



# Strategies to Improve the Implementation of Guidance and Counselling in Junior Primary Schools

Gladys Manzunzu

Midlands State University, Zimbabwe

Email: [manzunzugladys@gmail.com](mailto:manzunzugladys@gmail.com)

**Abstract:** *The study examined strategies adopted by teachers in the implementation of Guidance and Counselling in junior primary schools. This paper is based on my Phd studies and only presents one facet of it. Guidance and Counselling is an area that has recently gained traction in the primary school curriculum, hence, the need to upscale its implementation. An interpretive qualitative case study research design was utilized enabling teachers to share their experiences and thoughts in a naturalistic setting and allows the researcher to capture detailed, nuanced perspectives from teachers in the real-world contexts. Twenty participants from four schools were purposively sampled to gather detailed, contextual data and foster a deeper understanding of the phenomenon. Semi-structured interviews, observations and document analysis were used to generate data. Data were analysed using thematic content analysis. The research revealed that teachers were using different strategies in implementing G&C in primary schools. The results of the study further pointed out that staff development workshops were needed to enhance the implementation of G&C properly. The study recommends a culturally relevant model which embraces pedagogies such as adopting the use of cultural counselling villages.*

**Keywords:** *Culture, Guidance and Counselling, Primary, School, Village*

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## 1. Introduction

Ayannuga, (2020), stated that primary school teachers are trained to teach curriculum subjects, except for G&C, raising questions about their competencies in this area. In a similar vein, Kamore & Tiego (2022) noted that when policies are developed but not well articulated to the users, the result is poor implementation. Thus, the absence of guiding policies leads teachers to have different experiences when implementing G&C in junior primary schools. This study addressed the gap in literature on strategies to improve the implementation of G&C.

In Zimbabwe, G&C has been ushered in as a subject housed in the Life skills Orientation Programme (LOP) in the Competency Based Curriculum (CBC) introduced in 2015. The country has the extensive policy and legal frameworks to address these multi-faceted risks in children's protection, but there are gaps in implementation, (Obong`o et al 2020). This development has given the impetus on studies on G&C. A study

conducted by Gudyanga et al. (2019) established that only one school among the sampled schools was implementing the G&C programme although other schools claimed to be implementing the programme.

A study carried by Chireshe (2021) suggested that teachers should offer a G&C programme that focuses on children's needs and be guided by policies, and this helped the teacher to properly implement the learning area. Lack of teacher expertise coupled with the inadequacy of teaching resources such as a guiding syllabus hinders effective teaching and learning. Therefore, this study sought to explore the teachers' experiences with the implementation of G&C in Mutare district junior primary schools.

Guidance and counselling are an essential new learning areas in the Zimbabwean education system meant to address the holistic development of junior primary school learners. However, the implementation in junior primary schools remains hindered by inadequate strategies, leading to suboptimal learner outcomes. The

gaps include teachers who juggle with many roles, limited funding that restrict teaching resources, lack of content specific strategies tailored to diverse cultures, infrastructure, insufficient subject integration leading to poor implementation of G&C, (Banda, 2021). Despite policy frameworks advocating for proper implementation of G&C, there is a dearth of evidence-based strategies that ensure sustainable, scalable implementation in all areas of concern. This study, therefore, seeks to propose robust strategies to bridge these implementation deficits, fostering a supportive learning environment for junior primary schools in the Mutare District, Zimbabwe.

#### Research Questions

- i. What strategies can be employed by teachers to enhance the teaching of G&C in junior primary schools?
- ii. Which model can be adopted to enhance the implementation of G&C in junior primary schools?

## 2. Literature Review

Otwine (2018) posits that Uganda improved the quality of its G&C provision through deliberate capacity building of human resources, alongside increased investment in infrastructural facilities and information services. Similarly, in Nigeria, Mogbo et al (2018) argues that adequate funding, the employment of qualified counsellors, and positive attitudinal change among teachers are critical determinants of effective G&C implementation in schools. Njagi (2020) further suggests that if G&C is to be meaningfully institutionalised at the primary school level, implementation should begin with the systematic training of teachers, after which learners will naturally benefit.

Mabuza (2025) similarly observes that G&C requires adequate financial support to develop appropriate infrastructure and procure relevant learning materials. Proper funding enhances programme credibility and encourages teacher engagement by ensuring the availability of essential resources. Leweyu et al (2023) support this view, noting that teachers expressed a strong need for counselling facilities, magazines, audio-visual materials, and other specialised resources to support effective G&C implementation. Empirical evidence from Zambia further corroborates this position, with Mushota (2022) reporting that inadequate infrastructure and teaching resources significantly hindered effective G&C provision. Otwine, Mukyane, Tweheyo & Matagi (2024) argues that the successful implementation of G&C requires adequate funding to develop infrastructure and procure appropriate teaching materials. Similarly, Furthermore, the availability of adequate school infrastructure contributes to a conducive teaching and learning environment (Siregar & Aziza, 2021).

Learner sensitisation on responsibilities, alongside rights, is another critical strategy for addressing juvenile delinquency and the erosion of parental authority.

Emerging reports indicate increasing difficulties in counselling or reprimanding children, as some learners exploit rights-based discourses to deflect accountability, sometimes resorting to extreme actions such as self-harm threats. For instance, Nyadzayo (2023) reported a case in which a Grade Seven learner consumed rat poison after being reprimanded by her mother for returning home late. Such incidents highlight the urgent need for balanced guidance that promotes accountability, resilience, and emotional regulation among learners.

Mogbo et al. (2019) further contend that G&C teachers should equip learners with skills in effective time and resource management, competencies essential for responsible citizenship and sustainable livelihoods. This aligns with the objectives of the competence-based curriculum, which seeks to develop learners' problem-solving abilities, innovation, leadership, and self-management capacities, key drivers of national development (Atuhurra & Kaffenberger, 2020). Banda (2021), in a study conducted in Masvingo, identified persistent challenges in schools, including inadequate learning resources, shortages of specialised skills, and limited government support.

Ngwenya (2020), in a study conducted in Bulawayo, suggests that schools can further motivate high-performing teachers by providing meals or refreshments to sustain engagement and mitigate the effects of hunger. Improved remuneration and working conditions signal institutional commitment to G&C and enable teachers to deliver higher-quality instruction. Adequately remunerated teachers are more likely to foster positive, supportive learning environments. From a psychological perspective, Banda (2021) emphasises that effective G&C programmes must prioritise learners' safety, happiness, engagement, and capacity to achieve their full potential.

Finally, Rusike, Chikuvadze, and Zuva (2024) argue that integrating diverse pedagogical approaches enhances experiential learning and skill acquisition. Innovative teaching strategies in G&C, including technology-based instruction, experiential learning, and personalised guidance, are essential for addressing learners' social, emotional, mental, and academic needs. Such approaches contribute to improved academic performance, healthier interpersonal relationships, and the cultivation of a supportive and inclusive school climate capable of addressing emerging challenges, such as anxiety, bullying, and social withdrawal. The incorporation of these pedagogical approaches would be strengthened by policies.

### Sociocultural Theory

The study was also supported by Vygotsky's (1978) socio-cultural theory who believed that parents, caregivers, peers and the culture at large are responsible for developing and shaping higher-order functions. The

theory also has four key principles that are critical in the implementation of G&C in the primary school. The four key principles are thought and language, socio- historical cultural mediation, Zone of Proximal Development and Scaffolding Instruction and social interaction with others. The principles are also embedded in stages that guide the experiences of teachers when implementing G&C to learners.

Language occupies a central position in Vygotsky's socio-cultural framework as the primary vehicle for thinking and meaning-making. Vygotsky (1978) further argues that language is culturally situated, enabling knowledge to become contextually meaningful and socially relevant. Within G&C implementation, teachers employ pedagogical content knowledge and dialogic practices to translate abstract concepts into meaningful classroom experiences. This reciprocal relationship between language and cognition also shapes teachers' experiences, as their ability to articulate guidance, interpret learners' responses, and negotiate meaning influences the effectiveness of G&C delivery, (Cedefop, 2022).

The teachers' experiences are often determined also by the support they get during their teaching of G&C. The support the teachers are given can be equated to Vygotsky's principle of mediation. Mediation is often referred to as "scaffolding" because it involves providing support that can be withdrawn as one gains mastery of the task, (Guy-Evans, 2020). Hence, the type and amount of support given to teachers during the implementation of G&C will influence the strategies they adopt.

Vygotsky (1978) contended that children are born with basic biological constraints on their minds where each culture, however, provides tools of intellectual adaptation. The implementation of G&C can differ between cultures where in other environments certain things can be considered as a taboo hence in other societies might have less significance. Learners from

low, middle and high socioeconomic backgrounds, from culturally and linguistically diverse families and at different age and ability levels need teachers who can listen and understand their concerns (Gourneau, 2020).

### **3. Methodology**

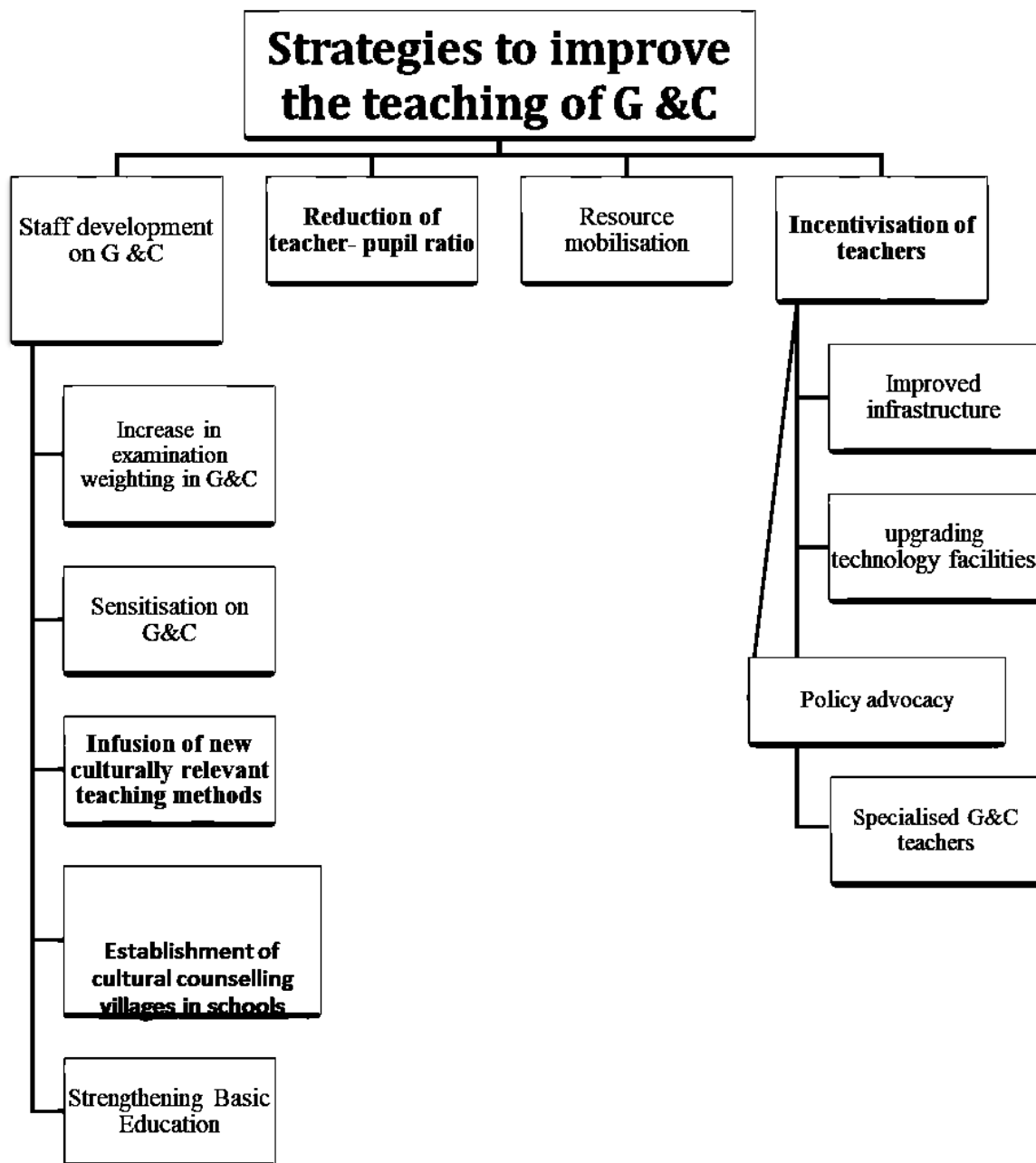
For this study which explored strategies that can be adopted in improving the implementation of G&C in junior primary education curriculum, the researcher adopted the interpretive qualitative approach in form of a case study. Megheirkouni (2023) describe a case study as an intensive study about a person, group of people or a unit, which is aimed to generalize over several units. The qualitative case study was adopted because it helps to gather data from participants whilst in their natural setting. The researcher was able to get exactly what was happening in schools thus giving a clear picture of the teaching of G&C in junior primary schools.

In this study data on the strategies that can be used to improve the implementation of G&C in junior primary schools in Mutare District was collected from four (4) schools and twenty participants were purposively selected.

During data collection, the researcher followed certain procedures. Nicolas (2021) denotes that, a researcher needs to seek entry into a setting and on selected participants. In this study, the researcher obtained ethics clearance from Midlands State University (Ethical Clearance Number **PHDED002/23**). After obtaining the ethics clearance, the researcher proceeded to the Ministry of Primary and Secondary Education to get permission to enter the schools and then carry out the study.

## **4. Results and Discussions**

### **4.1 Strategies employed by teachers to enhance the teaching of G&C**



**Figure 1: Strategies to improve the teaching of G&C**

From Figure 1 various strategies for teaching and learning of G&C are in main categories namely pedagogical content knowledge (PCK) and teacher factors. Pedagogical Content Knowledge factors include, among others, infusion of culturally relevant teaching method increased examination weighting, establishing culture counselling villages, and staff development. On the other hand, teacher factors include incentivising teachers, increasing teaching time, and reduction of teacher- pupil ratio.

## **4.2 Staff Development on G&C teaching**

Findings from the four sites suggested the improvement of teacher expertise and confidence by having exchange programs, like at the cluster level or zonal level, being led by a psychologist. Such practices may help to dispel the misconception surrounding the implementation of G&C, thereby enhancing the effective teaching and delivery of the learning area. Therefore, this contribution

recognises the importance of subject sensitisation to the teaching fraternity for the proper implementation of G&C. SHS2M proposed that,

*The teaching of G&C can be improved by engaging research-based practices that incorporate evidence-based strategies that promote results. Practices such as retaking dropouts should concur with good behaviour and should produce better results, for example, the practice that pregnant teenagers have been accorded the chance to attend normal lessons with other learners. Schools should be able to come out with statistics that show results of those who benefited from the initiative, or else if not well monitored, they may end up recruiting more culprits that will spoil other learners.*

Research done by Njagi (2020) on training of teachers in Kenya concluded that the Ministry of Education should create a workable training framework that prepares teachers to successfully implement G&C and involve teachers in the curriculum change to enable effective implementation. Therefore, the study concluded that training of teachers becomes a necessary tool for it equips the teacher with the necessary content to help learners.

### **4.3 Incentivization of teachers**

The participants expressed that if teachers are motivated through good remuneration this would improve teachers' efforts in implementing G&C. Experience has taught that good remuneration yields positive responses such as increased job satisfaction, and increased enthusiasm and engagement in teaching. The teaching of G&C as revealed by the study can be improved by offering incentives to focal teachers who facilitate the implementation of G&C.

T4S4F suggested,

*The government should also try to improve teacher welfare by providing good remuneration that, in return motivate teachers to implement G&C as per the guide.*

Mogboet. al., (2019) propound that implementation of G&C services and programmes requires adequate funding which is the key factor for proper implementation of G&C. G&C is an area that needs funding to training human resources through scholarships in education courses.

### **4.4 Reduction of teacher-pupil ratio**

The study noted large classes in some research sites as a challenge. It was noted that controlling such large classes, by teachers was difficult and most learners were not paying attention during teaching sessions. Compost classes were seen as a challenge in some other research sites, leaving teachers going astray as they could not breakdown content to suit different age groups in their classes. However, the situation can be corrected by introducing G&C specialist who can teach learners

separately focusing on content appropriateness. SHS4F contributed that,

*The government policy on teacher-to-pupil ratio is very clear and it needs to be adhered to avoid teacher overload, hence, that helps to improve the teaching of G&C under a controlled environment.*

Interviews conducted revealed that if the recommended teacher-pupil-ratio is followed, for teachers will have more time to address pupils' needs, and this will lead to effective implementation of G&C. Matabvu, (2022) alluded that teachers request the reduction of the number of written exercises and more use of oral assessment in subjects like G&C for them to be effectively done.

## **4.5 Resource mobilisation**

It emerged from the findings that improving collaboration with various stakeholders such as parents and NGOs, may help strengthen the implementation of G&C. Findings were advocating for proper fee payment with the help of, NGOs, the government through grants such as BEAM in case of vulnerable children. SHS2M commented,

*BEAM support should be processed in times of need to improve the G&C implementation. In the past, they used to delay the disbursement of such funds, ending up defeating its purpose.*

In some research sites, they had already received such help in the form of G&C textbooks, though at a slow pace as the donation was towards one grade. One strategy noted by the study was for all research sites to have the syllabus as their main resource for the proper implementation of G&C. Apart from government aid, donors like MWANA TRUST, FACT and SIMUKAI to mention a few, are also supporting the implementation of G&C through school fees payment for the vulnerable children (Klomegah, 2020).

## **4.6 Increase in examination weighting on G&C**

The study suggested an increase in the examinable percentage of G&C as a way of enforcing its implementation. In as much as G&C is considered a standalone learning area, the examination should also follow the same root. Therefore, the study also advocated for full ownership of the learning area for it to survive in the junior primary education system. The implementation of G&C can be improved by recommending it to be a standalone subject such that its examination will carry a hundred percent. T4S2M contributed,

*Guidance and counselling should be treated as a standalone subject that can be accorded its examination in its full totality without sharing with other learning areas as a way of strengthening and improving its implementation.*

Ayannuga (2024) further argues that an effective G&C programme should promote learner safety, happiness, participation, and optimal performance. This aligns with the competence-based curriculum's intent to develop problem-solving, innovation, leadership, and self-management capacities that contribute to national development (MoPSE, 2015–2022).

## 4.7 Improved infrastructure

Study findings also noted that, good infrastructure also improves teacher mind-set. Schools should strive to have specialised rooms such as libraries, computer rooms, to name a few. Specialised rooms enhance the teaching of G&C in the sense that when teachers use such rooms, it would compel them to teach the subject, unlike in a classroom setting, where they might choose not to teach. Supervision would be easier, as administrators could witness the teaching of G&C from a distance, such as from a glance from their office. SHS3F suggested,

*Specialized rooms provide quiet, private and comfortable space for learners to openly discuss their concerns and feelings. Administrators can also easily supervise and monitor the G&C teaching ensuring quality and effectiveness.*

The findings suggest that teachers are generally willing to implement G&C effectively when provided with adequate resources and a supportive working environment. Improved infrastructure enhances teacher motivation and enables them to perform their responsibilities more effectively. Otwine, Mukyane, Tweheyo & Matagi (2024) argues that the successful implementation of G&C requires adequate funding to develop infrastructure and procure appropriate teaching materials. Similarly, Mushota (2022) highlight the importance of counselling offices and related facilities in strengthening G&C programmes in schools.

## 4.8 Upgrading of Technological Facilities

The findings also underscore the importance of technological infrastructure in enhancing the teaching of G&C. Participants highlighted the need for reliable internet connectivity and digital devices such as laptops in schools. Data collected across the study sites revealed disparities in access to technological resources. While some schools had received laptops and internet connectivity through donor support, others within the same catchment areas lacked such resources. Participants suggested that equitable distribution of technological resources could significantly improve G&C implementation. One teacher (T1S2F) observed that:

*The provision of internet and laptops should reach every school regardless of geographical location. I can confidently say that the working conditions at our school improved significantly*

*after we received thirty laptops and free Wi-Fi from two providers.*

The integration of ICT in teaching has become increasingly important, particularly during disruptions such as the COVID-19 pandemic, when online and mobile communication platforms became essential for teaching and learning (Alturki & Aldraiweesh, 2022).

## 4.9 Sensitisation on Guidance and Counselling

The study also revealed the need for increased sensitisation of teachers and stakeholders regarding the importance of G&C. Participants suggested that awareness campaigns could be conducted through staff development workshops, staff meetings, roadshows, and other community engagement initiatives. A teacher participant, T1S3M, noted that:

*Sensitisation increases awareness of the complex issues learners may face. It encourages help-seeking behaviour and empowers learners to take proactive steps in addressing their challenges.*

Participants also suggested the use of digital platforms such as WhatsApp, TikTok and Instagram to disseminate accurate information about G&C to learners and parents. Leveraging these platforms could counter misinformation while promoting awareness of counselling services.

Supporting this view, Mushota (2022) emphasise the importance of providing counselling resources such as magazines, audio-visual materials and counselling offices to strengthen G&C implementation. Shi, Leuwerke, & Liu, (2025) argue that teachers must understand the socio-cultural contexts in which they operate to minimise cultural biases in counselling practices.

## 4.10 Infusion of Innovative Teaching Methods

The findings suggest that the integration of innovative teaching approaches could significantly enhance the effectiveness of G&C programmes. This diversity provides opportunities for cross-generational exchange of pedagogical approaches, allowing teachers to combine traditional and contemporary teaching methods. Educational tours and field trips could provide experiential learning opportunities that enhance learners' understanding of real-life challenges and coping strategies.

Participants also emphasised the importance of demonstration lessons and research-based practices in improving G&C instruction. A school head (SHS2M) highlighted the need for pedagogical innovation:

*There is a need to move away from traditional teaching approaches and adopt new methods. Teachers should vary their strategies through field trips, experimentation and educational tours to make G&C more engaging.*

Professional development initiatives such as staff development workshops and in-service training were also identified as important mechanisms for equipping teachers with innovative teaching strategies and for strengthening the implementation of policy frameworks such as the Education Act (2020).

Empirical evidence supports these findings. Rusike et al. (2024) report that diverse teaching approaches promote hands-on learning and facilitate the acquisition of practical skills. Similarly, Banda (2021) found that the infusion approach in teaching enhances students' critical thinking and practical problem-solving abilities.

#### **4.11 Policy Advocacy**

The findings also highlight the need for continuous policy review and advocacy to ensure that the G&C curriculum remains relevant to contemporary learner needs. Participants noted that the rapid pace of technological and social change requires policies that are adaptable and responsive to emerging issues affecting learners.

A school head (SHS3F) also emphasised the need for policy coherence:

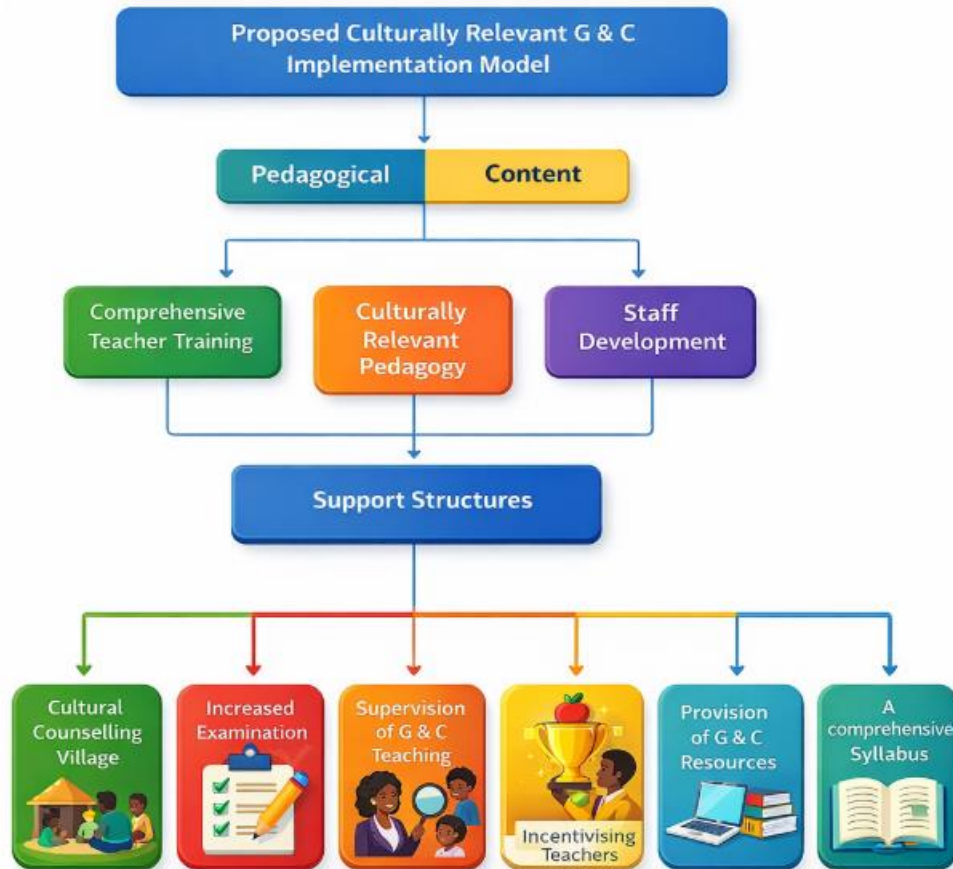
*There is a need for alignment between policy statements and actual implementation frameworks, particularly when policy*

*pronouncements are influenced by political discourse. Participants further suggested that curriculum planners should review the G&C syllabus to clearly differentiate it from related subjects such as Physical Education (PE) and Family, Religious and Moral Education (FAREME). Such differentiation could strengthen the identity and implementation of G&C as a distinct learning area.*

Sibandze and Mugumbate (2019) similarly argue that the Ministry of Primary and Secondary Education (MOPSE) should develop a comprehensive G&C policy framework to clarify teachers' responsibilities in implementing the programme. This aligns with the objectives of Zimbabwe's competence-based curriculum, which seeks to develop learners with problem-solving abilities, leadership competencies and self-management skills necessary for national development (MoPSE, 2015–2022).

#### **4.12 The proposed culturally relevant G&C implementation model**

A Comprehensive Guidance and Counselling (G&C) Model was designed to serve as an integrative framework outlining the key components, principles, and processes required for the effective delivery of G&C in junior primary schools. This model, herein referred to as the Culturally Relevant G&C Implementation Model. The model provides a structured yet flexible approach that aligns G&C practice with learners' developmental needs, cultural contexts, and institutional capacities, thereby supporting learners' academic, social, emotional, and personal development.



**Figure 2: The proposed culturally relevant G&C implementation model**

A Comprehensive Guidance and Counselling model was designed to serve as a framework that outlines the key components, principles and processes involved in delivering effective G&C lessons. This model was proposed as the Culturally Relevant G&C Implementation. By using this model, teachers can ensure that G&C is aligned with learner needs, necessary tools and strategies that support learners' academic, social and personal development.

This model is grounded in the learners' cultural values and traditions, and it consists of two key components that are the pedagogical content knowledge (PCK) and the support structures. The model recognises the importance of culture with an entrenched philosophy of *Ubuntu/Unhu* (humanness), which emphasizes community, respect and empathy. It seeks to integrate these values into G&C implementation, making learning more meaningful, accessible, acceptable and effective to both teachers and the learners.

The model proposes a collaborative approach, involving teachers, school administrators, and parents and all community members. It emphasizes the use of indigenous knowledge systems, traditional practices and local resources to support the implementation of G&C through a pedagogical content knowledge.

### 4.13 Pedagogical content knowledge

Pedagogical content knowledge is the unique blend of knowledge and skills that teachers possess which enables them to teach specific learning areas and topics effectively, (Main, 2023). This model will integrate subject matter knowledge (what is being taught) with pedagogical knowledge (how it is taught). This means that teachers with strong PCK can identify the most critical G&C concepts, anticipate common misconceptions, and develop instructional strategies that cater to diverse learners.

Effective PCK enables teachers to transform subject matter into teachable content, considering learners' prior knowledge, experience and learning needs. Teachers with a better understanding of PCK can adapt their instruction to accommodate different learning styles, abilities and cultural backgrounds. For PCK to effectively implemented, the model recognises the importance of comprehensive teacher training, cultural relevant pedagogy and staff development of teachers. Pedagogical content knowledge in relation to G&C can be enhanced through comprehensive teacher training in pre- service teachers and continuous professional development or staff development workshops among in-service teachers.

#### **4.14 Comprehensive teacher training**

A comprehensive teacher training programme on G&C, grounded in a culturally relevant pedagogy is crucial for teachers to effectively support the holistic development of diverse learners. This training should integrate culturally responsive principles, emphasising the importance of understanding and valuing learners' cultural backgrounds, experiences and perspectives. Additionally, the training should provide teachers with practical skills in various areas such as conflict resolution, classroom management, communication skills as well as hands-on experience in using G&C tools and strategies. By providing teachers with comprehensive training in G&C, schools can ensure that teachers are well-equipped to promote learners' academic, social, emotional and personal growth and to create a supportive and inclusive learning environment.

#### **4.15 Culturally relevant pedagogy**

Culturally relevant pedagogy in G&C involves embracing and incorporating the cultural values, beliefs and practices of diverse learners into G&C teaching and learning. This approach recognises that learners' cultural backgrounds shape their worldviews, experiences and behaviours and that culturally responsive G&C can enhance learner engagement, motivation and academic success. Culturally relevant pedagogy in G&C involves using culturally sensitive language, incorporating indigenous knowledge and traditional practices and addressing the socio-emotional needs of learners from diverse cultural backgrounds.

#### **4.16 Staff development on G&C teaching**

The staff development of teachers on a culturally relevant G&C model is crucial for creating a supportive learning environment. The professional development should focus on enhancing teachers' cultural competence, critical consciousness and pedagogical skills to effectively implement culturally responsive G&C programme. Through workshops, coaching and mentoring, teachers should learn to recognise and challenge their own biases, develop empathy and understanding of diverse learners' experiences and acquire strategies to incorporate indigenous knowledge and traditional practices in G&C teaching.

#### **4.17 Support structures**

Effective G&C programme rely on a network of support structures to ensure learners receive comprehensive learning. These support structures include cultural counselling village, comprehensive G&C syllabus, increased examinations, supervision, incentivising of teachers and provision of G&C resources. By leveraging these support structures, G&C can provide learners with

a safety net of support, empowering them to navigate academic, personal and social challenges.

#### **4.18 Cultural counselling village**

A cultural counselling village (CCV) is an innovative method of teaching G&C that incorporates indigenous knowledge systems and cultural practices. This approach recognises the importance of cultural relevance in G&C and seeks to create a supportive and inclusive environment in a (CCV) learners are immersed in a simulated village setting where they engage with culturally responsive counselling sessions, role-plays and group discussions. This experiential learning approach enables learners to develop cultural competence, critical-thinking and problem-solving skills.

#### **4.19 A comprehensive G&C syllabus**

A comprehensive G&C syllabus for primary education is a curriculum that provides a structured and sequential approach to teaching G&C to learners in junior primary schools. This type of syllabus acknowledges the importance of cultural relevance in G&C and seeks to equip teachers and learners with the knowledge, culturally responsive communication skills, relationship-building skills and personal growth in a culturally responsive manner.

#### **4.20 Increased G&C examinations**

Advanced G&C examinations are specialised assessments prepared to evaluate the knowledge, skills and competences of learners in G&C. This examination should allow learners to demonstrate their expertise and commitment in providing high-quality G&C teaching and learning to junior primary learners. Weighting of examinations should prominence to G&C by providing enhanced weighting, this will make teachers give due attention to the teaching of the learning area.

#### **4.21 Supervision of G&C teaching**

Supervision in the context of G&C is the critical component of professional development where a more experienced and qualified supervisor provides support and feedback to less experienced teachers to help them develop their skills, knowledge and competences in the teaching of G&C. this can includes administrative supervision, clinical supervision and group supervision.

#### **4.22 Incentivising of teachers**

Incentivising teachers to teach G&C is crucial for promoting learner well-being and academic success. To motivate teachers, various incentives can be offered in form of professional development, training and certification, awarding higher-performers and giving bonuses to outstanding performance. Furthermore, schools can provide resource and support, such as G&C

software, assessment tools, and guest speakers, to enhance teachers' guidance practices, such incentives, encourage teachers to increase the teaching of G&C.

## 4.23 Provision of G&C resources

The provision of resources is essential in the teaching of G&C as it enables teachers to effectively deliver comprehensive lessons. Schools can provide resources such as a comprehensive G&C syllabus supported with relevant textbooks. Additionally, schools can also provide access to online resources, such as counselling websites, educational apps and digital libraries to supplement traditional teaching methods.

In summary, the culturally relevant G&C model is a comprehensive framework that integrates the pedagogical content knowledge and the support structures in- order to come up with proper implementation of G&C. The pedagogical content knowledge developed three aspects namely, comprehensive teacher training, culturally relevant pedagogy and staff development and are very crucial for proper G&C implementation. The second component, support structures found very useful in strengthening the following aspects, that are, cultural counselling village, a comprehensive G&C syllabus, advanced G&C examinations, supervision, incentivising of teachers and provision of G&C teaching and learning resources.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

The study also identified strategies that could enhance the implementation of G&C. School administrators provided insights into existing school-level policies and programmes related to G&C, including in-service training initiatives and resource mobilisation efforts. However, these interventions were often sporadic, unevenly implemented, and insufficient to address the depth of the challenges identified.

The study findings motivated the researcher to put forward the following recommendations, that:

1. Guidance and Counselling should be integrated into the school curriculum as a compulsory stand-alone learning area with increased examination weighting, enabling learners to acquire essential life skills and strategies to navigate life's challenges during their formative years.
2. The infusion of new and culturally relevant teaching methods was found useful in improving G&C implementation such that teachers can cross pollinate ideas using both old and new experiences to strengthen their methods of teaching.
3. Schools should foster collaborative partnership with key stakeholders such as parents and

NGOs to enhance the effective implementation of G&C. This collaborative approach can also facilitate timely payment of fees, enabling schools to provide essential learning resources without financial constraints.

4. Schools should provide a supportive and motivating work environment by investing in proper infrastructure. This includes designating specialised spaces for G&C, comparable to libraries and computer laboratories, such as cultural counselling villages to facilitate effective delivery and promote a positive teaching experience.
5. Teachers should be staff developed so that they become familiar with national syllabus that will enable them to acquire the necessary skills, knowledge and attitudes to effectively teach G&C to junior primary learners.

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