

Perceived Challenges of Implementing the Guidance Subject in Botswana Primary Schools

Almon Shumba¹, Elias Mpofu², Maureen Seotlwe^{3} and Mercy R. Montsi³

¹*School of Teacher Education, Faculty of Humanities, Central University of Technology, Free State, Bloemfontein 9300. South Africa*

E-mails: ashumba@cut.ac.za, almonshumba@yahoo.com

²*Discipline of Rehabilitation Counselling, Faculty of Health Sciences, Cumberland Campus, University of Sydney. Australia*

E-mail: elias.mpofu@sydney.edu.au

³*Department of Educational Foundations, University of Botswana, Gaborone. Botswana*

**E-mail: maureen_seotlwe@yahoo.com*

KEYWORDS Guidance. Implementation. Supervision. Challenges. Primary School Teachers. Botswana

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.

INTRODUCTION

No matter how well intentioned the services are, they are as good as the people who implement them. Teaching is no exception because the teacher plays an important role as a facilitator who actively stimulates teaching (Marline et al. 1991). Alutu (2006) postulated that effective teaching demands the teacher to have a sound knowledge of the content and teaching strategies to enhance learning. The primary obligation of the teacher is to guide students in the pursuit of knowledge and skills. Teachers need to possess some competencies in the delivery of content. Therefore, it is important for teachers who teach Guidance to be knowledgeable about the subject and effective strategies to utilize when teaching it.

Background

The introduction of Guidance and Counselling in Botswana dates back to 1963 when selected secondary school teachers were trained to function as career teachers to provide vocational information to students (Kandjii-Murangi cited in Abosi and Kandjii-Murangi 1996). The Ministry of Education (1996) provided a chronology of essential events that culminated in the programme as practiced today.

The Guidance and Counselling Programme was introduced in the Botswana primary school education system in 1996. Unlike in secondary schools, where the initial focus of the programme was on career counselling, the programme of Primary schools catered for the personal, social, educational and career needs. Montsi et al. (2000) recommended expanding the focus of the Guidance and Counselling programme to contemporary counselling issues, such as HIV prevention.

Following the Botswana Ministry of Education (1996) recommendation, all primary school teachers were to be in-serviced to provide Guidance and Counselling. A teacher was then assigned by the Ministry of Education with the responsibility of the implementation at school level.

*Address all correspondence to:
Professor Almon Shumba
School of Teacher Education
Faculty of Humanities
Central University of Technology, Free State
Private Bag X20539,
Bloemfontein 9300. South Africa.
*E-mails: ashumba@cut.ac.za,
almonshumba@yahoo.com*

However, this was regardless of whether or not the assigned teacher had professional qualifications in the area of Guidance. In an effort to further strengthen Guidance in primary schools, Guidance Curriculum Guidelines were introduced in 2000. The implementation of this curriculum was to cover all standards at primary level. The curriculum guidelines focuses on the development of the skills, values, attitudes and knowledge that students are expected to demonstrate. It is expected that classroom learning should nurture and promote skills that will enable children to live meaningful lives. Guidance is taught as a subject and timetabled.

Preparation of Teachers for Teaching Subjects for Primary School

During training, primary school teachers are fully prepared to teach all curriculum subjects except Guidance. They are trained to teach English, Mathematics, Setswana, Science, Social Studies, Cultural Studies, Creative and Performing Arts, Religious and Moral Education and Agriculture (Alutu 2006; Alutu and Azuka 2006). This lack of training in the teaching of Guidance raises the question of what their competencies are in this area. The 1996 Policy Guidelines provided for in-service training of teachers in Guidance and Counselling. Teachers were to be trained through workshops, but to date few of those expected to teach Guidance have been trained (Montsi et al. 2000).

Teaching is a professional job with the teacher called upon to apply skills that need precise preparation and training. In their training, teachers acquire specific teaching skills which enable them to effectively deliver instruction. Trained teachers contribute to good learning outcomes. Olson et al. (2000) contended that knowledge of the subject matter and pedagogical skills are necessary for successful teaching. The Ministry of Education (2006) is of the view that teacher competencies directly impact on student's learning. For example, teacher's competencies can contribute to either the success or failure of student. Teacher competencies encompass a range of skills including the ability to: (a) informally assess the skills a student needs for further learning; (b) take advantage of children's individual interests and use their internal motivation for developing needed skills; (c) communicate appropriate expectations for each student; (d) learn

to value all kinds of skills that students bring to class, not just the academic skills; (e) provide daily success for all students; and (f) know a variety of instructional strategies and how to use them effectively; and (g) give each student in class an opportunity to become a better learner (Logan et al. 2000). This also includes the ability to adapt materials and formulating objectives for each student's learning. Batane (2004) observed that children are inspired when taught by teachers who are passionate about the content and who engage them in active inquiry and exploration. Teachers with in-depth knowledge of the content are better able to make critical instructional decisions than less informed teachers.

Competency Building Strategies

In Botswana, Primary Teacher Education Colleges, Guidance and Counselling is only offered as a topic within the Educational Foundations Course and teacher trainees take it as an awareness course. At the University of Botswana, the Bachelor's Degree of Education level students take up to eighteen credits of courses in Guidance and Counselling. However, Guidance and Counselling is one of the five options implying that only a fraction of the graduates will have this training. The University of Botswana also had a Post Graduate Diploma in Guidance and Counselling (PGDCE) programme of a year-long which catered for mostly secondary school teachers (Montsi et al. 2000; Muchado 2002). However, this was later replaced by a Masters in Education programme (Counselling and Human Services), whose enrolment so far has less than ten percent of students from among primary school teachers. Yet all primary school teachers must teach Guidance. This study investigated the competencies of primary teachers in teaching Guidance with less preparation than ideal for the job.

Rationale for Teaching Guidance

According to Curriculum Guidelines (Ministry of Education 1996), Guidance teaching is intended to nurture and complete the individual student's natural process of development and maturation. This is so because teaching is geared towards problem solving, skills acquisition and self-knowledge. Moreover, Guidance teaching is intended to promote the internalization of learn-

ing, thus enabling students to relate to the learning experience. The Botswana Long Term Vision Towards Prosperity for All by 2016 (Government of Botswana 1997) advocates for a system of quality education that is able to adapt to the changing needs not only of our country but even of the world. Hence, Guidance teaching is intended to empower students with skills needed for life.

Many countries of the world have introduced the teaching of Guidance in their education system. Yee (2005) reported that Guidance lessons in Hong Kong are taught mainly by class teachers rather than school counsellors or Guidance teachers as it has been a trend. A similar situation is reported in Nigeria (Alutu and Azuka 2006). The Nigerian National Policy on Education emphasises the teaching of Guidance in primary schools. All teachers in Nigeria are therefore expected to be given pre-service training. The training provides every teacher some background knowledge on how to carry out Guidance while teaching.

The government of Botswana believes that Guidance should be a continuous process throughout life, hence it should be introduced early in life or during formative years when habits, attitudes and behaviours are being developed (Ministry of Education 1996). For this reason, the Guidance subject is taught in primary schools at all grade levels. Guidance is preventive in function and the assumption is that there may be minimal need for counselling.

Theoretical Perspective

Guidance teaching addresses humanistic aspects of learning. Humanism is a school of thought that believes in the potential of people to grow from learning (Huitt 2001). Humanism therefore, gives preference to the study of human needs and interests. A central assumption of Humanistic theory is that human beings behave out of intentionality and values (Kurtz 2000). Carl Rogers, one of the contributors of the humanistic approach views people as capable and autonomous, with the ability to realise their potential and change their lives in positive ways. According to Seligman (2006), the approach allows for a development of a greater understanding of the environment which may eventually help individuals to resolve their problems without direct intervention of another party.

Guidance services, therefore, expose students to many experiences and equip them with decision making skills, the ability to manage their lives and become self-actualised.

According to Gartrell (2003), in the study of human behaviour, the primary emphasis of humanistic education is on the regulatory and the affective systems. The regulatory system deals with human behaviour and self regulation and with how one controls the input and output of information. The affective system pertains to the expression of emotions, feelings, moods and attitudes (Huitt 2001). The regulatory system acts as a filter for connecting the environment and internal thoughts to other thoughts or feelings as well as connecting knowledge and feelings to action. The affective system colours and modifies information acquired through the regulatory system.

Waggoner (2001) observed that in our present environment of constant change and uncertainty, the two systems are very important since they also emphasise on the study of a person as a whole. Humanistic education develops knowledge, attitudes and skills for life in students. Guidance has always evolved to cater for all human needs.

Venda and Martinson (2003) reported that Carl Rogers, the father of Person-Centered theory developed Facilitation theory which is more applicable to the teaching of Guidance. Corey (1990) postulated that Carl Rogers proposed that teachers offered facilitative conditions which include empathy, congruence, and positive regard. Carl Rogers discovered that teachers who were highly facilitative tended to provide the following affective competencies: (a) responding to student's feelings: the teacher is an empathetic person who understands the feelings of students and responds appropriately to those feelings; (b) using of student's ideas in ongoing instructional interactions: the teacher should see all his or her students as worthy of unconditional positive regard and treats them with dignity and respect; (c) being congruent in their talk: the teacher is an authentic person who is genuine, self-aware and has the ability to behave in accordance with his/her true feelings; (d) tailoring of content to the individual student's frame of reference: that is providing explanation which caters for the immediate needs of the learner. Another basic premise of Facilitation theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere

in which learners feel comfortable to consider new ideas and are not threatened by external factors (Dunn 2000). Therefore, during teaching, learners: (a) are encouraged to take responsibility for their own learning; (b) provide much of the input for the learning which occurs through their insights; (c) are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results. This type of learning is constructivism or learner-centered approach where learners take charge of their own learning process. Humanistic education is relevant to the teaching of Guidance. Guidance subject teaching is meant to promote positive self-direction and independence and develops student's ability to take responsibility for their own learning. This study used a humanistic approach to education to examine the professional preparation of primary teachers in teaching Guidance subject, determine the supervision of primary teachers for teaching Guidance subject and identify the perceived implementation challenges of primary school Guidance.

Goals of the Study

The study determined the perceived implementation challenges faced by teachers of Guidance. An allied aim was to determine the extent to which the National Policy requirements for teacher preparation in Guidance teaching have been met. It is against this background that this study sought to examine the following key research question: (a) What are the perceived implementation challenges faced by primary school teachers of Guidance?

METHOD

Design

The study used both qualitative and quantitative methods. Used together the two methods represent a complementary component of the scientific and disciplinary inquiry approach (Ary et al. 1997). Hence, the two methods were utilised to complement each other. Qualitative research captures the richness of the context and personal perspectives of the subject (Wiersma 2000). Quantitative research is appropriate to describe the numerical relationships (Gay and Airasian 2000).

Sample

A sample of 32 teachers was recruited in this study (87.5 percent females and 12.5 percent males; age range 21 to 52 years). The demographic data of the sample is shown in Table 1.

Table 1: Respondents' demographic data

<i>Particulars</i>	<i>Frequency</i>	<i>%</i>
<i>Qualification</i>		
PH	1	3.1
PTC	16	50.0
DPE	7	21.9
BED	8	25.0
<i>Years of Experience</i>		
1-5	4	12.5
6-10	5	15.6
11-15	4	12.5
16-20	9	28.1
21+	10	31.3
<i>Gender</i>		
Males	4	12.5
Females	28	87.5
<i>Position</i>		
Teacher	17	53.1
Senior teacher	11	34.4
Head of department	4	12.5

Table 2 shows the distribution of the sampled population by school per grade level.

Table 2: The distribution of the sampled population by school per grade level

<i>Grade</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total</i>
School 1	3	3	3	3	3	3	3	21
School 2	3	2	3	3	3	3	4	23
School 3	2	3	2	2	2	2	2	15
School 4	2	2	2	2	2	2	2	14
Total								73

Instrumentation

A questionnaire and an interview guide were used for collecting data. The teacher's questionnaire consisted of two sections. Part A covered personal background including gender, age, professional qualification, experience and position held. Part B presented a survey on professional preparation of primary school teachers for teaching Guidance as a subject, the supervision of primary teachers for teaching Guidance and the perceived implementation challenges of primary school Guidance. Participants were to respond by placing a tick on "YES" if they agreed with the statement and "NO" if they disagreed with

the statement. Participants had the opportunity to clarify and elaborate on their responses on the space provided. The selected sample completed the questionnaire.

An interview guide was used with school heads. They responded to an unstructured interview. The interview was considered appropriate because it permitted the researcher to obtain useful data as it explores and probes participant's responses to gather in-depth data about their experiences and feelings (Gay and Airasian 2000). The interview for the school heads was preceded by briefing. The purpose of the exercise was to provide the participants with the purpose of the study. The issue of confidentiality was also explained before the interviews.

The instruments were trial tested at one primary school which did not participate in the study. Only three teachers were used to check on the quality of the questions and their relevance. The corrections and alterations were effected in the questionnaires and interview guide. The instruments were also checked for relevance to the purpose of the study and to find if the distributions of items covered the research questions.

Data Collection

Permission to conduct the study was granted by the Principal Education Officer of the South East Inspectoral area through the heads of schools of the selected schools. The Research Unit of the Ministry of Education also granted permission to conduct the study in schools. Participants accepted to participate in the study by completing the Consent Form. Questionnaires and the interviews were administered and conducted by the researchers during normal school hours. Prior to the interviews, the informants were assured that the information collected would be treated with strict confidentiality.

Data Analysis

The results were analysed descriptively. Descriptive statistics are useful for summarizing data (Macmillan and Schumacher 2006). The data from the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS). Tables were used to present the responses of teachers on the preparation of teachers in the teaching of Guidance in Botswana primary schools.

RESULTS

Implementation of Guidance Subject

The question of interest was to find out if Guidance is taught in the schools of study, that is, how many lessons were offered per week, the duration of each lesson and whether Guidance is taught by any other personnel apart from class teachers. Table 3 shows the results of research question 1.

Table 3: Guidance teaching and supervision

<i>Teaching Items</i>			
<i>Is Guidance Taught in Your School</i>			
Duration per week – 30 minutes per week		% Yes	66
1 hour			30
1 hour 30 minutes			4
<i>Supervision Items</i>	% Yes	% No	
Have you ever been assessed teaching Guidance?	6		94
Do you receive assistance from other supervisor with the teaching of Guidance?	28		72
Is there senior teacher Guidance in your school?	100		0

All respondents (100 percent) indicated that Guidance subject was taught in their schools. Hundred percent of the respondents reflected that Guidance was scheduled on the time table. In all the schools, Guidance was taught by class teachers. Guidance was taught weekly according to how it is scheduled in the time table. On the duration per week, 65.6 percent of the respondents indicated that Guidance was taught for 30 minutes. Thirty percent indicated that it is offered for one hour while 4.4 percent indicated that it is offered for 1 hour 30 minutes as indicated in Table 1.

Supervision of Guidance Subject in Primary Schools

Participants were asked to indicate whether they were supervised while teaching Guidance. Participants were also asked to indicate whether they received assistance with the teaching of Guidance from their supervisors (see results shown in Table 3). Most of the respondents (93.7 percent) indicated that they had never been supervised while teaching Guidance by their supervisors whilst 6.3 percent was supervised. Those who were supervised teaching Guidance

indicated that during teaching, feedback was not given. Those who were not supervised made assumptions that their supervisors were not knowledgeable in the subject. Most of the respondents (71.9 percent) indicated that they were never assisted by their supervisors because the supervisor thought that Guidance was not examined. About 28.1 percent of the respondents indicated that they were assisted with the teaching of Guidance. However, the assistance they got was not related to the teaching of Guidance topics. All the respondents (100 percent) reported that there were senior teachers for Guidance and counseling in their schools. The senior teacher did not assist in the teaching of Guidance. The senior teachers also had classes to teach and they concentrated on the Guidance programme.

Assistance Needed by Teachers in Teaching Guidance

The research question intended to find out areas in which teachers needed to be assisted with regard to the teaching of Guidance subject. Table 4 shows teacher needs in schools.

The results indicated that 45 % of respondents wanted the teaching and learning of Guidance to be assessed while 21 % wanted peer teaching so as to be given immediate feedback. Thirteen percent of the respondents wanted assistance in the planning of Guidance lessons. Eleven percent wanted to be assisted with the support materials to enable them to do their work. Ten percent wanted supervisors to visit them to conduct some lessons.

Preparation of Teachers for Teaching Guidance

The question was whether primary school teachers had been well prepared to teach Guidance subject and how they were trained. Teachers were also asked to give their opinion with regard to teacher preparation on the teaching of Guidance. About 56.3 percent of the respondents were not trained in Guidance and counselling while 43.8 percent were given some training in Guidance. Most respondents gained information about teaching Guidance from workshops. For instance, 59.4 percent of the respondents indicated that in-service training through workshops was not adequate for preparing teachers to teach Guidance whereas 40.6 percent agreed that

Table 4: Teacher education needs

<i>Training Needs</i>			%
Planning Guidance lessons			13
Class visits to teach			10
Peer teaching and immediate feedback			21
Organizing support materials			11
Assessing teaching and learning of Guidance			45
<i>Teacher Preparation</i>	%Yes	%No	
Have you had any formal training to teach Guidance	34	66	
Workshops are adequate for preparing teachers to teach Guidance	41	59	
Guidance should be a central part in teacher preparation	97	3	
Teachers need adequate preparation in order to teach Guidance	100	0	

workshops were appropriate for preparation of Guidance teachers. About 96.9 percent of the respondents endorsed that Guidance was very important in the preparation of teachers. Most respondents (71.1 percent) endorsed that teachers who were not given formal training could teach Guidance. On the need for adequate preparation, all participants (100 percent) agreed that teachers need to be prepared adequately in order to teach Guidance competently.

Perceived Challenges in Teaching Guidance

The research question investigated areas of Guidance in which participants were challenged in their professional preparation or competencies. Table 5 shows perceived challenges in teaching Guidance.

Table 5: Perceived challenges in teaching guidance

<i>Guidance Areas in Which Participants Were Trained</i>	% Yes
Personal Guidance	0
Social Guidance	84
Educational Guidance	0
Career Guidance	0
<i>Aspects of Guidance Which Training is Needed</i>	%
Methods and strategies	100
Infusion of Guidance concepts into the curriculum	100
Guidance services	100
<i>Perceived Challenges</i>	%
Lack of knowledge and skills	50
Limited time and lack of knowledge	19
Lack of reference materials and skills	11
Lack of assistance and knowledge	20

About 84.4 percent of the respondents received their training through pre-service and in-service and were trained in all the four areas of Guidance. Of these, 43.8 percent had been trained

ned formally whilst 41 percent received their training through workshops. All the respondents (100 percent) indicated that they needed training in all the aspects of Guidance. In this study, 50 percent of the respondents indicated lack of knowledge and skills as the major challenge in teaching Guidance. About 19 percent of the respondents indicated limited time and lack of knowledge, 20 percent indicated lack of assistance and knowledge while 11 percent indicated lack of reference material and skills.

Interview Results for School Heads

The interview was used to compliment the responses of teachers. School heads monitor the implementation of Guidance by teachers. School heads are, therefore, expected to have knowledge of all the subjects they supervise. As mentioned earlier on, for teachers to be competent in teaching Guidance they need to be adequately prepared. Similarly, school heads need to have a sound knowledge of Guidance subject in order that they monitor the teaching of this subject effectively. However, information from the interview revealed that only 25 percent of the school heads had knowledge of Guidance from their professional preparation. The school heads took Guidance and Counselling as a semester course from the University of Botswana. Furthermore, 75 percent of school heads indicated that they did not have any knowledge of Guidance. They trained prior to the introduction of Guidance and Counselling in Botswana's education system.

Supervision of Guidance

All school heads revealed that they had the mandate to observe lessons in Guidance. However, they rarely did so. The school heads felt less able to supervise Guidance. For example, Mr. Tebogo (pseudo name) said *"Although I know it is beneficial in the learning process, frankly I do not have the interest in Guidance because I do not have the knowledge"*. This is a clear example of a school head without knowledge of Guidance and unable to supervise the subject.

Implementation of Guidance Subject

School heads confirmed that the Guidance Curriculum Guidelines were implemented in their

respective schools. This was a surprising finding since the school heads above said they rarely supervise the subject.

Training Policy

All school heads acknowledged that so far the training policy has not been met because most of the teachers were Primary Teachers Certificate (PTC) holders. The training for a PTC qualification did not include theories of learning. It did not also prepare teachers to cater for the needs of learners holistically, for instance the personal, social, educational and career aspects. The training did not also take account of emerging issues which could make learning difficult. There were few diploma and degree holders. As indicated in Table 5, school heads indicated that the senior teacher for Guidance in their schools acquired the knowledge of Guidance through workshops. However, they were hopeful that distance education programme through which teachers are trained for diploma will alleviate the problem.

Perceived Challenges

The interview results revealed that school heads were faced with problems in regard to the teaching of Guidance. They reported that teachers who were teaching Guidance did not have adequate knowledge and skills in the subject. They indicated that they were also not able to assist them because of the reasons mentioned earlier. The knowledge of Guidance they had, was acquired through workshops of which the resource persons were also not well conversant with. Only one school head stated that the senior teacher for Guidance was the only person in the school who had knowledge as she was trained through a short course abroad. The school head complained about the training policy with regard to Guidance which so far has not been met.

The findings of the study revealed that the teachers were not adequately prepared to teach Guidance subject. Most of the teachers in the schools of study were Primary Teachers Certificate holders who trained prior to the introduction of Guidance subject in primary schools hence they lacked knowledge of the subject. Most of the teachers were prepared through in-service training. This was inadequate because teachers lacked some basic skills with regard to methodologies. There was variation of time allocated to

Guidance subject in different schools. Some teachers recognized the importance of Guidance subject because they felt it helped to address the needs of learners.

Teachers did not receive any assistance from their supervisors because there was no proper monitoring of Guidance subject. Supervisors also did not have the knowledge of the subject. This may be the reason for their failure to supervise the subject. The study revealed that the policy on training of teachers in Guidance has so far not been met. Senior teachers of Guidance did not receive training in the subject and they also had classes to teach. In spite of their lack of knowledge in the subject, they had limited time to monitor the teaching of the subject. There were constraints which teachers experienced in teaching Guidance. For instance, the resource persons did not make follow-ups to see whether there was progress. Lack of materials such as reference books was some of the concerns of teachers.

DISCUSSION

In this study, the discussion of findings is presented according to research questions. The discussion combines both questionnaire and interview results for complementarities.

Implementation Challenges of the Guidance Subject

The objective of the study was to identify perceived challenges of implementing the Guidance subject in primary schools. The respondents assumed that supervisors lacked knowledge of the subject. Supervisors assumed that Guidance was not examined and unimportant to supervise. The results also showed that there was no proper monitoring of Guidance subject because supervisors were not competent in the subject. They were not sure of the kind of feedback they had to give if they did not have the knowledge of the subject. The Ministry of Education (2000) outlines the roles of supervisors as follows:

- Ensure that policies and strategies for implementation of innovations are developed.
- Ensure that an appropriate curriculum is offered and a range of teaching strategies are used.
- Monitor and make follow-ups of the implementation of the programmes.

- Assess teaching and learning (p. 42).

This implies that supervisors of Guidance would need additional training to effectively implement these roles.

Areas of Guidance in Which Teachers Need Assistance or Training

Guidance is divided into four areas through which various concerns of children are addressed: personal, social, educational and career. It is anticipated that teachers of Guidance have the knowledge of the four areas. The topics in the Guidance curriculum have been divided according to these areas. If teachers of Guidance were not trained, the needs of students will not be addressed. The results showed that most teachers (45 percent) need to be assessed while teaching Guidance. The results also show that 21 percent wanted to be observed by other teachers through peer teaching so that they could be given immediate feedback; about 13 percent of them wanted to be assisted with lesson planning; 11 percent needed to be assisted with the provision of material and 10 percent wanted supervisors to give demonstration lessons.

It is evident that teachers were not familiar with Guidance hence they needed to be assisted with the teaching of the subject. Many of them needed to be assessed and given feedback so that they could improve on their weaknesses. There was lack of reference material in schools on Guidance. This is not surprising because Guidance is a newly introduced subject. However, this is a constraint on the part of teachers who do not have the skills and knowledge to teach the subject. Previous studies (Montsi et al. 2000; Muchado 2002) revealed concerns of both primary and secondary school teachers who felt that training program of teachers gave little attention to Guidance teaching setting. It is imperative that the training of teachers is intensified so that they are confident in teaching the subject.

Primary school teachers are generalists because they are expected to teach all the subjects regardless of whether they have been adequately prepared to teach a particular subject. It appears in-service training is used whenever there is a new innovation. According to Phuthago (1999), in-service training does not enable teachers to reach their full potential. Teachers therefore need some preparedness and the competence to conduct the Guidance subject as well.

Interviews with school heads also revealed that they lacked knowledge to assist teachers. This explains failure of the school heads to supervise Guidance subject. Phuthego (1999) conducted a study on reconstructing a model for in-service training of generalist teachers in music education in Botswana. The study revealed a trend where teachers were expected to teach all the subjects in the curriculum irrespective of their strengths and weaknesses with regard to various subjects. Lack of training of teachers was further observed by Muchado (2002) who highlighted the critical need for training Guidance teachers to meet the needs of children. The study by Muchado (2002) revealed that teachers who have been in-serviced lacked some basic skills in the delivery of content. The objectives of the Ministry of Education (2000) will not be achieved until most teachers are given professional preparation on Guidance.

All the respondents indicated that they needed training on the methods and strategies that they could utilize when teaching Guidance. The respondents also needed to be taught how to infuse Guidance concepts into other school subjects. The respondents felt that if they knew Guidance concepts they would be able to teach Guidance because they already know how to teach subjects such as Science and Moral Education which have similar concepts with Guidance. They also indicated that they needed training on how to offer Guidance services in cases where they had identified special cases since the four areas of Guidance are tools through which teachers address pupil's needs. Therefore, there is need to prepare teachers to teach the four areas of focus.

Joyce et al. (2003) asserted that it takes time for trained teachers to meet the instructional practice. If it takes some time for formally trained teachers to be competent in the delivery of content how then are in-serviced teachers expected to handle the Guidance curriculum which is meant to address the unique needs of students.

Training Policy

School heads indicated that they were familiar with the Policy on training of teachers in Guidance. They however acknowledged that so far the said Policy has not yet been met. They indicated that this may be due to various reasons such as teachers who still hold Primary Teachers

Certificate. As mentioned earlier, PTC holders trained prior to the introduction of Guidance in primary schools. Those were teachers who received in-service training in Guidance. To date the government is replacing the PTC programme with a Diploma Programme through a distance mode. The problem of lack of trained teachers in Guidance will therefore be experienced for some time.

School heads confirmed during probing that PTC teachers lacked some basic skills in some subjects such as Guidance and psychology which one could not learn without assistance of the lecturer. Distance education training could alleviate the problem if teachers are assisted accordingly. A similar study by Montsi et al. (2000) indicated that the crippling aspect at colleges is that Guidance is taught as a minor subject as such was not given pride of place.

Perceived Challenges of Guidance Subject

Fifty percent of teachers lacked knowledge and skills whereas 20 percent indicated that they were not assisted in their efforts. The teachers also mentioned that their efforts were limited by lack of reference material and limited time. The results revealed that competencies were the major constraints in teaching Guidance subject. Lack of competencies resulted from insufficient preparation to teach this important subject.

Teachers posited that the lack of time is another factor which hinders the proper teaching of the subject. Time difference was noted among schools. Those schools which adhered to the stipulated time had less time of addressing the objectives hence the needs of pupils were not well addressed. One may ask a question as to how teachers who have not been formally trained are expected to teach Guidance without relevant skills, insufficient support material and less time.

CONCLUSION

The present study, though limited in scope, clearly shows that the pre-service and in-service training of Guidance teachers need to be reviewed to make it compatible with the current needs to competently teach the pupils. However, it revealed that teachers were not well prepared for the teaching of Guidance as such were not competent in teaching it. Montsi et al. (2000) noted that it was inappropriate to think that bru-

shing teachers through workshops can provide them with the knowledge and skills.

It is clear from the study that teachers were not well prepared and there was no proper supervision of Guidance in the schools because the school heads lacked some knowledge of Guidance. Guidance is not well taught in the schools due to lack of time and lack of knowledge in the subject. Teachers also experienced problems related to skills, time and material.

RECOMMENDATIONS

The aim of the study was to examine the competencies of primary school teachers in teaching Guidance subject. The study has identified some major gaps with regard to professional preparation of teachers. However, the findings of the study may lead to further research on issues identified. The study was limited to only four primary schools in Tlokweng village. In view of conclusions, the following recommendations are made to inform policy makers, teacher educators and all stakeholders on quality assurance for the teaching of Guidance:

- Realising the importance of Guidance, it should be one of the core courses in all teacher training institutions.
- Supervisors should be well grounded in Guidance so that there can be proper monitoring of implementation of the subject.
- Maximum training in the field of Guidance should be a priority since it is realized that quality teaching depends on the knowledge of the subject.
- There is need for the Guidance and Counselling Division to conduct action research on a regular basis to get continuous feedback on the experiences of teachers in the classroom.
- The primary schools should also provide feedback to the Division and the Ministry of Education on the implications of teachers who do not have knowledge of the Guidance subject.

REFERENCES

- Abosi CO, Kandjii-Murangi I 1996. *Education in Botswana: A Reading Text*. Gaborone: Macmillan Publishing Company.
- Alutu ANG 2006. The Guidance Role of the Instructor in the Teaching Process. *Journal of Instructional Psychology*. From <http://findarticles.com/p/articles/m1_mOF/1s_1_33/91_n16118902> (Retrieved on 3 May, 2007).
- Alutu ANG, Azuka G 2006. The Guidance role of the instructor in the teaching and learning process. *Journal of Instructional Psychology*, 17(2): 157-164.
- Ary D, Jacobs LC, Razavier A 1997. *Introduction to Research in Education*. 5th Edition. New York: Harcourt Brace College Publishers.
- Batane T 2004. In-service Teacher Training and Technology: A case of Botswana. *Journal of Teaching and Teacher Education*, 12. From <<http://www.questia.com/google.Scholar>> (Retrieved on 10 June, 2007).
- Corey G 1990. *Theory and Practice of Counselling and Psychotherapy*. 4th Pacific Groove: Brooks/Cole Publishing Company.
- Dunn L 2000. Theories of Learning. From <http://www.brookes.u.k.services/ocsd2_learnth/theories.html> (Retrieved 6 July, 2007).
- Gartrell PE 2003. The Power of Guidance: Teaching Socio-emotional Childhood Classrooms. From <<http://www.academicssuperstone.com/markdisp.html?Par>> (Retrieved on 15 April, 2007).
- Gay LR, Airasian P 2000. *Educational Research*. 6th Edition. New Jersey: Prentice-Hall Inc.
- Gibson RL, Mitchell MH 1999. *Counselling and Guidance*. New Jersey: Merrill.
- Government of Botswana 1997. *Botswana Long Term Vision Towards Prosperity For All By 2016*. Gaborone: Government Printer.
- Huitt W 2001. Motivation to Learn: An Overview. From <<http://chiron.valdosta.edu/whitt/co/motivation/motivate.html>> (Retrieved on 25 April, 2007).
- Joseph ES, Oonyu A 2007. Teaching for Transformation. *Learning to Teaching Strategies*, 14 (2). From <<http://en.wikipedia.org/wiki/Teacher>> (Retrieved on 15 April, 2007).
- Joyce B, Weil M, Calviin E 2003. *Models of Teaching*. 7th Edition. Boston: Allyn and Bacon.
- Kgano E 1999. *The Extent to which Guidance and Counselling Applied in Primary Schools in Botswana*. Unpublished document. Gaborone: University of Botswana.
- Kurts P 2001. Humanism Manifesto. From <<http://www.capito/resource.org/stw>> (Retrieved on 7 June, 2007).
- Logan HG, Diaz R, Piperno B, Rankin SG, McFarland F, Bargamian L (nd). Teacher Competencies "Children That Learn Together, Learn To Live Together". From <<http://www.um.edu/coe/inclusion/standards/competencies.html>> (Retrieved on 7 June, 2007).
- Marline L, Lockheed F, Andriaan M, Vespoor A 1991. *Improving Primary Education in Developing Countries*. New York: University Press Inc.
- McMillan JH, Schumacher S 2006. *Research in Education: A Conceptual Introduction*. Boston: Little Brown and Company.
- Ministry of Education 2007. Curriculum Development and Evaluation Programme Implementation. From <http://www.moe.gv.bw/cde/Guidance_counselling/implementation.htm> (Retrieved 26 February 2008).
- Ministry of Education 2002. *Primary School Guidance and Counselling Curriculum Guidelines*. Gaborone: Guidance and Counselling Division.
- Ministry of Education 2000. *Primary School Manual*. Gaborone: Government Printer.
- Ministry of Education 1996. *Policy Guidelines on the*

- Implementation of Guidance and Counselling in Botswana Education System*. Gaborone: Guidance and Counselling Division.
- Ministry of Education 1994. *The Revised National Policy on Education*. Gaborone: Government Printer.
- Montsi MR, Uwakwe C, Maphakwane B, Lekoko MS, Mphele M, Montsi SMP 2000. *An Evaluation of Guidance and Counselling Programme in Botswana Education System*. Gaborone: University of Botswana
- Muchado JL 2002. *An Investigation of the Perceived Needs for School Counselling Services in Primary and Secondary Schools in Botswana*. Doctoral Thesis. Ohio University. USA.
- Olson B, Carl O, Wyett C, Jerry L 2000. Teachers Need Affective Competencies. From <http://findarticles.com/particles/mi_qa3673/is_2000/ain8902469> (Retrieved 10 June, 2007).
- Phuthego S 1999. Reconstructing a model for in-service training of teachers in Botswana in music education. *MOSENODI: Journal of the Botswana Association*. Gaborone: University of Botswana.
- Seligman SG 2006. Constructivist Learning Theory. From <<http://www.exploratorium.edu/IFI/resources/constructivistlearning.html>> (Retrieved on 10 December, 2007).
- Venda H, Martinson L 2003. *Role of the Teachers in Teaching Guidance Instruction*. New York: Teachers' College Press.
- Vlaardingerbroek B 2000. Assessment and educational policy in Botswana. *Special Journal of the Botswana Association*. University of Botswana. Gaborone.
- Waggoner R 2001. Role of Guidance Teacher. From <<http://www.Biblicatheism.com./index>> (Retrieved on 15 June, 2007).
- Wiersma W 2000. *Research Methods in Education: An Introduction*. 7th Edition. Boston: Allyn and Bacon.
- Yee P 2005. Pedagogical Issues in the Teaching of Classroom Guidance Curriculum: A Hybrid Hong Kong Case. *Counselling Psychology Quarterly*, 18 (3). From < <http://www.informationworld.com/smpp.content-content=97271622202db=all>> (Retrieved on 7 May, 2007).