



**BINDURA UNIVERSITY OF SCIENCE EDUCATION  
FACULTY OF SCIENC EDUCATION  
DEPARTMENT OF CURRICULUM AND MANAGEMENT STUDIES**

**THE EFFECTIVENESS OF O LEVEL DISASTER RECOVERY  
PROGRAMS IN CHIMANIMANI DISTRICT. A CASE OF TWO  
SCHOOLS IN THE DISTRICT**

**BY**

**MUPEMBE FARAI**

**B225459B**

**A RESEARCH PROJECT TO BE SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR A HONORS DEGREE  
IN PHYSICS**

## RELEASE FORM

NAME OF STUDENT: MUPEMBE FARAI REG. NO. B225459B

DISSERTATION TITLE: EFFECTIVENESS OF O-LEVEL DISASTER RECOVERY STRATEGIES

DEGREE TITLE: HBScEd Physics

YEAR GRANTED: 2024

Permission is hereby granted to Bindura University of Science Education Library to produce single copies of this dissertation and to lend and sell such copies for private, scholarly or scientific research purpose only. The author reserves other publication rights and neither the dissertation nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

PERMANENT ADDRESS: Ndima High School P. Bag 2069 Chimanimani

SIGNED:



DATE: 04/07/2024

## DECLARATION

I, MUPEMBE FARAI hereby declare that, except for references to other people's work which had been duly acknowledged, this dissertation is my original my own work which was never submitted in any other institution before.

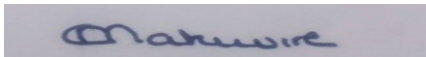
Signed:



Date: 04/07/2024

(Student)

Signed:



Date: 04/07/2024

(Supervisor)

## APPROVAL FORM

The undersigned certify that they have read and recommend to Bindura University of Science Education for acceptance, a dissertation entitled: THE EFFECTIVENESS OF O-LEVEL DISASTER RECOVERY PROGRAMS IN CHIMANIMANI DISTRICT Submitted by MUPEMBE FARAI in partial fulfilment of the requirements for A HONORS DEGREE IN PHYSICS

**Student:**



**Date: 11/10/2024**

**Supervisor:**



**Date: 14/10/2024**

**Chairperson:**



**Date: 15.10.24**

## **ACKNOWLEDGEMENTS**

I would like to extend my gratitude to my project supervisor; Doctor Makuvire C. for her guidance and assistance throughout the research process. All praises to the High who also made sure I saw the light of every day which is a blessing beyond denial. My family remain on top of the people I will cherish for financing my studies as well as raising my morale. I would like to extend a bit of praise to myself for managing to fight off the depression that I went through in the course of the research. I would also like to acknowledge the process and experience in interacting with my participants during the data collection process, I feel humbled to get such responses some of which were too confidential to share openly.

## **DEDICATION**

This project is dedicated to my wife Patricia Chitinha who believed in me and made it possible for me to complete my studies even when the prevalent economic hardships made it impossible. She tirelessly made efforts to remind and encourage me to work hard to complete my project.

## **ABSTRACT**

This study sought to find the effectiveness of disaster recovery strategies in the learning process of students in Chimanimani district schools following the cyclone Idai disaster of 15-19 March 2019. This was done by examining the helpful experiences and challenges faced during the disaster recovery strategies implemented soon after cyclone Idai disaster in the Chimanimani district schools. In the study, questionnaires and face to face interviews were used to collect data from pupils, teachers, the Head and the Deputy Head. The data was analysed using detailed thematic descriptions. The researcher found out that there were many challenges faced by learners in schools which hindered the progress of disaster recovery strategies. The challenges include inadequate counselling sessions which resulted in failure to address the needs of the affected learners, unavailability of enough resources to assist learners to cope up with the difficult situation experienced and lack of experienced professional counsellors to deal with issues raised by affected people. The researcher also observed that pupils are not given enough time and platform to process their emotions and feelings which resulted in few students being helped by the recovery strategies. The study finally recommends improvements to be done in future recovery strategies such as improving learning infrastructure, water and sanitation equipment and deployment of qualified professional counsellors teachers to assist affected people in schools.

## Table Contents

RELEASE FORM.....	ii
DECLARATION.....	iii
APPROVAL FORM.....	iv
ACKNOWLEDGEMENTS.....	v
DEDICATION.....	vi
ABSTRACT.....	vii
List of Tables.....	xii
ACRONYMS.....	xiii
CHAPTER ONE.....	1
THE PROBLEM AND IT'S SETTING.....	1
1.0 INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY.....	1
1.3 STATEMENT OF THE PROBLEM.....	3
1.4 RESEARCH AIM.....	3
1.5 RESEARCH OBJECTIVES.....	3
1.6 RESEARCH QUESTIONS.....	4
1.7 SIGNIFICANCE OF THE STUDY.....	4
1.8 LIMITATIONS OF THE STUDY.....	4
1.9 DELIMITATIONS.....	5
ASSUMPTIONS.....	5
1.12 DEFINITION OF KEY TERMS.....	5
1.13 CHAPTER SUMMARY.....	6
CHAPTER TWO.....	7
REVIEW OF RELATED LITERATURE.....	7
2.0 INTRODUCTION.....	7
2.1 THEORATICAL FRAMEWORK.....	7
2.2 CONCEPTUAL FRAMEWORK.....	9
2.3 EFFECTS OF NATURAL DISASTERS ON HUMAN DEVELOPMENT.....	10



2.4 IMPACT OF TROPICAL CYCLONES IN ZIMBABWE.....	11
2.5 IMPACTS OF CYCLONE IDAI IN CHIMANIMANI.....	13
2.6 MITIGATORY FACTORS.....	14
2.6 WHAT IS COUNSELLING.....	14
2.6.0 TYPES OF COUNCELLING.....	15
2.6.1 PSYCHOANALYTIC THEORY.....	15
2.6.2 THE INDIVIDUAL PSYCHOLOGY THEORY.....	16
2.6.3 CLIENT-CENTERED THERAPY.....	17
2.6.4 BEHAVIORAL THEORY.....	17
2.6.5 RATIONAL EMOTIVE THERAPY (RET).....	18
2.7 SUMMARY.....	19
CHAPTER THREE.....	20
RESEARCH METHODOLOGY.....	20
3.0 INTRODUCTION.....	20
3.1 RESEARCH PHYLOSOPHY.....	21
3.2 RESEARCH PARADGM.....	21
3.3 REAEACH DESIGN.....	22
3.4 RESEARCH POPULATION.....	23
3.5 SAMPLING.....	23
3.51 RESEACH SAMPLE.....	24
3.6 DATA COLLECTION INSTRUMENTS.....	24
3.7 DATA COLLECTION PROCEDURES.....	25
3.8 QUALITY ASSURANCE.....	26
3.9 ETHICAL CONSIDERATIONS.....	27
3.91 LIMITATIONS.....	28
3.92 CHAPTER SUMMARY.....	28
<b>CHAPTER 4.....</b>	<b>28</b>
DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	28

4.0 INTRODUCTION.....	29
4.1 Demographic data of participants.....	29
4.2 THEMES AND SUB THEMES.....	32
4.2.1 Theme 1: The experience of students during and after cyclone Idai.....	32
4.2.2 Theme 2: The experience of teachers during and after cyclone Idai.....	35
4.2.3 Theme 3: The most helpful aspects of the disaster recovery process.....	38
4.2.4 Theme 4: The most challenging aspects of the disaster recovery process.....	41
Theme 5: Suggested ways of supporting students and promote learning.....	45
<b>CHAPTER 5.....</b>	<b>48</b>
Summary, conclusion, and recommendations.....	48
5.0 INTRODUCTION.....	48
5.1 RESEARCH SUMMARY.....	49
5.3 Conclusions.....	51
5.4 .1 Recommendations to the teachers.....	52
5.4.2 Recommendations to the parents.....	52
5.4 .3 Recommendations to the school administrators.....	52
5.4.4 Recommendations to Zimbabwean Civil Protection Unity.....	53
5.4.5 Recommendations for further studies.....	53
REFERENCES.....	54
Appendix 1: Permission Letter from Bindura University.....	57
Appendix 2: Permission Letter from MoPSE.....	58
APPENDIX 3: OPEN ENDED QUESTIONNAIRE GUIDE FOR STUDENTS.....	59
APPENDIX 4: FACE TO FACE INTERVIEW GUIDE FOR PUPILS.....	62
APPENDIX 5: OPEN ENDED QUESTIONNAIRE GUIDE FOR TEACHERS.....	63
APPENDIX 6: FACE TO FACE INTERVIEW GUIDE FOR TEACHERS.....	66

## **List of Tables**

Table 1: Demographic data on gender for school A

Table 2: Demographic data for gender on school B

Table 3: Demographic data on age for school A

Table 4: Demographic data on age for school B

Table 5: Academic level for participants in school A

Table 6 : Academic level for participants in school B

## **ACRONYMS**

ALP:	Accelerated Learning Programme
CPU:	Civil Protection Unity
GDP:	Gross Domestic Product
UNDP :	United Nations Development Programme
UNICEF:	United Nations Children Fund
USAID :	United States Agency for International Development
USDA :	United States Development Agency
NGO:	Non-Governmental Organization
PTSD:	Post-traumatic stress disorder

## **CHAPTER ONE**

### **THE PROBLEM AND ITS SETTING**

#### **1.0 INTRODUCTION**

There was a general drop in pass rate at O-level results within Chimanimani district secondary schools after the cyclone Idai disaster of March 2019. This significant drop across the district has raised the questions to many education stakeholders. Cyclone Idai disaster has caused a lot of disturbances to the learning institutions and this has affected the learning process but nevertheless certain disaster recovery programs were put in place in an attempt to restore the disturbances back to normal. Chapter One comprised of ten sections: background to the study; statement of the problem; research aim; research objectives; research questions; significance of the study; delimitations; limitations; assumptions; definition key terms and chapter summary.

#### **1.1 BACKGROUND OF THE STUDY**

Globally climate change is affecting societies in unprecedented ways across the globe. According to Munich Re (2018), tropical cyclones were responsible for nearly half of all natural hazard-related disaster losses worldwide from 1980 to 2018, with damage amounting to an aggregate of USD 2111 billion. Globally they are among the most destructive natural hazards (Kunze, 2021). The African continent, particularly south of the Sahara, has not been spared either.

Zimbabwe has not been spared, it was hard hit by a cyclone in 2019. The unexpected cyclone Idai natural disaster on 14-17 March 2019 led to subsequent temporarily closure of all affected schools which disrupted the normal way of learning (Watt 2019). Chimanimani District in the Eastern province of Manicaland was hard hit. This means the functionality of learning institutions in Chimanimani was greatly affected as great work was to be done to renovate and restore normalcy to the destructed infrastructure across the district.

Disaster recovery programs are activities and trainings in which students, teachers and affected stakeholders undergoes after the occurrence of a disaster (Chatiza, 2019). In the case of cyclone Idai in Chimanimani district, the recovery activities carried include the psychosocial counselling, the provision of material resources stationary, sanitation kits,

nutritional foodstuffs and rehabilitation of devastated learning infrastructure. According to Kunze, (2021). Teachers were also trained on how to handle learners from post-traumatic conditions and how to teach using the accelerated learning program (ALP). Sen, (2011) proposed that disaster recovery programs are designed to ensure restoration and continuation of vital business processes through provision of effective solutions and implementation of strategies that recover effects caused by the disaster. Although the term “disaster” is relative because disasters can occur in varying degrees, the cyclone Idai disaster however was highly destructive such that the president of the republic of Zimbabwe his Excellency Cde. E.D. Mnangagwa declared it as a state disaster on 15 March 2019. This study will focus solely on the impact of the psychosocial and emotional support interventions implemented as recovery learning strategies after cyclone Idai disaster

The impact of cyclone Idai on Chimanimani district schools significantly affected both teachers and students. Several learning facilities were damaged (water sources like boreholes were damaged, classroom roofing sheets were removed by heavy winds leaving textbooks and exercise books exposed to damage by heavy rains, furniture was destroyed by landslides and heavy rains). A wide spread damage was experienced in district.. Many learning facilities in the schools were destroyed and this had a significant impact on the learning process of students. Many schools were unable to reopen for several months. The victims of Idai had among other needs; psychosocial support, food security, access to clean water, shelter to some students with displaced homes. Some students dropped out of school due to the aftermath of the disaster. some parent withdraw their children from Chimanimani district schools due to fear of what happened and thus enrolments in schools decreased as a result.

Twig (2003), stated that a number of disaster recovery learning programs that can be implemented in order to facilitate effective learning in case of disasters. Such programs include guidance and counselling sessions, distribution of food stuffs and re-constructing devastated infrastructure. The United Nations and UNICEF provided peer and learner support resource material for both learners and teachers. During the preparation weeks for reopening teachers underwent psychosocial trainings. Teachers were also trained on the disaster recovery learning strategy called Accelerated Learning Program (ALP) which equips teachers with skills on compressing syllabi in order to recover the lost time. It is against background that the researcher want to assess the effectiveness of such recovery learning strategies on the

learning and performance of the affected learners. The study therefore intent to determine the effectiveness of disaster recovery learning techniques which were implemented in Chimanimani Secondary Schools in Zimbabwe during the aftermath of cyclone Idai disaster. The researcher would like to know whether the learners benefitted from the activities done as part of recovery strategies and to what extend do they benefitted affected individuals. the researcher also want to know the extent of the impact of the help given to individuals with different levels of traumatic experiences from the Idai disaster of 14-17 March 2019.

### **1.3 STATEMENT OF THE PROBLEM**

Several studies have concluded that disaster recovery learning strategies plays an effective role in helping affected learners during disasters like cyclone Idai to catch up with other learners in unaffected districts through providing learners with the psychosocial and economic needs and by preparing and teaching compressed syllabi. Creswell, (2014), pointed out that the goals of disaster recovery program include supporting formal and non-formal learning options and building resilience and recovery by protecting children and youth from emotional effects and mitigating the effects of in and around school communities. Despite the above postulates, there was persistent dropouts by learners as seen by the decrease in enrollments most of the affected schools in Chimanimani district. A noted a continual drop in overall pass rates in affected schools. The researcher has therefore been motivated to carry out the study to find out if the disaster recovery programs were useful and to what extent was the usefulness of these strategies. The researcher had questions if the recovery interventions impact children's psychosocial skills and knowledge and the impact of the intervention on psychosocial capabilities of learners, attitudes and dispositions towards cyclone Idai disaster.

### **1.4 RESEARCH AIM**

To assess the effectiveness of disaster recovery strategies implemented in the Chimanimani district schools after cyclone Idai disaster

### **1.5 RESEARCH OBJECTIVES**

1. To expose the experience of students and teachers during and after cyclone Idai
2. To identify the most helpful and challenging aspects of the disaster recovery process
3. To recommend best practices for future disaster recovery efforts in the district.

## **1.6 RESEARCH QUESTIONS**

1. What was the experience of students and teachers during and after cyclone Idai?
2. What disaster recovery strategies were implemented after cyclone Idai and which one was the most helpful and challenging aspects of the disaster recovery process?
3. What recommendations can be made for future disaster recovery efforts?

## **1.7 SIGNIFICANCE OF THE STUDY**

The investigation is important to educational stakeholders in that;

Policy makers can adopt useful contributions from local significant others so that they improve their curriculum and promote quality learning in the present curriculum. It also help school administrators to recognise effective teaching methods that can best facilitate learning and instil understanding in learners. Students will be aware that different teaching approaches have different impact the learning environment and hence it helps other pupils to recover from their stressful environment. Parent and the donor community will be informed of the diverse needs of learners in their different levels of being affected.

## **1.8 LIMITATIONS OF THE STUDY**

- a) The responses from participants were affected by social desirability bias, meaning that they would provide answers that they think the researcher wants to hear. This means the researcher would try to be as neutral as possible in the research questions and interviews
- b) The findings are not generalizable to other populations as the data will only come from a specific group of students and teachers in Chimanimani district and thus the researcher tries to improve the external validity by selecting at least two schools involved in the same disaster.
- c) The respondents would fail to give information. It is therefore necessary to educate them on the importance of giving actual information prior to the data collection activity.



## **1.9 DELIMITATIONS**

This study was conducted in Chimanimani District in Manicaland province located in the eastern part of Chimanimani district which is located between Mutare rural district and Chipinge District. The study was limited to Chimanimani district and did not include others areas affected by cyclone Idai. The study was conducted as a case study of two affected schools. Much focus was only given to the actual learners and teachers who experienced the traumatic disaster within the district-selected schools, and did not include other stakeholders such as parents and government officials.

## **1.10 ASSUMPTIONS**

The assumptions associated with this study are that the researcher assumed that the participants were going to be truthful and trustworthy in responding to the research questions, which improves the internal validity of the research. The researcher assumed that he is going to be given permission to get into the schools to carry out data collection. The researcher assumed that the respondents will understand the questions and be able to interpret them correctly. The researcher tried to improve the internal validity as well as minimizing biased information by explaining to the participants that the information being collected is for academic purposes and have nothing to do with politics so they must be honest and accurate in their responses. When designing questionnaires, the researcher tried to make them as simple as possible so that participants understood them and give the right answers to asked questions.

## **1.12 DEFINITION OF KEY TERMS**

The researcher defined some of the terms which were frequently used in this study

### **1. Disaster:**

Mpala & Ndlovu, (2013) defines the term disaster as catastrophic event which result in destruction of hardware or software and giving disturbances to business activities and services. A “disaster” can therefore be regarded as any event that can cause a significant disruption in normal operations for a period of time, which affects the operations of the business. Gwimbi, (2007) defines natural disaster as any natural event caused by a natural hazard which has the potential to pose a significant threat to human health and safety.

therefore in this study the researcher defined the term disaster as a catastrophe that that occur unexpectedly and negatively affect a certain vulnerable group of individuals.

## **2. Recovery Strategy**

Kunze, S. (2021) views a recovery strategy as a multi-faceted and deeply personal plan that encompasses various aspects of healing, growth and regaining what was lost. It extends to to all plans of hope and functioning and emphasises on the importance of holistic well being and individualised support. According to Lowenthal & Wilson (2010) it is the process of resuming normal operations following a catastrophic event, such as natural disaster, cyber-attack or any other disruptive occurrence. Thus in this study the researcher considered the term recovery strategy as plan or procedure to restore disruptive occurrences from natural disasters.

## **3. Cyclone**

Creswell, (2014) defined cyclone as a weather phenomenon characterized by a system of rotating winds over a vast area. Chanza at al. (2020) proposed that cyclone is a type of storm that is characterized by a low-pressure center, strong winds and heavy rainfall, which can cause significant damage due to heavy rainfall and landslides. In this study the researcher viewed Cyclone Idai as a type of storm characterized by a low pressure center, strong spinning winds and heavy rainfall which caused significant destruction to the landscape with heavy rainfall and landslides.

## **1.13 CHAPTER SUMMARY**

The chapter laid out the context of the problem. The background to the study revealed that natural disasters hit when least expected. Countries cannot really prepare for them because when and how they will hit. It has also been revealed that when natural disasters hit both teachers and learners are affect hence the need for counselling. Chapter Two focused on review of literature related to the topic under study

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION**

In this chapter, the researcher delved into the critical exploration of guidance and counselling strategies aimed at enhancing the effectiveness of learning programs in the aftermath of Cyclone Idai. The devastating impact of natural disasters such as Cyclone Idai had significantly disrupts educational systems and the wellbeing of students. Therefore, it is imperative to examine the role of guidance and counselling in supporting the recovery of rational thinking and resilience of learners in such challenging and disturbing circumstances

This chapter looked at literature related with this research and explored the nature of disruption caused by cyclone Idai disaster. The theoretical guidelines of guidance and counselling approaches were analyzed and much focus was given to specific counselling concepts, considering their applicability to the unique circumstances presented by cyclone Idai. The analysis was informed by the gap between the theoretical framework and the empirical evidence which can provide the researcher with practical insights of the effectiveness of guidance and counselling strategies administered to the affected people.

#### **2.1 THEORATICAL FRAMEWORK**

The study is guided by two theories. One of the theories that guided this research was the Individual Psychology theory. This theory is often called Adlerian therapy. It sees the person as a unity, an indivisible whole, and it focuses on the individuality of persons. At the core of this theory is the belief that there exists within a human being an innate drive to overcome inferiorities and develop one's potential and self-actualization. The theory hinges on social interest, which is central to the growth and actualization of the individual and the good of the society. Because social interest is viewed as an innate aptitude, it must be consciously developed over time (Manaster & Corsini, 1982:291). Social interest, also referred to as one's ability to give and take, is accomplished through the life tasks in which all human beings participate.

These tasks include work, friendship, and love (Sweeney, 1989:49). When a person comes for therapy, it is in one or more of these areas that he/she is experiencing incongruence or discomfort. The counselling process then is seen as a means by which the therapist and counselee work together to help the counselee develop awareness as well as healthier attitudes and behavior so as to function fully in society. The Adlerian counselling process involves four stages:

1. establishing relationship
2. diagnosis
3. insight/ interpretation
4. reorientation

In the first session the counsellor establishes a relationship with the client through an interview in which the client is helped to feel comfortable, accepted, respected and cared about. The client is then encouraged to explain what helped her/him to determine the need for counselling. The counselling process is explained and discussed with the client. The client is then asked to discuss how things are going in each of the life task areas. The diagnostic stage involves the 'life-style interview'.

The interpretation phase is the time during which the counsellor and client develop insight from the lifestyle interview into the client's problems. The orientation stage is the most critical. The therapist helps the client to move from intellectual insight to reality. With the counsellor's support, encouragement and direction, the counselee changes from unhealthy ways of thinking, feeling and behaving to ways more satisfying to him/her and society. Wallace (1986:157) believes that this theory is most effective in marriage, child and family counselling and less effective in one to one therapy. The Adlerian theory creates a therapeutic relationship that encourages participants to explore their basic life assumptions and to achieve a broader understanding of lifestyles. It helps clients recognize their strengths and their power to change and also encourages them to accept full responsibility for their chosen lifestyle as well as for any changes they want to make.

The above theory works hand in hand with the Rational Emotive theory which was developed by Albert Ellis. This theory is based on the assumption that people have the capacity to act in either a rational or irrational manner. Rational behaviour is viewed as effective and potentially productive whereas irrational behaviour results in unhappiness and non-productivity. Ellis assumes that many types of emotional problems result from irrational

patterns of thinking. This irrational pattern may begin early in life and be reinforced by significant events in the individual's life as well as by the general culture and environment. The RET approach to counselling declares that most people in our society have developed many irrational ways of thinking and that these irrational thoughts lead to irrational or inappropriate behaviour. Therefore counselling is designed to help people recognize and change these irrational beliefs into more rational ones. The accomplishment of this goal requires an active, confronter, and authoritative counsellor who has the capacity to utilize the whole variety of techniques (Hansen, *et al.*, 1986:482). The RET therapist does not believe that a personal relationship between the client and counsellor is a prerequisite to successful counselling. In fact it is believed that the therapist may frequently challenge and provoke the irrational beliefs of the client. Rational Emotional Therapy can be applied to individual and group therapy, marathon encounter groups, marriage counselling and family therapy.

The goal of this theory is to teach group members that they are responsible for their own disturbances and help them identify and abandon the process of self-indoctrination by which they keep their disturbances alive. It also aims at eliminating the clients' irrational and self-defeating outlook on life and to replace it with a more tolerant and rational one. This study is therefore going to be guided by the above two theories. They are proper for this study because they their concepts tend to address individuals (teachers and learners) who have been affected in different ways.

## **2.2 CONCEPTUAL FRAMEWORK**

Basing the study on the above two theories, it was noted that the nature of counselling that was required by the affected people would not be uniform. This means it was not to be administered to large group of people without considering the extent of the assistance required by each individual. During the Cyclone Idai disaster people were affected in different ways. Students were affected in different ways and to varying extents. Teachers were also affected differently. How effective was the counselling to each individual. The impact of the counselling. It was important to remember that everyone had different experiences and reactions and thus require a unique counselling process that can address their problems. There was no 'one size fits all' approach. For example, some people may need

more time to process their emotions while others may be ready to focus on rebuilding their lives right away.

## **2.3 EFFECTS OF NATURAL DISASTERS ON HUMAN DEVELOPMENT**

Due to climate change, the intensity and frequency of natural disasters is projected to increase in the future (Brown et. al. 2012). The social and economic effects of recent natural disasters across the world have reiterated the need to place more attention to natural disaster as part of the global poverty agenda. Deprez & Labattut, (2020) proposed that there is mounting evidence that global climate change is increasing the recurrence and virulence of natural hazards in vast parts of the world, such as hurricanes, floods, droughts, heat waves cyclones and wildfires are now common in these recent years.

Mexico cannot be indifferent to any of these trends. The country lies within one of the world's most active seismic regions; prone to constant droughts in its northern cone and in the path of hurricanes and tropical storms originating in the Caribbean Sea, Atlantic and Pacific Oceans. This wide geographic exposure renders that a high share of the country's population and GDP may be at hazard risk.

Yet, with a few exceptions, the foreseeable effect of geological and climatic hazards on poverty has not translated into a systematic research agenda that illustrates their connection. Major reviews on poverty dynamics have noted, for instance, that only a few studies account for this type of risk impacts (Baulch and Hoddinott, 2000; Dercon and Shapiro, 2007). Perhaps, the single most important explanation for this shortcoming is data availability. The standard tools for measuring poverty (household surveys) lack risk modules upon which one can create counterfactuals to explore actual impacts; an alternative is to import disaster data into them.

Disentangling the causal impact of natural disasters on social welfare indicators in a credible way is also a complex task. While the occurrence of a natural hazard could be considered exogenous, its transformation into a disaster is not. It is the number of people located in certain areas combined with the human, material and environmental circumstances of households and the localities where they live that shapes their chances of weathering a natural hazard or not, and certainly less resourceful households located in hazard-prone areas are more vulnerable.

## **2.4 IMPACT OF TROPICAL CYCLONES IN ZIMBABWE**

Disaster epics are often followed by a delayed but serious disaster impact on the educational performance of schoolchildren (Gibbs et al. 2019; Nguyen 2018). The increases in the frequency of tropical cyclones in Zimbabwe over the last 10 years have led to the increase in damages to the environment, human life, infrastructure and learning process in schools. There are differentiated impacts of cyclone Idai with vulnerable communities which are less adaptive being most affected (Mabaso et al 2021). Tropical cyclones have devastating social, environmental and economic impact in human lives.

Cyclone Idai survivors faced post disaster post traumatic disorders, loss of livelihoods, abandonment and social isolation (Chapungu,2020). Some researchers mentioned that the majority of interviewed teachers also pointed out that a slight decline in pass rate have been noted which also impacts future enrolments heavily. The school authorities bemoaned excessive trauma to both staff and children. Some study participants, who also happen to be parents of some learners, expressed that they were more comfortable with upward deviations in pass rate as opposed to downturn scenarios typical of the post-Cyclone Idai one. When infrastructure was destroyed, there was also serious loss of educational materials. The loss of educational material translated to educational disturbance, particularly in the area of practical subjects, where learners benefit from constant use of teaching and learning equipment. Chingombe & Musarandega (2021) highlighted that the focal area of this affected is eastern Chimanimani, where the disaster disrupted many activities, including the education system. Cyclones usually enter Zimbabwe from the East and the usual trajectory is eastern side of Chimanimani (Deprez & Labattut, 2020).It was noticed that there was no other option other than to temporarily close schools so that restoration will be done first then learning will be resumed with time.

Nhamo & Chikodzi (2021) pointed out that Cyclone Idai resulted in deaths and displacements which disrupted the normal operations in the area as people were forced to move away from the area. Educational attainment and achievement are a function of uninterrupted learning time and the provision of adequate and relevant resources. Protracted disruption periods point to a bleak future for the education system.

Disasters do seriously impact the stability and performance of learners. Cahill et al. (2011) noted a range of psychological and mental health issues associated with disaster shocks on children, that is, reduced sense of safety and security, self-worth, social connection, self-efficacy and sense of purpose, hope and meaning. Psychosocial support programs are therefore mandatory to curb these effects. Children have greater trouble processing emotional trauma, causing post-traumatic stress disorder Kousky (2016). The effects can persist into adulthood and even the next generation (Heckman 2007).

The building of permanent school infrastructure is often considered a secondary priority, resulting in children being educated in temporary learning centres for years after a disaster event Watt 2019), a move that negatively affects the quality of the teaching and learning outcome. This resonates with Mavhura (2020), who equally avers the importance of having effective disaster preparedness rather than what is occurring in Zimbabwe, that is, remaining in the disaster–response–disaster cycle instead of a proactive preventive approach to cyclones.

The suggested means to improve the resilience of the education system in Chimanimani triangulate well with Thornley's (2013) call for encouraging community-led organisation and action, understanding community complexity and diversity to develop and strengthen partnerships between communities and authorities. This bolsters community capital. To bolster community empowerment under the guidance of traditional leadership and cultural norms, values have been hailed earlier (Musarandega et al. 2018).

## **2.5 IMPACTS OF CYCLONE IDAI IN CHIMANIMANI**

The focal area of this article was eastern Chimanimani, where the Cyclone Idai disaster disrupted many activities, including the education system (Chingombe & Musarandega 2021). The cyclone resulted in deaths and displacements, and other people moved away from the area altogether (Nhamo & Chikodzi 2021). Chimanimani East, which was mainly affected by the negative effects of Cyclone Idai, was selected for the study. The area lies in the Agro-ecological region 1 (Chingombe & Musarandega 2021). The region has average rainfall in excess of 1000 mm per year and droughts are a rare phenomenon. The major river in this area is Rusitu with its tributaries Mutsangadzi, Chipita, Haroni and Musapa near Chikukwa. The annual mean temperature is approximately 16 °C with the possibility of frost in winter (Chanza et al. 2020). The landscape is dominated by high and rugged terrain with



an altitude of up to 6000 m above sea level. The vegetation is mainly savanna woodland to mountain grassland and broad-leaved evergreen forests.

Chimanimani District has 134 940 people who are largely rural (95%) with a 95% literacy rate (ZIMSTATS 2013). About 1600 households, containing 9600 people, were directly affected by Cyclone Idai as stated by Copercious (2019) in Chanza et al. (2020). The livelihoods in the study area are basically centred on semi subsistence farming of horticulture produce (mainly potatoes, bananas, mangoes and sugarcane, among others), maize production and plantations of tea, coffee and timber (Chanza et al. 2020; Chingombe & Musarandega 2021). In terms of infrastructure, the area has poor dust roads which become muddy and slippery in the rainy season, making it difficult to transport produce to markets.

Cyclone Idai also led to a disruption of learning systems ranging from staff establishment in some schools to learner enrolments. The disaster caused the deaths of three teachers at Dzingire Primary School. Nyabamba Primary School also reportedly lost one teacher. Accordingly, the disaster caused loss of human resources and reduced quality of education in this disaster-prone part of the district, since many traumatised teachers continue to live and work in fear of yet another high-level disaster. Road infrastructure has been destroyed (Chatiza, 2019). Rivers were affected by landslides, rockslides and mudslides affecting sources of water, 1.17 million hectares of forests and 104,620 hectares of protected areas were affected by Cyclone Idai (Chatiza, 2019), it has led to more than 900 households being affected and have led to about 1000 deaths, damage of property valued at USD\$, 2billion, displaced people and damage to the environment.

## **2.6 MITIGATORY FACTORS**

Several Idai mitigatory measures should be developed either by Government of Zimbabwe, the interested stakeholders or the affected communities. These are preventive measures and early warning systems to alert people or to make them prepared. Chatiza, (2019) pointed out some of the important mitigatory measure to be taken, these include; firstly investing in early warning systems such as installation of digital weather stations in schools and disaster preparedness plans to help people evacuate and protect themselves when a cyclone is approaching. Secondly improving infrastructure such as housing, storm drains and building of bridges. Thirdly provision of financial assistance and strengthening of local economy to

assist affected people to rebuild their lives more quickly. Psychosocial Guide and Counselling sessions are not an exception as they help the affected people to rebuild their lives.

## **2.6 THE CONCEPT OF COUNSELLING**

Rogers (1942) says counselling is a process where counsellors help clients to come to terms with their feelings and thoughts. In this way they gain insight into their problems in such a way that they view problems in a new or different light, which helps them to make rational, constructive decisions to change behaviour and find solutions to their problems. Rogers (1942) also suggested that one view of human beings is that they are by nature irrational, unsocialized and destructive of themselves and others. He goes on to say that counselling reverses this and views the client as basically rational, socialized, forward moving and realistic. Burn (1992) takes counselling as a conversation where two groups of people take turns in exchanging views but with the counsellor as more of a listener while the counselee does most of the talking. Fear and Wool (1996) say counselling is help given to a client to gain insight into his own thoughts, feelings and behavior in such a way that he can make rational constructive decisions to solve his problems.

The British Association for Counselling (BAC) (1993) says that the overall aim of counselling is to provide an opportunity for the client to work towards living in a more satisfying and a resourceful way. The association goes on to say that counselling may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crises, developing personal insight and knowledge, working through feelings of inner conflict or improving relationships with others. In this case the counsellor's role is to facilitate the client's work in ways, which respect the client's values, personal resources and capacity for self-determination. Gibson and Mitchell (1993) assert that counselling is a one-to-one relationship that focuses on a person's growth, adjustment, problem solving and decision making needs.

### **2.6.0 TYPES OF COUNCELLING**

The five commonly used types of counselling, which are sometimes referred to as types of therapy are as follows:

1. Psychoanalytic Theory
2. Individual Psychology Theory
3. Behavioral Theory
4. Rational Emotive Therapy
5. Reality Therapy

### **2.6.1 PSYCHOANALYTIC THEORY**

The goals of psychoanalytic theory, according to Wadsworth (1990), aim to provide a climate that helps clients re-experience early family relationships and uncover buried feelings associated with past events that carry over into current behaviour. Also, to facilitate insight into the origins of faulty psychological development as well as to stimulate a corrective emotional experience.

According to Corey (1986) Freud gave psychology a new look and new horizons. He called attention to psychodynamic factors that motivate behaviour, focused on the role of the unconscious and developed most of the first therapeutic procedures for understanding and modifying the structure of one's basic character. He stimulated a great deal of controversy, exploration, and further development of personality theory and laid the foundation on which later psychodynamic systems rest. His theory is a benchmark against which many other theories are measured. The psychoanalytic theory views the structure of personality as separated into three major systems, the id, the ego and superego. Hereditary factors are represented by the id, which functions in the inner world of one's personality and is largely unconscious. It is usually viewed as the original system personality that is inherent and present at birth. It is believed that the id is ruled by the 'pleasure principle', and thus it seeks to avoid tension and pain, seeking instead gratification and pleasure.

### **2.6.2 THE INDIVIDUAL PSYCHOLOGY THEORY**

This theory is often called Adlerian therapy. It sees the person as a unity, an indivisible whole, and it focuses on the individuality of persons. At the core of this theory is the belief that there exists within a human being an innate drive to overcome inferiorities and develop one's potential and self-actualization. The theory hinges on social interest, which is central to the growth and actualization of the individual and the good of the society. Because social interest is viewed as an innate aptitude, it must be consciously developed over time (Manaster & Corsini, 1982:291). Social interest, also referred to as one's ability to give and take, is accomplished through the life tasks in which all human beings participate. These tasks include work, friendship, and love. The Adlerian counselling process involves four stages:

1. establishing relationship
2. diagnosis
3. insight/ interpretation
4. reorientation

In the first session the counsellor establishes a relationship with the client through an interview in which the client is helped to feel comfortable, accepted, respected and cared about. The client is then encouraged to explain what helped her/him to determine the need for counselling. The counselling process is explained and discussed with the client. The client is then asked to discuss how things are going in each of the life task areas. The diagnostic stage involves the 'life-style interview'. The interpretation phase is the time during which the counsellors and client develop insight from the lifestyle interview into the client's problems. The orientation stage is the most critical. The therapist helps the client to move from intellectual insight to reality. With the counsellor's support, encouragement and direction, the counselee changes from unhealthy ways of thinking, feeling and behaving to ways more satisfying to him/her and society.

### **2.6.3 CLIENT-CENTERED THERAPY**

Client-centered (now frequently referred to as 'person centered') counselling is another historically significant and influential theory. This theory was originally developed by Carl Rogers as a reaction against what he considered the basic limitations of psychoanalysis. Due to his major contributions, the approach is referred to as 'Rogerian Counselling'. The approach focuses on the client's responsibility and capacity to discover ways to more fully

encounter reality. Therapists concern themselves mainly with the client's perception of self and of the world. Rogers points out that the therapist should be genuine, non-possessive, warm, accepting and have empathy. These aspects constitute the necessary and sufficient conditions for therapeutic effectiveness. The therapist's function is to be immediately present and accessible to the client and to focus on the here and now experience created by their relationship. The client-centered model is optimistic and positive in its view of humankind. Clients are viewed as being good, possessing the capability of self-understanding, insight, problem solving and decision-making, as well as change and growth. The counsellor facilitates the counslee's self-understanding, clarifies and reflects back to the client the expressed feelings and attitudes of the client. The aim is to help the client bring about change in himself/herself. The theory provides a safe climate in which members can explore the full range of their feelings. It helps members to become increasingly open to new experiences and develop confidence in themselves and their own judgments. Clients are encouraged to live in the present, develop openness, honesty, and spontaneity. The theory makes it possible for clients to encounter others in the here and now and to use the group as a place to overcome feelings of alienation.

#### **2.6.4 BEHAVIORAL THEORY**

Behavioral theory and conditioning can be traced directly from Pavlov's 19th century discoveries, and from further research carried out by Watson, Thorndike and Skinner who developed the theory to its present popularity. The behaviorist views behavior as a set of learned responses to events, experiences or stimuli in a person's life history. For the behaviorist counselling involves the systematic use of a variety of procedures that are intended specifically to change behavior in terms of mutually established goals between a client and a counsellor. Behaviorists also believe that stating the goals of counselling in terms of behavior that is observable is more useful than stating the goals that are more broadly defined, such as self-understanding or acceptance of self. Therefore counselling outcomes must be identifiable in terms of overt behavior changes. Counsellors utilizing behavioral theory assume that the client's behavior is the result of conditioning. The counsellor further assumes that each individual behaves in a predictable way to any given situation or stimulus, depending on what has been learnt (Ivey, *et al.*, 1993). Gilliland, James and Bowman (1989) point out that modern counselling involves the client in the analysis, planning, process and evaluation of his/her behavior management program. The counsellor is expected to have

training and experience in human behavior modification and also to serve as consultant, teacher, adviser, reinforcer and facilitator. The theory helps group members eliminate maladaptive behaviours and learn new more effective behavioural patterns.

### **2.6.5 RATIONAL EMOTIVE THERAPY (RET)**

The Rational Emotive theory was developed by Albert Ellis. This theory is based on the assumption that people have the capacity to act in either a rational or irrational manner. Rational behavior is viewed as effective and potentially productive whereas irrational behavior results in unhappiness and non-productivity. Ellis assumes that many types of emotional problems result from irrational patterns of thinking. This irrational pattern may begin early in life and be reinforced by significant events in the individual's life as well as by the general culture and environment. The RET approach to counselling declares that most people in our society have developed many irrational ways of thinking and that these irrational thoughts lead to irrational or inappropriate behavior. Therefore counselling is designed to help people recognize and change these irrational beliefs into more rational ones. The accomplishment of this goal requires an active, confrontational, and authoritative counsellor who has the capacity to utilize the whole variety of techniques (Hansen, *et al.*, 1986). The RET therapist does not believe that a personal relationship between the client and counsellor is a prerequisite to successful counselling. In fact it is believed that the therapist may frequently challenge and provoke the irrational beliefs of the client. Rational Emotional Therapy can be applied to individual and group therapy, marathon encounter groups, marriage counselling and family therapy.

The goal of this theory was to teach group members that they are responsible for their own disturbances and help them identify and abandon the process of self-indoctrination by which they keep their disturbances alive. It also aimed at eliminating the clients' irrational and self-defeating outlook on life and to replace it with a more tolerant and rational one.

Conclusively it was noted that all the five types of counseling namely Psychoanalytic theory, Individual psychology theory, Behavioral Theory, Rational Emotive Therapy and Reality Therapy are quite useful in assisting people under difficult situations and experiences. However the client centered approach also known as the individual psychology

therapy seems to work effectively in assisting individuals with different levels of traumatic experiences.

## **2.7 SUMMARY**

The present chapter was aimed at exploring literature related to the impact of counselling on learning system. The devastating effects of natural disasters have been discussed and the disruption of educational systems due to cyclone Idai. The social and economic consequences of recent natural disasters across the world have been mention with the need to be given adequate attention globally. The researcher also examined the role of guidance and counselling in supporting the recovery of rational thinking and resilience of learners in such challenging and disturbing circumstances

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

According to Creswell (2007) the term research refers to a systematic process to intentionally enhance the understanding of a problem, and is conducted through collecting, analyzing and interpreting data. As outlined by the research objectives and sub research questions of the research, methodology will operate as a guideline to all the undertakings during the course of the research. Leed & Ormrod (2001) defined research methodology as “the general approach the researcher takes in carrying out the research project. Research method is therefore a systematic way to solve a problem. It is a scientific study of how research is to be carried out, essentially, the procedures by which researchers go about their work of describing; explaining and predicting phenomena are called research methodology. This chapter explained and justified the research methods used in finding out the problem and its solutions.

#### **3.1 RESEARCH PHYLOSOPHY**

This research was guided by interpretivism. It is a research philosophy that emphasizes the subjective interpretive nature of human knowledge. It states that truth is within people and can be interpreted from what people says According to Creswell (2009), interpretivism is a concept in which our understanding of the world is not fixed or objective, instead it is constructed through our personal experiences, beliefs and social interactions. The researcher is going to use this philosophy because it has the advantages that it provides an in depth understanding of a phenomenon than positivism which tend to rely on generalisations and averages. Interpretivism can help to uncover hidden or overlooked aspects of a phenomenon. It can thus focus on the unique experiences and perspectives of people being studied because it is not constrained by pre-existing theories or categories. Therefore in this research the counselling which was administered to people requires a great consideration of human interpretation because human feelings cannot be measured.



### **3.2 RESEARCH APPROACH**

The researcher used qualitative method that aligns well with interpretivist assumptions and goals. Qualitative research allows for deeper understanding of the meanings and interpretations as it is often used in conjunction with open ended questionnaires and interviews.

Babbie (2001) argues that qualitative research is largely characterised by the use of words not numbers. It uses non-statistical methods usually selected on purpose so as to effectively conduct a research on a certain society. This methodology was vital to this research as it aims at amassing none mathematical rich data which involves the qualitative descriptive data to express human feelings and behaviour. Fraser (2002) argues that qualitative analysis is characterised by descriptions, narrations and quotations as the researcher seeks to understand people's experiences, viewpoints, conversations and meanings. The strengths of qualitative approach served as a pivotal point of research which allowed the researcher to efficiently select methods that were mandatory in generating rich data about the complexity of matters within specific contexts that are relevant to the study. The method was largely useful in the course of the study in "simplifying and managing data without destroying meaning and context" as stated by Creswell (2001)

### **3.3 RESEARCH STRATEGY**

Research design refers to the overall strategy that one choose to integrate the different components of the study in a coherent and logical way, thereby ensuring the researcher to effectively address the research problem. The study was a qualitative research paradigm and the researcher opted to employ a case study as a research design. According to Tewskbury, (2009) research design is the procedure for collecting, analyzing, interpreting and reporting data in research studies. There are several research design variants which encompass of descriptive and explanatory research designs (Yin, 1993). According to Curran (1991) researcher's decision to use a particular strategy is dependent on the type of research questions, the control an investigator has over actual behavior and the focus on contemporary as opposed to historical phenomena.

A case study is a research method that focuses on a specific case or example and uses it to explore a particular issue or problem. In a case study the researcher typically collects data from a variety of sources such as interviews, observations and questionnaires, and then analyses the data to identify themes and patterns. In this study the researcher used both interviews and questionnaires. A case study was well suited for this research because it is capable of exploring complex situations about human feelings and behaviours which cannot be measured or quantified and hence the researcher will use a case study focussing at two selected schools from Chimanimani district.

### **3.4 RESEARCH POPULATION**

Population is a group of individuals that have the same characteristics and a sample is a subgroup of the targeted population that the researcher plans to study for the purpose of making generalizations about the target group (Reddi, 2004). According to Lavrakas (2008:1), “the population consists of all elements that qualify for inclusion in the research study.” Due to limited resources including time and finance among other factors, the researcher is unable to study every case of all cyclone Idai affected school in Chimanimani but will rather handpick outstanding schools which can diligently shed more light on the research topic, effectiveness of recovery strategies implemented to Chimanimani district schools after the cyclone Idai disaster.

In this study the population was established from the two schools; the first school was Ndima high school which has 782 pupils 33 teachers and the other school was Rusitu mission High School which have 450 pupils and 28 teachers. This translated to a total population of 1232 pupils and 61 teachers.

### **3.5 SAMPLING**

Sampling is employed to ensure that research subjects from where the data is collected, represents a larger universe we seek to cover over. Boyd & Ellison(2007) suggests there are various sampling techniques that research may choose to employ and each one of these is suited for different situations. Thus, sampling involves choosing units from a population under study in order to generalize the results back to the research universe from which they were initially taken from (Trochim, 2007).

### **3.51 RESEACH SAMPLE**

In case of this study, the researcher specifically made use of purposive sampling also known as subjective or selective sampling (Trochim 2007). This sampling technique was effective because instead of picking the research population randomly the researcher can intentionally focus on the subjects that can provide the relevant information pertaining to the research.

In purposive sampling the sample is selected for a specific purpose which aids the researcher to arrive at particular information necessary for the research. Cohen et al (2000:103) asserts, “in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality.”

The researcher therefore used purposive sampling in which the teachers and pupils who witnessed the cyclone Idai disaster provided information. There were 33 teachers at Ndima High school but for subjective purpose the data was collected from 6 teachers, and the headmaster. 20 Form 5 pupils who were the form one during the 2019 disaster and were purposively selected because they were the ones who received the counselling sessions. From Rusitu high school which has 28 teachers, 4 of them were selected particularly those who were teaching the learners during the period of disaster and 20 form 5 pupils were selected to provide information to the researcher because they witnessed the disaster and received the counselling programs. In each case the researcher had chosen 10 girls and 10 boys for gender balance

### **3.6 DATA COLLECTION INSTRUMENTS**

In this study the researcher used two data collection instruments. Firstly, open ended questionnaires which suits well with qualitative data collection. They allow the respondents the opportunity to further express and explain their views. Secondly, the researcher used semi-structured interviews so that interviewees can express themselves and have a chance to explain their views.

#### **3.6.1 QUESTIONNAIRE**

The researcher saw it fit to conduct data collection using the questionnaires. The questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behaviour, standards of behaviour/ attitudes and their belief and reasons for action with respect to the topic under

investigation (Bulmer, 2004). The principal requirements of questionnaire format are at questions and are sequenced in a logical order allowing a smooth transition from one topic to the next (Sarantakos, 2005). This ensured that participants understand the purpose of the research that they will carefully answer questions to the end of the survey (McGuirk and O'Neill, 2005). This can be achieved by grouping related questions under a short heading describing the section's theme. Researchers must decide on question response format, that is whether to include closed questions, open questions or both.

There is a debate on the use of open and closed questions within researchers (Bulmer, 2004.Vol 1). Closed questions are typically difficult to construct but easy to analyze whereas open questions are easy to construct but difficult to analyze (Sarantakos, 2005). Closed questions are easy to administer, easily coded and analysed, allow comparisons and quantification as they are more likely to produce fully completed questionnaires while avoiding irrelevant responses (Sarantakos, 2005). However on the other hand advantages of open ended questioning include freedom and spontaneity of answers, opportunity to probe and usefulness for testing hypotheses about ideas/ awareness. Open questions allow time and space for free responses which invite participants to share their understandings, experiences, opinions and interpretations of, as well as their reactions to, social processes and situations (McGuirk & O'Neill, 2005).

### **3.6.2 INTERVIEWS**

Personal interviews refers to a set of questions that are asked personally directly to the respondent (Cohen, 2016). The researcher will use open ended interviews. An interview guide was prepared with questions (items) to find out their understanding. Open ended interview was preferred because it allows the researcher to have an in depth understanding of the phenomenon under study. The research objectives was used to guide the researcher when preparing interview guide or interview questions that seek to find out views of teachers on learner participation. Minichiello, et al (1990) defined them as interviews in which neither the question nor the answer categories are predetermined. Punch (1998) described unstructured interviews as a way to understand the complex behavior of people without imposing any a priori categorization, which might limit the field of inquiry. In this study unstructured interviews was used in order to solicit all necessary information relevant without limiting the respondents'' views and suggestions. Themes were generated basing on the information provided by the respondents in the study.

### **3.7 DATA COLLECTION PROCEDURES**

Crespi (2011) proposed that data collection procedure refers to steps that a researcher takes to collect data for their project. This means that data collection procedure encompasses all the activities that the researcher will carryout to capture research data and how the data will be stored and organised . It also consider issues of ethical considerations that are relevant to the research and the issues of confidentiality especially when working with human participants.

In this study the researcher started by seeking permission letter from the Bindura University to visit school doing the research. The researcher also seek permission from the ministry of education to move into schools to conduct his research. The researcher started by distributing questionnaires to the pupils and while they answer the questionnaires he proceeded to conducting interviews with the staff members. The data collected was properly stored for processing and for analysis and presentation.

### **3.8 QUALITY ASSURANCE**

One of the most essential aspect of qualitative research is to ensure the credibility of the research findings. This refers to the extent to which the research findings are believable, trustworthy and reliable. Credibility is based on the quality of the research methods and the consistency of the findings. To cater for reliability and trustworthiness the researcher used multiple data collection instruments. Triangulation of data from the multiple findings was done to check for consistency of their findings. This demonstrated that the findings were supported by multiple sources. The major steps for data triangulation are that the researcher considered two methods of data collection that is; open ended questionnaires and semi structures face to face interviews, he collected data from each source and compare the data for similarities and differences

In addition to the above the researcher conducted member checking and debriefing. Member checking continued to be an important quality control process in qualitative research. Anderson (2012) reiterates that member checking is primarily used in qualitative inquiry methodology and is defined as quality control process by which a researcher seeks to improve accuracy and credibility of what has been recorded during a research interview. Debriefing is a process used in interviews to provide feedback and clarification to the interview participants. It usually takes place after the interview has been completed. During debriefing

the research explained the goals and findings of the study and answered any questions that the participants have.

Diguid (2020) ascertains that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings and the research does not attempt to manipulate the phenomena of interest. To ensure reliability in qualitative research, examination of trustworthiness is crucial. Seale (2012) reiterates that while establishing good quality studies through reliability in qualitative research, trustworthiness of a report lies at the heart of issues discussed as matters of reliability. The trustworthiness of a qualitative study depends on the consistency and confirmability of the findings.

### **3.9 ETHICAL CONSIDERATIONS**

McNamara (1999) identifies five ethical concerns to be considered when conducting survey research. These guidelines deal with voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose and sponsor, and analysis and reporting. Each guideline will be addressed individually with explanations to help eliminate or control any ethical concerns. First, researchers had to make sure that participation is completely voluntary. However, voluntary participation can sometimes conflict with the need to have a high response rate. Low return rates can introduce response bias (McNamara, 1999). The second ethical guideline was to avoid possible harm to respondents. This included embarrassment or feeling uncomfortable about questions. This study did not include sensitive questions that could cause embarrassment or uncomfortable feelings. Harm was also likely to arise in data analysis or in the case study results. Solutions to these harms were discussed under confidentiality and report writing guidelines. A third ethical guideline was to protect a respondent's identity. This was accomplished by exercising anonymity and confidentiality.

A case study is anonymous when a respondent cannot be identified on the basis of a response. A case study is confidential when a response can be identified with a subject, but the researcher promises not to disclose the individual's identity (McNamara, 1999). Participant identification was kept confidential and was only used in determining who had not responded for follow-up purposes. McNamara's (1999) fourth ethical guideline is to let all prospective respondents know the purpose of the case study and the organization that is sponsoring it. The fifth ethical guideline, as described by McNamara (1999), is to accurately report both the

methods and the results of the surveys to professional colleagues in the educational community. Because advancements in academic fields come through honesty and openness, the researcher assumes the responsibility to report problems and weaknesses experienced as well as the positive results of the study. The researcher also seek permission from the school authorities to carry out a research.

### **3.10 LIMITATIONS**

Questionnaires have limitations which hinders accuracy of results. Some people may give false information hence resulting in the researcher giving false information. Some respondents were not giving information at all which affected results. Respondents may fail to interpret the questions and end up giving irrelevant information. Research interviews have their limitations which the researcher should be mindful of. They are sometimes influenced by social interaction bias and variability in human behaviour.

### **3.11 CHAPTER SUMMARY**

This chapter highlighted the major undertakings concerning the methodology used in the research. The researcher described the methods to be used to collect the data and data analysis paying particular attention to their significance to the research without ignoring their shortcomings which can also affect the research. The data collection instruments were also looked at. This means that the researcher also looked at the advantages and disadvantages of using questionnaires and interviews. The data presentation and analysis procedure was also looked at. The next chapter focused on data presentation, interpretation and analysis

## **CHAPTER 4**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.0 INTRODUCTION**

This chapter focuses on the data presentation, interpretation, and analysis of the findings regarding the effectiveness of counseling strategies for learners following the devastating Cyclone Idai disaster. The chapter delved into the various data collected through questionnaires and interviews to provide a comprehensive understanding of how counseling interventions have impacted the mental health and well-being of learners affected by the disaster. Through a detailed analysis of the data, this chapter aimed to shed light on the efficacy of different counseling approaches in supporting learners in the aftermath of a natural disaster. The data collected was presented in thick descriptions in a thematic way. The researcher used the four research questions to develop themes which were used to present the data. The findings were presented under the following themes; the experience of students and teachers during and after cyclone Idai, most helpful aspects of the disaster recovery process, the most challenging aspects of the disaster recovery process and the recommendations for best practices for future disaster recovery efforts in the district.

#### **4.1 Demographic data of participants**

Demographic data refers to characteristics of participants in this research are students and teachers. This information about participants helps the researcher to understand the composition and diversity of his research sample so that one can identify trends, patterns and make informed decisions. In this project, the researcher looked at age, gender and academic level.

**Table 1: Demographic data on gender for school A**

<b>Participants</b>	<b>Population</b>	<b>Research sample</b>	<b>Males</b>	<b>Females</b>
Students	780	18	11	7
Teachers	33	12	7	5
Totals	813	25	18	12

The table above show the gender of participants from school A in which there were more males than females. The researcher conducted 11 male students and 7 male teachers giving a



total of 18 male participants. The female participants conducted from this school were 7 girl students and 5 female teachers. The researcher had an intention to balance gender but it was noted that most of the girls who were present during the cyclone Idai disaster were no longer in school. Some had been married and some did not proceed to advanced level. On the teachers side it was again noted that generally school A had more male teachers than females and those involved in the disaster were only 5 female teachers.

**Table 2: Demographic data for gender on school B**

<b>Participants</b>	<b>Population</b>	<b>Research sample</b>	<b>Males</b>	<b>Females</b>
Students	478	20	10	10
Teachers	27	7	3	3
Totals	813	25	13	13

The table above show the gender of participants from school B. It can be noted that there was gender balance as males and females were equal. The possible reason for this could be because school B is a boarding school and generally boarding schools can better retain female students than day schools. The researcher conducted 10 male students 10 female students, 3 male teachers and 3 female teachers giving a total of 13 male participants and 13 female participants. The researcher noted that school B had a relatively low enrollment than school A but maintain good retention of females.

**Table 3: Demographic data on age for school A**

<b>Participants</b>	<b>Below 17</b>	<b>17-24 Years</b>	<b>25-30 Years</b>	<b>31 Years and above</b>
Students	2	16	0	0
Teachers	0	1	4	7
Totals	2	16	1	6

The data in the table above show that very few participants from school A were below 17 years, only two students aged 17 years and below, most of the participants were between 17 to 24 years, one teacher aged between 25 to 30 years then the rest were above 30 years.

**Table 4: Demographic data on age for school B**

<b>Participants</b>	<b>Below 17 years</b>	<b>17-24 Years</b>	<b>25-30 Years</b>	<b>31 Years and above</b>
Students	3	17	0	0
Teachers	0	0	1	6
Totals	2	16	1	6

In the table above shows the demographic data on age of participants from school B. It can be noted that only 3 students had 17 years and below the rest were between 17 to 24 years. Lastly, most of the teachers who participated were above 31 years and only one aged between 25 to 30 years.

**Table 5: Academic levels of participants in school A**

<b>Academic level</b>	<b>O level</b>	<b>A level</b>	<b>Diploma</b>	<b>Degree</b>
Number of participants	11	7	9	3

The table shows that most of the students who participated were O- levels and a few A- levels. The reason being that most of the learners dropped out of school during the period of the disaster and had to resume a year later. Very few managed to recover and proceed to with their normal learning hence some were still in O- level during the time the researcher collected data. Most of the teachers involved were holders of diploma certificates where as a just a few had degrees.

**Table 6: Academic level for participants in school B**

<b>Academic level</b>	<b>O -level</b>	<b>A- level</b>	<b>Diploma</b>	<b>Degree</b>
Number of participants	6	12	1	5

Most of the students who participated from school B were A- levels and a few o- levels. The teachers conducted in this research have some degrees except one teacher. All of the teachers were at the school during the cyclone Idai disaster and therefore were directly involved.

## **4.2 THEMES AND SUB THEMES**

After the devastating Cyclone Idai hit the eastern side of Zimbabwe in March 2019, many students and teachers were left traumatized by the experience. In the aftermath of the disaster, students and teachers shared their experiences, highlighting several sub-themes that emerged from their accounts gathered during interviews

### **4.2.1 Theme 1: The experience of students during and after cyclone Idai**

This section delved into the distinct experiences and emotions of learners and teachers in the immediate aftermath of cyclone. The disaster did not only damage infrastructure but also left an indelible mark which significantly affect the progress of educational activities. In this section the researcher revealed the diverse themes and sub themes of such experiences which include; loss of lives, lack of material support, destruction of houses and post traumatic disorders among other themes which were highlighted by in the contrasting perspectives of learners and teachers

#### **1. Loss of lives**

One sub-theme that emerged from students' traumatic experiences was the loss of loved ones. Many students recounted the harrowing experience of losing family members and friends during the cyclone. Some described the heart-wrenching moments of trying to save their loved ones from the rising floodwaters, only to be swept away themselves. The loss of loved ones left a deep emotional scar on these students, causing them to grapple with feelings of grief and sorrow. One A- level student from school A highlighted that he almost attempted to commit suicide soon after the disastrous experience.

*‘I myself noticed as if it was the end of the world, we experience destruction of family ties and I was left at a point of committing suicide.’*

Another female A- level student from the same school expressed the same sentiments of fear and panic as the powerful advancing storm wreaked havoc to their communities.

*‘‘I was greatly distressed from experiencing this traumatic havoc and devastation. In our family we lost our grandmother who was trapped in one of the collapsed buildings. We also lost all our belongings and it was a very difficult moment for me to cope with the reality’’*

The above findings tells the researcher that some of the students were greatly disturbed by witnessing the loss of lives and the unpredictable separation from their family and community members . The above coherently agrees with the writings of Chapungu (2020) who mentioned that Cyclone Idai survivors faced post disaster post traumatic disorders, loss of livelihoods, abandonment and social isolation. Such emotional grief was quite extensively unbearable leading others to doubt the purpose of their existence on this mother earth.

## **2. Destruction of houses**

Another experience that emerged from the participants was the destruction of homes and communities. Several students from school A mentioned stories of watching their homes being destroyed by the cyclone, leaving them homeless and displaced. Although the massive destruction occurs during the Wednesday night of 20 May 2019, most people were able to see the irresistible destruction and trying to escape using hand lights and solar lamps. The loss of their homes and communities not only had a physical impact on these students but also a psychological one, as they struggled to come to process the sudden traumatic changes taking place in their lives. An O-level student from school A had this to say:

*It was Wednesday night, when we noticed that the water level along the different local streams and rivers was gradually getting too high. We did not anticipate any further harm from that. Around 10 o'clock in the night we suddenly saw a huge strong floods carrying debris and mud overflowing from the uplands down to our house. Suddenly the door was opened by the pebbles pushing into the house and some deposited outside the reveals, then no one was able to escape through the entrance door except climbing out through the window which was opposite to the door side.*

Another A-level student from the same school also mentioned the total destruction of the houses which were built in a location called *Madhumeni*.

*This location had more than 200 households with at least more than 100 building structures, but after the storm it was left without a single standing structure except the debris and very large stones carried from upstream and deposited in the flat plains of Madhumani area.*

The information supplied by students fits well with what was said by (Mabaso et al 2021). Tropical cyclones have devastating social, environmental and economic impact in human lives. Both affected teachers and students had to seek shelter in classrooms and other safe buildings.

### **3. Lack of material support**

Additionally, students from school B also highlighted the lack of resources and support in the aftermath of the cyclone as a sub-theme of their traumatic experiences. Many students described feeling abandoned and helpless as they tried to navigate the chaos and devastation left in the cyclone's wake. The lack of access to basic necessities such as food, water, and shelter only added to their feelings of despair and hopelessness. The head girl from school B had the following to say:

*“ we woke up a day after the destruction and noticed that the classrooms roofing sheets were removed by wind, text books in the drawers and lockers were soaked by the rains,”*

Lack of material support did not only affect day schools only but even to boarding schools too. Another female student from school B which is a boarding high school say:

*As students, we experienced challenges on lack of access to clean drinking water, our food stuffs were running dry as there was no back up since road network to keep receiving more consumables. The school tuck shop also did not have enough stock to supply us the sanitary equipment and therefore it was a difficult period especially to us as ladies.*

The above sharing agrees well with Chingombe & Musarandega (2021) who mentioned that there was loss of educational material translated which to educational disturbance in schools, particularly in the area of practical subjects, where learners benefit from constant use of teaching and learning equipment. In this case the students endured lack of the materials classified as needs required in a normal human life.

In summary, the traumatic experiences shared by students in the aftermath of Cyclone Idai shed light on the profound impact that natural disasters can have on individuals, particularly young people. The loss of loved ones, destruction of homes and communities, and lack of resources and support were just some of the sub-themes that emerged from their accounts, highlighting the long-lasting effects of such traumatic events. Moving forward, it is crucial for communities and governments to prioritize mental health support and resources for those affected by natural disasters to help them heal and rebuild their lives.

#### **4.2.2 Theme 2: The experience of teachers during and after cyclone Idai**

The experience of teachers during and after cyclone Idai refers to the challenges, hardships and the state of impact that teachers faced during cyclone and in its aftermath of cyclone Idai. The writer discussed four themes that were shared by the all teachers who participated in this study

##### **1. Feeling Guilty**

From teachers' accounts, their experiences after Cyclone Idai was the also overwhelming and had a sense of helplessness and despair. Teachers felt heartbroken in the face of such unimaginable widespread devastation. Many teachers at school A described feeling powerless to protect themselves and the lives of their students and communities from the destructive force of the cyclone. Teachers struggled with feelings of guilt and inadequacy in the aftermath of the disaster.

The deputy head from school A said much about his experience of guilty conscience from the school administrative perspective.

*We sometimes feel guilty for letting students come to school the days of this storm. We dismissed students earlier after we noticed the strength of the storm that was building up on Tuesday, a day before the night when the disastrous event occurred. Some students rented bush boarding apartments in Madhumeni location. The students went home earlier but some did not proceed to their homes not knowing that they were trapped within the bush boarding apartments.*

Teachers' accounts indicate that some had shifted the blame for the failing to manage the circumstances leading to loss of lives to some learners in the disaster experience. According to the information supplied by the deputy headmaster for school A, feeling guilty was a result of making the decision late to release students to go home. Nevertheless this was caused by poor communication between the Civil Protection Unit (CPU) department and the community institutions; there was no information supplied to the schools about warning people of the impending disaster.

## **2. Feeling insecure**

The feeling of being insecure by teachers was another sub theme that was raised in the teachers interviews. Soon after the cyclone Idai disaster teachers had emotional feelings of insecure about their safety and wellbeing. They were worried much about security and their protection without normal shelter. Teacher homes were wiped away and some families were living in tents. One of the survivors who is a teacher school A

*. . . the destruction of all houses instill fear among us as teachers and parents, I was stressed to think about the future. I had a feeling of being unsecured as I witness the helpless souls living in tin houses and tents. We could hardly sleep comfortably and sometimes sharing a single room with a family of mixed gender having boys and girls in a single tent.*

This sense of insecure and helplessness was compounded by the lack of resources and support available to use for teachers to maintain their dignity. Teachers during and in the immediate aftermath of the cyclone, were left feeling isolated and overwhelmed by the scale of the destruction which left them being vulnerable all kinds of harm. Such lifestyle was not normal they required a special type of special counseling which could cater for the level of mental disturbance experienced by individuals. The responses which were given by the teachers confirmed the assertion by Manaster & Corsini, (1982:291) who propounded the individual psychology counseling theory. The authors argued that individual counseling is more helpful than group counseling since an individual is unique and thus counseling humans does not require grouping members into counseling groups.

### 3. Psychological Trauma

Teachers shared generally similar feelings in the post traumatic experience of cyclone Idai mentioning that they were exposed to various situations leading to psychological trauma. Seeing the devastation and destruction including the damage to the schools and communities, on account to this, one teacher said:

*“...my mind was worried and could not concentrate on any useful business, for the period of two weeks or more, even the food was tasteless, I just have to eat in order to survive, but of course absent mindedly ”*

On the same theme another finding from teachers interviews from school B has proved the profound impact of the disaster on their mental health and well-being. Many teachers reported experiencing symptoms of post-traumatic stress disorder (PTSD) in the weeks and months following Cyclone Idai, including flashbacks, nightmares, and anxiety. Some teachers also described feeling a sense of numbness or detachment from their emotions, as they struggled to come to terms with the trauma they had experienced. The emotional toll of the disaster was further exacerbated by the loss of colleagues, students, and community members, leaving teachers grappling with feelings of grief and loss. One teacher from school B say:

*“ . . . I had opted to transfer from the sight where I witnessed the disappearance of my wife and two children. All the flashbacks were like nightmares weeks and months following Cyclone Idai, I no-longer have an intension to build a home in Rusitu valley...”*

The experiences mentioned above agrees with the psychoanalyst theory who advocates that the goals of psychoanalytic theory, according to Wadsworth (1990), aimed to provide a climate that helps clients re-experience early family relationships and uncover buried feelings associated with past events that carry over into current behavior. Teachers in the situation above need to come together to share their experiences with one another, sharing their experiences will allow processing of their emotional feelings and supporting one another. This sense of solidarity and open conversation helped teachers to cope with the trauma of the disaster and provided a sense of hope and resilience in the face of overwhelming adversity.



Finally, the accounts of teachers from both schools citing their traumatic experiences soon after Cyclone Idai highlighted the profound impact that natural disasters had on individual victims of the disaster. These stories serve as a reminder of the importance of providing support and resources to teachers and students in the aftermath of such events, and underscore the need for greater awareness of the mental health challenges faced by those on the front lines of disaster response. By listening to and learning from the experiences of teachers in the wake of Cyclone Idai, we can better understand the long-term effects of trauma and work towards building more resilient and supportive communities in the face of future disasters.

#### **4.2.3 Theme 3: The most helpful aspects of the disaster recovery process**

The most helpful aspects of the disaster recovery process are the activities that proved useful to relieve the teachers and students from the challenges and hardships experienced during and after cyclone Idai. The writer discussed three helpful aspects that emerged from the participants.

##### **1. Community resilience**

Students from both schools mentioned that communities were coming together to support each other in the aftermath of the cyclone, showing the strength and resilience of the human spirit. They highlighted the importance of investing in infrastructure improvements to better withstand future disasters, such as building stronger homes and roads that can withstand extreme weather events. Of great importance was the building of Copper Nyahode River Bridge as commented by an A- level student from school A:

*‘‘The local communities in partnership with the government joined hands in the construction and renovation of destroyed structures such as roads and bridges. We have the great Nyahode river bridge constructed and at this school received donations from plan international to build a low cost boarding facility which will ensure that learners from distant communities would stay at school and pay some agreed boarding fee until they complete their educational studies.’’*

Teachers also highlight the flexibility and adaptability in responding to the aftermath of a cyclone. This includes being able to quickly assess and prioritize needs, adjust plans as necessary, and mobilize resources to support recovery efforts. Most teachers praised the government's for the coordinated response to the disaster, providing aid and resources to affected areas in a timely manner. International aid provided in the form of support and assistance from international organizations and countries were cited as crucial in helping communities recover and rebuild after the cyclone.

*The school benefitted from the community resilience and adaptability through having teachers undergoing through psychosocial support workshops and trainings. We have two teachers who went for counseling training and other two teachers have been trained for disaster risk reduction education. They can now educate the students and community members about disaster risks reduction, preparedness and response.*

The above resilience measures follows what has been noted in chapter two on related literature. Chatiza, (2019) pointed out some of the important mitigatory measure to be taken, which include ways of community resilience help learners and teachers to cope with challenges setbacks and failures reducing stress and anxiety. Such community resilience measures also help the affected communities to develop critical thinking creativity and problem solving skills.

## **2. Access to resources and information**

Learners and teachers have benefitted greatly from having access to resources and information on disaster recovery strategies after Cyclone Idai. This include information on how to rebuild homes, access to mental health support and counseling services, access to clean water and food, and receive medical assistance. In a research interview, one teachers from school A mentioned the benefits they got from the disaster recovery process:

*“...because of the recovery process we were able to receive better and strong houses with enough rooms for an average family size, our water supply to the school was improved, and we now have reliable water supply into the school. We need to thank the NGOs for collaboratively working together to improve the schools situation.”*

The findings above goes in line with the writings from Brown et. al. (2012) stating that the social and economic effects of recent natural disasters across the world have reiterated the need to place more attention on providing affected communities with access to essential resources such as food, water, shelter, the long-term recovery and rebuilding infrastructure, restoring livelihoods, and addressing the underlying vulnerabilities that contributed to the impact of Cyclone Idai.

### **3. Support and Empowerment**

Teachers from both schools appreciated the support they received from Non-Government Organizations NGOs in providing emotional support and empowerment to individuals and communities affected by a cyclone. This includes offering counseling services, creating safe spaces for people to share their experiences, and helping individuals build resilience and coping skills in the face of adversity. Learners also cited benefits in the form of support from organizations and government agencies that are providing aid and assistance in the aftermath of the cyclone. This includes provision of temporary shelters, medical care through mobile clinics, and financial assistance for rebuilding. Learners also benefitted from psychological support to help them cope with the trauma and stress of experiencing a natural disaster. There were also trainings and education on disaster preparedness to help them better understands how to protect themselves and their communities in the event of future disasters. This includes information on evacuation procedures, first aid training, and how to secure their homes and belongings. An O-level student from school B reiterated that:

*We have been trained on disaster preparedness so better understand how to protect themselves and their communities in the event of future disasters. This include information on evacuation procedures, first aid training, some of our peers have been trained practical skills to earn a living out of their hands.*

The above findings agree with what Brown, (2020) say about promoting resilience and support among affected learners. Brown argued that to promote long term resilience and preparedness. Long term strategies such as practical skills can help empower victims to overcome the challenges they face and rebuild stronger, more resilient communities.

#### **4.2.4 Theme 4: The most challenging aspects of the disaster recovery process**

Challenges are difficulties and obstacles that exacerbate progress in the intended goals and can lead to setbacks and failures if not considered or manipulated in a positive way. The researcher discussed four most challenging aspects faced during the disaster recovery process.

##### **1. Disruption of education**

The extensive damage to school property and educational facilities led to disruption of learning for students thus hindering academic progress. . Lack of support and guidance to victims of the cyclone make them feel overwhelmed and lost in the aftermath of the disaster. There was poor material support which provides the necessary needs to help them continue with their normal learning and navigate through the recovery process. Some students expressed some of their most challenging situations.

*I felt like no one understands what I was going through and during that time I was stuck and didn't know how to move forward. I had lost all my hopes in education, our school was temporarily closed. And nobody had given me the light on what to come next, the future just dark.*

Educational material like furniture and books are a necessity which every learner should not be deprived of and thus there was disruption to learning as a result of the loss of educational material. Another A-level student from school B lamented;

*“ I was so dedicated to produce better results but everything went astray our learning facilities were destroyed; library was destroyed, our junior science laboratory was also destroyed, teachers houses were displaced making it difficult to continue with their work and more over the experience of psychological trauma due to separation from our missing peers has led us into a sense of isolation and disconnection from their social routines and network.*

The above findings give evidence that students who have been psychologically affected were automatically disrupted from their education.

##### **2. Poor counseling strategies**

Another challenging aspect on disaster recovery strategy that was raised by learners is the issue of Poor counseling methods implemented to victims after cyclone Idai disaster. The

types of counseling used have a significant negative impact on learners. Some learners confessed that counseling strategies employed did not help the emotional and psychological effects of the affected individuals, leading to increased levels of stress, anxiety and depression. One student from school A confessed that the group counseling strategy was often used but it did not address the emotional needs of the students who have been affected to different levels leading to a lack of empathy and understanding from the counselors. This makes it difficult for the victims to open up and trust the counselors, hindering the healing process.

*There was ineffective communication caused by poor counseling strategies which result in ineffective communication between the counselors and the victims. This has led to misunderstandings, confusion, and frustration, making it challenging for the victims to express their thoughts and feelings.*

There was more group counseling which lack confidentiality. Students were not able to open up their experiences and this hinders the healing process and prevents students from effectively processing their emotions and experiences. This coherently works hand in glove with the individual psychology theory which say humans are unique individuals and thus counseling them requires specific considerations (Manaster & Corsini, 1982:291). The counselor establishes a relationship with the client through an interview, in which the client is helped to feel comfortable, accepted, respected and cared about. The client is then encouraged to explain what pushed her/him to determine the need for counseling. The counseling process is explained and discussed with the client. The client is then asked to discuss how things are going as the sessions progress. This can help the client process his/ her emotions and accelerate the healing process.

### **3. Inadequate counseling**

Lack of adequate counseling was also one of the challenging aspects of disaster recovery strategy. Both students and teachers received inadequate number of counseling sessions due to various factors cited by the respondents. One of the responses was that there was no sufficient number of counselors to conduct the one on one session as expected.

*There was no enough professional counselors to do the one on one counseling activities as we expected. Those who come to us they had limited time to spend with us and therefore most affected people were left unattended. Also the number of people who were affected was too*

*large and does not match with the number of professional counselors who come to the service of the people*

Inadequate counseling sessions hindered healing process and prevent students from effectively processing their emotions and experiences. This resulted in long-term mental health issues such as anxiety, depression and potential suicide because it did not equip the victims with the necessary coping mechanisms to deal with their trauma and rebuild their lives. The victims were left feeling helpless and unable to move forward due to prolonged suffering. Another student pointed out the ineffectiveness of the counseling process due to lack of follow-up.

*The counseling was inconsistent, there was an unpredictable change of counselors who come to address people. The ones who come today were different to those who come the following day or week. Those who were new did not know the background of their clients. This has led repetition of work and lack of confidentiality in the information they received leading some people being hesitant to open up about their experiences and emotions.*

It could be noted that it was crucial for counselors to be consistent and uphold their privacy and confidentiality at all the times. Regular follow-up was essential to ensure that the clients are coping up and to check for ongoing progress in the support they needed. This complies with the client-centered theory which was originally developed by Carl Rogers as a reaction against what he considered the basic limitations of psychoanalysis. The approach also referred to as ‘Rogerian Counseling’ approach focuses on the client’s responsibility and establishes a constant relationship. Rogers points out that the therapist should be genuine, non-possessive, warm, and accepting and have empathy.

#### **4. Stigmatization and discrimination**

Another challenging aspect of disaster recovery strategies was the fear of getting discriminated and stigmatized by the victims, making them feel ashamed or guilty about their experiences. Individuals were hesitant to seek help or disclose their struggle due to the fear of being labeled. This have led to delays in seeking treatment and thus resulted in worsening the mental health symptoms. This further isolates the victims and prevents them from seeking help or sharing their struggles with others. The deputy head from school B confessed this;

*In our community, people hide their struggles and some did not know the importance of open conversation in counseling process. This makes it challenging for counselors to accurately assess and address their needs.*

Additionally, cultural beliefs and practices impact the effectiveness of counseling strategies and make it challenging for learners to fully engage in the process. Victims of the cyclone Idai were not educated about the importance of mental health and counseling can reduce stigma and isolation and therefore counselors did not provide the necessary support and guidance to help them cope with their emotions and navigate through the recovery process. An A- level student from the same school mention other factors leading victims into fear of being stigmatized;

*Counselors did not create a safe and non-judgmental environment for clients to feel comfortable opening up about their experiences and seeking help. This reduced the trust the victims were to build with the counselors and they did not educate their clients about the process of dealing with mental health issues.*

The above indicates that fear of being stigmatized have negatively impacted counseling strategies in victims by failing to express themselves and seek appropriate mental health treatment.

#### **Theme 5: Suggested ways of supporting students and promote learning**

From the data collected during interviews and questionnaires the following suggestions were made in order to support students and promote learning. Teachers and students mentioned several recommendations which can be grouped as follows;

1. The need to have improved quick disaster response systems and mechanisms, provision of training and support for educators, administrators, and support staff on how to effectively support learners during and after a disaster,
2. Prioritization of social and emotional well-being of learners by offering counseling services and provision of adequate counselors to cater for individual's needs.

The researcher will elaborate the proposals using the data collected from the findings.

## **1. Preparedness and planning Early warning systems**

Students from both schools cited the need for the early warning systems in alerting people to the impending disaster, allowing them to evacuate and seek safety before the cyclone hit. Timely warnings enable people to seek safety, reducing the risk of injury or loss of life. An A- level student from school B say:

*Early warnings allow proactive measures to protect infrastructure, property and the environment. It also allow time for emergency responders to prepare and deploy resources and improve effectiveness during disaster situations*

Teachers from both schools also stressed the importance of having disaster preparedness plans in place before a disaster strikes, as well as the need for ongoing training and drills to ensure that everyone knows what to do in an emergency.

*Early planning systems enables well informed decisions, improve resource allocation and ensuring right resources deployed to the right areas.*

The above proposal is an advice for future recovery process to plan early so that the impact of disaster is reduced and lives are saved.

## **2. Establish partnerships**

Teachers highlighted the suggestion that partnerships should be established with local community organizations, government agencies, and educational institutions to coordinate disaster recovery efforts and provide additional resources and support for learners. These partnerships can help ensure a more coordinated and effective response to disasters that impact learners. The deputy headmaster from school B says:

*“...partnerships with local schools, community organizations, and government agencies to ensure a expertise to enhance response and recovery efforts. This encourage information sharing and implement the best and appropriate strategy by bringing together diverse partners with unique perspectives and expertise.”*

Effective partnership is therefore essential in disaster recovery strategies. It can lead to more efficient, sustainable and resilient outcomes, ultimately benefiting affected communities.



### **3. Invest in technology**

The responses from the teachers side from both schools recommend the importance in investing in technology and infrastructure that can support remote learning and communication in the event of a disaster. This may include providing learners with access to devices, internet connectivity, and online learning platforms that can facilitate continued education during times of crisis. A female teacher from school A gave this argument during interview session:

*There is need for our government to upgrade our educational infrastructure and technology to enhance remote learning capabilities and ensure continuity of learning during and after a disaster, this may include online learning platforms, virtual classrooms and digital resources.*

### **4. Providing training and support**

One of the students from school A suggested that there is need for future training and support for educators, administrators, and support staff on how to effectively support learners during and after a disaster. This may include training on trauma-informed care, mental health support, and strategies for addressing the unique needs of learners in times of crisis.

*Teachers and headmasters should be trained to help students during disaster situations since they are the ones who first attend to student's problems at school. There is great need of training on disaster risk reduction in schools to both teachers and our peers*

### **5. Improved counseling strategies**

There was need for counselors to conduct adequate session with the affected individuals and to ensure they administer the correct and appropriate counseling which cater for the affected individuals, one student from school B pointed out this;

*Counselors should many enough to conduct one on one sessions rather than group counseling strategy which was often used. Group counseling did not address the emotional needs of the students who have been affected to different levels leading to a lack of empathy and understanding from the counselors. This make it difficult for the victims to open up and trust the counselors, hindering the healing process.*

The above proposals were given by students and teachers were meant to support learners in future disaster recovery efforts based on the teachers and students experiences expectations in the cyclone Idai disaster.

### **4.3 Conclusion**

The recovery strategies implemented in response to Cyclone Idai found that learners experienced high levels of traumatic experiences following the disaster. Additionally, the counseling sessions provided to learners in schools were found to be poorly administered and inadequate and thus become ineffective in addressing their emotional needs. This highlights the importance of providing comprehensive and specialized mental health support to individuals affected by natural disasters to promote their recovery and well-being.

## **CHAPTER 5**

### **Summary, conclusion, and recommendations**

#### **5.0 INTRODUCTION**

The purpose of the study was to explore the effectiveness of O-level disaster recovery programs to the learners after cyclone Idai Disaster. The study adopted an interpretivism philosophy. A qualitative research approach for data collection was used, thus the researcher used face to face interviews and open ended questionnaires as tools to gather data. Data was collected from the selected schools deputy headmasters, teachers and students. The explanation of the findings was given in the previous chapter. This chapter discusses the summary of the research findings, conclusions and recommendations.

#### **5.1 RESEARCH SUMMARY**

The study looked at the background of the study where there was a general drop in pass rate at O-level results within Chimanimani district secondary schools after the cyclone Idai disaster of March 2019. This significant drop across the district has raised the questions to many education stakeholders. The researcher therefore come up with three research questions in order to achieve the aim: To assess the effectiveness of disaster recovery strategies implemented in the Chimanimani district schools after cyclone Idai disaster. These questions were: What was the experience of students and teachers during and after cyclone Idai? What disaster recovery strategies were implemented after cyclone Idai and which one was the most helpful and challenging aspects of the disaster recovery process? and What recommendations can be made for future disaster recovery efforts? The main objectives derived from these research questions were; To expose the experience of students and teachers during and after cyclone Idai, to identify the most helpful and challenging aspects of the disaster recovery process and to recommend best practices for future disaster recovery efforts in the district. The first chapter laid out the context of the problem and the background to the study which revealed that natural disasters hit when least expected. Countries cannot really prepare for them because when and how they will hit. It has also been revealed that when natural disasters hit both teachers and learners are affect hence the need for counselling.

In chapter two, the researcher delved into the critical exploration of guidance and counselling strategies aimed at enhancing the effectiveness of learning programs in the aftermath of Cyclone Idai. The devastating impact of natural disasters such as Cyclone Idai have significantly disrupts educational systems and the wellbeing of students. Therefore, it was imperative to examine the role of guidance and counselling in supporting the recovery of rational thinking and resilience of learners in such challenging and disturbing circumstances. This chapter was looking at literature related with this research and explored the nature of disruption caused by cyclone Idai disaster. The theoretical guidelines of guidance and counselling approaches were analysed and much focus was be given to specific counselling concepts, considering their applicability to the unique circumstances presented by cyclone Idai.

The research methodology used was a qualitative approach and guided by interpretivism research philosophy that emphasizes the subjective interpretive nature of human knowledge. The researcher used in-depth data collection instruments; face to face interviews and open ended questionnaires. The researcher also looked at the advantages and disadvantages of using open ended questionnaires and face to face interviews in qualitative study. The data was analysed in thematic format after thorough identification and comparison of the coding themes and patterns from the findings of the different instruments used. Data triangulation was used to ensure that all information has been captured. The researcher opted to employ a case study as a research design with two secondary schools purposively selected. In this study the population was established from the two schools; the first school Ndima high school which has 782 pupils 33 teachers and the other school was Rusitu mission High School which had 450 pupils and 28 teachers. The total population was then 1232 pupils and 61 teachers. The researcher used purposive sampling in which only those teachers and students who witnessed the cyclone Idai disaster were going to participate. Thus from Rusitu high school which has 28 teachers, 4 of them were selected particularly those who were teaching the learners during the period of disaster and 20 form 5 pupils were selected to participate because they witnessed the disaster and received the counselling programs. In each case the researcher had chosen 10 girls and 10 boys for gender balance.

Chapter four focused on the data presentation, interpretation, and analysis of the findings regarding the effectiveness of counseling strategies for learners following the devastating Cyclone Idai disaster. The chapter looked at the various data collected through case studies and interviews to provide a comprehensive understanding of how counseling interventions and other recovery strategies have impacted the mental health and well-being of learners affected by the disaster. Through a detailed analysis of the data, the chapter's aim was to shed light on the efficacy of different counseling approaches in supporting learners in the aftermath of a natural disaster. The data collected was presented in thick descriptions in a thematic way. The researcher used the four research questions to develop themes which were used to present the data. The findings were presented under the following themes; the experience of students and teachers during and after cyclone Idai, most helpful aspects of the disaster recovery process, the most challenging aspects of the disaster recovery process and the recommendations for best practices for future disaster recovery efforts in the district.

Conducting this research project was not without its challenges. One of the significant obstacles was financial constraints, which limited the researcher's ability to visit schools and collect data in person. This forced him to conduct phone interviews, which may have impacted the quality and depth of the data. Another challenge was the limited time frame the researcher had to complete the project. This meant that he had to work efficiently and during odd hours. The researcher also encountered some politically biased responses from participants, which he had to carefully consider and control for in his analysis to ensure the integrity of the findings. Perhaps most frustratingly, some potential participants refused or declined to participate in the study. This was particularly challenging when trying to reach school administrators and educators, who were often busy or hesitant to share their thoughts and experiences. Despite these challenges, the researcher persevered to ensure the successful completion of the project. It is the researcher's hope that the findings will contribute meaningfully to the field and inform future research and policy decisions

## **5.3 Conclusions**

The study come up with three conclusions as discussed below:

1. The study concluded that teachers and students were deeply traumatized by the disaster. The findings also highlight both helpful and challenging aspects of the recovery process. On the positive side, it was concluded that the provision of temporary learning structures such as tents and the prompt resumption of classes with donations of useful material like uniforms, stationary and text books helped to restore a sense of normalcy and routine. This was the most helpful aspects of the recovery process. It was crucial for the emotional well-being of students and teachers and foster continuity of the learning process.
2. The study also revealed significant gaps in the recovery efforts, particularly in the area of counseling and psychological support. It was concluded that poor counseling strategies like group counseling were not proper to assist the kind of experiences which the learners had gone through. The inadequate number of counseling sessions and poorly conducted sessions was also noted to have exacerbated the trauma and distress experienced by teachers and students.
3. To foster a more effective and sustainable recovery, it was concluded that that future disaster response efforts should prioritize the provision of comprehensive counseling services, tailored to the specific needs of teachers and students. Additionally, training for educators and school administrators on trauma-informed practices and psychological first aid was recommended to create a supportive and nurturing learning environment.

### **5.4 .1 Recommendations to the teachers**

Teachers should incorporate trauma-informed decisions to equip learners with ideas on how to cope up with such traumatic experiences. They should also recognise that learners need

time to process their experiences during and after the occurrence of a disaster, otherwise they will not be able to learn and concentrate on their school business.

#### **5.4.2 Recommendations to the parents**

Parent should be supportive and listen to their children experiences and feelings. And offer emotional support. They should also encourage open communication to allow children to express themselves. In case of mental health complications they should seek additional support from mental health professional.

#### **5.4 .3 Recommendations to the school administrators**

School administrators should allow the provision of resources and services to affected individuals so that students have access to counselling services other material resources during and after disasters. The administrators should develop a trauma response plan specifically established to respond to traumatic events.

#### **5.4.4 Recommendations to Zimbabwean Civil Protection Unity**

Students and teachers findings recommend that schools need to have early warning systems which alert people on the impending disaster, this will allow them to evacuate and seek safety before the cyclone hit. Timely warnings which enable people to seek safety and reduce the risk of injury or loss of life were also recommended. Teachers and students also stressed the importance of having disaster preparedness plans in place before a disaster strikes, as well as the need for ongoing training and drills to ensure that everyone knows what to do in an emergency.

#### **5.4.5 Recommendations for further studies**

The sample of the study was carried as a case study from two selected secondary Schools in Chimanimani District hence it is just a representative of the entire district thus more studies need to be conducted in other schools in the district to increase the sample for findings to be generalized. The study should also be carried out in primary and private schools as well since the disaster affected all educational institutions.

## REFERENCES

- Juet, J., Admire, M., Shingirai, S., Obert, S., & Faitira, M. (2021). Effectiveness of Continuous Assessment Learning Activities by Secondary Schools in Nyanga District, Zimbabwe. *Indonesian Journal of Elementary Teachers Education*, 2 (2), 55- 62.
- Kazu, H. and Demiralp, D. (2016). Faculty Members' Views on effectiveness of Teacher Training Competences. *Eurasian Journal of Education Research* 63 205-224
- Anderson, J. (2012) *Taxonomy for the technology domain*. USA Information Science Publishing HE
- Babbie E. (2001) - *The Practice of Social Research* 9th Edition, CA: Wadsworth Thomson, Belmont
- Banda, F., Mudhai, O., and Tettey, W., 2009, 'New Media and Democracy in Africa-A Critical Interjection', Introduction in *African Media and the Digital Public Sphere*, eds.
- Bell, B. (2005). *Learning in science: the Waikato research*. London: Routledge.
- Bettencourt, A. (1993). *The construction of knowledge: A radical constructivist view*. In K. Tobin (Ed.), *The practice of constructivism in science education* (pp. 39 - 50). Washington DC.: AAAS Press.
- Brown, D. et al. (2012) *Climate change impacts , vulnerability and adaptation in Zimbabwe*. London.
- Boyd, D., & Ellison, N. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of computer-mediated communication*, 13(1), 210-230
- Chae, Y. (2005). An aspect of the culture of the public sphere in U.S.: The Analysis of online public forums in local online newspapers, *Paper presented at the annual meeting of the International Communication Association*, Sheraton New York, NY. Retrieved on 3 August 2010 from [http://www.wallacademic.com/meta/p13770\\_index.html](http://www.wallacademic.com/meta/p13770_index.html).
- Chapungu, L. (2020) *Mitigating the Impact of Cyclone Disasters: Lessons from Cyclone Idai Fortification of cyclone-vulnerable communities*. Pretoria.
- Caladine, R. (2008). *Enhancing e-learning with media-rich content and interactions*. NY: Information Science Publishing.
- Chatiza, K. (2019) *Cyclone Idai in Zimbabwe: An analysis of policy implications for post-disaster institutional development to strengthen disaster risk management*. Harare. doi: 10.21201/2019.5273.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd Ed.). Los Angeles: Sage Publications
- Curran, J. (1991). Mass media and democracy: A reappraisal. In J. Curran & M. Gurevitch (Eds). *Mass media and democracy*. Pp267-284. London: Edward Arnold.
- Collis, B., & Moonen, J. (2001). *Flexible learning in a digital world. Experiences and expectations*. London, England: Kogan.



- Croteau, D., & Hoynes, W. (2003). *Media Society: Industries, images and audiences* (3rd edition.). London: PineA Forge Press.
- Daniels, H. (2008). *Vygotsky and research*. New York, NY: Routledge.
- Dahlberg, L. (2001). *Computer-mediated communication and the public sphere: a critical analysis*. In: Journal of Computer-mediated Communication, Vol. 7, N o. 1.
- Denzin, N. K. & Lincoln, Y. S. (2003). *Strategies of Qualitative Inquiry*. 2<sup>nd</sup> ed. Thousand Oaks: Sage Publications.
- Deprez, S. and Labattut, E. (2020) Lessons Learnt from CARE ' s Shelter Responses to Cyclone Idai in Malawi , Mozambique and Zimbabwe. London.
- Dwyer and Molony (2019) Analysis across Africa on how social media is changing politics.
- Entman ,R.M.(1993) Framing;Towards Clarificationof a Fractured paradigm Journal of Communication 43(4) 1993 51-58
- Entman ,R.M. (2010) Media Framing Biases and Political Power ;Explaining slant in newa of campaign 2008.Journalism 2010 11;389. Sage Press
- Fraser, N. (2002). *Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy*. In: Calhoun, C. (eds). *Habermas and the Public Sphere*. Massachusetts & London: MIT
- Gwimbi, P. 2007. The effectiveness of early warning systems for the reduction of flood disasters: Some experiences from cyclone induced floods in Zimbabwe. Journal of Sustainable Development in Africa 9(4): 152–169
- Huang, R.(2020). *Guidance on open educational practices during school closures*: Washington DC.: AAAS Press.
- Kalogiannakis, M., (2019). *Evaluating teaching practice for natural sciences. Quantitative and Qualitative Approaches*. Acts Press, Nairobi.
- Lowenthal, P., &Wilson, B.G. (2010). *Labels do matter! A critique of AECT's redefinition of the field*. *TechTrends*, 54(1), 38–46,
- Kunze, S. ( 2021). *Unraveling the effects of tropical cyclones one conomic sectors worldwide: Direct and indirect impacts*. *Environmental and Resource Economics* 78: 545–569.
- Mabaso, A., Chivhenge, E., Zingi, G. K., & Museva, T. (2021). *Provision of Green Infrastructure as an Urban Resilience Strategy in Masvingo*. University of Zimbabwe.
- Munich Re. (2018). NatCatSERVICE—Relevant natural loss events worldwide 1980–2018. <https://www.munichre.com/en/solutions/for-industry-clients/natcatservice.html>. Accessed 2 Sept 2021.
- Mavhura, E. (2020) ‘*Learning from the tropical cyclones that ravaged Zimbabwe : policy implications for effective disaster preparedness*’, *Natural Hazards*. Springer Netherlands, pp. 1–15. doi: 10.1007/s11069-020-04271-7.


- Mhlanga & K. Nyikahadzoi (Eds.), *Climate change impact, adaptation and mitigation in Zimbabwe: case studies from Zimbabwe's urban and rural areas* (p. 180). Konrad Adenauer Stiftung & University of Zimbabwe.
- Mpala, S. and Ndlovu, M (2013) *Online international journal of Arts and Humanities* 2(3) 53-62
- Mugenda, O. M. and Mugenda, A. G. (1999). *Research methods: Quantitative and Qualitative Approaches*. Acts Press, Nairobi.
- Reddi, U.V. (2004). *Using ICTs to remove barriers in education: Adapting to changing times and needs*. Thailand: Bangkok.
- Sarantakos, S (2005) *Social Research*, 2nd edition, Palgrave Macmillan Hampshire.
- Tanzania. Ministry of Education and Vocational Training. (2007). *Information and communication technology (ICT) policy for basic education*.
- Sen, A. 2011. *Disaster Preparedness and Response: Research findings*. Oxford: Clarendon Press.
- Watt, E. 2019, When disaster strikes: how education and children's future were buttered by cyclone Idai, viewed January 2022, from [www.theirworld.org](http://www.theirworld.org).
- Zhou, M. (2020). "School's Out, But Class's On", The Largest Online Education in the World Today: Taking China's Practical Exploration During The COVID-19 Epidemic Prevention and Control <https://doi.org/10.15354/bece.20.ar023>

## Appendix 1: Permission Letter from Bindura University

SAMED

P Bag 1020  
BINDURA  
ZIMBABWE

Tel: 0271 - 7531 ext 1038  
Fax: 263 - 71 - 7616

 BINDURA UNIVERSITY OF SCIENCE EDUCATION

Date: 9 April 2024

TO WHOM IT MAY CONCERN

NAME: MUPEMBE FARAI REGISTRATION NUMBER: B225459B  
PROGRAMME: HBScEdPh PART: 2.2

This memo serves to confirm that the above is a bona fide student at Bindura University of Science Education in the Faculty of Science Education.

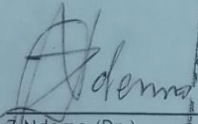
The student has to undertake research and thereafter present a Research Project in partial fulfillment of the HBScEdPh degree programme. The research topic is:

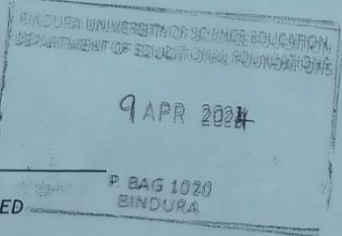
The Effectiveness of 0-level Disaster recovery programs in Chimanimani District. A case of two schools in the District

in this regard, the department kindly requests your permission to allow the student to carry out his/her research in your institutions.



Your co-operation and assistance is greatly appreciated.

Thank you

  
Z. Ndemo (Dr.)  
CHAIRPERSON - SAMED



## Appendix 2: Permission Letter from MoPSE

 **NDIMA GOVT. HIGH SCHOOL**   
P. BAG 2069  
CHIMANIMANI  
ZIMBABWE  
0779 360 420  
THE HEADMASTER 0775240031  
EMAIL ADDRESS: NDIMAHIGHSCHOOL@GMAIL.COM

---

15 MAY 2024

THE DSI  
CHIMANIMANI DISTRICT EDUCATION  
POBOX 80  
CHIMANIMANI

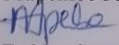
DEAR SIR/MADAM


RE: APPLICATION FOR PERMISSION TO CONTACT A RESEARCH PROJECT  
IN YOUR INSTITUTIONS.


The above subject refers a request for your permission to carry out my research in your institution. I am a teacher at Ndima High school and I am currently furthering my education with Bindura University under the Teacher Capacity Development Block Program (TCD) with student registration number B225459B. The research project is a requirement which should be submitted in partial fulfilment of the HBScEd degree program. The research title being: The effectiveness of O-level Disaster recovery programs in Chimanimani District: A case of Ndima High School and Rusitu High School. See attachment copy below

Your cooperation and assistance is greatly appreciated

Thank you

Mupembe Farai  
  
Ec Number: 5201912B

  
DISTRICT SCHOOLS INSPECTOR  
MINISTRY OF PRIMARY & SECONDARY  
EDUCATION  
16 MAY 2024  
P.O. BOX 80, CHIMANIMANI  
ZIMBABWE  
PHONE: 027 2052512 / 2901

  
THE HEADMASTER  
NDIMA GOVT HIGH SCHOOL  
20 MAY 2024  
P. BAG 2069, CHIMANIMANI  
ZIMBABWE

1

## APPENDIX 3

### OPEN ENDED QUESTIONNAIRE GUIDE FOR STUDENTS

My name is Farai Mupembe. I am a student in the Faculty of Science Education at Bindura University pursuing a Bachelor of Science Degree Education in Physics. The focus of my research is to find the effectiveness of Disaster Recovery Programs in Chimanimani district. Please respond to the questions as honestly as you can. The information provided here will be used for the purpose of this study and will remain confidential. If any question makes you feel uneasy you are free not to respond to it.

#### SECTION A

1. GENDER

MALE ☐

FEMALE ☐

2. AGE

15 YEARS ☐

16 YEARS ☐

17 YEARS & ABOVE ☐

3. LEVEL OF EDUCATION

FORM 3-4 ☐

FORM 5-6 ☐

#### SECTION B

1. What is your understanding of natural disasters?

.....  
.....  
.....  
.....

2. Can you describe your experiences following the impact of Cyclone Idai?

.....  
.....  
.....  
.....

2. How do you feel counseling has helped you cope with the aftermath of Cyclone Idai?

.....

.....

.....

.....

.....

3. In what ways do you think counseling strategies could be improved to better support Cyclone Idai victims?

.....

.....

.....

.....

.....

4. Have you noticed any changes in your mental health or emotional well-being since receiving counseling services?

.....

.....

.....

.....

.....

5. How do you think counseling has influenced your ability to learn and move forward after the devastation of Cyclone Idai?

.....

.....

.....

.....

.....

6. What specific counseling strategies have been most effective for you in dealing with the trauma of Cyclone Idai?

.....

.....

.....

.....

.....

7. How do you think counseling services could be better tailored to meet the unique needs of Cyclone Idai victims?

.....

.....

.....  
.....  
.....  
8. Have you found that counseling has helped you build resilience and coping skills in the face of ongoing challenges post-Cyclone Idai?

.....  
.....  
.....  
9. How do you think the community as a whole could benefit from increased access to counseling services in the aftermath of Cyclone Idai?

.....  
.....  
.....  
.....  
.....  
10. What recommendations do you have for improving the effectiveness of counseling strategies for Cyclone Idai victims in the future?

.....  
.....  
.....  
.....  
.....  
.....

## **APPENDIX 4**

### **FACE TO FACE INTERVIEW GUIDE FOR PUPILS**

My name is Farai Mupembe. I am a student in the Faculty of Science Education at Bindura University pursuing a Bachelor of Science Degree Education in Physics. The focus of my research is to find the effectiveness of disaster recovery programs in Chimanimani district. Please respond to the questions as honestly as you can. The information provided here will be used for the purpose of this study and will remain confidential. If any question makes you feel uneasy you are free not to respond to it. I am also going to record this interview.

1. Can you please share your experience with counseling services following the impact of Cyclone Idai?
2. How do you feel counseling has helped you cope with the trauma and stress caused by Cyclone Idai?
3. In your opinion, what counseling strategies have been most effective in helping you recover from the effects of Cyclone Idai?
4. Have you noticed any improvements in your mental health and well-being since receiving counseling services?
5. How important do you think counseling is in the overall recovery process for Cyclone Idai victims?
6. Have you encountered any challenges or barriers in accessing counseling services following Cyclone Idai?
7. What recommendations do you have for improving counseling services for Cyclone Idai victims in the future?
8. How do you think counseling can be better integrated into disaster response and recovery efforts for future natural disasters?
9. Have you found group counseling sessions to be more beneficial than individual counseling sessions in dealing with the aftermath of Cyclone Idai?
10. How do you think the effectiveness of counseling strategies can be measured and evaluated in the context of disaster recovery efforts like Cyclone Idai?



## APPENDIX 5

### OPEN ENDED QUESTIONNAIRE GUIDE FOR TEACHERS

My name is Farai Mupembe. I am a student in the Faculty of Science Education at Bindura University pursuing a Bachelor of Science Degree Education in Physics. The focus of my research is to find the effectiveness of disaster recovery programs in Chimanimani district. Please respond to the questions as honestly as you can. The information provided here will be used for the purpose of this study and will remain confidential. If any question makes you feel uneasy you are free not to respond to it.

#### SECTION A

1 GENDER

MALE ☐

FEMALE ☐

2 AGE

BELOW 25 YEARS ☐

BETWEEN 26-35 YEARS ☐

36 YEARS & ABOVE ☐

3 EDUCATIONAL QUALIFICATIONS

Highest Qualification

Other Qualifications

#### SECTION B

1. What are some of the significant changes you observed among learners after cyclone Idai and how did you address them through counseling? .....
- .....
- .....
- .....
- .....

2. Can you describe any changes you noticed in learners behavior, academic performance or emotional well-being after implementing counseling strategies? .....  
.....  
.....  
.....
3. How did you adapt your teaching methods to support learners who were affected by the cyclone, and what role did this counseling play in this adaptation.  
.....  
.....  
.....  
.....
4. What specific counseling strategies and techniques did you find most effective in supporting learners recovery and resilience? .....  
.....  
.....  
.....
5. What resources or support systems did you find you find most helpful in providing effective counseling to learners, and were they any gaps or limitations in these resources? .....  
.....  
.....  
.....
6. How did you address the diverse needs of learners, such as those with varying levels of trauma exposure, learners from different cultural backgrounds and those with disabilities?  
.....  
.....  
.....  
.....
7. How did you prioritize self-care and manage your own emotional well-being , while supporting learners during this challenging time?

.....  
.....  
.....  
.....  
.....

8. What recommendations do you have for the future disaster response and recovery efforts in terms of supporting learners mental health and well-being?

.....  
.....  
.....  
.....

## **APPENDIX 6**

### **FACE TO FACE INTERVIEW GUIDE FOR TEACHERS**

My name is Farai Mupembe. I am a student in the Faculty of Science Education at Bindura University pursuing a Bachelor of Science Degree Education in Physics. The focus of my research is to find the effectiveness of disaster recovery programs in Chimanimani district. Please respond to the questions as honestly as you can. The information provided here will be used for the purpose of this study and will remain confidential. If any question makes you feel uneasy you are free not to respond to it. I am also going to record the interview

#### **Section 1: Introduction and Context.**

1. Can you describe your experience working with learners affected by Cyclone Idai?
2. How did cyclone Idai impact your learners?

#### **Section 2: Counseling strategies and interventions**

1. What counseling strategies or interventions did you use to support learners after the cyclone?
2. How did you adapt your counseling approach to address the unique needs of learners affected by the disaster?
3. Can you describe a specific counseling session or activity that you found particularly effective?

#### **Section 3: Learner Response and Progress**

1. How did learners respond to the counseling you used?
2. What changes did you observe in learners' behavior, emotional well-being or academic performance after counseling?
3. Were there any learners who did not respond well to counseling? What challenges did you face?

#### **Section 4: Collaboration and Support**

1. How did you collaborate with other teachers, school administrators and mental health professionals to support learners?
2. What support systems or resources did you find most helpful in providing effective counseling?

3. Were there any gaps or limitations in the support available?

### **Section 5: Challenges and Lessons Learned**

1. What were some of the biggest challenges you faced in providing suitable counseling to learners after the cyclone?
2. What lessons did you learn from this experience, and how did it influenced your approach to supporting learners in crisis
3. What recommendations did you have for future disaster response and recovery efforts in terms of supporting learners' mental health and well-being?

### **Section 6: Conclusion**

1. Is there anything else that you would like to share about your experience providing counseling to learners after cyclone Idai?
2. How do you think this research will contribute to improving support for learners affected by disasters?