IMPLEMENTATION STRATEGIES OF GUIDANCE & COUNSELLING PROGRAMME IN SCHOOLS: *A CASE STUDY OF MOLEPOLOLE JUNIOR SECONDARY SCHOOLS.*

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APPROVAL

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STATEMENT OF ORIGINALITY

I, the undersigned researcher, certify herein that this research was carried out while a student at the University of Botswana between January 2007 and August 2008. I testify that it is a product of my work. It has not been submitted to nor published anywhere else and that any ideas or quotations from the work of other people are fully acknowledged in accordance with the standard referencing practices of the American Psychological Association (APA) style.

(Signature of the author)

DEDICATION

This Rescarch Essay is dedicated to my family, my wife Keoneilwe and son Bakang Keabona for the love and support that they accorded me for the period that I spent working on this project.

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LIST OF ABBREVIATIONS

AIDS	-	Acquired Immune Deficiency Syndrome
HIV	-	Human Immunodeficiency Virus
NPE	-	National Policy on Education
PACT	-	Peer Approach to Counselling by Teens
RTC	-	Regional Testing Centre
SGC	-	School Guidance and Counselling
STIs	-	Sexually Transmitted Infections
VCR	-	Video Cassette Recorder

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ABSTRACT

Many schools in Botswana have reported a high level of indiscipline amongst the students. This is despite the existence of the Guidance and counselling programme in such schools. The study investigated strategies employed by schools to implement the Guidance and counselling programme. Through purposive and simple random sampling procedure, a total of 40 participants from two Junior Secondary Schools in Molepolole, Botswana were selected. The participants comprised the school management, Guidance teachers, regular teachers and the students across all forms. The study, which was a case study research, utilized semi-structured interviews, focus group discussions and interview guides for data collection. Using a constant comparison to analyse the data, the study revealed that the implementation of School Guidance and Counselling (SGC) in Botswana schools is clouded with multiple of constraints such as inadequate resources, limited trained personnel, and lack of involvement of other stakeholders.

IMPLEMENTATION STRATEGIES OF GUIDANCE & COUNSELLING PROGRAMME IN SCHOOLS: *A CASE STUDY OF MOLEPOLOLE JUNIOR SECONDARY SCHOOLS.*

CHAPTER 1

1.0 Introduction

The problems of school dropout, dclinquency, and teenage prcgnancy among the students and unemployment among school leavers seem to be growing at an alarming rate in Botswana. This is dcspitc thc fact that a formalized or systematized Guidance and counselling programme has been running for the past twenty years. Similarly issues of student discipline, substancc abusc by studcnts and school dropout are observed to be in the increase in most schools (Kavei-Katjimune, 2006 and Senabye, 2005). Students are rcported to carry knives to schools and come to school undcr the influence of liquor. In recent "Prize Giving" ceremonies conducted in several schools across the country, speeches of School-heads were characterized by reports on thc poor discipline of the students (Senabye, 2005). For instance, Leepile (2003) reported that, two students died at Matsha Senior Secondary School after breaking into the chemistry laboratory and consumed ethanol and methanol. To further indicate the ineffectiveness of the Guidance and counselling programme, Kavei-Katjimune (2006) reported that four hundred and thirty two students dropped out of schools in the North-West district in 2006. Two hundred and eighty-nine deserted school with no reason given while one hundred and forty three left due to pregnancy. Maun Senior Secondary School was reported as the worst hit, recording seventy dropouts - thirty-four of them due to pregnancy while thirty-

six just deserted. To date it is not yet established whether the main cause of the problem could be attributed to staffing, resources or the workload of the Guidance teacher.

The Guidance and counselling programme was introduced to cater for such kind of problems as described above. I was interested in exploring the implementation strategies that the schools use in guiding and helping students to avoid engaging in these undesirable practices.

The consultant's report (Navin, 1985) and a Resource Book for Guidance Practitioners (Ministry of Education, 1990) have very good strategies which when properly implemented, can go a long way in addressing these problems. Sadly, the implementers in the schools seem to be either not aware, or incompetent to use these documents. For instance, Montsi, Uwakwe, Maphakwane, Lekoko, Mphele, and Montsi (2000) reported that some Guidance teachers had no knowledge of such documents. Other teachers had not read the guidelines while others did not understand how to use them.

1.1 Background and Significance

African societies, historically, have provided various forms of social services to young people and children, with a view to developing and growing the children into responsible and productive members of their communities (UNESCO, 1998). Young people were socialized in the ways of their communities as well as the various skills their forebearers used to earn a living and/or to provide for their families. For example, initiation schools taught young people things they would need later on in their adult lives such as providing food for the family, rearing livestock, and caring for the family. The

extended family provided other services that young people and children needed (UNESCO, 1998). For example, the extended family provided education on gender roles. Counselling was provided by aunts and uncles. The family unit, the community and the society were all charged with the responsibility of imparting traditional education, moral ethics, valuable skills and general guidance. Close observation and imitation of parents and/or relatives, participation in daily tasks, and apprenticeship were the basic methods through which youngsters acquired skills and knowledge then (Kandjii, 1984).

1.1.1 Policy Oriented Initiatives

Historically, the main goal of the Botswana School Guidance and counselling programme was primarily to facilitate and enhance the traditional human resource planning by introducing and exposing students to the world of work. In 1973 the Regional Testing Centre (RTC) was set up under the Ministry of Education. Along with other functions, the RTC was charged with the responsibility of helping to implement the career guidance programme (Kann, 1981).

Botswana's social, economic and cultural structures continued to change overtime and the need to introduce new and more effective Guidance and counselling services became apparent to education policy makers. These changes created new demands and needs which could not be addressed only through the old existing structures and social programmes. For example, the disintegration of the traditional extended family set-up created a vacuum in the social structures that provided guidance and support to the youth. In response to the limited support services, the Ministry of Education introduced a full-

fledged Guidance and counselling programmc in the school system (Ministry of Education, 1996).

It was only late in the 1980s that the Botswana Guidance and counselling programme developed into a more comprehensive programme that caters for the personal, social, educational, and vocational needs of the individual (UNESCO, 1998). According to Mutanyatta (1993), very few junior and senior secondary schools offered Guidance and counselling when it was introduced in the late 1980s. Implementation appeared to be a problem. The study investigated what the school personnel perceived as factors that hamper effective implcmentation of the Guidance and counseling programme in junior secondary schools.

1.2 Statement of the Problem

The Guidance and counselling programme was introduced in the Botswana education system to address issues of delinquency, teenage pregnancy, and school dropout (Ministry of Education, 1996). The programme was also meant to assist students through these problems to achieve quality education and good moral standards. However, the programme seemed to be ineffective in addressing the aforesaid problems (Muchado, 2002). The reasons for lack of implementation are not clearly understood.

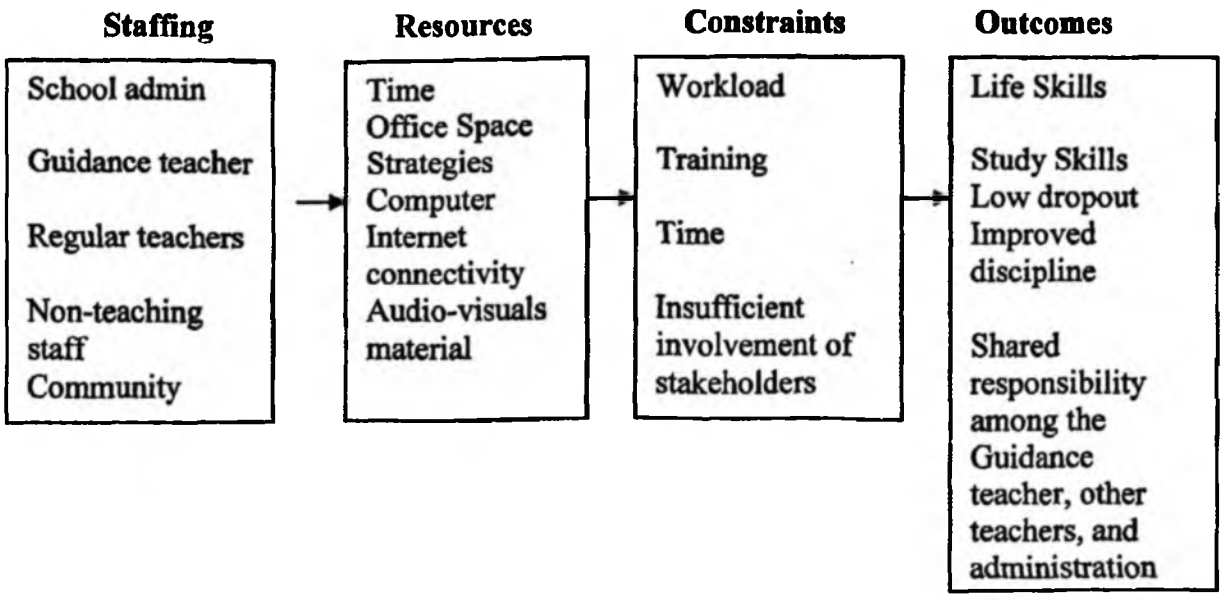
1.3 Conceptual Frame Work

Some of the variables that could contribute to the proper implementation of Guidance and counselling are staffing, resources, time factor, and staff workload. Personnel for the programme include regular teaching staff, the Guidance teacher and

some of who also formed a Guidance committee. For instance, if members of staff are inadequately trained, or are fewer in numbers, they could be overwhelmed by having to play multiple roles. The work overload would affect their effectiveness in providing Guidance and counselling. Similarly if the time allocated to the programme was insufficient, then it would be difficult for the schools to achieve their objectives. Time allotted is linked with the importance placed on the programme. This study also looked at the work load of the Guidance teacher relative to teaching responsibility and how this could hinder or affect the implementation of the Guidance programme.

The diagram below illustrates how the variables of staffing constraints could affect the successful implementation of Guidance and counselling programme in a school.

Guidance and Counselling Programmes Support Systems



1.4 Objectives of the Study

The objectives of the study are to:

1. Find out about the strategies schools used in implementing Guidance and counselling programme.
2. Determine if teachers are aware of the roles they have to play in the implementation of Guidance and counselling programme.
3. Investigate the extent to which social, psychological, academic, and vocational needs as espoused by education policy makers are addressed by the Guidance and counseling programme.
4. Investigate possible work accommodations possible for the Guidance teacher in his or her role as a counselor that enhance programme implementation.

1.5 Research questions

The study answered the following research questions:

1. What strategies do teachers use to implement Guidance and counselling programme in their schools?
2. To what extent are teachers aware of the roles they have to play in Guidance and counselling programme?
3. To what extent is the Guidance and counseling programme addressing the needs of the students?
4. How may the Guidance teachers be accommodated in their school counselor roles?

1.6 Significance of the Study

There are theoretical, research and practical benefits that could result from this study. First, the findings of this study could add to the body of knowledge on Guidance and counselling in schools in Botswana. For example the findings of the study could add to knowledge development on issues of students or teen counselling. This could benefit the teachers in their implementation of the Guidance and counselling programme.

The findings of this study could help identify the implementation issues affecting the Guidance and counselling programme in a sample of Botswana schools. The study also considered the different roles performed by the members of staff towards the implementation of the Guidance and counselling programme in schools. The study provided a baseline data, which could inform education policy makers on strategies to employ in the provision of Guidance and counselling to students in Botswana Schools. The study would also help the teachers appreciate implementation to programme effectiveness.

1.7 Limitations

The study examined students, teachers, and the administration at two junior secondary schools only. The findings of this study can not be generalized to the whole country. The study used self-report methods, therefore social desirability may affect the reliability of the findings.

1.8 Definitions of Terms

1. Guidance. It is the process of helping individuals achieve self-understanding and self-direction necessary to make the maximum adjustment to school, home and community (Biggs, 1994)
2. Counselling. Counselling involves a professionally trained counsellor helping a client with particular concerns (Nystul, 2003).
3. Guidance Teacher. The person designated to coordinate the Guidance and counselling programme as well as to provide counselling to students at the school level.
4. Programme Implementation. The act of taking action on a plan or policy that has been officially decided should happen (Longman, 1995)
5. Programme Strategies. A well-planned series of actions for achieving an aim (Longman, 1995)

1.9 Summary

The Guidance and counselling programme was introduced in schools to support child development in education and social settings. The rapid socio-economic changes in Botswana have resulted in new challenges among the youth such as delinquency and pregnancy among school going youth. An overview of how these issues were dealt with in the past is presented in the background section. The disintegration of these traditional structures necessitated introduction of new interventions such as the Guidance and counselling programme to address such issues as delinquency, teenage pregnancy in the schools. The statement of the problem points out the seemingly ineffectiveness of the

Guidance and counseling programme towards curbing these new challenges in Botswana schools. The conceptual frame presented variables perceived to be important for the effective implementation of the Guidance and counseling programme in Botswana schools. Included in this chapter are objectives and the research questions for the study. While the study could have presented some research and practical benefits to both the policy makers and the implementers, there could also be some limitations owing to the sampling method and sample size used.

CHAPTER 2

2.0 Literature Review

2.1 Introduction

The implemcntation of the Guidance and counselling programme in Botswana schools seems to experience a multiple of problems. The review of literature will be organized in the following subheadings: background information, the nature of guidance and counseling, strategies of implementation, different roles of the implementers, guidancc tcacher's workload, and students' needs.

2.2 Background on Guidance and Counselling Programme

While some African countries introduced Career Guidance into their education systems much earlier, Botswana only introduced Guidance and counselling in the education system in 1963 (UNESCO, 1998). Initially the Guidance programme was an endeavor of all government departments. The different departments prepared and sent brochures and other relevant vocational information to the then Career Masters whose rolc was to disseminate the information to students (Kandjii, 1984).

2.3 The nature of Guidance and Counselling Programme

According to Mabote (1996), Guidance and counselling programme is normally given in four different areas; personal, social, educational, and vocational. Personal guidance deals with self-knowledge: knowledge of one's values, needs, interests, abilities and aptitudes. Social guidance seeks to help the student acquire good social relationships and better communication skills. Educational guidance on the other hand intends to assist

students with educational awareness, and study skills. Vocational guidance provides the students with self-awareness, career and job awareness and all career information services.

The School Guidance and counselling programme is considered important in the prevention of delinquency, student dropout, and in the encouragement of positive mental health (Phillips, 1985). Current practices in guidance are based on a concept of continuous development of the individual (Manitoba, nd). This means that the Guidance and counselling programmes are proactive in equipping students with the appropriate life skills.

The philosophy of Guidance and counselling programme adopted in Botswana is developmental and preventative in nature and approach (Ministry of Education, 1996). The developmental approach to counselling adopts a life-span approach to counseling where individual's self development is aided throughout their lives in a non-crisis atmosphere. The preventive is focused to specific concerns (Ministry of Education, 1990), the developmental approach prepares students for life challenges even before they arise. The preventive approach on the other hand focuses on specific issues with a view to empowering students with the skills on how to handle or cope with such issues.

2.4 Strategies Used to Implement the Guidance and Counselling Programme

Alao (1998) observed that some Botswana junior secondary schools implemented the Guidance and counselling programme through the integration method only. The integration method entails writing job applications and curriculum vitae. It may be covered as part of lessons in English. The integration method helps students understand

the relevance of each subject to life outside the school. In some cases, schools take advantage of the overlap with those of Guidance and counselling with other subjects to teach Guidance and counselling content or concepts. In other words, other subjects become complementary to the Guidance and counselling programme. The infusion strategy helped students develop a positive attitude towards the various subjects they are taught (UNESCO, 1998 & Ministry of Education-Botswana, 2000).

2.4.1 Availability and Accessibility of the Guidance and Counselling Programme

Montsi et al (2000) observed that Botswana schools implemented guidance and counseling with varying degrees of completeness. For example, some schools simply did not have the programme; other schools had Guidance lessons scheduled for the Form 1 classes only. Senior students were unhappy about that arrangement (Montsi et al, 2000). This arrangement disadvantaged the Form 2 and 3 students in the sense that they are not provided with an opportunity to learn about the issues such as careers, teenage pregnancy, HIV&AIDS, drugs, development of positive personal traits which could help them fit well in the socicty. Teachers offering Guidance and counseling also taught other school subjects, causing implementation problems of work overload.

The Guidance and counselling programme seemed inaccessible to most students within the school system (Mokgolodi, 2001). The inaccessibility of the Guidance and counselling programme in the schools could be a result of several reasons. For instance, there are some cultural biases and attitudes among students concerning seeking help from the Guidance and counselling team with some seeing acceptance of guidance as a sign of weakness (Otaala, 1982). The bias towards rehabilitative or remedial intervention by

Guidance teachers over the proactive approach also leads to students not utilizing the Guidance and counselling services.

2.4.2 Training and Education

Mutanyatta (1993) stated that the Guidance and Counselling Unit had completed some in-service workshops, seminars and produced relevant materials for use in some schools. He also observed that very few teachers in the sampled population (29.4%) had an opportunity of attending these seminars or workshops. This low utilization of training could have negative implications for the speedy implementation of Guidance and counselling programme in schools. While all the sampled schools in Mutanyatta' study had Guidance teachers, only 78.8% had Guidance committees. One school had neither Guidance teacher nor Guidance committee, but indicated that Guidance and counselling was timetabled.

The fact that Guidance and counselling lesson was timetabled in the school's master timetable was not evidence that implementation was taking place. Some school teachers use Guidance lessons to teach examinable subjects at the expense of Guidance and counselling. This study considered impediments to the teaching of Guidance and counselling.

2.4.3 Strategies for Implementation of Guidance and Counselling in Schools

Several strategies or activities that Botswana schools can embark on to implement the programme have been suggested. For instance, Montsi et al (2000) recommended strategies such as Job Shadowing, Career Fairs, Workplace Visits, Bulletin Boards,

Junior Achievement Botswana clubs, Career Videos, and Career Counselling. The Resource Book for Guidance Practitioners also includes Orientation, Appraisal service, Counselling Service, Consulting Service, Peer Counselling, Research Projects, Career Learning Centre, Career Day, Career of the Month, Placement and Follow-Up, and Referral service (Ministry of Education, 1990). A school that has fully implemented the Guidance and counselling programme should have some of these activities taking place. However, the extent to which these strategies are utilized by the schools is unknown. For instance, orientation may be conducted for the Form Ones as new arrivals in a school. But the same service is not extended to the students who are admitted as transfer-ins in either Form two or three. This study examined limitations in implementation strategies for the Guidance and counselling programme.

2.4.4 Challenges to Implementation of Guidance and Counselling Programme

The challenges to the implementation of Guidance and counselling programme in schools could include lack of proper structure for implementation and insufficient time. For instance, Head of the Guidance and counselling division conceded to the implementation challenges by saying "it appears that Guidance and counselling in schools is currently inconsistently implemented" (Mutanyatta, 1993 p. 30). It seemed some schools lacked structure for the efficient implementation of the programme.

2.4.5 Incentives

Lack of incentives for "extra work" involved in teaching Guidance and counselling could be a demotivating factor that leads to low morale and subsequently poor implementation

(Rollin, 1990). Since some Guidance and counselling activities take place after normal working hours, some teachers look at such activities as extra-work that require some form of remuneration. Additionally, some teachers may lack training in Guidance and counseling. Teachers trained in Guidance and counseling may not be promoted to senior teacher guidance position to implement what they trained on (Muchado, 2002). This would demotivate them.

Guidance teachers are mainly subject matter teachers, and then fit counseling (Rollin, 1990). This kind of approach may defeat attempts to have successful implementation of Guidance and counseling since more focus will be put on other subjects at the expense of guidance programme. According to Otaala (1982), the additional assignments, such as being game directors, club patrons and heavy teaching loads, would not allow the Guidance teachers enough time to attend to their Guidance and counselling assignments adequatcly.

2.5 The Roles of Different Members in Implementing the Guidance and Counselling Programme

The Guidance and counselling programme is not the sole responsibility of Guidance teacher in the school. Guidance and counselling programme implementation is the role of all members of the teaching staff in a school. Schmidt (2004) asserted that although Guidance teachers have the responsibility to coordinate and implement the curriculum, every person involved in the school (e.g. teachers, school administrators) had the responsibility to carry out developmental guidance duties. Therefore the cooperation of

the staff becomes the key in implementing Developmental Guidance instruction (Schmidt, 2004).

The Nova Scotia Department of Education (2002) contends that designing programme activities and strategies involves determining how activities are to be delivered to students: establishing how, when and how long activities are to be delivered and who will provide which activities and services. These are the planning stage following gathering of information on needs of the students. Different departments in the school could be involved according to how the needs of the students affect their departments.

Guez and Allen (2000) stated that the planning stage of any programme should involve identification and description of the roles to be undertaken by different members. For instance, in a school, the principal, teachers, ancillary staff, students, parents and community members should have their roles in the provision of services clearly defined.

The roles of the Guidance teacher, teaching staff, and other staff are defined through allocation of responsibilities to each member (Nova Scotia Department of Education, 2002). The Guidance teacher as the leader of the Guidance and counseling programme consults with the Guidance committee to plan for activities that need to be done. Once the plan has been prepared, it is then rolled out to the rest of the staff for action. This working relationship is vital to the successful implementation of the Guidance and counselling programme in schools. Involvement of other members allows for ownership by other teachers as well as helping obtain a manageable teacher student ratio. While this study will focus on the implementation strategies of Guidance and counselling, the research will further look into the roles of the teaching staff.

3.0 The School Management

The Heads of Schools play a very important role in the implementation of any programme in the schools, including the Guidance and counselling. Their responsibility ranges from support to supervision and monitoring of the implementation of the Guidance and counseling programme. Thus they can either make or break the Guidance and counselling programme in their respective schools.

The school management has been blamed for the lack of support towards the implementation of Guidance and counselling programme in some schools (Rollin, 1990, p. 5). Many School-heads, it is reported, do not include Guidance and counselling in the school budget and this prevents the implementation of many of the activities especially those that require travel (Montsi et al, 2000). This lack of support from the school administration has the potential of discouraging the people who have been eager to implement the Guidance and counseling programme. School-heads have also been accused of putting more emphasis on the examinable subjects and other co-curricular activities at the expense of Guidance and counselling programme. One teacher hinted that 'they are reminded that they are employed to teach examinable subjects and Guidance and counseling functions being a voluntary responsibility must take second place' (Rollin, 1990, p.5). The attitude of school management towards the Guidance and counseling programme can be responsible for the uncooperative attitudes of the teachers.

3.1 Teachers Attitude Towards Guidance and Counselling

Teachers who provide Guidance and counselling did so for the love and care of the children. However, the lack of training on the other hand does more harm than good to

students. Insufficient training in Guidance and counselling by many teachers in the schools, can result in lack of competency when it comes to their approach to Guidance and counseling

Muchado (2002) revealed that there is misconception, confusion and negative attitude about Guidance and counselling as a subject and support service in secondary schools. When people have a negative attitude towards a programme it could be that the level of awareness is very low hence ineffective in carrying out their duties to the fullest.

3.2 The Workload of the Guidance Teacher

Guidance and counseling teachers experience work overload. The Commissions and Consultancy reports recommended that the teacher responsible for the Guidance and counselling programme be relieved of teaching duties for a specified number of periods each week (National Policy on Education (NPE) – 1977 and 1993, Navin, 1985, and Rollin, 1990). Phillips, (1985) recommended that the teaching load of a Career Master should be put to a maximum of sixteen (16) periods a week. Despite recommendations made over twenty (20) years ago, schools continue to receive directives and circulars giving information to the contrary. One School-head in defense of his failure to release the Guidance teacher from class to do counselling alleges that there is insufficient staffing in his school; *"I would like to release the teacher from the class to do counselling but I have no one to take the position in the classroom" (Rollin, 1990, p. 7).*

In Botswana schools, the School Guidance teacher works as a subject teacher and a counsellor. Therefore effective counselling is not always guaranteed since the Guidance

teacher could be in thc classroom at the time when a student(s) need(s) to be helped (Sekgwa, 1999).

For example, Navin (1985) recommended that if some teachers have fewer periods, they can be able to do some counselling. A report of a seminar on Policy Direction in Guidance and Counselling in Education (1985) asserted that the teaching load of a Career Master should be put to a maximum of sixteen (16) periods a week. Notwithstanding these repeated calls for the reduction of the teaching load of the Guidance teacher, Otaala (1982) noticed that there was no reduction of teaching loads to enable them to offer Guidance in Botswana schools. He observed that the majority of the Guidance teachers had teaching loads on the range of 25 -29 periods a week while others had more than 30 periods a week.

3.2.1 The Needs Assessment and Implementation of Guidance and Counselling Programme

According to Guez & Allen (2000), needs assessment is the basis for accountability, and ensures a greater degree of programme relevance. An accurate and continuous assessment of the needs of the beneficiaries is vital for the success of a programme. Understanding the needs of the clients serves as a guide for the implementers of the programme. Therefore conducting needs assessment helps to give the programme direction. Furthermore understanding the needs of the clients can be used as a yardstick or measure of the success of the programme in sense that one can evaluate to find out whether the needs of the students have been met.

Schmidt (2004) argued that an assessment of the clients' needs becomes the foundation of the programme. Since the needs assessment determines the direction of a programme, it is important for the Guidance committee to interview and discuss needs with students, parents, school staff and community. This will assist teachers in assessing if the programme is making any difference in addressing the personal, social, educational, and vocational needs of the students. For example, the needs assessment could focus on programme implementation barriers and how these can be addressed to achieve effectiveness of the Guidance programme.

Gucz and Allen (2000) stated that when conducting needs assessment survey, both the beneficiary and the environment should be taken into account, as they have an influence, or directly affect each other. Such an analysis would examine implementation issues concerning both participants and the environment.

Muchado (2002) stated that needs assessment procedures are often neglected by counsellors prior to making decisions about the counselling they will offer. As a result, the programme will inevitably experience problems since certain pertinent steps have not been followed.

4.0 Summary

The available literature suggests that there could be problems from the structure for the implementation of this programme in Botswana schools. As a result schools may be neglecting Guidance and counseling programme. Lack of support for the Guidance and counseling programme by the school management could negatively affect proper implementation of the Guidance and counselling programme. This lack of support has

also been blamed on the negative attitudes that teachers have developed towards the Guidance and counselling programme. Programme implementation has been left in the hands of overworked Guidance teachers.

CHAPTER THREE

3.0 Mcthodology

3.1 Introduction

The methods and the procedures used for data collection and analysis for the study are presented in this chapter. These procedures are research design, participants and setting, procedure, methods of data collection, and data analysis.

3.2 Research Design

This study used a case study research design. A case study was preferred because it allowed in-depth exploration of context and activities used in the sampled schools. A case study approach looks intensely at an individual or small participant pool, drawing conclusions only about participant groups and only in their specific context (Becker et al, 2005).

3.3 Pilot Study

A pilot study was conducted prior to the main study. The goals of the pilot study included developing the instruments used in this study. A total of eight participants were involved in the pilot study (six students, one School head and one Guidance teacher). Purposive sampling method was used to involve the School head and the Guidance teacher. While simple random sampling method was used to select the students who participated in the study. Students responded to a questionnaire whereas the Guidance teacher and the School head took part in individual interviews.

3.4 Participants and Setting

The study was conducted at two community junior secondary schools in Molepolole village. Molepolole lies 60km west of Gaborone city and it is the headquarters of the Kweneng district. An urban Molepolole is one of the biggest villages in Botswana. Participants were 26 students, 10 regular teachers, 2 Guidance teachers, 1 Deputy School Head and 1 School Head. Altogether, forty participants were included (see Table 3).

3.4.1 Demographic Information of the Respondents

Demographic data include Gender, Class, and Peer Approach to Counselling by Teens (PACT) membership. The researcher sought to establish whether or not these variables have an effect on implementation strategies of the Guidance and counselling programme.

Table 3 Demographic Characteristics of the Participants N=40

		Frequency	Percentages (%)
Gender	Male	15	57.7
	Female	11	42.3
Class	Form 1	11	42.3
	Form 2	15	57.7
PACT Membership	Male	3	11.5
	Female	4	15.4
Non– PACT member	Male	7	26.9
	Female	12	46.2
Teachers	Male	4	40
	Female	6	60
Guidance teachers	Female	2	100
	Male	0	0
School Administration	Female	2	100
	Male	0	0

Note. PACT = Peer Approach to Counselling by Teens.

Out of the 26 students, 15 (57.7 %) were male and 11 (42.3 %) were female. Furthermore, the table also shows that majority of the students were Non –PACT members 19 (73.1 %). PACT stands for Peer Approach to Counselling by Teens. It is usually a small group of students of about twenty who are trained to help other students

with information on social, educational and health issues as well as helping with the identification and referral service for counselling intervention. The table above shows that the PACT strategy was not popular in both schools, which may imply that it was not an effective activity under Guidance and counsclling programme in schools.

3.5 Sampling Procedure

A simplc random sampling procedure using a hat was conducted to select the two junior secondary schools from the seven schools in the village. Purposive sampling method was used to select the School-head and the Guidance teachers. The participant teachers and students were selected proportionate to gender and length of service for teachers reflective from the actual population. According to Cohen, Manion, and Morrison (2000), a quota sample seeks to give proportional weighing to selected strata (factors) which appear in the wider population. Quota sampling also minimizes any biases in the selection of the participants.

3.6 Instrumentation

An interview guide was developed for purposes of data collection. A semi-structured interview schedule was used to collcct information from School-hcads and thc Guidance teachers. Eight teachers took part in a focus group discussion.

The interview was divided into two sections: Section A dealt with the demographic variables such as age, sex, length of service, designation of the teacher or Form for students. Section B covered interview questions that are based on the four research questions.

1. What strategies do you use to implement the Guidance and counselling programme in your school?
2. To what extent are members of staff aware of the roles they have to play in Guidance and counselling programme?
3. To what extent is the Guidance and counselling programme addressing the needs of the students?
4. To what extent does the Guidance teacher's teaching role accommodate his or her Guidance and counselling engagements?

An interview guide was used to get information on the strategies employed to implement the Guidance and counselling programme, assess needs identify roles performed by different members of staff; and work load of the Guidance teacher; (Appendix 1). Interviews have the advantage of probing for more information or clarity of statements. Open ended questions were used during the interview to encourage participants to express themselves fully. Semi-structured interview schedules enable the interviewer to stray from the subject area and ask supplementary questions (Baker, 1999).

3.7 Procedure

The researcher personally collected the data. The interview sessions were conducted in an office at the respective schools for purposes of privacy and confidentiality. The respondents were allowed to use any of the official languages (English or Setswana). Participants granted the researcher permission to tape record the discussions. The recorded materials were then transcribed. Where the respondents were uncomfortable with being tape recorded, their responses were written down. The

interview sessions lasted about twenty to thirty minutes while the focus group discussions ran for about forty-five minutes.

A formal request was made to the Ministry of Education and to the sampled schools for their consent to participate in the research through interviews and focus group discussions and being observed during their teaching and/or general activities. Once the Ministry and the schools agree to take part in the study, arrangements were made to discuss the logistics of collecting data.

The participants were notified that the purpose of the study was purely academic and therefore they should not worry about the motives behind my research. There will be no risks involved if they take part in the study. However participants were made aware of the fact that their participation was not mandatory. More importantly, they were assured of their rights to withdraw from participation in the research and their rights to withdraw at any time during their participation (Babbie & Rubbin, 2001; Neuman, 2003).

Participants were notified of the confidential nature of the study. As a way of promoting confidentiality, the interview sessions were held in private rooms such as an office so that participants feel free to express themselves without feelings of intimidation. Cohen, Manion, Morrison (2000), assert that confidentiality should be maintained at all costs unless arrangements to the contrary are made in advance. The participants were also assured that their contributions to the study would remain anonymous. Therefore, participants were assured that their names or the names of their schools would not appear

anywhere in the document and that no answers or views would be traced to any particular individual.

3.8 Data Analysis

A constant comparison method was used to analyze the data (Patton, 1990). With constant comparison, responses from common questions are put together with the view to analyze different perspectives on central themes. The method is characterized by the process of categorization, comparison and inductive analysis of the data (Dye, Schatz, Rosenberg, & Coleman, 2000). Tape recorded data from the field was transcribed. The transcribed data was then subjected to content analysis. The data was carefully read to identify common themes. The resulting themes from the data were placed into meaningful units or segments. As data were placed into these segments, they were also coded. According to Gay & Airasian (2000), coding is a critical aspect of most qualitative research. Using the constant comparison method, answers to common questions are grouped together and different perspectives on central issues are analyzed (Dye, Schatz, Rosenberg & Coleman, 2000).

3.9 Summary

This chapter has presented the design and the methods of data collection that were employed. The study used a qualitative approach. It targeted a diverse population involving the administration of schools, regular teachers and students. A population of forty participants selected through purposive and quota sampling procedures was involved. Furthermore, data was collected by using semi-structured interviews and focus

group discussions. A pilot study was conducted to address reliability and the validity of the instruments. Finally, constant comparison method was used to analyse the data.

CHAPTER FOUR

4.0 Analysis, Presentation, and Interpretation of the Research Findings

4.1 Introduction

The main findings are presented according to the research questions in Chapter 1. The results from the closed ended questionnaire are summarized in Table 4.1 showing frequencies and percentages. The interpretation of data is indicated below each table. The open-ended questions and the semi structured interviews are categorized according to themes. Information from qualitative and quantitative data was used to complement each other.

The first section of this chapter presents the demographic data of the respondents, followed by the presentation of the findings which is divided into four main sections. 1) the strategies used by teachers to implement the Guidance and counseling programme in school, 2) the extent teachers are aware of the role they have to play in Guidance and counselling programme, 3) the extent to which the Guidance and counselling programme is addressing the needs of the student and 4) how the Guidance and counseling teacher may be accommodated in their school in the counselor roles.

Table 4.1 Strategies used by Schools to implement Guidance and counseling

	Frequency	Percentage (%)
Teaching of Guidance & counselling	3	14
Career fairs	3	14
Educational trips	2	9
Referral to social workers	2	9
PACT	3	14
Talk to students	4	18
Counselling	3	14
Girl Guides	1	5
Bill Boards & posters	1	5

4.2 Strategies Used in Implementation of Guidance and Counselling Programme.

The following section presents the results on the implementation strategies of the Guidance and counseling service based on the research question. For the purpose of reporting the results, respondents will be identified by the school codes A and B.

The research questions sought to establish the services and activities that the schools offered through School Guidance and Counselling (SGC) programme. The results of the current study revealed that the Botswana junior secondary SGC service provides variety of activities. Teaching of Guidance & counselling, career fairs, educational trips, referral to social workers, PACT, Talk to students, counselling, girl guides, bill boards, and posters. As Deputy School head from school (B), posited that:

A whole lot of services such as information giving to our PACT and girl guide clubs. Actual teaching of Guidance and counselling which is a

single period of 40 minutes per week, bill boards, and posters in the school, AIDS corners in the library where library users can access information on HIV&AIDS. Career fairs are organized yearly by a cluster (group of schools) which is given to completing classes (Form 3s). Sometimes we invite people from outside to talk to students in the school on different careers so that we also cater for Form 1s and 2s. Career information is also given generally in the SGC classroom teaching.

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School head from school A pointed out that;

A wide range of activities, right from conscientising them about existing social issues and academic work. To some extent we also offer counselling. Our school has two teachers trained on Guidance and counselling. Sometimes we invite members of the community such as the police service, pastors, nurses, and social workers to address students on various topics.

In a focus group discussion, a teacher from school A further emphasized on the wide variety of services as he stressed that;

There is the actual teaching of Guidance and counselling, one lesson each week. We also have extended assembly where we give talks. There is PACT, talks addressed by the community. Educational trips and career fair organized at cluster level for the Form 3s. We also offer counselling and refer other issues to the social workers.

The Deputy School head from school B in sharing the same sentiments pointed out that;

> *There is formal teaching of Guidance and counselling, talk with the students, and referral of disadvantaged students to the social workers (services). They also make follow up on the students that have been referred to the social worker. Normally the completing classes are offered a career fair organized by the Guidance and counselling cluster, we never organize career fair as a school. We also have PACT who assists through reform on other students and coming up with themes to address other students at assembly.*

To compliment this assertion Guidance teacher from school A said that;

> *Well bearing in mind that we have students coming from different environments and background, we receive students with diverse needs. We have disadvantaged students that are needy and orphans and those that experience family problems within the dynamics of a family, for such students we offer emotional therapy or counselling. This is meant to help them cope with whatever could be bothering them.*
>
> *We also have PACT group which offers guidance services to their fellow students during registration and at assembly periods. We have extended registration where a theme or topic is identified and presented to the students in their classrooms during registration time.*

However one student from School B pointed that;

> *Sometimes those who counsel other peers do not know how to keep secrets. You will tell the person your problems and then the next thing he /she will tell other people your problem. Those that counsel others should be taught how to keep a secret.*

Guidance teacher from school B said;

> *We also use talks, usually addressed by the outside community such as the police service, nurses, and social workers. They address students on issues of teenage pregnancy and HIV&AIDS. We sometimes use the Tebelopele people to talk to students. We organize Guidance and counselling week once a term where by we agree on a theme as a committee. And the theme will be discussed throughout the week in different forums in the schools. We involve the entire staff as well as inviting members of the community to share with the students on the topic /theme. Class teachers are expected to discuss it with their students every day during registration time.*

The strategies used by the two sampled schools include the actual teaching of Guidance and counselling, peer counseling by the PACT members on selected topics. Other issues of interest were talks from professionals such as nurses, police officers, and social workers. Career Fares and Educational trips were occasionally organised for Form 3 classes. One school cited involving the entire staff in and inviting members of the community to provide talks to students.

The study also investigated the extent to which the strategies used to implement the SGC meet the needs of students. The results are illustrated in Table 4.2 below.

Table 4.2 Student Perspectives on Strategies used to Implement the SGC (26)

Activity		Frequency	Percentage (%)
Career fair	Never	16.0	61.5
	rarely	8.0	30.8
	frequently	2.0	7.7
Job shadowing	never	20.0	76.9
	A little	6.0	23.1
	a lot	0.0	0.0
Education trips	Never	16.0	61.5
	rarely	10.0	38.5
	frequently	0.0	0.0

SGC= School Guidance and counselling

These findings show that the provision of career fair services and placement in Holiday Jobs (job shadowing) was significantly lacking rated never at 61.5% and 77% respectively (Table 4.2). Work place visits assessed under educational trips revealed that the strategy was under utilised or unutilised as it was rated from never, 61.5% and rarely, 38.5%.

Table 4.3 Students Ratings on Strategies of SGC Services

Service	helpful	Percentage (%)	Unhelpful	Percentage (%)	Useless	Percentage (%)
Educational trip	24.0	92.3	1.0	4	1	4
Job shadowing	22.0	84.6	4.0	15		0
Career fairs	21.0	80.8	3.0	12	2	8

Students perceived educational trip as very helpful 24 (92.3%), followed by job shadowing 22 (84.6%), and subsequently career fair 21 (80.8%). The above results show that, vocational guidance was highly appreciated by the students suggesting that it was the most relevant to them.

Teaching staff and the students agreed that career fair were effective for Guidance and counselling. Job shadowing and educational trips were either never or occasionally used in both schools, although important.

Responding to the question, 'how *do the strategies related to the resources available?'* One teacher from school B stated that;

> *We haven't had a vote that allocate money for Guidance and counselling activities. The Guidance and counselling department needs a lot of things. However with books we have enough. And we have also been lucky to have some donations in the form of magazines like choose life and Makgabaneng. Further, we do have some audio–visual tapes, however the Video Cassette Recorder (V.C.R) has not been working for sometime now. So we are unable to reach out through audio–visual materials. Students have been a very good resource to others through plays, poems and drama.*

Touching on the issues related to capital asset Guidance teachers from school A pointed that;

> *It is very important that one has a private room in which the students find it convenient to visit the Guidance teacher, where they can disclose their*

issues. But that is not the case here since I am sharing the office with another senior teacher. Although she always creates space for me, it does inconvenience and has the potential to compromise confidentiality. As for *reading material, we have enough. In the area of human resources, I have two teachers who are trained in Guidance and counselling helping in the teaching of guidance.*

The School head from school A, echoing the same sentiments stated that;

In general human resources responds well. As for materials, we have lots of books. The office space is the only area of concern; firstly it is not well situated for a counselling room. Its location may intimidate potential clients who might be willing to ask for help. Secondly it is also shared with another senior teacher therefore it may inconvenience the teacher counsellor when she or he works with a clients .In terms of office facility we do not have, that is a storeroom in the first place.

The Deputy School head from school B commented and pointed out that;

The activities are normally related to what we have. We do also have Makgabaneg people who at times visit us to address students on issues such as teenage pregnancy and HIV&AID. We have a lot of book materials. We do not have audio-visual materials, our students are disadvantaged since they cannot view talk back programmes (Teacher Capacity Building programme on HIV&AIDS). I think students could be exposed through listening and taking part in the programmes.

The findings revealed that the human resources were adequate as both schools had trained teachers on Guidance and counselling. The finding suggests that both schools have enough reading materials. One school did not have the audio-visual materials therefore students did not benefit from interactive learning, while the other did have a defunct Video Cassette Recorder (V.C.R). These findings show that the SGC relied largely on teacher centred method, on talks, which did not expose students to the interactive learning. The other major concern was facilities. One school indicated that they had converted a storeroom into Guidance and counselling room, but the same room/office was being shared with another teacher for another subject. This means that there was a breach in delivery standard of Guidance and counseling as privacy and confidentiality were compromised. This may also mean the planning was in short fall considering the adequacy of the resources required for effective delivery of the SGC services.

Table 4.4 Teachers' Responses on Strategies used to Identify Students Needs.

	Frequency	Percentage (%)
Teacher Observation	3	60%
Acceptance forms	1	20%
Other	1	20%

4.3 Strategies Used to Identify the Student's Needs when Planning Activities of the Guidance and Counselling.

The research question sought to establish the methods used to identify students' needs when planning activities of Guidance and counselling. SGC depended on teachers' observation (60%) and the use of acceptance forms (20 %) or other unspecified procedure (20%)

As the school head from school A reported:

> *We normally depend on the teachers observations of what are the common issues experienced by students. We also make use of the acceptance forms to identify vulnerable children.*

In addition, the Deputy School head from school B pointed out that:

> *Some teachers mentioned that they are not aware of how needs assessment is done. Others said that we just depend on the observation on the common issues troubling our students. The lack of funding to purchase standardised tests and interest inventories is yet another disadvantage.*

A question of interest was to establish the extent to which the SGC was perceived to be meeting the students' academic, social, and health needs. Table 4.3 shows the results of the findings.

Table 4.5 Student Attitude / Perception of Guidance and Counselling Implementation Strategies

Academic needs	Item		Frequency	Percentage (%)
	Helps me to enjoy my studies	yes	23.0	88.5
		no	3.0	11.5
	Helps with study skills	yes	22.0	84.6
		no	4.0	15.4
	Helps me in organising my work	yes	18.0	69.2
		no	8.0	30.8
	Helps me understand importance of education	yes	17.0	65.4
		no	9.0	34.6
Social needs				
	Enhance communication skills	yes	13.0	50.0
		No	13.0	50.0
	Improves my communication with peers /parents	yes	21.0	80.8
		No	5.0	19.2
	Assist in decision making	yes	24.0	92.3
		No	2.0	7.7
Health needs				
	Helps me to understand contraception	yes	18.0	69.2
		no	8.0	30.8
	Helps me to understand contraception STIs e.g. HIV and AIDS	yes	24.0	92.3
		no	2.0	7.7
	Equips me with skills for coping with social problems	yes	19.0	73.1
		no	7.0	26.9

Table 4.5 shows that SGC played a significant role in the academic, social and health needs as perceived by the students. In terms of academic needs the SGC played an important role in helping students to develop positive attitude towards learning. For example, about 88.5 % of students revealed that it helped them in their studies. Nearly 69.2 % said that it helped them in organising their work as well. About 65.4% of students said Guidance and counselling helped them understand the importance of education. Open ended response elaborated on these issues. One student from School B stated that;

Guidance and counselling helps me to understand the importance of education because if for example a students who did not take school seriously, during Guidance and counselling sessions the teacher will make him or her understand the importance of taking school seriously and the teacher can also tell him or her the effects of not taking school seriously.

Another student from School A on the importance of SGC to education stated that;

Help someone to know the importance of education whereas it obtains several topics that are taught in other subjects. It also creates the knowledge of what is wrong and right bad or good.

SGC was relevant for academic support. One student from School A articulated that;

It helps me in organizing my work so that I can do it in a certain order. If a person has an organised work, it can be done in a different pattern than that which is not organised.

Other students from the two schools added that 'we *are taught study skills for example, how to use a study timetable.*'

In terms of meeting the social needs the study revealed that SGC service benefited them in communication effectiveness (50 %). Students' interviews supported this sediment as one student from School B stated that;

It enhances my communication skills because I have learnt how to communicate with others. I can communicate effectively with peers and parents about some facts in life.

Another student from School B said:

I am now free to talk to my parents and peers about anything that bothers me, they did not even expect me to do that because I used to have low self esteem. It also improves my communication with peers because it helps me to be comfortable to some of the things one may consider private, which means it may be easy to discuss them with the parents or peers

Yet another student from School A added that;

It also helps me to know that whenever I have problems I should not keep them inside but talk to someone. It equips me with skills for dealing with social problems. At first I hated pregnant teenagers, now with guidance I am able to understand how teenagers feel and act. As a teenager, I also try to assist them to control their feelings.

The SGC played a significant role in equipping students with life-long skills. Most students 92.3% indicated that they were able to make independent decisions. One student from School A said that:

In Guidance and counselling our teacher helps us to make the right decision for example if your peers want you to do negative things as an

individual you will remember the words of your Guidance and counselling teacher and have a stand on saying no to your peers.

In support of the above statement, another student from School A said that:

It can assist me in decision making because I will do my decision basing on my own values. I will be able to make right decisions every time that cannot hurt other people.

The SGC service was also relevant in Health education. About (92.3%) of the students said guidance helped them in understanding STIs. Nearly 69.2% of the students said that it helped them to understand contraception and 73.1% reported being equipped with coping skills when faced with social problems. One student from School B noted that;

It helps me to understand about different contraceptive and also help me so that I can talk to people about contraception. Another student said it helps me to know about such diseases that are spread through sexual activities. It equips me with information on how to cope with such problems that occur in homes such as conflicts.

Another student from school B stated that:

Guidance and counselling always teaches us the effects of HIV and AIDS, as students we know how to protect ourselves because we have been taught about it several times. So we know that we are not supposed to

engage in sexual relations. What we have to do is to abstain and wait for the right person when we know we have matured.

Interview responses from both the school heads and teachers on whether *Guidance and counselling activities met the needs of the students* revealed that the SGC was relevant in meeting the students' needs. The evidence for this was the students overall improvement in behaviour. The SGC services meet the needs of both male and female students, which implied that the services were not gender biased.

For example, a Guidance teacher from school B said that:

Since I became Guidance teacher in this school, we have had cases of rape and incest. And when people come from outside to talk to students apart from me it touches some of them and they are able to disclose on the issues that they are experiencing or have experienced and we then help them. I also observe that the services provided help in curbing teenage pregnancy to some extent.

A Guidance teacher from school A argued out that;

It is human nature that some people get the message while others never get it. However, I see in others that they do benefit. Of course we do experience some problems with the girls but are not that serious. But I would say the girls are benefiting we always share a lot of things, they always open up to me and that signals an understanding on their part.

Unfortunately like I said some take time to appreciate what is being done for them and end up falling pregnant.

Further emphasis was placed on the importance of the SGC to the female students as School head from school A when asked if the services were meeting the needs of female students pointed out that:

Yea, to some extend they are. We can see light at the end of the tunnel. I am using the pregnancy rate at our school as an example. While I acknowledge that it exists, it is not alarming. The level of pregnancy at our school is at a reduced rate. Girls are not frequent customers at the Head of Department office, discipline wise they are not problem at all.

In a focus group interview, school A respondents emphasized that;

I think usually we do realize that there is a change in the behaviour pregnancy goes down even cases of indiscipline has reduced which is a sign that they are benefiting from the counselling sessions.

Asked how Guidance and counselling strategies identified meet the needs of the male students? Deputy school head from school B said that;

I believe they also meet the needs of the male students because we have reduced cases of fondling. We used to have a lot of cases that were

reported with boys forcing the girls beating them onto agreeing to their proposals and so on.

A School head from school A posited that:

It has an impact in minimizing the level of indiscipline. Incidents of fights have gone down, theft cases have also reduced drastically.

In addition, the School head from School A said:

Hey, the male students are giving us a problem. I don't know what to say. Not all of them though there are those individuals whose behaviour and attitude leave a lot to be desired.

Responding to the same question Guidance teacher from school B said that;

Usually when we address issues of boys, we gather them separately from the girls. Common issues among the boys are drug abuse, criminal cases if I were to imagine a school without Guidance and counselling programme I believe the school would have an outbreak of all sorts of issues so the programme does help to manage this bad behaviour from students.

The Guidance teacher from School A noted:

Male! Hey with the boys I don't know what to say, but I would say yes. Except that there are always those few elements that would always cause problems. Maybe because they are in a certain stage of development the adolescent's stage. They would like to experiment and so on. Despite our

attempts to explain to them that a lot of things are coming your way and there are ways by which you can avoid them, but they would always do things their own way. Yes I do observe some behaviour change after talking to students, because in Guidance and counselling we believe talking to students impacts positively than depending on corporal punishment on daily basis. The teacher recalled how he once assisted one student who was once considered troublesome in the school. I just called the boy to my office and sat him down to talk with. And you know that boy was never beaten again until he wrote his final examination. I would say that there is change of behaviour.

Responding to the question 'on *strategies that the Guidance and counselling programme could employ', Guidance teacher* from school B pointed out that;

There is need for more social interaction with the social workers. I do not get a lot of support from the social workers, village elders like Dikgosi – to help us address indiscipline. I also wish teachers could change their negative attitudes towards Guidance and counselling so that we can pull in the same direction.

Guidance teacher from school A said that:

I think the first thing to do is to develop a need assessment tool so that we can carry needs assessment for our students. Because knowing the needs of the students can serve as a good guide for us. The other one is to offer

grief counselling to our students. When our students come back from funerals we never give them Guidance and counselling to stabilize their feelings and help them to positively deal with the loss. May be it's a weakness that I have but we really have to overgrow this weakness and help these students.

Shading light on the same issues, a School head from School A said that:

I feel in our school the counselling aspect is still lacking. It does take place, but I personally feel it is very insufficient because I feel; we normally address students as large group sometimes we need to sit down with students and offer counselling on a one to one basis. There are those students whom I feel they really need counselling. For instance students who are suspended when they return there is need to help them adjust in the main stream. We need to strengthen the counselling aspect. We expect every teacher to offer counselling, even though we sometimes wonder if it is the real counselling, however some kind of counselling is being done.

Responding to the question "what are some of the students' needs which you feel the Guidance and counselling programme does not adequately meet?" A Guidance teacher from school B said:

Children / students with special needs are not well catered for in our school, for instance a child who is "dyslexic", such students are not well

catered for, you will only realize that this child is a special need case when he or she is already in Form 2.

A Guidance teacher from school A indicated that:

You know years come differently. Vocational guidance is not emphasized in our school. The problem also lies with the fact that we depend on the outsiders. We were actually turned down by various people whom we had targeted to come to school and address our students on this issue. I feel so bad that our Form 3s are already taking their examinations without having an opportunity to get career information.

Further emphasizing the importance of Vocational guidance, a School head from School A stated that:

Career guidance, I don't think we emphasis it. We wait until students are at Form 3 that is when topics on career related issues are discussed. Even our career fairs target the Form 3 students only. I think we turn to dwell too much on the social aspect.

A Deputy School head from School B said:

I believe those that the Guidance and counselling does not meet adequately are those that may be are beyond them. For instance in situations where students need social services help, the guidance teacher can only recommend but may not influence the final decision.

Views from the School heads, the teachers and studcnts reveal that the guidance and couselling servcies in schools meet the needs of the general student population. However, the challenge was on the strategics used to identifying student needs which would provide the platform for providing personalised services to students with special needs.

Table 4.6 Respondents on Views of Teachers' Involvement

		Frequency	Percentage
Personnel involvement	Involved	3	75%
	Not involved	1	25%
Personnel attitude	Willing	3	75%
	Not willing	1	25%
Activities involved in	Extended registration	3	75%
	Planning SGC activities	2	50%

4.5 Personnel Involved in the Implementation of the Guidance and counselling Programme.

The research question sought to establish the personnel involved in the SGC. The study findings revealed that the Guidance and counselling teachers were involved in the actual teaching of the subject. Regular teachers were assisting in organising classes for talks from the PACT member students, resource persons such as nurses, police officers among others. The results also revealed that teachers participated in the SGC services.

About 75% of respondents indicated that teachers were involved mainly in extended registration activities. The same number (75%) was willing to participate in the SGC services.

Asked what personnel are involved in the SGC programme, Deputy School head from School B pointed out that:

> *I believe everyone, almost every teacher is taking part although the part that they are taking may not be equal like everybody but they do take part. We never find a situation whereby they would say this is not for me it's for somebody. Where they are called upon to help, they normally help.*

Regarding implementation of the programme, participants were of the view that stakeholders should take ownership of the programme. Hence they should be involved from the incubation of the programme to the evaluation stage. As Schmidt (2004) asserts that although Guidance teachers have the responsibility for coordinating and implementing the curriculum, every person involved in the school has the responsibility for carrying out developmental guidance instructions. The cooperation of the staff becomes the key in implementing Guidance instruction. The findings of the current study generally show that the teaching staff to some extent is involved in the planning stage of the programme as the Guidance teacher from school B said that;

> *They are to some extent involved, the Guidance and counselling committee normally prepares a plan. The plan would then be presented to the*

general staff for assistance and usually they assist when called upon to do so.

In a follow up question to establish which activities regular teaching staff are involved with in the SGC, Guidance teacher from school B said that;

The regular teachers are not involved in the teaching aspect. There are very few of them who teach guidance. Normally we involve them in areas such as PACT. We also engage them in helping to organize talks addressed by the outside community such as the police and the nurses.

Guidance teacher from school A on the extended registration activity says that;

We involve them at extended registration. Extended registration is meant for the guidance programmes. Class teachers guide their students and there is no assembly on that day. It runs for about 15 minutes.

Deputy School head from school B also said that:

They help at extended assembly by preparing and sharing a theme with the students. They address students at assembly area at the time when they are on duty.

Asked the level of involvement of the teaching staff on the SGC services, Guidance teacher from School A reported that:

Let me be honest with you that unless they are pushed into doing something they are not very willing. But I must commend them for their cooperation that they have shown during the guidance week. I had earlier pleaded with them during the staff briefing that we need their support. I observed that you need to give them something for them to lend you their support as I had prepared some notes for them.

The guidance teacher from school B posited that:

I wish people could change their attitude and appreciate Guidance and counselling, like if you look at our school most of the Guidance and counselling committee members are ladies. We don't have a lot of male teachers coming forward to help in Guidance and counselling. We also have a problem of some people going for degrees in Guidance and counselling when they do not have counselling at heart. They do it just to obtain a degree certificate. When it comes to extended assembly and extended registration, I think sometimes they get involved without realising it. However I am not complaining, on average I can give 7/12.

When asked to comment on the involvement of the teaching staff on SGC services, the school head and the deputy school head from the two schools had varying views on the level and willingness of the teachers to participate in the implementation of the programme. School head from school A said that:

No! Not really I am not happy, not that happy because there are instances where a child / student would be referred without the teacher doing anything about the problems the student comes up with. But teachers should try something first so that whenever they refer it would be a justified referral. Not that there is senior teacher guidance or Head of Department who should listen to students problems. Usually I see students being referred to the Heads of Departments' office because the student came to school untidy or on tattered clothes. That is where I have a problem. Teachers have to sit down with the students so that they can appreciate what the students are going through.

On the same issue the Deputy School head from school B commented that:

I think I can say though there might be some problems but the improvement that I can think of is may be training otherwise I see them doing some bit of effort in Guidance and counselling activities.

This variation may have to do with the school management style. In an environment where team spirit has been inculcated, implementation of any new innovation stands a chance to succeed. This largely depends on the school culture and administration style.

Further probing to establish what she would attribute to the low level of involvement of the teachers in this programme, the School head from school A attested that;

It is just mentality, I think teachers believe that the heads of departments were employed for student issues and therefore they are the ones to handle them.

Despite the fact that the pre-requisite for the success of any programme lies with members taking ownership of the programme, the findings of these study revealed that teachers were generally unwilling to participate in the SGC unless coerced to do so.

4.6 What Support is available to the Guidance teacher in their Guidance and Counselling Engagements?

Asked to describe the workload of the Guidance teachers in their schools, School head from school A described that;

I feel our senior teacher is overstretched, it's just that with her she likes her job - she likes counselling. I mean having to run between the social workers, parents, and attending to classes is a lot, like this year she is handling an examination class (Form 3) and some classes for Guidance and counselling

Deputy School head from school B in describing the SGC teacher's work load stated that:

She tries do as mush as she possibly can but the problem she has been having is that she takes other classes because she is also a teacher of English and she had to take more classes than she is suppose to because

we have been under staffed in that department. In addition she had to attend to the problems or concerns of students as the guidance teacher, supervising the other teachers to attend to guidance activities. She is also an overseer of the clubs under Guidance and counselling such as the PACT and the Scripture Union, she is also involved in the working committees in the school such as examination committee.

Responding to the question which sought to establish how the Guidance teacher's work load affects his or her role in the implementation of Guidance and counselling programme, a teacher from school A stated that;

Yah, yah, it does! She normally runs out of time. I think she is not able to attend to all the issues she is suppose to and obviously I think it does to some extent affects her work.

Deputy School head from school B posited that:

If she has too much to do her performance will naturally go down, you fail to address all other areas that need Guidance and counselling.

Commenting on their work load, the Guidance teacher at school A pointed out that;

For now it is okay, I have two classes of Social Studies and eight classes of guidance. I also have to follow up absconding students, run workshops for the teachers as well as attending other activities organised outside.

Another Guidance teacher from school B said that:

> *I had to take four classes of English and it's like I then compromise my counselling responsibilities. It is not easy having to counsel a student with intense problems and after that you are expected to go to class to teach poetry in English and expected to deliver in that class.*

One female student from school A pointed out that:

> *The most things that I dislike are that most students do not pay attention in Guidance and counselling lessons. After they have been taught they pretend that they aren't taught. Teachers try to guide us but we do not take it serious and start dropping out of school because of pregnancy.*

Findings from the teachers and the school heads views on the support and work load of the Guidance and couselling teachers revealed that the Guidance teachers were given minimum support by the regular teachers. The regular teachers were only involved at the extended registration and at the planning stage. The Guidance and counselling teacher was involved in the implementation of all the activities which is the core part of the programme. This stage requires external and internal coordination which is time consuming.

CHAPTER 5

5.0 Discussion, Conclusion and Recommendation

5.1 Introduction

The study investigated the strategies used to implement the Guidance and counselling services in Botswana junior secondary schools from viewpoint of educators and the students. In this section the research findings are discussed by research questions.

5.2 Strategies of the Botswana School Guidance and Counselling Services

The study revealed that: policy, planning, responsive services, and need assessment were the main components of Botswana School Guidance and Counselling (SGC) services in junior community secondary school. However, another element of effective SGC programme not covered in this study is evaluation. Programme evaluation is the procedure used to determine the degree to which a programme is functioning fully. In this section, the following aspects are considered: policy, planning, needs assessment, responsive services, benefit of the Guidance and counselling programme, and personnel issues.

5.2.1 Policy

The schools in the study revealed that they had teachers who were less prepared to implement the Guidance curriculum. As a result, Guidance and counselling programmes in the school were not properly functioning. It was marked by uncoordinated activities, implementation irregularities. Teachers in the study schools reported that some of them did not know how to use the need

assessment tools, an evidcncc of inadequate training or lack of training in the implementation of a SGC programme.

The study further revealed that some schools timctabled Guidance classes for 40 minutes a week. This view supports Montsi, et al (2000), who observed that there are schools where Guidance is includcd in thc timetable and time is set aside for individual and group counselling. They observed that schools implemented Guidance and counselling with varying degrees of completeness. For example, some schools simply did not have the programme, other schools had Guidance lessons scheduled for the Form 1 classes only and scnior students were unhappy about that arrangement.

Findings from the current study did not indicate any elements of infusion strategy. Curriculum Infusion is the process of integrating SGC content into courses across the curriculum (Ministry of Education, 2007). This may be contrary to Alao (1998) findings that some junior secondary schools implemented the Guidance and counselling programme through the integration method. UNESCO Botswana (2000) argues that the infusion strategy helped students develop a positive attitude towards the various subjects they are taught. This study did not investigate if an integration method was also used and how it was implemented.

5.2.2 Planning

The study revealed that SGC planning was done by the school Guidance and counseling teachers who engaged other staff in planning the activities and allocation of duties. The study also revealed that the planning process did not involve all the stakeholders (headmasters, teacher, parents, students, social workers, and other members of the community). Strategies could be employed for interaction with the social workers by the Guidance and counselling teachers. Getting support from the social workers and Dikgosi (Chiefs) would help the schools address student indiscipline by meeting with the community and encouraging them to instill good morals in their children and identifying youth who needed to be referred to social workers and other social services for assistance.

5.2.3 Needs assessment

An accurate and continuous assessment of the needs of the beneficiaries is vital for the success of a programme (Guez & Allen, 2000). The study revealed that the SGC relied only on observation and acceptance forms to assess students' needs. This may have been due to lack of assessment tools. The lack of or few assessment method used could negatively affect the quality of SGC offered in Botswana secondary schools. A needs assessment tool is needed because knowing the needs of the students can serve as a good guide for planning (Guez & Allen, 2000).

5.2.4 Responsive services

The findings of this study revealed that one implementation strategy was the actual teaching of Guidance and counselling. The services were provided by teachers trained in Guidance and counselling in both schools. Each school had at least one teacher trained in Guidance and counselling. Actual counselling also took place in both schools though under multiple constraints such as shortage of facilities, breaching of confidentiality, competing interests on the side of the guidance teacher who provided other services like teaching of other subjects and training other staff in Guidance and counselling aspects and attending workshops amongst others.

The findings of this study also indicate that the SGC was not achieving part of its intended purpose. The information from students revealed that Vocational guidance was either not provided at all, or if any was occasionally done. Career fair, placement in holiday jobs (job shadowing), and work place visits assessed under educational trips were under utilised or unutilised. In a previous study, Phillips (1985) alluded that there was an apparent inadequate career guidance activity in areas such as vocational testing, field trips / site visits or career tours, job shadowing, job placement, and the use of computers in career guidance services. The study revealed that organisation of career fair was done at cluster level not at school level.

5.2.5 Benefit of the School Guidance and Counselling Service

It emerged from the findings of this study that students and educators perceived various benefits of the SGC services. Academic, social, and vocational benefits were

perceived to be achieved. Generally academic benefits were highly recognised than social and health benefits. Helping students to understand the importance of education was more frequently mentioned by respondents. Improvement in students' peer communication and with parents, which is part of social benefits, was also accredited to SGC. The study further revealed that students benefited from SGC on health issues related to prevention of STIs. This finding was in line with the recommendation of Montsi et al (2000) that SGC should provide a mix of promotive and preventive developmental activities so that curative counselling does not become a dominant feature of the counselling service.

From the study, educators (teachers and school heads) reported reduced cases of pregnancy and indiscipline which they attributed to the SGC services in their schools. They appreciated the impact that the programme has on the learners. Effective SGC results in acquisition of desirable attitudes and behaviour. The school activities like learning will take place maximally when students are well behaved.

5.2.6 Personnel and their Role in the Implementation of the Guidance and Counselling Programme.

5.2.6.1 Regular Teaching Staff

The current study revealed that the teaching staff was involved in the planning stages. This was in line with the views of Nova Scotia Department of Education (2002), which contends that different departments in the school will be involved according to how the needs of the students affect their departments at the planning stage. The planning

stage involves identification of activities and allocation of responsibilities and the time following gathering of information on needs of the students. Guez and Allen (2000) stated that the planning stage of any programme should have involved identification and description of the roles to be undertaken by different members.

This study revealed that regular teachers were involved in the activities such as extended registration and assembly, and attended talks addressed by persons such as nurses, pastors or police staff. The study also shows that the regular teachers' involvement was low. The low involvement was attributed to their argument that it was the duty of the Guidance and counselling teacher and the school management. This finding supports Muchado (2002) who asserted that teachers are not interested in teaching Guidance and counselling. For effective implementation of any programme all the stakeholders should take ownership of the programme.

5.2.6.2 Perceptions of Guidance and counselling teachers

The study findings revealed that Guidance and counselling teachers for both schools viewed the programme positively. This implies that they were executing their duties effectively. Further, the study shows that the Guidance teacher was involved in the actual teaching of Guidance and counselling to students. They were also involved in the planning, training regular staff, and coordinating the activities of SGC in and outside school with other teachers. Thus the Guidance teacher serviced the programme in schools from planning through to the execution stage. The study also revealed that the Guidance teacher's duties were not limited to SGC services, but also included teaching of other subjects such as English. This could have brought in competing roles which could

jeopardize the interest and commitment of the teachers to the SGC activities due to overload.

5.2.6.3 School Management

The Heads of Schools play a very important role in the implementation of any programme in the schools, including the Guidance and counselling. Their responsibility ranges from support to supervision of the implementation of the Guidance and counselling programme. Thus they can either make or break the Guidance and counselling programme in their respective schools.

Results from both schools revealed that school heads who are school managers had positive attitude towards SGC services. This was manifested in the fact they supported their teaching staff, appreciated the role SGC was playing in their school. They were also abreast with the status of the Guidance and counselling in their schools. Although in both schools the SGC was marked by various irregularities in the delivery of its services, this may not be due to inadequate management support. This is contrary to the views of Rollin (1990), who observed that the school management has been blamed for lack of support towards the implementation of Guidance and counselling programme in some schools.

5.3 Challenges Faced in the Implementation of SGC

This section discusses findings on the Guidance and counselling services and the resources especifically, the challenges in the implementation of the SGC programme.

5.3.1 Location of the School Guidance and counselling Centre.

The study revealed that the SGC centres in both schools were inappropriately located as the teachers held the view that the confidentiality of the clients was not assured. SGC centres should be located in a place which is accessible and ensure privacy. In one school the SGC centre was located in a storeroom which was also shared with another teacher. This implies that management did not consider the adequacy of resources. Having the centre in the staff room also means that the students would be uncomfortable to discuss their issues with the guidance teacher. Students may also find it difficult to visit the centre for counseling due to its improper location.

5.3.2 Availability of the SGC Services Materials.

The study findings revealed that the reading materials were adequate to support SGC. There were text books and magazines on Guidance and counselling. However brochures and leaflets were not available. The study also revealed that in one school there were no audio-visual equipments and in the other school the VCR was not working. Assessment tools were inadequate and teachers relied on the observation method. This may be due to lack of or insufficient funding for SGC services.

5.3.3 Work Load of the Guidance and Counseling Teacher

The study also viewed that the non - counselling and Guidance roles compromised the effectiveness of the Guidance and counselling teacher. The non –

Guidance and counselling duties observed in the study include the teaching of other subjects by Guidance teachers, and carrying out administrative work. This means that the Guidance and counselling teacher may not be available when needed by his or her clients.

5.3.4 Summary of the discussion

The findings revealed that the SGC services were mandatory in junior secondary schools. The planning for SGC services was not adequate as the implementation of the SGC services were marked with shortcomings. The Guidance and counselling programme offered services ranging from personal, social, academic and vocational counselling. Assessment was deficient and relied on observation. Stakeholders such as students and parents were not involved in the design of the programme. Both teachers and students viewed the SGC services positively.

5.4 Recommendations

The following recommendations seem to follow from this study:

5.4.1 Planning

SGC services should be planned for at the beginning of every year. As the qualitative research results suggested, all the stakeholders should be involved in the planning of SGC services. Involvement of the stakeholders in the planning would instill a sense of ownership in the services offered.

5.4.2 Needs Assessment

Guidance and counselling teachers should establish the needs of the students, parents, and teachers that SGC could address. Various needs assessment methods such as questionnaires, interviews, standard tests, interest inventories, behavioural rating scales and student or community records should be used in the SGC services needs assessment. Teachers, parents, and students should be involved when carrying out needs assessment.

5.4.3 Evaluation.

Both formative and summative evaluations should be used to evaluate the SGC programme. There must be clear criteria of evaluating the services provided, parents; teachers and school managers should be involved in the evaluation exercise.

5.4.4 Supervisory Personnel

Each region should have at least one officer trained and responsible for School Guidance and counselling. The officer would also oversee the assessment of the needs of students, parents, teachers, and other stakeholders and the evaluation of the SGC services by all stakeholders.

5.4.5 Training

All the regular teaching staff should be trained in the SGC services. The school administrators should also be trained in school guidance and counselling. This will enable them to deliver effective SGC services. Training of the school management may allow

the guidance teacher to focus on issues of SGC and not on a host of non –guidance and counselling duties being experienced now.

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APPENDICES

APPENDIX 1

Interview Questions for the School head and the Guidance teacher

SECTION A

My name is Mr. Keabona. I am carrying out research on the implementation of Guidance and counseling in schools. You have been sampled to take part in the study. I wish to point out that the research is purely academic and the findings will be used for grading me at the University of Botswana. As a result the responses from our discussions will bc treated strictly confidential. You are therefore not required to reveal your names to me and the name of your school will not be mentioned in this research. I have a few questions that I wish to discuss with you. You should feel free to respond in either Setswana or English. The session will run for about 45minubtcs. I wish to also ask for your permission to allow me to tape record this session for purposes of data analysis.

DEMOGRAPHIC INFORMATION

1. Gender: Female_____ Male _____

2. Length of service_____

3. Designation_____

4. G&C in-service training_____

5. G&C committee: Member _____ Non Member _____

SECTION B

1. What strategies do you use to implement the Guidance and counseling programme?

a) What are the services and activities that your school offers through the Guidance and counseling programme?

b) How do the strategies related to the resources available and also the needs of the students?

2) What strategies do you use to identify students needs when planning activities of Guidance and Counseling?

a) How do the Guidance and counseling strategies you identified meet the needs of the female students in your school?

b) Do you think the Guidance and counseling activities meet needs of the female students in your school?

c) How do Guidance and counseling strategies you identified meet the needs of the male students?

d) What are some of the strategies that you think the Guidance and counseling programme could employ?

e) What are some of the students' needs which you think the Guidance and counseling programme does not meet adequately?

3) What personnel are involved in implementing Guidance and counseling programme in your school?

a) How involved are the members of the teaching staff in your efforts to implement Guidance and counseling in your school.

b) In which Guidance and counseling activities are the teachers normally involved in?

c) What would you attribute to the low level of involvement of the teachers in this programme?

4) What support is available to the Guidance teachers in their Guidance and counseling engagements?

a) Describe the workload of the Guidance teacher in your school?

b) In your opinion, how does the Teacher Counsellor's work load affect his role in the implementation of Guidance and Counselling programme?

APPENDIX 2

Questions for students

My name is Martin. I am carrying out research on the implementation of Guidance and counseling in schools. You have been sampled to take part in this research. I wish to point out that the research is purely academic and the findings will be used for grading me at the University of Botswana. As a result your responses will be treated strictly confidential. You are therefore not required to reveal your names to me. I have a few questions with me which I would like you to respond to. The session will run for about 15minubtes.

DEMOGRAPHIC INFORMATION

1. Gender: Female_____ Male _____

2. Form _____

3. G&C in-service training_____

4. G&C committee: PACT_____ Non PACT Member _____

To what extent is the programme addressing the needs of the students?

2. To what extent would you say Guidance and Counselling meets your needs?

*** Academic**

- Helps me enjoy my studies. YES / NO

- Helps with study skills YES / NO

- Helps me in organizing my work. YES / NO

- Helps me understand importance of education. YES / NO

Explain any of your choices in the space below

_____

_____

_____

_____

*** Social Needs**

- Enhances my communication skills. YES / NO

- Improves my communication with peers / parents. YES / NO

- Assists me in decision making. YES / NO

Explain any of your answers above in the space provided below

_____

_____

_____

_____

*** Health Needs**

- Helps me understands contraception YES / NO

- Helps me understands STDs, e.g. HIV / AIDS YES / NO

- Equips me with skills for coping with social problems. YES / NO

Explain any of your choices in the space provided below

_____

_____

_____

What are some of the strategies used to implement the programme currently?

4. What do you dislike most about the Guidance and Counselling activities?

_____

_____

_____

5. How often do you go on educational trips? NEVER RARELY FREQUENTLY

6. Are there some of you who get placed in different organizations during schools holidays? (Job shadowing) NEVER A LITTLE A LOT

7. How often do you get involved in career fairs? NEVER RARELY FREQUENTLY

8. What do you think of the following?

a) Educational trips HELPFUL UNHELPFUL USELESS

b) Job shadowing HELPFUL UNHELPFUL USELESS

c) Career fairs HELPFUL UNHELPFUL USELESS

TELEPHONE: 3655400
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FAX: 351624/3655408
REFERENCE: E 11/17/XXXX(73)

REPUBLIC OF BOTSWANA

MINISTRY OF EDUCATION
PRIVATE BAG 005
GABORONE
BOTSWANA

25 September 2007

To: Mr Martin Boekha Keabona
P O. Box 20432
Bontleng
Gaborone

RE: PERMISSION TO CONDUCT RESEARCH

We acknowledge receipt of your application to conduct research that will :

- *Find out the strategies used in implementing Guidance and Counselling programme in the schools.*
- *Determine if teachers are aware of the roles they have to play in the implementation of guidance and counselling programme.*
- *Find out if the social, psychological, academic, and vocational students needs are addressed by the guidance and counselling programme.*

You are granted permission to conduct your research entitled:

IMPLEMENTATION STRATEGIES OF GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOLS: *A CASE STUDY OF MOLEPOLOLE JUNIOR SECONDARY SCHOOLS.*

This permit is valid until 30 June 2008. You are reminded to submit a copy of your final report to the Ministry of Education, Research Unit, Botswana

Thank you,

M.T. Thiri
For /**Permanent** Secretary

Private Bag 008
Letlhakeng

03 October 2007

The School Head
Tshegetsang CJSS
Molepolole

Dear Sir/Madam

RE: DATA COLLECTION

I refer you to the letter dated 25, September 2007 from the ministry of Education concerning conducting of research on the "Implementation strategies of Guidance and Counselling Programme in Schools - A case study of Molepolole junior secondary schools".

I wish to inform your office that data collection will be done through interviewing:

- School Head / Deputy School Head
- Guidance Teacher.

A group of about four to six teacher will be involved in a focus group discussion. While about 12 students will be required to fill out a questionnaire.

Thank you.

Keabona M.B. (Mr.)
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