

Perceived Challenges of Implementing the Guidance Subject in Botswana Primary Schools

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ABSTRACT The study examined the perceived implementation challenges of Guidance as a subject in Botswana primary schools. Thirty-two primary school teachers and four school heads participated. The sample of teachers was randomly selected whilst the school heads were purposively selected from four primary schools in Tlokweng village. The survey design used combined both qualitative and quantitative methods. Data were collected using questionnaires and interviews in this study. The study found that teachers were not adequately prepared to teach Guidance and that school heads did not supervise Guidance because they lacked knowledge and skills in the subject; that teachers experienced problems in the implementation of Guidance because of lack of support materials which could assist them in teaching Guidance; and that time allocated for teaching Guidance was inadequate. Implementation is likely to be more successful with training support for school personnel.