

**THE FACTORS IMPACTING THE SUCCESSFUL IMPLEMENTATION OF  
GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOLS IN THE  
OHANGWENA REGION**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT**

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## ABSTRACT

This study assessed the guidance and counselling services in senior secondary schools in Ohangwena region with the view to determine the teacher counsellors' views on the factors impacting the implementation of guidance and counselling services. Literature shows that guidance and counselling plays a vital role in preventing educational, emotional, social, personal and other problems among learners. It was therefore important to the researcher to determine teacher counsellors' views on factors impacting the successful implementation of guidance and counseling in schools.

The study was quantitative in nature and a non-experimental design that involved a survey was used. The population of the study comprised the teacher counsellors in all the senior secondary schools in Ohangwena region. Data were collected using questionnaires which were administered to a sample of twenty six (26) teacher counsellors. Teacher counsellors were purposively sampled. The data was analysed by use of descriptive statistics using The Statistical Package for the Social Sciences (SPSS).

The study revealed that teacher counsellors viewed inadequate training in SGC, high teaching loads and time constraints, lack of support given to teacher counsellors and lack of resources and facilities as some of the factors impacting the successful implementation of SGC. The study also revealed that some biographical variables (i.e. age, qualifications, teaching experience, counselling experience, training in guidance and counselling, and type of training they received) significantly influenced the way teacher counsellors viewed SGC.

Furthermore, teacher counsellors would need to be supported by parents, teachers, school principals, Inspectors of Education, Regional School Counsellors, and other teacher counsellors, in order to improve SCG. Based on these findings, the researcher recommended that the training of teacher counsellors in school guidance and counselling be improved, reduced work load, better resources and facilities and for teacher counsellors to be supported in order for guidance and counselling to be successfully implemented in schools.

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**LIST OF ACRONYMS**

CFC	Cluster facilitators for Counselling
CSG	Counselling Support Group
HoD	Head of Department
IoE	Inspector of Education
MBESC	Ministry of Basic Education, Sport and Culture
MoE	Ministry of Education
NESE	National External School Evaluation
RESE	Regional External School Evaluation
RSC	Regional School Counsellor
SGC	School Guidance and Counselling
TC	Teacher Counsellor

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## **DEDICATION**

This study is dedicated to my dear father, the late Tomas Abraham-Mbongo, for believing in us all and for giving us the best education.

## DECLARATIONS

I, Emilia Ndapandula Mbongo, declare that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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(Emilia N. Mbongo)

Date í í í .í í í í

## **CHAPTER 1: INTRODUCTION**

This chapter is an introduction to the problem and its setting. It includes the orientation of the study, statement of the problem, research questions, significance of the study, limitations of the study and definition of terms.

### **1.1 ORIENTATION TO THE STUDY**

Everyday life can be challenging and stressful for even the most resilient children. There are a growing number of social problems which affect the lives of young people. Competitiveness, bullying, social exclusion, racism, teenage pregnancy, family crises, sibling rivalry, school underachievement, abuse, peer pressure and substance abuse are but a few of the problems that school going children face every day (Bor, Ebner-Landy, Gill and Blade, 2002). The situation in Namibia is further worsened by the HIV and AIDS pandemic, which has left many children orphaned and vulnerable. Many school going children are affected by HIV/AIDS because their parents and relatives suffer from it. All these problems affect children in a negative way, and as a result their academic endeavours are negatively affected.

Outside of family, school is the most important social setting in which school going children participate. It is thus imperative that there should be mechanisms, such as guidance and counselling, in place at schools to help children cope with all the problems that they face. The need for counselling in schools has become important in order to promote the well-being of learners. It is therefore important that school guidance and counselling services are fully functional and available to all learners in all schools to help alleviate the problems that they face.

When schools are mainly concerned with delivering an academic curriculum, other aspects of the schools' role, such as providing personal and social education, tend to be overlooked (Hornby, Hall & Hall, 2003).

School guidance and counselling (SGC) dates a long way back in the world. In the United States of America, SGC is well established and can be traced back to 1898 (Bor et al. 2002). It has since expanded to other countries in the world. Over the past few years, there has been a significant growth of interest in the field of SGC in Namibia. In 1994, the Ministry of Education and Culture introduced guidance and counselling services to all schools in the country. This was followed by the appointment of trained school counsellors, called Regional School Counsellors (RSCs), in the then seven educational regions in Namibia. Additional RSCs have since been appointed, with some regions having up to four RSCs.

According to the Ministry of Basic Education and Culture (1994), the duties of the RSCs include:

- É rendering guidance and counselling services to learners;
- É executing educational-psychological related research in the area of the counsellors' jurisdiction;
- É training Life Skills teachers in basic counselling skills and psychometric test administration;
- É assessing learners who show symptoms of behavioural change and loss of abilities to cope in the educational setting and assisting learners with vocational guidance.

As it became impossible for RSCs to attend to all the learners in their regions, it was decided that some teachers at schools be thoroughly trained in the different counselling skills and were tasked to attend to learners at their respective schools. The RSCs have since then trained teachers in basic counselling skills in all schools in Namibia. Currently, each school in Namibia has at least two teachers trained in basic counselling skills by the RSCs. Counselling Support Groups (CSGs) ó made up of teacher counsellors ó have been established in all primary and secondary schools in Namibia. The responsibilities of the CSG, as stated by the Ministry of Education include:

- É supporting and counselling learners with emotional, behavioural and disciplinary problems;
- É establishing liaison between teachers and learners if problems arise;
- É assisting the school management in dealing with severe cases of misconduct by learners and teachers; and
- É referring learners to other experts and/ people who can help learners in need.

The functions of SGC are to provide opportunities for students to reach their full potential in the areas of educational, vocational, personal and emotional development (LunenberG, 2010). In addition to intellectual challenges, students encounter personal/social, educational and career challenges that needs to be addressed.

## **1.2 STATEMENT OF THE PROBLEM**

Guidance and counselling play a vital role in preventing educational, emotional, social, personal and other problems among secondary school students (Eyo, Joshua, Esuong, 2010). The MoE is aware of this fact, and accordingly, efforts have been made to have CSGs in all schools. However, despite all the efforts of the MoE, concerns continue to be raised against the functioning of the CSGs in schools. The annual reports of 2007 and 2008 of the National External Schools Evaluation (NESE) showed that guidance and counselling services are not fully functional in most schools in Namibia. The reports indicated that (a) the provision for emotional, physical and social needs of learners was weak or non-existent in 47% of secondary schools and 78% of primary schools; and (b) the curricular and vocational guidance of learners was generally poor or non-existent in 58% of secondary, 71% of combined and 47% of primary schools visited in 2008. Reports for the Ohangwena Region revealed that most schools do not attend to the emotional, physical and social needs of the learners; learners are not provided with information and advice in preparation for choice in education, training or employment and the trained teacher counsellors do not provide counselling to learners in need (MoE, 2008).

Clearly, the situation of the SGC in the country, particularly in the Ohangwena Region is not encouraging. As the NESE reports indicated, guidance and counselling remain very poor in a lot of schools. This problem has prompted the researcher to conduct a survey among teacher counsellors in Ohangwena region with the aim to determine their views on the possible factors that impact the implementation of SGC.

### **1.3 RESEARCH QUESTIONS**

The study was guided by the following questions:

- (i) What are the teacher counsellors' views on the factors that are impacting school guidance and counselling?
- (ii) Is there a significant difference in the teacher counsellors' views about school guidance and counselling based on their school, gender, age, qualifications, position, teaching experience, experience as a teacher counsellor, whether they were trained in guidance and counselling, the type of training they received and whether the training was sufficient?
- (iii) What type of support do the teacher counsellors need and what do they think can be done to improve the situation?

### **1.4 SIGNIFICANCE OF THE STUDY**

Determining the teacher counsellors' views on the factors that impact on the successful implementation of SGC in Namibia, particularly in the Ohangwena Region, is of paramount importance; hence the study. According to Gybsers and Norman (2006), it is important to find out what teacher counsellors think or feel about the guidance and counselling services at schools. This will inform us about how guidance and counselling services are offered in schools, what works and what needs to be done differently. It is hoped that the results of the study will benefit the Ministry of Education.

The ministry might use the results of the study to re-evaluate the current provision of teacher counsellors charged with the task of rendering guidance and counselling in schools, countrywide. Furthermore, it is hoped that the suggestions made by the study would improve the successful implementation of SGC services in secondary schools in the Ohangwena Region and in Namibia as a whole.

### **1.5 LIMITATIONS OF THE STUDY**

The study was faced by a number of constraints. These include the following:

- É The views of the respondents may not be reliable because some participants may provide biased information just to create a socially desirable impression.
- É Research done on SGC in Namibia is very limited resulting in limited literature on this topic.
- É The study will be completed within a limited time and with very little funds, thus it will be limited to one region only.
- É The main question of the study was to determine the factors that impact negatively on the successful implementation of SGC. It is possible that the researcher was not able to identify all the factors. There could be other factors contributing to the problem.

## 1.6 DEFINITION OF TERMS

**School Counsellor / Teacher counsellor:** A school counsellor is an educator who works in schools to provide academic, career, university readiness, and personal/social competencies to all students through advocacy, leadership, systemic change, and teaming and collaborating with other stakeholders as part of a comprehensive developmental school counselling (Coleman and Yeh, 2008). In a school setting, a school counsellor is expected to provide counselling to learners.

**Counselling:** Is a relationship between a concerned person and a person with a need. This relationship is usually person to person, although it sometimes may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, as well as through the resolutions of emotional or interpersonal problems (Ministry of Basic Education Sports and Culture (MBESC), 2001).

**School Counselling:** School counselling is a process of helping people by assisting them in making decisions and changing behaviour. The provision of effective counselling should help to improve the self-image of girls and boys, and broaden their educational and occupational ambitions (Coleman and Yeh, 2008).

**Guidance:** Guidance is defined as a service or a process aimed at helping students to understand themselves and the world. The guidance programme consists of four main areas which deal with different aspects of people's lives. These areas are educational, personal, social and vocational guidance (Kandjii-Murangi, Busang, Mphele and Tlhabiwe, 1998).

## **1.7 SUMMARY**

This chapter presented the orientation of the study, statement of the problem and the research questions. Other issues discussed in this chapter include: significance of the study, limitations of the study and definition of terms.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

The purpose of reviewing literature is to determine what has already been done that relates to the current study. Little research has been done on SGC in Namibia, however quite a number of studies on school guidance and counselling have been done internationally. An attempt is made here to discuss the findings of some of the studies done on factors that hinder the successful implementation of guidance and counselling in secondary schools, so as to provide the general background and rationale for the study. The first section looks at the theoretical framework. In the second section, the possible factors that could impact on the implementation of SGC are discussed, followed by the support needed by the teacher counsellors in order to improve the provision of counselling and guidance in schools.

### **2.2 THEORETICAL FRAMEWORK**

In this section a brief overview is presented of the theory on which this study is based. This is the developmental theory, which is based on the works of developmental theorists such as Benjamin Bloom (1956), Erik Erikson (1950), Robert Havighurst (1972), Lawrence Kohlberg (1958) and Jean Piaget (1970). The developmental theory recognises that all students move in a sequential manner toward self-understanding and self-enhancement (Cherry, 2010; McLeod, 2009; Brimrose, 2006; Trawick-Smith, 2006; Myrick, 2003 and Paisley & Benshoff 1998).

Furthermore, it recognises that there is a force within each of us that makes us believe that we are special and there is nobody like us and assumes that our individual potentials are valuable assets to society and the future of humanity (Myrick, 2003). The developmental theory is founded on the belief that individuals experience general stages of personal/social growth and that SGC programmes must be structured to anticipate and fulfil the academic, career, and personal/social needs of students. In the developmental approach, learners have an opportunity to learn more about themselves and others in advance of problem situations in their lives (Myrick, 2003). They learn interpersonal skills before they have an interpersonal crisis. This way if a learner is to experience a crisis in his/her life, he/she can draw upon their skills to work themselves out of the problem.

The guiding principles of developmental approaches to SGC are rooted in the belief that guidance and counselling is for all students (Paisley & Benshoff, 1998). The function of education is to provide opportunities for each student to reach his/her full potential in the areas of educational, vocational, social and emotional development. However, school performance is not only dependent on the learner's intellect and the teaching and learning at and after school. In order to learn optimally, a child needs to be healthy, emotionally sound and needs to have support from people and friends Boeree (2002). SGC should thus be an integral part of education and should be centred directly on this function. Although there will always be specific students who need the attention of the school counsellor because of their circumstances, SGC is directed at all students. School counsellors help to make learning a positive experience for every student. They are sensitive to individual differences.

They help individual students make the most of their school experiences and prepare them for the future. During the school going years, students begin to develop their academic self-concept and their feelings of competence and confidence as learners (Lunenburg, 2010). They begin to develop decision making, communication and life skills. It is also a time when they develop and acquire attitudes towards self, school, peers, social groups and their family. The developmental approach to guidance and counselling looks at teaching, coaching, tutoring, instructing, informing and counselling as part of the learning process (Myrick, 2003). It is a flexible approach that draws upon whatever is appropriate to meet learners' needs.

## **2.3 FACTORS IMPACTING SCHOOL GUIDANCE AND COUNSELLING**

According to (Bor et al., 2002; Fourie, 2010; Maluwa-Banda, 1998; Eyo et al., 2010, Maundeni and Ntseane, 2004), there are many factors that hamper successful guidance and counselling in schools. They identified the following factors as hindrances to effective delivery of guidance and counselling in schools: lack of formal training in counselling, lack of time for guidance and counselling, lack of support given to teacher counsellors and lack of resources. These factors will be presented below:

### **2.3.1 INADEQUATE TRAINING**

In Namibia, guidance and counselling services in schools are provided by teacher counsellors. Most of these teacher counsellors were trained in guidance and counselling through in-service training provided by RSC.

According to Vergnani, Frank, Haihambo Ya-Otto and Mushaandja (2010), the regional in-service training given to teacher counsellors by RSC is bearing fruit. In addition, the in-service training that teacher counsellors get from RSC provides a good introduction to counselling and is highly rated by teacher counsellors. Training of school counsellors has been found to have an effect on the delivery of guidance and counselling in schools. This is in line with the findings of a study done by Maluwa-Banda (1998), who found that counsellors in Malawian schools were often inadequately prepared for the services they had to offer. Furthermore, school counsellors can be in a vulnerable position when called upon to deal with crucial issues affecting their learners, especially those of a psychological, social and personal nature (Maluwa-Banda, 1998). Many guidance and counselling teachers feel incompetent due to the lack of adequate training (Maundeni & Ntseane, 2004).

Providing guidance and counselling to learners requires teachers to deal with learners on very sensitive issues which are sometimes delicate. The counselling skills given at teacher training institutions are not enough. Teachers need more training to become adequately equipped in order to become teacher counsellors in schools. A study by Gora, Sawatzky and Hague (1992), on the school counsellors' perceptions of their effectiveness, identified inadequate training to handle certain problems as one of the major barriers that prevent them from adequately meeting the needs of students. As a result, school counsellors may be prevented from meeting the needs of the students by the inadequate training in school guidance and counselling to handle certain problems. Moreover, inadequate training can lead to reliance on approaches such as control, power and punishment, which are not conducive to effective guidance and

counselling, and that can make students fear confiding in teacher counsellors. Furthermore, NESE reports (2007, 2008) revealed that the teaching of Life Skills in secondary schools remains poor. This could be attributed to the lack of training of the teachers.

### **2.3.2 HIGH TEACHING LOADS AND TIME CONSTRAINTS**

The responsibility of providing guidance and counselling in Namibian secondary schools is given to already qualified or trained teachers from universities who teach in secondary schools. In addition, in schools, the day-to-day activities are scheduled based on the academic curriculum. In this context, the guidance and counselling programme in schools is forced to be squeezed into the existing academic time table structure, so that it will not decrease or interfere with teachers' class time (Wamocho, Karagu and Nwoye, 2008).

In Namibian schools, teacher counsellors are not only responsible for the provision of guidance and counselling of learners, they are also full-time subject teachers. According to Fourie (2010), teacher counsellors are ordinary teachers with full teaching loads who do the counselling and support of learners over and above their normal teaching programme without any incentives. This means that in addition to their normal duties of teaching, such as lesson planning, tests and homework marking, compensatory teaching, etc., teacher counsellors are tasked to render guidance and counselling to learners. The high teaching loads do not allow teachers to devote enough time to guidance and counselling. A study done in Malawian secondary schools by Maluwa-Banda (1998) revealed that as full-time classroom

teachers, school counsellors have little time to provide adequate guidance and counselling to students. A large and seemingly impossible caseload causes increased stress for the school counsellor (Maluwa-Banda, 1998). Teachers are saddled with so many responsibilities already and making them guidance and counselling teachers in addition to their job makes them ineffective in both areas at the end of the day (Egbochukwu & Alike, 2010).

Regardless of the above difficulties, literature indicates that many children are in desperate need of guidance and counselling and that teachers are ideally placed to provide this. According to Hornby, Hall & Hall (2003), it is often the case that learners are likely to be more open with teachers they know well than with others in the education system, such as guidance counsellors and educational psychologists, who are usually better qualified in counselling and have more time to do it, but do not have the rapport which comes with the day-to-day contact.

### **2.3.3 LACK OF SUPPORT GIVEN TO TEACHER COUNSELLORS**

The principal, as the head of the school is very important to the success of the SGC programme at the school. The principal's role is to provide leadership for the guidance and counselling programme. According to Myrick (2003), the role of the school principal in guidance and counselling is to provide administrative support and encouragement; to participate actively in defining and clarifying the guidance and counselling assignment and role; to provide adequate time, space, facilities and materials needed to implement the programme;

to consult with the guidance and counselling committee regarding the organisation, monitoring and evaluation of the programme; to see that guidance and counselling services are implemented; to help identify guidance and counselling needs in the school and to recommend possible guidance or counselling interventions, and on occasion, to co-lead a guidance or counselling activity with a teacher or counsellor; to establish supportive and cooperative working relationships among administrators, school counsellors, teachers and other learner service specialists and to consult with the guidance and counselling committee regarding special issues, concerns, or problems that develop among learners and school personnel.

Other teachers' roles in the guidance and counselling programme include helping to develop and implement a comprehensive developmental guidance and counselling programme within the school; helping to identify learners who need special attention more effectively and efficiently; following up with advisees regarding academic progress, grade reports, discipline referrals, special concerns and general information; getting to know learners' parents and working as a liaison between home and school, facilitating communication; seeking help for learners whose needs are beyond the limits of the classroom guidance and consulting with school counsellors and other school personnel regarding the guidance and counselling needs of learners (Myrick, 2003).

Lack of support from other teachers and the principal at the school may hamper the provision of guidance and counselling to learners. Some teachers and principals have negative attitudes towards guidance and counselling, as a result they do not give teacher counsellors the support they need.

Previous studies by (Bulus, 2001; Denga 2001; Edet, 2008 cited in Eyo et al. 2010), have shown that principals and other teachers constitute the greatest obstacle to the success of guidance and counselling in schools. If principals and other teachers are not adequately informed about guidance and counselling and if they do not understand the role of the teacher counsellors, they end up not supporting them.

#### **2.3.4 RESOURCES AND FACILITIES**

Another factor that hinders guidance and counselling teachers' ability to provide effective guidance and counselling services is the lack of resources, equipment and facilities such as office space in schools. According to Egbochukwu (2008), the facilities needed by teacher counsellors to carry out quality guidance and counselling services in the school are numerous. Some of these are: accommodation, book shelves, tables with drawers and cupboards for storing materials and psychological materials. Effective SGC services in American schools have adequate resources, equipment and space (Lehr and Sumarah, 2002 in Chirese, 2006). In addition, they have appropriate space within the school setting to adequately provide confidential counselling and consulting services for learners, teachers and parents.

Physical facilities that are well planned and provide for adequate space, privacy, accessibility and the like are characteristic of quality guidance and counselling programmes (Lunenburg, 2010). Counselling should take place in a quiet place where there will be no disruptions and the learner can be assured that no one else will hear the conversation (Colemann and Yeh, 2008). Without a private office where counselling can take place in privacy, counselling will not be successful and delivery

of guidance will be ineffective. This is in line with the findings of a study by Egbochukwu (2008), that the provision of adequate guidance and counselling facilities will certainly influence the efficiency of the delivery of quality guidance services in schools. In America, where SGC services are effective, schools have adequate materials such as: computers for computer-assisted career guidance programmes, career choice exploration materials, self-development resources, university and college catalogues, test-taking skills packages and booklets that help learners cope with developmental needs such as adjusting to their physical changes, handling peer pressure, avoiding teenage pregnancy and substance abuse (Lehr and Sumarah, 2002 in Chirese, 2006).

#### **2.4 TYPE OF SUPPORT TEACHER COUNSELLORS NEED**

In order for guidance and counselling to be successful in schools, teacher counsellors need to be supported by all stakeholders in education. This section presents the different types of support that teacher counsellors need to be able to carry out their duties effectively. Teacher counsellors need support from the principal and other teaching staff to make guidance and counselling a success in their schools. The principal and other teachers need to understand and appreciate guidance and counselling. DeLuccia-Reinstei (2009) is of the opinion that school counsellors' motivation to help students increases significantly when school counsellors do not feel isolated and do not lack support from staff. DeLuccia-Reinstei (2009) adds that principals, as heads of their schools, have the responsibility of overseeing the implementation of guidance and counselling in their schools.

According to Maluwa-Banda (1998), principals are in a key position to ensure a successful programme by showing interest in it, having a positive attitude towards it, maintaining open lines of communication with teaching staff, counsellors and students concerning the programme, and promoting a climate conducive to professional development and student growth. In his study, one of his findings was that school counsellors receive very little support from the administration.

In addition, support from other teacher counsellors (peer support) is also important. This is done through cluster meetings where all teacher counsellors in a cluster come together regularly to share ideas, to jointly engage in problem solving and to mutually support each other (Ministry of Education, 2006). Furthermore, it is trusted that such meetings would be motivational and help sustain the existence of guidance and counselling in schools. The Ministry of Education (2006) in a document entitled "Guidelines for the Cluster Facilitator for Counselling (CFC)" stated that cluster meetings would curb isolation and teacher counsellors would be able to benefit from the experiences of their peers. The meetings would ensure a co-ordinated approach to school guidance and counselling.

DeLuccia-Reinstei (2009) is of the opinion that regular training keeps school counsellors educated and well informed. School counsellors thus need to be supported in terms of continuous training to keep them updated. In a study done by Gora, Swatzky and Hague (1992), counselling staff suggested that they could benefit from colleague support groups or in-service programmes that would give them opportunities for renewal and camaraderie. Activities of this nature would provide school counsellors with additional skills as well as allow them to share experiences

with others and would perhaps alleviate some of the job stress associated with school guidance and counselling. Other things that could be done in an effort to support school counsellors include reducing their workload and providing facilities such as a room for individual guidance and counselling for and continuous support from RSC and regional officials, such as inspectors and education officers.

The present study sought to establish teacher counsellors' views on the factors that are negatively affecting the implementation of guidance and counselling in schools. Having reviewed the literature, the next section summarises these literature findings.

## **2.5 SUMMARY**

The first part of this chapter looked at the theory on which the study is based. In addition this chapter provided an overview of the factors which affect guidance and counselling in schools. The factors that were identified are: inadequate training of teacher counsellors, teaching loads and time constraints, lack of support to teacher counsellors and resources and facilities. Furthermore, attention has been given to the type of support needed by teacher counsellors to enable them to successfully implement guidance and counselling in schools. There is very limited Namibian literature in this area. The next chapter presents the research methodology.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

In this chapter, the researcher discusses the research methods, that is, the strategies and tools used for data collection and the methods that were used in analysing the data that were collected. It includes the research design, population, sample and sampling procedures, research instruments, data collection procedures, data analysis, pilot study and ethical considerations.

### **3.2 RESEARCH DESIGN**

A research design is defined as a detailed description of a proposed study aimed to investigate a given problem (Gay, Mills and Airasian, 2009). A research design provides the overall structure for the procedures the researcher follows, the data the researcher collects, and the data analyses the researcher conducts (Leedy and Ormrod, 2005). Similarly, De Vos, Strydom, Fouche and Delpont (2000) described it as a plan for collecting and using data so that desired information can be obtained. A research design guides the researcher as he/she collects, analyses and interprets data. The main aim of a research design is to answer the questions that are investigated and determine if the degree of generalisation that can be made is valid. For this study, the quantitative approach to research was used. According to Gay, Mills and Airasian (2009) quantitative research approaches describe current conditions, investigate relations and study cause-effect phenomena. Experimental designs or non-experimental designs may be used in quantitative studies.

In a non-experimental design, there is no manipulation of conditions. A non-experimental design that involved a survey was used in the study. A survey research determines and reports the way things are (Gay, et al. 2009). Since the study sought to obtain information about SGC from the teacher counsellors' perspective, the survey method was deemed appropriate to the study.

### **3.3 POPULATION**

The population is the group to which the researcher would like to make inferences. The population of the study comprised of all senior secondary school teacher counsellors in Ohangwena region.

### **3.4 SAMPLE AND SAMPLING PROCEDURES**

There were at least two teacher counsellors at each of the ten senior secondary schools in the Ohangwena Region, which amounts to approximately thirty (30) teacher counsellors. The purposive sampling procedure was deemed appropriate, where the total population sampling method was used. Total population sampling is a type of purposive sampling technique where you choose to examine the entire population that have a particular set of characteristics (Lund Research, 2012). In such cases, the entire population is often chosen because the size of the population that has the particular set of characteristics that you are interested in is small. Purposive sampling is a process of selecting a sample that is believed to be representative of the group to be sampled (Gay et. al., 2009). Teacher counsellors were selected to take part in the study as they have the information and insight knowledge with regard to

guidance and counselling. Although thirty (30) questionnaires were distributed to the teacher counsellors, only 26 questionnaires were returned, which represents approximately 87 % of the entire population. The remaining questionnaires (13%) were not returned and numerous attempts by the researcher to get them were unsuccessful. The sample was heterogeneous. It consisted of male and female teacher counsellors from different age groups and with different qualifications, different teaching experiences and experience as teacher counsellors, some who were trained in guidance and counselling and those who were not trained, as well as Heads of Departments (HoDs), subject heads and ordinary teachers. These variables are presented in more details in Tables 3-12.

### **3.5 RESEARCH INSTRUMENTS**

Data were collected using questionnaires (see appendix A). A questionnaire is a written set of questions, usually with a choice of answers, devised for a survey or statistical study (Soanes and Stevenson, 2006). The questionnaire was comprised of closed, open-ended and scaled questions. The use of questionnaires ensures that responses are gathered in a standardised way. Questionnaires were thus seen as more objective and appropriate for this study. The content of the questionnaire was derived from the research problem, research questions and literature reviewed in the study. The questionnaire had four sections. The first section sought the demographic information of the participants and consisted of ten questions. The second section addressed participants' views on the factors that impact on the successful implementation of SGC, and consisted of 30 items. The third section dealt with the support that teacher counsellors would need in order to improve their service in

providing guidance and counselling to learners. In the last section, the participants were asked to give their suggestions and additional comments for improving SGC.

### **3.6 DATA COLLECTION PROCEDURES**

Letters seeking permission to carry out the study in the secondary schools in Ohangwena region were sent to the Permanent Secretary of the Ministry of Education and the Director of Education: Ohangwena region. The letters explained the intentions and purpose of the research (see Appendices B and D respectively). Permission was granted by the Permanent Secretary of the Ministry of Education and the Director of Education: Ohangwena region for the study to be carried out.

The researcher went to the selected schools to embark upon collecting data from the teacher counsellors in the afternoon, so that the teaching and learning processes would not be interrupted. The researcher distributed the questionnaires to the teacher counsellors. The teacher counsellors were requested to complete the questionnaires when they had time, and were informed that the completed questionnaires were to be collected after one week. This ensured that participants would have enough time to complete the questionnaires. Having the researcher go back and personally collect the questionnaires ensured that many questionnaires were completed and returned to the researcher.

### **3.7 DATA ANALYSIS**

The Statistical Package for the Social Sciences (SPSS), which is an application that provides statistical analysis of data, was used to analyse the bulk of the teacher counsellors' responses. SPSS is particularly well-suited to survey research, though by no means is it limited to just this topic of exploration. Responses were coded for analysis with this programme. Descriptive summary statistics such as frequencies and cross tabulations were used to identify general characteristics among the participants.

The chi-square test was used to determine significant relationships in teacher counsellors' responses based on their gender, age, qualifications, position, teaching experience, how long they have been teacher counsellors and training in guidance and counselling. A level of significance of  $p < 0.05$  was set for all chi-square analyses. Open-ended responses from the respondents were manually transcribed and studied carefully, categorised and synthesized to generate meaningful themes and recurring patterns.

### **3.8 PILOT STUDY**

A pilot study was done with five teacher counsellors at five secondary schools in Ohangwena Region. This was done (a) to determine whether participants would understand the questions; (b) to provide information about deficiencies as well as suggestions for improvement; (c) to find out whether the questions were relevant and appropriate; (d) to establish whether the data obtained could be meaningfully analysed in relation to the research questions; and most importantly (e) to determine

if the questions were clear and comprehensive enough. The questionnaires were administered to the teacher counsellors who were asked to carefully read and answer the questions, noting anything that was not clear. The teacher counsellors were also asked to give their suggestions in order to make the questionnaire clearer and more meaningful. The results of the pilot study proved the questionnaire to be valid for the study as most of the questions elicited responses anticipated by the researcher. Only one question was changed after the pilot study.

Question 9 in Section A was changed to include an option of òin-service training + pre-service trainingö. Question 9 was as follows:

**TABLE 1: ORIGINAL VERSION OF QUESTION 9:** *If your answer to Question 8 is “YES”, what type of training have you received?*

Pre-service training (tertiary qualification)	1	
In-service training (e.g. workshops)	2	
Otherí í í í í í í í í í í í í í ...	3	

In order for the question to include both options of training, a fourth option was added, and the final version was as follows:

**TABLE 2: CORRECTED VERSION OF QUESTION 9:** *If your answer to question 8 is “YES”, what type of training have you received?*

Pre-service training (tertiary qualification)	1	
In-service training (e.g. workshops)	2	
In-service training + pre-service training	3	
Otherí í í í í í í í í í í í í í í ...	4	

### **3.9 ETHICAL CONSIDERATIONS**

Informed consent is a basic, ethical ideology of scientific research on human populations. Thus participants were informed of their right to refuse or consent to take part in the study, and their right to privacy and anonymity was honoured. The participants were assured that the information obtained from them would only be used for the research purposes and would be treated with confidentiality.

### **3.10 SUMMARY**

This chapter described the methods that were used to collect and analyse the data. The research design was highlighted. Other issues discussed in this chapter include: population, sample and sampling procedures, instrumentation, data collection procedures, data analysis, pilot study and ethical considerations.

The next chapter presents the results.

## **CHAPTER 4: RESEARCH RESULTS**

### **4.1 INTRODUCTION**

In this chapter, the results obtained during the course of the study are presented according to the main questions of the study. The first section of this chapter presents the biographical data of the teacher counsellors, followed by the teacher counsellors' views on the factors that are impacting school guidance and counselling. Thirdly, the findings are presented with regard to the question aimed at determining the relationship between the biographical variables of the teacher counsellors and the teacher counsellors' views about school guidance and counselling based on their school, gender, age, qualifications, position, teaching experience, experience as a teacher counsellor, whether they were trained in guidance and counselling, type of training they received and whether the training was sufficient. The fourth section presents results emanating from the question aimed at determining the type of support teacher counsellors need and what they think can be done to improve guidance and counselling services in schools.

### **4.2 BIOGRAPHICAL VARIABLES OF THE TEACHER COUNSELLORS**

This following section presents the biographical variables of the teacher counsellors. Biographical variables provided the context in which the information was gathered. An appreciation of the context would enhance understanding of the information gathered. In tables 3 to 12, the frequencies and percentage frequencies of teacher counsellors who participated in the study are presented. Variables will be discussed in the order in which they appeared in the questionnaire.

## School

The respondents had to represent all the secondary schools in the region. The responses to this question are presented in Table 3.

**TABLE 3: NAME OF SCHOOL**

CHARACTERISTICS	f	%
Ongha Secondary School	2	7.7
Ponhofi Secondary School	2	7.7
Mwadikange Kaulinge Secondary School	3	11.5
Eenhana Secondary School	3	11.5
Haimbili Haufiku Secondary School	2	7.7
Oshela Secondary School	3	11.5
Oshikunde Secondary School	3	11.5
St. Mary Secondary School	2	7.7
Eengedjo Secondary School	3	11.5
Shituwa Secondary School	3	11.5
<b>Total</b>	<b>26</b>	<b>100</b>

In terms of school representation, Mwadikange Kaulinge SS, Eenhana SS, Oshela SS, Oshikunde SS, Eengedjo SS and Shituwa SS had the biggest representation, with three (11.5%) teacher counsellors at each school. The rest of the schools, Ongha SS, Ponhofi SS, Haimbili Haufiku SS and St Mary SS were represented by two (7.7%) teacher counsellors at each school.

## Gender

Respondents included in the study had to be of both gender groups. It was however not possible to obtain an equal number of males and females, as there were more female than male teacher counsellors in schools (see table 4 below).

**TABLE 4: GENDER**

<b>CHARACTERISTIC</b>	<b>f</b>	<b>%</b>
Male	6	23.1
Female	20	76.9
<b>Total</b>	<b>26</b>	<b>100</b>

According to table 4, the majority of the participants (76.9%) were female teacher counsellors as compared to only (23.1%) male teacher counsellors. In general there seems to be more female teacher counsellors than male teacher counsellors.

### Age

Respondents in the study had to represent all age levels. Responses to this question are presented in Table 5.

**TABLE 5: AGE**

<b>CHARACTERISTIC</b>	<b>f</b>	<b>%</b>
Younger than 25	2	7.7
26 ó 29	6	23.1
30 ó 34	3	11.5
35 ó 39	7	26.9
40 ó 49	5	19.2
50 ó 59	3	11.5
60 or more	0	0
<b>Total</b>	<b>26</b>	<b>100</b>

Responses pertaining to age showed that most of the teacher counsellors were in the age category of 35 ó 39 years (26.9%). This was followed by teacher counsellors in the age categories of 26 ó 29 years and 40 ó 49 years, with (23,1%) and (19.2%) respectively. Teacher counsellors in the age categories of 30 ó 34 years and 50 ó 59 years were equally represented with (11.5%) each.

### Qualifications

To determine the successful implementation of guidance and counselling in schools, it was important that the qualifications of the teacher counsellors be taken into consideration. Responses are presented in Table 6.

**TABLE 6: QUALIFICATIONS**

CHARACTERISTIC	f	%
Degree + additional postgraduate qualification	6	23.1
Degree + teaching diploma	0	0
Teaching degree	6	23.1
Teaching diploma + postgraduate qualification	8	30.8
Teaching diploma	6	23.1
Certificate	0	0
Other	0	0
<b>Total</b>	<b>26</b>	<b>100</b>

When the qualifications of the teacher counsellors were analysed, it emerged that the majority of the teacher counsellors (30.8%) had a teaching diploma plus a postgraduate qualification. This was followed by teacher counsellors who are having a teaching degree and those with a teaching diploma and degree + additional postgraduate qualification at (23.1 %) each. None of the participants had a degree + teaching diploma or a certificate.

### Position

The positions of the respondents are summarised in Table 7.

**TABLE 7: POSITION**

CHARACTERISTIC	f	%
Principal	0	0
Vice-principal	0	0
Head of Department	5	19.2
Subject head	4	15.4
Teacher	17	65.4
Other	0	0
<b>Total</b>	<b>26</b>	<b>100</b>

The majority of the teacher counsellors who participated in the study were just ordinary teachers (65.4%), with (19.2%) and (15.4%) being Heads of Departments and subject heads respectively. None of the participants were principals or vice-principals.

### Teaching experience

It was important that the research included participants with different levels of teaching experience. The levels of teaching experience were grouped into categories of four year intervals. The responses are summarised in the table 8.

**TABLE 8: TEACHING EXPERIENCE**

CHARACTERISTIC	f	%
Less than 1 year	1	3.9
1 ó 5 years	7	26.9
6 ó 10 years	7	26.9
11 ó 15 years	6	23.1
16 ó 20 years	2	7.7
More than 20 years	3	11.5
<b>Total</b>	<b>26</b>	<b>100</b>

The majority (26.9%) of the teacher counsellors had 1-5 years and 6-10 years of teaching experience. Those with 11-15 years, more than 20 years and 16-20 years of teaching experience had (23.1%), (11.5%), and (7.7%) respectively. Respondents with less than one year of teaching experience had the lowest representation of only (3.9%).

### **Counselling experience**

It was also important to include teacher counsellors with different years of experience as teacher counsellors. Their responses are summarised in Table 9.

**TABLE 9: COUNSELLING EXPERIENCE**

<b>CHARACTERISTIC</b>	<b>f</b>	<b>%</b>
Less than 1 year	7	26.9
1-2 years	4	15.4
3-4 years	10	38.5
5-10 years	5	19.2
More than 10 years	0	0
<b>Total</b>	<b>26</b>	<b>100</b>

The majority of the teacher counsellors (38.5%) fell in the 3 ó 4 years range of experience as teacher counsellors. The table further shows that a considerable number of them had experience as teacher counsellors of less than a year (26.9%). This was followed by respondents with experience as teacher counsellors of 5 ó 10 years and 1 -2 years at (19.2%) and (15.4%) respectively. None of the respondents had counselling experience of more than ten years.

### Training in guidance and counselling

It was important to determine how many teacher counsellors were trained in school guidance and counselling and how many were not. It was also important to see how the teacher counsellors' responses differed depending on whether they were trained in guidance and counselling or not trained. The teacher counsellors' responses about training are summarised in Table 10.

**TABLE 10: TRAINING IN SCHOOL GUIDANCE AND COUNSELLING**

CHARACTERISTIC	f	%
Yes	18	69.2
No	8	30.8
<b>Total</b>	<b>26</b>	<b>100</b>

Of those surveyed, (69.2%) indicated that they had received training in guidance and counselling. The remaining (30.8%) had no training in guidance and counselling.

### Type of training received

It was important to know what type of training teacher counsellors had received. It was also interesting to see how teacher counsellors' responses differed depending on the type of training they had received.

**TABLE 11: TYPE OF TRAINING TEACHER COUNSELLORS RECEIVED**

CHARACTERISTIC	f	%
Pre-service (Tertiary qualification)	7	38.9
In-service training (e.g. workshops)	6	33.3
In-service training + pre-service training	4	22.2
Other	1	05.6
<b>Total</b>	<b>18</b>	<b>100</b>

Table 11 indicates that of those who had received training in guidance and counselling, (38.9%) indicated that they had received the training as part of their tertiary qualifications, (33.3%) received the training through in-service training, e.g through workshops and (22.2%) received their training through both pre-service and in-service training. The remaining (5.6%) did not specify the type of training they had received.

#### **Whether teacher counsellors were sufficiently trained in SGC**

Teacher counsellors were also asked to indicate how they felt about the training in guidance and counselling they had received, in terms of whether it was sufficient or not. Teacher counsellors' responses to this question are summarised in Table 12.

**TABLE 12: WHETHER TRAINING WAS SUFFICIENT**

<b>CHARACTERISTIC</b>	<b>f</b>	<b>%</b>
Yes	9	34.6
No	10	38.5
Uncertain	7	26.9
<b>Total</b>	<b>26</b>	<b>100</b>

The majority of the teacher counsellors (38.5%) indicated that they were not sufficiently trained to carry out their duties as teacher counsellors, while (34.6%) felt that they were sufficiently trained. The rest of the respondents (26.9%) indicated that they were uncertain about the training they had received to work as teacher counsellors.

### **4.3 RESULTS REGARDING THE TEACHER COUNSELLORS' VIEWS ON THE FACTORS THAT ARE IMPACTING SCHOOL GUIDANCE AND COUNSELLING.**

In finding out the teacher counsellors' views on the factors that impact guidance and counselling in schools, the following factors were addressed: training in guidance and counselling, teaching loads and time constraints, lack of support given to teacher counsellors and resources and facilities. There were 30 statements in Section B of the questionnaire, and analyses of the teacher counsellors' responses to the statements were done. Teacher counsellors were asked to indicate their level of agreement or disagreement on a four-point rating scale, namely, *strongly disagree*, *disagree*, *agree* and *strongly agree*. To make reporting easier, the frequencies were condensed into a three-point scale to indicate whether respondents disagreed with, agreed with or did not respond to a statement. In Tables 13 to 16, frequency distributions of the teacher counsellors' responses on the factors impacting the successful implementation of guidance and counselling in schools are presented.

#### **4.3.1 TRAINING IN GUIDANCE AND COUNSELLING**

There were eight statements in this section and participants were asked to indicate their extent of agreement or disagreement. The results about teacher counsellors' views about training in guidance and counselling are summarised in Table 13.

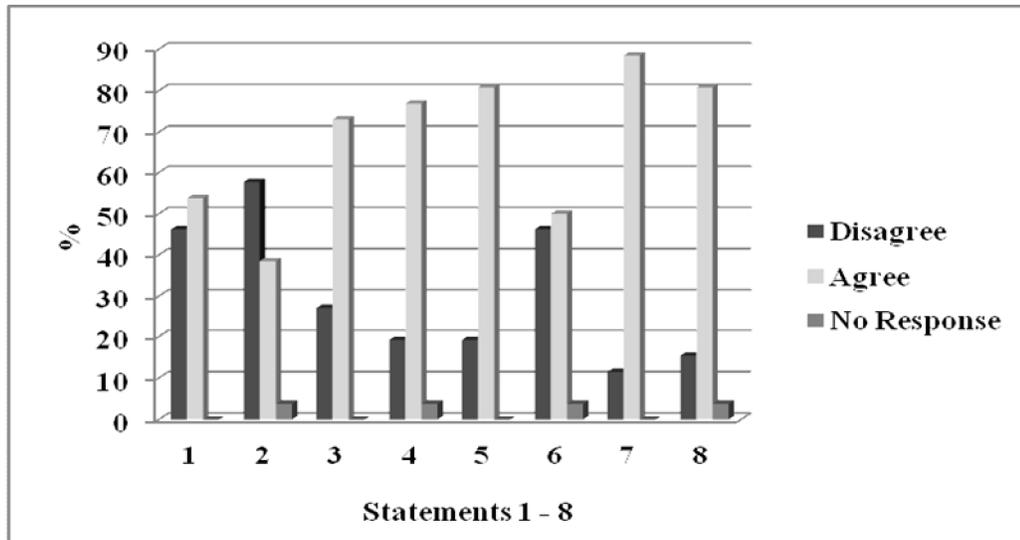
The analysis of the results revealed that the majority of the teacher counsellors agreed more with statements 1, 3, 4, 5, 6, 7, 8, whereas more teacher counsellors disagreed more with statement 2.

**TABLE 13: TEACHER COUNSELLORS' VIEWS REGARDING TRAINING IN SCHOOL GUIDANCE AND COUNSELLING**

STATEMENT	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT					
	Disagree		Agree		No response	
	f	%	f	%	f	%
1. As a teacher counsellor, you feel incompetent due to lack of training.	12	46.2	14	53.8	0	0
2. The in-service training that Regional School Counsellors (RSCs) provide is not sufficient in preparing you to become a teacher counsellor that provides effective guidance and counselling to learners.	15	57.7	10	38.5	1	3.8
3. As a teacher counsellor, you are very comfortable practising counselling.	7	26.9	19	73.1	0	0
4. As a teacher counsellor, you are very comfortable teaching guidance (Life Skills).	5	19.2	20	76.9	1	3.8
5. Regular in-service training keep Teacher Counsellors educated and well informed.	5	19.2	21	80.8	0	0
6. You have mastered the skill of counselling and feel confident counselling learners.	12	46.2	13	50.0	1	3.8
7. Lack of training negatively affects the identification of learners' problems.	3	11.5	23	88.5	0	0
8. Periods allocated for guidance (Life Skills) in the school are not utilised optimally because of inadequately trained teachers.	4	15.4	21	80.8	1	3.8

Graphically, the percentages of Table 13 look as follows (figure 1). Please note, owing to a lack of space, only the numbers of the statements are given.

**FIGURE 1: TEACHER COUNSELLORS' VIEWS REGARDING TRAINING IN GUIDANCE AND COUNSELLING**



**Statement 1:** The majority of the respondents (53.8%) agreed with the statement that teacher counsellors feel incompetent due to lack of training. On the other hand, (46.2%) of the respondents disagreed with the statement.

**Statement 2:** On the statement about whether the in-service training provided by RSCs was sufficient in preparing teacher counsellors to provide effective guidance and counselling to learners, more than half of the respondents (57.7%) agreed.

The remaining (38.5%) seemed dissatisfied with the training in guidance and counselling provided by RSCs. Three point eight percent (3.8%) of the participants did not respond to the statement.

**Statement 3:** The majority of the respondents felt that they were comfortable practising counselling as indicated by (73.1%) of the teacher counsellors who agreed

with the statement. Only (26.9%) of the teacher counsellors indicated that they were not comfortable with it.

**Statement 4:** Most teacher counsellors (76.9%) felt they were comfortable teaching guidance (Life Skills), as opposed to only (19.2%) who indicated that they were not comfortable with it. One teacher counsellor (3.8%) did not respond to the statement.

**Statement 5:** On the statement regarding regular in-service training in guidance and counselling, an overwhelming majority of the teacher counsellors (80.8%) agreed that it keeps teacher counsellors educated and well informed. Very few teacher counsellors (19.2%) disagreed with the statement.

**Statement 6:** On the statement whether teacher counsellors had mastered the skills of counselling and whether they felt confident giving counselling to learners, one half (50%) agreed with the statement, while slightly less than half (46.2%) disagreed. A few teacher counsellors (3.8%) did not respond to the statement.

**Statement 7:** An overwhelming majority of the teacher counsellors (88.5%) agreed that lack of training affects the identification of learners' problems negatively. On the other hand, (11.5%) of the teacher counsellors disagreed with the statement.

**Statement 8:** An overwhelming majority of the of teacher counsellors (80.8%) agreed that periods allocated for Life Skills were not optimally utilised because of inadequately trained Life Skills teachers. Only (15.4%) of the teacher counsellors disagreed with the statement. A few teacher counsellors (3.8%) did not respond to the statement.

#### 4.3.2 TEACHING LOADS AND TIME CONSTRAINTS

There were six statements in this section and teacher counsellors were asked to indicate the extent of their disagreement or agreement. Their responses about teacher counsellors' views about teaching loads and time constraints are summarised in table 14. It appeared that the majority of teacher counsellors agreed more with statements 10, 12 and 14, as opposed to statements 9 and 11, where the majority disagreed more. An equal number of teacher counsellors agreed and disagreed with statement 13.

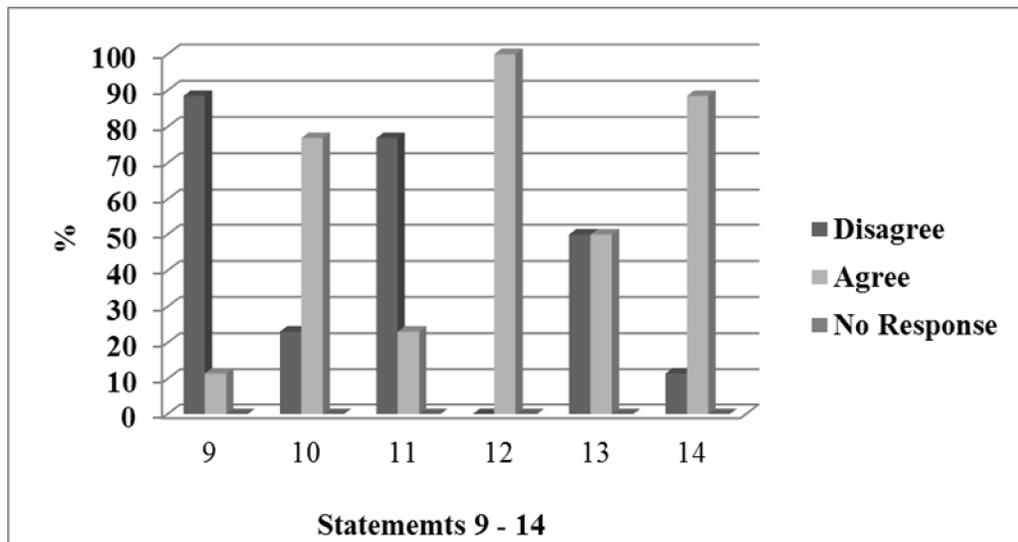
**TABLE 14: TEACHER COUNSELLORS' VIEWS ON THE TEACHING LOADS AND TIME CONSTRAINTS**

STATEMENT	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT					
	Disagree		Agree		No response	
	f	%	f	%	f	%
9. Teacher Counsellors have enough time to devote to guidance and counselling.	23	88.5	3	11.5	0	0
10. You are stressed because of your teaching load combined with counselling load.	6	23.1	20	76.9	0	0
11. Provision has been made at your school to have a less teaching load to enable teacher counsellors to have time for guidance and counselling.	20	76.9	6	23.1	0	0
12. In order for guidance and counselling to be successful in schools teacher counsellors should be relieved from their other duties.	0	0	26	100	0	0
13. Teacher counsellors should not be involved in other extra-mural activities at the school.	13	50.0	13	50.0	0	0

14. The heavy teaching load means you cannot devote enough time to guidance and counselling.	3	11.5	23	88.5	0	0
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Graphically (figure 2), the percentages of Table 14 look as follows. Please note, owing to a lack of space, only the numbers of the statements are given.

**FIGURE 2: TEACHER COUNSELLORS' VIEWS ON THE TEACHING LOADS AND TIME CONSTRAINTS**



**Statement 9:** The results indicates that the majority of the respondents (88.5%) disagreed with the statement that teacher counsellors have enough time to devote to guidance and counselling, as opposed to only 11.5% who agreed with the statement.

**Statement 10:** On the statement whether teacher counsellors felt stressed because of their teaching load combined with the guidance and counselling load, the majority of the teacher counsellors (76.9%) agreed with the statement. Only (23.1%) of the teacher counsellors disagreed.

**Statement 11:** The results revealed that no provision has been made at the majority of the secondary schools to allow teacher counsellor to have a smaller teaching load to enable them to have enough time for guidance and counselling. This was indicated by (76.9%) of the teacher counsellors who disagreed with the statement. Only (23.1%) of the teacher counsellors agreed with the statement.

**Statement 12:** All respondents agreed that for SGC to be successful, teacher counsellors should be relieved from other duties.

**Statement 13:** Similarly, half of the respondents (50%) agreed with the statement that teacher counsellors should not be involved in extra-mural activities at their schools, while the other half (50%) disagreed with the statement.

**Statement 14:** Many teacher counsellors (88.5%) felt that their heavy teaching load leaves them with little time to devote to guidance and counselling, as opposed to (11.5%) who disagreed with the statement.

#### **4.3.3 LACK OF SUPPORT GIVEN TO TEACHER COUNSELLORS**

There were ten statements in this section. The responses about teacher counsellors' extent of agreement or disagreement with the statements are summarised in table 15 given below. More respondents seemed to agree more with statements 15, 16, 17, 18, 20, 22, and 24, whereas they disagreed more with statements 21 and 23.

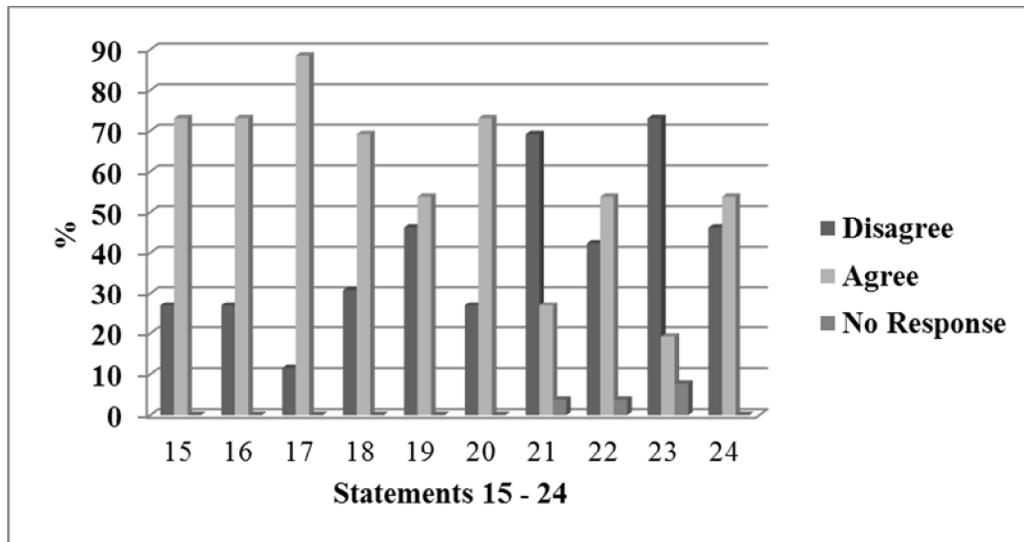
**TABLE 15: TEACHER COUNSELLORS' VIEWS ON THE SUPPORT THEY RECEIVE**

STATEMENT	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT					
	Disagree		Agree		No Response	
	f	%	f	%	f	%
15. Your principal encourages you and motivates you in your work in providing counselling and counselling to learners.	7	26.9	19	73.1	0	0
16. Whenever you have difficulty with a learner, the school as a whole support you and do not just let you handle the case on your own.	7	26.9	19	73.1	0	0
17. The head/s of department/s thinks it is very important for teacher counsellors to provide guidance and counselling to learners.	3	11.5	23	88.5	0	0
18. The principal takes his responsibility of overseeing the implementation of guidance and counselling in the school very seriously.	8	30.8	18	69.2	0	0
19. The other teachers do not really understand and appreciate what guidance and counselling entails and hardly supports teacher counsellors.	12	46.2	14	53.8	0	0
20. The community does not understand counselling and sometimes see teacher counsellors as people who just want to find out other people's secrets.	7	26.9	19	73.1	0	0
21. The Inspector of Education shows interest in guidance and counselling issues whenever he/she visits the school.	18	69.2	7	26.9	1	3.8

22. The Regional School Counsellors are quick to respond and render help when one asks for their help.	11	42.3	14	53.8	1	3.8
23. The Regional School Counsellors are in constant contact with the school and regularly visit the teacher counsellors.	19	73.1	5	19.2	2	7.7
24. As a teacher counsellor, you are motivated to do your work as you do not feel isolated and do not lack support.	12	46.2	14	53.8	0	0

Graphically (figure 3), the percentages of Table 15 look as follows. Please note, owing to a lack of space, only the numbers of the statements are given.

**FIGURE 3: TEACHER COUNSELLORS’ VIEWS ON THE SUPPORT THEY RECEIVE**



**Statement 15:** The majority of the teacher counsellors (73.1%) got encouragement and motivation from their principals in providing guidance and counselling to learners, as opposed to only (26.9%) who disagreed with the statement.

**Statement 16:** An overwhelming majority of the teacher counsellors (73.1%) claimed that when they had difficulties with learners, the school as a whole supported them and did not just let them handle problems on their own. A few teacher counsellors (26.9%) felt they did not always get this support from their schools when they encountered problems with learners.

**Statement 17:** Further analysis of the results revealed that Heads of Departments at schools indicated that it was very important for teacher counsellors to provide guidance and counselling to learners, as shown by (88.5%) of the respondents. Only a few teacher counsellors (11.5%) disagreed with the statement.

**Statement 18:** The majority of teacher counsellors (69.2%) agreed that principals took their responsibilities of overseeing the implementation of guidance and counselling in the schools very seriously, as opposed to (30.8%) who disagreed with the statement.

**Statement 19:** On the statement on whether other teachers did not understand and appreciate what guidance and counselling entailed and hardly supported them, the majority of the teacher counsellors (53.8%) agreed with the statement, with the remaining (46.2%) disagreeing with the statement.

**Statement 20:** The majority of the teacher counsellors (73.1%) agreed that communities did not understand counselling and sometimes saw teacher counsellors as people who were just interested in finding out other people's secrets, as opposed to (26.9%) who disagreed with the statement.

**Statement 21:** On the statement asking whether Inspectors of Education showed interest in guidance and counselling issues when they visited schools, (69.2%) of the participants disagreed with the statement. Only (29.9%) teacher counsellors agreed with the statement. A few teacher counsellors (3.8%) did not respond to the statement.

**Statement 22:** More teacher counsellors (53.8%) indicated that Regional School Counsellors were quick to respond and render help when asked for help, as opposed to (42.3%) who disagreed with the statement. A few teacher counsellors (3.8%) did not respond to the statement.

**Statement 23:** The majority of the teacher counsellors (73.1%) disagreed with the statement that Regional School Counsellors were in constant contact with schools and regularly visited teacher counsellors. Only 19.2% teacher counsellors agreed with the statement. A few participants (7.7%) did not respond to the statement.

**Statement 24:** On whether teacher counsellors felt motivated to do their work as they did not feel isolated and did not lack support, slightly more than half of the participants (53.8%) agreed with the statement, while (46.2%) disagreeing with the statement.

#### 4.3.4 RESOURCES AND FACILITIES

There were six statements in this section. The responses regarding teacher counsellors' extent of agreement or disagreement with the statements are summarised in Table 16. Respondents agreed more with statements 26, 27, 28 and 29. On the other hand, more respondents seemed to disagree more with statements 25 and 30.

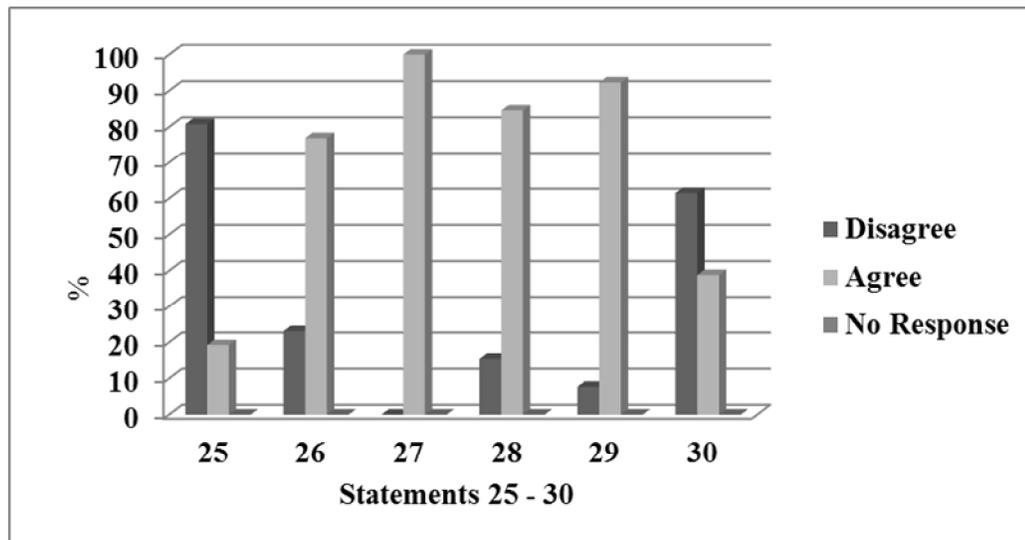
**TABLE 16: TEACHER COUNSELLORS' VIEWS ON RESOURCES AND FACILITIES**

STATEMENT	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT					
	Disagree		Agree		No response	
	f	%	f	%	f	%
25. There is a room specifically allocated for guidance and counselling at the school, where counselling can take place in privacy.	21	80.8	5	19.2	0	0
26. The lack of facilities at your school affects your delivery of counselling and guidance services to learners.	6	23.1	20	76.9	0	0
27. Counselling should take place in a place where there will be no disruptions and the learner is assured that no one will hear their conversation.	0	0	26	100	0	0
28. Without a private office where counselling can take place in privacy, counselling will not be successful and delivery of guidance will be ineffective.	4	15.4	22	84.6	0	0
29. The lack of materials in the area of guidance at my school affects the delivery of guidance to learners.	2	7.7	24	92.3	0	0

30. Learners have access to books, pamphlets and hand-outs that could guide them towards planning for their careers.	16	61.5	10	38.5	0	0
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Graphically (figure 4), the percentages of table 16 look as follows. Please note, owing to a lack of space, only the numbers of the statements are given.

**FIGURE 4: TEACHER COUNSELLORS’ VIEWS ON RESOURCES AND FACILITIES**



**Statement 25:** The majority of the teacher counsellors indicated that there were no rooms specifically allocated for guidance and counselling at their schools, as shown by (80.8%) of the respondents who disagreed with the statement. On the other hand, (19.2%) of the teacher counsellors indicated that there were rooms for guidance and counselling at their schools.

**Statement 26:** The majority of the teacher counsellors (76.9%) seemed to believe that the lack of facilities at their schools affected their delivery of counselling and guidance services to learners, as opposed to (23.1%) who disagreed with the statement.

**Statement 27:** All the teacher counsellors (100%) agreed with the view that counselling should take place in a place where there will be no disruptions and the learner is assured that no one will hear the conversation.

**Statement 28:** The majority of the teacher counsellors (84.6%) agreed that without a private office where counselling can take place in privacy, counselling will not be successful and the delivery of guidance will be ineffective. Only (15.4%) of the respondents disagreed with the statement.

**Statement 29:** Almost all the teacher counsellors (92.3%) indicated that the lack of materials in the area of guidance at their schools affected the delivery of guidance to learners. Only (7.7%) of the respondents disagreed with the statement.

**Statement 30:** Altogether 61.5% of the teacher counsellors disagreed that a lot of learners had access to books, pamphlets and hand outs that could guide them towards planning for their careers. On the other hand, (38.5%) of the teacher counsellors agreed with the statement.

#### **4.4 THE RELATIONSHIP BETWEEN BIOGRAPHIC VARIABLES AND TEACHER COUNSELLORS' VIEWS ABOUT SCHOOL GUIDANCE AND COUNSELLING.**

The chi-square ( $\chi^2$ ) test was applied in order to investigate the effect of the various biographical variables (e.g. school, gender, age, qualifications, position, teaching experience, experience as a teacher counsellor, whether they are trained in guidance and counselling, type of training they received and whether the training was sufficient) with regard to teacher counsellors' views on training, teaching loads and time constraints, lack of support given to teacher counsellors and resources and facilities. None of the variables showed any significant differences in teacher counsellors' views regarding teaching loads and time constraints. Not all biographical variables presented significant relationships and only statistics that showed significant differences are provided. The biographical variables of school, gender, position and whether teacher counsellors felt sufficiently trained in guidance and counselling produced no significant differences.

##### **4.4.1 TEACHER COUNSELLORS' VIEWS ON TRAINING**

When data pertaining to the views of the teacher counsellors towards training were analysed according to school, gender, age, qualifications, position, teaching experience, experience as a teacher counsellor, whether they are trained in guidance and counselling, type of training they received and whether the training was sufficient, the following picture emerged:

In general, these biographical variables did not significantly influence the views of teacher counsellors towards training. Only the variables of teaching experience and whether teacher counsellors were trained in guidance and counselling produced significant differences, and are presented Tables 17, 18 and 19.

The calculated chi-square test ( $\chi^2=5.462$ ,  $df=1$ ) for table 17 reveals that there were significant differences in teacher counsellors' views regarding training in guidance and counselling. More teacher counsellors who were trained in guidance and counselling (83.3%) agreed that they were comfortable practising counselling, as compared to those who were not trained in guidance and counselling (37.5%).

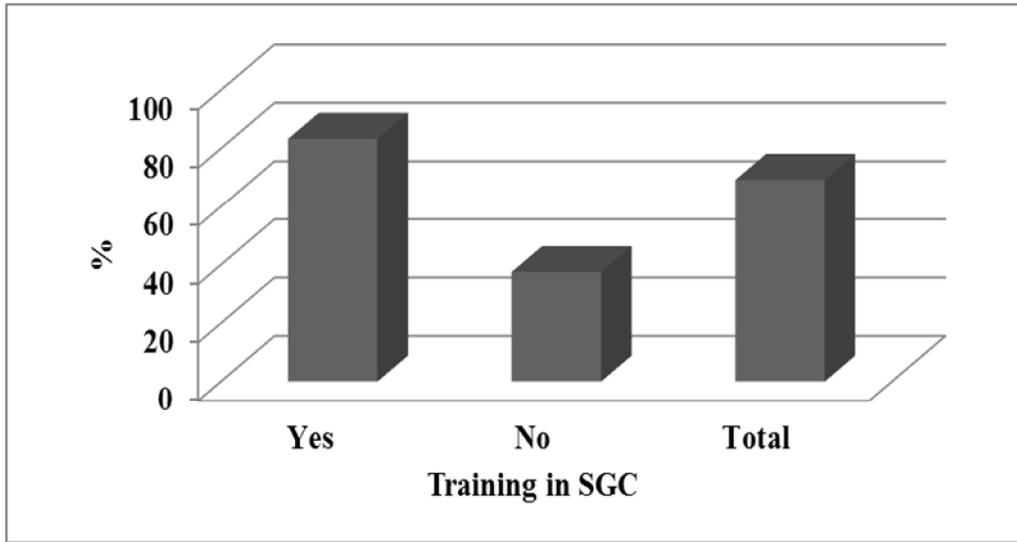
**TABLE 17: WHETHER TC WERE COMFORTABLE PRACTISING COUNSELLING, BY TRAINING IN GUIDANCE AND COUNSELLING**

TC TRAINED IN GUIDANCE AND COUNSELLING	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	Disagree		Agree		No Response		Total	
	f	%	f	%	f	%	f	%
Yes	3	16.7	15	83.3	0	0	18	100
No	5	62.5	3	37.5	0	0	8	100
<b>Total</b>	8	30.8	18	69.2	0	0	26	100

*Note: Chi-square ( $\chi^2$ ) 5.4626;  $df=1$ ;  $p<0.05$*

Graphically (figure 5) the agreement responses look as follows:

**FIGURE 5: AGREEMENT ON WHETHER TCs WERE COMFORTABLE PRACTISING COUNSELLING, BY TRAINING IN GUIDANCE AND COUNSELLING**



The calculated chi-square test ( $\chi^2=20.33$ ,  $df=10$ ) for table 18 shows a significant difference in teacher counsellors' views on whether they had mastered the skills of counselling and felt confident counselling learners, based on their teaching experiences. Table 18 shows that significantly more teacher counsellors in the range of 6 to 10 years (85.7%) and 16 to 20 years (100%) of teaching experience indicated that they had mastered the skills of counselling and felt confident counselling learners, compared to those with more than 20 years (66.7%), 1 to 5 years (28.6%), 11 to 15 years (16.7%) and those with less than 1 year (0%) of teaching experience.

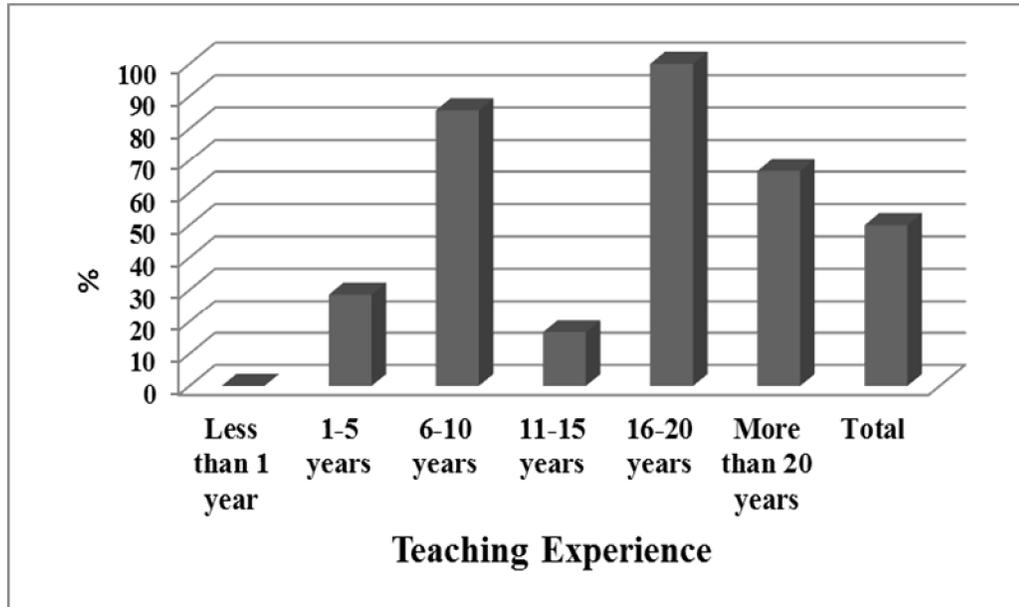
**TABLE 18: WHETHER TCs HAD MASTERED THE SKILLS OF COUNSELLING AND FELT CONFIDENT COUNSELLING LEARNERS, BY TEACHING EXPERIENCE**

TEACHING EXPERIENCE	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	Disagree		Agree		No Response		Total	
	f	%	f	%	f	%	f	%
Less than 1 year	1	100	0	0	0	0	1	100
1-5 years	5	71.4	2	28.6	0	0	7	100
6-10 years	1	14.3	6	85.7	0	0	7	100
11-15 years	5	83.3	1	16.7	0	0	6	100
16-20 years	0	0	2	100	0	0	2	100
More than 20 years	0	0	2	66.7	1	33.3	3	100
<b>Total</b>	12	46.2	13	50	1	3.8	26	100

*Note: Chi-square ( $\chi^2$ ) =20.337;  $df=10$ ;  $p<0.05$*

Graphically (figure 6) the agreement responses look as follow:

**FIGURE 6: AGREEMENT ON WHETHER TC HAD MASTERED THE SKILLS OF COUNSELLING AND FELT CONFIDENT COUNSELLING LEARNERS, BY TEACHING EXPERIENCE**



The chi-square test ( $\chi^2 = 6.866$ ,  $df = 1$ ) for table 19 reveals that there were significant differences in the views of the teacher counsellors on whether they had mastered the skills of counselling and felt confident counselling learners, based on whether they are trained or not trained in guidance and counselling. More teacher counsellors who were trained in guidance and counselling (72.2%) agreed that they had mastered the skills of counselling and felt confident counselling learners, as compared to those who were not trained in guidance and counselling (14.3%). The difference was found to be statistically significant.

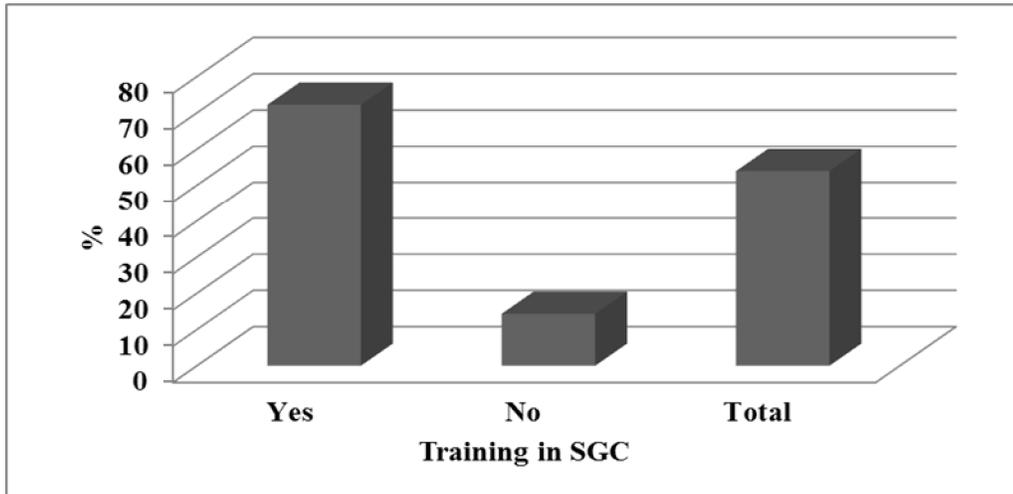
**TABLE 19: WHETHER TC HAD MASTERED THE SKILLS OF COUNSELLING AND FEEL CONFIDENT COUNSELLING LEARNERS, BY TRAINING IN GUIDANCE AND COUNSELLING**

TC TRAINED IN GUIDANCE AND COUNSELLING	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	Disagree		Agree		No Response		Total	
	f	%	f	%	f	%	f	%
Yes	5	27.8	13	72.2	0	0	18	100
No	6	85.7	1	14.3	0	0	7	100
<b>Total</b>	11	42.3	14	53.9	0	0	25	100

*Note: Chi-square ( $\chi^2$ ) = 6.866;  $df = 1$ ;  $p < 0.05$*

Graphically (figure 7) the agreement responses look as follow:

**FIGURE 7: AGREEMENT ON WHETHER TCs HAD MASTERED THE SKILLS OF COUNSELLING AND FELT CONFIDENT COUNSELLING LEARNERS, BY TRAINING IN GUIDANCE AND COUNSELLING**



#### 4.4.2 TEACHER COUNSELLORS' VIEWS TOWARDS SUPPORT

Teacher counsellors' views on support were only influenced by the variables of teaching experience and counselling experience. The results are presented in Tables 20, 21 and 22.

The calculated chi-square test ( $\chi^2=10.664$ ,  $df= 3$ ) for Table 20 shows a difference in opinion in teacher counsellors' views on whether schools supported them when they encountered problems with cases, based on the type of training teacher counsellors have received. All the teacher counsellors who were trained in guidance and counselling through in-service training (100%) agreed that schools supported them when they encountered problems with specific cases.

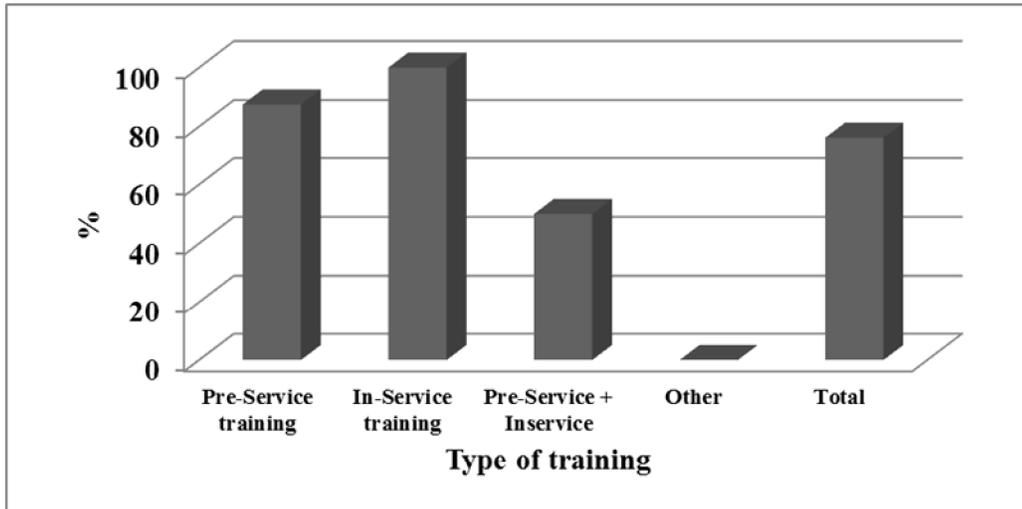
**TABLE 20: WHETHER SCHOOLS SUPPORTED TCs WHEN THEY ENCOUNTERED PROBLEMS WITH CASES, BY TYPE OF TRAINING**

TYPE OF TRAINING RECEIVED BY TEACHER COUNSELLORS	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	Disagree		Agree		No response		Total	
	f	%	f	%	f	%	f	%
Pre-Service training	1	12.5	7	87.5	0	0	8	100
In-Service training	0	0	7	100	0	0	7	100
Pre-Service + in-Service	2	50	2	50	0	0	4	100
Other	2	100	0	0	0	0	2	100
TOTAL	5	23.4	16	76.2	0	0	21	100

*Note: Chi-square ( $\chi^2$ ) = 10.664;  $df= 3$ ;  $p<0.05$*

Graphically (figure8) the agreement responses look as follows:

**FIGURE 8: AGREEMENT ON WHETHER SCHOOLS SUPPORTED TC WHEN THEY ENCOUNTERED PROBLEMS WITH CASES, BY TYPE OF TRAINING**



According to Table 21, the chi-square test ( $\chi^2 = 8.266$ ,  $df= 3$ ) shows a significant difference in opinion of teacher counsellors on whether teachers understood and appreciated school guidance and counselling based on their counselling experience. More teacher counsellors with 3 ó 4 years (80%) counselling experience agreed that other teachers lacked understanding and appreciation of guidance and counselling and hardly supported teacher counsellors, compared to teacher counsellors with 1 ó 2 years (75%), 5 ó 10 years (40%) and those with less than one year (14.3%) of counselling experience.

**TABLE 21: WHETHER TEACHERS LACK UNDERSTANDING AND APPRECIATION OF SGC, BY COUNSELLING EXPERIENCE**

COUNSELLING EXPERIENCE	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	Disagree		Agree		No Response		Total	
	f	%	f	%	f	%	f	%
Less than 1 year	6	86.7	1	14.3	0	0	7	100
1 - 2 years	1	25	3	75	0	0	4	100
3 - 4 years	2	20	8	80	0	0	10	100
5 - 10 years	3	60	2	40	0	0	5	100
TOTAL	12	46.2	14	53.8	0	0	26	100

*Note: Chi-square ( $\chi^2$ ) = 8.266;  $df= 3$ ;  $p<0.05$*

Graphically (figure 9) the agreement responses look as follows:

**FIGURE 9: AGREEMENT ON WHETHER OTHER TEACHERS LACKED UNDERSTANDING AND APPRECIATION OF SGC, BY COUNSELLING EXPERIENCE**



The chi-square test ( $\chi^2 = 12.363$ ,  $df= 5$ ) for table 22 shows that the teaching experience of teacher counsellors influenced their views on whether Inspectors of Education showed interest in SGC when they visited schools. More teacher counsellors with 1 ó 5 years (100%) and 16 ó 20 years (100%) of teaching experience disagreed that inspectors of education showed interest in guidance and counselling when they visited schools, compared to teacher counsellors with 11 ó 15 years (83.3%), 6 ó 10 years (57.1%), less than one year (0%) and those with more than 20 years (0%) of teaching experience.

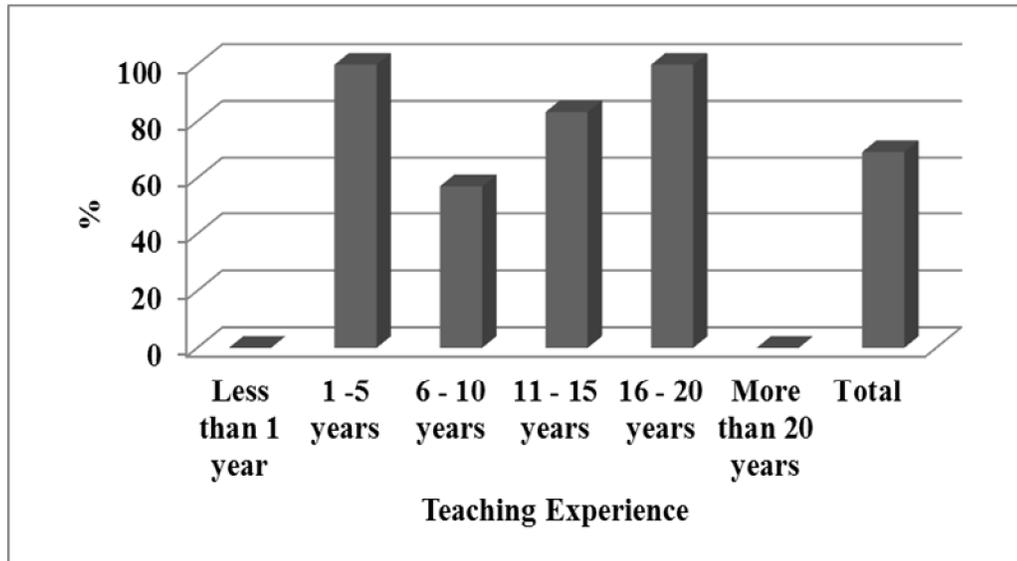
**TABLE 22: WHETHER IoE SHOWED INTEREST IN SGC WHEN VISITING SCHOOLS, BY TEACHING EXPERIENCE**

TEACHING EXPERIENCE	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	Disagree		Agree		No response		Total	
	f	%	f	%	f	%	f	%
Less than 1 year	0	0	1	100	0	0	1	100
1-5 years	7	100	0	0	0	0	7	100
6-10 years	4	57.1	3	42.9	0	0	7	100
11-15 years	5	83.3	1	16.7	0	0	6	100
16-20 years	2	100	0	0	0	0	2	100
More than 20 years	0	0	2	66.7	1	33.3	3	100
TOTAL	18	69.2	7	26.9	1	3.8	26	100

*Note: Chi-square ( $\chi^2$ ) = 12.363;  $df= 5$ ;  $p<0.05$*

Graphically (figure 10) the agreement responses look as follows:

**FIGURE 10: DISAGREEMENT ON WHETHER IoE SHOWED INTEREST IN SGC WHEN THEY VISITED SCHOOL, BY TEACHING EXPERIENCE**



#### 4.4.3 TEACHER COUNSELLORS' VIEWS WITH REGARD TO RESOURCES AND FACILITIES AT SCHOOLS.

In this section, only two variables, age and qualifications showed significant differences in teacher counsellors' views. The results are summarised in the Tables 23 and 24.

The chi-square test for table 23 shows that the age of teacher counsellors influenced their opinions on whether lack of facilities at schools affect the delivery of counselling and guidance. More teacher counsellors younger than 25 years (100%), those in the age categories of 26 ó 29 years (100%), 30 ó 34 years (100%) and 50 ó 59 years (100%) agreed that lack of facilities at their schools affects the delivery of guidance and counselling services at schools, compared to teacher counsellors who are in the age categories of 35 ó 39 years (71.4%) and 40 ó 49 years (20%).

**TABLE 23: WHETHER LACK OF FACILITIES AFFECTS THE DELIVERY OF COUNSELLING AND GUIDANCE SERVICES AT SCHOOLS, BY AGE**

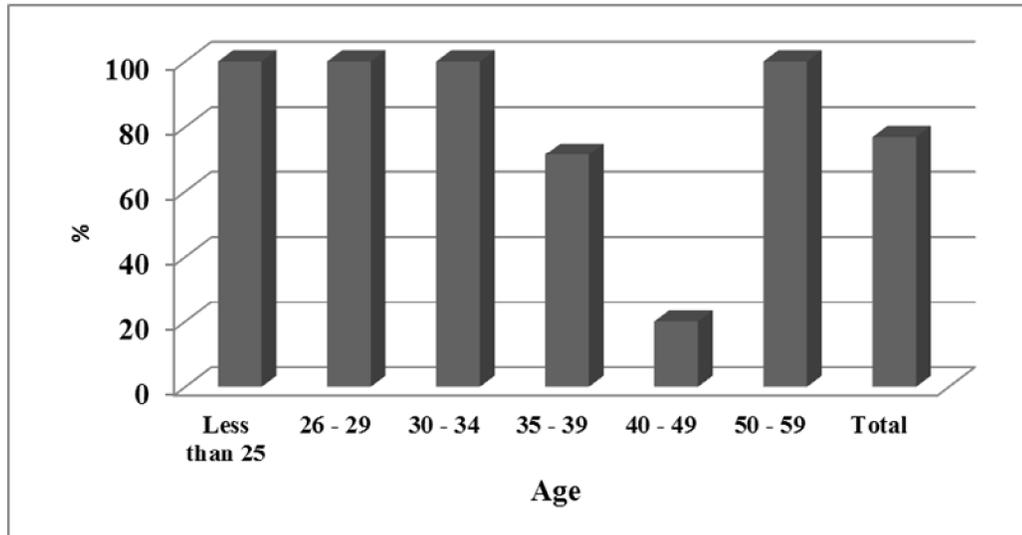
AGE	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	Disagree		Agree		No Response		Total	
	f	%	f	%	f	%	f	%
	Less than 25	0	0	2	100	0	0	2
26 ó 29	0	0	6	100	0	0	6	100
30 ó 34	0	0	3	100	0	0	3	100
35 ó 39	2	28.6	5	71.4	0	0	7	100

40 ó 49	4	80	1	20	0	0	5	100
50 ó 59	0	0	3	100	0	0	3	100
TOTAL	6	23.1	20	76.9	0	0	26	100

*Note: Chi-square ( $\chi^2$ ) =13.446; df= 1;  $p < 0.05$*

Graphically (figure 11) the agreement responses look as follows:

**FIGURE 11: AGREEMENT ON WHETHER LACK OF FACILITIES AFFECTS THE DELIVERY OF COUNSELLING AND GUIDANCE SERVICES AT SCHOOLS, BY AGE**



The chi-square test ( $\chi^2 = 8.832$ ,  $df= 3$ ) for table 24 reveals that the qualifications of the teacher counsellors significantly influenced their views on whether the lack of facilities at schools affected the delivery of guidance and counselling. More teacher counsellors with teaching degrees (100%) and teaching diplomas (100%) indicated that lack of facilities affected the delivery of counselling and guidance services at their schools, compared to those with degrees + additional postgraduate qualifications (66.7%) and teaching diploma + additional postgraduate qualifications (42.9%).

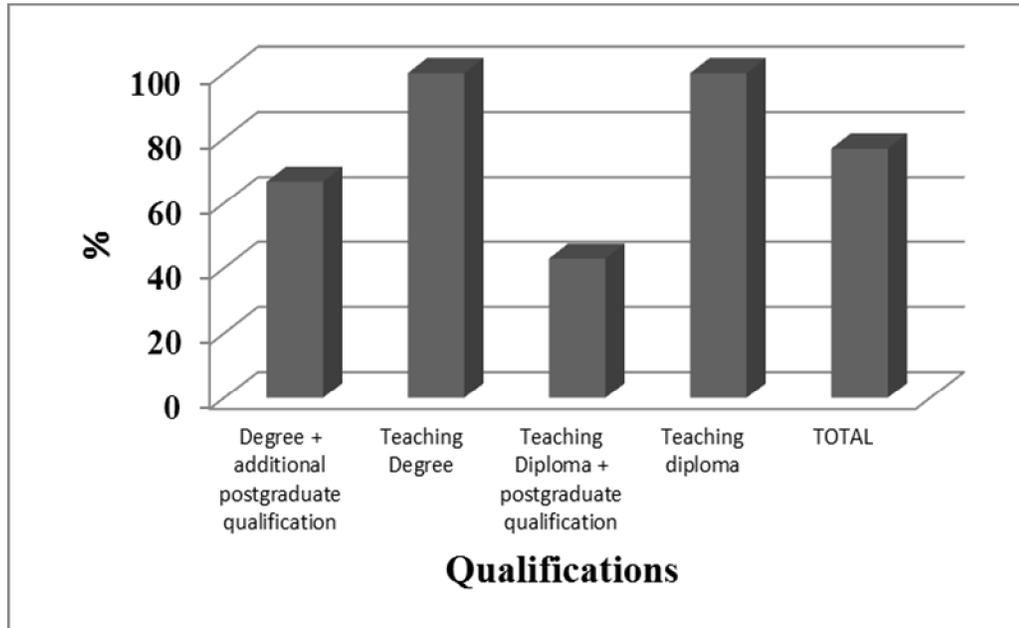
**TABLE 24: WHETHER LACK OF FACILITIES AFFECTS THE DELIVERY OF COUNSELLING AND GUIDANCE SERVICES AT YOUR SCHOOL, BY QUALIFICATION**

QUALIFICATION	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	Disagree		Agree		No Response		Total	
	f	%	f	%	f	%	f	%
Degree + additional postgraduate qualification	2	33.3	4	66.7	0	0	6	100
Teaching Degree	0	0	7	100	0	0	7	100
Teaching Diploma + postgraduate qualification	4	57.1	3	42.9	0	0	7	100
Teaching diploma	0	0	6	100	0	0	6	100
TOTAL	6	23.1	20	76.9	0	0	26	100

**Note:** *Chi-square* ( $\chi^2$ ) = 8.832;  $df= 3$ ;  $p<0.05$

Graphically (figure 12) the agreement responses look as follows:

**FIGURE 12: AGREEMENT ON WHETHER LACK OF FACILITIES AFFECTS THE DELIVERY OF COUNSELLING AND GUIDANCE SERVICES AT YOUR SCHOOL, BY QUALIFICATION**



#### **4.5 TYPES OF SUPPORT NEEDED BY TEACHER COUNSELLORS AND WHAT THEY THINK CAN BE DONE TO IMPROVE GUIDANCE AND COUNSELLING IN SCHOOLS.**

In determining the support needed by teacher counsellors and what they think can be done to improve guidance and counselling in schools, various types of support were identified. Teacher counsellors were asked to respond in terms of a three-point rating scale of “*very important*”, “*important*” and “*not important*”. Teacher counsellors were also asked to indicate the degree of support they received from the different categories of people listed. A three-point rating scale of “*no support*”, “*little support*” and “*a lot of support*” was used. Lastly, teacher counsellors were asked in three open-ended questions to give their input and suggestions about the support they needed and what they think can be done to improve guidance and counselling in schools in the region. The results are presented below:

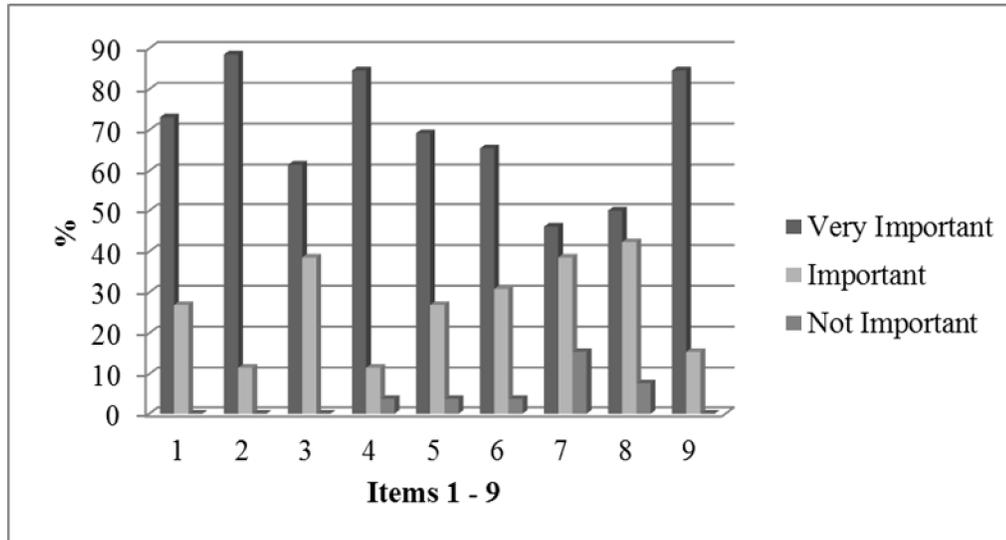
##### **4.5.1 TYPES OF SUPPORT**

The following items concern the types of support needed by teacher counsellors in order for them to carry out their duties effectively. Teacher counsellors were asked to rate the suggested types of support according to what they believed to be more important and those which were not so important. More teacher counsellors rated items 1, 2, 3, 4, 5, 6 and 9 as very important. Items 7 and 8 were rated as not important by more teacher counsellors. The results are summarised in Table 25.

**TABLE 25: TYPE OF SUPPORT TEACHER COUNSELLORS NEED**

Item	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	Very important		Important		Not important		Total	
	f	%	f	%	f	%	f	%
1. Peer support (support from other teacher counsellors)	19	73.1	7	26.9	0	0	26	100
2. Support from parents	23	88.5	3	11.5	0	0	26	100
3. Support from other teachers in the school	16	61.5	10	38.5	0	0	26	100
4. Support from the principal	22	84.6	3	11.5	1	3.85	26	100
5. Support from the Inspector of Education	18	69.2	7	26.9	1	3.85	26	100
6. Regular visits by Regional School Counsellors	17	65.5	8	30.8	1	3.85	26	100
7. Regular visits by the cluster facilitator for counselling	12	46.1	10	38.5	4	15.4	26	100
8. Administrative Support	13	50	11	42.3	2	7.7	26	100
9. Regular in-service training (workshops)	22	84.6	4	15.4	0	0	26	100

Graphically (figure 13), the percentages of Table 25 look as follows. Please note, owing to a lack of space, only the numbers of the items are given.

**FIGURE 13: TYPE OF SUPPORT TEACHER COUNSELLORS NEED**

**Item 1:** The majority of the teacher counsellors (73.1%) rated support from other teacher counsellors (peer support) as very important, with (26.9%) of the teacher counsellors rating peer support as just important.

**Item 2:** Of the sample, (88.5%) indicated that support from parents was very important. Only (11.5%) of the teacher counsellors indicated that support from parents was just important. None of the teacher counsellors said it was not important.

**Item 3:** The majority of the teacher counsellors (61.5%) indicated that support from other teachers in the school was very important, with (38.5%) rating it as just important. None of the teacher counsellors said it was not important.

**Item 4:** The majority of teacher counsellors (84.6%) indicated that support from the school principal was very important, with (11.5%) rating it as important. Only (3.85%) indicated that it was not important.

**Item 5:** More than half of the teacher counsellors (69.2%) rated support from Inspectors of Education as very important, with (26.9%) rating it as just important. Only (3.85%) indicated that it was not important.

**Item 6:** Regular visits by RSCs were rated as very important by (65.5%) of the teacher counsellors, with (30.8%) rating it as just important. Only (3.85%) indicated that it was not important.

**Item 7:** Regular visits by the cluster facilitators for counselling (CFCs) were seen as very important in the implementation of guidance and counselling in schools by (46.1%), with (38.5%) rating it as just important. Only (15.4%) rated visits by CFC as not important.

**Item 8:** Administrative support was seen as very important in the implementation of guidance and counselling in schools by (50%), with (42.3%) rating it as just important. Only (7.7%) indicated that visits by CFC were not important.

**Item 9:** Almost all the teacher counsellors indicated that regular in-service training was important, with (84.6%) rating it as very important and (15.4%) rating as important.

#### 4.5.2 DEGREE OF SUPPORT RECEIVED BY TEACHER COUNSELLORS

Teacher counsellors were asked to indicate the level of support they received from the categories of people listed. More teacher counsellors indicated that they received no support at all from Inspectors of Education and cluster facilitators for counselling, parents and Learners' Representative Councils (items 2, 6, 7 and 9). On the other hand, a significant number of teacher counsellors indicated that they got little support from RSCs, school principals, HoDs and other teachers (items 1, 3, 4 and 5). In addition, more teacher counsellors indicated that they got a lot of support from hostel supervisors (item 8). The results are summarised in table 26.

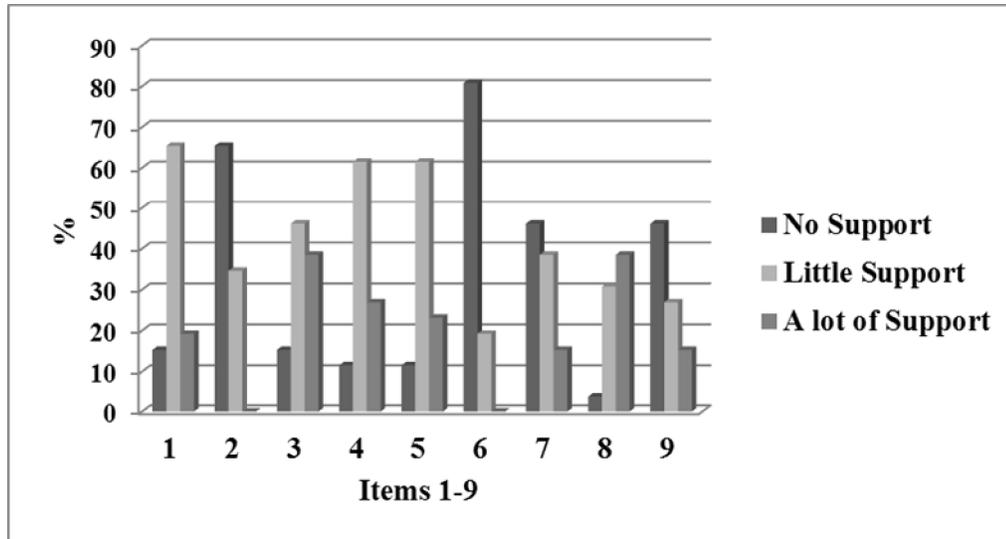
**TABLE 26: DEGREE OF SUPPORT TC RECEIVE**

<i>Category of people</i>	AGREEMENT OR DISAGREEMENT WITH STATEMENT							
	No support		Little support		A lot of support		Total	
	f	%	f	%	f	%	f	%
1. The Regional school counsellor (RSC)	4	15.3	17	65.4	5	19.2	26	100
2. The Inspector of Education	17	65.4	9	34.6	0	0	26	100
3. The school principal	4	15.3	12	46.1	10	38.5	26	100
4. The head/s of department/s	3	11.5	16	61.5	7	26.9	26	100
5. Other teachers	3	11.5	16	61.5	6	23.1	25	96.2
6. Cluster Facilitator for Counselling (CFC)	21	80.8	5	19.2	0	0	26	100
7. Parents	12	46.1	10	38.5	4	15.3	26	100
8. The hostel supervisors	1	3.85	8	30.8	10	38.5	19	73.1
9. The learners representative Council	13	46.1	7	26.9	4	15.3	23	88.5

*Note: Total f is less than 26 because of missing values.*

Graphically (figure 14), the percentages of Table 26 look as follows. Please note, owing to a lack of space, only the numbers of the items are given.

**FIGURE 14: DEGREE OF SUPPORT TC RECEIVE**



**Item 1:** The majority of the teacher counsellors (65.4%) indicated that they received little support from RSCs. Of the total number of participants, (19.2%) showed that they got a lot of support from RSCs. Only (15.3%) indicated that they did not receive any support from them.

**Item 2:** An overwhelming majority of the teacher counsellors, (65.4%) indicated that they received no support at all from Inspectors of Education when it came to guidance and counselling issues, with the remaining (34.6%) of teacher counsellors saying that they received little support from them.

**Item 3:** Nearly half of the teacher counsellors (46.1%) indicated that they received little support from the principals. Only, (38.5%) of the teacher counsellors indicated that they received a lot of support from school principals, with (15.3%) teacher counsellors saying that they received no support from them.

**Item 4:** With regard to the support given to teacher counsellors by Heads of Departments, the majority (61.5%) responded that they received little support, while (26.9%) indicated that they got a lot of support from them. A few teacher counsellors (11.5%) indicated that they got no support from Heads of Departments.

**Item 5:** The majority of the teacher counsellors (61.5%) said that they received little support from other teachers at their schools, with (23.1%) saying that they got a lot of support from their colleagues. A few teacher counsellors (11.5%) stated that they did not get support from fellow teachers.

**Item 6:** With regard to the support given to teacher counsellors by Cluster Facilitators for Counselling (CFCs), an overwhelming majority of the participants (80.8%) indicated that they received no support from CFCs. The remaining (19.2%) said they received little support. None of the participants indicated that they received a lot of support from CFCs.

**Item 7:** More participants (46.1%) indicated that they received no support from parents, while (38.5%) indicated that they received little support from them. The remaining (15.3 %) indicated that they got a lot of support from parents.

**Item 8:** Hostel supervisors rendered a lot of support to (38.5%) of the total number of teacher counsellors. However, (30.8%) of the participants indicated that they received little support from hostel supervisors. A few teacher counsellors (3.85%) indicated that they received no support from hostel supervisors.

**Item 9:** With regard to the support received by teacher counsellors from the Learnersø Representative Council (LRC), (46.1%) indicated that they received no support from LRC. However, (26.9%) said they got a little support from LRC. Only (15.3%) indicated that they received a lot of support from LRC.

#### **4.5.3 RESULTS OF THE OPEN-ENDED QUESTIONS AIMED AT FINDING OUT THE TYPE OF SUPPORT NEEDED BY TEACHER COUNSELLORS AND WHAT TEACHER COUNSELLORS THINK CAN BE DONE TO IMPROVE SCHOOL GUIDANCE AND COUNSELLING**

Three open-ended questions were included in the questionnaire aimed at giving teacher counsellors the opportunity to raise issues not covered by the scaled questions. The first open-open ended question was aimed at finding out the types of support teacher counsellors would like to get in order for them to provide effective guidance and counselling at their schools. The second open-ended question asked for teacher counsellorsø suggestions on how guidance and counselling could be improved in the region. Lastly, teacher counsellors were asked to note down any other comments they had. The data analysis process involved the coding of the raw data and construction of categories.

#### 4.5.3.1 Types of support

In the first question, teacher counsellors were asked to write down the types of support they needed in order to improve guidance and counselling in schools. The research question which was posed to the teacher counsellors was: *What type of support would you like to get in order for you to provide effective guidance and counselling at your school?* The responses revealed the following categories: teaching loads, training, infrastructure, motivation and support and materials. Below the researcher presents the results, followed by some of the typical responses from the teacher counsellors according to the categories identified (see table 27).

**TABLE 27: CATEGORIES EMANATING FROM THE QUALITATIVE ANALYSIS OF THE FIRST OPEN-ENDED QUESTION**

Theme	Categories	f	%
Type of support	Training	14	53.9
	Infrastructure	13	50.0
	Materials	5	19.2
	Teaching loads	18	69.2
	Motivation and support.	11	42.3

#### Training

Analysis of the results revealed that more than half of the teacher counsellors (53.9%) mentioned that they would like to be supported through regular training in guidance and counselling. Some teacher counsellors reported that although they appreciated the training provided by the RSCs, they would like this training to be done on a regular basis. They suggested refresher training in counselling and in Life Skills at least once a year to keep them updated.

***Some of the typical responses from the teacher counsellors were:***

TC 1: *“More training in all the modules of counselling to enable us to gain more knowledge.”*

TC 2: *“If possible I need training workshops every year”.*

TC 9: *“I still need training on how to assess learners in Life Skills”.*

TC 17: *“Regular in-service training is needed”.*

TC 19: *“I last attended the basic counselling workshop four years ago. I need new training to keep me up to date with new information”.*

TC 21: *“For those who were trained already, refresher trainings should be done regularly”.*

TC 25: *“The region should regularly find out from all schools if they have trained teacher counsellors, and train new ones, as in the case when teachers leave schools through transfers and promotions”.*

**Infrastructure**

Half of the teacher counsellors (50%) mentioned that they would like to be supported in terms of physical facilities. As could be seen in Table 16, an overwhelming majority of the teacher counsellors (80.8%) mentioned that no rooms were specifically allocated for guidance and counselling at their schools. They mentioned that they needed a place where they can keep their materials, including the files containing learners' confidential reports and cases.

As it is now, files and other materials are just kept wherever the teacher counsellor can find a space for them. This makes it very hard to retain confidentiality.

***Some of the typical responses from the teacher counsellors were:***

TC 2: *“I need a specific room to keep all my counselling files and where I can talk to learners in private”.*

TC 4: *“A special room for counselling only.”*

TC 19: *“We need facilities”.*

### **Materials**

Some teacher counsellors (19.2%) mentioned lack of materials at the schools for guidance and counselling as one of the factors hindering the successful implementation of SGC. They thus mentioned that they would like to be supported in terms of materials for learners to use in guiding them towards planning for their careers.

***Some of the typical responses from the teacher counsellors were:***

TC 2: *“I would like to have specific materials”.*

TC 3: *“There are no materials for teaching Life Skills, only the syllabus and manuals. Learners need career guidance pamphlets”.*

### **Teaching loads**

Teacher counsellors (69.2%) mentioned that they would like to be supported in their work by reducing their teaching loads. They mentioned that their heavy teaching loads left them with very little time for guidance and counselling. Teacher counsellors suggested that their teaching loads be reduced, to allow them more time to devote to guidance and counselling. They cited that the current arrangement does not leave them with enough time to devote to guidance and counselling.

#### ***Some of the typical responses from the teacher counsellors were:***

TC 1: *“Teacher counsellors are to be allocated less duties to enable them to carry out counselling effectively.”*

TC 10: *“I only need fewer teaching periods because I am now overloaded and cannot do counselling effectively”.*

TC 17: *“There is not enough time for counselling. In the afternoon I must write lesson plans and mark books”.*

TC 7: *“Teacher counsellors should have fewer periods of teaching to do work successfully”.*

T 8: *“Teacher counsellors need to be released from teaching some subjects in order for them to have enough time for counselling”.*

T 10: *“Reducing the periods for teacher counsellors and relieving them from extra-mural activities”.*

### **Motivation and support**

Less than (42.3%) of the teacher counsellors stated that in order for them to do their jobs effectively, they need to be motivated and supported. They mentioned lack of supervision and guidance from their supervisors and RSCs as one of the reasons for low motivation levels. They especially need to be guided so that they know if what they were doing was correct and identify areas where they needed to improve. They also mentioned personal support and encouragement intended to boost their courage or determination as being very important.

Furthermore, teacher counsellors mentioned that they would like to get support from other teachers, especially when it comes to identifying learners with problems and referring them to the teacher counsellor for counselling. In addition, support from parents was mentioned as important by teacher counsellors, citing that parents know their children best.

#### ***Some of the typical responses from the teacher counsellors were:***

TC 3: *“Teacher counsellors need to be guided and supervised to determine if what we are doing is right”.*

TC 5: *“Teacher counsellors’ need to be encouraged and motivated to do their work. It is not easy to work when no one else is interested in what you are doing”.*

TC 11: *“Other teachers should help with the identification of learners and refer them to me”.*

TC 14: *“We need support from other teachers in identifying learners who need help”.*

TC 14: “Parents’ support is also essential as they know the children better”.

T 19: “Parents to be encouraged to inform the school about the medical, social and psychological problems that their children have at the beginning of the year or each term for teachers to have a better understanding of learners’ behaviours”.

### **Suggestions for improving guidance and counselling in schools**

In the second open-ended question, teacher counsellors were asked to give their suggestions for improving guidance and counselling in schools. The research question which was posed to the teacher counsellors was: “*What suggestions do you have on how guidance and counselling could be improved in Ohangwena Region secondary schools*”? The responses revealed the following categories: posts for teacher counsellors at schools, sensitisation of principals and teachers about school guidance and counselling, regular meetings with other teacher counsellors and for the subject of Life Skills to become a promotional subject. Below the researcher presents the results (see table 28), followed by some of the typical responses from the teacher counsellors according to the categories identified

**TABLE 28: CATEGORIES EMANATING FROM QUALITATIVE ANALYSIS OF THE SECOND OPEN-ENDED QUESTION**

<b>Theme</b>	<b>Categories</b>	<b>f</b>	<b>%</b>
Ways of improving SGC	Regular meetings with other TCs	7	26.9
	Posts for TCs at schools	12	46.2
	Life Skills to become a promotional subject	3	11.5
	Sensitisation of principals and teachers about SGC	9	34.6

### **Regular meetings with other teacher counsellors in the region**

Analysis of the results showed that (26.9%) of the participants felt that teacher counsellors in the region should come together regularly to discuss issues and difficulties that they were experiencing in their schools, to share experiences and discuss how to best tackle situations. They further suggested meetings with other teacher counsellors every term to share their experiences.

#### ***Some of the typical responses from the teacher counsellors were:***

TC 9: *“As teacher counsellors we need to share ideas with other counsellors from other schools and regions”.*

T 17: *“Teacher counsellors in the Ohangwena Region should come together regularly to discuss and share ideas”.*

TC 23: *“Teacher counsellors in the region should meet every term to share experiences and discuss how to best tackle situations”.*

### **Posts for teacher counsellors at schools:**

Some teacher counsellors (46.2%) suggested that posts for teachers responsible for guidance and counselling be created at all schools. These teachers should also be responsible for teaching the subject Life Skills. This should be done to avoid the situation where teacher counsellors devote a lot of their time to teaching promotional subjects and in the process neglecting guidance and counselling.

***Some of the typical responses from the teacher counsellors were:***

TC 1: *Appoint teachers to be school counsellors as posts or ranks so that the teacher will engage more in counselling rather than concentrating on other duties. Teachers now view guidance and counselling as an additional load”.*

TC 2: *“Teacher counsellors should be permanently employed”.*

TC 3: *“Have a teacher at each school that will be the counsellor and teach Life Skills only”.*

T5: *I suggest that permanent teacher counsellors, trained, should be appointed and allocated to schools.*

T 15: *“Schools should have a specific teacher who is responsible for teaching Life Skills and counselling learners only”.*

T 22: *“There should be a specific school counsellor trained for the counselling of learners at each school and not doing other duties”.*

**Life Skills should become a promotional subject:**

A few teacher counsellors (11.5%) suggested that Life Skills should become a promotional subject, citing that only then will learners take it seriously. Through writing examinations, learners will be forced to study Life Skills.

***Some of the typical responses from the teacher counsellors were:***

TC 3: *“Make Life Skills subject a promotional subject like others”.*

TC 8: *“Learners do not pay attention to Life Skills as a subject because they know they cannot fail it. It should be a promotional subject”.*

TC 14: *“Make learners write examination in Life Skills, that way they will take it seriously”.*

### **Sensitisation of principals and teachers about guidance and counselling**

More than a third of teacher counsellors (34.6%) suggested that principals and teachers should be informed and sensitized about the importance of guidance and counselling in schools, citing that there were some principals and teachers who seemed to have very little knowledge about counselling and the importance of it in schools. Teacher counsellors suggested that this should be done by education officials, e.g. RSCs, and not only by the teacher counsellors.

#### ***Some of the typical responses from the teacher counsellors were:***

TC 1: *“The RSC should disseminate information to principals, as principals seem to have little information about counselling and the importance thereof.”*

TC 10: *“Re-inform the school principals on the importance of counselling and guidance in schools”.*

T 11: *“All school principals should be sensitised on counselling”.*

**Additional comments**

In the last open-ended question, teacher counsellors were asked to give additional comments for improving guidance and counselling in schools. The question which was posed to the teacher counsellors was: ***“If there are any other comments you would like to add, please do so below”***. Some teacher counsellors indicated that Regional School Counsellors should regularly visit schools, to see what is going on at schools as far as guidance and counselling is concerned. Visits should also be conducted to provide assistance and guidance to teacher counsellors. Teacher counsellors suggested that RSCs visit schools at least three times per year.

***Some of the typical responses from the teacher counsellors were:***

*TC 1: RSCs should visit schools regularly to develop a good relationship with teacher counsellors and to be able to assist them”.*

*T5: RSCs should regularly visit schools and find out more about guidance and counselling and assist teacher counsellors”.*

*T7: The regional office must visit school at least three times per year in order for them to guide teacher counsellors.*

#### **4.7 SUMMARY**

This chapter has presented and analysed the findings from the study. In the first section, the biographical data of teacher counsellors were presented. The results presented indicated that training in guidance and counselling, teaching loads and time constraints, lack of support given to teacher counsellors and resources and facilities were some of the factors impacting negatively on the successful implementation of guidance and counselling services in schools. Furthermore, when biographical variables were analysed against the views of the teacher counsellors on these factors, the results were found to be statistically significant for some statements. Lastly, the results confirmed that teacher counsellors would require support in order for guidance and counselling to be successfully implemented in schools.

## **CHAPTER 5: DISCUSSION AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The effectiveness of any programme is dependent on the views of the people involved in the implementation of such a programme, in this case, teacher counsellors. The aim of the present study was to investigate the factors impacting the successful implementation of guidance and counselling services in secondary schools in the Ohangwena Region, from the teacher counsellors' perspective. In the preceding chapter, the researcher presented the results of the data collected. In this chapter, the research findings are discussed and interpreted and recommendations are made in light of the research questions. Discussion of the results will be done in the order in which they were presented in the previous chapter, followed by recommendations and a conclusion of the study.

### **5.2 DISCUSSION OF RESULTS RELATING TO THE TEACHER COUNSELLORS' VIEWS ON THE FACTORS THAT ARE IMPACTING SCHOOL GUIDANCE AND COUNSELLING.**

The discussion of the results regarding the teacher counsellors' views on the factors impacting on guidance and counselling in schools will be done in the following order: Firstly, discussions of the results pertaining to the training of teacher counsellors in guidance and counselling will be presented. This will be followed by discussions about the teacher counsellors' views with regard to teaching loads and time constraints, followed by the discussion on teacher counsellors' views regarding

the lack of support given to teacher counsellors. Finally, discussions of the results pertaining to teacher counsellors' views regarding resources and facilities in schools will be presented.

### **5.2.1 Discussion of results with regard to teacher counsellors' views on training in guidance and counselling**

The findings of this study provided evidence that the majority of the teacher counsellors viewed their training in guidance and counselling as inadequate. According to the results in table 13, more than half of the teacher counsellors indicated that they felt incompetent due to the lack of training in guidance and counselling. These findings are consistent with those made by Maundeni & Ntseane (2004) who found that many guidance and counselling teachers felt incompetent due to a lack of adequate training. Furthermore, a study by Gora et al. (1992) on school counsellors' perceptions of their effectiveness, identified inadequate training to handle certain problems as one of the major barriers that counsellors identified as preventing them from adequately meeting the needs of their students. Teacher counsellors in Namibia are generally teachers who were trained and majored in the subjects which they taught. Even though most teachers have done courses in guidance and counselling during their training, these courses might not be enough, as they are mostly introductory courses and merely goes beyond raising awareness. This is more true for teachers who received their teaching qualifications from the former Colleges of Education. Teacher counsellors thus had to rely on the in-service training given by RSCs, which in itself might not be enough to allow teacher counsellors to be fully prepared for the task of providing guidance and counselling to learners.

The lack of formal training implies that teacher counsellors might not be fully equipped and knowledgeable in guidance and counselling and might thus experience difficulties in rendering guidance and counselling to learners. Furthermore, the negative effects of the lack of training could mean that teacher counsellors would have difficulties in fulfilling their roles as teacher counsellors at schools, which include supporting and counselling learners with emotional, behavioural and disciplinary problems, establishing liaison between teachers and learners if problems arise, and assisting school managements in dealing with severe cases of misconduct of learners and teachers. This is an impossible and unrealistic burden on these untrained teacher counsellors. The Ministry of Education should thus ensure that persons fulfilling the role of teacher counsellors at schools are adequately and formally trained. Intensifying the guidance and counselling courses at teacher training institutions might improve the situation so that teacher counsellors would not rely so much on the informal training given by the RSCs. The in-service training given by RSCs would then be used to update teacher counsellors on new developments in the field and serve as enrichment programmes.

Analysis of Table 13 further revealed that slightly more than half of the respondents agreed that the in-service training provided by RSCs was sufficient in preparing teacher counsellors to provide effective guidance and counselling. This is in line with findings by Vergnani et al. (2010), who established that the regional in-service training of teacher counsellors by RSC is bearing fruit. They added that the in-service training that teacher counsellors get from RSCs provides a good introduction to counselling and is highly rated by teacher counsellors.

The results imply that these teacher counsellors were satisfied with the in-service training provided by RSCs and felt they were prepared to render effective guidance and counselling services to learners. As indicated above, only slightly more than half of the teacher counsellors were satisfied with the in-service training provided by RSCs. This means that the rest of the teacher counsellors were not satisfied with this training. Vergnani et.al (2011) also found in their study that although the training given by RSCs was appreciated by teacher counsellors, not all teacher counsellors receive all the available training. There is often no follow-up and long time periods elapse between the training of the different courses. There are four modules of counselling in which teacher counsellors are trained by RSCs. Ideally, teacher counsellors are trained in the four modules, starting with module one, followed by module two, then three and lastly module four. However, this is often not the case, and some teacher counsellors are only trained in one or two of the modules. Another reason why teacher counsellors might feel that the training by RSCs was insufficient could be because RSCs might themselves be inadequately trained. This could mean that the teacher counsellors who felt that the training was insufficient are in a way handicapped in providing effective guidance and counselling to learners. In addition, teacher counsellors should have a sound training in guidance and counselling. It is imperative that teacher counsellors are qualified in theoretical skills, practical skills and other areas of counselling. The Ministry of Education should thus work towards training and employing fully qualified personnel for guidance and counselling posts in schools.

The data also revealed that the majority of the teacher counsellors indicated that they were comfortable practising counselling and teaching guidance (Life Skills). These findings are contrary to research findings by Busang (1999), cited by Maundeni and Ntseane, (2004), who reported that some guidance and counselling teachers were not comfortable with either practising counselling or teaching guidance classes. This finding was surprising as the majority of the teacher counsellors had indicated that they felt incompetent due to lack of training. This finding could be attributed to the lack of training, which implies limited knowledge in the area of guidance and counselling. Teacher counsellors might thus feel that they were doing things correctly, while in actual sense things were not done correctly. Supervision and continuous monitoring would help to make sure that teacher counsellors stay on the right track.

With respect to training in guidance and counselling, the data showed that significantly more teacher counsellors who were trained in guidance and counselling, compared to those who were not trained, agreed that they were comfortable practising counselling. Training in guidance and counselling has been found to have an effect on the implementation of guidance and counselling in schools (Maundeni and Ntseane, 2004; Maluwa-Banda, 1998 and Gora, et al. 1992). Training in guidance and counselling means the teacher counsellors are empowered with skills and knowledge in the subject, making it easy for them to do their jobs effectively, compared to those who were not trained. This would mean that those who were trained in guidance and counselling will be more effective in providing guidance and counselling services to learners, than those who were not trained.

The majority of the teacher counsellors expressed their belief that regular in-service training keeps teacher counsellors educated and well informed. This finding is supported by DeLussia-Reinstei (2009), who stated that regular training keeps school counsellors educated and well informed. Furthermore, Vergnani et al. (2010) indicated that teacher counsellors found the in-service training provided by RSCs helpful and felt that they benefited from it. In-service training aims to give knowledge, skills and attitudes which will help teacher counsellors be more successful and effective in providing guidance and counselling to learners. Since in-service takes place while they are already in the service, they would prefer in-service training as they might not be able to leave their jobs and go to institutions of higher learning for further training. The training offered by RSCs might be more welcome to teacher counsellors as it was tailor-made for them. The materials that are used in this training were designed specifically for this purpose, making them relevant to teacher counsellors. Receiving training regularly also means that teacher counsellors remain up to date with current issues in the field of guidance and counselling.

Half of the teacher counsellors indicated that they had mastered the skills of counselling and felt confident counselling learners. This finding is contrary to research findings by Maluwa-Banda who found that counsellors in Malawian schools were often inadequately prepared for the services they had to offer. This finding is also contrary to what teacher counsellors said in an earlier statement, that they felt incompetent due to lack of training. Training in guidance and counselling would go hand in hand with the teacher counsellors' mastery of counselling skills. It is however possible that these teacher counsellors have honed their counselling skills

through the in-service training provided by the RSCs, and or through practise. The challenge here would be in making sure that the teacher counsellors were providing counselling efficiently.

When analysed according to teaching experience (see Table 18) more teacher counsellors with 6 to 10 years and those with 16 to 20 years of teaching experience, than those with more than 20 years, those with 1 to 5 years, 11 to 15 years and those with less than one year of teaching experience, indicated that they had mastered the skills of counselling and felt confident giving counselling to learners. Teachers with 16 to 20 years of teaching experience have been in the service for a long time and might have picked up a lot of experience dealing with and handling learners, and have honed their skills throughout the years. With the experience they have picked up over the years, they would be able to provide adequate guidance and counselling to learners. It would also mean that they are much more confident in their skills compared to others.

Further analysis of the results revealed that significantly more teacher counsellors who were trained in guidance and counselling agreed that they had mastered the skills of counselling and felt confident counselling learners, as compared to those who were not trained in guidance and counselling. The difference was found to be statistically significant. This finding is consistent with those made by Maluwa-Banda (1998) who asserted that because of the lack of training, counsellors in Malawian schools were often inadequately prepared for the services they had to offer. Indeed, because of the training they have received, trained teacher counsellors would be more confident in their counselling skills, compared to those who were not trained.

Training often brings about improved skills, knowledge, attitude change and increased confidence. Trained teacher counsellors would thus be more confident in their work. Confident teacher counsellors are likely to provide effective guidance and counselling to learners. All teacher counsellors should therefore be trained in guidance and counselling in order for them to provide adequate and efficient guidance and counselling services to learners.

Almost all of the teacher counsellors were in agreement that lack of training negatively affected the identification of learners' difficulties. This finding is consistent with a study by Gora, Sawatzky and Hague (1992), on the school counsellors' perceptions of their effectiveness, who identified inadequate training to handle certain problems as one of the major barriers that counsellors identified as preventing them from adequately meeting the needs of students. Identifying a learner with difficulties is the first step in helping such a learner. This could mean that since teacher counsellors would not know how to identify learners with difficulties, they would not be able to assist them. It could further mean that teacher counsellors would not have the necessary knowledge and skills to handle certain difficulties that learners may have. Furthermore, lack of training of teacher counsellors means that learners will not receive the support they need to cope with their difficulties.

The results further showed that most of the respondents stated that periods allocated for Life Skills were not optimally utilised because of inadequately trained Life Skills teachers. This finding is supported by the NESE (2007 and 2009) reports that revealed that the teaching of Life Skills as a subject remained poor in most secondary schools in Namibia. This clearly means that inadequate training in guidance (Life

Skills) was the reason why the teaching of Life Skills was poor in most secondary schools. Extensive training of teacher counsellors in Life Skills would also mean improved teaching of the subject in schools. Efforts should thus be made to give teacher counsellors in-service training in Life Skills. Furthermore, institutions of higher learning should look at introducing Life Skills as a major subject in their curriculum.

### **5.2.2 Discussion of results relating to teaching loads and time constraints.**

The findings of the study revealed that teacher counsellors did not have enough time to devote to guidance and counselling. Nearly all the teacher counsellors disagreed that they had enough time to devote to guidance and counselling. This finding is in line with findings by Maluwa-Banda (1998) who established that as full-time classroom teachers, school counsellors have little time to provide adequate guidance and counselling to students. This view is further supported by Wamocho, et al. (2008), who argued that guidance and counselling seemed to be squeezed into the existing academic timetable structure, so that it does not interfere with teacher counsellors' and teachers' teaching time. This implies a limited time for teacher counsellors to engage with learners in providing them with guidance and counselling. It is fortunate that Life Skills as a subject is provided for within the academic timetable structure, however, the provision of individual guidance and counselling is not fitted in, and it is up to the teacher counsellors to find time for seeing learners.

Furthermore, the majority of the teacher counsellors agreed to being stressed because of their teaching load combined with the guidance and counselling load. This finding is supported by Maluwa-Banda (1998) who noted that a large and seemingly impossible caseload causes increased stress for the school counsellor. In line with the above, Fourie (2010) pointed out that teacher counsellors are ordinary teachers with full teaching loads who do the guidance, counselling and support of learners over and above their normal teaching without any incentives. This means that teacher counsellors find their teaching load combined with their counselling load stressful. In any working environment, stress has the potential of having a detrimental effect on the performance and well-being of those affected. Teacher counsellors are no exception, and efforts should be made to reduce their loads to make sure that they have enough time to provide effective guidance and counselling to learners.

The results also indicated that no provision has been made at the majority of schools to have less teaching loads to enable teacher counsellors to have enough time to devote to guidance and counselling. As Fourie (2010) stated, teacher counsellors are ordinary teachers with full teaching loads who do the counselling and support of learners over and above their teaching loads. This means that teacher counsellors would struggle to fulfil all their responsibilities of providing guidance and counselling to learners. The school managements should give teacher counsellors few teaching periods to enable them to have adequate time to provide effective guidance and counselling to learners.

Data also revealed that all teacher counsellors agreed that in order for guidance and counselling to be successful in schools, teacher counsellors should be relieved from

other duties. This finding is supported by Egbochukwu & Alike (2010) who stated that teachers are saddled with so many responsibilities already and making them guidance and counselling teachers in addition to their job makes them ineffective in both areas at the end of the day. The message that could be communicated here is that for guidance and counselling services to succeed in schools, teacher counsellors need to focus on guidance and counselling activities only. This means that teacher counsellors should not be involved in the teaching of other subjects and should not be given other duties at the schools. This would mean creating posts at schools specifically for teacher counsellors at all schools. Only then will the issue of overloading on the part of the teacher counsellors be eliminated.

With regard to the view whether teacher counsellors should be involved in extra-mural activities at schools, half of the teacher counsellors agreed, while the remaining half disagreed with this view. There are cases where the teacher counsellor is also given other responsibilities at the school, such as sports coaching. This adds more responsibilities to an already almost impossible load of teaching and counselling. With too many responsibilities, teacher counsellors risk having their work fall behind, which will give them more pressure to complete all the work. It should thus follow that teacher counsellors should be relieved from other duties in the school, so that they could fully concentrate on providing guidance and counselling to learners.

Similarly, the findings of this study show that almost all the teacher counsellors felt that their heavy teaching loads leaves them with very little time to devote to guidance and counselling. This finding is supported by Maluwa-Banda (1998) who also found

that as full-time teachers, teacher counsellors have little time to provide adequate guidance and counselling to learners. As full-time teachers, they have to fulfil all their teaching duties, including planning for lessons and marking homework and tests. In addition to that, they have to provide guidance and counselling to learners. The heavy teaching load combined with counselling and guidance duties will lead to teacher counsellors neglecting some of their duties or not doing their duties effectively. Teacher counsellors should thus not be saddled with so many responsibilities, as it prevents them from doing their guidance and counselling duties properly.

### **5.2.3 Discussion of results relating to the lack of support given to teacher counsellors**

The findings of this study indicates that the majority of the teacher counsellors received encouragement and motivation from their principals in providing guidance and counselling to learners. In agreement with this finding is Myrick (2003), who indicated that the principal provides administrative support and encouragement to teacher counsellors. A good principal is one who is readily available to support the teacher counsellor. In addition, the principal helps teacher counsellors to fulfil their roles at the highest level by encouraging and motivating them. Motivated teacher counsellors would be willing to take initiatives and promote a lot of guidance and counselling activities at their schools.

Furthermore, the study revealed that the majority of teacher counsellors reported that schools supported them when they encountered problems with learners, and did not

just let them handle cases on their own. This finding is contrary to those by Bulus (2001); Denga (2001); Edet (2008) cited in Eyo et al. (2010) who showed that principals and other teachers constitute the greatest obstacle to the success of guidance and counselling services in schools. The situation in schools in the Oshana Region looks more promising as teacher counsellors reported that schools supported them. The principal as the head of the school is very important to the success of the counselling and guidance programmes in school. Having the whole school work together in helping the teacher counsellor deal with difficult cases would create a feeling of belonging among the staff. This would ensure that problems are solved amicably and with the principal's and other teachers' input. This in turn would contribute to building a solid guidance and counselling programme at the school and everyone would feel responsible for its success.

When data were analysed according to type of training received, significantly more teacher counsellors who were trained in guidance and counselling through in-service training agreed that schools supported them when they experienced difficulties with specific cases. A possible reason to this view could be that these teachers received their training in guidance and counselling when they were already in the service, making it easy for them to relate to their colleagues and get their support, compared to those who were trained through other means.

Furthermore, the results revealed that the majority of the teacher counsellors are of the opinion that Heads of Departments regard the provision of guidance and counselling to learners as very important. In most schools, Heads of Departments are the second in command. Like principals, their role is to provide leadership for the

guidance and counselling programme in the school. It is also their duty to see to it that guidance and counselling services are implemented (Myrick, 2003). The fact that they regard the provision of guidance and counselling to learners as important is a good aspect. This means that they are likely to positively influence other teachers towards supporting the provision of guidance and counselling in their schools. In addition, if they think guidance and counselling was important to learners, they will be able to motivate and supervise teacher counsellors.

Data also revealed that the majority of the teacher counsellors agreed that principals took their responsibilities of overseeing the implementation of guidance and counselling in schools seriously. According to Myrick (2003), one of the responsibilities of the principal in guidance and counselling is to see to it that guidance and counselling services are implemented. The principal as the head of the school has a big role to play in making sure that SGC programmes are running in schools. Principals can either positively or negatively influence teachers in supporting the programme. For principals to be able to monitor and see to it that the programme is implemented, they should know exactly what the guidance and counselling programme entails, what needs to be done and how it needs to be done.

Further analysis of the results revealed that the majority of teacher counsellors believed that other teachers did not understand and appreciate what guidance and counselling entailed. As a result, they hardly supported teacher counsellors. Teachers' support is important as they help identify learners who need special attention more effectively and efficiently, follow up with advisees regarding academic progress, grade reports, discipline referrals, special concerns and general

information (Myrick, 2003). This implies that teacher counsellors are left to provide guidance and counselling, including identifying learners with difficulties, and other concerns, with very little support from fellow teachers. This would of course make the teacher counsellors' job difficult as the teachers' role in the implementation of the guidance and counselling programme is vital. In addition to these roles, it is important for teacher counsellors to work together with teachers. Through working together, a sense of shared responsibility and support is achieved.

With regard to counselling experience, more teacher counsellors with 3 ó 4 years of counselling experience, compared to others agreed that other teachers lacked understanding and appreciation of guidance and counselling and hardly supported teacher counsellors. The reason could be that these teacher counsellors just have the right experience as they have only been in the service for 3 ó 4 years and that they have also not been in the service for too long. It would thus mean that these teacher counsellors know the roles other teachers should play in the implementation of guidance and counselling in schools. The message that could be communicated here is that all teachers should be made aware of the important roles they have to play in the implementation of guidance and counselling in schools, so that they can support teacher counsellors accordingly.

The data further showed that the majority of the teacher counsellors agreed that the community did not understand counselling and sometimes saw teacher counsellors as people who only wanted to know their secrets. This is in agreement with Vergnani et.al. (2011) who stated that school-community partnership and whole school approaches to help solve the problems of the learners are rare and need to be

strengthened. This could mean that communities did not understand what guidance and counselling entails or what roles to play where guidance and counselling is concerned. In an effort to strengthen the school-community partnership, schools could invite guest speakers to visit schools to help the community understand its role in the implementation of guidance and counselling programmes. This would also help learners to see the link between the school and the community. This would offer an opportunity for learners, teachers and teacher counsellors the opportunity to network with community members from whom they may need more information.

Furthermore, the data revealed that Inspectors of Education did not show any interest in guidance and counselling issues when they visited schools. This is in line with research findings by Vergnani et.al. (2011), who found that Inspectors of Education did not play any meaningful role in monitoring school counselling activities and are inadequately informed about counselling and the role they should play in this regard. This means that because Inspectors of Education have very little information with regard to guidance and counselling, they would be unable to monitor the programme effectively. They would not know what to look out for or how to support teacher counsellors, making monitoring the programme a very difficult task on their part. Inspectors of Education would thus greatly benefit from training in guidance and counselling and realising its importance in schools.

With respect to teaching experience, significantly more teacher counsellors with 1- 5 years and 16-20 years of teaching experience compared to others disagreed that Inspectors of Education showed interest in guidance and counselling when they visited schools. The reason for this could be that teachers who have been in the

service for long know what to expect from Inspectors of Education compared to other groups who might not have much knowledge about the duties of Inspectors of Education.

The data further revealed that slightly more than half of the teacher counsellors indicated that RSCs were quick to respond and help when teacher counsellors asked for help. These findings indicate that RSCs mostly went to schools or only supported teacher counsellors on request from schools. The reason for this could be the high number of schools in the region, compared to the number of RSCs in the region. Ohangwena Region with nearly 250 schools has only three RSCs. This would definitely make it difficult for RSCs to reach most schools, so they would rather concentrate on responding to requests from schools.

The majority of the teacher counsellors disagreed with the statement that Regional School Counsellors were in constant contact with schools and regularly visited teacher counsellors. The findings are consistent with those found by Vergnani et al. (2011) who contended that teacher counsellors wished for more regular advisory visits by RSCs. As indicated above, Ohangwena Region is only having three RSCs and nearly 250 schools. There is a need for more RSCs in the region to ease the load of the current RSCs and thus enable them to visit schools regularly and attend to cases referred to them.

On whether teacher counsellors felt motivated to do their work, as they did not feel isolated and did not lack support, more than half of the participants agreed with the statement. This finding is supported by Gora, et al. (2011) who established in their study that lack of motivation was one the major factors that school counsellors said

contributed to their inability to carry out their counselling and guidance duties effectively. Motivation plays a vital role in the execution on any job, and having motivated teacher counsellors means improved guidance and counselling services in schools. The challenge here would be to make sure that teacher counsellors were not isolated and did not lack support in order to keep them motivated.

#### **5.2.4 Discussion of results relating to resources and facilities**

The findings of the study revealed that the majority of the teacher counsellors indicated that there were no rooms specifically allocated for guidance and counselling at their schools. This finding is similar to what Egbochukwu (2008) found in his study on guidance and counselling in schools. He reported that there was a poor supply of guidance and counselling facilities and this influenced the efficiency of the delivery of quality guidance and counselling services in schools. Because teacher counsellors do not have private offices with basic guidance and counselling facilities, it is difficult for them to carry out their duties effectively. This implies that provision of adequate guidance and counselling facilities will influence the effective delivery of quality guidance and counselling services to learners. Therefore, the provision of rooms for guidance and counselling needs to be improved.

The data also showed that more teacher counsellors believed that the lack of facilities at their schools negatively affects their delivery of counselling and guidance services to learners. This is in line with Lunenburg (2010) who pointed out that, physical facilities that are well planned and provide for adequate space, privacy, accessibility and the like are characteristic of quality guidance and counselling programmes.

For guidance and counselling services to be successfully implemented in schools, proper facilities needs to in place.

With respect to age, the data revealed that more teacher counsellors younger than 25 years, those in the age categories of 26 ó 29 years, 30 ó 34 years and 50 ó 59 years agreed that the lack of facilities at the school affects the delivery of guidance and counselling services at schools. For most teacher counsellors, the lack of facilities such as offices at their schools means conducting individual guidance and counselling sessions with learners is difficult. According the MoE (2009), teacher counsellors mostly conducted individual counselling with learners in classrooms after school. Providing adequate resources and facilities would go a long way in improving the provision of guidance and counselling in schools.

The data also revealed that more teacher counsellors with teaching degrees and teaching diplomas compared to those with degrees plus additional postgraduate qualifications and teaching diploma plus additional postgraduate qualifications indicated that lack of facilities affected the delivery of guidance and counselling services at their schools. The reason could be that well-qualified teacher counsellors know which resources and facilities are needed in schools to help in the implementation of guidance and counselling in schools. These teachers are much more aware that for guidance and counselling to succeed, proper facilities and infrastructure should be in place. Therefore, improving teacher counsellors qualifications would also make them aware of the facilities that are needed and would thus be in a position to advocate for better facilities.

All teacher counsellors believe that counselling should take place in a place where there are no disruptions, and learners can be assured that no one will hear their conversations. In American schools, where school guidance and counselling is effective, schools have adequate resources, equipment and space (Lehr and Sumarah, 2002 in Chirese, 2006). In addition, they have appropriate space within the school setting to adequately provide confidential counselling and consulting services for learners, teachers and parents. Learners need to be assured that what they are discussing with the teacher counsellors is not overheard by anyone. In addition, the physical set up of the room is also important. The aim is to have a place where learners feel safe, are assured of confidentiality and a relaxing space.

Furthermore, more teacher counsellors believe that without a private office where counselling can take place in privacy, counselling will not be successful and delivery of guidance will be ineffective. In line with this finding are Wamocho et. al (2008), who noted that a conducive physical setting is vital in the successful implementation of school guidance and counselling programme. During counselling, learners should be able to discuss their issues freely, without any fear of being overheard. There should thus be appropriate space within the school setting to adequately provide confidential counselling and consulting services for learners. One could thus conclude that physical settings are very important for the successful implementation of guidance and counselling programmes in schools.

Further analysis of Table 16 showed that an overwhelming majority of teacher counsellors agreed that the lack of materials in the area of guidance and counselling at their schools affects the delivery of guidance and counselling to learners.

Limited quality teaching materials in the area of guidance affects teacher counsellors' teaching of the subject. In addition, learners have to rely on the information given by teacher counsellors as there are no added materials for self-study. Materials such as computers for computer assisted career guidance programmes, career choice exploration materials, self-development materials, test taking skills packages and booklets that help learners cope with developmental needs are all very important for the success of SGC (Lehr and Sumarah, 2002, cited in Chirese, 2006).

Almost two thirds of the teacher counsellors indicated that a lot of learners do not have access to books, pamphlets and hand outs that could guide them in planning their careers. This is in agreement with Lehr and Sumarah (as cited in Chirese, 2006) who indicated that materials such as computers for computer assisted career guidance programmes, career choice exploration materials, self-development materials, test taking skills packages and booklets that help learners cope with developmental needs are all important for SGC services to be effective. The lack of such materials in the schools obviously hinders the implementation of guidance and counselling in schools. It should thus follow that provision of adequate materials for both teacher counsellors and learners should be improved so that guidance and counselling services in schools are successful.

### **5.3 DISCUSSION OF RESULTS WITH REGARD TO THE SUPPORT TEACHER COUNSELLORS NEEDED.**

#### **5.3.1 Type of support needed by teacher counsellors**

The results showed that the vast majority of teacher counsellors indicated that there is a need to strengthen peer support among teacher counsellors. This finding is supported by the literature, as the MoE (2006) stated that Cluster Facilitators for Counselling should convene regular meetings with teacher counsellors in their clusters to share ideas, to jointly engage in problem solving and to mutually support each other. The deduction that could be made here is that teacher counsellors would benefit from regular meetings with other teacher counsellors for developmental purposes in order to improve their counselling skills. This would help teacher counsellors to stay motivated, to curb isolation and to be able to benefit from the experiences of other teacher counsellors. With peer support, teacher counsellors could give informal support to individual teacher counsellors requesting help with specific problems. Peer support among teacher counsellors should thus be strengthened.

It was further found that an overwhelming majority of teacher counsellors agreed that support from parents was very important. Teacher counsellors indicated the need for parents to work together with schools, stating that parents should inform schools about their children's medical, social or psychological problems that their children may have. In agreement with this finding are Gora et al. (1992) who reported that lack of parental involvement had been instrumental in a negative outcome, citing that

school counsellors had little impact when parents or significant adults in the learner's life refused to acknowledge the problem or when parents neglected to follow through with the suggestions provided. This could mean that having parents support schools where guidance and counselling is concerned would help teachers to have a better understanding of learner's behaviours and to be in a better position to assist them. It is thus vital that parents be available to be contacted whenever learners experience difficulties that require the involvement of teacher counsellors so that parents can support the school and the learners accordingly. Parents' support is vital as in most cases, parents know their children better.

The results of the study further showed that more teacher counsellors valued the support of other teachers and rated it as very important. This means that they see other teachers as instrumental in the implementation of guidance and counselling and should thus give the necessary support to teacher counsellors. This finding is supported by DeLuccia-Reinstei (2009) who noted that teacher counsellors' motivation to help learners increases significantly when teacher counsellors do not feel isolated and do not lack support from staff members. This view is also shared by Lunenburg (2010), who stated that at schools where guidance and counselling programmes are effective, staff members work cooperatively. Being cooperative is exhibited in the degree of active interest, mutual help, and collaboration among teachers, the principals and the teacher counsellors. This is important as teachers are the ones who interact with learners on a daily basis and are thus in a better position to notice any behaviour changes in a learner. The teacher would then be able to refer such learners to the teacher counsellor.

The lesson that could be learned here is that the teacher counsellors and teachers should work together in identifying and helping learners with difficulties.

Almost all the teacher counsellors believed that in order for school guidance and counselling to succeed, principals should fully support the programme. This finding is consistent with the views expressed by Myrick (2003), who reported that the principal provides support and encouragement to the teacher counsellors. It is important for the principal, as head of the school, to take the lead in the implementation of the SGC programme at the school. When the principal shows support for the programme, people in the school are likely to follow what he is doing. Furthermore, the responsibilities of teacher counsellors include assisting school managements in dealing with severe cases of misconduct by learners. For this to happen, principals and school counsellors need to work together, so that they will be able to assist learners.

The study further revealed that the majority of teacher counsellors rated support from Inspectors of Education as very important. However, as can be seen in Table 26, teacher counsellors generally felt that Inspectors of Education showed very little interest towards guidance and counselling. The message here is that Inspectors of Education themselves do not have much knowledge of school guidance and counselling, making it difficult for them to support teacher counsellors. The challenge would thus be to educate Inspectors of Education about guidance and counselling and the need for it in schools. Only then will they take the lead and support teacher counsellors in the implementation of guidance and counselling in school.

Support from Regional School Counsellors through regular visits to schools was rated as very important by the majority of the teacher counsellors. According to the Ministry of Education (1994), the duties of RSCs include rendering guidance and counselling to learners and assessing learners who show symptoms of behavioural change and loss of abilities to cope in the educational setting and assisting learners with vocational guidance. For RSCs to be able to render these services to learners, they need to visit schools regularly. Through school visits, RSCs are able to give teacher counsellors guidance in dealing with difficult cases. Regular visits by RSCs will also give teacher counsellors a chance to give the difficult cases which they were unable to solve to RSC. Monitoring of the guidance and counselling services at schools by RSCs is also done during visits to schools.

Teacher counsellors believe that regular visits by Cluster Facilitators for Counselling are important as most of them rated it as important. The Ministry of Education (2006) is in agreement with this, as all clusters were mandated to have a cluster facilitator. Through visits to schools, the cluster facilitators will help teacher counsellors with difficult cases and ensure that the SGC programme is running properly at the schools. However, it would be difficult for CFCs to visit schools as they do not have resources, such as transport to go to schools. In addition, CFCs already have their own loads at their schools. The challenge would thus be to strengthen the support from the cluster facilitators to teacher counsellors by allocating the necessary resources to CFCs and reducing their workload.

Administrative support was seen as very important in the implementation of guidance and counselling in schools, with half (50%) of the teacher counsellors indicating that it is important. This means that teacher counsellors would need to be given administrative support (e.g. paperwork, completing, updating and monitoring cumulative record cards at the school, etc.) in order to effectively render guidance and counselling services to learners. Having other school personnel such as teachers and school secretaries assist with the administrative work would ease teacher counsellors' work-loads. It is thus imperative that teacher counsellors are given administrative support in order to successfully implement school guidance and counselling in schools.

Furthermore, the majority of teacher counsellors rated support through regular in-service training as important. This finding is in agreement with that found by Gora et al. (1992) who also found that counselling staff benefited from in-service programmes, and that it gave them renewal and camaraderie. In-service training, which brings about improved skills and knowledge, is very important to the success of the guidance and counselling programme in schools. Regular in-service training for teacher counsellors should thus be made a priority, to ensure the success of guidance and counselling programmes in schools.

### **5.3.2 Discussion of results related to the degree of support received by teacher counsellors**

After analysing the results in table 26, the following picture emerged: The majority of the teacher counsellors indicated that they received very little support from the RSCs. As discussed earlier, teacher counsellors indicated that support from the RSCs was very important. The lack of support from the RSCs could be attributed to the fact that Ohangwena Region with nearly 250 schools has only three RSCs (MoE, 2010). This makes it very difficult for them to reach all the schools and give teacher counsellors the necessary support. This means that supervision, guidance to teacher counsellors and monitoring of guidance and counselling activities by the RSCs at schools are not done on a regular basis. RSCs are instrumental in the implementation of guidance and counselling in schools, thus their support to teacher counsellors needs to be intensified. It should thus follow that more RSC need to be appointed, in order for them to support teacher counsellors accordingly.

Furthermore, the majority of the teacher counsellors indicated that they received no support from Inspectors of Education, with only a few who indicated that they received a little support from Inspectors of education, when it came to guidance and counselling related issues. This is in agreement with findings of a study done in Namibia by Vergnani et.al. (2011), who established that Inspectors of Education did not play any meaningful role in monitoring school counselling activities and are inadequately informed about counselling and the role they should play in this regard. The reason could be that Inspectors of Education are themselves not knowledgeable in school guidance and counselling issues, making it difficult for them to give

teacher counsellors any support. This would mean that even when Inspectors of Education visit schools, they would not know what to look for and what roles to play.

Nearly half of the teacher counsellors indicated that they received little support from the principals with very few of them saying they received a lot of support from school principals. This finding is consistent with results found by Bulus (2001); Denga (2001); and Edet (2008) cited in Eyo et al. (2010), who reported that principals constitute the greatest obstacle to the success of guidance and counselling services in schools. The principal's role is to provide leadership for the guidance and counselling programme. With such an important role to play, lack of support from the principal will definitely hamper the successful implementation of guidance and counselling services in schools. Principals should therefore render the necessary support to the teacher counsellors and play their part in the implementation of guidance and counselling programmes at their schools.

With regard to the degree of support given to teacher counsellors by Heads of Departments (HoDs), the majority of the teacher counsellors showed that they received little support or no support from them. HoDs are second in command at most schools, and as such have a lot of influence at the schools. Whether they support or do not support a programme, they are likely to influence other teachers' attitudes towards such a programme. The reason why HoDs do not support teacher counsellors could be a lack of knowledge about the importance of guidance and counselling in schools. In addition, HoDs might not be aware of the roles they have to play in the implementation of guidance and counselling in schools.

A major challenge would thus be to educate HoDs on guidance and counselling and more importantly, on the roles they have to play in the implementation of guidance and counselling.

Furthermore, the majority of the teacher counsellors indicated that they receive no or little support from fellow teachers. This result is supported by DeLuccia-Reinstei (2009) who contended that teacher counsellors' motivation to help learners increases significantly when they do not feel isolated and do not lack support from staff. Teachers must therefore be made aware of the important role they play in the implementation of SGC. Teachers are the ones who deal with learners on a daily basis and are thus in a position to identify and refer learners to teacher counsellors for counselling.

To the question whether teacher counsellors got support from cluster facilitators, an overwhelming majority responded that they did not receive any support from them. This is contrary to what was stated by the MoE (2006), that there should be cluster facilitators to render support to other teacher counsellors. This might be due to too much work on the part of cluster facilitators. They are normal teachers with normal teaching loads and they carry the responsibility of guidance and counselling at their schools, in addition to being cluster facilitators. As such, going to schools in their clusters to render support to other teacher counsellors might be difficult. Another reason for the failure of the cluster facilitators supporting other teacher counsellors could be the issue of transport. This is especially true in rural schools, where distances between schools are very long.

Data further showed that the majority of the teacher counsellors indicated that they received no support at all from parents. Only a few teacher counsellors indicated that they got a lot of support from parents. Paralleling this finding is Gora et al. (1992) who found that a lack of parental involvement was instrumental in a negative outcome, citing that school counsellors had little impact when parents or significant adults in the learner's life refused to acknowledge the problem or when parents neglected to follow through with the suggestions provided. The situation in Namibia is further worsened by the HIV and AIDS pandemic, which has left many children orphaned. The Ministry of Health and Social Services (MoHSS), (2006 ó 2007), revealed that the proportion of children considered to be orphaned at the time of the survey was (28%) of all children in Namibia. In most cases, these children live with grandparents, who are already burdened with a lot of responsibilities, making their involvement in the education of the children difficult. Parents or guardians should thus be sensitised about the importance of guidance and counselling and what role they need to play. This can be done during parents' meetings.

Results of the study further revealed that more teacher counsellors received a lot of support from hostel supervisors. Some of the duties of hostel supervisors include establishing effective procedures for the care and well-being of learners at the hostel, as well as administrative and disciplinary functions. This means that in most cases, hostel supervisors get to know the learners very well and are thus a great source of information about learners. The message that could be communicated here is that hostel supervisors contribute a lot towards the provision of guidance and counselling in schools.

Efforts should thus be made to include hostel supervisors in the committee for counselling at schools, even if it is just on a 'when a need arises' basis.

The results further showed that the majority of the teacher counsellors received no support at all from Learners' Representative Council (LRC). An LRC is a group of learners in a school elected by their fellow learners. For them to support teacher counsellors they need to know and understand what guidance and counselling is all about. They might not be very knowledgeable in guidance and counselling, thus their support will be minimal. Research has however proven that peer counselling is effective and efforts should therefore be made to involve the LRC in the guidance and counselling programmes at schools. Learners can be trained to offer guidance and counselling to their peers. This is based on the understanding that learners tend to relate more to those peers with whom they are comfortable. The peer counsellor also assists in identifying and making referrals to the teacher counsellor. Days should be set aside for them to share experiences and information with their peers, through various means such as dramas, role-playing, talks, poetry, etc. In this way, the LRC would thus be providing support to teacher counsellors.

### **5.3.3 Discussion of the open-ended results regarding the type of support needed by teacher counsellors and what they think can be done to improve school guidance and counselling**

Responses to the first open-ended question, which asked teacher counsellors to state the types of support they would like to get in order to provide effective guidance and counselling at their schools, yielded the following categories: training, infrastructure, materials, teaching loads, motivation and support. The results will be discussed according to the categories identified.

#### **Training**

The majority of the teacher counsellors stated that they would like to be supported through regular in-service training in guidance and counselling. They cited that refresher training in counselling and Life Skills be done at least once a year to keep teacher counsellors up to date. Teacher counsellors also mentioned that the region should regularly find out from schools if there were any teacher counsellors who moved from schools, so that new ones could be appointed and trained. One teacher counsellor said: *“I last attended the basic counselling workshop four years ago. I need training to keep me updated with new information”*. Another one mentioned: *“The region should regularly find out from all schools if they have trained teacher counsellors, and train new ones, as in the case when teachers leave schools through transfers and promotions”*. These results are in agreement with Maluwa-Banda (1998) who also concluded that in order for guidance and counselling to be successfully implemented in schools, teacher counsellors need to be trained

regularly. This finding means that teacher counsellors feel that they were not receiving in-service training on a regular basis. Support for teacher counsellors in the form of regular in-service training should thus be improved to make sure teacher counsellors were up to date with new ideas in guidance and counselling. Regular in-service training would also ensure that teacher counsellors' knowledge on guidance and counselling remains fresh.

### **Infrastructure**

Teacher counsellors indicated the need to be supported in terms of physical facilities. As can be observed in Table 16, almost all the teacher counsellors indicated that there were no rooms allocated for guidance and counselling at schools. Teacher counsellors therefore suggested that rooms for guidance and counselling be made available at their schools. One teacher counsellor: *"I need a specific room to keep all my counselling files and where I can talk to learners in private"*. These results are supported by Egbochukwu (2008), who stated that the provision of adequate guidance and counselling facilities is very important in the implementation of guidance and counselling in schools. This means that without adequate facilities, the provision of guidance and counselling will be negatively affected. The teacher counsellor should thus have an office, located in a place where privacy is possible. The office should have shelves or cabinets where learners' records and other materials can be kept.

### **Materials**

Teacher counsellors mentioned the lack of materials for guidance and counselling at the schools as one of the factors affecting the provision of effective guidance and counselling to learners. One teacher counsellor said: *“There are no materials for teaching Life Skills, only the syllabus and manuals. Learners need career guidance pamphlets”*. Materials such as computers for computer assisted career guidance programmes, career choice exploration materials, self-development materials, test taking skills packages and booklets that help learners cope with developmental needs are all very important for the success of SGC (Lehr and Sumarah, 2002, cited in Chirese, 2006). Teacher counsellors therefore mentioned that they would like to be supported in terms of materials, especially for learners to use in guiding them towards planning for their careers.

### **Teaching loads**

The majority of the teacher counsellors mentioned that they would like to be supported in their work by having their teaching loads reduced. They mentioned that their heavy teaching loads left them with very little time for providing guidance and counselling to learners. Teacher counsellors thus suggested that their teaching loads be reduced, to allow them more time to devote to guidance and counselling. One teaching counsellor said: *“Teacher counsellors are to be allocated less duties to enable them to carry out counselling effectively.”* Another one mentioned: *“I only need fewer teaching periods because I am now overloaded and cannot do counselling effectively”*.

This finding is supported by Maluwa-Banda (1998) who argued that as full time teachers, teacher counsellors have very little time for guidance and counselling. The message that could be communicated here is that teacher counsellors find it very difficult to cope with the load of teaching together with that of providing guidance and counselling to learners. Arrangements should thus be made to relieve teacher counsellors from some duties to give them enough time to devote to guidance and counselling. This should be done to avoid the situation where teacher counsellors devote a lot of their time to teaching promotional subjects and in the process neglect guidance and counselling.

### **Motivation and support**

Teacher counsellors mentioned personal support and encouragement intended to boost their courage or determination as very important, as it motivates them. Teacher counsellors added that in order to do their jobs effectively, they need to be motivated. Furthermore, teacher counsellors indicated that they would like to get support from other teachers, especially when it comes to identifying learners with problems and referring them to teacher counsellors for counselling. One teacher counsellor mentioned: *“Teacher counsellors’ need to be encouraged and motivated to do their work. It is not easy to work when no one else is interested in what you are doing”*. Another one said: *“Other teachers should help with the identification of learners and refer them to me”*. In line with the above, Myrick (2003) suggested that other teachers can support teacher counsellors by helping to identify learners who need special attention more effectively and efficiently and to follow up with advisees

regarding academic progress, grade reports, discipline referrals, special concerns and general information. It is clear that teacher counsellors cannot work in isolation and that other teachers' support is very important to the implementation of guidance and counselling in school. If teacher counsellors do not have the support of other teachers, guidance and counselling will not run effectively in schools. The challenge here is to make sure that teachers are aware of and know their roles in the implementation of guidance and counselling in schools.

With regard to the second open-ended question, suggestions were made on how to improve guidance and counselling in schools. After analysis of the results, the following categories emerged: regular meetings with other teacher counsellors in the region, posts for teacher counsellors at schools, Life Skills to become a promotional subject and sensitisation of principals and teachers in guidance and counselling. Results are discussed according to these categories.

### **Regular meetings with other teacher counsellors in the region**

Analysis of the results showed that participants are of the opinion that teacher counsellors in the region should come together regularly to discuss issues and difficulties that they experience in their schools, to share experiences and advise each other on how to best tackle situations. They further suggested meetings with other teacher counsellors every term to share their experiences.

One teacher counsellor said: *“Teacher counsellors in the region should meet every term to share experiences and discuss how to best tackle situations”*. This is in line with the MoE (2006) that mandated teacher counsellors to hold cluster meetings regularly. At these platforms, teacher counsellors come together to share ideas, to jointly engage in problem solving and to mutually support each other. However, it seems as though these meetings do not taking place as they should. The reason could be that schools in the Ohangwena Region are very far from each other and transport is often unavailable. One way to improve the situation is by organising these meeting over two days with accommodation provided and teacher counsellors being allowed to claim subsistence and travelling allowances.

### **Posts for teacher counsellors at schools**

Some teacher counsellors suggested that specific posts for teachers responsible for guidance and counselling be created at all schools. These teachers would also be responsible for teaching the subject Life Skills. This should be done to avoid the situation where teacher counsellors devote a lot of their time to teaching promotional subjects and in the process neglect guidance and counselling. Another way could be to reduce teacher counsellors' work load. In this way, teacher counsellors will have to devote all their time to guidance and counselling activities. One teacher said: *“There should be a specific school counsellor trained for the counselling of learners at each school and not doing other duties”*. Another one mentioned: *“Appoint teachers to be school counsellors as posts or ranks so that the teacher will engage more in counselling rather than concentrating on other duties.*

*Teachers now view guidance and counselling as an additional load*". These findings are supported by Egbochukwu and Alike, (2010) who pointed out that teachers already have many responsibilities and making them guidance and counselling teachers in addition to their jobs makes them ineffective in both areas at the end of the day. Having teachers at schools responsible for guidance and counselling would go towards improving the provision of guidance and counselling in schools.

### **Life Skills should become a promotional subject**

Some teacher counsellors suggested that Life Skills should be made a promotional subject, saying that only then will learners take it seriously. Through writing examinations, learners will be forced to study Life Skills. One teacher counsellor said: "*Learners do not pay attention to Life Skills as a subject because they know they cannot fail it. It should be a promotional subject*". The argument here is that because learners know they would not be made to repeat a grade because they failed Life Skills, they might not take it seriously. The same was also said about some teacher counsellors not taking the subject seriously enough as they know that no examinations will be written at the end of the year. It is thus hoped that making Life Skills a promotional subject will improve the teaching of the subject as both teachers and learners will have examinations to think about.

**Sensitisation of principals and teachers about guidance and counselling**

Suggestions were also made for principals and teachers to be well informed and sensitised about the importance of guidance and counselling in schools, citing that there are principals and teachers who seem to have very little knowledge about counselling and its importance in schools. One teacher counsellor mentioned: *“The RSC should disseminate information to principals, as principals seem to have little information about counselling and the importance thereof.”* Paralleling this finding is Vergnani et al. (2011) who established that principals, who are the key management and leadership persons in schools, are not adequately informed about counselling. Teacher counsellors thus suggested that principals and teachers be sensitised on guidance and counselling issues, preferably by education officials, e.g. the RSC, and not only by the teacher counsellors. It is hoped that educating principals and teachers about guidance and counselling would help them support teacher counsellors in the implementation of guidance and counselling services in schools.

The results of the last open ended question which asked teacher counsellors for additional comments yielded one comment, namely, regular visits by RSC. The results are discussed below:

### **Regular school visits by the RSC**

Some teacher counsellors added that Regional School Counsellors should regularly visit schools, to know what is going on at schools where guidance and counselling is concerned. RSCs should also visit schools to give counselling to learners in need.

One teacher counsellor said: *“RSCs should visit schools regularly to develop a good relationship with teacher counsellors and to be able to assist them”*. The duties of RSC include rendering guidance and counselling to learners (Ministry of Basic Education and Culture, 1994). Regular visits should also be conducted for monitoring and supervision purposes. Teacher counsellors suggested that RSC visit schools at least three times per year.

## **5.4 SUMMARY OF THE FINDINGS**

This section presents the summary of the findings of the study in light of the research questions posed in chapter 1. The findings are presented under the following sub-headings: teacher counsellors' views on the factors impacting school guidance and counselling, the relationship between teacher counsellors' biographical variables and school guidance and counselling and support needed by teacher counsellors and their suggestions for improved SGC.

### **5.4.1 Teacher counsellors' views on factors impacting SGC**

The first question of the study aimed at establishing teacher counsellors' views on the factors impacting on guidance and counselling services at schools. This section presents a summary of the factors that impact the implementation of SGC services. The factors summarized include: training, teaching loads and time constraints, lack of support given to teacher counsellors and resources and facilities. The summary results of each factor will be presented in its own subsection.

#### **Training**

The findings of the present study revealed that teacher counselors viewed their training in SGC as inadequate. Accordingly, teacher counsellors responded that they felt incompetent due to the lack of training in guidance and counselling. Most of the teacher counsellors have not received formal training in SCG and they rely on the in-service training provided by RSC.

Furthermore, they indicated that there is a need for regular in-service training. The results also showed that teacher counsellors who were trained in guidance and counselling were comfortable counselling learners as compared to those who were not trained. Almost all the teacher counsellors agreed that the lack of training in SGC affected the identification of learners with difficulties. The inadequate training of teacher counsellors in SGC negatively affected the teaching of Life Skills in schools. As evident in the NESE reports, the teaching of Life Skills subject was poor in most secondary schools in Namibia. This therefore calls for intensified training of TC in SGC and institutions of higher learning are urged to introduce courses in SGC.

#### **Teaching loads and time constraints**

The results of the present study revealed that teacher counsellors have limited time to provide guidance and counselling to learners. Life Skills subject is fitted in the academic timetable, however the provision of individual guidance and counselling is not fitted in and it is up to the teacher counselor to find time for that, mostly in the afternoons. The added teaching load causes stress for the teacher counsellors. Teacher counsellors are therefore of the opinion that they should not be given other duties in the school, to enable them to devote their time to providing guidance and counselling to learners.

#### **Lack of support given to teacher counsellors**

The study revealed that school principals motivated teacher counsellors in providing guidance and counselling to learners at their schools. Accordingly, when teacher

counsellors encountered problems with learners, schools supported them in solving problems. The principal, as the head of the school is very important in the implementation of guidance and counselling services in school, as one of their duties is to see to it that guidance and counselling services are implemented. Encouraging in Ohangwena region secondary schools is the fact that HOD regarded guidance and counselling as important. The study also revealed that teachers did not understand and appreciate what guidance and counselling entailed, as a result they hardly supported teacher counsellors. This is a major concern as teachers are responsible for identifying and referring learners in need to the CSGs. Without teachers support, guidance and counselling will not be successful. The study further revealed that Inspectors of Education did not show interest in guidance and counselling issues when they visited schools. The study also revealed that RSC did not regularly visit schools, and as such, their support to teacher counsellors was minimal.

### **Facilities and resources**

Teacher counsellors are of the opinion that the lack of resources and facilities at their schools negatively affected the delivery of guidance and counselling. Most secondary schools in Ohangwena region did not have rooms specifically allocated for guidance and counselling services. This is a challenge as counselling should take place in a room with no disruptions. The aim is to have a place where learners feel safe, assured of confidentiality and a relaxing place. An overwhelming majority of the teacher counsellors are of the opinion that the lack of materials in the area of guidance and counselling affected the provision of guidance and counselling services at their schools.

This study established that learners did not have access to materials such as computers for computer assisted career guidance programmes, career choice exploration materials, self-development material, test taking skills packages and booklets that help learners cope with developmental needs, which are all very important for the success of SGC.

#### **5.4.2 The relationship between teacher counsellors' biographic variables and their views on school guidance and counselling.**

The second question of the study was aimed at investigating the relationship of the teacher counsellors' biographical variables and their views on training, teaching loads and time constraints, lack of support and resources and facilities. None of the variables presented any significant difference in teacher counsellors' views regarding teaching loads and time constraints. Also, the biographical variables of school, gender, position and whether teacher counsellors felt sufficiently trained in SGC produced no significant differences. The summary result of each component will be presented in its own subsection.

#### **Training**

The results of the present study shows that whether teacher counsellors were trained in guidance and counselling and their teaching experience significantly influenced their perception of teacher counsellors' training in guidance and counselling. As already mentioned in section 5.2.1 of chapter 5, teacher counsellors who were trained in guidance and counselling agreed that they were comfortable practising

counselling, as compared to those who were not trained. This is possibly because it is believed that training brings about improved skills, knowledge, attitude change and increased confidence. Trained teacher counsellors would thus be more confident in their work, making it easy for them to do their jobs effectively. Furthermore, more teacher counsellors with 6-10 years and those with 16-20 years of teaching experience, compared to other groups, indicated that they had mastered the skills of counselling and felt confident counselling learners. It was also mentioned earlier that teacher counsellors with a lot of teaching experienced have been in the service for a long time and might have picked up a lot of experience dealing with learners and have thus honed their skills over the years.

### **Lack of support given to teacher counsellors**

The study also reveals that the type of training teacher counsellors have received and their teaching experience significantly influenced their views on the support given to them. Teacher counsellors who were trained through in-service training agreed that schools supported them when they encountered problems with cases. A possible reason for this view could be that these teacher counsellors received their training when they were already in the service, making it easy for them to relate to their colleagues and gain their support, compared to those who were trained through other modes. The results also revealed that more teacher counsellors with 16-20 years of teaching experience indicated that Inspectors of Education did not show interest in guidance and counselling issues when they visited schools. The reason for this could be that these teacher counsellors have been in the service for a long time and know

exactly what to expect from Inspectors of education compared to others who might not have much knowledge about the duties of Inspectors of Education.

### **Resources and facilities**

Furthermore, the results showed that the age and qualifications of the teacher counsellors significantly influenced their opinions of the resources and facilities at their schools and how they impact guidance and counselling. As mentioned in section 5.2.4 of chapter 5, teacher counsellors younger than 25 years, those in the age categories of 26-29 years, 30-34 years and 50-59 years agreed that the lack of facilities at their schools affects the delivery of guidance and counselling. Similarly, teacher counsellors with degrees and those with teaching diplomas also indicated that the lack of facilities affected the delivery of guidance and counselling at their schools. These teacher counsellors are aware that for guidance and counselling to be successfully implemented in schools, proper facilities and infrastructure should be in place.

### **5.4.3 Support needed by teacher counsellors and suggestions for improved SGC.**

In this study, teacher counsellors indicated that there was a need to strengthen peer support among teacher counsellors. Even though the idea was for each cluster in the region to have a CFC, this has not been the case, and teacher counsellors were not able to meet and support each other. The study also revealed that teacher counsellors valued the support of parents in the provision of guidance and counselling of learners. Teacher counsellors indicated the need for parents to work together with

schools, stating that parents should communicate with the schools about their children's medical, social, or psychological problems that their children may have.

Furthermore, the study also revealed that teacher counsellors rated support from teachers, HoDs, principals and Inspectors of Education and RSCs as very important. Teachers play an important role in the implementation of SGC, as they are in daily contact with the learners and are thus in a position to identify learners with difficulties and refer them to the teacher counsellors for assistance. Principals and HoDs lead the management of the schools, and having them support a programme is essential. Similarly, it is essential for Inspectors of education to support the guidance and counselling programmes. Teacher counsellors also indicated that it is very important for RSC to support them through regular school visits. This is essential so that RSC can help teacher counsellors in dealing with difficult cases and also to monitor the guidance and counselling services at the schools.

The results of the study have however shown that despite the important roles that RSCs, IoEs, HoDs, teachers, CFCs, and parents should play towards the implementation of the SGC, their support towards the programme was minimal, and much has been left to the teacher counsellors to implement the programme.

## 5.5 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

- É From the findings of the study, the in-service training provided by the RSCs seems to be sufficient for preparing teacher counsellors to provide effective guidance and counselling to learners. However, there is still a need for formal training of teacher counsellors. Therefore, all institutions of higher learning should offer qualifications in school guidance and counselling. This would go a long way in ensuring that all teacher counsellors in schools have received formal training in school guidance and training.
- É Furthermore, the issue of regular in-service training for teacher counsellors was raised. Teacher counsellors felt it should be done continuously to keep them refreshed. They indicated that receiving the training once in each of the modules in counselling as is currently done by RSCs is not enough, and that training should be on-going. It is therefore recommended that teacher counsellors receive training on a regular basis. Furthermore, teacher counsellors should be trained in all the four modules.
- É Teacher counsellors mentioned high teaching loads and time constraints as major factors in implementing SGC. It is recommended that the region appoint specific teachers, specifically for guidance and counselling at each school.
- É Inspectors of Education, principals, HoDs and teachers should all be sensitised in school guidance and counselling so that they can understand and

appreciate the value of the guidance and counselling services in schools. Principals and HoDs would then be able to see to it that guidance and counselling programmes are implemented and for them to be able to monitor and render support to teacher counsellors. Similarly, teachers will work together with teacher counsellors in identifying and referring learners with difficulties to teacher counsellors.

É The study revealed that the teaching of Life Skills remains very poor in secondary schools. The researcher recommends that Life Skills be made a promotional subject, so as to increase the chances of teachers and learners taking it seriously.

É The study also revealed that very few schools have rooms specifically allocated for guidance and counselling. The provision of adequate guidance and counselling facilities influences the effective delivery of quality guidance and counselling services to learners. Therefore, the provision of resources and facilities for guidance and counselling needs to be improved. It is thus recommended that the teacher counsellor should have an office, located in a place where privacy is possible. The office should have shelves or cabinets where learners' records and other materials can be kept.

É From the study, it emerged that cluster meetings for counselling do not take place as frequently as they should. Consequently, peer support is lacking among teacher counsellors. The researcher recommends that networking amongst teacher counsellors be strengthened to allow teacher counsellors to

share ideas, to jointly engage in problem solving, and to mutually support each other.

- É The study established that teacher counsellors would need support from teachers and principals. It is thus recommended that principals and teachers strengthen their support to teacher counsellors.
- É The role of parents in the success of the guidance and counselling programmes in schools is indeed a formidable one, which should not be ignored. The study revealed that parental involvement in the guidance and counselling of their children is low. The study therefore recommends that parents play a more active role in this regard.
- É This study established that the current number of RSCs in the region makes it difficult for them to reach out and fully support teacher counsellors because of the size of the region. It is thus recommended that the Ohangwena Region should appoint more RSCs, preferably, one RSC in each circuit.
- É The following issues need to be considered in future research in the area of school guidance and counselling: This study was done in only one region. There is a need for conducting such a research at national level. In addition, there is need for studies to be carried out to establish the effectiveness of guidance and counselling in secondary schools.

## **5.6 CONCLUSIONS**

From the findings of this study, it can be concluded that teacher counsellors believed that the implementation of guidance and counselling services in schools is negatively affected by the inadequate training of teacher counsellors. Furthermore, teacher counsellors perform a number of non-counselling duties which take up their time, thus compromising the delivery of guidance and counselling to learners. It can also be concluded that most schools had inadequate resources and facilities, a situation which makes it difficult for teacher counsellors to perform their duties effectively. It can further be concluded that teacher counsellors viewed the support from different stakeholders as inadequate and that for the guidance and counselling programme to succeed, teacher counsellors should be accorded the necessary support.

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**APPENDICES**

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**APPENDIX A:  
TEACHER COUNSELLORS' QUESTIONNAIRE**

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Dear respondent,

Thank you for your interest and participation in this important research project. The aim of the research is to examine Teacher Counsellors' views regarding the factors impacting the successful implementation of guidance and counselling services in secondary schools in Ohangwena Region. The study will be highly useful to the region, as the findings from the research will contribute towards improving the guidance and counselling services in the schools.

**INSTRUCTIONS**

1. Please do not write your name
2. Answer all questions
3. Write answers in the spaces provided **or** mark with an **x** in the appropriate box.
4. Your responses will be used for research purposes only and the information provided will be treated with confidentiality.
5. Please answer the questions as frankly as possible and please do not discuss the questionnaire with others while completing them. Your individual opinions will be highly valued and appreciated.

***Thank you for your cooperation!***

**SECTION A: BIOGRAPHICAL INFORMATION**

For the following questions, please mark in the appropriate box with an x, or write your answer in the spaces provided:

1. What is the name of your school?

\_\_\_\_\_

2. Indicate whether you are :

Male	1	
Female	2	

3. Which one of the following age categories applies to you?

Less than 25	1	
26 ó 29	2	
30 ó 34	3	
35 ó 39	4	
40 ó 49	5	
50 ó 59	6	
60 or older	7	

4. Please indicate your highest level of teaching qualifications achieved:  
(Please mark only the highest qualification)

Degree + additional postgraduate qualification	1	
Degree + teaching diploma	2	
Teaching degree	3	
Teaching diploma + postgraduate qualification	4	
Teaching diploma	5	
Certificate	6	
Otherí í í í í í í í í í í .	7	

5. Which of the following post descriptions applies to you?

Principal	1	
Vice-principal	2	
Head of Department	3	
Subject Head	4	
Teacher	5	
Otherí í í í í í í í í í í í	6	

6. How many years of teaching experience do you have?

Less than 1 year	1	
1 ó 5 years	2	
6 ó 10 years	3	
11 ó 15 years	4	
16 ó 20 years	5	
More than 20 years	6	

7. How long have you been a teacher counsellor?

Less than 1 year	1	
1 ó 2 years	2	
3 ó 4 years	3	
5 ó 10 years	4	
More than 10 years	5	

8. Have you had any training in school guidance and counselling?

Yes	1	
No	2	

9. If your answer to question 8 is 'Yes', what type of training have you received?

Pre-service ( part of tertiary qualification)		1
In-service training (e.g. workshops)		2
Pre-service + in-service training		3
`Other .....		4

10. Are you sufficiently trained to carry out your duties as a teacher counsellor?

Yes	1	
No	2	
Uncertain	3	

**SECTION B: VIEWS ON THE FACTORS IMPACTING ON SCHOOL GUIDANCE AND COUNSELLING**

Please indicate the extent of your agreement or disagreement with each of the statements below by marking the box that best matches your view with an x.

**Please note: SA – Strongly Agree**  
**A – Agree**

**SD – Strongly Disagree**  
**D – Disagree**

<b>VIEWS</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
<b>Training in Guidance and Counselling</b>				
1. As a teacher counsellor, you feel incompetent due to a lack of training.	1	2	3	4
2. The in-service training that Regional School Counsellors (RSCs) provide is not sufficient in preparing you to become a teacher counsellor who provides effective guidance and counselling to learners.	1	2	3	4
3. As a teacher counsellor, you are very comfortable practising counselling.	1	2	3	4
4. As a teacher counsellor, you are very comfortable teaching guidance (Life Skills).	1	2	3	4
5. Regular in-service training keeps teacher counsellors educated and well informed.	1	2	3	4
6. You have mastered the skill of counselling and feel confident counselling learners.	1	2	3	4
7. Lack of training negatively affects the identification of learners' problems.	1	2	3	4
8. Periods allocated for guidance (Life Skills) in the school are not utilised optimally because of inadequately trained teachers.	1	2	3	4
<b>Teaching loads and time constraints</b>				
9. Teacher counsellors have enough time to devote to guidance and counselling.	1	2	3	4
10. You are stressed because of your teaching load combined with your counselling load.	1	2	3	4
11. Provision has been made at your school to have a smaller teaching load to enable teacher counsellors to have time for guidance and counselling.	1	2	3	4
12. In order for guidance and counselling to be successful in schools teacher counsellors should be relieved of their other duties.	1	2	3	4
13. Teacher counsellors should not be involved in extra-mural activities at the school.	1	2	3	4
14. The heavy teaching load means you cannot devote enough time to guidance and counselling.	1	2	3	4

<b>Support needed by teacher counsellors</b>				
15. Your principal encourages and motivates you in your work in providing counselling and counselling to learners.				
16. Whenever you have difficulty with a learner, the school as a whole supports you and does not just let you handle the case on your own.				
17. The Head/s of Department/s think/s it is very important for teacher counsellors to provide guidance and counselling to learners.				
18. The principal takes his responsibility of overseeing the implementation of guidance and counselling in the school very seriously.				
19. The other teachers do not really understand and appreciate what guidance and counselling entails and hardly support teacher counsellors				
20. The community does not understand counselling and sometimes sees teacher counsellors as people who just want to find out other people's secrets.				
21. The Inspector of Education shows interest in guidance and counselling issues whenever he/she visits the school				
22. The Regional School Counsellors are quick to respond and render help when one asks them for help				
23. The Regional School Counsellors are in constant contact with the school and regularly visit the teacher counsellor				
24. As a teacher counsellor, you are motivated to do your work as you do not feel isolated and do not lack support.				
<b>Resources and facilities</b>				
25. There is a room specifically allocated for guidance and counselling at the school, where counselling can take place in privacy.				
26. The lack of facilities at your school affects your delivery of counselling and guidance services to learners.				
27. Counselling should take place in a place where there will be no disruptions and the learner is assured that no one will hear the conversation.				
28. Without a private office where counselling can take place in privacy, counselling will not be successful and delivery of guidance will be ineffective.				
29. The lack of materials in the area of guidance at my school affects the delivery of guidance to learners.				
30. Learners have access to books, pamphlets and hand-outs that can guide them in planning for their careers.				

### **SECTION C: SUPPORT NEEDED BY TEACHER COUNSELLORS**

1. The following items concern the types of support needed by teacher counsellors in order for them to carry out their duties effectively. Rate these suggested types of support according to what you believe to be “*very important*”, “*important*” or “*not important*”.

<b>Item</b>	<b>Very important</b>	<b>Important</b>	<b>Not important</b>
1. Peer support (support from other teacher counsellors)			
2. Support from parents			
3. Support from other teachers in the school			
4. Support from the principal			
5. Support from the Inspector of Education			
6. Regular visits by Regional School Counsellors (RSCs)			
7. Regular visits by the Cluster Facilitator for Counselling (CFCs)			
8. Administrative support			
9. Regular in-service training (workshops)			

2. Indicate the degree of support that you receive from the different category of people listed below:

<b><i>Category of people</i></b>	<b><i>Degree of support</i></b>		
	<b>No support</b>	<b>Little support</b>	<b>A lot of Support</b>
10. The Regional School Counsellor (RSC)			
11. The Inspector of Education			
12. The school principal			
13. The Head/s of Department/s			
14. Other teachers			
15. Cluster Facilitator for Counselling (CFC)			
16. Parents			
17. Hostel supervisors			
18. The Learners' Representative Council (LRCs)			

3. What type of support would you like to get in order to provide effective guidance and counselling at your school?

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**SECTION D: SUGGESTIONS FOR IMPROVING SCHOOL GUIDANCE AND COUNSELLING IN SCHOOLS AND ADDITIONAL COMMENTS**

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1. What suggestions do you have on how guidance and counselling could be improved in the secondary schools in Ohangwena Region?

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2. If there are any other comments you would like to add, please do so below.

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**\*\*\*\*THE END: THANK YOU VERY MUCH FOR YOUR TIME!! \*\*\*\***

**APPENDIX B:****LETTER SEEKING PERMISSION FROM THE MINISTRY OF EDUCATION**

*P.O. Box 9732, Eros, Windhoek.  
Enquiries: Emilia N. Mbongo*

*Contact Number: +264 811287321*

25 August 2010

Mr. A. Ilukena  
Permanent Secretary  
Ministry of Education  
Private Bag 13186  
Windhoek

Dear Mr. Ilukena

**RE: REQUEST FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH PROJECT IN OHANGWENA REGION**

I am a Masters of Education (M. Ed) at the University of Namibia. I am intending to conduct an educational research for my dissertation in order to fulfil the M. Ed requirements.

My research topic is: "Factors Impacting the Successful Implementation of Guidance and Counselling Services in Secondary Schools in Ohangwena Region". Questionnaires will be used to collect data with the view of determining the factors that are impacting the successful implementation of guidance and counselling in schools from the Teacher Counsellors' perspective. The study will be highly useful to the region and to other regions at large, as the findings from the research will contribute towards improving the guidance and counselling services in the schools.

The study will target all the Teacher Counsellors from all the senior secondary schools in the Ohangwena region.

My supervisors are: Dr. A. D. Möwes (Tel: 061 6 2063258)  
Dr. C. C. Chata (Tel: 061 6 2064565)

Your permission to conduct the proposed research in the Ohangwena region schools is hereby sought. Your response in this regard will be highly appreciated.

Yours sincerely

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Emilia N. Mbongo  
M. Ed Student, Faculty of Education  
UNIVERSITY OF NAMIBIA

**APPENDIX C:  
LETTER OF PERMISSION FROM THE MINISTRY OF EDUCATION**

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REPUBLIC OF NAMIBIA  
MINISTRY OF EDUCATION  
Private Bag 13186, Windhoek

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Enquiries: Ms. AP Nangolo / Ms. H. H. Amukana  
Tel: 061 293 3277  
Fax: 061 293 3922  
Email: [anangolo@mec.gov.na](mailto:anangolo@mec.gov.na); [hhamukanan@mec.gov.na](mailto:hhamukanan@mec.gov.na)

**Ref:** 11/1

17 December 2010

Ms. Emilia N. Mbongo  
Department of Education  
University of Namibia  
P.O. Box 9732  
Eros, WINDHOEK

**Cellular Number:** 0811287321

Dear Ms. Mbongo

**RE: - PERMISSION TO VISIT SCHOOLS TO CONDUCT AN EDUCATIONAL RESEARCH PROJECT IN OHANGWENA**

The Ministry of Education supports your intention to visit schools for your Master of Education (M. Ed) research on *"Factors Impacting the Successful Implementation of Guidance and Counseling Services in Secondary Schools in Ohangwena Region"*.

Please take note that the permission to visit schools is subject to the following conditions:

- The Ministry indicated already to you about the timing of your research and the hectic programme of schools towards the end and beginning of the year and that you will only visit schools for your research activities after the 15<sup>th</sup> Day school statistics.
- Before you visit the schools or contact them, you should acquire authorization from the Regional Director concerned
- Your visit to schools should not disrupt the normal school programmes.

We trust that you will be successful in your research project and look forward to sharing the results of your research, once you have completed your study.

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Yours sincerely,

  
MR. A. M. ILUKENA  
PERMANENT SECRETARY



20/12/10  
DATE

CC: CHIEF EXECUTIVE OFFICER

FOR: MS. S. STEENKAMP  
DIRECTOR OF EDUCATION  
OHANGWENA REGION

**APPENDIX D:****LETTER SEEKING PERMISSION FROM THE MINISTRY OF EDUCATION**

*P.O. Box 9732, Eros, Windhoek.  
Enquiries: Emila N. Mbongo*

*Contact Number: +264 811287321*

25 August 2010

Ms. Sanet Steenkamp  
Director of Education  
Ohangwena Region  
Private Bag 2028  
Ondangwa

Dear Ms. Steenkamp

**RE: REQUEST FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH PROJECT IN OHANGWENA REGION**

I am a Masters of Education (M. Ed) at the University of Namibia. I am intending to conduct an educational research for my dissertation in order to fulfil the M. Ed requirements.

My research topic is: "Factors Impacting the Successful Implementation of Guidance and Counselling Services in Secondary Schools in Ohangwena Region". Questionnaires will be used to collect data with the view of determining the factors that are impacting the successful implementation of guidance and counselling in schools from the Teacher Counsellors' perspectives. The study will be highly useful to the region, as the findings from the research will contribute towards improving the guidance and counselling services in the schools.

The study will target all the Teacher Counsellors from all the senior secondary schools in the region.

My supervisors are: Dr. A. D. Möwes (Tel: 061 6 2063258)  
Dr. C. C. Chata (Tel: 061 6 2064565)

Your permission to conduct the proposed research in the schools under your jurisdiction is hereby sought. Your response in this regard will be highly appreciated.

Yours sincerely,

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Emilia N. Mbongo  
M. Ed Student, Faculty of Education  
UNIVERSITY OF NAMIBIA

**APPENDIX E: PERMISSION LETTER FROM THE DIRECTOR OF  
EDUCATION, OHANGWENA REGION**

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**OHANGWENA REGIONAL COUNCIL**

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**DIRECTORATE OF EDUCATION**

Private Bag 2028, Ondangwa, Tel. 264 65 281 914, Fax. 264 65 240190

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**Enq: Sanet L Steenkamp**  
**E-mail: [cloetesanet@yahoo.com](mailto:cloetesanet@yahoo.com)**

**30 August 2010**

To: Ms. Emilia Mbongo  
M. Ed. Student  
Faculty of Education: UNAM

**RE: PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH  
PROJECT IN OHANGWENA REGION**

Kindly refer to your letter, dated 25 August 2010, which was emailed to me.

Your topic: "Factors Impacting the Successful Implementation of Guidance and Counselling Services in Secondary Schools in Ohangwena Region", could indeed shed light on pertinent questions. It is highly supported and you have the authorization to visit and engage with all secondary schools in the region.

Please note that under no circumstances should the teaching and learning process be interrupted. You are also requested to furnish the office of the regional director with a copy of your research for use in the Special Education as a reference for future training.

Please do not hesitate to contact me if more information is required.

Sincerely yours,

*Steenkamp* - 30/8/2010

**Sanet L. Steenkamp**  
**Director: MoE**  
**Ohangwena Region**

