

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

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Abstract

The study aimed to establish teacher counsellors' views on the factors impacting the implementation of guidance and counselling services in the Ohangwena region of Namibia. The study was quantitative in nature and used a non-experimental design that involved a survey. The population of the study comprised of teacher counsellors in all senior secondary schools in Ohangwena region. Data were collected using questionnaires which were administered to a sample of twenty-six (26) teacher counsellors. Teacher counsellors were purposively sampled. The data was analysed by use of descriptive statistics using The Statistical Package for the Social Sciences (SPSS). Based on the findings of this study teacher counsellors viewed inadequate training, high teaching loads and time constraints, lack of support given to teacher counsellors and lack of resources and facilities as key factors impacting the successful implementation of school guidance and counselling. It was thus recommended that the training of teacher counsellors in school guidance and counselling be improved, reduced work load for teacher counsellors, better resources and facilities for guidance and counselling, and for teacher counsellors to be supported in order for guidance and counselling to be successfully implemented in schools.

Keywords: Teacher counsellor; School counselling; Guidance; Counselling

1. Introduction

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

The need for guidance and counselling in schools has become imperative in order to promote the well-being of learners. It is therefore important that school guidance and counselling services are fully functional and available to all learners in all schools to help alleviate the problems that they face. When schools are mainly concerned with delivering an academic curriculum, other aspects of the schools' role, such as providing personal and social education, tend to be overlooked (Hornby, Hall & Hall, 2003). In addition to intellectual challenges, students encounter personal/social, educational and career challenges that needs to be addressed. School guidance and counselling (SGC) dates a long way back in the world. In the United States of America, where it is thought to have originated, SGC is well established and can be traced back to 1898 (Bor et al. 2002). It has since expanded to other countries in the world. Over the past few years, there has been a significant growth of interest in the field of SGC in Namibia. In 1994, the Ministry of Education and Culture introduced guidance and counselling services to all schools in the country. This was followed by the appointment of school counsellors, called Regional School Counsellors (RSCs), in the then seven educational regions in Namibia. Additional RSCs have since been appointed, with some regions having up to four RSCs. As it became impossible for RSCs to attend to all the learners in their regions, it was decided that some teachers at schools be thoroughly trained in the different counselling skills and were tasked to attend to learners at their respective schools. The RSCs have since then trained teachers in basic counselling skills in all schools in Namibia. Currently, each school in Namibia has at least two teachers trained in basic counselling skills by the RSCs. Counselling Support Groups (CSG) – made up of teacher counsellors – have been established in all primary and secondary schools in Namibia (Chata, 2002). The responsibilities of the CSG, as stated by the Ministry of Education (2005) include: supporting and counselling learners with emotional, behavioural and disciplinary problems; establishing liaison between teachers and learners if problems arise; assisting the school management in dealing with severe cases of misconduct by learners and teachers; and referring learners to other experts and/ people who can help learners in need.

According to (Chirese, 2006; DeLuccia-Reinstei, 2009; Egbochukwu, 2008; Eyo, Johua & Esuong, 2009; Fourie, 2010; Gora, Swatzky & Hague, 1992; Maluwa-Banda, 1998; Myrick, 2003; NESE, 2007/2009; Vergnani, Frank, Haihambo Ya-Otto & Mushaandja, 2010 and Wamocho, Karagu & Nwoye, 2008)), there are many factors that hinder effective delivery of guidance and counselling in schools. These include lack of formal training in counselling, lack of time for guidance and counselling, lack of support given to teacher counsellors and lack of resources. It is against this background that this study sought to

undertake an analysis of the challenges facing the implementation of guidance and counselling in secondary schools.

2. METHOD

2.1 Research design

The study followed a quantitative approach to research. A non-experimental design that involved a survey was used in the study. A survey research determines and reports the way things are (Gay, et al. 2009). Since the study sought to obtain information about SGC from the teacher counsellors' perspective, the survey method was deemed appropriate to the study.

2.1.1 Population and sample

The research targeted all the teacher counsellors in secondary schools in Ohangwena region. There were at least two teacher counsellors at each of the ten senior secondary schools in the Ohangwena Region, which resulted in 26 participants. The purposive sampling procedure was deemed appropriate, where the total population sampling method was used. Total population sampling is a type of purposive sampling technique where you choose to examine the entire population that have a particular set of characteristics (Lund Research, 2012).

2.1.2 Instrumentation

Data were collected using questionnaires. A questionnaire is a written set of questions, usually with a choice of answers, devised for a survey or statistical study (Soanes & Stevenson, 2006). Questionnaires were seen as more objective and appropriate for this study.

2.1.3 Data analysis

The Statistical Package for the Social Sciences (SPSS), which is an application that provides statistical analysis of data, was used to analyse the bulk of the teacher counsellors' responses. Data analysis was carried out using simple percentages. Reporting of the data took the form of frequency tables.

3. RESULTS

The main question of the study was to find out teacher counsellors' views on the factors impacting the successful implementation of guidance and counselling services in secondary schools in Ohangwena region of Namibia. The factors identified were: inadequate training of teacher counsellors in guidance and counselling, high teaching load and time constraints, lack of support given to teacher counsellors and inadequate resources and facilities. The results are presented below.

Training in Guidance and Counselling:

There were eight statements in the section on training in counselling. The results are summarized in Table

1. Considering the trend of all the responses it seems as if the teacher counsellors agreed more with statements 1, 3, 4, 5, 6, 7, 8, whereas more teacher counsellors disagreed more with statement 2.

Table 1: Teacher counsellors’ views regarding training in school guidance and Counselling

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

A Perusal of Table 1 reveals that 88.5% of the teacher counsellors agreed that a lack of training affects the identification of learner’s problems negatively. Of the teacher counsellors 80.8% agreed that regular in-service training keep teacher-counsellors educated and well informed and that the periods allocated for Life Skills were not optimally utilized because of inadequately trained teachers.

In addition to this, 76.9% of the teacher counsellors felt they were comfortable teaching guidance and counselling (Life Skills), while 73.1% of the teacher counsellors felt that they were comfortable practicing counselling. Furthermore 57.7% of the teacher counsellor’s disagreed that the in-service

training that Regional School Counsellors (RSCs) provide is not sufficient in preparing whereas 53.8% of the teacher counsellors felt incompetent due to a lack of training.

Teaching Loads and Time Constraints:

In this section there were six statements. The results are summarized in table 2. It appeared that the majority of teacher counsellors agreed more with statements 10, 12 and 14, as opposed to statements 9 and 11, where the majority disagreed more. An equal number of teacher counsellors agreed and disagreed with statement 13.

Table 2: Teacher counsellors’ views on the teaching loads and time constraints

STATEMENT	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT					
	Disagree		Agree		No Response	
	f	%	f	%	f	%
9. Teacher Counsellors have enough time to devote to guidance and counselling.	23	88.5	3	11.5	0	0
10. You are stressed because of your teaching load combined with counselling load.	6	23.1	20	76.9	0	0
11. Provision has been made at your school to have a less teaching load to enable teacher counsellors to have time for guidance and counselling.	20	76.9	6	19.2	0	0
12. In order for guidance and counselling to be successful in schools teacher counsellors should be relieved from their other duties.	0	0	26	100	0	0
13. Teacher counsellors should not be involved in other extra-mural activities at the school.	13	50.0	13	50.0	0	0
14. The heavy teaching load means you cannot devote enough time to guidance and counselling.	3	11.5	23	88.5	0	0

It is worth noting from table 2 that all teacher counsellors (100%) agreed that for School guidance and counselling to be successful, teacher counsellors should be relieved from other duties.

Of the teacher counsellors 88.5% disagreed that teacher counsellors have enough time to devote to guidance and counselling while the same percentage felt that heavy teaching loads leaves them with little time to devote to guidance and counselling. In addition,76.9% of teacher counsellors felt stressed because

of their teaching load combined with the guidance and counselling load and that no provision has been made at schools to allow teacher counsellors to have a smaller teaching load to have enough time for guidance and counselling. Fifty percent of the teacher counsellors agreed and disagreed that they should not be involved in extra-mural activities at their schools.

Lack of Support:

There were ten statements in this section. Teacher counsellor’s responses are summarized in table 3. Teacher counsellors seemed to agree more with statements 15, 16, 17, 18, 19, 20, 22, and 24, whereas they disagreed with more with statements 21 and 23.

Table 3: Teacher counsellors’ views on the support they receive

STATEMENT	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT					
	Disagree		Agree		No Response	
	f	%	f	%	f	%
15. Your principal encourages you and motivates you in your work in providing counselling and counselling to learners.	7	26.9	19	73.1	0	0
16. Whenever you have difficulty with a learner, the school as a whole support you and do not just let you handle the case on your own.	7	26.9	19	73.1	0	0
17. The head/s of department/s thinks it is very important for teacher counsellors to provide guidance and counselling to learners.	3	11.5	23	88.5	0	0
18. The principal takes his responsibility of overseeing the implementation of guidance and counselling in the school very seriously.	8	30.8	18	69.2	0	0
19. The other teachers do not really understand and appreciate what guidance and counselling entails and hardly supports teacher counsellors.	13	50	13	50	0	0

20. The community does not understand counselling and sometimes see teacher counsellors as people who just want to find out other people’s secrets.	7	26.9	19	73.1	0	0
21. The Inspector of Education shows interest in guidance and counselling issues whenever he/she visits the school.	18	69.2	7	26.9	1	3.8
22. The Regional School Counsellors are quick to respond and render help when one asks for their help.	11	42.3	14	53.8	1	3.8
23. The Regional School Counsellors are in constant contact with the school and regularly visit the teacher counsellors.	19	73.1	5	19.2	2	7.7
24. As a teacher counsellor, you are motivated to do your work as you do not feel isolated and do not lack support.	12	46.2	14	53.8	0	0

An analysis of table 3 shows that 88.5% of the teacher counsellors agreed that that Heads of Departments at schools indicated that it was very important for teacher counsellors to provide guidance and counselling to learners. Of the teacher counsellors 73.1% agreed that they got encouragement from principals in providing guidance and counselling to learners, claimed that when they had difficulties with learners, the school as a whole supported them and did not just let them handle problems on their own and that the communities did not understand counselling and sometimes saw teacher counsellors as people who were just interested in finding out other people’s secrets, while an equal number of the teacher counsellors disagreed that Regional School Counsellors were quick to respond and render help when asked for help. Only 69.2% of the teacher counsellors felt that principals took their responsibilities of overseeing the implementation of guidance and counselling in schools very seriously, while the same number of school counsellors disagreed that Inspectors of Education showed interest in guidance and counselling issues when they visited schools. More than half of the teacher counsellors agreed that teachers did not understand and appreciate what guidance and counselling entailed and hardly supported them; that Regional School Counsellors were quick to respond and render help when asked for help and that teacher counsellors felt motivated to do their work as they did not feel isolated and did not lack support.

RESOURCES AND FACILITIES:

There were six statements in this section. The responses are summarized in table 4. Teacher counsellors agreed more with statements 26, 27, 28, and 29. More teacher counsellors seemed to disagree more with statements 25 and 30.

Table 4: Teacher counsellors’ views on resources and facilities

STATEMENT	EXTENT OF AGREEMENT OR DISAGREEMENT WITH STATEMENT					
	Disagree		Agree		No Response	
	f	%	f	%	f	%
25. There is a room specifically allocated for guidance and counselling at the school, where counselling can take place in privacy.	21	80.8	5	19.2	0	0
26. The lack of facilities at your school affects your delivery of counselling and guidance services to learners.	6	23.1	20	76.9	0	0
27. Counselling should take place in a place where there will be no disruptions and the learner is assured that no one will hear their conversation.	0	0	26	100	0	0
28. Without a private office where counselling can take place in privacy, counselling will not be successful and delivery of guidance will be ineffective.	4	15.4	22	84.6	0	0
29. The lack of materials in the area of guidance at my school affects the delivery of guidance to learners.	2	7.7	24	92.3	0	0
30. Learners have access to books, pamphlets and handouts that could guide them towards planning for their careers.	16	61.5	10	38.5	0	0

Judging from table 4 it is worth noting that all the teacher counsellors (100%) agreed that counselling should take place in a place where there will be no disruptions and that the learner is assured that no one will hear the conversation, while 92.3% of the teacher counsellors indicated that the lack of materials in

the area of guidance at their schools affected the delivery of guidance to schools. In addition, 84.6% of the teacher counsellors agreed that without a private office where counselling can take place in privacy, counselling will not be successful and the delivery of guidance will be ineffective. On the other hand, 80.8% of the teacher counsellors disagreed that there is a room specifically allocated for guidance and counselling at the school, where counselling can take place in privacy. Furthermore 76.9% of the teacher counsellors seemed to believe that the lack of facilities at their schools affected their delivery of counselling services to learners while 61.5% of the teacher counsellors disagreed that a lot of learners had access to books, pamphlets and hand- outs that could guide them towards planning for their careers.

4. DISCUSSION

In this section, the research findings are discussed and interpreted and recommendations are made.

Teacher counsellors' views on training in guidance and counselling

The findings of this study provided evidence that the majority of the teacher counsellors viewed their training in guidance and counselling as inadequate. The results show that more than half of the teacher counsellors indicated that they felt incompetent due to the lack of training in guidance and counselling. A study by Gora, Swatzky and Hague (1992) on school counsellors' perceptions of their effectiveness, identified inadequate training to handle certain problems as one of the major barriers that counsellors identified as preventing them from adequately meeting the needs of their students. Teacher counsellors in Namibia are generally teachers who were trained and majored in the subjects which they taught. Even though most teachers have done courses in guidance and counselling during their training, these courses might not be enough, as they are mostly introductory courses and merely goes beyond raising awareness.

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

The majority of the teacher counsellors expressed their belief that regular in-service training keeps teacher counsellors educated and well informed. This finding is supported by DeLussia-Reinstei (2009), who stated that regular training keeps school counsellors educated and well informed. Furthermore, Vergnani et al. (2010) indicated that teacher counsellors found the in-service training provided by RSCs helpful and felt that they benefited from it. In-service training aims to give knowledge, skills and attitudes

which will help teacher counsellors be more successful and effective in providing guidance and counselling to learners

Half of the teacher counsellors indicated that they had mastered the skills of counselling and felt confident counselling learners. This finding is contrary to research findings by Maluwa-Banda who found that counsellors in Malawian schools were often inadequately prepared for the services they had to offer. This finding is also contrary to what teacher counsellors said in an earlier statement, that they felt in-competent due to lack of training.

Training in guidance and counselling would go hand in hand with the teacher counsellors' mastery of counselling skills. It is however possible that these teacher counsellors have honed their counselling skills through the in-service training provided by the RSCs, and or through practise. The challenge here would be in making sure that the teacher counsellors were providing counselling efficiently.

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

The results further showed that most of the respondents stated that Life Skills lessons were not optimally utilised because of inadequately trained Life Skills teachers. This finding is supported by the National External Schools Evaluation (NESE) reports of 2007 and 2008 reports that stated that the teaching of Life Skills as a subject remained poor in most secondary schools in Namibia. This means that inadequate training in guidance (Life Skills) was one of the reasons why the teaching of Life Skills was poor in many secondary schools. Extensive training of teacher counsellors in Life Skills would also mean improved teaching of the subject in schools. Efforts should thus be made to give teacher counsellors in-service training in Life Skills. Furthermore, institutions of higher learning should look at introducing Life Skills as a major subject in their curriculum.

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

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

teacher counsellors to find time for seeing learners.

Furthermore, the majority of the teacher counsellors agreed to being stressed because of their teaching load combined with the guidance and counselling load. This finding is supported by Maluwa-Banda (1998) who noted that a large and seemingly impossible caseload causes increased stress for the school counsellor. In line with the above, Fourie (2010) pointed out that teacher counsellors are ordinary teachers with full teaching loads who do the guidance, counselling and support of learners over and above their normal teaching without any incentives. This means that teacher counsellors find their teaching load combined with their counselling load stressful. In any working environment, stress has the potential of having a detrimental effect on the performance and well-being of those affected.

Teacher counsellors are no exception, and efforts should be made to reduce their loads to make sure that they have enough time to provide effective guidance and counselling to learners.

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

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

Lack of support given to teacher counsellors

The findings of this study indicate that the majority of the teacher counsellors received support, encouragement and motivation from school principals and heads of departments and teachers in providing guidance and counselling to learners.

Both principals and heads of departments play an important role in the implementation of guidance and counselling as they are entrusted with the overall implementation and monitoring of all programmes at schools. They thus have a big role in making sure that SGC programmes are running in schools. For school managers to be able to monitor and see to it that the programme is implemented, they need to know what the guidance and counselling programme entails, what needs to be done and how it needs to be done.

Further analysis of the results revealed that the majority of teacher counsellors believed that other teachers did not understand and appreciate what guidance and counselling entailed. As a result, they

hardly supported teacher counsellors. Teachers' support is important as they help identify learners who need special attention more effectively and efficiently, follow up with advisees regarding academic progress, grade reports, discipline referrals, special concerns and general information (Myrick, 2003). This result implies that teacher counsellors are left to provide guidance and counselling, including identifying learners with difficulties, and other concerns, with very little support from fellow teachers. This would of course make the teacher counsellors' job difficult as the teachers' role in the implementation of the guidance and counselling programme is vital. In addition to these roles, it is important for teacher counsellors to work together with teachers. Through working together, a sense of shared responsibility and support is achieved.

The data further revealed that slightly more than half of the teacher counsellors indicated that RSCs were quick to respond and help when teacher counsellors asked for help.

These findings indicate that RSCs mostly went to schools or only supported teacher counsellors on request from schools. The reason for this could be the high number of schools in the region, compared to the number of RSCs in the region. Ohangwena Region with nearly 250 schools has only three RSCs. This would definitely make it difficult for RSCs to reach most schools, so they would rather concentrate on responding to requests from schools.

Resources and facilities

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

All teacher counsellors agree that counselling should take place in a place where there are no disruptions, and learners can be assured that no one will hear their conversations. In American schools, where school guidance and counselling is effective, schools have adequate resources, equipment and space (Lehr and Sumarah, 2002 in Chirese, 2006).

In addition, they have appropriate space within the school settings to adequately provide confidential counselling and consulting services for learners, teachers and parents. Learners need to be assured that what they are discussing with the teacher counsellors is not overheard by anyone. In addition, the physical set up of the room is also important. The aim is to have a place where learners feel safe, are assured of confidentiality and a relaxing space.

Furthermore, more teacher counsellors believe that without a private office where counselling can take place in privacy, counselling will not be successful and delivery of guidance will be ineffective. In line

with this finding are Wamocho et. al (2008), who noted that a conducive physical setting is vital in the successful implementation of school guidance and counselling programme. During counselling, learners should be able to discuss their issues freely, without any fear of being overheard. There should thus be appropriate space within the school setting to adequately provide confidential counselling and consulting services for learners. One could thus conclude that physical settings are very important for the successful implementation of guidance and counselling programmes in schools.

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

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

5. CONCLUSION

Based on the findings of this study which have been discussed above, the following conclusions are made:

- Teacher counsellors were inadequately trained in school guidance and counselling. They depend on the training provided by the RSCs for counselling skills. There is a need for formal training of teacher counsellors.
- Teacher counsellors were burdened with too much work, that of teaching and providing guidance and counselling.
- The support of Inspectors of Education, school principals and Heads of departments is of paramount importance in the implementation of SGC. They however lacked knowledge about the programme to allow proper implementation and monitoring.
- The study revealed that the teaching of Life Skills remains very poor in secondary schools.
- The study also revealed that very few schools have rooms specifically allocated for guidance and counselling. The provision of adequate guidance and counselling facilities influences the effective delivery of quality guidance and counselling services to learners.

- This study established that the current number of RSCs in the region makes it difficult for them to reach out and fully support teacher counsellors because of the size of the region.

6. RECOMMENDATIONS

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

- Institutions of higher learning should offer qualifications in school guidance and counselling. This would ensure that all teacher counsellors in schools have received formal training in school guidance and training.
- It is recommended that the region appoint specific teachers, specifically for guidance and counselling at each school.
- Inspectors of Education, principals and heads of departments should all be sensitised in school guidance and counselling so that they can understand and appreciate the value of the guidance and counselling services in schools. Principals and HoDs would then be able to see to it that guidance and counselling programmes are implemented and for them to be able to monitor and render support to teacher counsellors.
- The researcher recommends that Life Skills be made a promotional subject, so as to increase the chances of teachers and learners taking it seriously.
- It is recommended that teacher counsellor should have an office, located in a place where privacy is possible. The office should have shelves or cabinets where learners' records and
- It is thus recommended that the Oshana Region should appoint more RSCs, preferably, one RSC in each circuit.
- The following issues need to be considered in future research in the area of school guidance and counselling: This study was done in only one region. There is a need for conducting such a research at national level. In addition, there is need for studies to be carried out to establish the effectiveness of guidance and counselling in secondary schools.

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