficient resources that are relevant to their goals and great care must be taken not to oversupply resources for innovative projects (the curriculum that is changing or bringing in new ideas). Oversupplying of resources may negatively affect institutionalisation in the event of the withdrawal of the resource support (withdrawal of donor support affected curriculum project they funded, for example Aids Education (Nziramasanga Commission, 1999:58). District staff must appoint and retain or keep change-oriented personnel (human resource support) to lead the implementation process in their district schools. The greatest threat to institutionalisation is staff turnover (Mapfumo, 1999:23). District Education Officers should control teacher turnover in order to maximize their skills in successful implementation of innovations.

2.3 Roles of key players in the implementation process

The implementation process requires different key players to properly execute their roles. Key players are teachers, learners, head-teachers and District Education Officers (Nziramasanga Commission, 1999:38). These key players need to execute their roles effectively to enhance successful implementation.
According to Miles, Ekholm and Vandenberghe in Chivore (1995:21) the programme’s success depends on teacher mastery of the programme’s goals and their commitment level. Teachers must be persuaded to accept and commit themselves to innovations. No matter how clear and articulate curriculum goals and objectives might be, the programme’s success depends on the teacher (Fullan, 1991). Teachers must be clear about change requirement and their new roles in order to effectively play their roles. District Education Officers must commit themselves to develop the capacity of head-teachers and teachers (capacity to effectively implement the given curriculum) throughout the implementation process. Hagreaves (2000:82) says that “When professional communities misunderstand or contest policy goals, the road to the classroom is difficult”. In successful implementation change-oriented teachers need the support of competent head-teachers to successfully perform their roles.

The school head-teacher is instrumental in the enhancing of innovative programmes at school level (Mapfumo, 1999:16). It is the head-teachers’ responsibility to prepare, monitor, evaluate and make necessary interventions during all micro-implementation activities. Fullan (1991:76) argues that the school’s effectiveness is the product of the head-teacher’s influence. Head-teachers should work closely together with teachers in all implementation issues. Effective head-teachers mobilize adequate materials and human resources for their schools (Kapuya, 1993:17). In addition to supporting teachers, head-teachers must also support learners during the implementation process.

Learners are important players during the implementation process although they are usually ignored during decision-making and vision building (Fullan in Gwengo, 2003:28). If learners do not enrol for a particular subject, the change effort is fruitless. The degree of implementation success (the extent to which curriculum objectives are achieved) is determined by learners’ behaviour change.
as a result of the innovation. Taylor in Chivore (1995:168) suggests that the heart of all learning is the teaching and learning which should occur.

- **Roles of District Education Officers**

At macro level District Education Officers draft curriculum policies and design curriculum frameworks for all schools in Zimbabwe. At district level they facilitate curriculum implementation in their specific districts (Provincial Education Director, 2005:4). District Education Officers prepare and persuade users through workshops and meetings to accept and adopt innovations. They are capable of influencing the degree of implementation in their districts (Provincial Education Director, 2005:4). According to Nziramasanga Commission (1999:63) District Education Officers must ensure that, orientation of new teachers and continuous development of skills are in place in the whole district as they are important elements for effective implementation. Support from District Education Officers includes the establishment and coordination of different implementation activities which are important elements in successful innovations.

Successful implementation of projects in any one district depends on the degree of support from District Education Officers (Provincial Education Director, 2005:7). According to Fullan (1991: 74) schools do not take innovations seriously unless the district staff demonstrates through action that they should. District Education Officers should take a leading role in all implementation activities in their district. They should demonstrate their commitment to innovations by supplying adequate and relevant resources to all schools. The district must find mechanisms to retain or keep all change-oriented head-teachers and teachers. The transfer of change-oriented staff adversely affects the whole process of implementation. Gwengo (2003:47) says that head-teachers’ and teachers’ turnover is a barrier to institutionalisation. District Education Officers need adequate time to perform their implementations roles properly.
District Education Officers must allocate sufficient time for the clarification of curriculum goals and explanation of new roles to all users. Time must be made available for users to learn and adapt to their new roles. According to Fullan (1991:55) research shows that some teachers are capable of helping colleagues more than any other facilitator and therefore District Education Officers should budget for collaborative time among teachers. They are powerful in ensuring successful implementation of projects at district level.

Although District Education Officers have important roles to play in successful implementation, many other factors can hamper their implementation efforts. Mapfumo (1999:17) suggests that District Education Officers should be experts in all of the subjects they are responsible for. Mapfumo goes on to say that if District Education Officers are not experts in subjects they are responsible for, the concerned district experiences a lot of implementation problems. The criteria for appointing District Education Officers should specifically focus on their capacity (ability to perform expected roles) and qualifications rather than experience (number of years as a head-teacher) (Christopher, 1992:11).

2.4 Conceptualisation in the implementation of a curriculum

Different models present the roles of key players in the implementation process of a curriculum. Three models will be briefly described. These are Fullan’s 1991 model, Fullan and Watson’s 1997 model and Hord’s 1995 model.

2.4.1 Fullan’s model

Fullan (1991:81) identifies six themes which are necessary for successful implementation of a curriculum. These themes are vision building, initiative taking and empowering, staff development / resource assistance, restructuring, monitoring and problem solving and evolutionary planning. In successful changes, these themes depend on each other throughout the implementation process. The themes provide a strategy for both the what (activities) and how
(methodologies) of improvement (Fullan, 1991:81). The stated themes are briefly described below.

Vision building is the process whereby organisations develop a shared vision which provides the direction and strategies for successful implementation. Fullan (1991:81) suggests that vision building should include all users (head-teachers, teachers, learners and parents) so as to develop a sense of ownership, which is favourable for commitment and development. District Education Officers need to be knowledgeable about this innovation in order to help users in a proper way.

Fullan (1991:83) suggests that administrators must be conversant about the innovations’ requirements and must adapt their plans to suit that. Locus and Miles’ study in Fullan (1991:83 – 84) points out that successful schools were supported by expert administrators throughout the implementation process. District Education Officers should encourage and demonstrate open communication and teamwork which are coherent with effective implementation. Effective communication is important during staff development programmes. In other words communication enhances free exchange of ideas between administrators and the staff.

Fullan (1991:84) asserts that staff development is central to successful change in practice. There is need for both pre-implementation training and continuous training during the implementation process. Time should be created to allow for both workshops and the interaction of teachers (collaboration or professional dialogue) to enable the building of implementation capacity in teachers. District Education Officers need to monitor the staff development programmes so as to assist them (staff) accordingly. Monitoring is important for successful implementation because it provides the limitations and the suitability of new ideas during the implementation process (Fullan, 1991:86). Through monitoring, District Education Officers may restructure implementers’ roles to suit the innovation.
According to Fullan (1991:86) schools that are geared for improvement restructure their roles, governance and organisational arrangements. Restructuring include changing communication systems (that is top –down or bottom –up) depending on the innovation’s requirements. A combination of top-down and bottom-up means of communication is more aligned with successful innovations (Kapuya, 1993:15). Schools must be allocated sufficient time for users to learn and adjust to the new communication structures.

2.4.2 Fullan and Watson’s model

Fullan and Watson (1997:49) identify strategies for building a professional development infrastructure. The model’s strategies are the following;

- Vision for student and adult learning,
- District restructuring to focus on teaching and learning,
- Roles and engagement and
- Communication and external connections.

These strategies are not met unless all users are involved in the activities of each strategy.

The involvement of many participants or users in curriculum innovations provides greater clarity and focus (Fullan and Watson, 1997:51). Users share ideas from time to time and thus building their implementation capacity. District Education Officers help all groups of users such as head-teachers, teachers, learners and parents during the implementation process. They also clarify aims of the new curriculum, monitor progress, provide resources, help link people and build coherence (Fullan and Watson, 1997:51). Collaboration is important for the development of commitment towards the envisaged goals. Schools should cooperate with their communities to get their (community) support during the implementation process (Chivore, 1995:71).
District Education Officers should encourage schools to work closely with their communities in all their implementation endeavours. Community support is paramount for successful implementation of innovations (Mapfumo, 1999:16). Schools must involve parents in the education of their children as much as possible (Fullan and Watson, 1997:53). They (Fullan and Watson) add that learners learn better when their parents are involved in their learning. There should be ongoing communication between the school and the school community.

In their study, Fullan and Watson (1997:53) found that consistent and open communication is very important for successful educational reform. Ongoing communication eliminates misunderstandings and promotes innovative ideas within organisations. Successful schools encourage intra and inter-schools communication networks. The link with other schools enables an easier capacity building as users meet many experts during the process. In this regard, Fullan and Watson, (1997:54). say “The external connections and access to expertise are critical in reform development”

2.4.3 Hord’s Model
Hord (1995:94) identifies a combination of pressure and support as central dimensions of the implementation process. Pressure takes place when administrators (District Education Officers and head-teachers) direct or encourage schools to implement government policies. For example the District Education Officers can supply adequate resources to schools which are implementing government policies properly and withholding support from those schools which are not effectively implementing the curriculum. On the other hand support includes the clarification of curriculum aims and objectives, workshops and other forms of assistance that enhances effective implementation. The model suggests six strategies in which administrators like District Education Officers combine pressure and support to enhance successful implementation. The six strategies are:
- Developing and communicating a shared vision,
- Planning and providing resources,
Investing in continuous staff development,
Assessing progress,
Providing ongoing assistance and
Creating an atmosphere for change.

The district officials provide guidelines on how schools should implement the curriculum (Hord, 1995:1995). They also clarify the curriculum goals and objectives to the implementers (head-teachers and teachers) (Kapuya, 1993:12). The District Education Officers should both clarify the policy stipulations and encourage schools to work towards achieving policy goals. Schools also need the support of District Education Officers in building their visions.

According to Hord (1995:92) “A clear and well communicated policy vision provides the basis for clear planning.” Schools need enough time during the building and clarification of vision. Implementers must be effective and efficient in their new roles, skills, beliefs and requirements in relation to the innovation. The failure of a greater number of innovations emanates from the users’ lack of new skills (Hord, 1995:97). District Education Officers should have clear assessment procedures that enable them to assist schools during the implementation process of the Guidance and Counselling curriculum.

Assessment of progress enables District Education Officers to help head-teachers and teachers to channel their roles in accordance to the new policies. Effective leaders visit schools to assess how the Guidance and Counselling curriculum is being taught. Assessment results are used by District Education Officers to assist the concerned schools on how best to implement the curriculum (Provincial Education Director, 2005:3). Assessment provides data on strengths, weaknesses and needs of the different schools and individuals and thereafter appropriate assistance is given to the specific schools and individuals. Administrators such as District Education Officers and head-teachers play leading roles in assisting schools during all implementation efforts (Chivore, 1995:100).
According to Hord (1995:99) education managers play leading roles in all change efforts. In districts where District Education Officers distant themselves from implementing sites and/or implementers (head-teachers and teachers), the success of innovations is difficult (Nziramasanga Commission, 1999:87). Implementers commit themselves to innovations that are supported by District Education Officers.

In this study Hord’s model was used to establish the contribution made by District Education Officers in the implementation of the Guidance and Counselling curriculum because the six strategies (Hord, 1995) are compatible with the roles of District Education Officers.

2.5 A description of District Education Officers’ roles

2.5.1 Introduction

Hord (1995:90) says that different key players should work together in harmony by supporting one another throughout the implementation process. The roles of all key players (head-teachers, teachers and District Education Officers) influence one another during the implementation process. Implementing curriculum policies require District Education Officers who effectively play their roles. The District Education Officers should support and encourage all schools to commit themselves to the innovation. They supply curriculum materials to all schools in their districts. According to Fullan and Watson (1995: 51)

The district can provide and clarify the broad vision of student learning, can set expectations, monitor progress, provide recognition and support, and help to link people and build coherence.

The District Education Officers have the professional and political influence to facilitate the implementation of a curriculum. The nature and amount of pressure and support from District Education Officers determine the magnitude of implementation. Effective District Education Officers continuously provide both
pressure and support to all schools (Hord, 1995:92). They work with all schools in an endeavour to clarify change requirements and encourage schools to implement the curriculum effectively. The failure of innovations is aligned to District Education Officers’ failure to combine pressure and support throughout the implementation process (Mapfumo, 1999:67). District Education Officers should properly allocate roles to all users and each user should be clear of his or her roles.

The Zimbabwean curriculum policy lacks concrete description of what head-teachers, teachers, managers and other users should do when implementing the Guidance and Counselling curriculum in schools (Nziramasanga Commission, 1999:67). To make matters worse, Guidance and Counselling is not offered at teacher training colleges. Sugure (1997:34) laments that, “… despite the powerful and seductive sentiments of the Guidance and Counselling curriculum its implementation for teaching was vague and imprecise”. For successful implementation of the Guidance and Counselling curriculum, there is a need for the effective role performances by the District Education Officers and other players like head-teachers and teachers (Provincial Education Director, 2005:10). District Education Officers’ job description will now be described.

Chivore (1995:86-87) gives the following job description of District Education Officers vested in them by the Ministry of Education, Sport and Culture. District Education Officers are expected to:

- Lead head-teachers, teachers and other users in all implementation activities,
- Ensure that all educational policies are implemented accordingly,
- Support schools and their communities during the implementation process,
- Service all new teachers who are joining their district,
- Train all head-teachers and teachers to cope with all new curricula,
- Develop the district’s mission statement, vision and core values,
- Assist schools in establishing a shared vision for each school and how schools adjust their plans to suit the vision,
- Mobilize and supply resources to all schools,
- Coordinate all activities in the district,
- Regularly assess all district schools,
- Establish clusters of schools that should help one another on implementation matters,
- Align all district policies to the ministerial policies,
- Facilitating implementation workshops, meetings, demonstrations, exchange programmes and discussions

Hord’s (1995) strategies are aligned to the roles of District Education Officers and are therefore, appropriate for this study.

2.5.2 Developing and communicating a shared vision
District Education Officers provide schools with guidelines of a vision for schools and challenge “…principal and staff to generate input and share in shaping and clarifying the vision” (Paulu in Hord, 1995:95). They also create an even ground for the involvement of all stakeholders in vision building. The involvement of all stakeholders develops a sense of ownership and commitment. District Education Officers’ roles include bringing all stakeholders together in vision building, clarifying policies to users, leading and participating in all change processes (Nziramasanga Commission, 1999:56). The clarification or definition of policy goals to users is an important process during vision building and should be a priority in all schools.

2.5.3 Planning and providing resources
“A clear and well communicated vision provides the basis for clear planning.” (Hord, 1995:96). The District Education Officers should draw up the district’s broad plans of action and vision in relation to curriculum innovations. Schools are guided by the district’s plans of action and vision in making their own plans (Chivore, 1995:103). The District Education Officers support schools by clarifying the broad vision of learners or student learning (curriculum aims/ goals)
and set expected targets or objectives. The district and schools’ plans should be aligned to the resources available for the implementation process (Fullan and Watson, 1997:50). Change-oriented District Education Officers should therefore mobilize adequate resources for the whole district.

Adequate supply of resources enables effective role performance by District Education Officers, head-teachers and teachers during the implementation process. District Education Officers must visit schools to assess the implementation process after which they are able to supply appropriate resources (Hord, 1995:96). The visit to schools enables District Education Officers to assess the implementation process on the ground and thus helping them on how best they can assist schools. Enough time should be available for District Education Officers to fully deal with all implementation processes or activities (Nziramasanga Commission, 1999:57).

Although time is an important resource it is usually ignored (not put under consideration) by the district officials. (Nziramasanga Commission, 1999:57). Schools are not given enough time to learn and adjust to their new roles which result in many implementation problems in schools (Kapuya, 1993:21). District Education Officers must allow sufficient time for head-teachers and teachers to discuss implementation issues and assist one another on how best to implement the innovative programme. Hord (1995:96) asserts that “When leaders provide time for staff to deal with implementation issues and concerns, they strike a strong chord of support with staff”. This follows that schools need to have enough time for staff development programmes and other activities related to the implementation process.

### 2.5.4 Investing in continuous staff development

District Education Officers plan for both continuous orientation and staff development programmes (Chivore, 1995:88). Chivore (1995:88) suggests that the district should have enough funds, material and human resources to
necessitate in-service workshops at both the district and cluster levels. The workshops are important in training various players like head-teachers, teachers and learners on their new roles and skills (in this case for the implementation of the Guidance and Counselling curriculum). According to Hord (1995:97) “Many implementation efforts fail because staff have not been trained in new roles”. Change-oriented District Education Officers participate in training with other players to ensure that all players grasp the innovation’s requirements and their new roles. Teachers must be encouraged to develop collaborative cultures which are favourable for successful innovations (Nziramasanga Commission, 1999:89).

District Education Officers need to encourage continuous professional dialogue or collaboration in all schools. Professional dialogue enhances capacity building in users such as head-teachers and teachers through the exchange of ideas (Kapuya, 1993:23). Collaborative schools are in a better position of working harmoniously towards a set goal (Fullan, 1999:39). District Education Officers are faced with two major challenges during staff development namely allowing schools collaborative time, as well as appointing and retaining or keeping change-oriented teachers (teachers who are capable of leading collaborative cultures).

2.5.5 Assessing Progress
According to Hord (1995:97) effective leaders (District Education Officers) continuously assess the implementation process to establish how schools are implementing programmes. Ongoing assessment of change motivates implementers to commit themselves to the innovation (Hord, 1995:97). Assessment results are used by the District Education Officers to properly assist and encourage concerned schools or individuals. District Education Officers assess progress at both school and individual levels in order to help each school or individual accordingly (Provincial Education Director, 2005:9). Cluster head-teachers are also mandated to assess progress in schools under their respective clusters to increase assessment and subsequent assistance. Rutherford, Hulling,
Austin and Hall in Hord (1995:99) suggest that the concerns based adoption model may be used to establish teachers’ concerns about a curriculum change.

2.5.6 Providing ongoing assistance
District Education Officers provide ongoing assistance to both schools and individual users in all successful innovations (Chivore, 1995:88). Assessment results enable the District Education Officers to timeously supply appropriate resources to schools and individual teachers. As a way of rendering assistance to individuals and schools, District Education Officers may “… provide information on the problem, demonstrate how it might be done, or arrange visits to other schools …” (Hord, 1995:98). District Education Officers need to assist schools in implementing and planning for the Guidance and Counselling curriculum and should demonstrate the best way to do it. Ongoing assistance is possible in districts where expert District Education Officers have enough resources and reliable transport to visit all schools (Chivore, 1995:89).

2.5.7 Creating an atmosphere for change
Successful implementation of innovations requires district restructuring where the new roles, beliefs and communication channels are established (Hord, 1995:99). The district leaders clarify the innovation to users and encourage implementers to commit themselves to the innovation. A combination of top-down and bottom-up means of communication is more appropriate for successful innovations (Fullan and Watson, 1997:99). Murphy, Hullinger and Peterson in Hord (1995:99) argue that District Education Officers create an atmosphere for change by:
- Communicating openly and frequently with staff,
- Building team spirit and to work on teams himself/herself,
- Expressing concern for staff and supporting staff morale and
- Solving problems rapidly.
2.6 Summary

In this Chapter the researcher consulted various authorities to establish the roles of District Education Officers in the implementation process of the Guidance and Counselling curriculum. Three implementation models were discussed. Hord’s (1995) model was chosen in describing the roles of District Education Officers in the implementation of the Guidance and Counselling curriculum because it is closely linked to their responsibilities.
CHAPTER THREE

THE DISTRICT EDUCATION OFFICERS

3.1 Introduction
This Chapter focuses on the District Education Officers and their responsibilities in the implementation process of the Guidance and counselling curriculum.

3.2 RESOURCES AVAILABLE TO DISTRICT EDUCATION OFFICERS

3.2.1 Funds
Hagreaves (2000:8) suggests that most innovations fail because “… the change is poorly resourced or resources are withdrawn once the first flush of an innovation is over”. The inadequacy of resources for District Education Officers prevent them from properly performing their roles. The District Education Officers require time, funds, human and other material resources to properly execute their responsibilities. The scarcity of any one of these resources is a barrier for District Education Officers to effectively perform their roles. Zivai (2002:15) suggests that successful curriculum innovations must be budgeted for in order to purchase all the necessary resources in advance.

The state or province does not budget for Guidance and Counselling and thus posing a lot of problems at the district level (Kapuya, 1993:15). Mapfumo (1999:15) laments that lack of funds hamper the districts’ plans of holding enough workshops for users like head-teachers, teachers and students. Funds are also required for the purchase of all the materials such as computers, projectors, video tapes and so forth required by District Education Officers. Research by Berman and McLaughlin in Fullan (1991:200) indicated that out of the 293 districts in their study, only a few districts which budgeted for innovations were successful.

This is a clear testimony that adequate funding is a pre-requisite to all successful curriculum innovations. District Education Officers need funds for the purchase of appropriate media like radios, video tapes and computers to facilitate easier understanding of workshop concepts by users or participants. Fullan (1991:28)
says that “… even good ideas may present poor investments… if resources to support implementation are unavailable”. Along the same lines Zivai (2002: 14) argues that for any educational reform to succeed there is need for a parallel economic reform. Zivai (2002: 14) goes on to suggest that attempting innovations without enough funds is “chasing the wind”. In other words District Education Officers need enough funds to enable the proper execution of their implementation roles. Although the government has authorized districts to mobilize funds from schools through the Better Schools Programme Zimbabwe the money is too little for all the districts’ implementation needs. Lack of funds hampers most of the district’s implementation activities (Nziramasanga Commission, 1999:105).

Due to lack of funds, District Education Officers usually hold one day workshops for Guidance and Counselling implementers. A day’s workshop is not sufficient for training Guidance and Counselling teachers bearing in mind that Guidance and Counselling is not offered at teacher training colleges (Christopher, 1992:13). The failure to budget for Guidance and Counselling is an obstacle for consistence training of users through workshops and meetings as District Education Officers cannot provide accommodation and food allowances for workshop participants (Kapuya, 1993:18). Workshops are a major source of information on requirements and new roles pertaining to the new curriculum hence, they should be consistent and effective. Funds are also required to hire resource persons from outside the district to train users like head-teachers and teachers.

The District Education Officers need funds for providing transport, food, allowances and other requirements. Funds are also needed to fund professional people like psychologists who would assist teachers on how best to diagnose learners’ problems and subsequently to deal with those problems (Mapfumo, 1999:18-19). Districts which do not get the help of psychologists are likely to face a lot of problems in implementing the Guidance and Counselling curriculum.
3.2.2 Time

Time is an important resource during all implementation activities (Nziramasanga Commission, 1999:47). District Education Officers need enough time for:

- The clarification of Guidance and Counselling aims and objectives to all users,
- The restructuring of users’ (teachers, head-teachers and learners) roles,
- Assessing the implementation process and
- Training users to cope with their new roles.

District Education Officers are usually overloaded with curriculum innovations such that all of them are left ‘half-baked’ by the end of the day (Mapfumo, 1999:17). Many curriculum innovations at the same time are a barrier to their effective implementation because District Education Officers and other users’ efforts are directed towards too many ends. They are expected to implement all the curriculum innovations at the same time which tends to overload their responsibilities and hence none of these curriculum innovations are effectively implemented. Fullan (1991:97) asserts that too many innovations from the state disrupts the district’s efforts to successfully implement any one of them. For successful implementation of the Guidance and Counselling curriculum, enough time should be available for District Education Officers. District Education Officers have many other duties besides leading the implementation process and therefore should have time to deal with all of them (Provincial Education Director, 2005:13).

According to Kapuya (1993:17) the District Education Officers have other extra responsibilities which are administrative in nature. These administrative duties include staff recruitment, staff salaries, disciplinary problems, acts of misconduct, sports administration and so forth. These extra responsibilities are overloading their roles. District Education Officers should be relieved of other administrative duties so that they can devout their time to supporting the implementation process
Hord (1995:96) suggests that the availability of time for administrators enables proper execution of their roles which result in effective implementation of innovations.

3.2.3 Assessment instruments that District Education Officers use

Assessment instruments are measurement tools, for example tests, checklists, participant observations, and unobtrusive measures used to determine the magnitude of curriculum implementation. On one hand there are assessment instruments to assess teachers’ levels of use and stages of concern in relation to innovations (Better Schools Programme Zimbabwe, 2005:13). On the other hand assessment instruments for learners are used to determine the extent to which learners have achieved the objectives of the curriculum (Provincial Education Director, 2005:1-2). Assessment instruments are important for District Education Officers to assist implementers according to their needs as reflected by the assessment results. Gwengo (2003:17) highlights the fact that assessment instruments for District Education Officers facilitate their contribution in the implementation process of the Guidance and Counselling curriculum.

Posner in Mapfumo (1999:26) suggests that without assessment instruments, administrators such as District Education Officers and head-teachers would not be able to determine whether implementation is doing well or is having limitations and challenges. District Education Officers need to have appropriate assessment tools to assist them in their endeavour to support the district’s implementation efforts (Gwengo, 2003:17). If assessment tools are consistent, reliable and valid, they provide useful data for District Education Officers to use in supporting the implementation process of the Guidance and Counselling curriculum.

3.2.4 Communication facilities

Effective communication is important throughout the implementation process (Provincial Education Director, 2005:11). District Education Officers need to
continuously communicate new ideas and or solutions to problems (to users) throughout the implementation process. Fullan (1991:98) argues that communication is the key to successful implementation of innovations. District Education Officers should therefore disseminate information to all schools through effective means of communication like telephone, newsletters, computers, circulars, newspapers and meetings. A survey by Christopher (1992:19) established that most districts use only circulars and meetings to communicate with schools. Christopher goes on to suggest that circulars provide limited information about implementation issues being addressed and are not effective in facilitating the implementation of Guidance and Counselling. All districts should use varied and effective means of communication such as telephones, computers, radios and so forth (Christopher. 1992:19).

Computers provide the most effective means of communication and can make the roles of District Education Officers can improve more effective and easier. Kausiyo (2005:15) asserts that the national president’s computer donations to district offices and rural schools will go a long way in improving communication. Computers as resources for District Education Officers improve their contribution towards the implementation of the Guidance and Counselling curriculum.

3.3 District Education Officers’ capability to facilitate the implementation process.

The implementation capability of District Education Officers is a necessity in all successful innovations at the district level. Nziram asanga Commission (1999:46) found that most District Education Officers are not experts in technical and non-examinable subjects like Guidance and Counselling and as a result their contribution towards the implementation process is low to average. The implementation capability of District Education Officers in a given subject facilitates its proper implementation. Kapuya (1993:12) says that the availability of resources with implementers like District Education Officers, head-teachers and teachers having no capacity yield little positive results. District Education
Officers should therefore have capacity to properly support users during the implementation of the Guidance and Counselling curriculum.

Expert District Education Officers are able to lead and guide their districts into successful implementation of innovations. The success of the implementation process in various districts depends on District Education Officers hence their implementation capacity should be a pre-requisite for their appointment (Nziramasanga commission, 1999:86). Christopher (1992:19) points out that being a head-teacher is not enough preparation to become an effective District Education Officers. Christopher argues that the criteria for appointing District Education Officers should basically focus on expertise (training in a particular subject) rather than experience (number of years as a head-teacher). Although experience should be looked at during the appointment of District Education Officers, qualifications in a relevant subject area, for example the Bachelor of Education Degree in Guidance and Counselling should be given a priority (Nziramasanga commission, 1999:86).

Christopher (1992:19) emphasises that an expert District Education Officer is able to support and lead users in the effective implementation of the Guidance and Counselling curriculum. District Education Officers are instrumental in enhancing or hampering the implementation of curriculum innovations and therefore should have the capacity to lead the implementation process in the whole district. According to Fullan and Watson (1997:51) expert administrators are able to lead implementers, mobilize appropriate resources, help to link people and build coherence which would effect successful implementation of a curriculum.

3.4 Summary
In this Chapter the resources required by the District Education Officers to effectively assist schools in the implementation of the Guidance and Counselling curriculum were described. The District Education Officers’ capabilities to lead the district schools in the implementation process were also described.
CHAPTER FOUR

THE EXECUTION OF THE EMPIRICAL RESEARCH AND THE RESEARCH RESULTS

4.1 Introduction

This Chapter presents a description of the execution of the empirical research, and to provide an integrated discussion of the results which emanated from the research and literature study.

As indicated in Chapter One (1), a qualitative approach of enquiry was implemented in this study. The study was aimed at understanding the contribution made by the District Education Officers in the implementation of the Guidance and Counselling curriculum in Zimbabwe. As indicated in Chapter One (1), MacRoy (1995:2009-2015) and Macmillan and Schumacher (1993:4-15) suggest that the qualitative approach is concerned with understanding rather than with explanation, with observations of the phenomenon rather than with controlled measurement and with understanding reality from the perspective of the insider rather than with the outside perspective hence the need for the researcher to build good relations with the interviewees in order to elicit their actual feelings, perceptions and experience of the world they live in.

4.2 Execution of the empirical research

Also as indicated in Chapter One (1), the quantitative approach is concerned about how participants interpret their context or setting. According to Macmillan and Schumacher (1993:37) the qualitative researcher investigates behaviour as it occurs naturally in the setting. The strategies in this study were aimed at recording the participants’ experiences reliably in a verbatim way.
Also as indicated in Chapter One (1), the qualitative approach sees subjects as both participants and subjects in the sense that the participants themselves make clear to the researcher what their true feelings and perceptions are (Struwig and Stead, 2001:17). The researcher gave each interviewee the opportunity to check the transcription of the interview to establish whether it is a true reflection of their perceptions and meanings.

The statement below by Spradly in Chikoko and Mloyi (2000 :51) was used by the researcher as an introduction to the interviews since it captures the spirit of what the researcher in this study wanted to convey to the interviewees about the aim of the interview, concerning their views and perspectives on the implementation of the Guidance and Counselling curriculum.

“I want to understand the world from your point of view as far as your involvement in this issue goes. I want to know what you know in the way you know it. I want to understand the meaning of your experience, to walk in your shoes, to feel things as you feel them, to be able to explain things as you explain them. Will you help me understand this?”

After the introduction, the following semi-structured questions were asked to interviewees. Probing questions were asked thereafter. Questions were however not asked in the same way or order

- What kind of pressure and support do you give to schools to enable the implementation of the Guidance and Counselling curriculum?
- What other duties are you expected to do outside the implementation process?
- What kind of difficulties (problems) do you experience in fulfilling your duties?
- What assessment procedures helped you to support the implementation process?
- What kind of assistance do you give to schools during the implementation process?
According to Kvale (1996:38) conversation as a basic mode of human interaction should be applied during interviews in social sciences. The researcher had to develop relationship and trust with interviewees through the conversation. The relationship and trust enabled the participants to give their true feelings, experiences, hopes, and their perceptions of the world they live in. The researcher and co-researcher interviewed all the participants together. All the interviews were audio tape recorded. The recorded interviews were transcribed into written text, together with observations as written in the field notes by both the researcher and co-researcher independently. The researcher, co-researcher and independent coder each transcribed and coded the data separately into themes and sub-themes and common themes emerged from their findings put together.

The researcher had problems with the subjects who were not easily accessible during school days. The senior District Education Officer gave the researcher dates and times on which to meet different interviewees during the August to September 2005 vacation. The co-researcher and independent coder who are both lecturers at a local university were occupied with their lectures. The researcher had to meet the co-researcher and independent coder’s travelling and other expenses as they travelled from their work place to the district for interviews or meetings with the researcher. A total of four meetings were held among the researcher, co-researcher and coder. The researcher chaired all meetings. The details of the meetings are described in Addendum E.

Although it was expensive for the researcher to fund the co-researcher and independent coder, the researcher felt that the use of research experts increased the validity and reliability of the results. The interviews were all taped on audiotape and then transcribed into written text. As will be noted in transcriptions, the questions were not exactly formulated in the same way or sequence, or total number, in all the interviews, depending on the information that each interviewee gave. The transcriptions are therefore presented verbatim, with language
deviations retained (therefore not linguistically correct in all instances). This is in order to present the data in their most authentic form, as the literal utterances of the subjects’ personal views, perspectives and meanings are rather based on first hand information.

The researcher and co-researcher interviewed all the five (5) employed District Education Officers from the Chivi District. All the interviews were audiotape recorded and transcribed, together with the observations as written in the field notes by both the researcher and co-researcher independently. For the authenticity of results, the transcribed texts were taken back to the participants to establish whether the transcripts were true reflections of what the respondents meant.

The researcher, co-researcher and independent coder, each transcribed and coded the data separately into identified themes. In coding the transcribed data and field notes, the researcher, co-researcher and coder each used different highlighters to high-light different themes and sub-themes. The related themes were grouped together into categories or common themes using another highlighter. Thereafter a meeting was convened where a consensus was reached about the identified themes. This consultation and checking of individual findings of the researcher, co-researcher and independent coder were performed for research triangulation. Triangulation ensured that the findings were not a biased reflection of the results. Coding of results is described in Addendum B.

4.3 Results of the empirical research
Data obtained were coded into the following common themes.

- The District Education Officers are of the opinion that they play pivotal roles in making schools implement the Guidance and Counselling curriculum.
- District Education Officers feel that their workloads are unmanageable.
- Teacher training colleges should introduce Guidance and Counselling in their curriculum.
- The District Education Officers are convinced that standardised assessment instruments are necessary for the effective implementation of the Guidance and Counselling curriculum.
- The qualifications required by the Ministry of Education, Sport and Culture for the appointment of District Education Officers, are not sufficient for the professional services that they should render.
- Lack of resources hinders the District Education Officers from effectively performing their implementation roles.
- The District Education Officers experienced lack of funds as problematic in the execution of their duties.

The research results will now be discussed:

4.4 Discussion of the research results

- The District Education Officers in this study are of the opinion that they play pivotal roles in making schools implement the Guidance and Counselling curriculum.

All interviewees indicated that they facilitate the implementation process of the Guidance and Counselling curriculum in the whole district. They are responsible for ensuring that Guidance and Counselling is on each school’s master timetable and that each school has enough Guidance and Counselling teachers. Teachers are encouraged to make up Guidance and Counselling committees at schools and cluster levels which are responsible for improving the implementation process.

Interviewees help schools in planning for Guidance and Counselling at both school and cluster levels. To make the planning process easy, all the schools are supplied with adequate syllabi and teachers’ resource books. These curriculum frameworks would necessitate proper planning and implementation respectively. District Education Officers meet all stakeholders (head-teachers, teachers, students and parents) and explain to them what Guidance and Counselling entails
and what their new roles require. Stakeholders are encouraged to work together or support one another during all implementation activities. Continuous communication between teachers and parents is facilitated by District Education Officers, and it enhances successful implementation of the Guidance and Counselling curriculum.

To facilitate the understanding of Guidance and Counselling goals among users, interviewees describe its aims and objectives and thereafter encourage intra and inter-school collaboration (professional dialogue), where further clarifications are done. Interviewees lead collaborative cultures at school and cluster levels, to make sure that the implementation capacity of head-teachers and teachers is developed. Collaboration has been ranked as one of the best activities in building the capacity of implementers as described in Chapters Two (2) and Three (3). Therefore District Education Officers should work very hard to motivate all schools to adopt collaborative cultures.

These results are a confirmation of the description of the roles of District Education Officers in supporting the implementation process as described in Chapter Two (2).

This implies that District Education Officers contribute more in facilitating the implementation of the Guidance and Counselling curriculum. A combination of pressure and support as described in Chapter Two (2) is essential for District Education Officers to contribute more positively towards the implementation of the Guidance and Counselling curriculum.
The District Education Officers feel that their workloads are unmanageable.

The interviewees pointed out that their workloads are unmanageable. The fact that the Guidance and Counselling District Education Officers have other related responsibilities like aids education and population education to take care of, reduces their capacity to help the implementation of the Guidance and Counselling curriculum. These related responsibilities are as demanding as the implementation of the Guidance and Counselling curriculum because they have their own different teachers and syllabi that need to be serviced. In addition to the many subjects under one District Education Officer, the same District Education Officer has many schools under him/her where he/she renders other services like administrative duties on top of the implementation process.

All interviewees are in agreement that administrative duties consume most of the time they could use for improving the implementation process. The management of sporting activities, exams and other school activities are part of District Education Officers’ job description as described in Chapter Three (3). One interviewee told the researcher that all information to and from, schools has to pass through his office and he is supposed to acknowledge sight of it. Another interviewee told the researcher that she was under pressure because of her administrative duties which could be done by any school leaver with a pass at ‘O’ level. She lamented that administrative duties take about seventy-five percent (75%) of her working hours.

The interviewees are of the opinion that they use the Guidance and Counselling time for their other responsibilities such as managing sports or examinations. Interviewees stated that they need time to help schools cope with the requirements of the Guidance and Counselling curriculum (aims and objectives) and their new roles as described in Chapters Two (2) and Three (3). This valuable time is not available to the District Education Officers as their working days are always fully
occupied by other duties and responsibilities. Schools end up implementing the Guidance and Counselling curriculum without a clear vision and any assistance from District Education Officers, therefore the implementation process can be problematic or fail.

The interviewees indicated that although their core role is to assist schools in successfully implementing curriculum innovations, other duties that they are to perform are barriers to that. Interviewees suggested that they should be relieved of other duties which are administrative in nature and that more District Education Officers for related subjects such as aids education should be appointed. This would greatly reduce their workloads and thus enabling them to properly assist schools in the implementation process as described in Chapter Two (2) and Three (3).

- **Teacher training colleges should introduce Guidance and Counselling in their curriculum.**

All interviewees are in agreement that Guidance and Counselling should be taught in teacher training colleges. The introduction of Guidance and Counselling in teacher training colleges would enable schools to have expert teachers (teachers trained in Guidance and Counselling) in Guidance and Counselling. If all schools are staffed with expert teachers, the work of District Education Officers can become more focused on assisting the implementation process rather than spending most of their time training Guidance and Counselling teachers as described in Chapter Two (2) and Three (3).

All interviewees indicated that most of their time is spent on staff development programme, rather than on actual assisting in the implementation process. If schools are staffed with teachers trained for the Guidance and Counselling curriculum, the District Education Officers’ role would be focused on identifying the implementation problems and subsequently solving them. One interviewee
told the researcher that she has to spend most of the time training teachers rather
than assisting them in the implementation process, which is her core
responsibility. This is because there are no teachers trained for Guidance and
Counselling. Interviewees believe that teacher training colleges can contribute
positively towards improving the implementation process through training
teachers for Guidance and Counselling. These results are in agreement with what
has been described in Chapter Two (2) and Three (3) that teachers who are
experts (teachers trained) in particular subjects are aptly teaching them.

Teachers who are specifically trained for particular subjects are able to implement
their subjects effectively and are in a position to easily follow the guidelines for
improving the implementation process from the District Education Officers.
Government commitment to Guidance and Counselling as recommended in the
Nziramasanga Commission (Chapter Two (2)) should include the appointment of
staff (head-teachers, teachers and District Education Officers) trained in Guidance
and Counselling to teach and manage its implementation respectively.

- The District Education Officers experienced lack of funds as problematic
  in the execution of their duties.

All interviewees are of the opinion that lack of financial support from the
government is a serious barrier in the execution of their duties. Funding is
required for the purchase of all the required resources for both District Education
Officers and schools. Lack of financial support affects the roles of both District
Education Officers and school staff.

Funds are required by the District Education Officers to purchase resources that
enable their smooth and effective contribution towards the implementation
process of the Guidance and Counselling curriculum. Resources needed include
stationery and textbooks for workshop participants. On the other hand, resources
to be used in schools should be readily available if an innovation is to succeed.
All interviewees are in agreement that lack of funds hinders them from properly performing their duties of assisting schools during the implementation process of the Guidance and Counselling curriculum. Interviewees could not present all of the implementation activities such as workshops and meetings as per their schedules because the activities could not be financed.

The interviewees indicated that because of the fact that Guidance and Counselling is not budgeted for, they cannot be effective and efficient without funds to purchase the required resources. Interviewees pointed out that workshops and other forms of information dissemination are required. Therefore, these implementation activities such as workshops, meetings and demonstrations are important in ensuring the proper implementation of the Guidance and Counselling curriculum. One interviewee told the researcher that lack of funds affected his programme of action. He suspended all workshops and resorted to circulars which he felt are not an effective method of building implementation capacity in head-teachers and teachers. Another interviewee told the researcher that she has never visited schools for the past two school terms because there were no funds to meet her travelling expenses.

All interviewees are in agreement that lack of funds prevented them from visiting schools to assess the implementation process, which reduced their contribution towards the implementation of the Guidance and Counselling curriculum. One interviewee told the researcher that she had visited only two schools in 2005 that are within walking distances from her offices because there were no funds to cater for her transport needs. Another interviewee also told the researcher that during his first days as District Education Officer, he used his own vehicle to visit schools. He expected a payment from government for the use of his own vehicle, but he did not get any payment despite completing the necessary claim forms. Hence, he stopped engaging in such activities.
The literature findings in Chapter Two (2) and Three (3) also indicated that lack of adequate funding is negatively affecting the District Education Officers’ roles. The interviewees’ contribution towards the implementation of the Guidance and Counselling curriculum is enhanced by adequate financial support from government. Funds are required for servicing teachers and other related implementation activities such as visits to schools. Therefore failure to budget for Guidance and Counselling may negatively affect District Education Officers contribution towards its proper implementation.

- **The District Education Officers are convinced that standardised assessment instruments are necessary for the effective implementation of the Guidance and Counselling curriculum.**

The interviewees are of the opinion that standardised assessment instruments would enable them to assist implementers like head-teachers and teachers more accurately. They would easily detect real implementation problems in schools after administering the instruments. Their assistance would then be focused on the identified problems in different schools and with individual implementers. The literature findings in Chapter Two (2) and Three (3) concurred with the findings of the empirical study, that assessment instruments would increase District Education Officers’ contribution towards improving the implementation of the Guidance and Counselling curriculum.

All interviewees are in agreement that the use of standardised assessment instruments is important, since the use of these instruments can point out strengths and weaknesses of the implementation process. One interviewee told the researcher that lesson observations and reports from Guidance and Counselling committees do not provide sufficient data on how Guidance and Counselling is being taught, and as a result he may not contribute positively in its implementation. The interviewees are planning to prepare assessment instruments for the district after consultation with the Provincial Education Director and the
responsible ministry. The interviewee assigned to prepare assessment instruments told the researcher that the instruments would facilitate the collection of the relevant information. Assessment instruments would serve multiple purposes in improving the implementation process of the Guidance and Counselling curriculum in the whole district.

The interviewees indicated that assessment instruments would motivate teachers to work hard throughout the implementation process so that they would not produce poor results and expose themselves. The instruments would also enable interviewees to rank schools according to their performance. One interviewee told the researcher that the assessment instruments would motivate schools to work very hard so that they would not fall in the bottom ten schools when ranked. It is therefore essential to have assessment instruments for Guidance and Counselling in order to improve the contribution of District Education Officers towards its implementation and to motivate teachers to implement the curriculum correctly. The results are a confirmation of the literature findings in Chapter Two (2) and Three (3) that any form of assessment instrument is likely to yield desired results.

- The qualifications required by the Ministry of Education Sport and Culture for the appointment of the District Education Officers, are not sufficient for the professional services that they should render.

The Ministry of Education, Sport and Culture requires that District Education Officers should be Bachelor of Education degree. They may not even always have training in Guidance and Counselling. This may have negative implications on their contribution towards the implementation of the Guidance and Counselling curriculum. The job description of District Education Officers requires them to lead the implementation process in the whole district as described in Chapter Two (2) and Three (3). Thus the present appointment standards and requirements may prove to be inferior for effective implementation of the Guidance and Counselling curriculum.
Four out of five (4/5) interviewees are in agreement that they are not experts in Guidance and Counselling because their Bachelor of Education degrees are not related to Guidance and Counselling. They indicated that they encounter a lot of problems in their endeavour to assist schools during the implementation process of Guidance and Counselling. One interviewee told the researcher that he has a Bachelor of Education degree in Shona (one of the local languages in Zimbabwe). He said that he had to undergo training first before he could render a service to head-teachers and teachers in his area. He is convinced that a lot of valuable information is lost during that long process. The situation is worsened by the fact that Guidance and Counselling teachers are not trained for the subject at teacher training colleges. These teachers are expected to be trained by a well-informed District Education Officer.

The literature findings in Chapter Three (3) also indicate that the expertise of candidates (aspiring District Education Officer) should be a priority for their appointment as District Education Officers. The candidates who are trained in Guidance and Counselling would contribute more effectively towards its successful implementation. District Education Officers who are trained in Guidance and Counselling are capable of contributing positively towards the implementation of the Guidance and Counselling curriculum.

- **Lack of resources hinders the District Education Officers from effectively performing their implementation roles.**

The interviewees are in agreement that insufficient resources are a barrier in the proper execution of their implementation roles. District Education Officers need transport to visit schools so as to assess progress in all schools and subsequently help them. The interviewees indicated that they are failing to travel to school because there are no government vehicles allocated to them. Problems in schools
take very long to be addressed because interviewees do not have transport to visit schools promptly.

One interviewee told the researcher that he had to wait for a month for a vehicle allocated to him by the Provincial Education Director to attend a case at one school and by the time he got to the concerned school, the situation was beyond control. Insufficient communication systems also hinder interviewees from properly performing their implementation duties. There is a need for District Education Officers to constantly communicate solutions to problems with concerned schools or individuals.

All interviewees are of the opinion that they are not performing their roles to the expectations of the Ministry of Education, Sport and Culture, because they could hardly communicate with schools. Communication systems that are presently used by interviewees are meetings and circulars which are not effective in facilitating the implementation process. Modern means of communication like computers, telephones, cell phones and others are ideal for effective implementation. Interviewees told the researcher that computers would enable the dissemination of implementation issues to schools and get feedback in a shorter space of time.

The literature findings in Chapter Three (3) indicate that although computers and telephones provide effective means of communication, very few schools have the facilities. As indicated in Chapter Three (3), few schools have computers which were donated to them but no teacher is capable of operating them. This situation is disastrous, since the available computers are not serving any purpose to improve the implementation process. Teachers need to be trained in computer literacy if computers are to improve the implementation of the Guidance and Counselling curriculum.
4.5 Summary

In this chapter the execution of the empirical research has been described. The results were discussed in terms of common themes that emerged from the data and results were then integrated with the literature review.
CHAPTER FIVE

FINDINGS, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this Chapter the findings, summary, conclusion and recommendations will be presented. The findings will be discussed under the following themes:

- Government support,
- Availability of resources and
- The roles of District Education Officers

5.2 Findings

5.2.1 Government Support

The results of the empirical research and literature study point out that government support is vital for the successful implementation of the Guidance and Counselling curriculum. The government may support the District Education Officers by supplying them with adequate resources for their use. The District Education Officers require funds to enable them to hire experts as psychologists and for servicing Guidance and Counselling teachers. They also need a vehicle and other material resources such as televisions, video tapes and computers to facilitate the implementation process of the Guidance and Counselling curriculum.

Failure by government to budget for Guidance and Counselling hinders District Education Officers from performing their duties as per their job description. In-service training and visits to schools by District Education Officers need financial support from the government. Innovations that are budgeted for have better chances of success than those that are not, as described in Chapter Two (2) and Three (3). Government support is important and necessary in all implementation
dimensions. The government should appoint expert District Education Officers to lead the implementation process

Expert (someone with special training in Guidance and Counselling) District Education Officers are capable of performing all of their duties during all implementation activities, and the government should therefore appoint officers trained in Guidance and Counselling to help schools to properly implement the Guidance and counselling curriculum. The appointment requirements for District Education Officers should therefore focus on relevant qualifications in Guidance and Counselling, for example a Bachelor of Education Degree in Guidance and Counselling or a qualification in Educational Psychology. On the other hand, offering Guidance and Counselling at teacher training colleges would improve the implementation process in schools through the use of teachers trained in Guidance and Counselling. The success of District Education Officers’ roles requires trained teachers in Guidance and Counselling who can easily understand given instructions and solutions. Therefore the introduction of Guidance and Counselling at teacher training colleges would reduce the District Education Officers’ workloads of training all head-teachers and teachers on what the Guidance and Counselling curriculum entails.

Government should reduce the District Education Officers workloads by separating related subjects such as Guidance and Counselling, population and aids education so that each is headed by an independent District Education Officer. In addition, administrative staff like clerks, typists, sports coordinators and exam managers need to be employed in order to take up all administrative duties that are currently done by District Education Officers and thus again reducing their workloads. The District Education Officers need sufficient time to deal with implementation issues as described in Chapter Two (2) and Three (3), and should therefore be relieved of their other extra duties, such as administrative tasks.
5.2.2 Availability of Resources

From the above discussion as well as the literature study, it is clear that resources play a major role in facilitating the implementation process. Resources can be classified into two categories, namely resources for the use of District Education Officers and those that are used in schools. If there are no resources to facilitate the implementation process like funds, vehicles and workshop materials for Guidance and Counselling, it cannot be successful. For successful implementation of the Guidance and Counselling curriculum, adequate funds should be made available at both school and district levels. Assessment instruments are part of the resources that facilitate effective implementation of the Guidance and Counselling curriculum in schools and should be made available for use by the District Education Officers.

The availability of assessment instruments enables District Education Officers to easily measure the degree of implementation in various schools. Assessment results are able to point at needs at different levels and identified needs be provided. Lack of assessment instruments makes the District Education Officers’ duties very difficult and time consuming. The methods currently used to find the degree of implementation are demanding and inaccurate. Lesson observation and reports from Guidance and Counselling committees do not give a clear picture of how the Guidance and Counselling curriculum is being implemented.

The District Education Officers need adequate time to deal with different implementation activities. These activities include in-service training, supplying of teaching and or learning materials, assessing progress and planning for curriculum innovations as described in Chapter Two (2) and Three (3).

5.2.3 The roles of District Education Officers

These roles of District Education Officers are described in Chapter Two (2) and Three (3) of this study and are confirmed to be necessary by the empirical research. The District Education Officers have the mandate of linking schools
with the Ministry of Education, Sport and Culture. They also mobilize and
distribute syllabi and teachers’ resource books to all schools under their circuits.
District Education Officers enable different stakeholders like parents, head-
teachers, teachers and students to work together in harmony during the
implementation process. District Education Officers prepare all users for
Guidance and Counselling through workshops and meetings.

District Education Officers prepare schools to adopt, implement and
institutionalise any given innovation. Their roles extend to all schools where they
assist schools in planning, vision building and facilitating the implementation
process.

District Education Officers’ roles are important throughout the implementation
process. They continuously assess teacher’s levels of use and stages of concern in
relation to the curriculum innovation so that they keep on helping teachers to
improve their implementation capacity (ability to implement Guidance and
Counselling). Well-trained teachers are capable of properly implementing any
given subject.

The results of the empirical research indicate that numerous duties which are
administrative in nature are preventing District Education Officers from properly
executing their implementation duties. These duties need to be allocated to other
staff members if District Education Officers are to effectively contribute towards
the successful implementation process of the Guidance and Counselling
curriculum.

5.3 Summary
In Chapter One (1) the problem statement and the aim of the study were
presented. The research methodology was described, and the programme of the
study provided.
Chapter Two (2) contains a description of the implementation process at macro and micro levels, and the roles of key players thereto. The roles of District Education Officers were then described in detail, in terms of their contribution towards the implementation of the Guidance and Counselling curriculum.

In Chapter Three (3) resources available for District Education Officers and their capacity to facilitate implementation were described. It was indicated in Chapter Three (3) that failure to provide resources for use by District Education Officers adversely affected their contribution towards improving the implementation process of the Guidance and Counselling curriculum.

- A discussion of the execution and the results of the empirical research are presented in Chapter Four (4).

5.4 Conclusions

The results from this research lead to the following conclusions that can be related to the stated sub-problems as follows:

5.4.1 First Sub-problem

What are the expected roles of District Education Officers in implementing the Guidance and Counselling curriculum in Zimbabwe?

The results showed that District Education Officers play important roles in ensuring that government policy with regards to the implementation of the Guidance and Counselling curriculum in schools are implemented. They are linking schools with the Ministry of Education, Sport and Culture and their major roles are to lead and support the implementation process. District Education Officers are expected to perform many other duties which are not related to the implementation of the Guidance and Counselling curriculum. These other duties are regarded as extra burdens for District Education Officers which tend to hamper their impact on assisting schools to improve their implementation process.
5.4.2 Second sub-problem

How capable are District Education Officers in facilitating the implementation of the Guidance and Counselling curriculum and do they have the capacity to carry out their implementation tasks?

The findings of this study indicate that the expertise of the District Education Officers in Guidance and Counselling is an important component for their effective performance of their duties. The contribution made by incompetent District Education Officers towards the implementation of the Guidance and Counselling curriculum compromises its success in schools. Appointing District Education Officers with qualifications related to Guidance and Counselling proved to be vital since it would enable District Education Officers to positively contribute towards the effective implementation of the Guidance and Counselling curriculum.

5.4.3 Third - Sub-problem

What resources are available to District Education Officers to assist in the effective implementation of the Guidance and Counselling curriculum?

It is established that District Education Officers require enough resources to be able to fulfil their roles in the implementation of the Guidance and Counselling curriculum. The inadequacy of resources available for use by District Education Officers negatively affected the way they are performing their roles in the whole district. They are failing to fulfil their plans of improving the implementation process because there are no resources for them to use. From the results of the empirical research, it is clear that a lack of resources hinders District Education Officers from performing their roles, which in turn affected the implementation process of the Guidance and Counselling curriculum in schools.
5.5 Recommendations

5.5.1 Towards District Educational Officers
- District Education Officers should receive better support from the government as far as resources are concerned.
- The workload of District Education Officers should be reduced in order for them to focus on the implementation of the Guidance and Counselling curriculum.

5.5.2 Towards the Ministry of Education, Sport and Culture
- The Ministry of Education, Sport and Culture should appoint Guidance and Counselling District Education Officers on the basis of relevant expertise and qualifications such as a degree in Educational Psychology or Guidance and Counselling.
- Teacher training colleges’ curricula should include Guidance and Counselling in their curricula.

5.5.3 Towards Further Research
- An implementation and funding model for the implementation of the Guidance and Counselling curriculum in Zimbabwe should be established through further research.

5.6 Concluding remarks
The District Education Officers are regarded as the districts’ leaders and helpers in all matters pertaining to curriculum implementations. The Ministry of Education, Sport and Culture has entrusted them to articulate and enforce all educational policies in their districts.

District Education Officers’ contributions toward the implementation of Guidance and Counselling have been negatively affected by other duties that are not related to the implementation process which they are expected to perform. These other extra
duties make their workloads unmanageable, and as a result they fail to properly assist schools. Lack of resources also contribute to their failing to effectively assist schools. They do not have vehicles and other resources which are necessary in facilitating the implementation of the Guidance and Counselling curriculum in the district. In addition to lack of resources, the District Education Officers do not have the necessary qualifications in Guidance and Counselling which reduces their effective contribution towards its successful implementation.
REFERENCES


ADDENDUM A

TRANSCRIPTIONS OF INTERVIEWS WITH SUBJECTS

SUBJECT A

“I am District Education Officer Guidance and Counselling responsible for this southern circuit which comprises 31 schools both primary and secondary. I am accountable for all activities done in schools or by schools although my accountability is biased towards the implementation of Guidance and Counselling. As District Education Officer for the circuit I implement expectations ministerial expectation. This is my major key result area (KRA) against which my performance for the year is measured.”

How do you lead and support schools during the implementation of the Guidance and Counselling curriculum?

“As District Education Officer Guidance and Counselling, I make it a point that all schools in my circuit have enough curriculum materials for Guidance and Counselling before the commencement of every school term. These curriculum materials help teachers during the planning and teaching process. I establish that each school has at least two Guidance and Counselling teachers who are in-serviced before taking up their posts.

To make sure that all schools are clear about Guidance and Counselling I mount implementation workshops for teachers, head-teacher, students and sometimes parents. I however want to regret that these implementation workshops are short-lived due to either lack of funds or time. In the event of having enough funding and time, workshops are useful in equipping teachers on what, how and when to teach Guidance and Counselling.

The problem is that Guidance and Counselling is not taught to practising teachers’ in teachers colleges. Now that Guidance and Counselling is not taught at colleges, I am expected to do that myself. I mean staff developing all teachers and school heads.
Although I am expected to in-service all teachers in my circuit, alas financial constraints could not allow that. As a result many new teachers are joining schools without a clear guideline on what and how to implement the Guidance and Counselling curriculum”.

**What kind of help do you give to schools?**

“I ensure that schools have plans of action for both the cluster and schools program. I am supposed to establish how schools and clusters are doing it. I mean carrying on with the implementation workshops. Let me be quick to inform you that I am failing to accomplish most of these plans because we don’t have a government vehicle at the district education office. In most cases, it takes a period of about a month or so to get a vehicle from the Provincial Educating Director.

Time is also insufficient for me to hold these required workshops and of making follow ups in schools and clusters. This is because I am supposed to do other duties outside the implementation issues or activities.”

**What are those duties?**

“I prepare monthly reports for my area. This calls for in depth consultation with various stakeholders in order to produce a comprehensive report. I am also required to administer the running of exams and analysis of results thereafter. I am expected to manage all sporting activities for my circuit. I am sure you can imagine how tight my programme is.

Work overload prevent me from rendering sufficient assistance to schools. I am failing to hold the much needed implementation workshops because of that work overload. Implementation workshops are important for all teachers because Guidance ad Counselling is not offered at colleges and it is through these workshops that they come to light on what Guidance and Counselling is all about?
**What other problems do you face in helping schools?**

“The biggest problem is that two other subjects related to Guidance and Counselling were put under me, making it very difficult for me to manage them well. These other subjects are putting an extra load on my work. The two related subjects should have other different District Education Officers, leaving me with my Guidance and Counselling only.

The most difficult part for me is that Guidance and Counselling is a purely new subject which I have to learn first before assisting school heads, teachers and students. In most cases I fail to satisfactorily respond to question in workshops or meetings. The other problem is that there are many schools under one District Education Officer. The number of schools makes it very difficult for me to visit all of them at least once per year”.

**How do you assess the implementation of Guidance and counselling?**

“The most unfortunate part is that I am not an expert in Guidance and Counselling and I am therefore failing to properly diagnose the problems of heads, teachers and students”.

**Why are you District Education Officer for Guidance and Counselling?**

“The job description of District Education Officer requires either expertise in particular subject tand administrative duties. I personally satisfied the other requirement at the expense of expertise in Guidance and Counselling.”

**You can go ahead with your discussion on assessment on Guidance and Counselling.**

“The assessment procedures are erratic because they are not standardised. I feel that the Ministry of Education should have assessment instruments in place to assist us in what to look for to determine whether implementation is going on well or not. Now that such a facility is not in place only lesson observations are used as assessment tools in a particular school”
How often do you visit or communicate with schools?

“As indicated earlier on that there is no vehicle or any other form of transport for me to visit schools, I am detached from schools for most of the time. Most schools in rural areas do not have telephones to constantly communicate with them. A few electrified schools received computer donations from the national president, but in most cases no teacher is computer literate. These computers are not serving any purpose in improving communication with schools. As a result of the problems said earlier on, I resort to the use of circulars and meetings as communication channels for disseminating any implementation issues. I communicate more easily with heads than with teachers because heads come for pay-sheet collection. I however feel that this is not enough since some issues are so urgent that waiting for pay-days would be delaying the implementation process”.

SUBJECT B

“I am sure I will be clear on my explanation in relation to my roles as District Education Officer Chivi district. There are 5 circuits in Chivi district each with schools ranging from 30 –35 depending on the total enrolment in the school. A District Education Officer is responsible for both primary and secondary schools within a particular circuit. In my case I am responsible for the implementation of Guidance and Counselling in 9 secondary school and 21 primary schools.”

How do you help these schools?

“It is my responsibility to ensure that Guidance and Counselling is implemented in all schools as per the Ministry of education’s expectations. I made sure that Guidance and Counselling is on the master timetable of all schools and should have a functional department. As District Education Officer in that area I make sure that the subject is being taught in all schools. This does not mean that everything is smooth and easy in the performance of my duties.”
I am faced with a number of obstacles that block me from properly doing these duties. Our District Education Office does not have transport to enable us to honour our obligations of visiting schools to check whether Guidance and Counselling is taught or not and disseminate teaching and learning materials to these schools.

Lack of transport is preventing me from assessing schools. It is through school visits that I can ascertain that Guidance and Counselling is being well implemented since no public exams are given for Guidance and Counselling. Failure to visit schools make me unable to know schools’ problems and therefore my presumed assistance may not be at all effective”.

**What kind of assistance do you give to schools?**

“My job description requires me to assist schools in their day to day teaching of Guidance and Counselling. However, as I have indicated earlier on that transport problems is a barrier for me to fulfil that obligation, I also take a great deal of my time in servicing Guidance and Counselling teachers, heads and other users because Guidance and Counselling is not taught at teachers colleges. I am supposed to have as many implementation workshops as possible but lack of transport coupled with lack of funds could not permit that. I feel workshops should be budgeted for to tech teachers on Guidance and Counselling requirements and their new roles.

To make matter worse, I am not an expert in Guidance and Counselling who can find other ways other than workshops to help teachers. I have a first degree in educational administration, which is only part of my job description. I am therefore able to assist teachers more in administrative issues than implementation ones. I feel the responsible ministry should have District Education Officers responsible for administrative duties”

**Why are you a District Education Officer for Guidance and counselling?**

“The criteria for appointing District Education Officers for Guidance and counselling are not clearly tabulated. As for me, I managed to take up the post of District Education Officer Guidance and Counselling ahead of others because I was the most senior
'degreed' head of all the candidates who had applied for the job. The government does not want to appoint juniors as their new posts as District Education Officers would enable them earn double their previous grade’s salary. In my case as senior degreed head, I only get about 10% of my former salary on the new salary scale. I however feel that government should be prepared to part with large sums of money by appointing expert junior candidates to take up posts of District Education Officers. This would improve the implementation of Guidance and Counselling in all schools”.

**What are some of your duties in the district?**

“I am overloaded with responsibilities some of which are outside the implementation programme. I am responsible of the management of sports throughout the year, staffing schools with relatively competent staff, managing exams and updating the PED with schools’ enrolments. Guidance and Counselling has other subjects attached to it such as AIDS Education and Population Education. I am failing to look at each of these subjects fully since other issues would be waiting for my attention in schools”.

**How often do you visit schools?**

“I am so overloaded with the work to the extent of detaching myself from schools to concentrate on other immediate issues. Performance management is such a demanding exercise which I have to routinely do throughout the year. These activities take a lot of my time that might have been used in visiting schools to assist them in implementing Guidance and Counselling.

Some factors mentioned earlier on remain obstacles for school visits by District Education Officers. If the Ministry of Education is serious about Guidance and Counselling, it should adequately budget for it. As it is, right now, I have managed to visit only two schools that are within walking distance from my offices. My assessment at these schools was based on lessons observations and no other concrete evidence of implementation are in place.”
**How do you measure the degree of implementation in schools?**

“There are no other assessment means other than lesson observations and sometimes reports from Guidance and Counselling school and cluster committees. Nowhere is the standard tool of measurement ideal for all schools. The Ministry of Education should try and assist District Education Officers by giving them some form of assessment tools for both teachers and students. These would improve the assessment procedures. Honestly the assessment procedure currently used is so subjective and the assessment results may not be reliable”.

**SUBJECT C**

“I am head District Education Officer Guidance and Counselling in the whole district and I am also responsible for 30 schools in addition. I have been head District Education Officer Shona (local language) for some years. When Shona and English were merged under one District Education Officer languages, the PED laterally transferred me to the same position as head Guidance and Counselling. You can imagine how difficult it is for me to head a subject I know very little about. I was in-serviced by Guidance and Counselling specialists so that I would in turn in-service teachers, heads and learners. You can imagine how much valuable information is lost in that long process, that is servicing District Education Officer so that I can in turn in-service teachers and finally implement Guidance and Counselling in schools. This is my position and I have to soldier on to ensure that Guidance and Counselling is effectively taught in all schools of the district”.

**How do you do that?**

“I collect enough Guidance and Counselling curriculum frameworks from Curriculum Development Unit and ensure that all schools receive these curriculum frameworks in time. I also appoint enough Guidance and Counselling Teachers for my circuit and establish that all other District Education Officers do the same.
When all schools have curriculum frameworks I in-service all curriculum users on what Guidance and Counselling encompasses and how they should implement it. This is a very important process because Guidance and Counselling is not taught in teachers colleges and teachers can only come to light on what Guidance and Counselling is through in-service workshops. This problem can be solved by the introduction of Guidance and Counselling in all teachers’ colleges.

The biggest problem facing District Education Officers is lack of advocacy from government which fails to budget for Guidance and Counselling. As a result I am failing to accomplish my plans of action due to lack of financial assistance. All my implementation activities are erratically done because I could terminate the program at any point when there are no funds and resume when funds are made available.

We don’t have government vehicles allocated to district offices and I have to apply for one from the province. The vehicle may be granted if there are not other issues deemed more important than mine. In most cases I spent the whole term without visiting a school or holding workshops. This is unfortunate since I would not been able to tell whether Guidance and Counselling is being taught in all schools or not. I end up relying on heads’ reports on Guidance and Counselling to determine how implementation is going on”.

**What other duties are expected of you in the district?**

“There are many other duties for me which leave very little time for me to concentrate on implementation issues. I am responsible for and accountable for all school administrative duties in my area. I manage all public examinations and analyse results when they are published.

The administration of all sporting disciplines is under me. I am also responsible for staffing all my schools, orienting new Guidance and Counselling teachers, writing monthly and termly reports for schools in my area. I also keep files for all heads to appraise heads in my area and District Education Officers against their performance for remuneration. This exercise takes about 90% of my time during review periods. Right
now I am under pressure compiling a report on first and second reviews on heads and District Education Officers’ performance. These other duties are suitable for clerks or any other person with a pass at ‘O’ level than for an overloaded professional like me.

I will work very hard to make sure that Guidance ad Counselling is well taught despite the obstacles I have mentioned earlier on. Then I also feel that a subject like AIDS Education should be separated from Guidance and Counselling since it is creating more problems to the already existing ones”.

**Why do you think AIDS Education needs a separate District Education Officer?**

“Aids Education has separate teachers, syllabuses, aims and objectives which are accomplished using different approaches. This qualifies it for a separate subject in need of a separate District Education Officer.”

**What assessment tools are in place for District Education Officers?**

“There are no assessment tools for District Education Officers and that is an obstacle on its own. My assessment is done by either observing a teacher teaching or heads and Guidance and Counselling committees’ reports. This is not enough since it is subjective and cannot produce something authentic. The government should prepare assessment tools for Guidance and Counselling so as to press on teachers and schools to work towards alleviating them.

In other examinable subjects schools are ranked per subject in the whole district. Schools that fall in the bottom ten are castigated and heads are warned against such performance. I am sure if Guidance and Counselling has its own assessment tools heads and teachers would work extremely hard fearing to be in the bottom ten schools when ranked. I feel assessment tools would make my work easier and this improves the implementation process in schools”.
“I have been District Education Officer Guidance and Counselling in the district for only two years but have experiences some difficulties in executing my duties”

**What are the problems?**

“Truly speaking, I am failing to cope with the problems in this district. During early days as District Education Officer, I used to travel to schools using my own vehicle with the expectations of receiving funds for the use of my own vehicle. I did not receive any money despite the completion of appropriate claim forms. Presently I cannot afford that because of fuel problem and higher costs of servicing the vehicle. If the Ministry of Education has enough funds to meet all implementation requirements for Guidance and Counselling, I would be more comfortable”.

**How then did you help schools implement Guidance and Counselling?**

“To have an impact in my circuit, I usually invite Guidance and Counselling teachers and heads once or twice per term depending on time budget for workshops and meetings. In doing this I try my level best in equipping teachers and heads with the necessary skills to employ in their schools. As a psychologist who worked with schools’ psychological services for five years, training teachers for Guidance and Counselling and Special Education. I will be able to help all my teachers.

Although I held fruitful workshops with teachers, I am failing to have funds and time to follow up on schools to check whether they are implementing my suggestion. Reports from Guidance and Counselling committees indicated that most teachers are not implementing my suggestions because they have not grasped them. Termly reports by heads indicated that they are responding to these problems through circular and phone calls where appropriate”. 
What are your views regarding your work?

The work of District Education Officers is so demanding that I have no free time throughout the day. The whole working day is filled to the extent of working over hours most of the time. In this district I am the only one with a qualification related to Guidance and Counselling. I have a double job of in-servicing fellow District Education Officers on what Guidance and Counselling is all about and on how best they could assist their schools. On the other hand, I service teachers and heads, in my own circuit like any other District Education Officers I have other duties to do..

I am responsible for sporting activities, examinations and the day to day running of schools. Everything to and from the Ministry of Education to school go via my office where I acknowledge seeing them by commenting my portion. Its really tough for me to have the implementation of Guidance and Counselling. I am presently preparing assessment instruments which should be used by the whole district. The District Education Officer has accepted my proposal and has communicated that to the provincial offices for approval.

The instruments would make work easier for District Education Officers because they would help us understand where we are doing well or missing the point. Our workshops would be planned with a problem to solve.”.

What have you done in schools up to now?

“I am happy that for the period I have been District Education Officer I have managed to secure enough syllabi and teachers’ resource books for all schools. I have also been able to meet all school heads and Guidance and Counselling teachers at meetings and workshops. As a district we are establishing ways for the effective implementation of Guidance and Counselling. Over and as one we have recommended government to allocate a vehicle to our district education offices. If we are blessed by one vehicle, I am confident that the execution of our duties would be easy and enjoyable”. 
What else do you intend to do in assisting in the implementation process?

“I am planning for parents and learner’s workshops which I would do in first two years in my career as District Education Officer. I am happy that the head District Education Officer is supporting all my suggestions and is encouraging me to take up all leading roles in Guidance and Counselling implementation. I am about to complete a handout on improving the implementation of Guidance and Counselling in schools, I promise that if you may come in two years’ time you will find that we would have made a giant stride towards improving the implementation of Guidance and Counselling”.

SUBJECT E

“I have got a lot of work to do for the heads and teachers in the circuit I am responsible for. Basically I do everything for schools in my district in relation to the implementation of Guidance and Counselling. In other words I lead schools in the process of implementing Guidance and Counselling. Let me say that I am the circuit’s leader in all educational matters.”

How do you lead schools in implementing Guidance and Counselling?

“Honestly speaking, I have to ensure that all my school are implementing Guidance and Counselling to policy. In the first place I link all school with the responsible Ministry and Curriculum Development Unit. All schools receive their syllabi and teachers’ books from Curriculum Development Unit via my office. I also direct schools on how best they can implement Guidance and Counselling. I actually do this under the guidance for the responsible ministry’s rules and regulations.

Leading the implementation process is actually a demanding task because I provide for all schools’ requirements. To make things tick, I hold staff development courses for heads and pupils. These workshops bring the concerned partied together and each is encouraged to perform its roles whole - heartedly, so as to achieve intended goals. I help
my schools in coming up with a shared vision for Guidance and Counselling and encouraging them to work towards achieving their set vision.

Some problems are giving a draw-back to my work and thus failing to help schools adequately. In the first place the district does not have money from Better Schools Programme Zimbabwe. On the other hand both the province and government do not budget for Guidance and Counselling. The financial constraints have increased after the withdrawal of the donor community. Now I am failing to visit schools to discuss or help them on how best to implement Guidance and Counselling.

**Why are you not visiting the schools?**

“Well, I am sure you have already seen the reason for that. It is because the district offices do not have funds or a vehicle to enable me visit schools to lead the implementation processes in different schools. I am of the opinion that if funds are made available to our district, I would be in a position to visit all schools fairly well”.

**Given those problems how then do you assist schools in implementing Guidance and counselling?**

“Regardless of the problems I have indicated earlier on, I am doing much to assist my schools during the implementation process. I communicate all my suggestion to school with circulars and sometimes hold meetings with heads when they come at month ends. Although I feel this is not enough but in a way I am assisting all schools that way. I am also staffing all schools with Guidance and Counselling teachers who had some experience in the subject. As we speak, there are Guidance and Counselling cluster meetings going on in my circuit. The cluster committee assist one another in solving problems encountered during the implementation process. The chairpersons of these committees write reports on how their cluster schools are implementing Guidance and Counselling. Most heads indicate in their termly reports that these Guidance and Counselling committees are improving the implementation process in their schools. I use these reports to determine how schools are implementing Guidance and Counselling”.

**What other assessment instruments do you use to determine the degree of implementation?**

“Ehe-e, besides the reports from heads and Guidance and Counselling chairpersons, the only other method is lesson observations which I can do when I visit schools. I however believe that generic instruments are more useful and results oriented. Unlike other subjects with public exams, Guidance and Counselling is non-examinable making it difficult to determine the extent of implementation. The instruments will actually increase the way I help schools”.

**What other duties are you expected to do in the district?**

“The implementation process takes about a third of my working time. The other two thirds are used for the administration of schools. Honestly speaking the administration of schools has many duties for education officers. These activities include the management of public examination and analysis of the results thereafter. I draw up the timetable for various sporting disciplines which take place during different months throughout the year. First term is athletics, second ball games and third music, gymnastics and traditional dances.

I also have to write termly reports indicating the school’s strengths and weaknesses for that particular term. There reports force me to consult with school heads, department heads and other stakeholders which is a time consuming exercise”.

**What do you see as major obstacles to your work?**

“The biggest problem is lack of funding which stopped me from fulfilling my plans for example I had to forgo my trips to schools and cancelled most workshops for heads and teachers. I know that teachers could hardly teach Guidance and Counselling without my close monitoring and assistance but thus the position, there is nothing I can do without enough funds.
The other problem is that I am overloaded with a responsibility which leaves little time for the implementation process. My working time is always filled up with activities most of which are outside the implementation story. These other duties are obstacles to my implementation duties, because they leave very little time for me to concentrate on the implementation of Guidance and Counselling.
ADDENDUM B
PROTOCOL FOR THE INDEPENDENT CODER

The researcher gave the following protocol, as described by Poggenpoel in Chikoko and Mhloyi (200:45), as the instructions to the independent coder:

1. Read through all the transcriptions carefully, while writing down ideas as possible themes as they emerge, through “bracketing” and “intuiting”, to get a sense of the whole. (Bracketing means placing preconceived ideas within brackets, and intuiting means focusing - trying to understand.)

2. Do the same with the filed notes.

3. Identifying the major categories or themes in each of the transcriptions as you read through them.

4. Underline units of meaning that are related to the identifies major categories or themes.

5. Identify sub-categories within the major categories.

6. Make a comparison of all transcriptions and indicate in each category how many subjects used the same words and themes.

7. Identify inter-relationships between major categories and sub-categories.
ADDENDUM C

Dimbiti Primary School
Private Bag 9056
Masvingo
25 July 2005

The Provincial education Director
P. O. Box 89
Masvingo

Dear Sir

REF: APPLICATION FOR PERMISSION TO CARRY-OUT RESEARCH IN CHIVI DISTRICT

I am Chipenyu Wilbert a Magister Philosophiae student with the Nelson Mandela Metropolitan University. I am applying for permission to carry-out research in Chivi district. The research seeks to investigate the roles of District Education Officers in the implementation of the Guidance and Counselling Curriculum in Zimbabwe.

Yours faithfully

Chipenyu Wilbert
ADDENDUM D

Dimbiti Primary School
Private Bag 9056
Masvingo
10 August 2005

The District Education Officer
C/O Mr/Ms/Mrs/Dr……………
Chivi District Education Office
Private bag 543
Chivi

Dear Sir or Madam:

REF: MAGISTER PHILOSOPHIAE
I am Chipenyu Wilbert a Magister Philosophiae student with the Nelson Mandela Metropolitan University. I am carrying out research to establish the contribution made by District Education officers in the implementation of the Guidance and Counselling Curriculum in Chivi district

I would like to individually interview each one of you on the above subject. The results of the research will assist the district in improving the roles of District Education Officers and empowering them to execute their duties properly.

The information obtained during the research process will be treated with the highest degree of confidentiality.

The researcher is not going to disclose names of interviewees. So the letters of the alphabet will be used to represent different interviewees.
If you feel that some of the information required by the researcher is too confidential, feel free not to provide such information. Be rest assured that the researcher is aware of important considerations regarding ethical behaviour.

Hope you will be prepared to assist me the best you can, because your contribution is of greatest value in making this research a success.

Thank you in advance.

Yours Faithfully

Chipenyu Wilbert
## ADDENDUM E

### SCHEDULE OF MEETINGS AMONG THE RESEARCHER, CO-RESEACHER AND CODER

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<th>DATE</th>
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<td>1. Interview questions and how to administer them.</td>
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<td>2. Observation techniques and how to write field notes</td>
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<td>3. Tips on conducting successful interviews</td>
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<td>3. Any Other Business</td>
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<td>3. Steps and systems of coding the interview transcriptions and field notes</td>
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<td>4. Explanation on how related codes are categorised into themes and sub-themes. (a week is allowed for the coding system)</td>
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<td>5. Any Other Business</td>
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|   | 2. Matters arising from the minutes.  
3. Comparing and discussing identified themes  
4. Discussing and writing agreed common themes  
5. ANY OTHER BUSINESS | School |
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