

FACULTY OF EDUCATION



**UNIVERSITY OF
ZULULAND**

**EXPLORING THE CHALLENGES FACING HIGH SCHOOLTEACHERS AND
PRINCIPALS IN IMPLEMENTING GUIDANCE AND COUNSELLING IN MANZINI
REGION, ESWATINI**

BY

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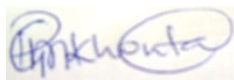
DECLARATION

I, Gugu Precious Sacolo Mkhonta, hereby declare that:

- The work in this dissertation is my own original work.
- I confirm that I have obtained an ethical Clearance Certificate for my research (certificate number UZREC 171110-030 PGD 2021/16) and have complied with conditions set out in that certificate.
- I have complied with the University Plagiarism Policy. All sources used or referred to have been documented and recognized.
- This thesis has not been previously published in full or in part in fulfilment of the requirements for any equivalent or higher qualification at any recognised educational institution.

Candidate : Gugu Precious Sacolo Mkhonta

Candidate signature:



DEDICATION

To my mother, Sacolo Cathrine; my husband, Mbongeni, and my children, Phiwa, Cebo and Nela.

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- Dr T.P. Mngomezulu and Professor D.R. Nzima for their untiring dedication, competent guidance and mentoring in completing the study. This study aimed at investigating the challenges facing principals and teachers in implementing Guidance and Counselling in Manzini region, Eswatini.
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- God Almighty for granting me strength, wisdom and patience to undertake this journey.

ABSTRACT

Guidance and Counselling (GC) services are part of a broader system designed to enhance success in all learners. This study aimed at investigating the challenges facing principals and teachers in implementing Guidance and Counselling at high schools in Manzini region, Eswatini. The study sought to identify challenges and suggest possible solutions to such challenges to enhance the learners' performance. The literature depicted that Guidance and Counselling services are crucial to the success of lifelong learning policies, providing assistance and advice to learners so that they make informed and future educational choices suitable for them. Through GC, students develop holistically by taking into account the psychosocial, intellectual, emotional and physical aspects with their environment. The study adopted mixed methods approach with pragmatic paradigm. Target population was eighty eight principals (88) and one thousand five hundred and eighty four teachers (1584) under Manzini region. The sample was selected from Mankayane cluster which have eighteen (18) schools which consists of 18(fifteen) principals and two hundred and seventy (270) teachers. Comprehensive purposive sampling was used to ensure that participants have wider experiences on the subject. Thus the sample involved ten (10) schools with ten (principals) and twenty (20) teachers. For quantitative design, questionnaires were self-administered to Guidance Counsellors and principals. In qualitative design, face- to - face interviews were conducted to teachers. The study underpinned Bandura social learning theory. A pilot study was conducted to test validity and reliability of instruments. The data were analysed using descriptive statistics and content thematic analysis. The results revealed numerous challenges in the provision of Guidance and Counselling services. These include: lack of time, inadequate facilities and resources, insufficient training for personnel and other challenges. Recommendations were the hiring of full time guidance counsellors and providing necessary facilities for such services. In addition, regular follow-ups were recommended to monitor and evaluate the programme to ensure that all high schools implement Guidance and Counselling efficiently and effectively.

Keywords; Exploring, challenges, school teachers, principals, guidance and counselling

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GLOSSARY OF ACRONYMS

GC	Guidance and Counselling
GCP	Guidance and Counselling Programme
SGC	School Guidance and Counselling
HOD	Head of Department
LSE	Life Skills Education
HIV	Human immune virus
AIDS	Acquired immune-deficiency syndrome
NGO	Non-Governmental Organisations
TSC	Teaching Service Commission
MoET	Ministry of Education and Training
EDSEC	Education Sector Policy
ETGPS	Educational Testing Guidance and Psychological Services
ECESWA	Examinations Council of Eswatini
UZREC	University of Zululand Research Ethics Committee
ASCA	American School Counsellor Association
BACP	British Association of Counselling and Psychotherapy
FLAS	Family Life Association
SHAPE	School Health HIV/ AIDS and Population Education
UNESCO	United Nations Educational Scientific and Civil Organization

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

Within the education community, school counsellors have been and continue to be in the forefront of efforts to assist students to respond to the complex challenges through their work within the structure of comprehensive Guidance and Counselling Programmes (GCP) in school regions and across the country (Gysbers & Henderson, 2011). In order to understand how counsellors are working with students within comprehensive GCP, it is important to find out and understand how Guidance and Counselling evolved in schools.

In the early 1900s, Guidance and Counselling was Vocational Guidance. Its purpose was to respond to the economic, educational and social problems of those times. It was also concerned with the entrance of young people to the world of work and the conditions they might find there (American School Counsellor Association, 2011).

In 1960s, 1970s, 1980s and 1990s, guidance in schools continued to respond to national needs and concerns. Social problems including substance abuse, school violence, mental health issues and changing family patterns were all pulled and tugged at defining the purpose of Guidance in schools and the roles of school counsellors. In the 1998 amendments, the direction of Guidance changed substantially. In the 1998 Act of Career Guidance, “academic” counselling focused only on providing individuals with information. This was a dramatic change in the purpose for Guidance and Counselling conceptually and operationally. As the result of the change it narrowed the purpose of Guidance and Counselling considerably.

In the past, many educators had viewed school counselling as an ancillary service. Recently, due to national school reform and accountability initiatives, school counsellors’ leaders have encouraged professional school counsellors in the field to

dedicate their programmes to the objectives of school mission, which typically focus on academic standards by all students (Erford, 2019).

1.1 Background to the study

Guidance and Counselling services are part of the broader educational system designed for all learners. Mwamwenda (2004) pointed out that no school system in Africa can claim to be providing quality education when the majority of its learners have no access to Guidance and Counselling services as an integral component of their curriculum. Guidance and Counselling plays a significant role in the overall growth and development of high school learners and therefore it is an essential part of the school curriculum. This is because high school learners are at adolescent stage and experience many physical and psychological changes which pose numerous personal, social and educational challenges (Mutie & Ndambuki, 2002).

Implementation refers to the process of putting into practice a programme in place in the functioning of an organization such as a school (Carlifold, 2012). Teacher preparation is important in implementing learner support services as they are key implementers (Riggsbee & Straus, 2012). This implies that teacher understanding of, and attitude towards Guidance and Counselling is crucial for effective programme implementation.

Implementing Guidance and Counselling services is essential for high school learners. It is a need and not a luxury because of the challenges and traumas that learners continually experience. Offering these services would assist learners to leave school fully equipped with the ability to think critically, make realistic and personal decisions and plans for the future.

Many Swazi children face many socio-economic problems such as health (due to the ravaging HIV and AIDS pandemic), poverty, unemployment, teenage pregnancies, substance abuse and many others. The Ministry of Education and Training (MoET) is therefore expected to respond to all these problems through Guidance and Counselling (Education Sector Policy, 2018).

Since 2007, there has been a significant increase of orphaned and vulnerable children due to HIV/AIDS. The pandemic has exposed children to situations they would not normally be in. For instance, learners are now forced to nurse and care for their sick parents, and assist more with household chores. Many are being forced to be active contributors to household income (Chireshe, 2014).

The pandemic has also exposed children to exploitation and abuse by those who claim to be assisting them by overworking them. Most of these affected learners fail to cope with such difficult circumstances and they eventually find themselves engaging in deviant acts such as being involved in substance abuse, school violence and teenage pregnancies to name just a few. All these changes bring challenges which impede their academic success.

According to Border and Drury (1992) reported that a study was done in California which focused on the reduction of class size to improve higher academic standards, whereby it was discovered that 29 per cent of California school districts had no counselling programmes at all. It was also discovered that in some of the schools where counselling exists, counsellors were often asked to do administrative duties like class scheduling, testing and supervising. Moreover, the ratio of learners per counsellor was 945:1 compared to the national average of 477:1 (Harnish & Guerra, 2010).

A study conducted by Nzeleni (2015) which focused on the provision of Guidance and Counselling services in high schools in the Transkei subregion, reflected that problems experienced in schools are difficult to resolve with ease due to the non-availability of Guidance and Counselling specialists. The research further recommended that if Guidance and Counselling services in schools are to be conducted properly, all guidance counsellors should be well qualified and trained in applying the scientific approaches when conducting their counselling sessions.

Gudyanga (2015) also conducted a study in Zimbabwe where he assessed the state of Guidance and Counselling services in secondary schools. Evidence indicated that there was a shortage of qualified Guidance and Counselling teachers to effectively implement the programme. This shortage of staff further painted a gloomy picture on the quality of

guidance services provided as personnel could not attend to all learners hence some never received the services (Chireshe, 2014).

Another study conducted by Nyamwange (2012) in Kenya indicated that major challenges facing Guidance and Counselling services in secondary schools included inadequate resources, lack of much needed support from all concerned stakeholders, insufficient training of guidance counsellors and overburdening of guidance counsellors with heavy teaching workloads. All these impediments negatively influenced the quality of Guidance and Counselling services offered in schools.

In Eswatini, the Ministry of Education and Training (MoET), as guided by principles of the Guidance and Counselling profession, government policy and international instruments related to the field, established the Educational Testing Guidance and Psychological Services Department (ETGPS). The main objective of ETGPS was to set up Guidance and Counselling in all schools, as a service to promote self-dependence to all learners from primary to tertiary institutions (Education Sector Policy, 2018).

The ETGPS was established in 2010 under the Ministry of Education and Training. It has three main departments, which are Guidance and Counselling, Measurement and Testing as well as Health Education. Almost all secondary and high schools have allocated time for Guidance and Counselling programme. From December 2010 to February 2012, the education sector has managed to conduct six national workshops to enhance the Guidance and Counselling staff. From that year, staff development workshops during the course of the year were conducted three times every year. (Swaziland Counselling Association of Guidance Teachers Report, 2012).

The objectives of the workshops are to assist guidance teachers to establish Guidance and Counselling programs in their institutions, sensitize guidance teachers on gender and productive health issues. These capacitation workshops were meant to assist guidance teachers to understand the behaviour of children in order to provide relevant Guidance and Counselling services to learners whenever necessary. According to the ETGPS report (2010), school visits which were done from June 2010 by School Guidance and Counselling inspectorate team to ascertain effective roll out of the programme, by February 2013 more than 100 schools were visited.

Challenges faced by the ETGPS Department in trying to help young people included confusing and conflicting messages which mainly emanated from the lack of coordinated teaching materials. This led the Ministry of Education and Training into tasking a technical group to coordinate Guidance and Counselling with Life Skills Education syllabus in May 2011 (EDSEC 2011). They came up with a Life Skills Education module to be used under Guidance and Counselling programme in all high schools in Eswatini.

The Life Skills education programme is usually provided under the school guidance and counselling programme as it is a pastoral care aspect. Pastoral care as explained by Magezi (2016) entails helping people to handle their problems and crises in a developmental way. The Guidance and Counselling programme offers learner support services which help to develop self-understanding, decision making, behaviour modification and holistic growth, as stated by Gatua, Sindabi & Chepcheng (2015).

The 2017 ETGPS report indicates that Guidance and Counselling programmes are now integrated within the school timetable to ensure that all learners benefit from the programme; hence, their development through provision of standard curriculum is enhanced, especially in high schools.

According to the National Education and Training Sector Policy (2018), the Ministry of Education and Training has put in place Guidance and Counselling services to assist in the holistic development of children, so as to ensure that they survive childhood and develop into responsible adults with the capacity to contribute positively to the socio-economic growth of ESwatini. For this reason, Guidance and Counselling is now a compulsory course and examinable at pre-service for all teachers.

In ESwatini, Guidance and Counseling Unit of MoET is working in collaboration with other organizations and development partners such as Swaziland HIV/AIDS and Population Education (SHAPE), United Nations Education Science and Culture Organization (UNESCO), National Emergency Response Council on HIV and AIDS (NERCHA), Family Life Association of Swaziland (FLAS), Swaziland Action Group Against Abuse (SWAGAA), Save the Children Fund, Swaziland National Teachers Association (SNAT), UNICEF, Red Cross Society and Cross Roads. Furthermore, the Unit has attracted support from agencies that focus on youth problems. In attempting to

meet the needs of learners, it provides workshops for teachers both primary and secondary periodically, where they are capacitated in order to offer better Guidance and Counselling services.

Ngumi (2013) highlighted that the provision of Guidance and Counselling in secondary schools in Kenya is riddled with a number of problems which are attitudinal, structural, human and cultural. These include failure to engage in a careful diagnosis of the organizational problems that Guidance and Counselling was designed to solve. Ngumi further revealed that lack of trained school counsellors, time and facilities in schools and reference materials for the use by counsellors. It is against this background that the researcher purposed to undertake an analysis of the problems hindering the effective implementation of Guidance and Counselling services in high schools in Manzini region, Eswatini.

1.2 Preliminary literature review

Guidance and Counselling services serve as an integral part of learners' educational development. This activity makes learning a positive experience for every learner. It is very sensitive to individual differences because an environment that is good for one may not necessarily be good for another person. It involves four major components namely: educational, personal/psychological, vocational and social. Educational guidance involves assisting learners to adjust to the educational environment so that they can effectively cope with educational programmes. This area is concerned with the provision of assistance in their choices, adjustment to the curriculum and school life in general. Vocational guidance involves helping a person to choose an occupation or career, prepare for it, enter it and develop in it. This requires a wide knowledge of careers available, job situations, how to find a job, how to get it and how to keep it. In personal guidance, the guidance counsellor helps learners to know themselves; they must know their strengths and weaknesses, their abilities and they must recognise their values which are the standards that a person sets for himself and by which he judges others (McGuiness, 2008). In social guidance, the guidance counsellor prepares learners for the future when one will be an adult citizen (Makinde, 2004).

Gudyanga (2015) highlighted the basic functions of educational guidance and counselling:

- a) Educational guidance help learners to pursue the right type of education. In this way, the individual is motivated to maximize his or her contribution to society.
- b) It assists individual to make informed decisions about their education. Individuals have to know the choices that have to be made, and determine whether the choice is between subjects, curricula, schools or colleges.
- c) It provides student with meaningful educational experiences. The learners are able to relate the curriculum to occupational groups.
- d) Equipping the youth in schools with skills, attitudes and knowledge to enable them to cope with their educational and vocational needs and problems.
- e) To facilitate the smooth transitions for learners from home to school, from primary to secondary school, from secondary school to high school, from high school to tertiary institutions and to the world of work.

Professionals in the field of human helping relation have in recent decades made a number of interesting research revelations on the impediments associated with the organization and administration of Guidance and Counselling programmes in different parts of the world. These findings were also designed to explore strategies or measures for bringing the constraints to a minimum. There are many problems experienced in Guidance and Counselling such as lack of funds, lack of professional counsellors, and inadequate time for the services.

A study by Dube (2015) about effective strategies for improving Guidance and Counselling services in schools found that more professional counsellors were needed to provide Guidance and Counselling services to ease the teaching workload on school counsellors. A study conducted by Charema (2014) lists Guidance counsellors' inadequate training and skills as the main challenge hindering effective counselling in Zimbabwe. Similarly, Zvobgo (2006) states that Guidance and Counselling teachers were not qualified to teach the subject and some teachers only received in-service training.

Therefore, this means there is a need to have qualified Guidance and Counselling staff as counselling requires expertise as well as more time directed at individuals in order to have productive outcomes.

Guidance and Counselling programmes need finance in various areas in order to provide quality services. Lack of finance is one of the major problems hindering the effective implementation of Guidance and Counselling services. Research conducted by Ngumi (2013) indicated that Guidance and Counselling service can be effective if there are sufficient funds secured for the utilisation of services offered in the programme.

It further indicated that finances were essential for conducting local research, setting up an effective careers library, and funding excursions to various places like hospitals, industries, prisons, providing films, books, pamphlets, and cumulative records, organizing career days, conferences, seminars and workshops.

Thirdly, the problem of time is a crucial matter. When time is neglected, there must be a problem. There should be definite hours allocated to Guidance and Counselling. There is a need to include Guidance and Counselling in the school timetable. According to the study conducted by Nzeleni (2015), most Guidance and Counselling programmes were not allocated time for rendering services and counsellors were expected to create their own time to see clients since Guidance and Counselling is not among teaching subjects in the school. Moreover, the school hours are strictly spent on teaching. In Zimbabwe, the Guidance and Counselling programme is allocated one period per week which is forty minutes for only Form 1 to 4 (The Secretary's Circular number 3 of 2002 cited by Zvobgo, 2006). According to Zvobgo (2006), this provided time is inadequate to offer the services. This implies that Guidance and Counselling services need to be allocated ample time for productive counselling results.

According to the Eswatini Inqaba policy (2011), schools should have consultations or counsel rooms where learners can consult freely, away from the imposing walls of a staffroom, office or public classroom. It further suggests that the room should be brightly coloured, have a table and at least three chairs. The setup should not show authority over

the other. This is to suggest that every high school is expected to have a well-structured and situated counsel room set aside for the counsellor to work in with learners in a private, safe, secure and welcoming environment. According to the study conducted in Zimbabwe, Samanyanga and Ncube (2015) indicated that the unavailability of private rooms to conduct counselling was also a challenge hindering effective delivery of Guidance and Counselling services in high schools.

In Eswatini, Guidance and Counselling programmes were introduced in 2010 to respond to academic, careers, and social needs of learners. Guidance and Counselling programmes were then integrated in the school timetable to ensure that learners receive the information and message for their development through the standard curriculum (Eswatini Education Annual Performance report, 2017). This means that teachers in high schools had to take Guidance and Counselling activities seriously in order to benefit students facing challenges in their educational responsibilities and obligations.

Guidance and Counselling became a compulsory but non-examinable subject in the curriculum. As result, most high schools may not be effectively implementing Guidance and Counselling since it is not examinable, and therefore is less recognized or not recognized at all. Charema (2014) asserts that learning institutions should prepare Guidance and Counselling programmes that are interwoven in the total curriculum to provide for the unique, social and educational needs of students.

A study explored in Nigeria, highlighted that the effective organization of Guidance and Counselling services would be a reality if the federal and state ministries of education are able to provide professionally-trained guidance counsellors, recognize their services, and provide them with necessary incentives and facilities. It further highlighted that cooperation between the counsellor and other personnel could help reduce poor performance, high rate of dropouts, deviant behaviour, and wrong choice of courses and careers among learners (Alutu, 2004).

Research has recommended strategies to be followed in the provision of Guidance and Counselling services to high school learners through maintaining counselling by providing adequate financial and administrative support for Guidance and Counselling department, treatment and prevention programmes, staff training and programme evaluation (Bruner et al, 2014).

Another strategy is establishing a strong outreach function in the counselling issues regarding client confidentiality and building reliable partnerships to educate learners, staff and parents about the availability of guidance services and resources and service providers who can attend to learners if they need to be referred to other practitioners (Nyamwangwe, 2012).

1.3 Theoretical framework for the study

Theoretical framework serves as a guide to the researcher in the investigation by exploring the underlying principles, rationale or foundation with respect to the research topic (Khan, 2016). Neuman (2011) showed that a theoretical framework provides a collection of assumptions, concepts, and forms of explanations. This study was based on the Social Learning theory by Albert Bandura (1986). In this research, the social learning theory is used to understand the implementation of Guidance and Counselling services in schools.

1.3.1 Social learning theory

This theory was advanced by Albert Bandura in 1986. This theory explains delinquency and violence as behaviours learnt through a complex process of socialization. Furthermore, it states that behaviour is reflective of people observing and imitating others and imagining the consequence of their own behaviour. The theory advocates that human behavior is modified using learning principles to change behavior (Benmark, 2010).

The theory further proposes that experiences and exposures directly or indirectly shape the behavior of children (Brunner, Wallace, Reyman, Seller & McCabe, 2014). It means children have the power to influence their own learning in new situations by controlling

the environment around them whether the environment is imposed, selected or constructed.

School Guidance Counsellors should apply behavioural counselling as evidence indicates that it is more effective in treating learners with issues like alcoholism, drug addictions, anxiety and juvenile delinquency. Guidance counsellors can use constructs and principles of Social Learning theory to correct ill-discipline among learners as they implement Guidance and Counselling services.

1.4 Problem statement

The Ministry of Education and Training mandated all Eswatini schools to implement Guidance and Counseling programmes. The ETGPS unit, in collaboration with MoET, assists in the training of School Guidance Counsellors (SGC), providing relevant literature and ensuring that consultations or counsel rooms are established in schools (Education sector policy, 2018). The head teacher's role is to select a team of four guidance counselors which preferably must be two males and two females in order to reach all learners. Furthermore, it is recommended to consider age differentiation within the team to widen learners' preference as they approach guidance counsellors with their issues.

Despite receiving Guidance and Counselling services, there has been an escalating number of misguiding reports in the media. Learners continue to drop out of school due to an array of problems, including increased number of orphaned and vulnerable children, early marriages, teenage pregnancies, substance abuse, increased indiscipline, continued school violence and other deviant behaviours among high school learners.

According to the Education Sector Policy (2018), trained teachers can serve as service providers of Guidance and Counselling service in high schools. However, the question that arises is whether these teachers have established counselling rooms to conduct counselling sessions. Moreover, do guidance counselors have prerequisite training in Guidance and Counseling to enable them to effectively provide this vital service? Furthermore, it is important to establish whether there are other challenges that guidance counsellors encounter in their duty of guiding and counselling learners.

It was hypothesized that inadequate training of Guidance and Counselling personnel, lack of resources, lukewarm support for Guidance and Counselling services provided to high school learners can greatly affect academic success and promote decline in moral development of learners. Therefore, the study attempted to establish challenges and alternatives in providing effective Guidance and Counselling services in high schools in the Manzini region of Eswatini.

1.5 Aim and objectives of the study

The main aim of the study was to explore the challenges facing teachers and principals in implementing Guidance and Counselling in High schools in Manzini region, Eswatini. It also aimed to offer solutions to such challenges to enhance learners' academic performance. The objectives of the study were to:

- a) Explore the challenges facing effective implementation of Guidance and Counselling Services by high school teachers and principals in Manzini region.
- b) Assess the utilization of counselling facilities in Manzini region high schools.
- c) Evaluate professional status of teachers offering Guidance and Counselling services in Manzini region.
- d) Propose strategies and alternatives for improved provision of Guidance and Counselling Services in Manzini region.

1.6 Research questions

Based on the objectives of the study, following research questions were raised to guide this study

- 1.6.1 What are the challenges facing the effective implementation of Guidance and Counseling Services by high school teachers and principals in Manzini region?
- 1.6.2 How are Guidance and Counseling facilities utilized in Manzini region high Schools?
- 1.6.3 What is the professional status of Guidance and Counselling teachers

in Manzini region?

1.6.4 Which strategies and alternatives can be employed for continual improvement of Guidance and Counseling Services in Manzini region?

1.7 Significance of the study

The study explored problems and difficulties facing teachers and principals in implementing Guidance and Counselling in high schools. The study benefited school principals, school guidance counsellors, learners, policy makers and officials in the Ministry of Education and Training. It served as an assessment tool for the quality of service that the Guidance and Counselling unit is rendering in schools. It acted as a reference point for the promoters of holistic development in the Ministry of Education and Training. The MoET could use the study as a tool to monitor whether high quality standards are achieved and maintained in the provision of Guidance and Counselling in schools. The policy makers and administrators would have an opportunity to base their future policies about School Guidance and Counselling services from the results of this study.

In addition, the study sought to enable school guidance counsellors to establish how they are performing against their objectives, and to plan the next steps in development, in order to maintain quality, secure continuous improvement and aspire to excellence. In addition, counsellors would also have the information needed to take the number of decisions related to provision of Guidance and Counselling; how these services should be provided and when to provide them. Such information would enable guidance counsellors to be more effective in implementation of their duties, thereby benefitting all the stakeholders, particularly the learners. The learners in schools would ultimately benefit from quality service rendered by teachers and guidance counselors. Both will collaborate with common goal of meeting the needs of learners.

The study adds to the limited literature in Eswatini with reference to the challenges facing teachers and principals in implementing Guidance and Counselling in high schools.

Furthermore, it provides researchers with springboard information that can be useful in future school Guidance and Counselling services studies. Last, it also benefitted the researcher since she is also a teacher, guidance counselor and principal to ensure that she is available for individuals seeking Guidance and Counselling services in her school and even outside school parameters.

1.8 Intended contribution of the study

The findings of this study may contribute to the body of knowledge through the following ways:

- Informing stakeholders and policymakers about the strategies to be employed in order for guidance and Counselling in high schools to be effective.
- Bringing new knowledge and updates on how to solve newer issues related to school Guidance and Counselling.
- Extending awareness and giving back feedback to the community, especially the participants.

1.9 Delimitations of the study

This section defines the parameters of the investigation. The study focused on the challenges of implementing Guidance and Counselling in schools at Eswatini. The sample population selected for this study was limited to principals and teachers from high schools that render Guidance and Counselling services. School principals and teachers were identified as the most prominent implementers affecting the role, function and services of GC in schools.

The specification of the boundary was Mankayane cluster schools in Manzini region at Eswatini. The study was confined to 10 high schools (5 schools with counsel rooms and 5 without counsel rooms). The study involved 30 participants and only three participants per school (the principal, guidance counselor, and teacher). The study chose Mankayane cluster because it had high schools in rural and peri-urban areas. This provided the

researcher with various settings for data collection.

1.10 Research methodology

The research design and methodology of the study is briefly discussed in this section; the full discussion is done in chapter 3.

1.10.1 Research design

This study followed a pragmatic paradigm. It used mixed method approach which combines quantitative and qualitative approaches to collect data through a questionnaire and an interview schedule.

1.10.2 Population and Sampling

The population included eighty eight (88) high schools in Manzini region. For reasons of feasibility and accessibility, the study was confined to Mankayane cluster schools the researcher's location. Out of 18 high schools found in Mankayane, at least 10 schools participated with 10 principals and 20 teachers (30 participants in total). Purposive sampling was used to select respondents for this study.

1.10.3 Instrumentation

A questionnaire and interviews were used as research instruments for this study. A semi-structured questionnaire comprised of closed and open-ended questions that were administered to school principals and school guidance counsellors. Secondly, the semi-structured interviews were conducted with the other teachers and school guidance teachers as well. *(See more details on data collection and analysis procedures in chapter 4)*

1.11 Ethical considerations

The researcher is aware of ethical considerations in research and publications; hence, she complied with them. Ethical clearance for this study was applied for at the University, and study was conducted after it was granted. Permission to conduct research in public schools in Manzini region was applied for, and it was granted by the Ministry of Education and Training in Eswatini. A written letter requesting participants to be part of the study was given to the participants.

Participants were informed that data collected from them would be treated with high level of confidentiality. They were informed about the right to withdraw from participation should they feel uncomfortable at any time during the course of the study. Confidentiality and anonymity of participants were maintained throughout the study.

1.12 Knowledge dissemination

Accumulated knowledge was to be disseminated to the targeted audience through the following ways:

1. Publication – through publishing articles in scholarly journals
2. Presentation of papers – research presented in local and international conferences and seminars
3. Library – a completed thesis placed in the Faculty Library as a hard copy or e-copy to promote accessibility.
4. Workshops – findings shared with communities, especially Mankayane community, as means of giving feedback to the participants and creating awareness. The findings were presented in other community spheres around Eswatini to spread awareness and get feedback from the public.

1.13 Operational definition of terms

For the purpose of this study, a number of terms were used. The operational definitions of these terms are given below.

1.13.1 Guidance – it is professionalized aid given to help learners in order to become useful and worthwhile citizens. It involves guiding, informing, directing and assisting learners in making choices and solving problems they encounter in their learning situations.

1.13.2 Counselling

It is a process by which trained individuals offer help to individual learners in one-on-one encounter. In counseling, information is given but it deals more intensely with personal and emotional issues. The learners are assisted to understand the psychological

challenges, thinking and behaviours. The counselee is expected to be self-directed and self-actualized; hence motivated to solve own problems.

1.13.3 Challenges

In this study, this term means difficulties that might be experienced by teachers in the provision of Guidance and Counselling in schools.

1.13.4 Learner

A learner is any person that receives education or obliged to receive education. “Learners” in the study refers to all children that are receiving education in a school setting.

1.13.5 Counsel room

It is a set aside dedicated room provided by the school for the counselor to work in. It is a private room where learners feel safe and secure to receive formal counseling.

1.13.6 Client

It refers to a learner receiving Guidance and Counselling services from a professional helper, known as a counselor.

1.13.7 Problem

It means something difficult to deal with or understand. In this case, it may be a difficult experienced in providing Guidance and Counseling services in schools, it can also be something that has to be done or answered.

1.13.8 Counsellor

It refers to professional with skills of helping people deal with challenges in their lives by creating a relationship with them.

1.13.9 Guidance and Counselling

It includes all services that help an individual understand own attitude, interests, abilities, physical, mental and social maturity for optimum development.

1.13.10 Guidance counsellor

Refers to a person designated to coordinate the guidance and counselling programme as well as provide counselling to students at school level (Njeri, 2007). For the current study, a guidance counsellor is a teacher who is responsible for the welfare of learners.

1.13.11 Implementation

Implementation means the act of taking action on a plan or policy that has been officially decided within a given organization (Mawire, 2011). Implementation in this study refers to teaching, counselling and all services provided by teachers through the life skills programme.

1.14 Organisation of Chapters

The empirical research report is organized into seven chapters. The chapters are organized as follows:

CHAPTER ONE – Introduction and background to the study

This chapter situated the study on challenges facing high teachers in implementing guidance and counselling within its context and establish the problem.

CHAPTER TWO – Literature Review

Literature related to the study was reviewed. Motivation and background of this study was advanced using conceptual frames underpinning the study.

CHAPTER THREE – Theoretical framework

Two theoretical frameworks informing the study were outlined.

CHAPTER FOUR – Research Methodology and Design

This chapter detailed research design and methodology of the study. It gave an outline of the population and sampling of the study. Data collection procedures, data analysis and management, issues of validity, reliability and triangulation and ethical principles are also discussed.

CHAPTER FIVE – Data Presentation and Analysis

In this chapter, different types of data were displayed and organised. Data were analysed using appropriate analysis techniques and findings were discussed based on the objectives of the study.

CHAPTER SIX – Discussion of Results

In this chapter main findings of the investigation were discussed based on the objectives of the study.

CHAPTER SEVEN- Limitations, Recommendations and Conclusions

In this chapter, the researcher reflected on the research questions in order to summarise major findings of the study and arrive at conclusions. Lastly, this chapter made recommendations for future studies based on the findings the study.

1.13 Chapter summary

The aim of this chapter was to introduce the reader to the research problem, its setting and various aspects of the study as a whole. This included a short introduction, a brief background of the study, the statement of the problem and research questions, as well as ethical issues. The chapter succeeded in orientating the reader about the study as a whole. The next chapter presents a comprehensive review of literature of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

Literature review is a critical review of existing knowledge on areas such as theories, critiques, methodologies, research findings, assessment and evaluations on a particular topic. The information gathered comes from reports, journals and articles where the researcher identifies similarities and differences between existing literatures and the study being undertaken. Review of related literature is an essential aspect of any investigation. The major purpose of reviewing studies is to determine what has been already done that relates to the thrust area of the study. It provides insights for structural framework into which the problem fits.

Generally, in a school, the teacher is the person who is closest to the learners. He studies them in various situations. The teachers' profession places them in a pivotal position to notice behaviour and learning problems. This is done through observing learners in different situations in the classroom or outside the learning environment. Teachers are also in a better position to identify factors which may interfere with learners' education and development. The identification of a learner with problems may lead to special programmes being provided for the child or even placement in a special school or full service school. Teachers as school counsellors facilitate the creation of interventions designed to remove barriers to academic success. The researcher critically analyses and interprets some of the scholarly work in an effort to address the following research questions:

- a) What are the challenges facing the effective implementation of Guidance and Counseling services by high school teachers and principals in Manzini region?
- b) How are Guidance and Counseling facilities utilized in Manzini region high Schools?

c) What is the professional status of Guidance and Counselling teachers in Manzini region?

d) Which strategies and alternatives can be employed for continual improvement of Guidance and Counseling Services in Manzini region?

2.2 The concept of Guidance and Counselling

Many scholars have tried to define Guidance and Counselling, but there are slightly different meanings that they have come up with. However, Counselling has come under a lot of criticism with people arguing that it is not specific. For instance, in ESwatini, the terms Guidance and Counselling are often used interchangeably. To illustrate this, in school, teachers may say that they are going to counsel a student while in the real sense they are going to talk to a group of students on good study habits.

Meaning of Counselling

There is not a single universally accepted definition of counselling. Some definitions are very broad and general while others are specific and technical.

The British Association of Counselling and Psychotherapy (BACP, 2016, p18) defines counselling as what

takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life or loss or sense of direction or purpose. By listening attentively and patiently the counsellor can begin to perceive the difficulties from the client's point of view and can help them to see things more clearly and possibly from a different perspective.

From this definition, emphasis is on relationships, confidentiality and voluntarism which are core components of Counselling. This definition clearly states that counselling also involves exploration of issues of difficulty and not merely giving advice.

Benmark, as cited in Dube (2015), reported that Counselling denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-

to-person, although it may sometimes involve more than two people. It is designed to help clients understand and clarify their views of their life space and to learn how to reach their self-determined goals and through meaningful, well informed choices and through resolutions of problems of an emotional and interpersonal nature.

Nzeleni (2015) sees counselling as a process by which a troubled person, the client, is assisted to feel and behave in a more personally satisfying manner through interaction with an uninvolved person (the counsellor). The counsellor provides information and reactions which stimulate the client to develop behaviours which enable one to deal more effectively with oneself and his environment. In other words, the individual in a crisis and emotional situation disturbance and psychological stress need the help of the neutral person to provide one with vital cues that will enable oneself to cope with problems both for now and for future.

Considering Benmark's conceptualization, Counselling is a dialogue between someone with specialized knowledge who can help in the understanding of the problem. A client usually initiates the counselling.

Kinra (2008) outlines specific goals of counselling which are as follows:

- a) To enable the individual to regain what is lost and get back to track which may also mean helping one to access part of their personal resources*
- b) To enable an individual to live more competently and in commitment*
- c) To reduce psychological disturbances through improving the mental health*
- d) To solve individuals behavioural problems in which emotions and motivations are the main factors.*

Through counselling, young people are empowered to develop a sense of mastery and control over their lives such as decision making abilities and problem solving skills which are in line with approaches to Counselling adopted in this study.

Gudyanga (2015) posits that at face value, guidance is the term derived from 'guide', which means to manage, assist, direct, inform or show the way. Thus, a counsellor is viewed as a person who directs the counselee on a path, direction or course of action. Guidance, unlike counselling, is less personal and less intimate. It is more public,

informative and is meant to instruct and can be initiated by the counsellor. On the other hand, Wright (2015) sees guidance as means of directing, advising, talking, interviewing, analysing, disciplining, discussing, teaching or a therapy.

Definition of Guidance and Counselling

Drawing from the previous definitions of Guidance and Counselling, one would say that the aspects of Guidance and Counselling are concerned, on the one side, with the provision and interpretation of information. Whereas, on the other side, Counselling is concerned with one's feelings of the heart and it has more to do with helping as a process. Makinde, as cited in Dube (2015), has this following table to make distinctions between Guidance and Counselling:

Table 2: Guidance and Counselling

Guidance	Counselling
Guidance is the body of psychotherapy – it is a build-up process	Counselling is the heart of psychotherapy – it is a healing process
Guidance is knowledge-based (factual)	Counselling is affective-based (emotional)
Guidance deals with information, facts and principles	Counselling deals with perceptions, motivation, needs and feelings
Guidance is more structured	Counselling is less structured
Guidance is more public	Counselling is interpersonal, private and confidential
Guidance is less personal and less intimate	Counselling is more personal and more intimate
The counsellor usually initiates Guidance	Client initiates Counselling

Guidance is informative and more didactic.	Counselling is largely emotional, flexible and didactic
Guidance is more general and less skilled	Counselling requires specific skills and techniques

Considering and conceptualizing the above definitions, guidance is an activity in which the teacher brings learners into contact with the world as it really is and helps them to make wise choices in their day to day lives.

Using the Guidance and Counselling distinction above, the heart of guidance is to meet the individuals' immediate needs and help them clarify long term goals. Counselling entails giving advice, suggestions and recommendations that will influence behaviour by warning individuals. Guidance and Counselling services serve as an integral part of learners' educational development. This makes learning a positive experience for every learner. It is very sensitive to individual differences because an environment that is good for one may not necessarily be good for another.

2.2.2 The scope of Guidance and Counselling

School Guidance and Counselling involves four major components namely: Educational, personal/psychological, vocational and social.

Educational guidance

Educational guidance is an important segment of guidance programmes. As one graduates from primary to secondary school and then to university, education also becomes challenging and complex. This may give rise to several problems, thus creating a need for guidance (Wright, 2015). For example, as learners progress, study patterns intensify. So, it demands individuals who have mastered basic study skills. Educational guidance can be defined as a conscious effort to assist in the intellectual growth of an individual. This implies that all issues which have to do with instruction or learning, may come under educational guidance.

Educational guidance involves assisting learners to adjust to the educational environment so that they can effectively cope with educational programmes (Gwengo, 2013). This area

is concerned with the provision of assistance in their choices, adjustment to the curriculum and school life in general. Here, the guidance counsellor gives guidance on immediate problems such as study difficulties or in the choice of the subjects most suitable for their abilities and future careers. Kinra (2008) in Erford (2019) supports the above assertion when he highlights that educational guidance in high school helps in cultivating healthy practices and removing subject-related problems. At high school level, healthy habits like studying independently, time management and setting goals should be inculcated in students to promote feelings of self-sufficiency and confidence. The Guidance counsellor also provides guidance on the area of further education after schooling.

Kinra (2008, p.129) in Erford (2019) outlines the responsibilities of a School Guidance Counsellor as follows:

Establishing personal contact with learners: *this can be done by gathering adequate knowledge about a learner's environment, his activities and friend circles through his guardian. This information enables the teacher to learn about problems giving rise to inferiority complex, frustration and unhealthy attitude among learners.*

- a) ***Understanding students.*** *All learners are not equal, they differ at individual level. The school counsellor needs to understand these individual differences and characteristics in order to handle them accordingly.*
- b) ***Making available vocational information:*** *the school counsellors avail information to the learners about essential educational qualifications and skills for taking up a particular occupation and discuss the future growth.*
- c) ***Identifying maladjusted youngsters:*** *A school counsellor identifies maladjusted and backward youngsters and help them adjust and progress by personally counselling them.*

Therefore, educational guidance and counselling aim at helping the child develop maximum potential through the academic process. That is, in addition to acquiring papers and qualifications, one becomes a fulfilled and responsible member of society.

Vocational / Career guidance

This type of guidance involves helping a person choose an occupation or career, prepare for it, enter it and develop in it. This requires a wide knowledge of careers available, job situations, how to find a job, how to prepare for it, get it, and how to keep it. All these things can and should be taught at school in order to prevent a wide gap between expectations and experience in the world of work. At times, there is a great deal of unemployment and therefore not enough jobs for everyone. Then learners have to think about working without a job, seeking livelihoods that will not rest solely on being an employer but rather working independently for oneself.

This vocational process should therefore start early in school when learners are assisted to select subject combinations that would lead to career paths of their choice so that by the time they leave school, they have an idea where to go for further training and in what areas they want to lead their lives.

The provision of vocational guidance in school has been necessitated by great changes in our society, and the world at large has become more complex than ever before. The rate of technological change and the isolation of young people from possibilities of employment have created problems in occupational choices. Many learners are not able to obtain an informal exposure to a wide array of occupational choices nor can they easily obtain data about them. An individual may also realise that despite his/ her interest in a given career, s/he may not be admitted for various reasons. Such situations will call for the counsellor to guide and counsel those affected so that they can resolve their conflicts of interest as well as finding and exploring alternatives for those who are unable to get admission to the programmes of their choice (Mwamwenda in Dube, 2015).

Mwamwenda in Dube (2015, p. 34) highlighted counsellors' roles in vocational guidance as follows:

- a) To assist learners in getting part-time and full time employment.*
- b) To keep record of all potential employers for up-to-date information.*
- c) To help students to understand the problems of unemployment and its causes.*
- d) To assist pupils in compiling CVs and writing letters for admission or employment purposes.*
- e) To provide them with information relating to employment interviews*

- f) To provide help in parent-pupil conflict in choices involving Universities, Technikons, Colleges, professions, trade as well as the type of work both parties may be interested in.*
- g) To help learners with study skills and how to answer tests and examination questions.*

In summary, before choosing an occupation, it is necessary to study it because each occupation has its peculiar aspects. Providing vocational guidance is imperative in determining, by analysing the relevant aspects of an occupation, whether the occupation adequately answers the learner's needs, interests and potentials. The underlying fact behind all principles of vocational choice has been that vocational development is a long term process.

Personal guidance

Personal guidance is concerned with individual's personal and social adjustment problems because its main aim is to assist in physical, emotional, social, moral and spiritual development and adjustment (Kinra, 2008 as cited in Erford, 2019). The high school learners are faced with conflicting attitudes and behaviours, tensions and indecision. Many find it difficult to make friends and sustain friendships. They face challenges in resolving issues of self-identity and coping with strengths, weaknesses, and abilities. Moreover, they must recognize their values, which are the standards that a person sets for himself and by which he judges others (Zulu, 2015).

Gatua, Sindabi and Chepchieng (2015) contend that the guidance counsellor in this field helps learners to know themselves. A person who knows himself will know how he will behave in situations involving other people. Mature decisions are made by people with self-knowledge (McGuiness, 2008 in Khan, 2016). Maturity and self-knowledge lead to greater coping skills, which are skills for dealing with problems of life and living; for example, choosing a career.

Social guidance

The guidance counsellor prepares learners for the future when one will be an adult citizen. The learner is already a member of the family circle and the school community and must

be made aware of the role to play in these two communities: how to live in peace and tolerance with the people around them, and how to be a contributor to the community as a whole (Makinde, 2004). Therefore, social relationships, good relations with others and social conduct are important aspects of Guidance and Counselling as a subject. Orange (2011) argues that social guidance involves developing an understanding of you to build and maintain a positive self-concept, having positive interpersonal skills including respect for diversity. Therefore, the counsellor's role is to identify the cause of social behaviours and find a solution to such problems.

In summary, during adolescent years, learners evaluate their strengths, skills and abilities and are strongly influenced by their peers. High school guidance counsellors tend to be more focused on advising learners in making academic and career plans, as well as personal problems that may interfere with their education. They should further provide information about choosing and applying for colleges and financial aid, provide guidance to help students make decisions about their future and present career workshops. Counsellors at this level continue to meet with learners individually and in small groups, communicating regularly with parents to address any concerns and creating behavioural management plans. School counsellor curriculum may include subjects such as career planning, college planning, and substance abuse, education and conflict resolution strategies.

2.3 The utilization of Counselling facilities in high schools

Guidance and Counselling need to have solid, varied and adequate counselling facilities for effective implementation at high school level. A counsel guidance room is one of the key facilities that needs to be established in schools in order to render vibrant and meaningful services to learners.

A counsel room is sometimes referred to as the consultation or therapy room where learners or clients report their issues to the Guidance counsellor. In a school, it should be situated in an area separate from the administration suite; rather, it could share a wing of the school library (BCAP, 2006). It should be designed with age group of learners in mind as it is open to work with all the grades.

There should be a separate section designated for the younger ones. The use of colour and art is important as décor sets the tone for counselling services. Moreover, having diverse backgrounds would help to make a consulting room more inviting and beneficial for all.

A school must have a guidance room in which guidance teachers can hold one-on-one intervention with students, and organize and prepare for talks and seminars. Such rooms include information boards about different opportunities available when they leave compulsory education.

At times, this room may be used by a visiting counsellor and other visiting staff such as workers from different agencies and psychologists (A career guidance policy and strategy for compulsory schooling in Malta, 2007). Wright (2015) argues that some guidance teachers highlighted that the guidance rooms are perceived negatively as a place where “problem” students are dealt with, thus inhibiting learners from utilizing it.

Eswatini Inqaba policy (2011) supports the above idea of guidance and counselling, as it states that schools should have consultations or counsel rooms where learners can consult freely, away from the imposing walls of a staffroom, office or public classroom. It further suggests that the room should be brightly coloured and have a table and at least three chairs and the set up should not show authority over the other. This is to suggest that every high school is expected to have a well-structured and situated counsel room set aside for the counsellor to work in with learners in a private, safe, secure and welcoming environment.

Studies on Guidance and Counselling facilities in high schools

Research evidence suggested that formal and productive implementation of Guidance and Counselling requires organized settings like resourceful counsel rooms to provide Guidance and Counselling to learners. Literature has also revealed that most Guidance

Counsellors use optional facilities like classrooms, office, senior teacher's office, laboratory, to name a few, to provide counselling services in high schools.

UNESCO (United Nations Educational, Scientific and Cultural Organization) is an agency of the United Nations which was established in 1945 with an aim to provide equitable and inclusive education systems that grant high quality education for all learners. Since then it has launched several initiatives and global movements such as Education for All. In Eswatini, it has supported the establishment of ETGPS by ensuring that Guidance Counsellors are capacitated on issues of Guidance and Counselling. UNESCO (2000) recommended that an effective Guidance and Counselling service, especially the career centre, should have plenty resources such as books that provide updated information about different types of jobs such as educational requirements, amount of pay and descriptions of work. Videos on various career topics for learners to watch, well classified information on careers where specific jobs that are related are grouped together, career tests and assessment instruments to provide information on learners' interests and personality styles, college and university calendars displaying programmes offered. Computer-based information on careers from around the world, journals, magazines and newspapers should be available.

There are countries which provides GC to students, namely Zimbabwe, Malawi, Kenya and Eswatini.

Zimbabwe

Samanyanga and Ncube (2015) evaluated the Guidance and Counselling offered to students in Gwanda Urban and Peri-urban secondary schools in Zimbabwe. The sample consisted of 4 principals, 8 senior teachers, 14 teachers and 12 students. A descriptive survey was used to seek respondents' views. Questionnaires, structured interview schedules, an observation guide and focus group discussion were used in the data collection process. The main findings indicated that the unavailability of private rooms to conduct counselling was a key challenge hindering effective delivery of Guidance and Counselling services in high schools.

Similarly, Nkala (2014) conducted a study on assessment of Guidance and Counselling programme in secondary schools at Mzilakazi in Bulawayo, Zimbabwe. The main objective of the study was to determine the extent to which Guidance and Counselling prepare secondary schools to achieve social, personal, academic development and make informed career decisions compatible with individuals' needs and abilities. A descriptive survey was used. Survey questionnaires with closed and open-ended questions and semi-structured interview guides were used to solicit views. He used the pragmatic qualitative and quantitative methods whereby 100 students, 150 teachers and 5 head teachers were sampled. His findings revealed that unavailability and insufficient resources like books, stationaries and relevant facilities' like counsel rooms were found to be the main barrier inhibiting successful implementation of the programme.

Malawi

Kadzamira as cited in Mlambo (2016) indicated that the schools in Malawi face lack of facilities such as counsel rooms, teaching and learning materials especially in rural areas. Similarly, Adhiambo (2013) reported that most public secondary schools in Uriri and Awendo districts in Migori County do not possess the teaching Curriculum for life skills education due to the fact that schools had no life skills education syllabus, textbooks and other materials necessary for teaching.

Kenya

Nyamwange (2012) conducted research on "The assessment of challenges facing secondary school Guidance and Counselling in Nyamira district in Kenya". The study employed an ex-post facto descriptive survey design. There were 147 respondents 21 head teachers, 21 teacher counsellors and 5 students from each of the selected schools. Purposive and random sampling techniques were used in selecting sampling of the study. The data was analysed using descriptive statistics and chi-square test and the SSPS package. The findings revealed that about 76% respondents considered the Guidance and Counselling office and career resource centre insufficient. It further highlighted that about 19% of schools had career resource centres. The guidance office is critical for any effective guidance and counselling programme.

Orege (2011) conducted a study based on the status of Career Guidance and Counselling programme for students in public secondary schools in Nairobi Province. One of his objectives was to establish the availability and use of Career Guidance resources in secondary public schools. Another one was to find out the challenges in the effective implementation of Career Guidance in secondary public schools. The target population were 65 principals, 65 career guidance and counselling teachers and 5940 learners. Descriptive survey design was used. Purposive and stratified sampling was used. His findings revealed that the available Guidance and Counselling facilities were inadequate and unavailable which were the major challenges in the implementation of effective Guidance and Counselling in high schools. He viewed that without private accommodation, Guidance and Counselling would not be successful and delivery of Guidance services would be ineffective and impossible.

On another note, Gudyanga, Wadesango and Manzira (2015) conducted research to assess the current contribution of head teachers and teachers in the implementation of Guidance and Counselling in Chinhoyi Urban. Their study concluded that Guidance and Counselling programmes will run smoothly when schools have adequate facilities to perform their Guidance and Counselling services. About 42% of respondents agreed that their schools had facilities for the programme and only 11% were not sure and did not know whether facilities were available or not while the other 45% were very positive that there were no facilities for Guidance and Counselling at their schools.

Eswatini

Dlamini (2018) conducted a study on implementation practices of life skills education among teachers and learners in Mankayane subregion in Manzini, Eswatini. A multiple case design with 33 participants which were 3 Guidance and Counselling heads of department (HODs), 12 Life Skills education teachers, and 18 learners. In-depth interviews, document analysis and observations were used to collect data. Findings revealed that about 40% of teachers who participated reported that they needed private counsel room where they could also keep records and teaching resources safely. They further mentioned that availability of private room can dignify the programme and services

provided. Observational result revealed that all the three participating schools did not have counsel rooms, the library, computer and agriculture laboratories were utilized for personal counselling when vacant. Dlamini's study used 3 schools and in-depth interviews, document analysis and observations. It is hoped that the current study will close this gap as it used 10 schools and questionnaires and semi-structured interviews to collect data to explore challenges facing principals and teachers in implementing Guidance and Counselling in Manzini region.

In summary, quality and effective Guidance and Counselling services require a number of facilities including office space, bookshelves, drawers, files, reference books, manuals and psychological testing materials. Lack of these basic facilities would be a great challenge in the implementation of Guidance and Counselling because without private accommodation, the delivery of guidance and counselling will be ineffective and impossible. It has been observed that even those fewer schools that have counsel rooms, they lack other basic facilities such as reference books, manuals and career resources and materials. The study investigated the challenges facing the implementation of Guidance and Counselling in high schools. The findings of the study added to the scanty literature on the availability and utilization of counsel facilities specifically the counsel rooms in high schools in Africa.

2.4 The professional status of Guidance and counselling teachers

Since planning, development and management of school Guidance and Counselling lies on the availability of Guidance and Counselling personnel, the ability to run the programme efficiently and effectively is attached to the personnel. Therefore, this suggests that effective implementation and operation of Guidance and Counselling programme in any school requires teacher counsellors to be adequately trained both in theory and practical aspects of the expected services. In many countries, insufficient training, inappropriate training or both constituted significant barriers to the capacity of career guidance services to contribute to the implementation of lifelong learning and active labour market policies.

Training is considered as one of the key factors in the implementation of school Guidance and Counselling. The teachers who are not well prepared to offer life skills education are always not ready to provide life changing learner support services according to Auni et al. (2014). The training of the school counsellor has been found to have an effect on the delivery of life skills education programmes in schools (Mbongo, 2013). It is therefore, inevitable that teachers undergo tailor made training to develop skills on how to deliver sessions on various aspects of Guidance and Counselling programme such as on sex education as a social relations phenomenon (Songok, Yungungu & Mulinge, 2013).

Research evidence has indicated that most school counsellors begin their careers with Bachelor's Degree in areas such as Counselling, Education or Psychology. When pursuing a school counselling career, one will be required to earn at least a Master's Degree in Counselling or Education Psychology. To become licensed, an aspiring school counsellor will need to complete a certain number of hours of supervised Counselling on job training. To become a school Counsellor one needs rigorous amount of training. This includes obtaining a Bachelor's degree, then a Master's and finally a PhD programme (American School Counsellor Association, 2011).

Similarly, Wright (2015) contends that school counsellors must be qualified; have completed at least a Bachelor's degree in areas such as School Counselling, Psychology or Social Work in order to obtain State certification, endorsement and licensure to gain employment. This suggests that in order to be a school counsellor, one needs to undergo rigorous amount of training which involves comprehensive examinations and supervised counselling practice.

American School Counsellor Association (ASCA) (2011) contends that the school counsellors are required to renew their license every 3 to 5 years. This timeline depends on the requirements of the State in which they are employed. In order to renew the license, continuing education classes or professional development courses are necessary. Furthermore, ASCA (2011) recommends student-to-school counsellor ratio of 250:1. On the other hand, a study conducted in California by Border and Drury reported that the established student-to-counsellor ratio was 471:1.

Dube (2015) conducted a study to evaluate the impact of Guidance and Counselling in schools. The main objective of the study was to find out whether Guidance and Counselling Programmes help in changing lifestyles and behaviours of students. The results revealed that more professional counsellors were needed for rendering counselling services to ease the workload on school counsellors.

The study by Samayanga and Ncube (2015) in Zimbabwe, reflected that almost the entire Guidance and Counselling personnel is inappropriately and inadequately qualified as they do not hold any qualifications in Guidance and Counselling. This leaves the school and students vulnerable.

A study conducted by Charema (2014) revealed that Guidance counsellors are inadequately trained and skilled and this was the main challenge hindering effective implementation of Counselling in Zimbabwe. Similarly, Zvobgo (2006) states that Guidance and Counselling teachers were not qualified to teach the subject and some teachers only received in-service training. Therefore, this means there is a need to have qualified Guidance and Counselling staff as counselling requires expertise as well as more time to be directed at the individual in order to bear productive outcomes.

Njeri (2007) adds that all secondary teacher counsellors should acquire competency in Guidance and Counselling to enable effective planning, developing and organizing viable programmes that can assist in addressing the challenges facing learners. Professional training equips teacher counsellors with appropriate skills and psychological knowledge necessary to enable them to assist their clients. This knowledge helps the counsellors to appropriately understand the counselling needs of the learners and use appropriate techniques in solving them. This suggests that a teacher counsellor who is not adequately trained may have difficulties in detecting and understanding different types of learners' behaviour, their causes and how to handle them.

The provision of an overview of counselling approaches that utilize specific intelligences is necessary in the implementation of Guidance and Counselling (Pearson, 2012). This suggests that we should provide a model for extending counsellor training with integrative

and multicultural approaches that will provide framework for counsellors to be more flexible and intentionally eclectic in the delivery of services to clients and to utilize new ways of matching treatment with client preferences. This study intends to explore if high school guidance counsellors in Eswatini, Manzini region, do possess the required qualifications to successfully implement the guidance and counselling policy.

2.5 Guidance and Counselling implementation policy

Mawire as cited in Dube (2015) conducted a study entitled “Evaluate Guidance and Counselling policy implementation in Zimbabwean Secondary Schools.” It was a case study conducted in one of the Zimbabwean Secondary schools under the main research question, “How did the school articulate the policy into Guidance and Counselling programme?” Those who participated in the study were to respond to questions based on their experiences on the programme implementation. The findings of the study were that teachers in the school were motivated by the programme. The head teachers were the ones to lead the advocacy on the Guidance and Counselling programme. Teachers assessed their strengths and weaknesses and workshops were conducted for counselling teachers.

According to Mawire in Dube (2015), the workshops motivated teachers as they learnt new ideas through internal staff development. Therefore, such workshops kept them open-minded and influenced the success of the program. All participants of the study were for the idea that Guidance and Counselling courses should be included in all tertiary institutions so that all teachers will be equipped with Guidance and Counselling knowledge and skills. Furthermore, participants felt that teachers on service who may be interested in Guidance and Counselling could be sponsored for the service.

There are similarities between this study with the researcher’s study about “exploring the challenges facing high school teachers and principals in implementing Guidance and Counselling services” that both deal with its implementation in schools. However, there is a gap in literature in that in Mawire’s study was conducted in Zimbabwe and this study is in ESwatini. Furthermore, in this study, major participants are the teachers who are in two

groups “other teachers” and “school guidance teachers” since they are the ones who implement the programme and deal with students closely. In that way therefore, they are the immediate people to see if there is a change in behaviour after Guidance and Counselling is provided.

2.6 Challenges in the implementation of Guidance and Counselling

Professionals in the field of human helping relation have in recent decades made a number of interesting research revelations on the impediments associated with the organization and administration of Guidance and Counselling programmes in different parts of the world. For instance, in a developing country like India, despite the major need for guidance programmes, the movement has not made much headway for various reasons. The main reasons are financial constraints and lack of knowledge about the usefulness of guidance. Even where guidance programmes are being implemented; they fall short of being comprehensive and all pervasive. These findings were also designed to explore strategies or measures for bringing the constraints to a minimum. There are a number of problems experienced by teachers when implementing Guidance and Counselling. This section highlights some of these challenges.

2.6.1 Problem of finances in Guidance and Counselling programme

Finance is an important element in the implementation of any project or programme. Guidance and Counselling programme needs finances in various areas in order to provide quality services. Financial resources are essential in its implementation for conducting local research, setting up an effective careers library, and funding excursions to various places like hospitals, industries, prisons, providing films, books, pamphlets, cumulative records, organizing career day, conferences, seminars and workshops.

Therefore, one of the major problems hindering the effective implementation of Guidance and Counselling services is lack of finance. Guidance and Counselling can also be facilitated and made effective through proper financing. There should be specific annual Guidance and Counselling budget to take care of both anticipated and unforeseen expenditures that may be needed to run the programme successfully. Njeri (2007) indicated that 90% of teachers reported that the programme in their schools lacked

financial and material resources to effectively meet learners' demands. This was reported to be affecting the implementation of guidance and counselling programmes in schools to a greater extent.

Another research conducted by Nyamwange (2012) revealed that the majority of respondents felt that the available resources were inadequate to meet their counselling needs. Only 28% of schools had reference books. Similarly, Orenge (2011) reported lack of resources like books, book shelves, tables, drawers, cupboards, videos, calendars, journals, and computers (internet-linked) as a major variable hindering the implementation of guidance and counselling in high schools. A research study conducted by Ngumi (2013) recommended that Guidance and Counselling service can be effective if there are sufficient funds secured for the utilisation of services offered in the program.

2.6.2 Problem of time in Guidance and Counselling program

The problem of time is a very crucial matter in anything we do. When time is neglected there must be a problem. Time was one of the major challenges identified by teachers implementing Guidance and Counselling that it was inadequate. According to the study conducted by Nzeleni (2015), most Guidance and Counselling programmes were not allocated time for rendering the services and counsellors were expected to create their own time to see clients since Guidance and Counselling is not among teaching subjects in the school. Moreover, the school hours are strictly spent on teaching.

In Zimbabwe, the Guidance and Counselling programme is allocated one period per week which is forty minutes for only Form 1 to 4 (The Secretary's Circular number 3 of 2002 cited by Zvobgo 2006). Zvobgo (2006) further highlighted that this provided time is inadequate to offer the intended services. This implies that Guidance and Counselling services need to be allocated ample time for productive counselling results.

Similarly, Kitimo in Mlambo (2016) observed that most schools in Kinango District, Kenya, offer life skills education but the subject is allocated one lesson per week. The study by Kitimo further revealed that among 28 teachers who reported that their schools offered life skills, 24 indicated that Life skills was allocated one hour a week, 2 indicated two hours

while 2 indicated that they have more than three hours. These findings indicate that too much premium is placed on teaching life skills education. The time is too short and inadequate for any meaningful teaching and learning to take place and additionally suggests that the subject is not important.

Another study was conducted by Njeri (2007) on the influence of Guidance and Counselling programme on academic performance of selected public secondary school students in Nakuzi district. The results indicated that 100% of teachers reported that there was no specific time allocated for Guidance and Counselling activities as counsellors also worked full-time as teachers. This caused School counsellors to perform their obligations haphazardly on part-time basis with no time table for guidance and counselling services.

Gudyanga (2015) et al revealed that little time was allocated for the implementation of Guidance and Counselling services. The teachers responsible for the implementation have heavy teaching loads and other responsibilities and therefore spend less time to carry out counselling duties.

Literature review also indicated that Guidance and Counselling as a subject was considered inferior by both teachers and learners. This argument relates to Chireshe's (2014) view that Guidance and Counselling services receive low priority compared to the examinable subjects in secondary schools. Therefore, this means there is a need to have qualified Guidance and Counselling staff as counselling requires expertise as well as more time to be directed at the individual in order to bear productive outcomes. The study intended to explore if time was adequate for implementing Guidance and Counselling in high schools in Manzini, Eswatini.

2.6.3 The problem of negative attitudes and perceptions from stakeholders

The implementation of Guidance and Counselling could be affected by the attitude and perceptions of stakeholders including teachers, parents, administrators and policy

makers. But research suggests that learners and teachers' perceptions have greater influence compared to the rest. Nyan (2014) concurs with this when he suggested that if Guidance and Counselling is to be advocated in schools, then it should start with teachers and then others will eventually follow suit.

Research conducted by Lee (2014) indicates that guidance and counselling in schools faces a great challenge of having a common ground between learners and teachers on whether such services should be provided in schools or not. A research conducted by Muribwathoho (2013) revealed that teachers are portrayed to have fronted the idea and convinced the authorities of the importance of guidance and counselling in helping learners to concentrate in class. Above all, the counselling sessions helped the whites and Africans in South Africa to start getting along well. This clearly indicates that counselling services play a big role in shaping lives of individuals.

Perceptions and attitudes of teachers are therefore important in implementing counselling services in schools. In his work, Gourneau (2012) stresses this aspect. According to him, teachers are very instrumental in sharing attitudes and making learners do the right things in their lives. He further stresses the need of having teachers express their kindness and responsibility towards students. Regardless of what teachers may want to believe as their attitude, students too have their attitude towards implementation of guidance and Counselling services whereas they are likely to be influenced by teachers into liking certain aspects of the schools. Culman and Medway in Kent (2014), the study found that there was no significant relationship between frequency of contact and perception of helpfulness for either students or teachers.

Mnguni's (2019) study in South Africa revealed that students are major consumers of all guidance and counselling programmes. Their perceptions determine the effectiveness of the implementation of such programmes which indicates the degree to which such programmes can be said to be effective. This suggests that if students have negative attitudes about the offered guidance and counselling programmes this may affect its implementation to a greater extent, as it can create reluctance and resistance to seeking such services. On the contrary, Ngobese (2018) revealed that school management teams as well as other teachers do not take guidance and counselling seriously and they have

never developed negative attitudes towards this subject. This leads to other teachers a passion in teaching a subject to be motivated.

In Kenya, Aboho and Orodho (2014) investigated challenges facing implementation of Life skills education in secondary schools in Trans-nozia west district and found that teachers have negative attitudes towards teaching life skills. This could be due to some factors such as non-exam inability of the subject, cultural and religious beliefs, poor remuneration and working conditions amongst others. These challenges would determine attitude of School Guidance Counsellors.

2.7 Strategies for improving Counselling services

Several research evidences have made recommendations on the strategies to be followed in the implementation of guidance and counselling services to high school learners through maintaining counselling by providing adequate financial and administrative support for guidance and counselling department, treatment and prevention programmes, staff training and programme evaluation (Bruner et al, 2014).

2.7.1 Intergration in curriculum as examinable subject

In Eswatini, Guidance and Counselling services were introduced in an attempt to respond to the personal needs of learners in respect of academic, careers, and social needs which are referred to as holistic development. Thereafter, Guidance and Counselling programmes were then integrated in the school timetable to ensure that learners receive the information and message for their development through standard curriculum (Eswatini Education Annual Performance report, 2017). This implies that teachers in high school should take guidance and counselling activities seriously to benefit students facing challenges in their educational responsibilities and obligations. Guidance and Counselling was then integrated in the curriculum as compulsory but non-examinable subject. It is not surprising to find that most high schools may not be effectively implementing Guidance and Counselling since it is not examinable, therefore is less recognized or not recognized at all. Charema (2014) attests that institutions of learning should prepare Guidance and Counselling programmes that are interwoven in the total curriculum to provide for the unique, social and educational needs of students.

Therefore, it implies that for effective implementation of Guidance and Counselling, the subject should be included in the mainstream like any other subject, where learners are given more work and become examinable for it to be taken seriously. Since the practice is that teachers put more effort on subjects that are examinable and add value to learners passing exams. Similarly, learners also do not take unexamined subjects seriously. This suggests that a well-structured syllabus that is examined should be in place and allocated more time for teaching, learning and assessment.

2.7.2 Training of school guidance counsellors

Nene (2016) explored a study with an aim to determine the role played by teachers and parents in empowering special needs learners with psychological skills in Nkandla Circuit. His findings revealed that 77% of respondents highlighted that they have no basic education expect certificates received from attending workshops in Special needs. Nzeleni (2015) conducted a research study on provision of Guidance and Counselling services in schools in the Transkei sub-region of Eastern Cape. He recommended that in order to have effective provision of counselling services, professional counsellors should be posted in all schools. The regional supervisory and monitoring team must have numerous workshops and seminars to keep in-service staff updated with current affairs based on Guidance and Counselling.

Similarly, Myamwange (2012) suggested continuing education and training needs for teacher counsellors such as organized workshops and seminars to equip teacher counsellors with latest theories and techniques of counselling to make them effective counsellors. He further suggested that all teacher training institutions and universities should review their programmes to ensure that they include more mandatory courses on Guidance and Counselling.

A study conducted in Nigeria highlighted that the effective organization of guidance and counselling services would be a reality, if the federal and state ministries of education are able to provide professionally trained guidance counsellors, recognize their services and provide them with necessary incentives and facilities. It further highlighted that if there would be cooperation of the counsellor and other personnel that could help reduce

performance, high rate of dropouts, deviant behaviour and wrong choice of courses and careers among learners (Alutu, 2004). Several research evidences have made recommendations on the strategies to be followed in the implementation of guidance and counselling services to high school learners through maintaining counselling by providing adequate financial and administrative support for Guidance and Counselling department, treatment and prevention programmes, staff training and programme evaluation (Bruner et al, 2014).

Another strategy is establishing a strong outreach function in the counselling issues regarding client confidentiality and building reliable partnerships to educate learners, staff, parents about availability of guidance services and resources and service providers who can attend to learners if they need to be referred to other practitioners (Nyamwange, 2012).

Gudyanga, Wadesango and Manzira (2015) explored the implementation of Guidance and Counselling in secondary schools in Chinhoyi Urban. Their work revealed that responsible teachers and all teachers should be informed about all developments that take place in a school so that they become part of the changes for efficiency. Fullan (1991) in Gwengo (2013) noted that timing and training could vary depending on the needs of the users. Therefore, there is a need for continuous orientation and implementation workshops throughout the programme's existence. Teacher counsellors should be trained in Guidance and Counselling (Kurebwa et al, 2014). This means implementers must have expertise and credence in their new roles for them to be effective and efficient in the implementation process. Usually, teachers are tasked with certain changes which they are not qualified to do, thus compromising the quality of products. It is paramount to allocate duties to individuals that have the ability to train or carry out workshops so that there is efficiency and effectiveness in programmes to be implemented.

2.7.3 Comprehensive Guidance and Counselling policy

A policy refers to a set of rules and principles that aim to guide workers as to how they should behave in a workplace and also deal with different situations. Policies in schools can be available for different reasons like to control issues of teenage pregnancies,

discipline and substance and drug abuse. A well-developed policy will ensure that employees know what is expected of them with regard to handling issues, what decisions to make and how to treat others fairly (Hadebe, 2017).

Literature reveals that character formation is achieved through intense formal and informal programmes for guidance and counselling. It is through guidance and counselling that students remain disciplined and focused in life. Mikaye (2012) contends that it is through structured guidance and counselling that students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment. Orange (2011) from Kenya explored the status of Guidance and Counselling programme for students in public secondary schools in Nairobi Province. His findings revealed that teachers implementing Guidance and Counselling were experiencing numerous challenges including inadequate time allocated for the subject, inadequate resources and facilities, overloading teachers, inadequate training for teachers, inadequate numbers of teachers, to name a few. He further recommended that for effective implementation there must be a comprehensive Guidance and Counselling policy addressing the needs of all the administration. The policy should make sure that the needs of teachers and learners are put in place by government through the Ministry of Education. This will help address the disconnect between practice and policy in the implementation of career Guidance and Counselling programmes in schools.

On another note, Hord in Gudyanga, Wadesango and Manzira (2015) suggested that having clear and well-communicated policy and vision provides the basis for clear planning. The communities must understand the policy goals. From experience, policies are being developed but not well articulated to the end users resulting in poor implementation (Kurebwa et al, 2014). In South Africa, Mnguni (2019) conducted a study with an objective to determine the perceptions of education officials, school principals and life orientation educators on the provision of career education in the King Cetshwayo District in KwaZulu-Natal. He used a convergent parallel mixed methods research design and further used one-on-one interviews and questionnaires to collect qualitative and quantitative data from a sample of 2 educational officials, 4 principals, 4 Life Orientation

educators and 200 grade 12 learners. His findings revealed lack of clear national career guidance policy as an existing gap in the implementation of Career Guidance. He further recommended that a sound national policy should be in place together with appointed career development educators.

2.7.4 Remuneration of school Guidance Counsellors

School guidance counsellors work hard to foster academic and personal success for students; thus, they deserve to be remunerated. Being a guidance counsellor is both challenging and rewarding. Salaries of guidance counsellors vary widely from State to State because educational requirements also vary by State. If you want to work in public school, one will need State credentials. For example, guidance counsellors in Arizona must hold a master's degree or higher and must have two years' experience through an accredited institution. California, on the other hand, requires a master's 'degree or just a bachelor's degree along with a recommendation from a local college or University's school counselling program. California, Utah, Rhode Island, Pennsylvania, New York, New Mexico and Michigan are the only states where a school counsellor can work without a master's degree. But each holds a unique set of requirements that guidance counsellors must meet. According to Bureau of Labor Statistics, school counsellors make an average of \$53,610 per year. The highest paying States for guidance counsellors are New Jersey at \$72,190 on average, Alaska \$69,820 on average, New York \$67,100 on average and Massachusetts \$66,640 on average. (Friday, 2019).

Remuneration is an aspect that all teachers are so much concerned about. Motivation can be boosted by compensation to achieve good results. Teachers are always complaining about their salaries and they would be comfortable with some reward of some sort. From experience, most teachers feel that since Guidance and Counselling, as it is not an examinable subject, is extra work that should be paid for as they view it as an unnecessary overload to their work (Gudyanga, Wadesango & Manzira, 2015). This study intends to investigate if remuneration of school guidance counsellors may not yield positive results.

2.7.5 Using comprehensive peer Counselling programmes

Peer counselling is a group of qualified student counsellors trained to address a broad range of topics by providing one-on-one, confidential support to learners. Peer Counsellors offer encouraging atmosphere where learners can talk openly about issues, challenges and accompanying feelings.

Peer Counsellors are not professionals but they help others through supportive interactions. The goal is to enable learners discover their own solutions to overcome some of life's challenges. Topics like conflict-resolution strategies, relationship building, confidence and self-esteem, study skills, academic motivation and school attendance, peer counselling can be highly successful. Sloop (2016) highlighted four benefits for using peer mentoring programmes when implementing Guidance and Counselling:

- a) Positive outcomes for both the mentor and the mentee, providing growth and learning opportunities.*
- b) Fewer resources required because mentors are gathered from the student population, compared to if school had to recruit adult mentors.*
- c) Peer relationship building, especially because youth are at a critical point in life where they are looking for relationships, and younger kids in particular are looking for a role model.*
- d) Improved transitions from elementary to middle then high school.*

A study conducted by Njeri (2007) explored that introducing of peer counselling in schools would give them the opportunity to reach out more learners and adequately understand their needs as they can easily share their issues with their peers. Peer counsellors can also be used in addressing issues of students that can only be solved by their mates.

On another note, Graybill (2013) explored a study to evaluate the effectiveness of a peer counselling program in improving learner academic adjustment. His findings revealed that peer counselling programs were effective in improving study skills and attitudes of students in academic difficulty. Hadebe (2017) conducted a study with an aim to attain practical and relevant solutions to societal menace of teenage pregnancy in secondary schools in King Cetshwayo District. He used quantitative method whereby questionnaires

were used to extract data from 125 learners and 5 educators. His major findings highlighted lack of peer relationship between teenage girls as a major factor contributing to high rate of teenage pregnancy. He further recommended the need of peer educator programmes to educate peers about teenage pregnancy and HIV/AIDS, amongst other things.

The study intended to determine if building effective peer mentoring programs in schools may not be used as intervention strategy to mitigate the challenges hampering implementation of Guidance and Counselling in high schools. The view is to make recommendations to policy makers to use this as another tool in implementing Guidance and Counselling programs in schools.

2.8 Summary

In this chapter, the researcher reviewed literature related to the study on the challenges of implementing Guidance and Counselling at high schools. Furthermore, the studies pertaining to the challenges on the implementation of Guidance and Counselling from international and local perspective were reviewed. It was evident from the discussion that there are many challenges regarding the implementation of Guidance and Counselling in different countries world-wide. Commonly experienced challenges embrace lack of time, inadequate resources and facilities, inappropriately trained Guidance Counsellors, negative attitudes by stakeholders. This concise literature review may not be adequate to shed light on challenges of implementing Guidance and Counselling in high schools. Nevertheless, it has helped reveal knowledge gaps about the situation surrounding the implementation of Guidance and Counselling in high schools. In the next chapter, the theoretical framework is discussed.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter focuses on the theoretical framework concerning the challenges of implementing Guidance and Counselling at high schools in Eswatini. This chapter discusses the following themes: definition of theoretical framework, the social learning theory by Albert Bandura and the Person centred theory. A summary is also highlighted.

3.2 Definition of theoretical framework

The theory and theoretical framework are widely defined and applied in research. A theory denotes an attempted explanation that makes sense out of a large number of observations and indicates to the researcher where to look for additional information (Hergernhann, 1982). In its simplest sense, a theory is an explanation of an observation. A theory can be defined as a set of logically interrelated concepts or variables, definitions and propositions that present a systematic view of phenomena by specifying relations among variables, with a purpose of explaining natural phenomena (Creswell, 2013, p. 101).

A theoretical framework refers to a conceptual model which guides the researcher to align the study in the field or the subject which the researcher is focused on. Swanson (2013) defines theoretical framework as a well-established principle that has been developed to explain a phenomenon found in the natural world. It enables researchers to base their arguments on theories and assumptions of the research to clear about interconnectedness of the way things are related to the world (Ngobese, 2018).

One of the merits of theoretical framework is that it guides the researcher investigating a particular question in a broad field of experience by exploring the underlying principles, rationale or foundation with respect to the research topic (Khan, 2010). Neuman (2011) showed that theoretical framework provides a collection of assumptions, concepts and forms of explanations. Ocholla and Le Roux (2011) highlight that theoretical framework is objectively geared towards enhancing clarity, appropriateness and effectiveness in research.

Thus, a theory might appear in a research study as an argument, a discussion, a figure, or rationale and it helps to explain or predict phenomena that occur in the world. So, a theory will provide an explanation or prediction in the study. The social learning theory by Bandura was used for this study.

3.3 Theories that guide the research

3.3.1 Social learning theory

The social learning theory was advanced by Albert Bandura in 1986. The theory is also referred to as modelling theory or social learning (McLeod, 2016). It argues that learning is a process where behaviours are learnt or acquired from the environment. One way of learning is through social observation, modelling and imitation. This theory explains delinquency and violence as behaviours learnt through complex processes of socialization. Furthermore, it states that behaviour is reflective of people observing and imitating others and imagining the consequence of their own behaviour. The theory assumes that human behaviour is modified using learning principles to change behaviour (Benmark, 2010).

The theory further proposes that the experiences and exposures directly or indirectly shape the behaviour of learners (O'Connor et al. 2013). It means students have the power to influence their own learning in new situations by controlling the environment around them whether the environment is imposed, selected or constructed.

In further expanding on Bandura's social learning theory, Nyawo (2016) noted that models are important sources for learning new behaviours and for achieving behavioural change in institutionalized settings. Early parental interactions are salient models from which a child learns a variety of behaviours. Similarly, McLeod (2011) emphasized that in society, children are surrounded by many influential models, such as parents within the family, characters on television, friends within their peer group and teachers at school.

Bandura (1986) emphasizes that children observe the people around them behaving in various ways and then imitate them. Role models provide examples of behaviour to

observe and imitate. Violence is learned through role models provided by family (relatives, siblings, parents) and the school (students and teachers), either directly or indirectly. It is reinforced in childhood and continued in adulthood. Witnessing or directly experiencing violence influences future development of interpersonal relations. In a nutshell, school violence which is an illicit behaviour can be learned from other peers. McLeod (2016) states that modelling can increase or decrease the illicit behaviour through vicarious reinforcement, which is when illicit behaviour is repeated in front of other learners.

Bandura's theory of social learning (1986) uses six key constructs. The **initial** concept indicates that learning is not purely behavioural, rather it involves cognitive processes such as thinking, memory, language, evaluation and anticipating consequences that take place in a social context. For instance, children's strategies of managing emotions, resolving disagreements and engaging with others are learned from experiences and carried forward across setting and time (O'Connor et al. (2013).

The **second** construct suggests that learning can occur through observing the behaviour and consequences of the behaviour which is referred to as an observational learning. However, observational learning can be increased when the observers believe that the person demonstrating the behaviour is similar to themselves. For example, a child seeing one battering another; this could result in the child repeating the same behaviour, using it as a conflict resolution strategy and that perpetuates violence in a school environment.

The **third** key construct proposes that learning involves observation, extraction from those observations and making decisions about the performance of the behaviour. The **fourth** concept suggests that learning can occur without an observable change in behaviour. The **fifth** construct proposes that reinforcement plays a role in learning but is not entirely responsible for learning. The behaviourist notion of learning by reinforcement is extended in social cognitive theory to include learning by watching others' actions and the consequences of their actions.

The **sixth** key construct suggests that cognition, environment and behaviour mutually

influence each other and is known as 'reciprocal determinism'. It means that social influences and environmental practices shape and develop the behaviour of an individual in different ways. A person's behaviour, environment, and personal qualities all reciprocally influence each other. For example, a child who watches violent video games will likely influence his/her peers to play as well, which then encourages the child to play more often. This could lead to the child becoming violent, who in turn will likely affect the child's real life behaviour and he or she will tend to bully others.

The four processes of social learning

There are a number of factors that are useful in promoting the occurrence of social learning. Bandura (1986) classifies observational learning as a means of learning new skills in which the copied behaviour of an adult role model ends up influencing the child. For Bandura (1986), observational learning has four processes namely: attention, retention, production and motivation.

a) Attention

Before something can be learned from a model, the model must be attended to. Bandura (1977) contends that observers cannot learn unless they pay attention to what is happening around them. In other words, attention processes determine what features of the modelled behaviours the observer will focus on. Bandura wrote, "[people cannot learn much by observing unless they attend to and perceive accurately the significant features of the modelled behaviour]" (Bandura, 1977, p. 6).

This process is influenced by the characteristics of the model and that of the observer. According to the social learning theory, people of high status and who are capable of rewarding and punishing, serve as good and influential models. For instance, in schools, teachers are good models for learners to imitate the behaviour that they exhibit daily. Teachers can reward students with approval, privileges and compliments. On the other hand, teachers can also punish learners by giving them poor marks, criticising them and

withdrawing certain privileges. Thus parents and teachers are in a position to serve as models and enhance desirable behaviour and personality development among children.

a) Retention

In this process, Bandura (1977) argues that observers must not only recognize the observed behaviour but also remember it sometime later. This process emphasizes that in order for information gained from observation to be useful, it must be retained. It is Bandura's contention that information is stored symbolically in two ways, imaginably and verbally. The imaginable stored symbols are stored in pictures of modelled experiences. This can be retrieved and cited upon long after observational learning has taken place. It can be concluded that reproduction of observed behaviour can be done successfully if the model is watched carefully and if observation is successfully processed in one's memory. In other words, the observer uses his or her mental ability to code, retain and retrieve information or behaviour that was experienced. Heggerhann (1982) concluded that once information is stored cognitively, it can be retrieved covertly, rehearsed and strengthen long after observational learning has taken place.

c) Production

These processes determine the extent to which what has been learned is translated into performance. Bandura (1977) argues that observers must be physically and intellectually capable of producing an act. He proposes that an act can be applied and practised after being observed if the observer is potentially able to apply and practise it. For instance, when learning to drive a car, it is not adequate to reproduce the observed behaviour but to reproduce the observed behaviour perfectly, practice is imperative. Bandura further maintains that even if one is equipped with all the physical apparatus to make an appropriate response, a period of cognitive rehearsal is necessary before an observer's behaviour can match that of the role model. The symbols retained from a modelling experience act as a template with which one's actions are compared. During this rehearsal process, individuals observe their own behaviour and compare it to their cognitive representation of modelled experiences. This process continues until there is

an acceptable match between the observer's and the modeller's behaviour (Heggerhann, 1982).

d) Motivation

Motivation plays an important part in observational learning. If a model is rewarded for a particular behaviour, the chances of this behaviour being modelled are higher, since the observer shares the model's reward vicariously (Bandura, 1986). On the other hand, if the model is punished for a particular behaviour, it is more likely that the observer avoids such behaviour. This implies that whenever learners display socially or academically desirable behaviour, it should be followed by reinforcement. This will encourage learners to maintain the reinforced behaviour and this can motivate other learners to display similar behaviour.

Social learning theory is relevant in this study of implementing Guidance and Counselling as it endorses that individuals who once experienced violence in their lives are more likely to use violence in schools than those who have never experienced violence. Makinde (2004) denotes that counselling effectiveness and outcomes are assessed by change in the specific student behaviour. This implies that behavioural counselling can create a conducive environment for the learners to modify their violent ill-behaviours in order to solve their academic problems through creating favourable learning conditions.

School Guidance Counsellors should apply behavioural counselling as evidence indicates that it is more effective in treating learners with issues like alcoholism, drug addictions, anxiety and juvenile delinquency. Guidance counsellors can use constructs and principles of Social learning theory to correct ill-discipline among students as they implement Guidance and Counselling services. Bandura suggests that teachers play a significant role in assisting students learn from others or their environment through imitation and modelling behaviour of others (Zulu, 2015).

3.4 Summary

The chapter has discussed the social learning theory by Albert Bandura. The social learning theory postulates that the child learns behaviour through social interaction in the form of observation and imitation of what other people in the environment are doing. The next chapter describes the research methods and methodologies followed in data collection, interpretation and analysis.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

This chapter presents and discusses a comprehensive description of how the study was conducted so that high quality and meaningful results are attained about the challenges facing high school teachers and principals in implementing Guidance and Counselling in Manzini region, Eswatini. The research questions raised for the study sought to answer the following:

4.1.1 What are the challenges facing the effective implementation of Guidance and Counselling services by high school teachers and principals in Manzini region?

4.1.2 How are Guidance and Counselling facilities utilized in Manzini region high schools?

4.1.3 What is the professional status of Guidance and Counselling teachers in Manzini region?

4.1.4 Which strategies and alternatives can be employed for continual improvement of Guidance and Counselling Services in Manzini region?

The methodology was organized under the following headings: research paradigm, research design, sampling design, data collection instruments, ethical considerations and data analysis of the study.

4.2 Research paradigm

A paradigm implies a pattern, or system of scientific and academic ideas, values and assumptions. Brierley (2017) defined paradigm as a theoretical framework comprising a set of basic beliefs that guide the research or practice of a scientific study. This influences the way knowledge is studied and interpreted within a discipline.

Kumar (2014) explains that the purpose of a research paradigm is to determine the mode

of enquiry that is employed in carrying out a particular study. This means a paradigm is a shared belief or system that influences the types of knowledge researchers seek to obtain as they interpret the research evidence they may collect. Tobi and Kampen (2018) envisage that the researcher's paradigm is a loose collection of logically related assumptions, concepts or propositions that orientate research and researcher's thinking.

Kumar (2014) identifies four research paradigms; positivism, post-positivism, interpretivism and pragmatism. He further explains that research paradigms are based on four constructs: ontology (researcher's assumption about the nature of knowledge), epistemology (how knowledge develops), methodology (model for the process of undertaking research) and axiology (the ethics and values held by the researcher). Thus, pragmatism paradigm has gained considerable support as a stance for mixed methods research. Hence, pragmatism was selected for this study to appropriately suit in mixed methods literature that will be discussed.

4.2.1 Rationale for using pragmatism paradigm

Saunders (2014) defines pragmatism as a research philosophy based on the epistemology that there is no single way to learning but because of multiple realities there are different ways of understanding. Pragmatism is based on knowledge of multiple realities gained through an integration of multiple research methods encompassing both qualitative and quantitative research methods.

Wahyuni (2012, p. 71) concurs when he states as follows:

Pragmatists believe that objectivist and subjectivist perspectives are not mutually exclusive. Hence, a mixture of ontology, epistemology and axiology is acceptable to approach and understand social phenomena. Here, the emphasis is on what works best to address the research problem at hand. Pragmatist researchers favour working with both quantitative and qualitative data because it enables them to better understand social reality.

In addition, pragmatists hold the belief that it is true if it is useful or produces practical benefits (Ponce, Pagan & Maldonado, 2015). Through this integration, the researcher hopes to gain a better understanding of the manifestation problem/s under study like views of people who lived the experiences and from the scientific modelling and testing of facts and figures. The mixed method approach enhanced a more detailed understanding of research questions and results leading to a balanced conclusion on the challenges and opportunities about the research problem (Tobi & Kampen, 2018)

Teddlie and Tashakkori (2009, p. 99) pointed out that the “mixed methods research literature has proposed pragmatism as the best paradigm” as it provides less influence on philosophical assumptions for the conduct of the research. However, Modell (2013) criticized pragmatism as being too loose for the conduct of mixed methods, as it contrasts with positivist and constructivist approaches that each has strict understandings of the nature of reality and the conduct of research.

Pragmatism suited the study under investigation as the lines of action (behaviours) involved are supported by methods of research that are seen to be most appropriate for studying phenomenon at hand. Mertens (2012) supports the above assertion when he highlighted that pragmatism is based on actual behaviour (lines of action), beliefs that stand behind those behaviours (warranted) and the consequences that are likely to follow different behaviours (workability). It means the goal of a pragmatist is to search for useful points of connection.

4.3 Research design

Rowley (2013) described research design as the logic that links collected data to the conclusions of the study. According to Kumar (2014), research design is a plan or structure or strategy of an investigation, in order to obtain answers to research questions and it includes all the outlines of what the researcher would do from formulation of the research hypotheses to the final step of data analysis. In a nutshell, research design refers to the research plans or simply means how a research is planned and executed.

McMillan and Schumacher (2014) elucidate that research design within social science is either conducted from qualitative, quantitative or combination of the two, called mixed methods. Other names, used less frequently are multimethod, multiple methods, blended research, triangulated studies, hybrid and integrative research (Johnson & Onwuegbuzie in McMillan & Schumacher, 2014). The study used mixed methods of research which was the combination of the quantitative and qualitative research methods.

4.3.1 Rationale for using mixed methods

Creswell (2013) defines a mixed method as a procedure for collecting, analysing and combining both quantitative and qualitative research methods in a single study to understand the research problem. The choice of a mixed method design was in line with the demands and objectives of the study as embodied in the pragmatism philosophical worldview. According to Creswell (2013, p. 235) “pragmatists believe in using procedures that work for a particular research problem under study and that one should use many methods when understanding a research problem”. A single method would not be able to produce reliable responses.

A mixed method research also attempts to legitimate the use of multiple approaches in answering research questions rather than restricting and restraining researchers' choice. It was used for the study in order to attain truths from multiple realities as well as for purposes of triangulation of data. And by combining qualitative and quantitative data, the researcher managed to collect data from a wide range of participants and respondents, a reach which could not be achieved with a single method. The two methods complemented each other (Almeida, 2018). McMillan and Schumacher (2014) have outlined advantages and disadvantages of mixed methods design (see Table 1).

Table 1: Advantages and disadvantages of mixed method research

ADVANTAGES	DISADVANTAGES
1. It provides more comprehensive data.	1. Researcher's training may not be adequate to conduct both types in a single study.
2. It allows the study of a process as well as the outcomes.	2. One method may be used superficially.
3. It compensates for limitations of using a single method.	3. It typically requires more extensive data collection.
4. It allows investigation of different types of research questions.	4. It typically requires more time and resources.
5. It allows investigation of complex research questions.	5. It is difficult in writing reports and forming conclusions.
6. It enhances credibility of findings from a single study.	6. It may mislead readers if the approach does not fully integrate both types of designs.

In summary, using both approaches allows the researcher to incorporate the strengths of each method. In this way, deficiencies in each method can be addressed. On the negative side, combining the two typically requires that the researcher must have competence on each type. Johnson and Onwuegbuzie (2007) stated that mixed methods enable researchers to cautiously create designs that effectively answer their questions. Moreover, this design offered best opportunities for answering pertinent questions.

The use of mixed methods research provides the researcher with varied views from which to analyse a topic as well as representing an effective method of triangulating data. In justifying the use of mixed methods research, Johnson and Onwuegbuzie (2007) argue that such design leads to the collection of data through different strategies, approaches and methods in such a way that the mixture or combination is likely to result in

complementary strategies and non-overlapping weaknesses. McMillan and Schumacher (2014) postulate that there are three types of mixed method designs.

a) **Explanatory** – in this type of design quantitative method is first implemented then followed by qualitative method. The purpose of the design is to use qualitative data to elucidate quantitative findings.

b) **Exploratory** – this design uses qualitative method and then followed by quantitative methods. The qualitative data was used to find categories to be compared. Quantitative data are used to discover relations found in qualitative data.

c) **Triangulation** – in this design the researcher uses qualitative and quantitative concurrently. The purpose of using both methods is to provide a clear and complete picture of data by combining data analysis methods and balancing and neutralizing strengths and weaknesses of each.

In this study, a triangulation mixed methods was selected for better understanding of the phenomenon under investigation. Creswell (2014) contends that this method provides complementariness, completeness and corroboration of research findings. The use of mixed methods enabled the researcher to get a complete picture that was credible and well complemented about challenges experienced by schools in the provision of Guidance and Counselling.

4.3 .2 Sampling design and procedures

4.3.2.1 Population

According to Walzier and Wienir (2013), research population specifies the group of people the survey supposedly pertains to. Population is any group of individuals that has one or more characteristics in common which distinguishes that group from other individuals (Best & Kahn, 2006). Target population is also known as the universe, which is a group of elements such as individuals, objects or items from which samples are taken for

measurement. This implies that a target population may be defined as the population to which the researcher generalized research results on. This means that population was selected with care, bearing in mind the selection criteria and desired size of the study. Factors like resources in terms of time and money were considered when selecting the population for this study.

The population of the study was eighty eight (88) public high schools in Manzini region. This region has 88 principals and one thousand five hundred and eight –four (1 584) teachers (Education Management Information Systems, 2018). However, only Mankayane high school principals and teachers were targeted for the study.. Mankayane is a small town under Manzini. It is about 45km from Manzini the hub of Eswatini. There are eighteen (18) high schools with eighteen (18) principals and two hundred and seventy (270) teachers. They were targeted because this cluster have many under performing schools and it is researcher town. The study used 10 schools from Mankayane Zone which were selected through purposive sampling. The ten (10) selected schools were within 20km from Mankayane, five from rural and five from peri urban. A total number of 10 principals and 20 teachers (2 from each school) were sampled for the study.

4.3.2.2 Sampling

Sampling is the act, process or technique of selecting a suitable smaller size of a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Kombo & Tromp, 2006). Vockell and Asher (2011) state that sampling refers to the strategies that enable researchers to pick a subgroup as a basis for making inferences about the larger group. Walzier and Weiner (2013) concur with Kombo and Tromp (2006) when they refer to a research sample as a smaller number from which the research population had been selected to participate. This definition implies that a sample is a portion of the population from which data has been collected for analysis and could be used as basis for answering research questions.

Mooser and Kalton (2007) outlined some advantages of sampling. First, sampling saves money and time. Again, sampling saves labour as few people are required for tabulating and processing data. Sample size was important for the study because it was impossible, impractical or extremely expensive to collect data from all the potential units of analysis covered by the research problem. However, purposive sampling was used to select the school guidance counsellors and principals. Therefore, twenty (20) teachers (2 from each school, a counsellor and other teacher) and 10 principals in Manzini region (southern) under Mankayane zone took part.

4.3.2.3 Purposive sampling

According to Rowley (2013), purposive sampling denotes a sample procedure which cannot easily result in probabilistic sample. Barker, Pistrang and Elliot (2007) refer to purposive sampling as a systematic strategy of selecting participants according to criteria that is important to the researcher's questions. In essence, it means that the researcher handpicked the cases to be included in the sample on the basis of their judgment or their typicality. In this way, the researcher built up a sample that was satisfactory to their specific needs. They further outlined the advantages of purposive sampling.

- a) It reduces costs in terms of selecting sample.
- b) It increases ability to generalize to certain types of elements.
- c) It was used in order to obtain relevant data from the relevant group of people.
- d) It can be applied when there is a limited number of people with the expertise in the area being researched. Like in this study under investigation, not all teachers teach Guidance and Counselling. A school normally has one or two; so, Guidance teachers (the HOD of SGC and another Guidance teacher) were picked to provide relevant information about the programme.

Comprehensive purposive sampling was very useful for this study as the researcher quickly accessed the targeted samples and relevant participants which helped in answering questions. This type of sampling was ideal as the researcher was looking for

key informants or respondents who would be willing to provide information by virtue of their knowledge and experience. The sample size calculator with 5% margin of error was applied in order to obtain the sample size. Hence, purposive sampling was applied to select the 10 guidance counsellors, 10 school teachers and 10 school administrators, meaning in each of the 10 schools there were 3 participants (2 teachers and a principal).

4.4 Data collection tools

Data collection tools or instruments are various methods or applications used to collect evidence or data in the field of research (Vockell & Asher, 2011). These tools helped the researcher obtain primary or secondary data. There are two research tools that were used to collect data: questionnaires and interview guides to promote triangulation.

According to Cohen and Manion (2009), triangulation is an “attempt to map out” or explain more fully the richness and complexity of human behaviour by studying it from more than a single standpoint. This means that triangulation refers to the application and combination of several research methodologies in the study of the same phenomenon. It was used in the study because it is a powerful tool that facilitates validation of data through cross-verification from more than two sources. In this study, methodological triangulation was used where more than one method (interviews and questionnaires) was used to gather data. This was based on the rationale that a single data collection method was insufficient to provide adequate and accurate research results.

4.4.1 Questionnaires

A questionnaire is a device that enables respondents to answer questions. In this data collecting instrument, respondents directly supplied their answers to a set of questions (Vockell & Asher, 2011). Cohen and Manion (2009) define a questionnaire as an enquiry form which is filled by participants in their own time although on occasion they can be completed under the supervision of the investigator.

This definition implies that a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The semi-structured questionnaires were used for data collection as this instrument has proved to be good for obtaining information about people.

Questionnaires were used because the target group was literate and unlikely to have difficulties in responding to questionnaire items. Questionnaires were cheap and convenient to work with. They did not require a smart effort from the participants unlike verbal or telephone survey. Questionnaires often have standardized answers as questions have the same structure and controlled conditions which have to be answered that make it easy to compile and process data.

Questionnaires were selected by the researcher because they promote greater anonymity and reduce bias in answering, thus resulting in more honest responses. Moreover, questionnaires were ideal to the study as they can be used by a variety of people, in different environments, at different times while targeting a variety of topics for analysis. Schumacher and McMillan (2014) concur that a questionnaire is the most widely used technique for obtaining information because it is economical, contains standardized questions, ensures anonymity and can be written for specific purposes. However, questionnaires also have shortcomings. Firstly, constructing the questionnaires is very difficult, as they need simple questions and simplicity is very difficult. Secondly, there is no opportunity for probing, thus affecting the richness of data.

Thirdly, there is no control in filling the questions which may affect data validity. According to Vockell and Asher (2011), questionnaires cannot provide rich data as respondents sometimes merely select answers from a set of supplied answers (in case of close-ended questions). Lastly, questionnaires may not be suitable to an illiterate respondent. For this study, two sets of semi-structured questionnaires were used to collect primary data from guidance counsellors and principals. Each instrument was aimed at collecting specific information from targeted respondents. The Guidance Counsellor questionnaires elicited information on the operation of Guidance and Counselling programmes, their professional

qualifications, experiences and support they get from other stakeholders. The challenges the programme is facing in the school and proposed strategies that can be employed to mitigate the barriers that hinder the provision of Guidance and Counselling. The principal's questionnaire sought information on the provision guidance services including the model or criteria used in selecting or appointing guidance counsellors, the challenges faced by the programme, strategies that can improve Guidance and Counselling services, support given to the programme among other things.

4.4.2 Interviews

An interview is a purposeful conversation in which one person (interviewer) asks prepared questions and another (interviewee) answers them. Interviews can also be defined as research design whereby respondents supply information or answers in the presence of the researcher (Vockell & Asher, 2011). Therefore, this means that interviews are methods of gathering information through oral quiz using a set of planned core questions. An interview is a conversation between the interviewer and respondent with the purpose of eliciting information from the respondent (Nzeleni, 2015). Semi-structured interviews were used to collect data from teachers (guidance counsellors and other teachers).

According to Walzier and Wienir (2013), a structured interview is an interview schedule which prescribes all the questions an interviewer is going to ask and specifies their order. That means semi-structured interviews were non-standardized although the researcher had the interview guide which consists of key themes, issues and questions to be covered but additional questions will still be asked. Moreover, this research tool permits note-taking and voice-recording. Semi-structured interviews enable ease of coding and fixed questions reduce interview bias as they specify exactly what the interviewer has to say. It also minimizes stray comments by interviewers. The main strength is that the researcher is able to prompt and probe deeper into the given situations through rephrasing and explaining questions if respondents are unclear about the questions.

However, its demerit is that inexperienced interviewers may not be able to ask prompt

questions and if this is the case, some relevant data may not be gathered. Moreover, unskilled interviewers may increase bias through asking leading questions. Another drawback is that interviews may be expensive, in terms of buying the instruments (voice recorders), travelling and preparation of the interview guides. According to Vockell and Asher (2011), interviews may be time-consuming as they cover a greater range and offer greater depth of information. Interviews were selected to enable the researcher to understand people's behaviours through their eyes, which questionnaires cannot provide. This was also done to gain information on a particular topic or a particular area to be researched. It made results quantifiable and allowed the responses to be compared. The interviews allowed questions to be guided as one wanted them. The researcher also clarified what needed to be made clearer much more easily than mail questionnaires. The researcher got information that was full of life, as ambiguity was reduced since it was possible for the interviewer or respondent to ask for clarification during interviews.

4.4.3 Pilot study

A pilot study was conducted before questionnaires and interviews were administered to the target sample to test and strengthen their validity and reliability. Woolfolk in Mlambo (2016) defined validity as the degree to which a test measures what it intends to measure and reliability as the consistency of test results mostly assessed from the responses to the items being examined. The data gathering tools were piloted to compensate weaknesses of the instruments, meaning to check if questions were relevant and making sense.

The pilot study was done under two high schools which were not under the study but that have the same characteristics with those of the main study. Participants from pilot group were encouraged to give recommendations related with restructuring of questions in the different research tools that were used. Conducting the pilot study shaped the organization of the questions. The participants were asked to include questions which thought were of importance. The objective of piloting was to allow for modifications of any

questions in order to rephrase, clarify, and clear up any ambiguities in the instruments. After piloting, the questions were corrected and modified then taken to the targeted group.

4.5 Trustworthiness

According to Creswell (2014) trustworthiness in qualitative study is determined by four indicators which are credibility, transferability, dependability and confirmability which are also equivalent to internal validity, external validity, reliability and objectivity respectively in quantitative study.

4.5.1 Credibility (internal validity)

Credibility entails the degree to which research outcomes seem accurate based on research process (Hays, Wood, Dahl & Kirk-Jenkins, 2016). To ensure credibility member checks were conducted. Member checks entail checking the accuracy of data and adequacies of the analysis (Creswell, 2014). Participants who were interviewed were revisited to confirm the accuracy of data. Credibility was also ensured through triangulation of data collection methods which were employed in the study and these were interviews and questionnaires. Moreover, data was collected from three groups of participants namely guidance counsellors (HOD's), principals and teachers. Credibility was observed by practicing anonymity to participants. Before data was collected, the participants were assured that the information they will share will remain confidential and their names will not be revealed to anyone. This assisted the researcher to establish rapport and encouraged participants to be free in sharing their experiences.

4.5.2 Transferability (external validity)

Transferability is localized generalizability to participants, settings and time frame similar to those of study (Hays, Wood, Dahl and Kirk Jenkins, 2016). Detailed descriptions of data collection and data analysis procedures were given so that other researchers can clearly follow and compare the study with other studies. In this study the researcher ensured transferability by providing data which was supported by sufficient evidence and

she outlined the theoretical parameter of the research so that further studies can be conducted in the same theoretical procedure.

4.5.3 Dependability (Reliability)

Dependability entails the consistency and reliability of research findings and the degree of documenting the research procedures such that anyone outside the research can follow and critique the research process (Creswell, 2014). To guarantee dependability a detailed description of methodology and instrumentation employed in the study was explained to allow readers to assess the appropriateness of research practices followed on carrying out study.

4.5.4 Conformability (Objectivity)

It relates to objectivity whereby any science study it is concerned with the use of instruments that are not dependent on human skills and perceptions. Confirmability refers to the extent to which the study findings are molded by the participants and not the researcher inventions (Amakwa, 2016). To maintain confirmability, the researcher distributed questionnaires to high school principals and teachers and they had to answer in their own time without interference of the researcher. Furthermore individual interviews that were conducted to teachers consisted of open-ended questions that allowed them to freely express their experiences of working for SCG. Lastly, direct quotations were used in data presentations.

4.6 Data collection process and procedures

The study was conducted in the form of a field study. The letter of permission to conduct the research in Mankayane cluster schools under Manzini region was obtained from the Director of Education in the Ministry of Education and Training in ESwatini. The certificate for ethical clearance was obtained from the University of Zululand ethics committee. The letter of permission was hand delivered to the selected schools by the researcher after communicating with the principals of those schools. Prior arrangements were made with the principals, guidance teachers and other teachers from sampled schools to make appointments for collecting data.

Questionnaire packages were hand delivered on the day of the appointment. During this day, educators were well informed about the purpose of the study and procedures to be followed. The participants' consent form was signed with relevant participants. They were assured of confidentiality of information provided. Anonymity was guaranteed to all respondents involved. Questionnaires were left for participants to complete and to be collected after a week during the day of interviews with teachers.

Questionnaires had two sections which consisted of open-ended and close-ended questions. Part A of the questionnaire questions had fixed alternative answers where respondents respond by ticking the one they think is suitable. Alternatively, Part B had open-ended questions whereby respondents would express their views, opinions and experiences as responses to the questions.

Interviews were conducted a week after disseminating the questionnaires. Follow-up interviews were conducted with the Guidance Counsellor and other teachers. To ascertain privacy, the face-to-face interviews were conducted in the counsel room for approximately 15 minutes. Recordings were taken in order to preserve and cross check information.

Data collection exercise was expected to take a month. After a month, data editing was done followed by data analysis and interpretation. According to Borg and Gall (2012), data edition helps to identify and eliminate errors made by respondents.

4.7 Ethical considerations

Creswell (2013) defines ethics as norms for conduct that distinguish between acceptable and unacceptable behaviour in research. Research ethics refers to the type of agreement that the researcher enters into with the research participants. There are other ethical issues that are to be considered when conducting this study. These include confidentiality and privacy, anonymity, honesty, informed consent as well as having permission to conduct the study.

4.7.1 Confidentiality and privacy

Confidentiality means that no one has access to individual data or the names of the participants except the researcher, while privacy entails that access to participants' characteristics, responses, behaviour and other information is restricted to the researcher (McMillan & Schumacher, 2014). It means confidentiality addresses the management of private information in order to protect identity.

The researcher devised ways to see whether the participants were willing to talk about sensitive topics without putting them in awkward situations. Confidential records like photos, materials, video records were kept safe in a small locked box, a secure area where only the researcher has access. Information obtained from the study was not made available to anyone who was not directly involved in the study. The obtained data would be destroyed after examination reports are delivered to the University and are found to be positive.

4.7.2 Informed consent

Informed consent is achieved by providing subjects with an explanation of the research before they agree to participate or not (McMillan and Schumacher, 2014). Therefore, this implies that informed consent is the procedure in which individuals choose whether to participate in an investigation after being informed of the facts that would likely be their decision.

Informed consent is of high priority to ensure that individuals voluntarily participate with full knowledge of relevant risks and benefits. The aim and significance of the study was explained to respondents who make up the study population sample, in order to obtain their consent. The procedures and methods that were followed during data collection process were explained to participants. The researcher also explained to participants that participation was voluntary and there were no penalties involved for refusal to participate. Respondents were assured that collected information was going to be treated confidentially and used purely for the study. Participant consent forms were issued to each respondent to sign once they agree to stay in the data collection process (as

reflected by Annexure A of UNIZULU Research Ethics Guide).

4.7.3 Anonymity

Anonymity means that the researcher cannot identify the participants from information that has been gathered (McMillan and Schumacher, 2014). The essence of anonymity is that information provided by participants should in no way reveal the identity of the participant. There was no link between data and participants. Participants remained anonymous throughout the study even to the researcher. On questionnaires, participants did not write their names and school names, rather coding (letters of the alphabet) were used for naming.

4.7.4 Honesty

The researcher honestly reported data, results, methods and procedures and publication status. Moreover, acquired data were not fabricated, misinterpreted and falsified. Furthermore, the researcher did not deceive colleagues, granting agencies or the public.

4.7.5 Permission to conduct research

The researcher developed a research proposal that was presented and approved by the Research Ethics Board in order to obtain research ethical clearance. Ethical clearance together with research proposal was submitted to Eswatini Ministry of Education and Training to seek for permission to conduct research to the sampled high schools in Manzini region. Furthermore, school principals were given the request letters to be allowed to collect data.

4.8 Data analysis

Data analysis is a process of systematically arranging the data collected by the researcher in a way that is clearly understood by others (Borg & Gall, 2012). Descriptive data analysis was used to deduce patterns and meaning from data. The study used descriptive statistics to analyse quantitative data. The researcher collected data through

questionnaires and interviews.

4.8.1 Questionnaires

Responses from questionnaire items were read, listing opinions, views, problems and challenges and recommendations. These were tallied to determine responses that are common. The interviews were transcribed into an interview transcript. Thereafter, data were examined to get sense of themes. The interview questions were used to organize and present data from interviews. Data analysis was mainly qualitative but some responses were quantified to show their frequencies. The responses from interviews were analysed thematically in line with research questions.

4.8.2 Interviews

Themes were linked to the research questions and analysed in a narrative form. Since quantitative data uses numbers to interpret data, the researcher used tables, bar graphs, and pie charts to present data. Information on pie charts was analysed using percentages. Lastly, quantitative and qualitative data were compared and integrated to form separate wholes.

4.9 SUMMARY

The chapter presented a detailed description of the methodology that the researcher used in the study. The study used the mixed method design based on questionnaires and interviews. The data collection plan was outlined which included the selection of population and sampling. Ethical considerations were discussed as well as methods of analysis of data. The next chapter deals with data presentation and analysis.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This chapter presents the findings of the study guided by the purpose and specific research questions. The purpose of the study was to explore the challenges facing high school teachers and principals in implementing Guidance and Counselling services in Manzini region. The chapter intends to present and analyse the findings of the study as they relate to existing literature. The summary is meant to give a comprehensive view of ideas of all participants regarding the main question and objectives of the study as contained in 1.5 and research questions in 1.6 to guide this study.

The questionnaires were given to 10 Guidance Counsellors who were HOD and 10 school administrators. Semi-structured interviews were conducted to 10 teachers. The data collection techniques complied with the needs of mixed methods. The use of array of research methods allowed for triangulation and comparability of data. Data is presented in tables, pie charts and narrative form in compliance with the dictates of the mixed method paradigm.

5.2 Presentation and analysis of data collected from Guidance Counsellors (HOD)

5.2.1 Demographic data of Guidance Counsellors

The demographic characteristics of Guidance Counsellors featured in the research instrument include gender, age, teaching experience, qualifications and experience as Guidance Counsellors and training received by teachers. The participants were asked to state their biographical data with the aim of determining whether their demographic characteristics as Guidance Counsellors do not interfere with the challenges faced by teachers in implementing practices of Guidance and Counselling in schools. It is assumed that years of experience may influence the way teachers implement Guidance and

Counselling. Data collected from ten Guidance Counsellors who were HODs using a questionnaire is shown below.

Table 5.1 Profile of Professional status of Guidance Counsellors

Sites	Gender	Ages	Teaching experience	Experience Counsellor	Academic qualifications	Teacher training
P1	Male	51 to 60yrs	16 to 20yrs	0 to 3yrs	Degree	In-service
P2	Female	51 to 60yrs	21 and over	12 to 15yrs	Degree	Pre-service
P3	Male	41 to 50yrs	16 to 20yrs	12 to 15yrs	Degree	In-service
P4	Female	41 to 50yrs	21 and over	16 to 19yrs	Degree	In-service
P5	Female	41 to 50yrs	16 to 20yrs	8 to 11yrs	Degree	Pre-service
P6	Female	51 to 60yrs	21 and over	20 and over	Diploma	Pre-service
P7	Female	21 to 30yrs	6 to 10yrs	4 to 7yrs	Diploma	In-service
P8	Female	51 to 60yrs	21 and over	16 to 19yrs	Diploma	In-service
P9	Female	41 to 50yrs	21 and over	8 to 11yrs	Degree	In-service
P10	Female	41 to 50yrs	11 to 15yrs	4 to 7yrs	Degree	In-service

a) Gender

There were ten (10) School Guidance Counsellors who participated in this study, eight of them were female and two were male. The findings show that the majority of 80% preferred to use females as Guidance Counsellors than males who were only 20%. This can hinder or limit the effective implementation of the programme since some students whose gender is not represented may not feel comfortable to confide with some Counsellors of the opposite sex.

Table 5.2 Frequency distribution of Guidance counsellors by gender

Gender	Frequency	Percentage (%)
Males	2	20.0
Females	8	80.0
Total	10	100.00

b) Ages

Table 5.3 Frequency distribution of guidance counsellors by age group

Ages	Frequency	Percentages (%)
21 to 30yrs	1	10.0
31 to 40yrs	5	50.0
41 to 50yrs	4	40.0
51 to 60 yrs	0	0.0
Total	10	100.00

The data obtained from Table 5.3 highlighted the ages of Guidance Counsellors that participated in the study. The data reveals that 50% of the participants were aged between 31 and 40 years and about 40% participants were between 41 and 50 years and only 10% participants were between 21 and 30 years. The findings reveal that the majority of Guidance Counsellors were those with wealth of experience as evident in their ages.

c) Guidance Counsellors qualifications

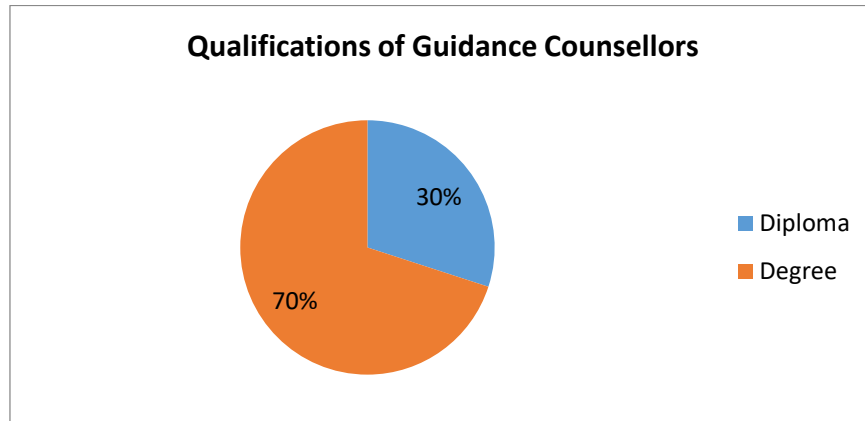


Figure 5.1 Guidance Counsellor Qualifications

Ten participants were asked to mention their highest academic qualifications. Findings reveal that their qualifications varied but the majority (70%) were degree holders and (30%) were diploma holders.

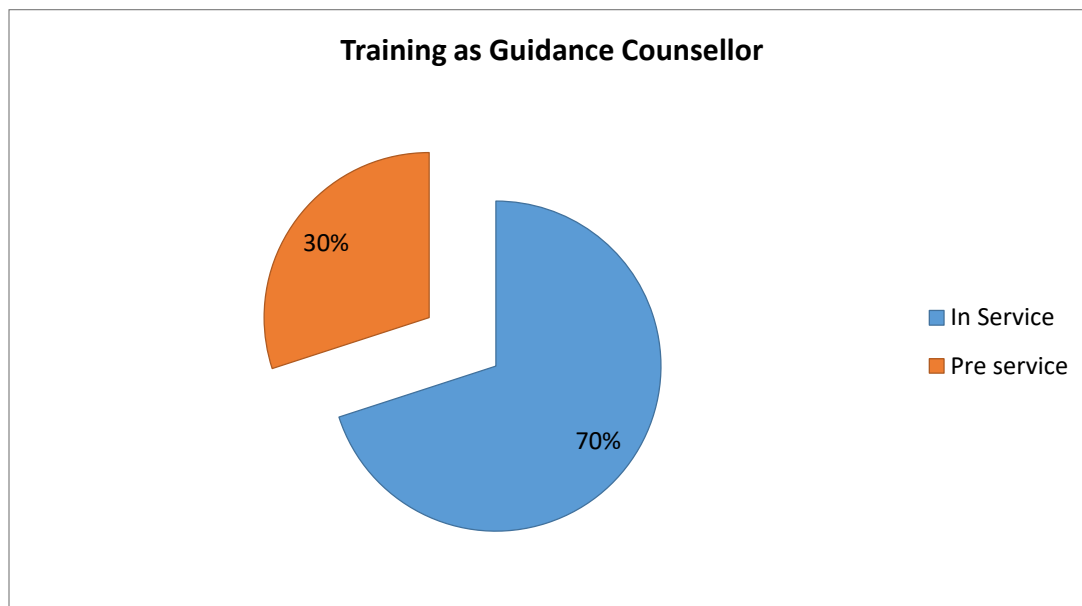


Figure 5.2 Training of Guidance Counsellors

The results revealed that seven out of ten participants (70%) of Guidance Counsellors were trained through in-service which usually last for one week three times a year at most. Three out of ten teachers (30%) were trained at tertiary level (pre-service). This means

that there are some skills which they lack since Guidance and Counselling is a wide course which requires more time for training.

Table 5.4 Frequency distribution of respondents attending trainings

Duration	Frequency	Percentages (%)
Yearly	5	50
Termly	2	20
Rarely (less frequent)	3	30
Total	10	100

Furthermore, the question wanted to check the frequency at which these teachers receive their in-service trainings. Findings reveal that the majority of participants (50%) (n=5) indicated that they received in-service trainings yearly, 30% (n=3) rarely received training and 20% (n=2) received it termly. From the above findings, it was noted that those who received trainings yearly and rarely were those who were trained by the Ministry of Education in collaboration with Regional Guidance and Counselling inspectorate. Moreover, those that were capacitated termly were the teachers who are affiliated to Non-governmental Organizations like Moya Centre.

Table 5.5 Utilization of counselling Facilities

	STATEMENTS	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Interpretation
1	Do you have a counsel room in the school?	2	2	0	2	4	<i>Disagree</i>
2	Is the counsel room frequently visited by clients?	3	1	0	2	4	<i>Disagree</i>

3	Are the learners aware about offered guidance and Counselling services?	6	3	1	0	0	<i>Agree</i>
4	Is the time allocated for Guidance and Counselling adequate?	1	1	2	5	1	<i>Disagree</i>
5	Are resources adequate for provision of Guidance and Counselling?	0	3	2	3	2	<i>Disagree</i>
6	Do learners frequently visit the counsel room to seek for help?	3	3	1	1	2	<i>Agree</i>
7	Learners are obedient and focused in class because they have received good Counselling.	0	5	4	1	0	<i>Agree</i>
8	Learners are violent because of lack of Academic Counselling services.	1	4	4	0	1	<i>Agree</i>
9	Reduction of drug use and substance abuse is caused the effective Counselling services.	2	3	3	1	1	<i>Agree</i>
10	Effectiveness of guidance and Counselling has improved academic success of learners.	1	8	0	0	0	<i>Agree</i>
11	Do you think Guidance and Counselling should	2	4	0	2	2	<i>Agree</i>

	have examinable syllabus?						
12	Is Guidance and Counselling program successful in your school?	0	6	2	2	0	<i>Agree</i>
13	Are Guidance and Counselling activities included in the school budget?	3	2	1	2	2	<i>Agree</i>

On the availability of Counsel Rooms, the findings revealed that 60% (N=6) of participants do not have counsel rooms. The Guidance Counsellors affirmed that they normally used the storeroom, tool sheds or staffroom to attend to individual counselling. This implied that in most schools counselling sessions for students are not private since there are no counselling rooms which make it possible for individual counselling.

Furthermore, 40% (N=4) indicated that they had Counselling rooms, two schools highlighted that to construct the facilities they used school funds paid by parents and while the other two were funded by NGOs. The majority (70%) lamented about inadequacy of resources which hinders the effective implementation of Guidance and Counselling. On another note, 90% of participants agreed that the implementation of Guidance and Counselling has improved academic success.

Guidance and Counselling services

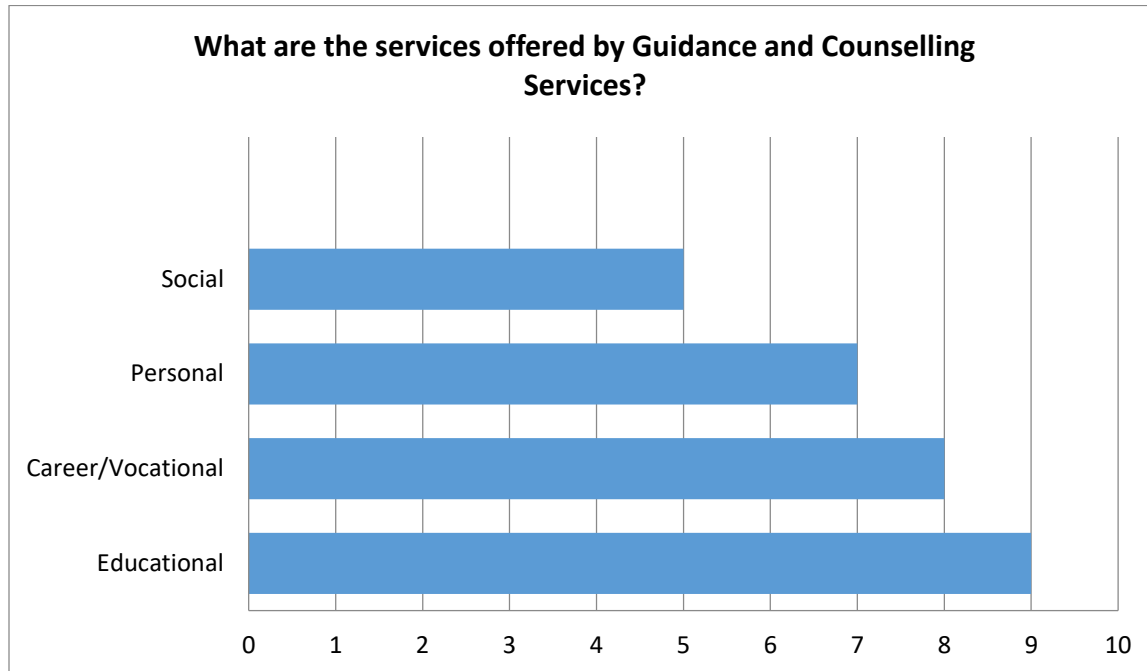


Figure 5.3 Guidance and Counselling services

The above figure indicates that the majority (90%) of learners seek educational guidance while 80% usually seek vocational guidance which is based on their careers. On another note, 70% of participants responded that learners seek help pertaining personal guidance while 50% consulted Guidance Counsellors for social guidance.

What are the most prevalent issues reported to Guidance Counsellors?

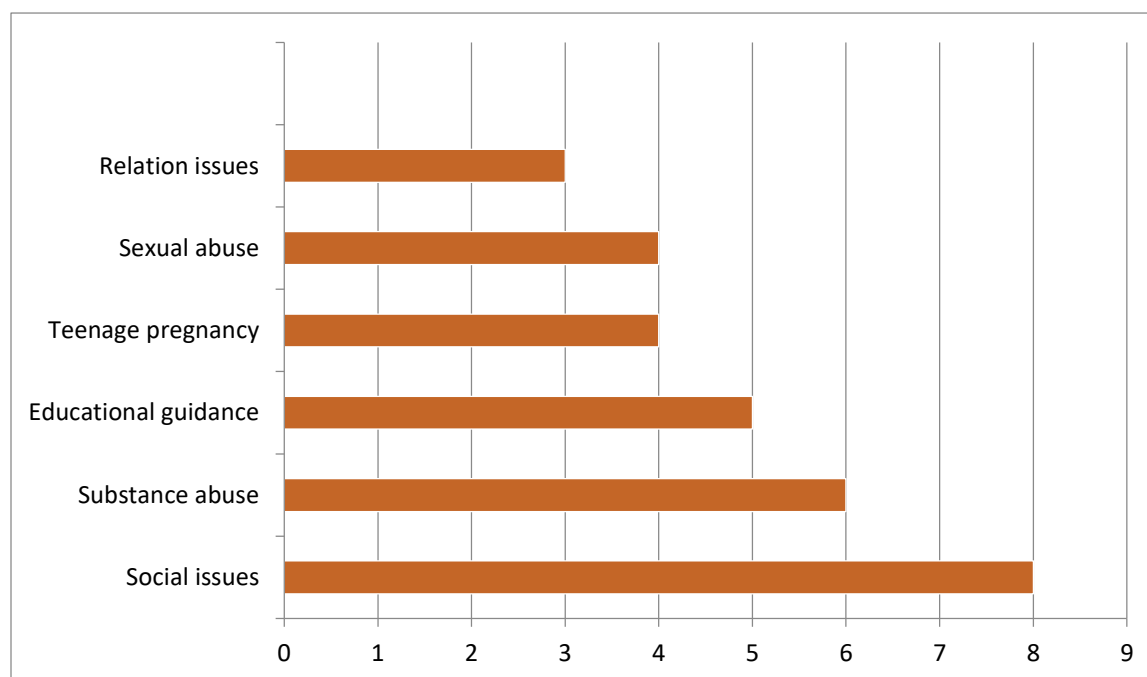


Figure 5 .4 The prevalent issues reported to Guidance Counsellors

The above figure shows that 80% of clients consulted Guidance Counsellors for social issues; 60% reported substance abuse issues; 50% of participants reported educational matters. On another note, 40% of Guidance Counsellors reported that clients would seek help related to teenage pregnancy and sexual abuse while about 30% of participants disclosed that clients will seek help in relation to matters like issues of family relationships, boyfriend and girlfriend issues.

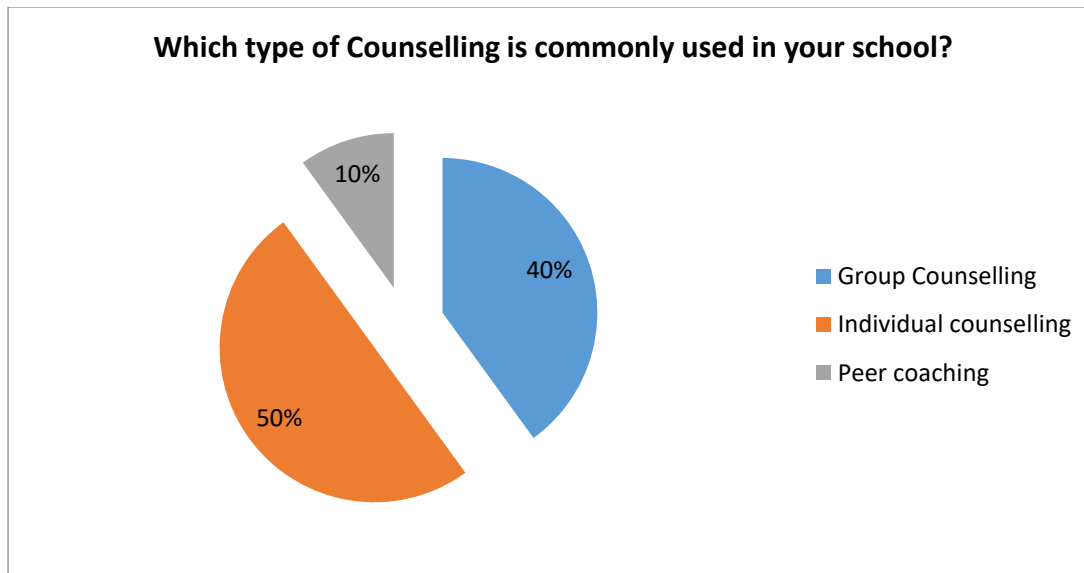


Figure 5.5 Types of counselling used in high schools

This pie chart indicates that 50% of guidance counsellors used individual counselling; 40% used group counselling while 10% used peer coaching. The findings revealed that individual counselling was commonly used for learners had diverse experiences and issues which called for individualized attention than group counselling. Furthermore, the findings revealed that one school had introduced a new approach called peer coaching which works better for them.

Table 5.6 Administration Support

Times	Frequency	Percentages (%)
Always	7	70.0
Sometimes	2	20.0
Lack of Support	1	10.0
Totals	10	100.00

Table 5.6 findings entail that school administrators support the implementation practices of CG programmes. However, 20% of the participants indicated that school administration support was not reliable based on the fact that some of them were not capacitated on the

implementation practices of CG. Results also indicate that about 20% of the participants did not receive support from the administration which makes the implementation of CG difficult and sometimes even impossible.

Table 5.7 Criteria for appointment for School Guidance Counsellor

Criteria	Frequency	Percentages (%)
Personality attributes	5	50.0
Professional training	1	10.0
Nominated by Administrator	2	20.0
Nominated by teachers	2	20.0
Total	10	100.00

The above findings reveal that the majority of school guidance counsellors were selected based on their personality attributes; 20% of the participants also indicated that selection was done by school administrators and another 20% was selected by teachers in that school. Only 10% indicated that selection was based on counsellor's professional training.

Table 5.8 Challenges in provision of Guidance and Counselling

	CHALLENGES	Strongly agree	Agree	Unsure	Disagree	Strongly disagree	interpretation
1	Lack of time	4	5	1	0	0	<i>Agree</i>
2	Lack of qualified personnel	5	3	0	2	0	<i>Agree</i>
3	Lack of resources and facilities	2	6	1	2	1	<i>Agree</i>
4	Negative attitudes and perceptions	3	7	0	0	0	<i>Agree</i>
5	Heavy workload for guidance teachers	10	0	0	0	0	<i>Agree</i>
6	Lack of support from stakeholders	1	1	3	5	0	<i>Disagree</i>

The table above shows that the majority of participants (100%) felt that Guidance Counsellors' major challenge was the added heavy workload that they carried as Guidance teachers. The negative attitudes and perceptions followed closely as another challenge. About 90% indicated that lack of time was also a challenge while 80% felt that lack of resources and facilities was also a challenge hindering the implementation of the programme. Only 20% perceived lack of support from stakeholders as a challenge.

Table 5.9 Strategies for improved school Guidance and Counselling

	STRATEGIES	Strongly agree	Agree	Unsure	Disagree	Strongly disagreed	Interpretation
1	Provision of adequate resources and facilities	8	2	0	0	0	<i>Agree</i>
2	Comprehensive peer counselling programme	6	3	0	1	0	<i>Agree</i>
3	Integration in curriculum as examinable subject	3	4	0	2	2	<i>Agree</i>
4	Remuneration of guidance counsellor	8	1	1	0	0	<i>Agree</i>
5	Comprehensive Guidance and Counselling policy	6	3	1	0	0	<i>Agree</i>
6	Appointment of trained counsellors	8	2	0	0	0	<i>Agree</i>

Table 5.9 shows that the majority of Guidance Counsellors agreed that the provision of adequate resources and facilities, using comprehensive peer counselling, integration in curriculum as examinable subject, having comprehensive policy and appointment of trained counsellors are effective strategies if used, and can improve the implementation of school Guidance and Counselling.

5.3 ANALYSIS FROM SCHOOL ADMINISTRATORS' QUESTIONNAIRE

5.3.1 Demographic data of respondents

The demographic characteristics of the participating administrators featured in the research instrument included gender, age, qualifications and years of teaching experience. The participants were asked to state their biographical data with the aim of determining whether demographic characteristics of administrators had anything to do with challenges encountered by teachers in the implementation of Guidance and Counselling.

Table 5.10 Demographic data of School Administrators

Participant code	Gender	Ages	Experience	Qualifications
NCA 01	Female	41-50 years	16 -20 years	Degree
HRA 02	Male	51-Over	21 –over	Degree
MHA 03	Female	41-50 years	0-5 years	Degree
NDA 04	Male	41-50 years	11-15 years	Degree
NGA 05	Female	41-50 years	21-over	Degree
SCA 06	Female	41-50 years	0-5 years	Master's
NCD 07	Male	41-50years	0-5 years	Master's
MVA 08	Male	51-over	6 -10 years	Degree
SAA 09	Female	41-50years	6-10 years	Master's
JBA 10	Male	51-over	11-15 years	Master's

5.3.2 Gender of the Participants

The results as displayed in Table 5.10 revealed that 50% of sampled administrators were males and 50% were females. Therefore, this means there is gender balance and this ensured that findings to be obtained from the study would not be influenced by gender bias.

5.3.3 Age of Participants

Table 5.10 revealed that 70% (n=7) of the participants were aged 41-50 years (n=3) and the rest which is 30% were aged 51 and over. This means the participants were most likely experienced in their line of work and it would not be their first time of implementing a new programme with Guidance and Counselling.

5.3.4 School Administrators work experience

The above table reveals that 30% (n=3) of the participants have 0 to 5 years of experience, 20% (n=2) have 6 to 10 years, 20% (n=2) have 11 to 15 years, 10% (n=1) have 16 to 20 years and 20% (n=2) have 21 years and above. Thus, the majority of sampled school administrators have between 0 and 5 years of working experience as school administrators.

5.3.5 School Administrators qualifications

The results displayed by Table 5.10 revealed that the majority (60%) of school administrators possessed a bachelor's degree while 40% possessed a master's degree.

Question 1 **Do you have a counselling room in your school?**

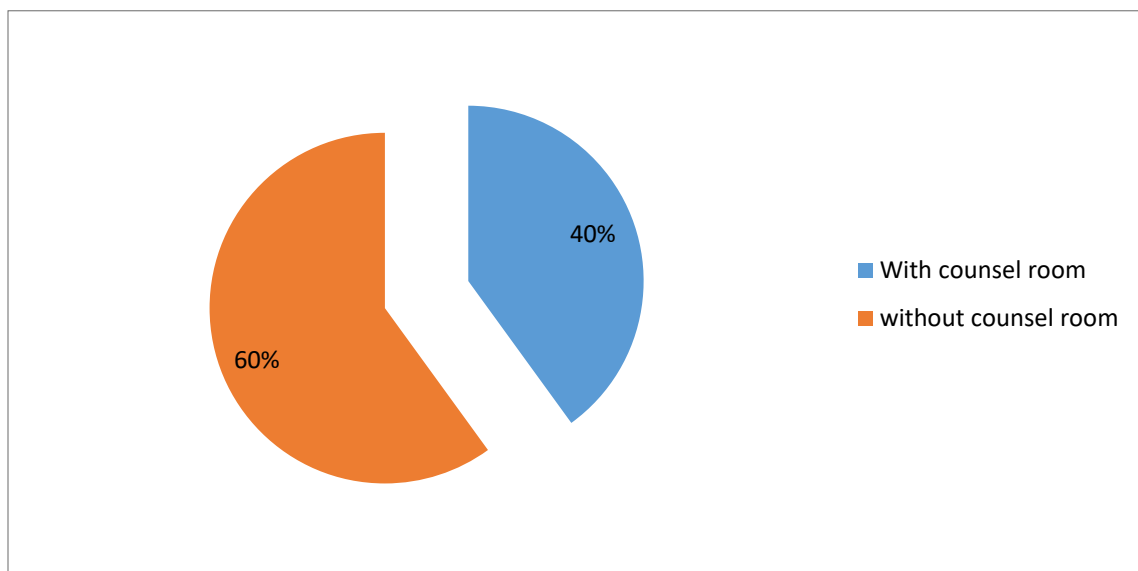


Figure 5 .6 Availability of counsel rooms

In this question, four (4) of the respondents indicated that they had counsel rooms in their schools while six (6) stated that there had no counselling rooms in their schools.

Therefore, that proves that most high schools were still struggling to conduct counselling sessions in a private and relaxed environment because of the lack of physical facilities which makes individual counselling impossible.

Table 5.11 Source of resources for establishing the counsel rooms

	Frequency	Percentages (%)
School funds	2	20.0
NGOs	2	20.0
MoET	1	10.0
No funding	5	50.0
Total	10	100.00

The above table shows that the majority of respondents (50%) had no counsel rooms because they were unable to get funding to establish one. 20% of respondents mentioned that they used school funds whereby parents paid for the facility and 20% of respondents got funding from Non-governmental organizations (Malkerns: Moya Centre) while the other 10% of respondents said the facility was built by the Ministry of Education through the assistance of Regional Education Officer.

Question 3 What types of resources are sought by Guidance and Counselling department to implement its programmes?

In this question, participants were asked whether they had resources used for Guidance and Counselling programmes. Furthermore, participants had to indicate the type(s) of resources they use that guide the implementation of Guidance and Counselling. Participants were to state the type of resources sought by Guidance and Counselling. Sixty per cent (60%) (n=6) of the participants stated that there was a need for the Life Skills Education textbooks for all learners at all levels. Currently, learners do not have books, only teachers were given one copy as reference, so it means learners rely on teachers as the only source of information. Fifty per cent (50%) indicated that there was

a need to have other related literature (print materials) like Pamphlets from different NGOs like FLAS, magazines, career booklets from different work areas. Seventy percent (70%) felt that having a counsel room that is well furnished with chairs, desks, bookshelves etc., was also a crucial need. Thirty percent felt there was a need for electronic materials like computers with internet connection.

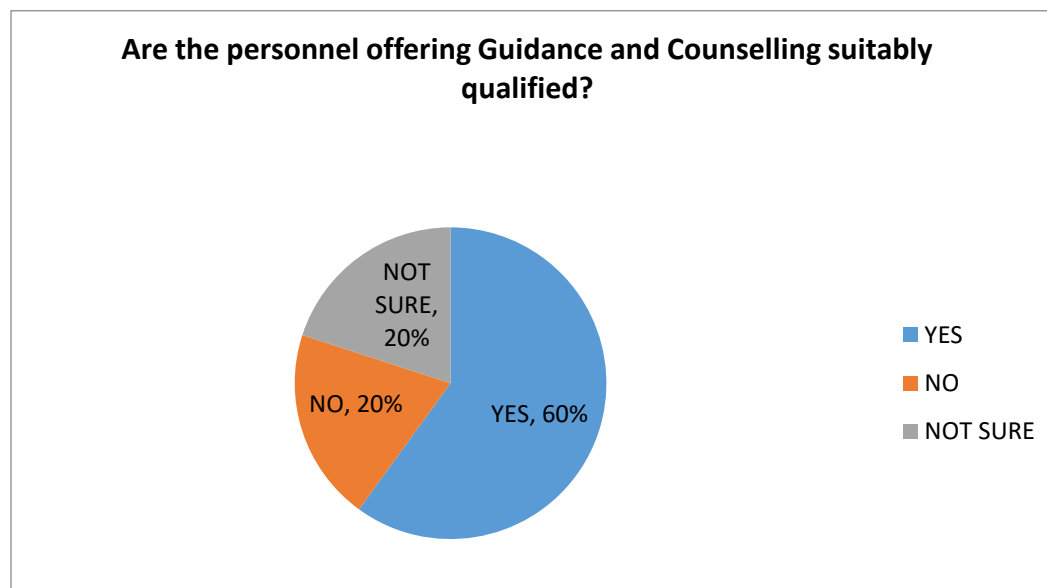


Figure 5.7 Qualifications of Guidance Counsellors

Most school administrators (about 60%) agreed that the personnel offering GC had been trained as they usually attended in-service workshops and short courses which were organized by Regional Inspectorate team and *Bantwana* team. However, these workshops were not attended by the whole GC team, only HODs attend and then come back to orientate the others. The schools that affiliate to Moya Centre also agreed that they had frequent trainings and workshops organised by this NGO. Other SAs felt that GC teachers were suitably qualified because at tertiary, they had a module on Guidance and Counselling as part of their training (pre-service). Twenty percent (20%) were not suitably trained as they were oriented by HODs who had attended the in-service workshop while the other 20% agreed that the Guidance Counsellors were suitably qualified as they used class teachers and they rotated yearly in teaching the Life Skills

Education modules. Therefore, this mean that the personnel lacked skills since Guidance and Counselling is a wide course that requires more time.

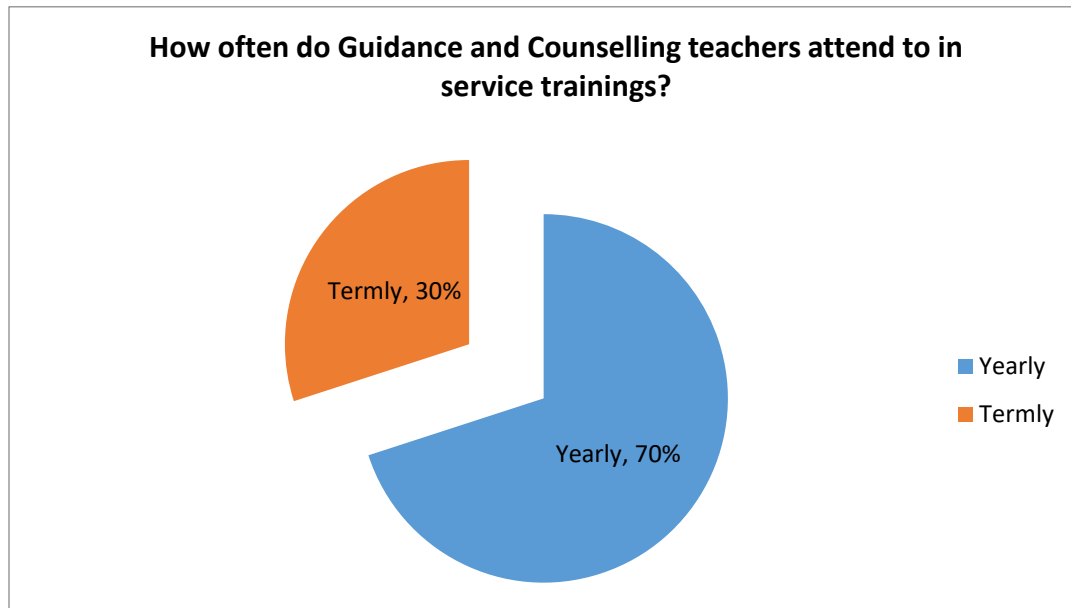


Figure 5.8 Training of Guidance Counsellors

The results of the study reveal that 70% of Guidance Counsellors attended in-service trainings yearly, while 30% of them agreed that they attended termly. Participants lamented that on these workshops, only one attends, which is the HOD. Others highlighted that during the commencement of the programme, there were several workshops, unlike now where they are rarely called for workshops.

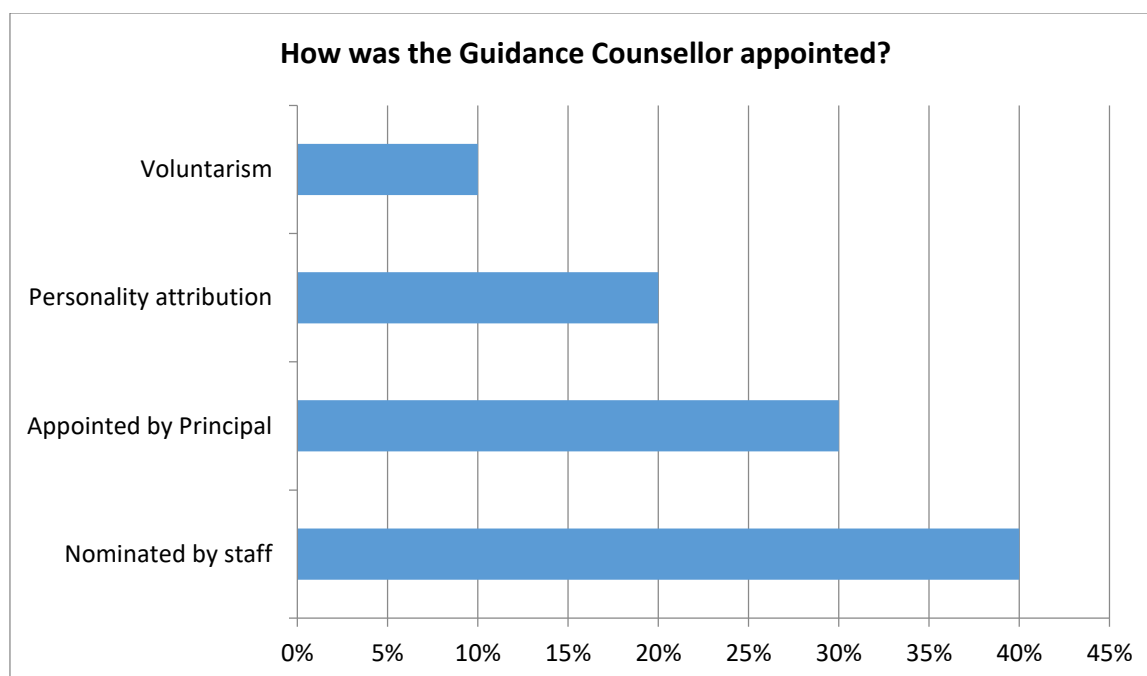


Figure 5.9 Criteria for selection of Guidance Counsellor

The results revealed that 40% (n=4) of the respondents indicated that the selection of Guidance Counsellors was done by staff nomination at a staff meeting, 30% of respondents indicated that they were appointed by the Principal. On another note, 20% of the respondents indicated that the selection was based on personality assessment while 10% they said it was based on voluntarism.

Question 7 How does the MoET monitor the Guidance and Counselling?

a) Evaluation visits

The majority (70%) of respondents indicated that the regional inspectorate for Guidance and Counselling visited their schools occasionally to assess the implementation of Life skills education which had been recently introduced under Guidance and Counselling Department. Below are verbal quotes from participants:

“They usually come once a year to check if we are teaching LSE (participant # 9, Female School Administrator, 41-50 years)

“They usually send inspectors to visit schools” (participant #10, Male School Administrator, 51-60 years)

Respondents elaborated that during the inspectorate visits; they usually checked teachers preparation books (LSE), timetables and registers for assisted clients. Sometimes for school inspections, they would also send *Bantwana* (Non- Governmental Organisation) which had developed the LSE modules to check its implementation. Here is the verbal quote of participant:

“They work with NGOs like Bantwana who monitor teachers’ progress and train teachers on new strategies or any new additions” (participant # 1, Female, 41-50 years)

b. Performance reports

About 30% of participants indicated that they send performance reports to the Ministry of Education and Training yearly. One participant highlighted this:

“They often come to school to make some assessment and there is a report we send to the Ministry of Education and Training” (participant # 4, Male School Administrator, 41-50 years)

These responses indicate that teachers offering GC are not well supported by the MoET, in that their rare or occasional visit is worrisome and may be a causal factor for the poor implementation of GC in high schools. This lack of support from the regional offices is a bad practice.

Question 8 What do you use as a guide to monitor the effectiveness of Guidance and Counselling?

a) Usage of official books

Most school administrators cited the use of official books to monitor the effectiveness of Guidance and Counselling. These official books included lesson plans, timetables and GC registers. Administrators indicated that they use timetables to ensure that GC has at least two teaching slots per week throughout the school. Moreover, they also stated that they made sure classes are attended to by teachers. About 20% (n=2) highlighted the

use of lesson plans in order to ensure that classes were attended to. Others indicated that they also use GC registers to check the list of clients that have been assisted by the counsellor.

c) The teaching of Life Skills Education modules

All Guidance Counsellors were given handbooks for LSE for all the five levels in High schools. These modules are solely for the teachers and not learners. About 50% (n=5) participants indicated that they use LSE handbooks to monitor effectiveness of GC. Below are verbal quotes from participants:

“The guidance teachers were issued hand books which guides them and it has the content and pedagogy of delivery the content”(Participant # 08, Male School Administrator, 51-over)

“The teachers have handbooks on Guidance and Counselling referred as Life Skills Education”(Participant # 3,female School administrator, 41-50Years)

1. Behaviour Change

About 10% of participants indicated that they gauge effectiveness by seeing permanence of behaviour change on learners. There is a decreased number of teenage pregnancy, school dropouts and increase in academic performance.

2. Reliance on teachers

About 10% of school administrators indicated that they rely on teachers because they volunteered to help the learners with the GC.

In summary, the results indicate that school administrators guide and monitor the implementation practices of School Guidance and Counselling.

Question 9 Briefly state how the practice of Guidance and Counselling has impacted on the stakeholders' in improving learners' discipline?

a) Parents

Most respondents revealed that parents who are aware of the programme supported the programme. The supportive parents responded promptly when consulted to meet the Counsellor concerning their children's issues. Here are some of their responses:

"Parents have shown love of this subject and some have declared openly that they have applied the discipline concepts taught in Guidance and Counselling" (participant # 4, Male, 41-50 years)

"It has enabled parents to work with the school in terms of students' discipline" (participant #6, female School Administrator, 41-50 years)

"Some parents have come back to thank teachers on behavioural change in some learners" (participant # 1, female School Administrator, 41 to 50 years)

"Parents attribute positive attitude towards the children and the school" (participant # 3, female School Administrator, 41-50 years)

"They now know the rights of the learners" (participant #5, Male School Administrator, 41-50 years)

However, on another note, some school administrators lamented that some parents were uncooperative as there was less or no follow up on their children's education and discipline. Others cited that parents were not aware of the programme provided by the school, thus making it difficult for them to support the programme. The above findings were in agreement with the literature review which emphasized that for Guidance and Counselling to be vibrant, parental involvement plays a vital role.

b) Learners

Table 5.12 How learners support GC programmes

Responses	Frequency	Percentages (%)
Guidance and Counselling helpful in controlling learners discipline	9	90
Guidance and Counselling not helpful in controlling learners discipline	1	10
Total	10	100%

The above table indicates that 90% of respondents felt that Guidance and Counselling has assisted in controlling learner discipline while 10% of respondents were not sure if it has positive impact on learner discipline. Some of the responses from the majority group:

“Now learners are positive towards learning, parents, teachers and other learners and themselves” (participant # 3, Female School Administrator, 41-50 years)

“Learners are inspired to pursue their learning goals and try to achieve them” (participant #5, Female School administrator, 41-50 years)

“There is slightly improvement based on behavioural change in some learners as well as openness in problems discussion” (participant # 1, Male School administrator, 41-50 years)

“it allowed learners to improve in complying with School rules and regulations” (participant # 6, Female School Administrator, 41-50 years)

“Learners are now more positive towards their school work and their parents” (participant # 10, Male school administrator, 51 and over)

These findings concur with Gudyanga (2015) who contends that another function of Guidance and Counselling is to help learners pursue the right type of education with meaningful educational experiences.

c) Teachers

The majority of school administrators (n=8) 80% felt that the introduction of Guidance and Counselling has assisted teachers in promoting positive discipline in learners, while 20% of respondents felt it takes away valuable time for teaching. Here are some of the responses from school administrators:

“Teachers are trying their level best to adapt to the new normal especially when it comes to positive discipline” (participant #4, male school administrator, 41-50 years)

“teachers now have a better understanding of learners behaviour and ways to deal with different learners” (participant# 7, male School administrator, 41-50 years)

“It gave teachers an understanding in handling students with regards to discipline” (participant # 6, Female School Administrator)

“They now deal with minimal cases of discipline as learners are focused” (participant #7 Male School administrator, 41-50 years)

“Most teachers now treat learners with dignity” (participant #10, male school administrator, 51 and over)

The findings revealed that most teachers were now treating learners with dignity when it comes to discipline; however, they were still those that were still struggling to do away with corporal punishment and adapt to positive discipline.

d) School administration

About 60% of sampled school administrators indicated that the introduction of Guidance and Counselling had helped them change the way they handle diverse discipline cases as now they had learnt to treat everyone with respect especially learners. They further indicated that it had promoted good working relationship especially between the teachers and learners. Moreover, school dropouts had drastically decreased due to the implementation of Guidance and Counselling. However, some 40% indicated that they were trying to come to terms with implementing Guidance and Counselling as it is a new concept.

e) Community

Most of the sampled school administrators (60%) indicated that the implementation of Guidance and Counselling has allowed the community to have an opportunity to work with schools in promoting good discipline. It has helped in reducing unreported gender-based violence. However, 40% of respondents indicated that they do not see any visible impact from the community. Moreover, others do not understand and accept Guidance and Counselling; they feel it is a western concept which will spoil their children in terms of discipline.

Question 10 Challenges faced by teachers in the effective implementation of School Guidance Counselling

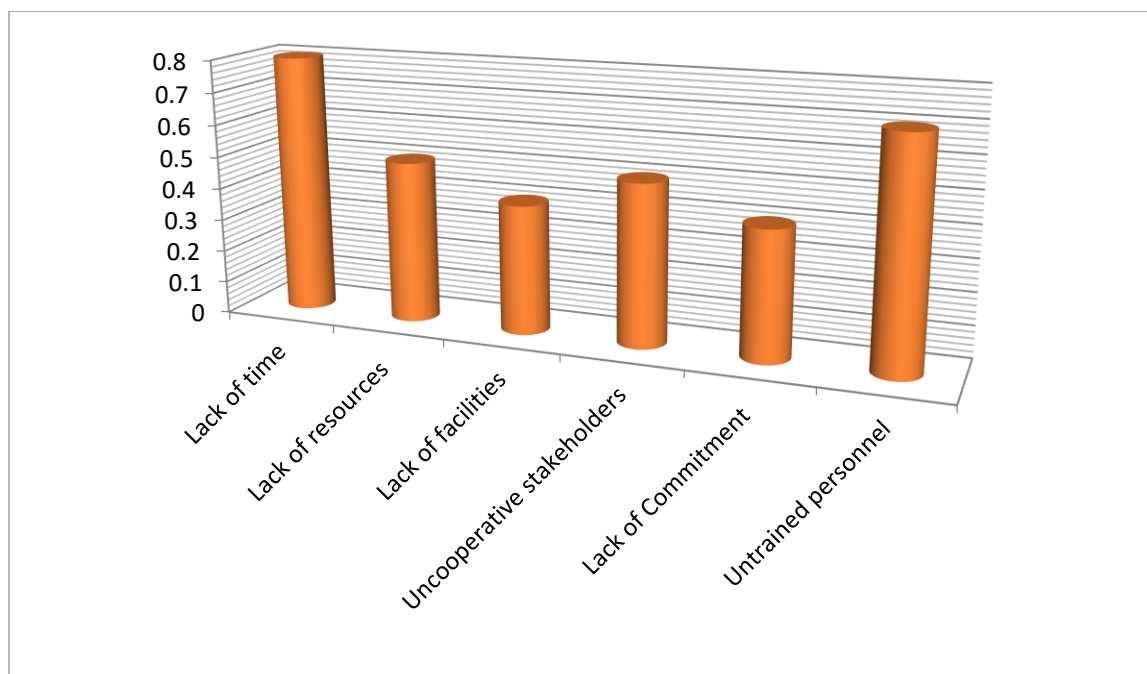


Figure 5.13 Challenges in the implementation of Guidance and Counselling in High Schools

The question was intended to seek factors which hinder effective implementation of Guidance and Counselling in high schools. School administrators reported lack of time, lack of resources, lack of facilities, lack of commitment, untrained personnel and

uncooperative stakeholders as challenges in implementing School Guidance and Counselling.

Question 11 How did you deal with the challenges?

This question intended to find out if school administrators attempt to resolve challenges experienced by teachers in implementing Guidance and Counselling in high schools. Most of them highlighted that they do deal with encountered challenges. Here are some of their suggestions:

“We use computer lab and other available space or place to attend to clients seeking for Counselling because we do not have a Counsel room” (participant # 1, Male School Administrator, 41- 50 years)

“We encourage students with issues to use their spare time like short break or lunch hour to see the School guidance Counsellor as time is inadequate” (participant # 6, Female Administrator, 41-50 years)

“As we use class teachers to teach the LSE modules ,so some of the teachers lack the expertise, we therefore ask the Head of Department for CG who usually attends workshops to train and mentor the others” (participant # 10, Male School Administrator, 51 and Over)

It means school administrators do make efforts to implement school guidance and counselling regardless of the challenges they face.

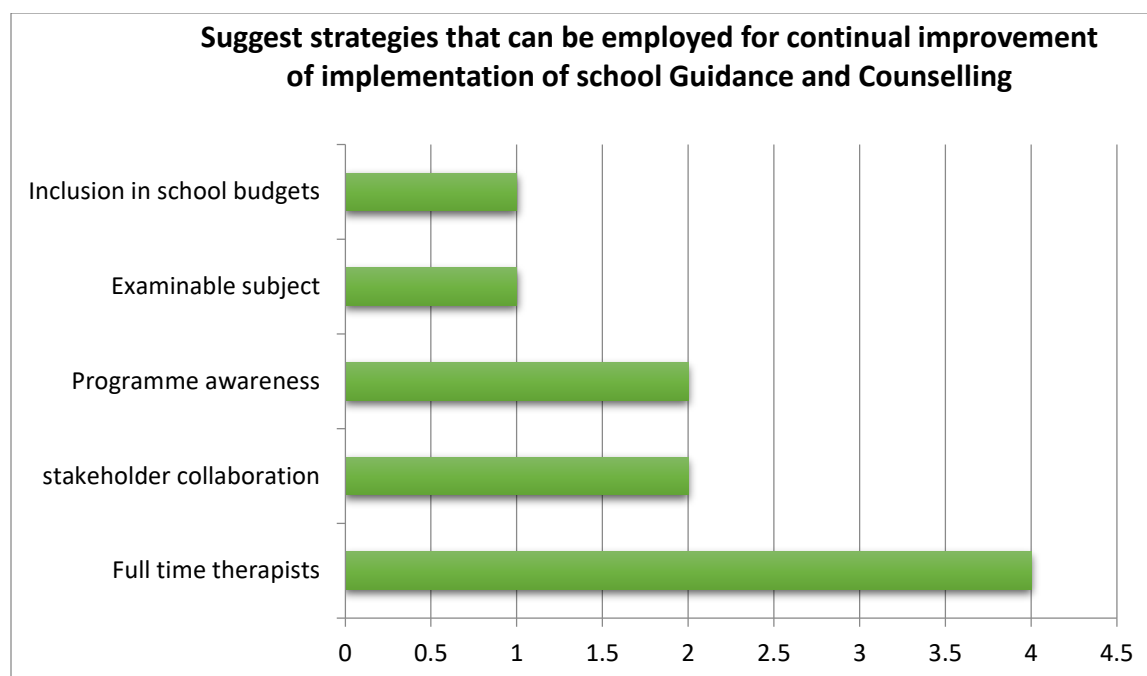


Figure 5.11 School Guidance and Counselling improvement recommendations

The above figure shows that the majority of respondents ((n=4) 40%) felt that there should be specialized fulltime therapists, 20% (n=2) felt stakeholders' collaboration is crucial. The other 20% (n=2) of respondents indicated that there was still a need for programme awareness; 10% (n=1) felt it should be examined like all other subjects while the other 10% (n=1) felt it should be included in yearly school budget in order to cater for facilities and materials needed by this programme.

5.4 Data from face to face interviews with teachers

Nine questions were formulated with the aim to triangulate information that was given by Guidance and Counselling HODs and school administrators. Ten teachers who are part of Guidance and Counselling team were interviewed.

Table 5.13 Number of Guidance Counsellors in schools

Range (number of teachers involved)	Frequency	Percentages (%)
1 to 5 teachers	4	40
6 to 10 teachers	3	30
11 to 15 teachers	3	30
Total	10	100

The above table indicates that 40% (n=4) of sampled teachers had 1 to 5 Guidance counsellors, 30% (n=3) had 6 to 10 Guidance counsellors while 30% (n=3) had 11 to 15 Guidance counsellors in the school. The other ranges that had more teachers were using class teachers to teach LSE modules and to attend to psychological needs of learners.

Table 5.14 Criteria in selecting Guidance Counsellors

Criteria	Frequency	Percentages (%)
Administration and teachers	3	30
Teachers	2	20
Head of Department	2	20
Volunteers	3	30
Total	10	100

Most sampled teachers (30%) indicated that they were selected by teachers and administration in staff meeting whereby individuals were selected based on their personality. Another majority of respondents highlighted that individuals volunteered after being consulted by the HOD or Administration. Twenty percent (20%) reported that they used class teachers as Guidance Counsellors while the other 20% of respondents indicated that they used Heads of Department. These findings were in contrast with

literature review which specifies that for effective implementation of Guidance and Counselling; counsellors should be suggested by the consumers of the services who are learners.

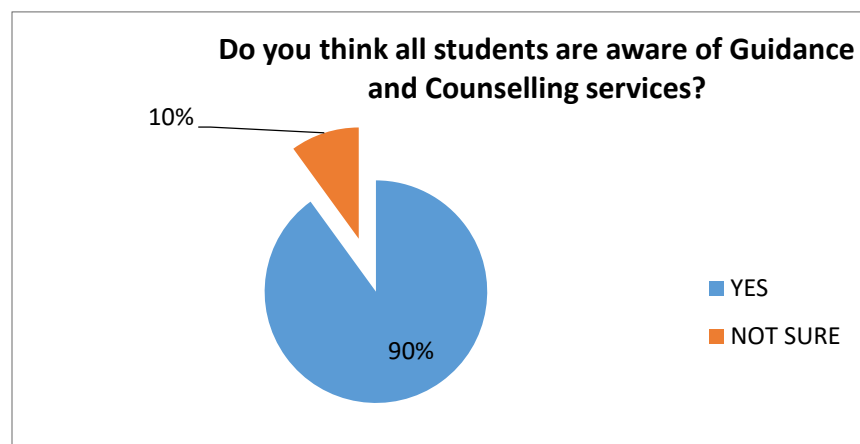


Figure 5.12 Awareness of GC services

Ninety percent (90%) of respondents highlighted that learners were aware of Guidance and Counselling programme because every class have a slot in the timetable where LSE module was taught. Ten percent (10%) of the respondents indicated that they were not sure if learners were aware of the programme especially the new comers, Form 1 and 2, because it was no longer taught as timetable have been modified due to Covid 19 where they used rotational learning.

Table 5.15 Usefulness of GC on Academic performance

Items	Frequency	Percentages (%)
a) Influenced decision making	1	10
b) Behaviour change	2	20
c) Imparted Coping skills	3	30
d) Improved self esteem	1	10
e) Motivated to learn	3	30
Total	10	100

Table 5.16 highlights that 30% of sampled teachers indicated that learners are motivated to learn after the introduction of GC, the other 30% confided that it has imparted coping skills. The other 20% of respondents reported that they are seeing significant behaviour change, while 10% reported improved self-esteem and the other 10% reported improved decision-making. In conclusion, it means Guidance and Counselling has assisted in improving learners' academic performance.

Question 5 How are learners benefiting from the programme?

The sample of teachers highlighted four key areas through which learners benefit through Guidance and Counselling which were Educational, Vocational, Personal and Social.

a) Educational guidance

The majority of respondents reported that learners were benefitting educationally in Guidance and Counselling because helped learners had adjusted to the curriculum and the school life in general. They highlighted that it had facilitated the success of the school, as students now know and understand the importance of education.

“Most students have discovered their intellectual potential and they now realise why they come to school” (participant # 6, Female teacher, 31-40 years)

This finding was in agreement with Kinra (2013) who postulated that educational guidance promotes intellectual growth thus make one to cope with educational programmes.

b) Social guidance

Most respondents also confided that learners have acquired skills such as coping skills. They have also changed their undesirable attitudes and behaviours which have made them to be socially attractive and acceptable to others. Others also highlighted that students acquired information on possible ways of solving and coping with the problems. One respondent said *“The Life skills Education module has rich content on topics like HIV Education, Substance Abuse, and Stress Management and many more.”* This finding concurs with Orenge's (2011) study where he argued that social guidance involves

developing an understanding of oneself like to maintain a positive self-concept, having positive interpersonal skills including respect for diversity.

c) Vocational guidance

Other respondents reported that Guidance and Counselling has assisted learners to gain understanding on the relation of education and the world of work.

*“They are inspired to pursue their learning goals and try to achieve them”
(participant # 5 , Male teacher, 41- 50 years)*

The career information helps students to be aware of careers that will interest them, be realistic about their strengths and weaknesses and then make informed choices.

d) Personal guidance

The minority of respondents highlighted that introduction of GC in high schools has helped learners to know, understand and accept them thus building a positive self-concept. The findings concur with Dlamini (2018) findings where she highlighted that life skills education provided one-on-one counselling sessions to help learners cope with crisis, establish and sustain relationships with their friends and families. Therefore, it means GC has assisted students to know themselves.

From your experience what qualities do you consider suitable for School Guidance Counsellor?



Figure 5.13 Qualities of a school guidance counsellor

Most respondents emphasized that counsellors should be those who love children, easy to interact with, good listener, honest, trustworthy and empathy. Therefore, it means School Guidance counsellors should be individuals with good personality and role models that can be imitated by learners as advocated by Albert Bandura Social learning theory.

Question 7 What is your role as a classroom teacher in supporting Guidance and Counselling programme?

The sampled teachers highlighted four key roles of Guidance Counsellors as listeners, advisers, referrals and receiving agents, career educator and Program supporter

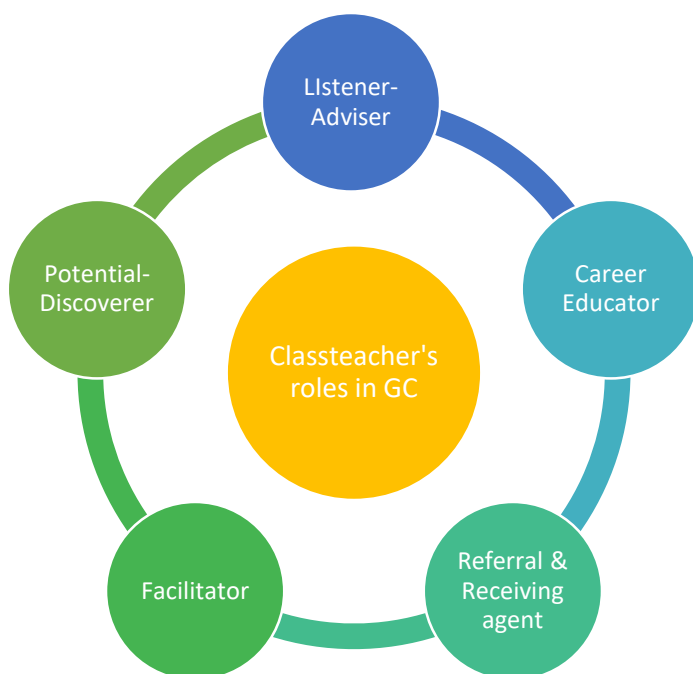


Figure 5.14 Class teacher's roles in GC

a) Listener – adviser

Thirty percent (30%) of sampled schools reported that teachers are the first line of contact in the Guidance and Counselling program which the teacher is frequently called upon to serve in listening and advising capacity.

b) Potential – discoverer

Twenty percent (20%) indicated that classroom teachers identify special talents for learners' career speciality. They also identify individual students who are in need of Counselling services. Below are some of the participants' quotes:

“Classroom teachers observe, listen, evaluate and act on issues that needs counselling” (participant # 2 , Male class teacher)

“Teacher identifies the needy, sickly and those with abnormal behaviours” (participant # 7, female class teacher)

Participant seven's comment concurs with participant three's.

c) Career educator

The career education responsibilities lie with the teacher. Twenty percent of respondents highlighted that class teachers teach Life Skills Education modules which help in developing positive attitudes in education and its relationship to career preparation and decision making. This finding concurs with Kinra (2013) where she argued that teachers identify maladjusted and backward youngsters and help them in making maladjustment and progress by personally counselling them.

d) Facilitators

Other respondents reported that teachers facilitate conducive and favourable environment which promotes positive exploration of diverse learning experiences and skills. Moreover, a counsellor encourages communication and involvement in the counselling programs.

e) Referral and receiving agents

Twenty percent of respondents indicated those classroom teachers were the major source of student referrals to the school counsellor. Teachers search and identify all students with serious counselling needs and refer them to school counsellor. Teachers also act as receiving agents as they receive students back into the classroom. They support and reinforce counselling outcomes. It means teachers are the ones who monitor permanence of behaviour change on helped students.

Question 8 What are the challenges faced by School counsellors in implementing the Programme?



Figure 5.15 Challenges in the implementation of GC

a) Lack of facilities and resources

Most respondents in the study cited lack of facilities and resources as major obstacles in the implementation of GC. Teachers indicated that there are no counsel rooms to be utilized by those who are seeking for psychological help. The lack of space makes it difficult for counsellors to attend to student needs. This implies that students may end up not seeking for services. Others complained of insufficient resources especially the Life Skills Education modules. Others also felt that the module has limited content.

b) Added teaching work load

Teachers revealed GC has added workload as they are also fulltime teachers.

c) Lack of time

Most teachers revealed insufficient time to implement GC as a challenge. During Covid 19 era where rotational learning was practised, there was a lack of time to attend to learners. Other schools cancelled the slot of GC in the timetables as other teachers felt it was a waste of valuable teaching time.

d) Lack of expertise

Most teachers highlighted that they were not trained for Guidance and Counselling; they only attended few workshops. Therefore, it means most teachers who are supposed to implement the programme lacked expertise to do so.

e) No motivation or incentives

Most teachers indicated that teachers are not motivated to implement GC because there are no incentives as it is perceived as an added responsibility. The lack of commitment is also caused by the fact that it is not examined like other subjects.

f) Lack of stakeholders support

There is a lack of commitment and support from teachers, learners, parents and the inspectorate team. The stakeholders do not take the subject very serious as they think it is just a waste of time, thus hindering its effective implementation.

Question 9 Suggest strategies that can be employed for continual improvement of Guidance and Counselling?

This question was asked in order to solicit teachers' suggestions on overcoming challenges faced by the programme.



Figure 5.16 Recommendations on improvement of GC programme

a) Yearly budgets

Most respondents indicated that GC should be included in the school year budget like all other subjects. This can help the programme to have sufficient resources to secure literature including the LSE modules, furniture, pamphlets and many more.

b) Counsel rooms

Most sampled schools did not have counsel rooms. They suggested that the construction of the facility should be the first intervention towards effective implementation of GC.

“There must be good and conducive counsel room where psychological help can be offered” (participant# 6, female teacher)

Other respondents mentioned that the counsel room should be appropriately allocated in the vicinity of everyone to promote privacy and anonymity to clients.

c) Programme evaluation

Teachers revealed that those responsible for GC implementation should regularly supervise, monitor, support and evaluate the programme. They suggested that the Ministry of Education should send a questionnaire yearly to be completed by learners and teachers at all levels of learning.

d) Peer coaching

Respondents suggested that counsellors should revise their counselling techniques and introduce peer coaching with peer clubs. Peer clubs may also explore diverse exciting approaches ideal for children like plays.

e) Full time personnel

Teachers also suggested that fulltime and qualified counsellors must be employed. One respondent said:

“Government should hire more counsellors who are not teachers (psychologists), who will always be available to attend to clients at any time” (participant # 5, Female teacher)

f) Subject examination

Most teachers suggested that Guidance and Counselling should be examined like all subjects. If GC is examined, it will be given enough teaching periods and be taken serious by all stakeholders.

g) Motivation

Teachers suggested that all teachers teaching GC should be remunerated accordingly because of the added workload. It means the provision of incentives can motivate teachers to do more in GC implementation.

5.5 Summary

This chapter presented data using mixed method. The data were collected through the distribution of questionnaires to Guidance Counsellors and School Administrators. Face-to-face interviews were conducted to solicit information from teachers. The data were presented in themes (words) and illustrated tables, pie charts, bar charts and column charts. The next chapter is focusing on the discussion of findings.

CHAPTER SIX

DISCUSSION OF RESULTS

6.0 Introduction

This chapter presents the discussion of findings which are in line with research objectives. The discussion is also based on the main question:

- a) What are the challenges faced by teachers and principals in implementing Guidance and Counselling in high schools?"
- b) How are Guidance and Counseling facilities utilized in Manzini region high schools?
- c) What is the professional status of Guidance and Counselling teachers in Manzini region?
- d) Which strategies and alternatives can be employed for continual improvement of Guidance and Counseling Services in Manzini region?

The summary on comparative findings from both databases and schematic representation is discussed next.

6.1 Summary of comparative findings from both databases and schematic representation

As indicated in chapter 4, both research designs were used concurrently when data were collected. The findings for each design are used to validate and triangulate the findings of the other design. According to Creswell (2014), the report in the mixed method can integrate qualitative and quantitative forms with the aim to converge the three databases. A mixed method researcher compares the results from both forms to determine if the different databases yield similar or dissimilar results (Creswell, 2014). This chapter covers congruency of the findings and results.

6.1.1 Findings with regard to the relationship between the teachers and principals and their biographical data

The aim of the study was to ascertain whether teachers and principals' biographical data such as gender, years of teaching experience, qualifications had any relationship with/about challenges faced by teachers and principals in implementing guidance and counselling in high schools.

a) The relationship between gender and challenges on implementation of Guidance and Counselling

The findings of this study with regards to the relationship between gender and challenges on the implementation of GC revealed that male and female teachers do not differ significantly when it comes to their respective views on the challenges. This means that both male and female teachers perceived challenges on the implementation of GC in the same manner. The likely reasons for this finding was that since the teachers are residents in the same locality or location are familiar with the environment, and their views may not differ significantly.

This research finding would generate further discourse on whether gender has any implication on the challenges faced by teachers and principals in implementing GC in high schools. The reason is because there is scanty literature on this variable.

b) The relationship between age and challenges in implementation of GC

The results indicated that the age differences do influence the teachers' views on the challenges on the implementation of GC. The age distribution for both teachers and principals was influential especially those who ranged from 41 years to 60 years. Teachers ranging between 20 to 40 years are likely to have started establishing and adjusting themselves in the implementation practices of GC. These age groups are very innovative and energetic and are likely oriented with new approaches and practices of GC.

c) The relationship between experience and challenges on implementation of GC

The findings of this study revealed that there is a relationship between experience and teachers views on GC challenges. The results indicated that experienced teachers were

more capable of identifying the challenges. Without any doubt, experience plays a major role in teachers identifying the challenges. Pillay (2012) in Mlambo (2016) argued that the keystone to Life Orientation teachers should be skilled Counsellors, career guides and diverse role-plays who are open, approachable, have integrity, trustworthy, resolve conflict and make good use of external and internal support within the school context. Only teachers with acquired experience could develop such skills. One of the findings is that teachers with experience are at the stage where they have acquired adequate skills of handling challenges and feel comfortable when solving them.

d) The relationship between qualifications and the views of teachers and principals

The result from the data analysis revealed that teachers and principals' qualifications had significant relationship with the views on the challenges faced when implementing GC. This is because an unqualified teacher may not be able to identify the challenges since one may not be aware of the implementation practices and pedagogy of GC.

Pillay (2012) argued that the most significant factor why teachers should be professionally developed is based on the conviction that the qualities of teachers positively influence the quality of learners' experience and achievement. School guidance teachers are mostly developed through the in-service training and workshops and a fewer number had received pre-service training at tertiary level where they were taught Guidance and Counselling as a module.

6.1 Findings: Research question 1: What are the challenges faced by principals and teachers in implementing Guidance and Counselling in high schools?

Responses gathered from principals and teachers were condensed into one major theme and responses from both qualitative and quantitative tools were also condensed too. The summary of challenges is outlined below.

6.1.1 Lack of or insufficient time allocated for the teaching Guidance and Counselling

Lack of time to carry out Guidance and Counselling responsibilities was highlighted by both principals and teachers. Moreover both qualitative and quantitative tools revealed this problem. Some schools have no specific time allocated for this programme; others

mentioned that they have a slot a week which is forty minutes. It was discovered that even this minimal time is not utilized meaningfully for guidance and counselling as some students do other activities like watering garden plots or feeding animals especially when they are not attended to.

Furthermore, during the COVID-19 era where rotational learning was practised, most schools removed the GC slot from the timetable as other teachers felt that it was a waste of valuable teaching time. This finding based on lack of time concurs with Nzeleni (2015) who submitted that most Guidance and Counselling programmes were not allocated time for rendering the services and counsellors are expected to create their own time to see clients.

Regarding insufficient time, only forty minutes per week was allocated to Guidance and Counselling. Zvobgo (2006) and Kitimo in Mlambo (2016) are in agreement in their opinion that in Zimbabwe, only one period was designated for Guidance and Counselling. The result of SGC not being given the priority it deserves in Eswatini is also in line with Chireshe's view (2014) that in Zimbabwe, Guidance and Counselling services were given low priority compared to the examinable subjects in high schools. It implies that the published research results and recommendations have not yet received the esteemed attention from educational planners and managers as numerous research studies have highlighted this attribute as hindering implementation.

6.1.2 Lack of resources

Table 5.8, Table 5.13 and Figure 5.16 from interviews and questionnaires revealed that lack of resources is a challenge hindering effective implementation of GC in high schools. This lack of necessary resources is a major setback. Also, it seems as if it is not clear as to who is supposed to fund and manage the programme. In both designs, participants voiced it out that students do not have LSE books to use during their lessons; there is no furniture with proper shelving to keep clients' files; no tables and chairs; there are no computers and other accessories that can enhance a friendly environment ideal for counselling purposes. Furthermore, it was revealed that there is no specific funding allocated for SCG to cater for visits to various places like hospitals, industries, prisons,

seminars, workshops and conferences either to get treatment or to familiarise the learners with.

Furthermore, it was discovered that Guidance and Counselling is not funded by the Ministry of Education and Training, and neither is it included in the schools yearly budgets in order to influence effective delivery of Guidance and Counselling programme. This means that most schools do not have the finances to construct counsel rooms and they do not have funds to purchase and secure relevant materials on their own.

This lack of resources hinders students not to fully acquire information related to their needs and implies that students may end up not seeking for counselling services. These findings are consistent with the findings made by Nyamwange (2012), Orenge (2011) and Ngobese (2018) who lamented that there was glaring lack of Guidance and Counselling resources which hindered the implementation of GC services in schools. The lack of resources has impacted negatively on the implementation of GC which has resulted in bad results on learners' academic performance. These findings were surprising in that schools in Eswatini have a mandate to source out sponsorship from Non-governmental Organisations but only two schools managed to do that; the rest were not doing anything about the challenge.

6 1.3 Heavy workload for Guidance Counsellors

Table 5.8 indicated that all participants felt that GC is an added workload for Guidance Counsellors while Figure 5.16 concurs with this finding which also revealed that GC have added workload as they are also fulltime teachers. It has been observed that in high school, there are inadequate teachers or personnel as there are more classes than teachers. Because of this situation, schools end up using untrained class teachers to teach Life Skills Education which compromises the quality of services and teaching of GC. This finding is in line with Dlamini's (2018) finding who reported that teachers lamented that they now have 35 periods on average per week which was a period more than the average 34 periods per week allocated for examinable subjects. This factor has limited their dedication to Guidance and Counselling as most stakeholders are more interested in academic performance first.

6.1.4 Lack of motivation and incentives for SGC

Figure 5.16 from face-to-face interviews with teachers revealed that most respondents indicated lack of motivation and incentives as another factor that hinders the implementation of SGC. Teachers are expecting some incentives as SGC is perceived as an added responsibility. This could explain why teachers lacked interest in teaching Guidance and Counselling because they felt the burden of extra workload that came with being a Guidance Counsellor as well as subject teacher.

The current finding seems to be in agreement with literature evidence that teachers need to be motivated intrinsically and extrinsically, to receive some sort of reward, as they feel Guidance and Counselling is unnecessary extra work as it is not an examinable subject (Gudyanga, Wadesango & Manzira, 2015).

The results of the study revealed that Guidance Counsellors would be motivated if there was reduction of teaching load for School Guidance Counsellors. If they would solely do Guidance and Counselling only because they are unable to provide and give full attention to the learners who are in need of psychological services because they are also subject teachers.

The finding that teachers would be motivated if there was reduction of teaching load seems to be in line with the finding of the study conducted in Eswatini by Dlamini (2018) which indicated that heavy teaching loads for Guidance and Counselling were a hindrance to successful implementation of Guidance and Counselling. This finding was anticipated because being a Guidance Counsellor comes with a lot of responsibility; therefore, it is inevitable that teachers may find difficulty in striking a balance in all roles they had to play.

6.2 Findings: Research Question 2: How are Guidance and Counselling facilities utilized in high schools in Manzini region?

Counselling rooms are rooms to be used for counselling, interviewing students, keeping records and materials (Dlamini, 2018). In responding to the research Question 1, using both approaches in all three instruments, it transpired that other schools do not have counsel rooms at all.

6.2.1 Location of counsel rooms

The findings revealed that about 6 schools out of 10 do not have counsel rooms. As such, they use other facilities like computer laboratories, staffrooms, tool-sheds and storerooms and empty classes to see clients who are seeking the psychological services. This means that most schools do not see clients in a private and confidential setting in order to provide the best service to the client. This indicates that privacy and confidentiality, which is imperative in guidance and counselling is not assured because other learners and teachers can get in anytime.

Even the 40% (4 out of 10 schools) who had counsel rooms submitted that these rooms were not properly constructed nor appropriately located. The problem was that some were in the vicinity of everyone, or sometimes even attached next to the staffroom. The findings go against BCAP's (2006) idea that counsel room should be situated in an area separate from Administration suite; at least this room would rather share a wing of the school library. These findings are also refuted by the principles of the Eswatini Inqaba Policy (2011) which highlights that consultations rooms should be away from imposing walls of the staffroom, office and classrooms.

6.2.1 Interior features of counsel room

It was observed that most counselling rooms were too small, that is they could only accommodate a counsellors' desk and chair. These findings are not in agreement with Auni et al (2014) who suggested that counsel rooms ought to be so big that they can also be utilized for group talks and seminars. Secondly, it was also observed that the use of colour on walls was ignored by most schools that had counsel rooms. Instead, these schools had used the same colour of wall paint that was also applied in all the school walls. These findings were also against Eswatini Inqaba Policy (2011) which suggested that the counselling room should be brightly coloured, and tailored with appropriate art and décor sets that can be motivating to clients.

This finding of lack of infrastructure as a challenge in implementing Guidance and Counselling programme seems to be consistent with findings of studies carried out in Malawi, Kenya and Zimbabwe which indicated that lack of facilities for Guidance and

Counselling such as Counsel rooms affected the implementation of Guidance and Counselling (Samayanga & Ncube, 2015; Gudyanga, Wadesango & Manzira, 2015).

This finding was interesting in the sense that the programme was officially rolled out in 2016; so, the expectation would be that it is fully established and institutionalized. Therefore, the lack of infrastructure means the programme has a long way to go before successful implementation.

6.3 Findings: Research question 3: What is the professional status of Guidance and Counselling teachers in Manzini region?

This question was asked to ascertain the professional qualifications of teacher counsellors who are handling Guidance and Counselling in high schools. This objective was based on the fact that effective implementation and operation of Guidance and Counselling programme requires teacher counsellors to be adequately trained in both theory and practical aspects of expected services.

Figure 5.1 highlighted that 70% of sampled schools have Guidance counsellors with degrees and 30% of them had diplomas. It means all these teachers had basic requirements for teaching at high school level. What was lacking was the specialized in-service training on school Guidance and Counselling. This lack could be addressed through organised in-service training courses on Guidance and Counselling mounted by the Ministry of Education personnel (ETGPS Department).

6.3.1 Training of School Guidance Counsellors

To further determine the competencies of Guidance Counsellors, respondents were asked to indicate whether they had attended specialized courses specific to Guidance and Counselling. It was discovered that 70% of respondents were trained through in-service programme which usually lasts for one week, three times a year and only 30% received pre-service training (Figure 5.2). This means that there may be some skills which these guidance and counselling teachers lack since Guidance and Counselling is a wide course which requires substantial amount of time for training. This is supported by McGuines in Mnguni (2019) when he states that specific skills and techniques are needed by the counsellors to help individuals cope with challenges in their lives. This therefore

means that guidance and teachers in various schools need more in-service training to acquire such skills.

To establish whether the SGC attended workshops and seminars, participants were asked to indicate their frequency in relation to attendance. Fifty percent (50%) SGC indicated they attended yearly, 20% termly and 30% rarely (Table 5.2). Figure 5:10 also concurred with these findings, as it was revealed that about 70% of Guidance Counsellors attended in-service training yearly, while 30% agreed that they attended termly.

The implication is that there is a good number of Guidance Counsellors who attend seminars and workshops. Other participants lamented that these seminars and workshops were not attended by everyone in preparation for implementing GC but only the HODs attended the workshops and they were then supposed to carry out in-house infusion workshops with the rest of the guidance and counselling team on return. This may be due to lack of awareness of the importance of workshops and seminars as avenues of experience sharing and updating about recent related information. Also, it could be because the opportunities to attend the workshops are not availed to some other teachers. The study did not seek to find out the reasons for irregular attendance or non-attendance.

These findings on counselling skills received through training to implement Guidance and Counselling seems to support findings of the studies which indicated that training was highly important for teachers but unfortunately there were limited opportunities for professional development programmes; as such, teachers rarely attended workshops, in-service trainings, conferences and seminars (Harns & Flood, 2015; Atta & Mensah, 2015).

These findings were surprising because teachers are expected to attend all workshops facilitated by the Ministry of Education through the regions because in that way, they are able to keep abreast with the latest information regarding that subject area.

6.4 Findings: Research questions 4: Which strategies and alternatives can be employed for continual improvement of Guidance and Counseling Services in Manzini region?

Given the above challenges, the study sought to establish suggestions for the improvement of Guidance and Counselling programme in the selected schools. The Guidance Counsellors, teachers and school administrators made a number of suggestions that could improve Guidance and Counselling in their schools. Recommendations include the provision of adequate resources and facilities, Inclusion of SGC in curriculum, appointment of trained fulltime counsellors, peer coaching, remuneration and motivation of Guidance Counsellors and Guidance and Counselling policy.

6.4.1 Provision of adequate resources and Facilities

Quality Guidance and Counselling service delivery requires a number of facilities. These include counsel rooms, bookshelves, drawers, files, finance, time, reference books, Guidance and Counselling manuals, and psychological test material (Myamwangwe, 2012). The findings of this study indicated that available Guidance and Counselling facilities are inadequate. It was further recommended that the Government through the Ministry of Education and Training should build standard counsel rooms with all necessary accessories for all high schools. This should not be the responsibility or burden of schools as some in the rural areas do not have sufficient resources to do such. Other respondents suggested that SGC should also be included in school yearly budgets like all other subjects. This assertion is in agreement with Mikaye (2012) that the administrative role of Principal in delivering Guidance and Counselling services in a school is facilitating a budget for the department during the school budget, appoint and motivate Guidance Counsellors and provide necessary resources and facilities. This recommendation stresses the point made by Mwamwange (2012) that successful implementation of Guidance and Counselling depends on the provision of enough resources and proper facilities.

6.4.2 Inclusion in Curriculum as an examinable subject

The findings of the study indicated that for the program to be taken seriously by all stakeholders it should be included in the Curriculum and be examined like all other subjects. They felt that if the subject is examined, it will be given sufficient time, have structured syllabus and enough resource books for all learners. The practice is that teachers and learners put more effort on subjects that will be assessed at the end. It suggests that a well-structured syllabus should be in place and allocate more time for teaching, learning and assessment. The findings seem to support Charema's (2014) view that learning institutions should prepare Guidance and Counselling programmes that are interwoven in the total curriculum to provide the unique, social and educational needs of students.

6.4. 3 Appointment of trained fulltime Counsellors

Most respondents from both designs suggested that Government (Teaching Service Commission) should employ fulltime GC specialists who would operate fulltime in the Counsel rooms. The appointment of fulltime specialists will improve the implementation of the programme because they will be skilled for the job as they know its theory and practice. Moreover, as they would be hired strictly for Guidance and Counselling, it means they would be remunerated for the obligation. This result concurs with Nzeleni (2015) who recommended that in order to have effective provision of counselling services professional counsellors should be posted in all schools.

6.4.4 Introduction Peer Counselling Programme

The respondents reported that the introduction of peer counselling in their schools would give them the opportunity to reach out for more learners and adequately understand their needs as they can easily share their problems with their peers. Schools need to introduce peer coaching with peer clubs. Peer clubs may incorporate diverse exciting approaches ideal for children, like plays. Peer counsellors could be used to address issues that can only be solved by their mates. The findings are in agreement with the study conducted in South Africa, King Cetshwayo District by Hadebe (2017) who recommended the need for peer educators programme to educate peers about teenage pregnancy, HIV/ AIDS, among other things.

6.4.5 Remuneration of Guidance Counsellors

The study results indicated that one way of motivating Guidance Counsellors could be incentivizing the teachers. This could explain why teachers lacked interest in teaching life skills education because they felt the burden of the extra workload that came with being a life skills education teacher as well as subject teacher; yet, there was no remuneration. It means the provision of incentives can motivate teachers to do more in SGC implementation. This finding concurs with studies which emphasized that Guidance Counsellors should be remunerated accordingly as it is perceived by teachers as an added workload because it is not examinable and at times they have to use their spare time to execute some of its duties (Gudyanga, Wadesango & Manzira, 2015).

6.4.6 Comprehensive Guidance and Counselling Policy

A Guidance programme, like other educational programmes, requires careful and consistent development. This ensures that the programme responds to the unique needs of its clients. Table 5:9 reflects that most School Guidance counsellors (60%) alluded that having a comprehensive policy can help in the effective implementation of Guidance and Counselling. This policy will be guided by the principles and guidelines which will provide a clear roadmap on how Guidance and Counselling will be implemented in all the schools in Eswatini. The policy will affect the hiring and deployment of qualified fulltime teachers, Guidance and Counselling being examined address time allocation issue and promote stakeholders capacitation and participation.

Participants suggested that the MoET should design and develop a policy for all schools in the country. This policy should then be given to National Curriculum Centre that develops all Syllabi for all schools. The NCC unit will then dispense these materials through the Regional Education offices for adoption in the implementation process in schools. The schools have to teach the given Curriculum frameworks and then involve Examination Council of Eswatini to establish the degree of implementation. All stakeholders should be capacitated on this innovation, for positive adoption by all key implementers.

This finding is in line with Gudyanga, Wadesango and Manzira (2015) who suggested that having a clear and well-communicated vision provides basis for clear planning. In

short, MoET should design, implement and evaluate SGC programmes effectively in line with the policy.

6.5 Collateral findings

The study findings indicated that there were other concerns such as challenges which hindered the effective implementation of Guidance and Counselling in high schools. These included uncooperative stakeholders and unclear criteria for the selection of Guidance Counsellors.

6.5.1 School stakeholders support for Guidance and Counselling

This question was asked to establish the kind of assistance offered by different stakeholders to support Guidance and Counselling programme. This question was based on the fact that the enormous role of Guidance and Counselling programme in a school cannot succeed without adequate support of all stakeholders. Such stakeholders include the Ministry of Education and Training, community, school administrators, teachers, parents of counselled learners and the learners themselves.

a) Parents

The study revealed that some parents support the programme by responding promptly when consulted to meet with School Guidance Counsellors concerning their children's issues. However, the study also indicated that some are uncooperative when asked to intervene in their children's disciplinary plan. It is assumed that maybe, some parents are ignorant of the psychological services provided by the school, thus making it difficult for parents to support. On the sad note, most parents were uncooperative as there was less or no follow up based on children's education and discipline.

The above finding of parents' negative attitude towards SGC is refuted by the theoretical framework of social learning theory used for this study. The theory emphasizes that parents as immediate role models of children should display desirable behaviours for learners to imitate and model, like being disciplined individuals. This theory suggests that positive parental involvement can directly and indirectly reduce violent and illicit behaviour that will promote favourable learning conditions (Makinde, 2004).

b) Teachers

The Guidance Counsellors need to consult with other teachers on various learners counselling cases. This is to get a complete and clear picture of the students being counselled. The majority of participants (school administrators) felt that the introduction of Guidance and Counselling has helped teachers in promoting positive discipline in schools. This entails that teachers are willing to support the programme as they continue to identify and refer clients who needed counselling services. Most teachers brought feedback to the counsellors that they are seeing significant behaviour change and academic progress on helped clients. This finding by the study concurs with Musaazi's (1982) view that classroom teachers are to search and identify students with counselling needs. Positive support encourages and helps Guidance Counsellors appreciate that all teachers are responsible for the welfare of the students. It also enables one to effectively accomplish his expected obligations.

c) Learners

Table 5.2 indicated that about 90% of participants felt that Guidance and Counselling has helped in controlling learners discipline while 10% were not sure if it has positive impact on learners discipline. Educational guidance has been the most offered service which has helped students to adjust to the educational environment and enabled learners to cope effectively with educational programmes (Figure 5.5). Table 5.16 concurs with the above finding which indicates that Guidance and Counselling has been helpful in improving academic performance. These findings concur with Gudyanga (2015) who contends that another function of Guidance and Counselling is to help learners to pursue the right type of education with meaningful experiences. This depicts that the programme is helpful to students.

d) School Administrators

Most respondents mentioned that School Administrators are very supportive in the implementation of Guidance and Counselling. Most of them highlighted that the introduction of Guidance and Counselling has assisted in changing the way they handle diverse cases as learners are treated with dignity and respect they deserve. They further

indicated that it has promoted good working relations especially between the teachers and learners. It is assumed that the introduction of the GC programme has helped in the reduction of school dropouts. This is supported by Table 5.6 where 70% of Counsellors indicated that they always get support from the school administrators. However, some School Administrators admitted that they are still trying to come to terms with the implementation of Guidance and Counselling, especially the novice principals who were not oriented during its initial introduction. It means there is still a gap in capacitating all key implementers of the programme. The finding is constant with the literature review that school administrators act as programme consultants and advisers of Guidance and Counselling.

e) Community

Some school administrators felt that the introduction of SGC has allowed the community to have an opportunity to work with schools in promoting learners positive discipline. Most respondents applauded that their involvement has reduced unreported gender-based cases from communities. According to Mikaye (2012), families with a manageable number of children (one to three) were able to instil discipline compared to larger families with most cases of indiscipline as they lacked proper supervision when they were young. On a sad note, about 40% of the participants indicated that they do not see any visible impact from the community. They felt the introduction of Guidance and Counselling is a western concept which will spoil their children in terms of discipline. This indicates a gap that communities need to be oriented on advocacy of this school programme.

f) Ministry of Education and Training

Table 5.11 indicated that only 10% of the respondents agreed to being supported by the MoET which involves the training of fewer teachers and giving SCG LSE teachers copies to use. It means the majority of respondents do not see continual support and monitoring of MoET in evaluating the implementation of GC. Other respondents lamented that even the regional inspectorate responsible for the supervision of SGC rarely visited schools, perhaps once a year or in two years. During their visits, they usually check preparation books and timetables to ascertain if teachers are teaching LSE modules. It means the inspectorate team is concerned with Guidance (completion of LSE syllabus) ignoring the

Counselling part, as they do not follow up on issues that concern counselling. Their rare visits and lukewarm attitude may be the casual factor for the poor implementation of SGC.

In conclusion, the support of each of the above stakeholder has a unique role to play in the effective implementation of Guidance and Counselling in a school. Therefore, closer cooperation and support for one another is crucial for the success of the programme.

6.5.2 Criteria for selection of Guidance Counsellor

Most respondents highlighted that Counsellors should be individuals that are friendly and have love for children so that one is able to listen to their issues. Others mentioned character attributes like having a high level of confidentiality, trustworthy and a good role model. Most schools revealed that when selecting the counsellor, they would look at the character first, followed by individuals' qualifications. The norm that was discovered is that Guidance Counsellors are selected in a staff meeting, then the principal authorizes the appointment. But in other schools, the principal together with heads of department select them. This finding is refuted by Inqaba Policy (2011), which postulates that learners should select teachers who will be their Guidance Counsellors, those that they confide well in them.

6.6 Summary

The chapter involved a detailed discussion of the results of the study. The participants were able to identify challenges and intervention strategies that can be employed in implementing Guidance and Counselling in high schools. The next chapter is on summary, limitations, conclusions and recommendations.

CHAPTER SEVEN

SUMMARY, LIMITATIONS, CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

The researcher summarises the findings by first revisiting the questions and objectives of the study. The researcher attempted to conclude the study by highlighting the main findings and aligning them to the research questions reflected in chapter 1. The main findings were discussed under each research objective that was formulated. The chapter also provides the recommendations for consideration by education planners and other relevant stakeholders. Suggestions for further studies were discussed focusing on the improvement of similar research in future. The limitations of the study were identified and discussed.

7.2 Summary of the study

This study aimed to explore the challenges facing teachers and principals in implementing Guidance and Counselling in high schools in Manzini region, Eswatini. It also intended to offer solutions to such challenges with a bid to enhance the learners' academic performance. The objectives of the study were to:

- a) Explore the challenges facing effective implementation of Guidance and Counselling Services by high school teachers and principals in Manzini region.
- b) Assess the utilization of counselling facilities in Manzini region high schools.
- c) Evaluate professional status of teachers offering Guidance and Counselling services in Manzini region.
- d) Propose strategies and alternatives for improved provision of Guidance and Counselling Services in Manzini region.

The general literature depicted the importance of School Guidance and Counselling as playing a significant role in the overall growth and development of high school learners. These learners experience a variety of adolescent challenges and traumas

which at times pose numerous personal, social and educational challenges. Such school psychological services help learners to be fully equipped with critical thinking skills which enable them to make realistic and informed decisions as they plan their future.

This empirical study used research design, which combined the qualitative and quantitative data collection and analysis methods. Quantitative data were collected using two sets of questionnaires, one for principals and the other for Guidance Counsellors. Qualitative data were obtained by means of face-to-face interviews with other teachers who were involved in the implementation of Guidance and Counselling.

The findings from both quantitative and qualitative survey were presented and analyzed using descriptive statistics in Chapter 5. Descriptive statistics in the form of percentages were used to determine the extent to which items on the questionnaire contributed to the implementation of Guidance and Counselling services. The questions were either open-ended or closed and used the likert scale from strongly agree to strongly disagree as options to choose from.

Implications on findings

- a) Based on findings of objective number one, the teachers and principals agreed that they encountered challenges with the implementation of Guidance and Counselling in high schools. These challenges were in sufficient training of guidance counsellors, overburdened guidance counsellors, remuneration of Guidance Counsellors, Guidance and Counselling not examined, no policy guiding operations of SGC. This finding is consistent with literature from Nyamwange (2012), Orege (2011), Gudyanga (2015) and Mnguni (2019) who presented a variety of challenges encountered during the implementation of SGC.
- b) Based on the findings of objective number two, most schools lacked facilities and resources for implementing SGC. The finding was supported by literature from Samnyanga and Ncube (2015) and Dlamini (2018) who indicated that lack of

resources and facilities like counsel rooms greatly affects implementation of SGC.

- c) Based on the findings of objective number three, lack and inadequate training of personnel offering SGC as another challenge hindering its effective implementation.
- d) Based on the findings of objective four, different variables that yield to different results were obtained.

7.3 Limitations

Although the study succeeded in achieving its objectives, some limitations exist with the regard to sampling, instrument used and administration, and the non-return of completed questionnaires.

- ❖ The sample size was not very large as it consisted of 10 school administrators, 10 guidance counsellors and 10 teachers. Some schools were distant from one another.
- ❖ The research was based only in Manzini region, Mankayane cluster. This limited other opinions on the implementation challenges of SGC facing teachers and principals in other regions where the nature and extent of challenges may differ.
- ❖ Another limitation was the return of incomplete questionnaires and unclear statements on open-ended statements of particular interest or importance. Some schools returned the instruments long after stipulated time.
- ❖ The delay in the release of ethical clearance from UZREC caused the researcher to fail to complete the study on prior stipulated framework.

7.4 Recommendations

a) Recommendations based on objective one

- ❖ There should be more regional inspectors to strengthen, supervise and evaluate the programme.
- ❖ The MoET should make follow-ups to ensure all high schools implement Guidance and Counselling. It should also increase time allocation for GC lessons per week in order to explore topical issues such as growing up, relationships, study skills and career choices

- ❖ The Guidance and Counselling subject must be examinable by ECESWA like all other subjects.

b) Recommendations based on objective two

- ❖ The MoET should provide adequate textbooks and syllabus for Guidance and Counselling to provide for unique personal, social, educational needs for learners.
- ❖ Relevant Guidance and Counselling facilities (counsel rooms) should be availed to enhance effective implementation of its services. The project of constructing counsel rooms must be speeded up so that counselling sessions are conducted in a dignified private environment.
- ❖ There must be a balance in all the Guidance and Counselling domains so that learners can be helped in all aspects.

c) Recommendations based on objective three

- ❖ There is a need for MoET to conduct adequate workshops and seminars to educate and motivate teachers to be more involved in Guidance and Counselling issues.
- ❖ Teaching Service Commission under MoET should hire full-time teachers who have specialized in Guidance and Counselling and ensure that these teachers remain GC teachers throughout their school teaching years. This will add value in the implementation of GC as learners will be properly supported by teachers with expertise.
- ❖ There must be remuneration for school guidance counsellors in all schools.
- ❖ Teachers in charge should be given lighter teaching loads of the academic subjects, so that they can also act as resource persons for other teachers and learners.

d) Recommendations based on objective four

- ❖ MoET should design comprehensive policy in order to achieve educational goals and aims by incorporating issues like budget allocation, provision of both human and material resources before any programme or subject.
- ❖ Public high schools should be assisted to come up with varied programmes that will motivate learners based on Guidance and Counselling like peer coaching, play based activities (more interactive approaches). Incorporating more technology based

programmes like using online counselling in addition to face-to-face guidance and counselling services.

7.5 Future avenues

- ❖ The sample of the study consisted of 10 principals and 20 teachers. Another research, with larger sample, would be ideal to generalize findings nationally and internationally with greater confidence.
- ❖ The role of monitoring and evaluation in implementation of Guidance and Counselling in high schools.
- ❖ Assess the training needs of Guidance and Counselling teachers in public high schools in Eswatini.

7.6 Conclusion

Guidance and counselling in high schools should receive recognition as integral part of education and growth of every child. GC should be systematically planned to meet the needs of all learners and should be infused in daily activities of the school. Teachers and principals should be committed to make its implementation effective, efficient and meaningful, especially in the Covid 19 era. In this era, learners are experiencing new and diverse challenges of limited opportunities of schooling and training, social ills like teenage pregnancies, drug and substance abuse, HIV/ AIDS etc. All these have adversely impacted the young and these can be addressed by sound school guidance and counselling services.

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ANNEXURE A : ETHICAL CLEARANCE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2021/16							
Project Title	Exploring the challenges facing high school teachers and principals in implementing Guidance and Counselling Services in Manzini Region, ESwatini							
Principal Researcher/ Investigator	G.P Sacolo-Mkhonta							
Supervisor and Co-supervisor	Prof D.R Nzima			Dr T.P Mngomezulu				
Department	Educational Psychology							
Faculty	Education							
Type of Risk	Medium Risk – Data collection from people							
Nature of Project	Honours/4 th Year		Master's		Doctoral	x	Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

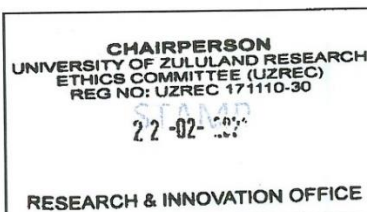
Special conditions:

- (1) This certificate is valid for 1 year from the date of issue.
- (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-22 February 2022]
- (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
- (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Professor Mashupye R. Kgaphola
University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation

22 February 2021



ANNEXURE B:ESwatini-MoET Permission letter to conduct research

The Government of the Kingdom of Eswatini



Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, ESWATINI
08 March 2021

Attention:

Head Teacher:

Ngcoseni Central High School	Ngcoseni Secondary High School
Holy Rosary High School	St Christopher's High School
Mankayane High School	Ncabaneni High School
Ndwandwe High School	Mvimbeke High School
St Annes High School	St John Bosco High School
Dvudvusini High School	Nyandza High School


THROUGH

Manzini Regional Education Officer

Dear Colleagues,

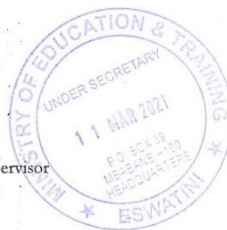
RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF ZULULAND STUDENT – MS PRECIOUS GUGU SACOLO-MKHONTA

1. The Ministry of Education and Training has received a request from Ms. Precious Gugu Sacolo-Mkhonta, a student at the University of Zululand that in order for her to fulfill her academic requirements at the University she has to collect data (conduct research) and her study or research topic is: *"Exploring the challenges facing high school teachers and principals in implanting Guidance and Counselling Services in Manzini Region, Eswatini"*. The population for her study comprises of ten principals and twenty teachers – two teachers from each of the above mentioned schools in the Mankayane zone which is sub branch of Manzini Region. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Sacolo-Mkhonta begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study. Furthermore, you are expected to collect data for your study virtually.
2. The Ministry of Education and Training requests your office to assist Ms. Sacolo-Mkhonta collect data virtually from the above mentioned schools in the Manzini Region as well as facilitate for the support she needs in her data collection process. Data collection period is one month.


DR. NTOMBENHLE L. DLAMINI
DIRECTOR OF EDUCATION & TRAINING

cc: Regional Education Officers – Manzini
Chief Inspector – Secondary/High
Head Teachers of the above mentioned schools
Prof. D.R. Nzima/Dr. T.P. Mngomezulu – Research Supervisor

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ANNEXURE C: A LETTER OF INTRODUCTION TO THE PRINCIPALS

University of Zululand

Private Bag X1001

KwaDlangezwa

3886

17th September, 2019

Dear Sir/ Madam

I am Sacolo Mkhonta Gugu Precious, a registered doctoral student at the University of Zululand in the Department of Educational Psychology. I am currently carrying a research entitled "*Exploring the challenges facing high school teachers and principals in implementing Guidance and Counselling Services in Manzini region, Eswatini*".

Consequently, I request you and two teachers to participate in the process of data collection. For ethical reasons, please note that your identity will not be discussed as pseudonym will be used in the study. Moreover, data collected will be purely used for this study. Please note that there shall be no financial benefit to you as a respondent, and you have a right to withdraw from the study at any time.

Yours Faithfully

Sacolo Mkhonta Gugu

ANNEXURE D: GUIDANCE COUNSELLOR QUESTIONNAIRE

My name is Sacolo-Mkhonta Gugu, a doctoral student in the department of Educational Psychology at University of Zululand. As part of the requirements of the course, I am conducting a research project entitled” ***Exploring the challenges facing high school teachers and principals in implementing Guidance and Counselling Services in Manzini region***”. You have been selected as one of my respondent in this study. Kindly complete the questionnaire below of which I anticipate it may take fifteen to twenty minutes. Please do not bother writing your name or the name of your school. Your sincere and correct answer will be important in attaining this goal. All information will be treated with utmost confidentiality as per Guidance and Counselling principles.

SECTION A: BACKGROUND INFORMATION

Instruction: Please fill or tick the appropriate answer

1. Type of School

Boys boarding []

Girls boarding []

Boys only day []

Girls only day []

Mixed boarding []

Mixed day and boarding []

Mixed day []

2. Gender: Male []

Female []

3. Highest professional qualification

Diploma [] Degree [] Masters [] Any other (specify)_____

4. Teaching experience (in years)

0 – 2 years [] 2- 5 years [] 5 – 10 years [] 11- 15 years []

15 and over []

2 Number of years as a Guidance Counsellor in this school._____

3 Do you have any professional training as Guidance Counsellor?

YES []

NO []

- 4 If yes, state the level of training in Guidance and Counselling?
- | | |
|----------------------------|---------------------------|
| Seminar/ Workshop [] | Certificate course [] |
| Diploma certificate [] | Bachelor's Degree [] |
- 5 What criterion was used to appoint you as a Guidance Counsellor?
- | | |
|-----------------------------------|-------------------------------|
| Personal characteristics [] | Professional training [] |
| Nominated by staff members [] | Nominated by learners [] |
| Nominated by Principal [] | Seniority in the staff [] |

SECTION B: SCHOOL GUIDANCE AND COUSELLING PROGRAMME

- Has your school established counsel room for offering guidance and counselling programmes?
YES [] NO []
- If YES, is the department functional? YES [] NO []
- If NO, which alternative facility do you use to conduct Guidance and Counselling Programme?
Staffroom [] Counsellor's class [] any other place (specify) _____
- What are the services offered by Guidance and Counselling programme in this school?
Orientation Services [] Educational guidance []
Counselling Services [] Career guidance []
Placement and follow up [] Personal guidance []
- Are students in this school aware of the existence of Guidance and Counselling Program?
YES [] NO []
- How frequently do students seek for Guidance and Counselling services?
Very often [] occasionally [] rarely [] Never []
- What are the most common counselling issues or needs you have noted among the students in your school? Rate them as follows

Prevalent [P] Most Prevalent [MP] Less prevalent [LP]

Substance abuse [] Sexual Abuse [] HIV/AIDS related []

Financial related [] Academic related [] Family issues []

8. In your opinion, do you think that you have adequately addressed these issues or needs properly?

YES []

NO []

9. Is the time allocated for Guidance and Counselling Services adequate?

YES []

NO []

10. Considering the increase of varied problems that greatly affect students, do you think time has come that Guidance and Counselling should have an examinable syllabus?

YES []

NO []

11. Do you get support from the school administration in extreme cases that may be beyond your capabilities as a School Guidance Counsellor?

Sometimes [] Always [] No support []

12. How would you rate the Guidance and Counselling Programme in your school?

Successful [] Most Successful [] Less successful []

SECTION C

13. Briefly explain how the following stakeholders support the introduced Guidance and Counselling Programme?

a) Teachers

b) Parents

c) School Administration

d) Ministry of Education

14. Briefly explain the key challenges faced by teachers in implementing Guidance and Counselling Services in High School?

15. In regard to what has been discussed above, what could be your suggestions and comments on how Guidance and Counselling in your school or even in other schools around the country be improved and made effective?

THANK YOU FOR YOUR PRECIOUS TIME AND CO OPERATION!!!

ANNEXURE E: SCHOOL ADMINISTRATOR QUESTIONNAIRE

My name is Sacolo-Mkhonta Gugu, a doctoral student in the department of Educational Psychology at University of Zululand. As part of the requirements of the course, I am conducting a research project entitled” ***Exploring the challenges facing high school teachers and principals in implementing Guidance and Counselling Services in Manzini region***”. You have been selected as one of my respondent in this study. Kindly complete the questionnaire below of which I anticipate it may take fifteen to twenty minutes. Please do not bother writing your name or the name of your school. Your sincere and correct answer will be important in attaining this goal. All information will be treated with utmost confidentiality as per Guidance and Counselling principles?

SECTION A: Demographic Information

1. What is your gender?

Male [] Female []

2. What is your age category?

20 – 29 years [] 30-39 years []

40- 49 years [] 50-59 years []

3. How many years have you been a principal?

1- 5 years [] 6-10 years [] 11- 15 years []

16 -20 years [] 21-25 years [] above 26 years []

4. What is your highest level of Education?

Diploma [] Bachelor’s [] Masters []

PhD [] Other []

SECTION B : Please answer in short sentences in the spaces provided.

1. Does the school have the counsel room for conducting Guidance and Counselling Services? _____

2. If Yes, where did you get the resources to establish the Counsel room ?

3. Is the personnel offering Guidance and Counselling suitably qualified?

Justify your response

4. How frequently do Guidance Counsellors attend to in- service trainings in form of seminars and workshops?

5 How was the Guidance Counsellor appointed?

6 Does the Ministry of Education visit or assess the Guidance and Counselling Programme in your school?

7 What type resources are sought by Guidance Counsellors to implement the Programme?

8 Is the time adequate for the counsellor to carry out the Guidance and Counselling services?

9 What do you use as a guide in monitoring effectiveness of Guidance and Counselling Programmes?

6 Briefly state how the practice of guidance and Counselling has impacted on the stakeholders' discipline

a) Parents_____

b) Learners_____

c) Teachers_____

d) Administration_____

e) Community_____

10 What are the challenges faced by teachers in the effective implementation of Guidance and Counselling services in your school?

11 How do you deal with the above challenges?

12 In regard to what has been discussed above, what could be your suggestions and comments on how Guidance and Counselling in your school or even in other schools around the country be improved and made effective?

THANK YOU FOR YOUR PRECIOUS TIME AND CO OPERATION!!!

ANNEXURE F: INTERVIEW SCHEDULE FOR TEACHERS

I am Sacolo- Mkhonta Gugu, a Doctoral student in University of Zululand. Thank you for the opportunity to discuss with you the challenges faced by teachers in implementing Guidance and Counselling in your school. Please be free to say when you are not free to answer any of this questions.

1. Do you have Guidance Counsellors in your School?

If yes, how many do you have?

2. What criteria was used in selecting the Guidance Counsellors?

3. Do you think all students are aware of the Guidance and Counselling Programme?

4. How has Guidance and Counselling been useful in your school?

5. How often do students visit the counsel room?

6. From your experience what qualities do you consider suitable for School Guidance Counsellor?

7. What is your role as a classroom teacher in supporting Guidance and Counselling Programme?

8.What are the challenges faced by school counsellors in implementing the program?

9. Which are the strategies that can be employed for continual improvement of Guidance and Counselling services in your school.

Thank you once more for discussing with me the challenges faced by teachers in implementing Guidance and Counselling in your school.

