

Stakeholders' Perspectives on the School Counselling Programme in Namibia

By

Anna Niitembu Ashipala-Hako

BA, HED, B.ED, M.Sc

A thesis submitted in fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Psychology in the Faculty of Education at the University of the Western Cape.



Supervisor: Professor Olaniyi Bojuwoye

December 2014

KEYWORDS

Stakeholders

School Counselling Programme

Namibia

Principals

Teacher-counsellors

Learners

Parents



ABSTRACT

The purpose of the study was to investigate the Namibian School Counselling Programme from the perspectives of selected stakeholders. The study focused on what the stakeholders consider to be the objectives of the Namibian School Counselling Programme, the services characteristics of the programme, the resources available in the schools for the implementation of the programme, the beneficiaries of the school counselling programme and the programme services recipients' satisfaction.

Mixed methods approach was employed for the study and both qualitative and quantitative data were collected. One hundred and forty eight (148) schools from the Oshana region of Namibia were involved. The study participants were two hundred and eighty eight (288) learners, one hundred and forty two (142) principals, sixty eight (68) teacher-counsellors and five (5) parents. Questionnaire and interviews (in-depth individual one-on-one semi-structured interview and focus groups discussions) were used to gather data. Quantitative data were analyzed by using Statistical Package for Social Science (SPSS), while qualitative data were analyzed by the use of themes and coding.

The results revealed that participants endorsed all the three sets of objectives of school counselling programme, presented to them on the questionnaire, as representing those of the Namibian School Counselling Programme. Major services which the participants considered to characterize the Namibian School Counselling Programme include counselling, academic development, career planning, education and/or information dissemination, consultation and referral services. Teacher-counsellors, school principals, learners and parents were considered to be human resources for the programme which was said to have no clear or specific budget. Material resources in the forms of counselling books, job house brochures, and some other information materials on career and health were indicated as available for the programme. However, teacher-counsellors have no counselling rooms to conduct individual counselling or therapy and that file cabinets (for the storage of learners' cumulative records) and display boards (for education and career information) were only available in very few schools. Generally, participants positively perceived the counselling services provided by the Namibian School Counselling Programme as satisfactory.

While the study highlighted the strength of the Namibian School Counselling Programme, recommendations are also made regarding areas which the programme can improve upon.

DECLARATION

I declare that **Stakeholders' Perspectives on the School Counselling Programme in Namibia** is my own work. It has not been submitted for any degree or examination in any other university and all the literature sources I have used or quoted have been properly indicated and acknowledged by complete references.



Anna N. Ashipala-Hako

Date

DEDICATION

I dedicate this PhD thesis to my deceased parents, Leonie Haipinge (mother) and Asser Ashipala (father). The thesis is also dedicated to my late brothers, Isak Tweuthgilwa and Werner Shikulo Ashipala and my late sister Elizabeth Mwiishi-uunhu Ashipala.



ACKNOWLEDGEMENTS

I thank the Almighty God whose mercy and grace has sustained and kept me well and healthy throughout my study period. May His name be glorified!

Professor Olaniyi Bojuwoye, I am indebted to you for what you have done. You took supervision responsibility of my research project with great seriousness. You invested time, advice and efforts worthy of acknowledgement in this research study. I have enjoyed your constant enriching and shaping of my academic debate and profession very much. I will treasure your commitment and support. May God bless you!

To my husband, Mika Hako, daughter Simano and niece Ndapanda, I owed you an apology for having deprived you of love and care during my studies in South Africa. Thank you very much for your support and encouragement for me to complete my studies. You were always there for me.

I also extend my gratitude to Mrs. Sesilia Ndinelaio Nakamwe for agreeing to act on my behalf. Thank you very much, Mom, as not many people in Namibia will agree to do what you have done.

I am also grateful to Clement Bula Basuayi, the Statistician who really helped me with the quantitative data analysis. Without your assistance, I would not have completed this study.

To all my sisters and brothers, I would not have been what I am today if you were not there. I whole heartedly appreciate all your efforts. This is due to you too.

I also extend my appreciation to all teacher-counsellors, learners, school principals and parents in Ohangwena region who participated in this study. I am grateful to your willingness to participate and share your experiences, knowledge and time with me.

To all of you, I say thank you very much.

TABLE OF CONTENT

Title Page.....	i
KEYWORDS.....	ii
ABSTRACT.....	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENT.....	vii
ACRONYMS.....	xvii
LIST OF TABLES	xviii
LIST OF FIGURES	xix
BACKGROUND TO THE STUDY.....	1
1.1 Introduction to the Chapter	1
1.2 Background to the study	1
1.3. Statement of the study Problem.....	7
1.4. Statement of Purpose of the study	8
1.5. Specific Objectives of the study	8
1.6. Research questions.....	9
1.6.1 Main research question	9
1.6.2. Specific research questions	9
1.7. Rationale for the Study.....	10
1.8. Clarifications of Terms.....	13
1.8.1. Stakeholders	13
1.8.2. Learners.....	13
1.8.3. High schools.....	14
1.8.4. Window of Hope Programme (WoH).....	14

1.8.5. My Future is My Choice Programme (MFMC).....	14
1.8.6. School Feeding Scheme.....	14
1.8.7. Social Grant Scheme.....	15
1.8.8. Life-Skills subject.....	15
1.9. Delimitations of the study.....	15
1.10 Chapters outline.....	16
1.11. Summary and Conclusion of the Chapter.....	18
CHAPTER TWO.....	19
THE REVIEW OF RELATED LITERATURE.....	19
2.1. Introduction to the Chapter.....	19
2.2. School Counselling Programme.....	20
2.3. Organizational Framework for School Counselling Programme.....	24
Figure 2.1: Comprehensive Counselling Programme Elements.....	26
2.3.1. Organizational Framework for Comprehensive School Counselling Programme.....	26
2.3.2. Rationale for the School Counselling Programme.....	27
2.3.3 Assumptions of the School Counselling Programme.....	29
2.4. Domains of School Counselling Programme.....	32
2.4.1 Personal/social domain.....	32
2.4.2. Educational domain.....	33
2.4.3. Career counselling domain.....	34
2.5. Programme Delivery Components.....	36
2.5.1. Guidance curriculum.....	37
2.5.2. Individual planning.....	38
2.5.3. Responsive Services.....	38
2.5.3.1. Information services.....	39

2.5.3.2. Counselling services	40
2.5.3.3. Consultation services	42
Figure 2.2: Consultation as direct and indirect services to clients	44
2.5.3.4. Referral services.....	44
2.5.4. System support.....	45
2.6. Programme Resources.....	46
2.6.1. Human resources.....	48
2.6.2. Financial and material resources.....	49
2.6.3. Political resources	51
2.7. Education stakeholders.....	53
2.7.1. Parents.....	57
2.7.2. Teachers	59
2.7.3. Principals.....	60
2.7.4. Teacher-counsellors	61
2.7.5. Learners.....	64
Figure 2.3: School- Home- Community partnership: Counselling Support Group in Namibian context. Source: Learning Support Manual (2010:19)	65
2.8. The Concept of Evaluation.....	67
2.8.1. Why school counselling programme needs evaluation?	69
2.8.2. Partnering in programme evaluation for success	70
2.9. Theoretical framework.....	72
2.10. Summary and Conclusion of the Chapter	81
CHAPTER THREE.....	82
REVIEW OF PREVIOUS STUDIES.....	82
3.1. Introduction to the Chapter	82



3.2. Review of previous international studies	83
3.2.1. Objectives of School Counselling Programme	83
3.2.2. Services or activities of the School Counselling Programme	85
3.2.3. The resources for the implementation of the School Counselling Programme	91
3.2.4. Effectiveness of the School Counselling Programme.....	94
3.2.5. Beneficiaries of the school counselling programme	95
3.2.6. Beneficiaries’ satisfactions with school counselling services.....	97
3.3. Research Studies on School Counselling Programmes on the African continent	101
3.4. Summary and Conclusion of the Chapter	106
CHAPTER FOUR.....	108
RESEARCH METHODOLOGY	108
4.1 Introduction to the Chapter	108
4.2. Research Approach.....	109
4.2.1. Triangulation.....	111
4.2.2. Specific justification for the use of qualitative approach in the present research	112
4.2.3. The justification for the use of quantitative approach in the present research	115
4.3. Population and Sample.....	116
4.3.1. Population	116
4.3.2. Sample and sampling methods.....	117
4.3.2.1. Biographical information of respondents (quantitative)	118
Table 4.1: Biographical information of learners.....	118
Table 4.2: Biographical information of teacher- counsellors.....	120
Table 4.3: Biographical information of school principals	121
4.3.2.2 Biographical information of participants (qualitative).....	122
4.3.3. Quantitative sampling	122

4.3.4. Qualitative sampling	123
4.4. Research Instruments	124
4.4.1. Questionnaires.....	125
4.4.2. Validity and reliability of quantitative Instruments	127
4.4.3. Individual interviews.....	129
4.4.4. Focus groups interviews	133
4.5 . Procedures for data collection	135
Table 4.4: Steps followed during data collection process.	137
4.6. Method(s) of data analysis.....	137
4.6.1. Quantitative data analysis	138
4.6.1.1. Coding.....	138
4.6.1.2. Statistical analysis	138
4.6.2. Qualitative data analysis	139
4.7. Ethical Considerations.....	140
4.8. Summary and Conclusion of the Chapter	141
CHAPTER FIVE	143
PRESENTATION OF THE RESULTS OF QUANTITATIVE DATA ANALYSIS.....	143
5.1. Introduction to the Chapter	143
5.2. Scale interpretation.....	145
5.3. Quantitative Data Analysis	147
5.4. Presentation of the results of Data Analysis	147
5.4.1. Participants’ Conceptions and or Understanding of the Objectives of the Namibian School Counselling Programme.....	147
Table 5.1: Participants’ mean response scores on the objectives of the Namibian School Counselling Programme.....	148

5.4.2 Participants’ perspectives on the activities and or services of Namibian School Counselling Programme.....	151
Table 5.2: Participants’ mean response scores on the activities or services of the Namibia School Counselling Programme.....	151
5.4.3. Participants’ opinions on the availability of resources for the Namibian School Counselling Programme.....	154
Table 5.3: Participants’ mean response scores on the availability of resources for the Namibian School Counselling Programme.....	156
5.4.4. Participants’ opinions on the effectiveness of Namibian School Counselling Programme Services	160
Table 5.4: Participants’ mean response scores on the effective implementation of activities /services characterised the Namibian School Counselling Programme	161
5.4.5. Participants’ opinions on the beneficiaries of Namibian School Counselling Programme	163
Table 5.5: Participants’ response scores on the beneficiaries of the Namibian School Counselling Programme	164
5.4.6. Satisfaction with Namibian School Counselling Programme by Beneficiaries.....	165
Table 5.6: Participants mean scores on satisfaction of stakeholders with the Namibian School Counselling Programme Services	166
5.5. Summary and Conclusion of the Chapter	167
CHAPTER SIX	170
PRESENTATION OF RESULTS OF QUALITATIVE DATA ANALYSIS	170
6.1. Introduction to the Chapter	170
6.2. The Results of Qualitative Data Analysis	171
6.2.1. The Objectives of the Namibian School Counselling Programme	172
6.2.1.1. Academic/educational development objective.....	172

6. 2.1.2. Personal/social development objective	174
6. 2. 1.3. Career development objective.....	176
6.2.2. Activities/services of school counselling programme	178
6.2.2.1. Counselling service	179
6.2.3. Career Planning Services	181
6.2.4. Education Services (Information-based services).....	184
6.2.5. Academic development services.....	186
6.2.6. Consultation Services.....	188
6.2.7. Referral services.....	190
6.3. Resources available for the implementation of the school counselling programme in schools	
.....	192
6.3.1. Human resources.....	193
6. 3.2. Financial and material resources and infrastructural facilities.....	195
6.3.3. Political resources	199
6.4. Beneficiaries of school counselling programme services	201
6.4.1. LEARNERS	201
6.4.2. TEACHER-COUNSELLORS	202
6.4.3. PRINCIPALS.....	202
6.4.4 PARENTS.....	203
6.5. Beneficiaries' satisfactions with the services of the Namibian school counselling programme	
.....	203
6.5.1. Satisfaction of stakeholders with the services of the Namibian school counselling programme	203
6.5.2. Challenges experienced by the beneficiaries of school counselling programme services	
.....	207

6.6. Summary and Conclusion of the Chapter	208
CHAPTER SEVEN.....	210
SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	210
7.2 Summary of findings.....	210
7.2.1. Objectives of the Namibian School Counselling Programme.....	210
7.2.2. Activities/services of the Namibian School Counselling Programme.	212
7.2.3. Resources for Implementing Namibian School Counselling Programme.	213
7.2.4. Effectiveness of the services of the Namibian School Counselling Programme.....	214
7.2.5. Beneficiaries of Namibian School Counselling Programme	215
7.2.6. Beneficiaries’ satisfaction with the services of the Namibian School Counselling Programme.....	215
7.3. Discussion of Findings	216
7.3.1. Objectives of the Namibian School Counselling Programme.....	216
7.3.2. Services characteristic of the Namibian School Counselling Programme.....	219
7.3.3. Resources available for the Namibian School Counselling Programme Implementation.	222
7.3.4. Effectiveness of activities or services of the Namibian School Counselling Programme.	225
7.3.5. Beneficiaries of the Namibian School Counselling Programme.....	226
7.3.6. Beneficiaries’ satisfaction with the Namibian School Counselling Programme	227
7.4. Summary and Conclusion of the Chapter	229
7.5. Limitations of the study.....	234
7.5.1. Instruments.....	234
7.5.2. The study was limited to Ohangwena region only.....	235
7.6. Specific Recommendations.....	235

7.6.1. Provision of resources to schools.....	235
7.6.2. Appointing of more teacher-counsellors in schools.....	237
7.6.3. Parents Education on School Counselling Programme Services	237
7.7. Suggestions for Future Research	238
7.8. Contribution of the study	238
REFERENCES.....	240
APPENDIX A: LEARNERS' QUESTIONNAIRE.....	280
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA QUESTIONNAIRE	280
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA QUESTIONNAIRE	286
APPENDIX C: PRINCIPAL QUESTIONNAIRE.....	291
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA QUESTIONNAIRE	291
APPENDIX D: LEARNER INTERVIEW SCHEDULE.....	297
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA INTERVIEW SCHEDULE.....	297
APPENDIX E: TEACHER-COUNSELLOR INTERVIEW SCHEDULE	299
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIAN SCHOOLS INTERVIEW SCHEDULE	299
APPENDIX F: PRINCIPAL INTERVIEW SCHEDULE	301
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIAN SCHOOLS INTERVIEW SCHEDULE	301
APPENDIX G: PARENTS INTERVIEW SCHEDULE	303
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA INTERVIEW SCHEDULE.....	303

APPENDIX H: INFORMATION SHEET	305
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA CONSENT FORM.....	305
APPENDIX I: FOCUS GROUP PARTICIPANT'S CONSENT FORM	307
APPENDIX J: REQUEST FOR PERMISSION: MINISTRY OF EDUCATION	309
APPENDIX K: REQUEST FOR PERMISSION: OHANGWENA EDUCATION DIRECTORATE.....	310
APPENDIX L: INFORMATION LETTER TO PRINCIPALS.....	311
APPENDIX M: REMINDER FOR SUBMISSION OF QUESTIONNAIRES.....	312
APPENDIX N: UNIVERSITY OF THE WESTERN CAPE (UWC) CLEARANCE	313
CERTIFICATE.....	313
APPENDIX O: APPROVAL LETTER FROM THE MINISTRY OF EDUCATION	314
APPENDIX P: APPROVAL LETTER FROM OHANGWENA	315
DIRECTORATE OF EDUCATION.....	315



ACRONYMS

WoH	Window of Hope
MYMC	My Future is My Choice
OVCs	Orphans and Vulnerable Children
MoE	Ministry of Education
NGOs	Non- Government Organizations
UNICEF	United Nation Children’s Fund
UNESCO	United Nation Educational, Scientific and Cultural Organizations
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency Syndrome



LIST OF TABLES

Table 4.1: Biographical information of learners	118
Table 4.2: Biographical information of teacher- counsellors	120
Table 4.3: Biographical information of school principals	121
Table 4.4: Steps followed during data collection process.....	137
Table 5.1: Participants’ mean response scores on the objectives of the Namibian School Counselling Programme	148
Table 5.2: Participants’ mean response scores on the activities or services of the Namibia School Counselling Programme	151
Table 5.3: Participants’ mean response scores on the availability of resources for the Namibian School Counselling Programme.....	156
Table 5.4: Participants’ mean response scores on the effective implementation of activities /services characterised the Namibian School Counselling Programme	161
Table 5.5: Participants’ response scores on the beneficiaries of the Namibian School Counselling Programme	164
Table 5.6: Participants mean scores on satisfaction of stakeholders with the Namibian School Counselling Programme Services	166

LIST OF FIGURES

Figure 2.1: Comprehensive Counselling Programme Elements	26
Figure 2.2: Consultation as direct and indirect services to clients.....	44
Figure 2.3: School- Home- Community partnership: Counselling Support Group in Namibian context. Source: Learning Support Manual	65



CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction to the Chapter

This chapter presents the background to the study which includes the descriptions of the context that gave rise to the study problem. Also featuring in this chapter are the statement of the study problem, a description of the scope of the study as defined by its objectives and research questions, the rationale for the study and how the thesis report has been organized.

1.2 Background to the study

Namibia is one of the youngest and most stable democracies in Africa. The country gained its political independence on March 21, 1990, after more than a century of colonialism (U.S. Department of State, 2010). It is a large country, in terms of land area, covering 824,000 square kilometers and spanning 1.440 km at its widest point and 1.300 km at its longest point. Namibia's population of a little less than two million people is growing at 2.6 per cent annually (U.S. Department of State, 2010).

Namibia has altogether one thousand, six hundred and seventy-seven (1,677) primary and secondary schools. For some school-going children these schools are the only places where they can find solace, support, safety, counselling and learning - a home away from home (Education Management Information System, 2009). This is because, of the total number of 585,471 learners in Namibian schools, 157,372 or 27% are Orphans; while another 99,459 or 17% are vulnerable in that they need special care and protection due to their dysfunctional homes, consequence of harsh socio-economic conditions (Ministry of Education, 2008).

Records from the Namibia Ministry of Education also revealed that the country experiences an average of about 12,800 or 2% drop-out rate annually, with 1,735 or 14% of this due to teenage or early pregnancies (Education Management Information System, 2009).

Pre-independent Namibia was characterized by the effects of apartheid policies that still continue to have adverse consequences for present-day Namibia. Apartheid promoted the segregation of the Namibian society along ethnic and racial lines resulting in inequality which in turn has led to disparities in the qualities of education among the various ethnic groups of the nation (Mutorua, 2004). The content, pedagogy, assessment methods and ethos of the colonial education were, arguably, irrelevant and unsuitable to the needs and aspirations of the Namibian indigenous people (Diescho, 1987; Amukugo, 1993).

However, soon after Independence, in 1990, one unified education system was created with a view to provide equal access to resources and equal educational opportunities for all Namibian children irrespective of their ethnic group affiliations. The reform in education led to the amalgamation of the eleven second-tier educational and cultural services into one unified national structure, the Ministry of Basic Education, Sport and Culture, with its headquarters in Windhoek, the country's capital city (The Ministry of Education and Culture 2008). Further effort at providing good quality education for children of Namibia was the declaration, at Independence, by the new government that no child would be allowed to leave school until completing the primary school education or has attained the age of sixteen (16) years, whichever is the sooner (Constitution of the Republic of Namibia, 1990). Other effort to reform education and redress the past imbalances is the draft and implementation of the policy titled: "Toward Education for All: A Development Brief for Education, Culture and Training" (1993) which was to translate the Namibian education to an implementable government policy (The Ministry of Education and Culture, 2003). This policy document

clearly features discussions on the major goals for education in Namibia including access, equity, quality, and democracy.

The restructuring in education after independence not only addressed the unmet needs created by apartheid education system, but also the socio-economic difficulties faced by the newly independent state. For instance, one of the problems which the new education was to address is the health problem created by the high rate of HIV infection which has left the country with 70.000 orphans and 99, 459 affected children (Report on the Global HIV and AIDS Epidemic 1995). HIV prevalence rate among the population aged 15-19 years doubled, between 1994 and 2000, from 6% to 12% infection rate respectively (MDG Report, 2010). Also among the socio-economic problems of Namibia is, according to the Ministry of Education (2008) records, the 35% of the population living on less than one US dollar (US\$ 1) a day; with unemployment rate standing at 37% and the hardest hit being the youths with an unemployment rate of almost 65% (Ministry of Education, 2008). Still records from the Ministry of Education (2008) further revealed that 50% of Namibia Children cannot have their basic materials needs met; 22% of Namibian Children, under the age of five, are underweight and 35% of less than 18 years old female victims of rape and or attempted rape (about 12% of who are younger than 10 years old). Records from the Ministry of Education (2008) also reveal that 60-70% of children between the ages of 10 and 18 had been exposed to alcohol and drug abuses, 20% of school children are grade repeaters in any given year and about 65% of all learners drop out of school completely before reaching the final grade 12.

In order for Namibian education to respond to these various socio-economic and cultural conditions School Counselling Programme was introduced in 1996. To further strengthen the capacity of the school counselling programme at meeting these needs the government of Namibia, in 1996, directed that the regional offices of the Ministry of Education appoint

Regional School Counsellors and other specialist education support personnel to coordinate the school counselling activities and other support services to the schools of each region (Ministry of Education, 1996).

Due to the nature of the problems confronting school learners for which counselling programme is being implemented, Namibian Ministry of Education is fully aware that the programme has to be long-term since the socio-economic conditions of people are diverse and complex and the problems created by these conditions cannot be solved overnight. Thus, the conception of school counselling programme by the Namibian Education ministry is a programme with long-term perspective and made up of activities and or services that help to equip learners with knowledge, skills, attitude and values for making decisions, critical thinking ability to solve problems and personal independent values and attitudes for promoting positive self-concepts, intrinsic interest in learning, healthy living and proper adjustment to life (Ministry of Education, 2008). The overall goal of the Namibian School Counselling Programme is the total or overall development of learners. To achieve this goal the school counselling programme feature activities directed to training in skills and abilities for social, educational, vocational, moral and psychological development of learners. The approach to school counselling is as an educational process meant for the development of learners so that they can adjust appropriately well to life, especially in adulthood and during the working stage of their lives. Thus, school counselling as conceived by Namibia is, therefore, not an impromptu service or service that needs to occur once. Rather school counselling is designed to be progressive in order to address the complexity of human growth process in an ever changing Namibian society. This conception of school counselling is consistent with that of Bojuwoye (1992) who asserts that a school counselling is an educational process which is long-term or progresses over a long period rather than one that

takes place over a short period of time. As an educational process, school counselling is designed to promote the psychological maturity or total development of a healthy personality in every learner. By this conception, Bojuwoye (1992) further asserts that school counselling is not just therapy or curative service but that it involves activities and or services for prevention of problems and for building up capacities for preparing learners for future job roles as workers and good citizens. With this conception and in order to respond to the changing needs of individuals and the society, one of the major approaches to the Namibian school counselling is through the curriculum as a learning area or school subject, referred to as “Life Skills”. Life Skills, taught as a subject in the school curriculum, is a model of education primarily concerned with prevention and not just with cure of problems as well as for developing the capacities of learners for responding appropriately to life situations. This manner of thinking is for conceiving school counselling as meant for the development of the “whole person” in learners and not just for seeing the school just for intellectual development alone (Ministry of Education, 1996).

The educational activities involved in Life Skills are clustered into three main areas including daily living skills, personal/ social skills and career opportunities. Life Skills subject teaches learners about health care (including HIV and AIDS), society and family life, self-awareness, personal responsibilities, problem-solving, decision making, positive attitudes, personal values, assertive behaviours, motivation strategies, study skills, examination preparation, time management, and steps in career planning, that subsequently enhances the attaining of the education goals (Ministry of Education and Culture, National Institute for Educational Development, 1996).

Apart from approaching school counselling through the school curriculum and to further strengthen efforts of the school counselling programme at developing a “whole person” in

every learner, various support services for learners are also provided. Examples of such support services introduced by the Ministry of Education are the “Window of Hope” programme (2004) and “My Future is My Choice” (1995). The detailed information about “Window of Hope” and “My Future is My Choice” programmes can be found in the “Definition of Terms” section of the thesis report where they are described in full details.

Furthermore, support services such as catering or nutritional service (also called School Feeding Scheme) and Social Grant Scheme are also introduced in schools as efforts by the state to respond to the children’s basic needs and fundamental rights including rights to nutrition and protection which are not being met by their dysfunctional families or homes. The United Nations Convention on the Rights of the Child (CRC, 1989) listed the right to nutrition, protection, identity, medical care and education as what family or state must be committed to in matters concerning children (Ministry of Education, 2008). Therefore, all activities of the school for meeting the basic needs of children either physical, social, psychological or moral, and other support services which are essentially non-educational in nature are subsumed under the school counselling programme. Thus, under the umbrella of Namibian School Counselling programme, all children including the Orphans and Vulnerable Children as well as all children of school-going age are catered for irrespective of their differences (Ministry of Education, 2008).

Thus, the vision for counselling and support in Namibia is that every learner with or without immediately identifiable problem should be cared for and supported so that he or she can achieve to full potential and adjust well to life (Ministry of Education, 2008). The counselling programmes are to focus on the optimal, holistic development of all learners (Ministry of Education and Culture, 2005). Moreover, the Ministry of Education ensures that schools are

empowered with the capacity to create an enabling environment which will allow every learner to have their rights respected and to reach their full potential in terms of cognitive, physical, emotional, moral, and creative capacities (Ministry of Education, 2008).

The development of school environment conducive for teaching and learning is the overall objective of school counselling programme. Government of Namibia through its Ministry of Education not only provide resources to ensure that all children have access to education but that schools are made capable of addressing all barriers to learning and to ensure the overall development of learners (Ministry of Education, 2008). This objective of the school counselling programme closely approximate with that of the Salamanca Statement which argues that *“Regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building inclusive societies and achieving education for all”* (UNESCO, Salamanca Statement, 1994: 4). In conclusion, the ever-increasing needs of children and the expectations of today’s society impose growing demands on educational system; thus, schools have to be equipped to respond appropriately by providing support services for all learners to learn effectively. This indeed is the premise underlying School Counselling Programme in Namibia.

1.3. Statement of the study Problem

Namibia society is faced with a lot of socio-economic problems including high failure rate, health problem (due to the ravaging of HIV and AIDS) and socio-economic problems (poverty, unemployment, teenage pregnancies, substance abuse) (Education Management Information System, 2009; New Era, 2010; Sun, 2011). There is also history of inequality brought by apartheid system where education was fragmented along racial and ethnic lines. The nation’s education is expected to respond to all these problems by the introduction of

new curriculum to ensure effective teaching and learning. The implementation of school counselling programme is expected to address all learning barriers and make provisions for meeting the basic needs and fundamental rights of the Namibian children (Ministry of Education, 2008).

School counselling programme is saddled with enormous tasks of providing essential educational and non-educational support services to assist in the overall development of the learners. By virtue of these enormous tasks some people are of the opinion that the programme is unlikely to be capable of meeting its objectives while some other people are of the opinion that school counselling programme has tremendous support from government to achieve enviable objectives National External School Evaluation (NESE_report, 2008). Moreover, since the introduction of the counselling programme in schools of Namibia in 1996, no serious effort has been made to evaluate the school counselling programme. Therefore, the intention of this study is to investigate, from the perspectives of selected stakeholders, the Namibian School Counselling Programme in terms of its objectives, characteristic activities of the programme, resources available in schools to implement the programme and whether or not the recipients (especially learners) are satisfied with the programme services.

1.4. Statement of Purpose of the study

The overall purpose of the study is to investigate, from the perspectives of selected stakeholders, school counselling programme in Namibian schools.

1.5. Specific Objectives of the study

The study specifically sought to:

- (i). Ascertain what stakeholders consider as the objectives of the Namibian School Counselling programme;
- (ii). Ascertain what stakeholders consider as characteristic activities or services of the Namibian School Counselling programme;
- (iii). Ascertain stakeholders' perspectives regarding the resources available in schools and the adequacy of these for implementing the Namibian School Counselling programme;
- (iv). Ascertain who stakeholders consider as beneficiaries of the Namibian School Counselling programme;
- (v). Ascertain beneficiaries' satisfaction as to the effectiveness of the Namibian School Counselling programme.



1.6. Research questions

1.6.1 Main research question

What are the stakeholders' views regarding the school counselling programme in Namibia?

1.6.2. Specific research questions

The study sought the perspectives of selected education stakeholders (namely learners, principals, parents, and teacher-counsellors) on the Namibian School Counseling programme with a view to answering the following questions:

- (i). What do stakeholders consider as the objectives of the Namibian School Counselling programme?
- (ii). What activities and/or services are considered by stakeholders as characteristic of the Namibian School Counselling programme?

(iii). What resources do stakeholders consider to be available for implementing the Namibian School Counselling programme?

(vi). Who do stakeholders consider as the beneficiaries of the Namibian School Counseling Services?

(v). How satisfied are the beneficiaries with the effectiveness of the Namibian School Counselling programme?

1.7. Rationale for the Study

Since 1996 when the school counselling programme was incepted into the Namibian education system no effort has been made to evaluate whether or not the school counselling programme is achieving the objectives for which it is being implemented. So many resources have been committed to the programme; therefore, it is reasonable to investigate whether or not the programme has been achieving its objectives and whether or not the programme is worth it to have expended and still continue to expend so many resources to the programme (Gibson & Mitchell, 1995). In other words, after almost two decades of its implementation, it is important to make serious effort in a research like this and obtain evidence-based conviction as to whether or not the Namibian School Counselling Programme has merit or worth.

Since inception in 1996 until now a lot of changes have taken place in the socio-economic life of Namibian people. Health conditions have deteriorated as HIV and AIDS continue to ravage Namibian society (Ministry of Education, 2008). On the socio-economic side, unemployment has been on the rise from 35% in 1997 to 37% in 2004 (Mwilima, 2006), people are becoming poorer and living conditions highly compromised. Still on social condition, violence (in various forms including homicide, suicide, rape, bullying, gang

activities, and alcohol and drug abuse) has escalated. For instance, in 2010, two cases of murder in schools were reported (New Era newspaper, 2010), while about 1, 735 or 13% of learners in Namibian schools were reported to have dropped out of school due to teenage pregnancies (Education Management Information System, 2009; The Namibian, 2010; Sun, 2011).

As the socio-economic conditions of Namibian society and particularly learners in Namibian schools change so too must these changes be reflected in the objectives and characteristic services of the Namibian school counselling programme (Gysbers & Henderson, 2000). Formative evaluation of the school counselling programme, such as being done by a study of this nature becomes important to help devise the best way to determine the amount and the direction of responses of the school counselling programme to the changes (Gysbers & Henderson, 2000). This way it is envisaged that the school counselling programme would be better positioned to improve the human conditions of its services' recipients through modification and reshaping of the programme to suit the needs of those being served. At the same time, the on-going evaluation of school counselling programme will help to adjust the programme to changing conditions of environment (Gibson & Mitchell, 1995).

The assertion by Babbie and Mouton (2001) is that most of what human beings do in social world, in terms of their interventions are aimed at improving human conditions. However, there is no intervention programme that can be described as perfect especially when first implemented. In the same vein, no human needs remain the same over time (Gysbers & Henderson, 2006). In this connection, therefore, on-going evaluation of programmes of human interventions in social world becomes apparent in order to provide information needed to improve the programmes' effectiveness and for meeting external demands for accountability (Gysbers & Henderson, 2006). This contention therefore underlies the

rationale for this study because of its potential for providing information which can make for the improvement of the effectiveness of the Namibian school counselling programme and ensuring that it is dynamically responsive to the changing needs of school children and those of the Namibian society, in general.

The study reviewed the status of the Namibian school counselling programme against established standards to ascertain the degree to which the programme is being implemented. Such evaluation is expected to provide information for policy formulations regarding the programme's re-conceptions including its objectives and practices. Such evaluation provides answers to many questions that are rightfully raised by parents and other stakeholders. The researcher understands that for any programme to succeed all stakeholders (whether directly or indirectly affected by the school counselling programme) need to be taken on board as part of the evaluation process. This study was designed to do exactly that by seeking the opinions of stakeholders thereby involving them in the evaluation of the programme. By so doing the researcher would be in position to describe and interpret the quality of the school counselling programme from the insider- perspectives of those involved in the programme (Babbie & Mouton, 2001). Also including stakeholders through a research like this not only indicate involvement in the decision-making process about the programme such involvement should also normally lead to the acceptance, support and participation in the programme (Donald, Lazarus & Lolwana, 2010). Cherishe (2006) asserts that involving stakeholders in the evaluation of school counselling programme helps the stakeholders to develop a sense of ownership of and accountability for the programme as well as assurance of greater cooperation and greater willingness to accept the programme.

An evaluation of Namibian school counselling programme as this study was designed to do has many benefits for the school children or the learners. As Gibson and Mitchell, (1995)

contend, learners stand to benefit from an evaluation of the school counselling programme because it helps those in charge of the programme to be certain that adequate and appropriate services are continuously being rendered to meet learners' needs. Furthermore, the school would benefit from the evaluation because the staff (teacher-counsellors) would know how well they are doing their work. The community would benefit because evaluation would provide data upon which a sound programme of public information could be built. Hence, it should be noted that every profession has grown as a result of continuous and rigorous evaluation (Gibson & Mitchell, 1995). Evaluation study generally serves as feedback and follow-through to those concerned with the programme management and development for future programme planning, programme management, improvement, refinement and quality assurance (Gibson & Mitchell, 1995).



1.8. Clarifications of Terms

1.8.1. Stakeholders

The term “stakeholder” refers to an individual or a group, who is directly involved and can make a difference in education or can affect or be affected by the achievement of the school's objectives and performance (Cambridge Advanced Learner's Dictionary (2008).

1.8.2. Learners

For the purpose of this study learner means any person who is registered and receiving basic education or a course of study in schools in terms of the Namibia Education Act 16 of 2001 (Ministry of Education, 2010).

1.8.3. High schools

High school means a school or part of a school in which basic education from the level of the eighth grade to the level of the twelfth grade is provided. In short, a high school is an establishment or place in or at which education is provided from grade 8-12.

1.8.4. Window of Hope Programme (WoH)

Window of Hope is a life skills and health education programme developed for children aged 9-14 years and addresses children on or before they enter puberty, early adolescence or when most of them have not yet become seriously sexually active. It is a long-term programme running for as long as four years from grade 4 to 7 to help learners to enhance their self-esteem and to acquire knowledge and skills to protect themselves against HIV and AIDS and all related diseases (Ministry of Education, 2008).

1.8.5. My Future is My Choice Programme (MFMC)

My Future is My Choice Programme is a life skills and behaviour change programme for 15-18 years secondary school children. The programme runs in schools with the assistance of some community-based agencies.

1.8.6. School Feeding Scheme

School Feeding Scheme is an integral part of a package of nutrition and health interventions for school children, especially the Orphans and Vulnerable Children (OVCs). It is the

Ministry of Education's strategy to address inequalities in education and expand educational opportunities for disadvantaged children (Ministry of Education, 2008).

1.8.7. Social Grant Scheme

Social Grant Scheme is a monetary support given on a monthly basis to Orphans and Vulnerable Children (OVCs), especially those who are attending school to cater for their basic needs (Ministry of Education, 2008).

1.8.8. Life-Skills subject

Life Skills subject is one approach to the Namibian school counselling through the curriculum as a learning area or subject in the school curriculum. Life Skills as a subject is a way of making meaning out of life. Life Skills subject focuses on the optimal, holistic development of all learners. Life Skills subject teaches learners about health care (including HIV and AIDS), society and family life, self-awareness, personal responsibilities, problem-solving, decision making, positive attitudes, personal values, assertive behaviours, motivation strategies, study skills, examination preparation, time management, and steps in career planning, that subsequently enhances the attaining of the education goals (Ministry of Education and Culture, National Institute for Educational Development, 1996).

1.9. Delimitations of the study

This study is limited to schools in Eenhana, Enyana, Endola and Okongo circuits of Ohangwena region of Namibia. The Ohangwena region and particularly those circuits were selected because of the high population in the region and schools are not performing well in term of Junior Secondary Certificate (JSC) examinations. The Ohangwena region is mainly

characterized as a disadvantaged region with disadvantaged schools. This means that most of the schools in Ohangwena region are located in areas that are designated marginalized or educationally excluded. Furthermore, limited and resources (financial and capacity constraints) also meant that not all the stakeholders could be studied. Therefore the study was delimited to those four categories of stakeholders involved (learners, teacher-counsellors, principals and parents). Other stakeholders such as Department of Education officials, Inspectors of Education, Regional School Counsellors, Labour unions, and Non-Governmental Organizations (NGOs) were not involved in this study.

1.10 Chapters outline

The study is divided into seven chapters as follows:



Chapter 1

This chapter presents the background to the study, statement of the study problem, objectives, research questions and rationale for the study as well as clarifications of terms.

Chapter 2

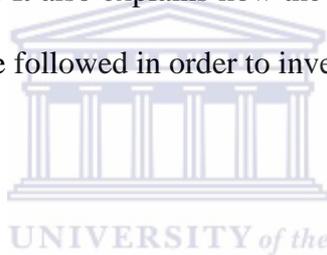
This chapter presents a review of literature which consists of conceptual and theoretical frameworks for the study. In this chapter prevailing theories underlying school counselling are examined.

Chapter 3

This chapter presents review of previous studies and works on school counselling programme. The researcher explores various aspects related to school counselling programme.

Chapter 4

This chapter deals with the research methodology and the procedures followed in the study. This chapter discusses how the study was conceptualized, designed and conducted. It describes the selection of participants and the way in which individual interview and focus group interviews were conducted. It also explains how the data were collected. All in all, the chapter looks at all steps that were followed in order to investigate the research problem.



Chapter 5

In this chapter quantitative data analysis results are presented. The analysis of data collected is first described, then the results of data analysis are presented and findings of the study are clearly highlighted.

Chapter 6

In this chapter qualitative data analysis results are presented. The analysis of data collected is first described and, thereafter, the results of the qualitative data analysis are presented.

Chapter 7

The last chapter deals with the discussions of the results and or findings arising from the study including the interpretations of the results and recommendations emanating from the implications of the results of the study.

1.11. Summary and Conclusion of the Chapter

Since Namibia, as a country transformed from apartheid to democratic system in 1990, there have been a number of drastic changes in all spheres. Education system has been affected and influenced by these changes. Hence, a number of policy changes and education programmes have been introduced to ensure that all Namibians benefits from these education programmes and given equal educational opportunities. Since, these programmes have to be implemented at school level; it is thus appropriate for stakeholders to understand their roles and responsibilities especially in terms of programme implementations in schools. Therefore, in this study attempt was made to investigate the perspectives of stakeholders on the school counselling programme in Namibian schools.

The next chapter (Chapter Two) presents the review of related literature especially relevant aspects of the conceptual and theoretical frameworks for the study.

CHAPTER TWO

THE REVIEW OF RELATED LITERATURE

2.1. Introduction to the Chapter

This chapter presents the review of related literature. This review of the literature is with regard to the conceptual understandings around school counselling and the theoretical bases for school counselling. The literature review discussion covers various aspects of school counselling including the importance of partnership in evaluating school counselling programme.

A conceptual framework discussions outline possible courses of action or the preferred approaches to comprehend ideas or thoughts, while theoretical framework is about the set of theories, or assumptions or beliefs which inform both the background and guide the investigation (Orodotho, 2006; Aloka, 2012). The conceptual framework examines the relevant concepts employed by the study including all those associated with guidance and counselling programmes, the components, objectives, activities/services and stakeholders involved in the implementation of the school counselling programme. Thereafter, the theory that informed the study is discussed. The theoretical framework of a particular study is the supporting mechanism, which is developed from a theory or a combination of theories for understanding the basis or bases underlying the phenomenon under study. Theory plays a critical role in the research because, indeed, research is a process of producing knowledge for finding factual and dependable solutions to problems (Anaekwe, 2002; Aloka, 2012). It is

from the theoretical framework that tentative explanations to the particular research question or problem could be derived.

2.2. School Counselling Programme

Various terms are used to describe the application of psychological and related knowledge in schools in Africa including terms such as the school guidance programme, the school counselling programme, the school guidance and counselling programme, school psychology programme and special education programme (Bojuwoye & Mbanjwa, 2006). These psychological and related programmes in schools offer services including psycho-educational assessment, career counselling, grief counselling, remedial education, placements, preventive health education and consultation services (Mpofu, Pelzer, Serpell & Mogaji, 2005). For the purpose of this study these school psychological and related services would be referred to interchangeably as school guidance programme, school counselling programme or school guidance and counselling programme.

Guidance or counselling, an American product, continues to spread from country to country to supplant the traditional or cultural models of helping people with problem or difficulty with decision-making, career choices, interpersonal relationship dynamics and other problems related to human services delivery (McWhirter, 1987). Gothard and Bojuwoye (1992) also conceive of guidance and or counselling as help of psychological nature offered by specially trained professionals (psychologists or counsellors) to individuals in problem situations and needing some assistance to address the problems. Guidance and counselling has also been conceptualized as a programme of activities which has provided us with a gateway out of the existing numerous problems and challenges in our present age of complex scientific and technological development (Okobiah & Okorodudu, 2004, Oye, Joshua & Esuong, 2007).

UNESCO (2008) also posits that guidance and counselling programme comprises of services to individuals based on their needs and the influence of environmental factors.

In general, school counselling programme may also be conceived as a professional field with a broad range of activities and or services aimed at assisting individuals to understand themselves, their problems, their environment and their world and also to develop adequate capacity for making wise choices and decisions to find solutions to problems (Egbochuku, 2008; Oniye & Alawane, 2008; Eyo, Obi, Mohd & Bernice, 2012; Lunenburg, 2010). Other researchers and professionals such as Idowu (1990), Gysbers and Henderson (2000), Egbochuku (2008) and Lunenburg (2010) view school counselling programme as a process of planned intervention within a school system by which the total development of learners are stimulated in areas relating to their personal, career, emotional and academic concerns.

Moreover, Gibson and Mitchell (1995), Gysbers and Henderson (2000) and Lunenburg (2010) also understand school counselling programme to be developmental, comprehensive and responsive programme and as an integral and essential component of the educational process for all learners as they progress through the educational system as school counselling programme is designed to ensure that every learner receives the programme benefits aimed at helping learners in achieving personal, social, career and academic capabilities (Gibson & Mitchell, 1995). Egbochuku (2008) echoes the same sentiments by adding that a school counselling programme focuses on what all learners, from pre-kindergarten through 12th grade, should know, understand and be able to do in three domain areas such as academic, career and personal and social. The emphasis is on academic success for every learner, not just those learners who are motivated, supported and ready to learn. Gibson and Mitchell (1995) also state that the school counselling programme is meant to assist all learners to achieve success in school and develop into contributing members of society. School

counselling programme have, therefore, been introduced to assist learners overcome the number of challenges they experienced at home and at school.

Comprehensive school counselling programme is a 21st century school counselling services delivery system that emphasizes school guidance curriculum, individual student planning, responsive counselling services and system support (Imonikhe et al., 2011; ASCA, 2003). Imonikhe, Aluede and Ojugo (2011) and Lunenburg (2010) contend that in order to achieve its objectives, school counselling and other related support services programme have to be re-conceptualized from mere psychological services-oriented to a more comprehensive programme that is integral part of the overall education system, serving all learners and their parents. In other words, all relevant educational and non-educational support services have to be subsumed under an umbrella of school counselling programme and as an essential component of the school's total educational programme for all learners to ensure appropriate delivery of beneficial services as the learners progress through the educational systems and through life (Borders & Drury, 1992; Lunenburg, 2010). Such programme cannot be marginal, supplementary activity or set of loosely related services (Borders & Drury, 1992; Lunenburg, 2010). The emphasis is not only on academic success but overall development of all learners (including career, personal and social development) so that they can achieve success in school and develop into contributing members of the society in their adult lives (Gibson & Mitchell, 1995).

Series of activities and services are needed to intervene in various areas of development and to address difficulties and problems constituting barriers to learning and development of learners in schools (Ministry of Education, 2008). The conceptualization of the Namibian school counselling programme is also consistent with the notion of helping to equip learners with appropriate knowledge, skills, attitude and values to enable them develop critical

thinking abilities, to solve problems, make decisions, develop positive self-concepts, adopt healthy lifestyles and make proper adjustment to life (Ministry of Education, 2008).

The Namibian School Counselling Programme meant for the development of the “whole person” in every learner, is conceived as an educational process with emphasis on training in skills or abilities, attitudes and values for social, emotional, moral, educational and vocational or career development. By this conception school counselling is not just therapy (or curative consultative one-on-one service) but involves activities and services geared towards prevention of problems, rehabilitation and remediation, empowerment or capacity building, and provision of support (including material and information as well as social support networks) and creation of safe, secure and conducive learning environment (Ministry of Education, 2008).

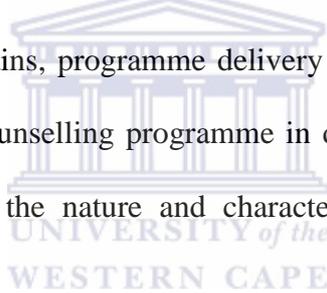
The ultimate goal of school counselling programme is learner success. Thus, the school counselling programme in design, delivery system, and contents is dedicated to enhancing the ability to all learners to fully utilize the educational opportunities available to them (Egbochuku, 2008; Lunenburg, 2010). The main objectives of school counselling programme as outlined in American School Counselling Association (ASCA) (2003) encompasses: the promotion of teaching of guidance and infusion of guidance curriculum, as part of the school curriculum, the promotion of learners’ wholesome development (career, educational and personal/social development). It further includes the promotion of learners’ general mental health and educational achievement, minimizing the development of learners’ problems through early identification and intervention (ASCA, 2003; Imonikhe et al., 2011).

Other school counselling programme objectives comprise the promotion of social, personal, emotional and behavioural adjustment by providing preventative counselling to learners with identified problem. In the same way, it further emphasizes fostering the development of

productive career by providing guidance in career choices. Lastly, school counselling programme requires regular evaluation while fostering the integration of all stakeholders in the delivery of its services.

In relation to the above, the current study embarked on evaluating the Namibian school counselling programme from the perspectives of selected education stakeholders in terms of its objectives, services/ activities, resources, beneficiaries and satisfaction of the recipients of counselling services. The involvement of many stakeholders in the evaluation of the school counselling programme is essential in order to obtain data from divergent view points.

Having discussed about how school counselling programme is conceived in terms of its objectives, the next section of this discussion will be on the school counselling programme framework, components or domains, programme delivery approaches and resources needed for the implementation of the counselling programme in details. This is in effort to further present better understanding of the nature and characteristics of the school counselling programme.



2.3. Organizational Framework for School Counselling Programme

According to Gysbers and Henderson (2000) the organizational framework of the school counselling programme contains three structural components (framework, rationale, assumptions), and four programme components (guidance curriculum, individual planning, responsive services, system support), along with a suggested distribution of counselor time by grade levels across the four programme components. The definition includes a mission statement that portrays the programme as an integral component within the total educational system. The rationale describes the importance of the programme and should be based upon information gathered from needs-assessment tools. The principles that shape and guide the

programme are the assumptions. The guidance curriculum component is generally delivered in classroom settings, but can be accomplished in a structured group or large group format depending on the goals and contents. Structured activities that give learners opportunities to master competencies drawn from the content element of the programme are presented. Individual planning involves assisting students in understanding and periodically monitoring their career, academic, and personal/social development. Advisement, assessment, placement, and follow-up are the usual activities associated with individual planning. Dealing with the problems related to the many areas in a learner's life is considered as responsive service. This can involve individual counselling, small group counselling, consultation, and referral. System support component includes the activities involved in the administration and management of a comprehensive guidance and counselling programme such as research and development, professional development, staff/community advisory boards, community outreach, programme management, and fair-share responsibilities within a school (Gysbers & Henderson, 2001).

Following is the diagram of the comprehensive guidance and counselling programme elements adapted from Gysbers and Henderson (2000: 53) and thereafter a brief discussion of each element.

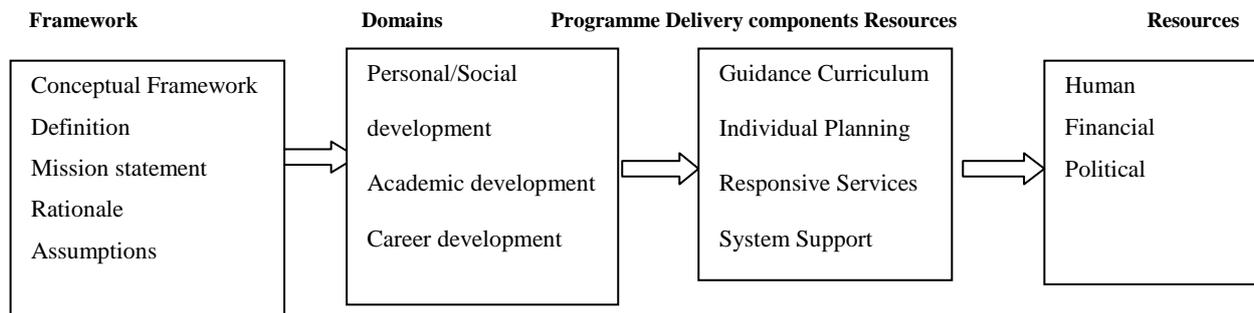
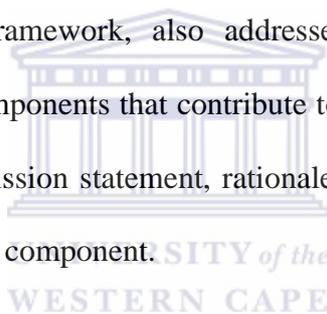


Figure 2.1: Comprehensive Counselling Programme Elements

Source: Gysbers and Henderson (2000: 53).

From the diagram above, the first dimension of the comprehensive school counselling programme, the organizational framework, also addresses issues around the conceptual framework for the study. The components that contribute to the conceptual framework of the programme are the definition, mission statement, rationale and assumptions. Following is a brief discussion of each structural component.



2.3.1. Organizational Framework for Comprehensive School Counselling Programme

The school counselling programme encompasses the mission statement of the guidance and counselling programme and its centrality within the school ministerial total educational processes (Gysbers & Henderson, 2000). The programme framework clearly outlines what competencies learners will possess as a result of their involvement in the programme, who delivers the programme, who the other clients of the programme are, and how the programme is organised using the programme components of guidance curriculum, individual planning, responsive services, and system support (Gysbers & Henderson, 2001). The framework for school counselling programme comprised mission statement-that, it is developmental education programme for the optimal or holistic development of learners (Gysbers &

Henderson, 2000). The programme services within the framework are designed affectively and socially responsive and responsible. The framework states that it is the optimal, holistic developmental educational programme that is design to address the needs of all learners by helping them to have a clear idea of their identify; have career knowledge, be able to function effectively and be socially responsible (Ministry of Education, 2006). It further states that with the support of other stakeholders such as school principals, academic and administrative support staff, parents or guardians, business and community members, teacher-counsellors would engage in conversations about expectations for learners' academic success and the role of counselling programme in enhancing learner learning (Ministry of Education, 2006). Thus, in Namibia, school counselling programme is also viewed as a programme responsible for helping learners to acquire skills needed to develop and maintain their self-esteem; motivation to achieve; decision-making and problem-solving skills; interpersonal skills; communication skills; responsible behaviour; and cross-cultural effectiveness (Ministry of Education, 2006).

2.3.2. Rationale for the School Counselling Programme

The rationale discusses the importance of the school counselling programme as an equal partner in the education system; hence, counselling programme is “central” rather than peripheral to teaching and learning in the school (Borders & Drury, 1992; Gysbers & Henderson, 2001). In addition, the rationale gives reasons why learners need to acquire the competencies that will accrue to them as a result of their involvement in a comprehensive guidance and counselling programme (Gysbers & Henderson, 2001). The rationale further suggests that the school counselling programme is designed to aid all learners to develop their potentials through provision of development assistance for all learners and of specialized

assistance for individuals with unique needs. Furthermore, the objective of the rationale is not only to express the needs for the school counselling programme, but also to provide direction to implementation of the programme by including the conclusions drawn from the learners, schools, and community need assessments and other clarifications of goals of the local and state educational system and those of the nation as a whole (Gysbers & Henderson, 2001).

Internationally, the rationale of the school counselling programme is based on the objectives of the school; community and the state include self-development, self-knowledge, decision making, changing environment, and placement assistance. For example, learners today face depersonalization in many facets of their lives and in many cases they feel powerless in the face of masses of people. Therefore, their feelings of control over their environment, their own destiny, their relations with others and institutions are of primary importance in school counselling programme. Likewise, learners need assistance in decision-making because planning for and making decisions are crucial tasks in everyday lives of all individuals. In essence, mastery of decision-making skills and the application of these skills to life career planning are central learning in a school counselling programme (Borders & Drury, 1992; Gysbers & Henderson, 2001; Bardhoshi & Duncan, 2009).

In relation to the above, the rationale of Namibian school counselling programme states that the school counselling programme is within the area of learning in the curriculum, and has thematic links with other educational programmes across the curriculum (Ministry of Education, 2006). The Namibian school counselling programme rationale further states that counselling programme helps learners to make meaning out of life. The programme is based on the concept of a holistic development through formal education, the philosophy of which

is that counselling programme should encourage open communication between learners, teachers, parents/guardians and the community (Ministry of Education, 2006). It is, thus, vital for parents to ensure that their children attend school and the Government of the Republic of Namibia corresponds by providing school staff and all the necessary facilities or resources.

2.3.3 Assumptions of the School Counselling Programme

The assumptions are the principles that shape and guide the school counselling programme. Usually, assumptions encompasses statements regarding assumptions of the contributions the school counselling programme make to the overall learners' development, including the premises that undergird the comprehensiveness and the balanced nature of the programme, and the relationships between the guidance and counselling programme and other educational programmes (Gibson & Mitchell, 1995; Gysbers & Henderson, 2001). Furthermore, assumptions identify and briefly describe the premise upon which a school counselling programme rests and give the programme its shape, direction, its nature and structure (Gysbers & Henderson, 2000).

Another point is that these assumptions or principles provide the framework for developing a school counselling programme, while at the same time serving as guidelines for state departments, regional and individual schools on how to plan, develop, implement, and evaluate a comprehensive school counselling programme (Gibson & Mitchell, 1995; Gysbers & Henderson, 2001; Bardhoshi & Duncan, 2009). In the same way, they focus on the role of counselling in learner achievement and the collaboration between teacher-counsellors, school principals, and teachers in enhancing learner success (Bardhoshi & Duncan, 2009; Dahir, 2000). Hence, these guidelines enlist teacher-counsellors as “partners in the teaching and learning process.”

Globally, school counselling programme is expected to have standards or expectations where to base the programme and this may include both staff and programme assumptions; thus, for the effective implementation of the school counselling programme to occur, certain staff and programme conditions must exist. For example, according to the American Counselling Association (ACA, 2004) and; Gysbers and Henderson (2000), school counsellors shall be fully certified by the concerned state and shall have training needed for fulfilling their responsibilities and specialized job assignments. School counsellors shall maintain and operate within the guidelines of the ethical standards specified by the code of ethics and standard practiced for the specific state and the ethical standards prescribed by the American Counselling Association (Gysbers & Henderson, 2000). Similarly, the programme assumption may include that the programme serves equally all learners, parents, teachers and other recipients regardless of race, gender and ethnicity and helps all learners function effectively with others in the school, home and community (Gysbers & Henderson, 2000).

In relation to the above, the assumption of the Namibian school counselling programme is that, upon completion of the programme, learners are expected to have developed optimally and holistically as an individual as appropriate within the developmental stage. Thus, the counselling programme encourages all members of the school community to have a shared responsibility and a mutual co-operative relationship among various educational programmes (Ministry of Education, 2006). Similarly, the programme expects that counselling about subject choices is offered to individual learners based on their abilities, aptitudes and ambitions and that learners have access to accurate and up-to- date information about careers, employment, training and study opportunities after school (Ministry of Education, 2006). Moreover, school counselling programme expects parents to be involved in providing guidance, support and supervision to their children at home for them to be successful in life.

According to the ASCA (2003) National Model, comprehensive school counselling programmes are designed to focus on and meet learners' needs, interests, and issues as they are related to the various stages of learner growth. Among other possibilities, the academic, career, and personal/social arenas of life are the three focus domains in school counselling (ASCA, 2003; Chata, 2005). These domains are considered both inclusive and essential for attention for effective and successful psychological, social, academic, and personal growth and development of all school-age children (ASCA, 2003; Chata, 2005). There is agreement among experts (UNESCO, 2000; Eyo, Joshua & Esuong, 2007; Ministry of Education, 2006; Gysbers & Henderson, 2001) that there are three major components/domains of counselling programme. These are educational counselling, career counselling and personal/social counselling. Under these three major areas, there are several counselling services such as consultation, information, placement, orientation, evaluation, referral, appraisal, and follow-up (Eyo et al., 2007; UNESCO, 2009; Gysbers & Henderson, 2001; Campbell & Dahir, 1997; Borders & Drury, 1992).

Each of these major components of counselling along with their services address learners' needs, challenges and/or problems. Hence, the goal of counselling services is to enable each learner in school to derive optimal educational benefits so as to actualize his or her potentialities (Eyo et al., 2007; Lunenburg, 2010; Borders & Drury, 1992). Each of the components is briefly discussed below.

2.4. Domains of School Counselling Programme

According to the information displayed in Figure 2, p. 25, there are three main domains of a school counselling programme including the personal-social development, the academic development and the career development domains.

2.4.1 Personal/social domain

Personal/social development is a major part of what learners experience in schools as this domain deals with emotional distress and behavioral difficulties, which arise when individuals struggle to deal with developmental stages and tasks (Chata, 2005; ASCA, 2003). American School Counselling Association (ASCA) (2003) notes that while learners progress through school and into adulthood, they need to acquire strong, appropriate, and effective foundation for personal and social growth. Thus, the implementation of ASCA recommended activities and strategies for personal/social development, according to Chata (2005), provides learners with such a foundation, and hence contributes to their academic and career success (Chata, 2005). From ASCA's perspective, personal/social development includes development of skills, attitudes, and knowledge that help learners to understand and respect others; acquire additional, effective interpersonal skills for future development; understand and have safety and survival skills; and, in general, develop into contributing members of society (ASCA, 2003; Baker & Gerler, 2004; Schmidt, 2004; Studer, 2005; Chata, 2005).

In the Namibian context, the personal/social domain focuses on self-awareness, relationships and citizenship. Learners are exposed to positive attitudes, personal values, assertive behaviours and motivation strategies (Ministry of Education, 2006). After they have gone through the school counselling programme, learners are expected to understand the need to take responsibility for choices, tabulate individual future choices and understand the possible consequences of each

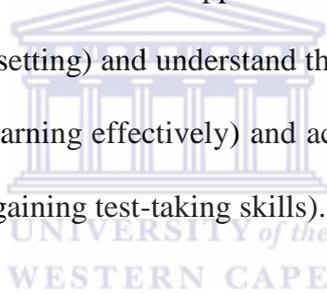
choice they are making (Ministry of Education, 2006). Moreover, learners are expected to understand the importance of positive attitude toward life, individually list positive and negative attitudes toward school, personal life and relationships. Thus, the current study investigated, from the perspectives of selected education stakeholders, whether the stakeholders were aware of the services of the Namibian school counselling programme.

2.4.2. Educational domain

Educational domain of counselling involves rendering services to learners or individuals who need assistance in making decisions about vital aspects of their education, for instance, the choice of courses of studies, decision regarding interests and ability, and choices of college and secondary school (ASCA, 2003; Chata, 2005). Educational services are geared towards increasing learners' knowledge of educational opportunities. In addition, educational domain includes skills such as study skills, subject choices, examination and test-taking strategies, memory techniques, relaxation strategies, goal setting, time management, and listening skills (Cooley, 2010; Gysbers & Henderson, 2006; Chata, 2005). ASCA (2003) considers educational counselling as a working relationship in which Teacher- counsellors establish a close working relationship with learners to help them develop and enhance skills, attitudes, and knowledge necessary for succeeding while in school and afterward (i.e., throughout the life span). Learners are assisted to develop and use strategies to be as successful as possible in school and to understand how academic performance is related to both career evolution and development and to life at home and in the community (ASCA, 2003; Schmidt, 2004; Studer, 2005).

The current study explored selected stakeholders' perspectives regarding the Namibian school counselling programme in terms of how the stakeholders perceive the Namibian

school counselling as helping learners to develop skills and attitudes that enhance their effective lifelong learning as well as to relate academics to the world of work and to life at home and in the community (Ministry of Education, 2006). Thus, the study investigated, from the perspectives of the stakeholders, whether the Namibian school counselling programme has actually met its objectives which are to make learners gain and learn all the educational skills that advance their lifelong learning attitudes (Ministry of Education, 2006). In summary, as a result of participation in the school counselling programme, learners are expected to acquire the knowledge, skills or abilities and values to develop positive attitudes toward school and to focus on life-long learning; develop effective skills (applying effective study skills); make decisions about educational opportunities and understand the relationship between learning and work (goal setting) and understand the school environment and develop an awareness of learning style (learning effectively) and acquire strategies for demonstrating success in knowledge and skills (gaining test-taking skills).



2.4.3. Career counselling domain

Career counselling domain involves providing learners the foundation for knowledge, skills, attitudes, and values for successful transition from school to the world of work and from one job to the next across the life span (ASCA, 2003). In career counselling, school counsellors use strategies that enhance future career success and job satisfaction, and increase the learners' understanding of the association of personal qualities, education, training, and career choice (Chata, 2005). More specifically, school counsellors help learners to (a) acquire skills that enable them to investigate the world of work in relation to knowledge of self and to make appropriate career decisions, (b) employ strategies to achieve future career goals with success and satisfaction, and (c) understand the relationship between personal qualities,

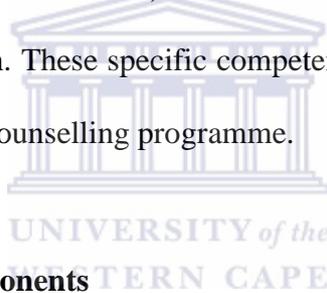
education, training and the world of work (ASCA, 2003; Baker & Gerler, 2004; Schmidt, 2004; Studer, 2005; & Chata, 2005). Moreover, planning for the future, combating career stereotyping, and analyzing skills and interests are also some of the goals that learners should set for themselves to achieve. It is, therefore, imperative that career choice information, job hunting or job shadowing skills, interviewing skills, curriculum vitae writing skills, filling of application forms, and survival skills are mastered in career domain (Luneburg 2010; Gibson, 2008; Gysbers, 2006; Chata, 2005).

According to the Ministry of Education (2006), career domain in the Namibian school counselling programme provides career opportunities, work ethics and job seeking skills to learners. Learners are made to understand the importance of academic, emotional and physical preparation for examinations as well as the importance of being ready for the world of work. They are further made to understand interests and personal competencies (abilities) towards success in life as well as to understand competition at workplace and strategies to deal with negative or unhealthy competition (Ministry of Education, 2006). The current study investigated, from the stakeholders' perspectives, the Namibian school counselling programme in terms of the programme's objectives, the services of the programme, the resources available for the implementation of the programme and the beneficiaries of the programme including the latter's satisfaction with the programme.

In summary, as a result of participation in the school counselling programme, the expectation is that learners should acquire knowledge, skills, attitudes and values relevant to better understanding of themselves, (particularly their personality characteristics including their competencies, drive or motivation and personal preferences and or interests), understanding the world of work in relations to the knowledge about themselves and being capable of

making informed career and lifestyle decisions, establish career goals and plan for future career (Ministry of Education, 2006).

Again with reference to the comprehensive school counselling programme as suggested by Gysbers and Henderson (2000), the contents of the programme relate to three main domains of personal/ social, academic and career development as discussed above. Within these domains learners are expected to acquire various competencies or specific behaviours relative to the goals of the counselling programme. The processes of identification and development of these specific competencies provide opportunities for the counselling programme personnel to communicate with each other and with other stakeholders (parents, school authorities and community representatives) in terms of what the school counselling programme intends to accomplish. These specific competencies also allow for the evaluation and accountability of the school counselling programme.



2.5. Programme Delivery Components

Apart from having clearly defined set of contents an important element that characterized comprehensive school counselling programme is the set of components related to the programme delivery. Programme delivery components comprise various services to learners, school staff, parents and the community. These services are usually clustered into four main categories including guidance curriculum (academic development services) individual planning (individual analysis and guidance) responsive services (counselling, consultation, and referral services) and system support services (Bardhoshi & Duncan, 2009). Each of these categories of services is discussed briefly below.

2.5.1. Guidance curriculum

A school guidance curriculum is based on the premise that all learners will benefit from a systematic programme that provides for their developmental needs and fosters life skills which help them to cope with life situations and successfully meet life transitions (Gysbers & Henderson, 2001)). School guidance curriculum provides guidance content in a systematic way for the purpose of skill development and application of skills learned. School curriculum contains structured activities formulated to assist learners acquire competencies in the three domains of academic, career and personal/social development (Gysbers & Henderson, 2001; Bardhoshi & Duncan; 2009). Activities geared towards academic domains include skill development, planning course of study, workforce preparation and employment skill development, personal/ social development include conflict resolution, goal setting violence prevention and cultural understanding and career awareness, career exploration, career decision-making and career transitions are stressed in career domain. All these activities are carried out through structures, groups, classroom instruction or consultation approaches. Hence, in order to serve all learners and to maximise the distribution of the guidance curriculum, classroom and large group sessions whenever possible are encouraged (Gysbers & Henderson, 2001; Bardhoshi & Duncan, 2009; Imonikhe, Aluede, & Ojugo, 2011).

To make guidance curriculum accountable to all stakeholders, it is essential that continual revision of guidance curriculum is undertaken for improvement and to ensure that it remains current. It is for this reason that a study of the current nature was undertaken to evaluate the school counselling programme in Namibia in order to ensure that the programme is helping the learners achieve the intended objectives.

2.5.2. Individual planning

The individual learner development concern is concisely expressed in a regularly stated guidance ultimate goal of: “Helping all learners become the persons they are capable of becoming” (Gysbers & Henderson, 2001). In order to achieve the objective of this component, activities and procedures are provided to help learners in understanding and regularly monitoring their career, academic and personal/social development (Gysbers & Henderson, 2001; Gysbers & Lapan, 2001; Imonikhe, Aluede & Ojugo, 2011). Furthermore, individual planning focuses on the delivery of activities that help learners to develop life and career plans that are based on their goals, values, skills, aptitudes, interests, and abilities (Bardhoshi & Duncan, 2009, Gibson & Mitchell, 1995). In the same way, individual learner planning is based on helping learners, in collaboration with parents or guardians, to develop, analyse, evaluate, and carry out their educational, occupational, and personal goals and plans (Whiston & Sexton, 1998; Gibson & Mitchell, 1995; Gysbers & Henderson, 2001; Gysbers & Lapan, 2001; Bardhoshi & Duncan, 2009). Individual planning activities are further designed to be preventive interventions from which learners are assisted in planning their future. Therefore, individual planning also includes services that address education in understanding of self and others, academic planning, and transition plans (ASCA, 2003).

2.5.3. Responsive Services

Responsive services comprise activities that are designed to meet the immediate needs and concerns of learners and are personal, preventive or intervention in nature (Gibson & Mitchell, 1995; UNESCO, 2009; Bardhoshi & Duncan, 2009). For instance, responsive services tend to be remedial in nature as they often address unwise choices learners have already made or situations in which learners are not coping well (Gysbers & Henderson,

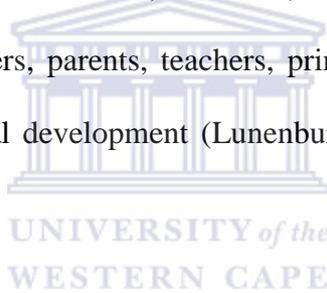
2000). Thus, this component consists of services designed to provide special assistance to learners who are facing challenges and problems that disrupt their healthy personal, social or educational development (Whiston & Sexton, 1998). Responsive services are for intervening on behalf of those learners whose immediate personal concerns and challenges put their continued personal, career or educational development at risk. In this component, the paramount role of the school counsellors is to help learners deal with a myriad of personal issues that interfere with their school success and impede progress in learning (Sink, 2005; Chata, 2005; Imonikhe et al., 2011). Further, problems relating to academic learning, personal identity issues, drugs, peer and family relationships are increasingly a part of the educational scene (Gysbers & Henderson, 2001; Imonikhe et al., 2011).

Thus, individual and small group counselling, individual/family/school crisis intervention, consultation/collaboration and referrals are included as ongoing services of the responsive services component of the comprehensive counselling programme. The responsive services component further organizes guidance strategies and approaches in response to individual concerns and needs and it is also supportive of the guidance curriculum and individual planning components (Bardhoshi & Duncan, 2009; ASCA, 2003).

2.5.3.1. Information services

Whereas appraisal deals with gathering personal information about individual, information service in school counselling is about providing individual with environmental information about opportunities which needs to be taken advantage of in relation to personal information provided by the appraisal service (Gysbers & Henderson, 2001). Shertzer and Stone (1981) argue that school counselling programme that fail to provide learners with the basic knowledge and opportunity to learn more about their environment and themselves short-

change them. The information service is designed to provide accurate and current information for the learners to make an intelligent and informed choice of an educational programme, an occupation, a social activity or lifestyles (Gibson, 2008; Lunenburg, 2010). Essentially, the purpose is that the learner with such information will be in a better position to make better informed choices and engage in better planning in and out of the school setting. The reason being that if learners are provided with relevant information, they will have a strong foundation to base their decisions on. It is, thus, crucial not only to expose learners to such information, but also to have an opportunity to react to it in a meaningful way with others. In this way, learners will reflect on the information they have received and give and receive feedback from peers in the classroom. It is, therefore, vital that teacher-counsellors share pertinent information with learners, parents, teachers, principals and other professionals to help advance learners educational development (Lunenburg, 2010; Gibson, 2008; Schmidt, 1999).



2.5.3.2. Counselling services

Lindhard, Dlamini and Barnard (1987) describe counselling as a “conversation in which one person helps another who has a problem”; whereas, Chata (2005) refers to counselling as a helping profession in which its members provide services intended to help others, specifically, with regard to emotional and /or psychological difficulties they are experiencing. Borders and Drury (1992) refer to “counselling interventions as the sine qua non of counselling programme”. The purpose of counselling is to promote learners’ personal and social growth and to advance their educational and career development (Borders & Drury, 1992). In all counselling interventions, the central, underlying goal is to instigate learners’ educational progress (Myrick, 2003). Hence, counselling embraces a wide range of counselling issues such as behaviours and school attitudes, peer relationships, study skills, decision making

skills, and dealing with traumatic experiences such as death of loved ones, separation of parents, divorce, family abuse, alcohol and substance abuse, sexuality concerns, career planning, and college or University choice (Borders & Drury, 1992; UNESCO, 1999). Educational and career counselling may also include self-assessments and test interpretations. Results from several previous studies disclose that learners who received counselling improve their academic performance (Border & Drury, 1992; Gysbers & Henderson, 2001; Lapan et al., 1997; Lapan et al., 2001; Gysbers & Lapan, 2001). As counselling service is designed to enhance self-understanding and development, it is best done through individual or small-group relationships (Lunenburg, 2010). Individual or small-group counselling is provided to learners who experience challenges or difficulties in handling relationships, personal concerns or normal developmental tasks (Gysbers & Henderson, 2001; Lunenburg, 2010). For instance, small group counselling, specifically structured time-limited groups is the most favoured strategy as it is not only cost and time effective, but also sound practice, based on principles of group dynamics and progress (Borders & Drury, 1992; Myrick, 2003), and is developmentally appropriate, drawing on powerful peer interactions (Myrick, 1987). Learners who share and experience a common concern can provide support to each other, share coping mechanisms, encourage each other to remain strong in times of difficulties, give and receive appropriate feedback, and challenge each other to change for the better (Borders & Drury, 1992).

Various scholars have reported the positive effects of group counselling interventions that learners have displayed significant increases in academic persistence and achievement (Alemu, 2012), school attendance (Egbochuku, 2008), classroom behaviours (Myrick, 1987), self-esteem (Herr, 1982) self-concepts (Hardly, 1988, Omizo & Omizo, 1988b), and their attitudes towards school and others (Christenson & Reschly, 2008; Henderson & Mapp,

2002). Therefore, the role of the counselling is to help the learner comprehend and accept him/self or herself thereby clarifying his or her ideas, perceptions, attitudes and goals; furnishes personal and environmental information to learner, as required, regarding his or her plans, choices, or problems; and seeks to develop in the learners the ability to cope with challenges affecting him or her and solve problems and increased competence in making decisions and plans for the future” (Lunenburg, 2010). Counselling, focus is on assisting learners to identify problems and causes, alternatives or options, viable consequences, and to take actions when appropriate (Gibson & Mitchell, 1995; Schmidt, 1999; Gysbers & Henderson, 2001). Generally, counselling is accepted as the heart and brain of the guidance services (Miller et al., (1978).



2.5.3.3. Consultation services

Consultation is a process for helping a client through a third party or helping a system improves its services to its clientele (Gibson & Mitchell, 1995). In other words, consultation refers to collaborative work between school counsellor and other staff or parents to improve consultees’ interactions with learners. For example, teacher-counsellors may teach consultees as teachers, parents, principals, or other school personnel specific skills or psycho educational principles or help them develop a plan of action for dealing with a specific problem. They can also use both individual conferences and training workshops to assist other stakeholders to become more effective in working with learners and helping them to think through problems, gain knowledge and skills and become more objective and self-confident (Chata, 2005 ASCA, 2003). Professional organizations, many leaders and practitioners in the field of

counselling have been advocating for consultation interventions (Borders & Drury, 1992; Gysbers & Henderson, 2001, Gysbers & Lapan, 2001; Chata, 2005; Lunenburg, 2010).

Although consultation is an indirect service to learners, it has far-reaching effects, both in terms of number of learners serviced and prevention of future difficulties.

Through collaborative problem solving, school counsellors enable parents, teachers, and other school staff are enabled to work more effectively with learners.

In their consultative role, school-counsellors utilize their specialised training in developmental theory, relationship skills and human behaviour (Borders & Drury, 1992; Myrick, 2003; Lunenburg, 2010). School counsellors apply this background to consultees' questions and concerns about learners. For instance, through consultation school counsellors help teachers with classroom management (e.g. writing behavioural contracts or performance agreement contracts) and instructional techniques (e.g. grouping procedures). School counsellors help parents comprehend their child's developmental changes and facilitate parent-child communications. Moreover, school counsellors in their consultative role with school principals provide the latter with feedback concerning school curriculum, appraisal instruments, policies and procedures, and other aspects of the learning environment (Borders & Drury, 1992). All in all, consultation interventions benefit consultees, who gain new knowledge and skills on how to handle learners and children concerns. Owing to the points highlighted above, it is of utmost important that school counsellors confer with parents/guardians, teachers, other educators, and community agencies regarding possible strategies to help learners manage and resolve personal/social, educational, and career concerns. Although school counsellors are specifically trained and possess skills to respond to learners' current needs and concerns, the co-operation and support of parents, other

community members, and the whole school staff are necessary (Gysbers & Henderson, 2001; Gysbers & Lapan, 2001; Bardhoshi & Duncan, 2009, Imonikhe et al., 2011). Thus, working in partnership with parents, teachers, school principal, public health, social services and other outside agencies, school counsellors provide important contributions to the school system and this would in turn lead to a surrounding success of the school counselling programme. After all, education is a joint venture between home and school (Iyambo, 2011). Hence, it is essential that school counsellors initiate consultations with community agencies which provide support and advocacy services to schools (Gibson & Mitchell, 1995, Gysbers & Henderson, 2001, Gysbers & Lapan, 2001).

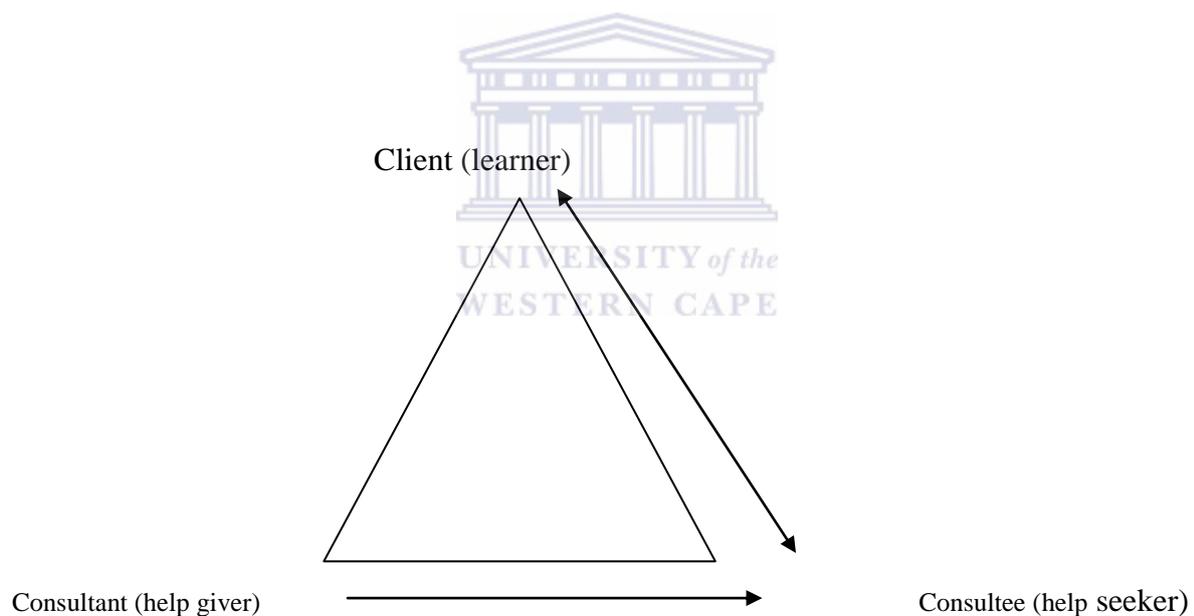


Figure 2.2: Consultation as direct and indirect services to clients

Source: Erford (2011: 224)

2.5.3.4. Referral services

Referral is the practice of aiding clients in finding needed experts assistance that the referring counsellor cannot provide (Gibson & Mitchell, 1995; UNESCO, 1999; Studer, 2005; Chata,

2005). In other words, it is a process when a teacher- counselor directs learners to receive services at another agency or institution. Normally, this action is taken when someone is referred for consultation or review, especially, the directing of a client to a specialist. Although teacher- counsellors are trained to help learners' better deal with personal problems and concerns, it is worth noting that they cannot do it all alone. It is thus imperative that a circle of support is established in the community where other help professionals with divergent expertise are known for referrals when necessary. In most cases, the teacher-counsellors may use referral sources to deal with crisis such as suicidal ideation, violence, abuse, and depression and family difficulties (Gysbers & Henderson, 2001; Gysbers & Lapan, 2001). Moreover, these referral sources may include mental health agencies, employment and training programs, vocational rehabilitation, juvenile services, social services, and special school programmes (special or compensatory education). For example, in Namibia, this team may comprise of teacher-counsellors, social workers, women and child abuse officials, child-line officials, and /or special education specialists (Ministry of Education, 2008).

2.5.4. System support

The final category of programme components and sample processes is systemic support which consists of management activities that focus on establishing, maintaining and enhancing the total school counselling programme (Bardhoshi & Duncan, 2009; Gysbers & Henderson, 2001; Whiston & Sexton, 1998). Systemic support activities encompass guidance or counselling programme evaluation, follow-up studies, and the continued development of guidance or counselling activities. It further includes professional development, collaboration

and teaming, and programme management and operation (American School Counsellor Association, 2004a; Bardhoshi & Duncan, 2009). The administration and management of a comprehensive guidance and counselling programme require an ongoing support system; for this reason, system support is a major programme component. Unfortunately, it is often overlooked or only minimally appreciated, and yet the system support component is as imperative as the other three components (Gysbers & Henderson, 2001). Without continuing support, the other three components of the guidance programme are ineffective (Gysbers & Henderson; Gysbers & Lapan, 2001). Research and professional development, staff/community public relations, community outreach, and programme management are examples of the many activities teacher-counsellors are involved in to support the comprehensive guidance programme as well as other educational programmes in schools (Gysbers & Henderson; Gysbers & Lapan, 2001). In relation to the current study, support services such as school feeding programme and social grant scheme are implemented in Namibia to help learners, especially those emanated from poor home backgrounds to cope and adjust to life. It should be noted that the four components of the counselling programme (guidance curriculum, individual planning, responsive services and system support) are not mutually exclusive elements, but rather four interactive components of a counselling programme (Gysbers & Henderson, 2000).

2.6. Programme Resources

Gysbers and Henderson (2000), in their comprehensive school counselling programme model identified three main resources for implementing the programme. These are human, financial and political resources.



UNIVERSITY *of the*
WESTERN CAPE

2.6.1. Human resources

Human resources are the most important assets of any organisation to succeed in its operations. Without adequate human resources to implement the programme, even the well organised and planned programmes objectives would hardly be achieved (Chireshe, 2006). Human resources for the guidance and counselling programme include teacher-counsellors, teachers, principals, parents, learners, community members, and business and labour personnel (Gysbers & Henderson, 2000; Gysbers & Lapan, 2001). All of them have instrumental roles to play in the guidance and counselling programme. For example, if one party fails to fulfill its roles and responsibilities, it affects the whole system and leads to a programme failure. It is worth noting that while the teacher- counsellors are the main providers of guidance and counselling services/activities and coordinators of the programme, the involvement, cooperation, and support of teachers, principals, parents is necessary for the programme to be successful (Gysbers & Henderson, 2000). Additionally, the involvement, cooperation, and support of parents, community members, and business fraternity and labour personnel are also crucial and thus should not be overlooked. It is therefore vital that a school-community circle of support committee is established to bring together the talent and energy of school and community personnel (Gysbers& Henderson, 2001). In addition, circle of support committee operates as a liaison between the school and community and gives recommendations regarding the needs of learners and the community. It is therefore imperative to note that this committee is not a policy or decision-making body, but rather acts as a source of advice, counsel and support to those involved in the guidance and counselling programme. For this reason, its paramount duties are to advice and serve as a communication link to those involved in the guidance and counselling programme, the school and community on a permanent basis (Gysbers & Henderson, 2001; Gysbers & Lapan, 2001).

It is essential, however, that membership be more than in name only but be particularly helpful in developing and implementing the public relations plan for the community. In relation to the study, the first key area of the National Standards and Performance Indicators (NSPI) for schools in Namibia is about the provision of resources for schools and hostels where the Government of the Republic of Namibia has the obligation to provide human resources to schools and ensure that each school has a full establishment of teaching staff, and that all posts of support staff at the school such as secretaries or institutional workers are filled with suitable qualified and experienced staff as per ministerial norm (Ministry of Education, 2009). Therefore, this study intended to find out whether or not human resources, especially the teacher- counsellors are available in Namibian schools for effective counselling services delivery.



2.6.2. Financial and material resources

Financial resources are also critical for guidance and counselling programme to function effectively and to reach its intended goals (Borders & Drury, 1992; Gysbers & Henderson, 2001). This means that there is a budget allocation for the school counselling programme to cater for materials, equipment, and other expenses accrued from the provision of counselling services. For example, salaries of staff, money spent on supplies such as books, filmstrips, films and pamphlets and appropriate facilities to accommodate the personnel (Gysbers & Henderson, 2000; Gysbers & Henderson, 2001). Normally, the needed facilities are basically depending on the specific objectives of the school counselling programme and the school level such as primary or secondary. However, common basic needs include individual offices equipped with telephone for individual counselling and parent and teacher conferences are essential as well as areas that will accommodate small-group counselling, large-group

guidance and parent groups (Borders & Drury, 1992, Gysbers & Henderson, 2001). The need for individual offices is obvious for the school counsellors to carry on individual counselling and consultation with parents or teachers.

Need for appropriate infrastructural facilities such as resource center with a reception area with adequate work space for support staff and secure storage areas for learners' records is highly essential. Furthermore, this resource center should have resources and materials appropriate to the school developmental level and should be accessible to all stakeholders, for instance learners, parents, and teachers (Gysbers & Henderson, 2001; Borders & Drury, 1992). In addition, a resource center brings together all available essential information and resources and makes them accessible to all learners. The center is further used for activities like group sessions, learner self-exploration, as well as personalized research and planning (Gysbers & Henderson, 2001). At primary school level, learners and their parents receive information about the school, the community, and parenting skills; however, they can also read books about personal growth and development (Gysbers & Henderson, 2001). At the same time, at secondary school level, learners receive assistance in areas such as occupational planning, job entry and placement; financial aid information, and post secondary educational opportunities. It is also very crucial that the school counselling facilities are located in an area that is easily accessible by all and maintained confidentiality (Borders & Drury, 1992; ASCA, 2003; Chireshe, 2006). Moreover, arrangement and furnishings of all facilities should make clear that the counselling offices of the programme are learner centered. This means that learners themselves take an active role in seeking for counselling services either by referring themselves to see the teacher-counsellor or take the lead in acquiring necessary information for them to succeed in life. In addition, a wide range of printed, audio and video materials are essential to foster teacher-counsellors' work with learners, parents, and teachers.

Related to the current study, an aspect of the first key area of the Namibian National Standards and Performance Indicators (NSPI) for schools focuses on the provision of financial resources to schools where the Ministry of Education has an obligation to ensure that each school in Namibia has been provided with financial resources in line with current government policy; that teachers and all staff receive salaries and subsidies on time, and that budget provisions are made available for essential education programmes, including school counselling programme. The Namibian Ministry of Education ensures the provision of suitable physical resources such as classrooms with suitable spacious and furnished to meet basic needs such as enough desks and chairs; provision of Learning Support Materials (LSM) to schools such as textbooks, adequate stationery and library facilities at all schools. Therefore, the current study aimed to investigate from the perspectives of stakeholders whether the Namibian school counselling programme has sufficient financial resources (budget, materials and facilities) to enable the school counselling programme to achieve its intended goals.

2.6.3. Political resources

Mobilization of political resources plays a critical role to success as well. School counselling programme must receive support and endorsements from influential people in the leadership roles, region administration and the school governing bodies (Gysbers & Henderson, 2001; Otto, 2001). Because of the kind of problems school counselling deal with and due to the awareness of the services education stakeholders and the general public are often concerns with making pronouncement as to the expectations of the school counselling programme is essential. Such pronouncement may be in the form of legislation, policy decision, political party's pronouncement or newspapers' and editorial statements about expectations of school

counselling programme (Borders & Drury, 1992; Gysbers & Henderson, 2000). Therefore political resources for school counselling programme is of vital importance to help ensure that the interventions and decisions made in these cases and other situations are both in line with the ministerial policies and teacher-counsellors' ethical codes (Borders & Drury, 1992; Ministry of Education, 2005). Furthermore, the counselling and guidance policies should be based on legal guidelines for professional practice (Borders & Drury, 1992). The main objective of written policies is to provide guidelines to the service providers in this case the teacher-counsellors for sound decision making and not to create rigid regulations and bureaucracy that are overly restrictive (Borders & Drury, 1992). It should be taken into account that each situation presents a set of unique circumstances; thus, teacher-counsellors should always be vigilant and follow suggested procedures in formulating their decisions or responses in each situation (Borders & Drury, 1992; Ministry of Education, 2010). Moreover, teacher-counsellors must ensure that any action taken or procedure followed is in line with the applicable legislation and prescribed rules (Ministry of Education, 2010). What is vital is that teacher-counsellor conducts his or her affairs in line with legal provisions and procedures.

Interestingly, education is not simply influenced by politics; it is politics (Gysbers & Henderson, 2000). There should be a political will for any programme to succeed in any country; hence, mobilization of political resources is critical to a successful guidance and counselling programme. For example, full recognition, sanctioned or endorsement of the Namibian counselling programme by the Ministry of Education as an integral part of the curriculum is one example of mobilising political resources (Ministry of Education, 2010). Another example is a clear and concise Ministry of Education policy statement that highlights the central nature of the comprehensive school guidance and counselling programme to other

programmes in the school curriculum; for example, the Namibian Education Act, Act 16 of 2001; Orphans and Vulnerable Policy of 2007 & Learner Pregnancy Policy of 2010 (Ministry of Education, 2010).

The Namibian school counselling policy is consistent with the Education Act, Act 16 of 2001, Education and Training Sector Improvement Programme (ETSIP) objectives (Ministry of Education, 2007; Namibia Vision 2030, and National Standards and Performance Indicators (Ministry of Education, 2006) to enable the teacher-counsellors to effectively function under the protection of the governing laws. Therefore, the current study investigates from the perspectives of stakeholders to find out whether the Namibia school counselling programme was perceived to have adequate human, financial and political resources that enhance the implementation and foster attainment of intended goals of the school counselling programme in Namibian schools.

Whereas school counselling programme components are important and interrelated to all elements and domains for the programme to succeed, the programme itself cannot accomplish all the intended goals if all stakeholders are not brought on board and engage in the implementation of the programme activities. It is therefore imperative that all stakeholders are involved for the great success of the whole school counselling programme. Following is the discussion on the importance of various stakeholders' contributions to the school counselling programme.

2.7. Education stakeholders

The term stakeholder, in general, refers to people, or small groups with the power to respond, to organize with, and change the strategic future of the organization. According to Cambridge Advanced Learner's Dictionary (2008), stakeholder is defined as a person or group of people

such as employees, customers or citizens who are involved with an organization and therefore have responsibilities toward it and have interests in its success. Stakeholders of the school counselling programme are people who have a particular interest in the counselling programme and these are parents, teachers, administrators, community members and learners (Scruggs, 1999).

In this study, education stakeholders are internal to the schools and consist of individuals or a group of people such as learners, teachers, teacher-counsellors, parents, and principals who play an important role in the school system and thus support teacher- counsellors in achieving the school counselling programmes' objectives. These education stakeholders have interests in school performances and activities. All the stakeholders within educational community are important and interconnected. The most important of all is the learner, who is at the center of the education process. Hence, all efforts being made in education should be aiming at enabling the learner to develop and realise his or her potential (Ministry of Education, 2010). If parents are not in support of these efforts; teachers and teacher-counsellors are not attending to their duties; the Ministry of Education is not supplying necessary equipment and facilities; or learners are not gaining in knowledge, there will be problems in making further progress. Thus, all the stakeholders need to work together for education, and particularly counselling programme to move forward (Ministry of Education, 2010; Griffin & Steen, 2010).

Moreover, it is a well- known fact that when services are not integrated with a common goal, a common paradigm for understanding the social problems, a common language to work together, families and children fall prey to fragmented services and interagency debates about mandates and responsibilities (Ministry of Education, 2010; Iyambo, 2011). Furthermore, the lack of effective mechanisms for coordination and integration results in piecemeal of delivery

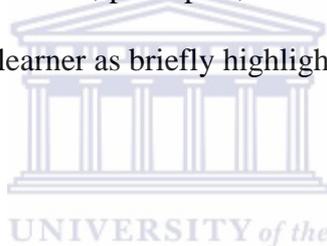
systems and disjointed implementation of counselling programmes and services (Adelman, 1996). For this reason, Bull, Brooking and Campbell (2008) highlighted five overachieving themes for effective policy and practice as mainstream ownership (for connection), collaboration (for consistency), flexibility (for practiced solutions) responsiveness (for timely delivery and good process) and clarity (of roles and responsibilities).

Griffin and Steen (2010) on School-Family-Community Partnership revealed that learners succeeded at high level when the internal and external models of influence intersect and work together to promote learners' learning and development. The external model postulates that learners learn and achieve more when the external contexts in which they live, for example, home, school and community, work together to support and foster academic learning and success. In addition, the internal model describes the intersections of interpersonal relations and patterns of influence that occur between individuals at home, at school, and in the community (Griffin & Steen, 2010; Ministry of Education, 2010; Erford, 2011)). These interactions can occur not only at an institutional level such as the school inviting families to a parent night, but also at an individual level like parent-teacher conference. Relatedly, whereas schools are better situated to address barriers to learning and teaching and enhance positive development when they are integral to the community, families can more successfully address barriers to learning and enhance healthy development by working in partnership with schools and community (Ministry of Education, 2010; Griffin & Steen, 2010). Educators like Borders and Drury (1992); Gysbers and Henderson (2000) have recognised that successful learning occurs only when developmental needs are met which serve the whole child. These needs can only be met by using an integrated approach. Thus, this approach should involve collaboration between teachers, teacher-counsellor, parents, and school principals to enhance learner learning.

In addition, school-home-community partnership provides a bridge for the school to access the specialist knowledge of the health and other professionals teams and for those teams in turn to better understand the challenges the learners are facing in the school setting (Christenson & Reschly, 2008; Henderson & Mapp, 2002). Relatedly, school-home-community partnership enhances service access, improve case management, coordinate resources, reduce redundancy, and increase self-efficacy (Christenson & Reschly, 2008; Henderson & Mapp, 2002; Adelman, 1996). It is thus essential to weave all community resources together for the benefit of the learners. It is now well documented that collaborative practices increase effectiveness and efficiency in responsive to service needs (House & Hayes, 2002; Epstein & Sanders, 2006) and that liaison with schools and families promote and support consistent communication between learners, families, school and other professional services (Iyambo, 2011; Epstein & Sanders 2006). Thus, the key to increase learners' achievement and to ensure more equitable practices in schools is to increase parent and community involvement in school affairs (Ministry of Education, 2005; Holcomb-McCoy, 2007).

It is the contention that school-family-community partnership is an ideal approach to support the growing needs of Namibian learners. Therefore, it is essential that the Namibian education stakeholders adopt a 'team approach' and each one plays his or her roles to facilitate and enhance learners' learning and development. This is what the current study aimed at doing by including stakeholders in the programme evaluation study to share their perspectives and discover their roles that they need to play for the success of the programme. This study also supports two important government legislation documents that promote the involvement of parents in their children's education. For instance, the Education Act, Act 16 of 2001, in accordance with the Namibian Constitution of 1990, seeks to address the past

imbalances and practices as well as strives to develop democracy in our education system by allowing adequate parent and community participation in education (Ministry of Basic Education Sport & Culture, 2004). Thus, school board members have a tremendous responsibility to ensure that schools provide a safe and stimulating educational environment for all children and that children's rights are respected, especially the rights to education. It is further vital that school board members share common purpose that of creating a better school environment in which all learners could achieve their best personality (Dollarhide, 2003; Ministry of Basic Education Sport and Culture, 2004; Ministry of Education, 2005; Adelman, 1996). Because education is a collective responsibility that needs collective efforts, all stakeholders such as parents, teachers, principals, teacher-counsellors, and learners should have a role to play in educating a learner as briefly highlighted below.



2.7.1. Parents

Providing education in a contemporary society is not an easy task; hence, educating our children is considered as a shared responsibility with parents and community at large (Iyambo, 2011). Parents or guardians generally wish their children to succeed in life, and this is one of the primary reasons why they send their children to school. The involvement of parents in educating their children is a key to success. Therefore, their role as supportive caregivers does not end when they send their children to school, but they need to continue to show interest in the achievements and progress of their children. In the similar way, parents' responsibilities go beyond monitoring progress of their children to maintaining a broader school-community relationship which is an ingredient for sustaining proper functioning schools (Ministry of Education, 2005; Iyambo, 2011).

Parents or guardians should then ensure that there is communication and a positive relationship between themselves and the school (especially teachers) where their children are taught. These relationships are important in promoting, guiding and monitoring the child's progress at school (Ministry of Education, 2001; Ministry of Education, 2005). In addition, as Miller et al., (1978) state, parents are an integral part of their children's life, well being and success in the academic environment. As primary educators of their children, parents exert the initial influence on children's attitudes and behaviour and they can play a significant role to influence their children learning if they are fully involved in their children's education. It is therefore important that special effort is given to increase parent's involvement in the learners' education and in the counselling programme as they have the strongest influence on learners' development, including their academic success and educational and career planning (Gysbers & Henderson, 2001; Ministry of Education, 2005).

Furthermore, by bringing parents and other stakeholders together in various counselling community-based groups, it allows the whole community to be better informed about the counselling services and activities of their children and schools (Ministry of Education, 2005; Adelman, 1996; Dollarhide, 2003). When parents are better informed about educational issues, they become more interested in education, have a greater grasp of educational programmes and as a result they can make better recommendations to the school. As a result, together with the school principals, they can also respond more actively to issues such as teacher and learner absenteeism. In addition, as parents become more informed about what goes on in schools, they can play a more active role in school activities, and encourage their children to attend school, complete their home work and be involved in extramural activities such as Window of Hope and My Future is My Choice Clubs (Ministry of Basic Education Sport and Culture, 2002; Ministry of Education, 2005). It is crucial that parents or guardians

provide a good environment and home that allows their children to grow (Ministry of Education, 2005). Additionally, parental support can further be provided in the form of assistance to the child in learning at home; helping with home-work assignments where viable; providing quiet place to study, setting time aside for homework, and ensuring that is done, and taking care of the health and welfare of the child (Ministry of Education, 2001; Ministry of Education, 2005).

2.7.2. Teachers

Teachers are the implementers and actors of any education system; thus, the determinant factor of quality of any education system is the quality of its teachers and more importantly the collective capacity of its teachers (Iyambo, 2011). In addition, teachers are further the professionals who are with learners for the majority of a school day (approximately 265 days per year) and those who are working with the teacher-counsellors to remove barriers to learning and ensure academic success (Miller at al., 1978; Ministry of Education, 2005). They are managers and coordinators of teaching activities in the classroom; thus, their roles are to optimize conditions for learning and teaching within the school and classroom environment.

Moreover, schools without teachers cease to be schools, but rather become detention centers, social clubs, or temporary shelters (Mitchell & Gibson, 1995). They are not schools and any learning that takes place would be both incidental and accidental. It is, therefore, obvious that teachers are the most essential professionals in school setting as their support and participation are crucial for any programme that involves learners; and the school counselling programme is no exception (Miller at al., 1978; Mitchell & Gibson, 1995). Thus, teachers play an active role in identification of learners with learning difficulties, or who experience

emotional and behavioural problems and refer these learners to teacher-counsellors or to counselling support groups for help. Hence, teacher's knowledge, expectations and perceptions can have a great impact on learners, parents and principals and therefore on counselling programme (Ministry of Education, 2005; Ministry of Education, 2010). Teachers are further to create a positive, friendly learning environment in the classroom and discipline learners from within and through a spirit of love. If these qualities are shown, the learner would feel secure and safe and would place trust in his or her teacher (Ministry of Education, 2010). It is, therefore, essential that teachers become part of the counselling support groups as they play a significant role in the successful implementation of the school counselling programme.

2.7.3. Principals

Principals are leaders and managers of the school. They make sure that the functions and purposes of the school are fulfilled and that the rights of all members of the school are protected (Ministry of Education, 2001; Ministry of Education, 2010). Principals further set the tone for the kind of communication and cooperation that occurs in their schools. Thus, fostering an atmosphere of inclusiveness, open communication and shared decision-making on safety, academic and other vital issues with learners, staff, and parents is important for school climate (Hernández & Seem, 2004).

In addition, principals are accountable to parents or guardians for the wellbeing of their children whilst the learners are in attendance at the school. Because the principals are expected to represent the formal education process in the community, they are therefore shall by exemplary personal conduct, build respect for the institution of learning, and for the school, amongst the local population (Ministry of Education, 2001; Ministry of Education,

2005). Ideally, the principal can make or break the school. For instance, if the principal has a clear vision for the school, creates and maintain a healthy team spirit among teachers, learners and parents and provides inspirational leadership and effective administration, the school would be ‘good school’(Ministry of Education, 2005). Unfortunately, the opposite is also true that the uninterested, uncaring, and ineffective principal will invariably have a ‘bad school’. It is, therefore, crucial to note that the principal is the person appointed to ensure that the school is effective (doing the right things), efficient, (doing things right), and equitable as he/she is accountable for every aspect of the school including the operational and functioning of the school counselling programme (Ministry of Education, 2007).

Additionally, Miller at al., (1978) assert that principals, as educational leaders in school and community, have the opportunity to encourage and support cooperation between in school and out-of-school personnel in identification, treatment and prevention of learners’ problems. They should therefore show initiative, leadership and motivational support for the school counselling programme at their respective schools. Furthermore, principals are also in a better position to discuss cases of learners who are not willing to cooperate in the counselling programme with their parents, and thus ask the parents’ assistance in motivating their children to cooperate (Ministry of Education, 2010). Thus, their involvement and support of the school counselling services at their school will greatly contribute to the success of the school counselling programme. Principals particularly influence the financial resources available to the school counselling programme.

2.7.4. Teacher-counsellors

School counsellor is an international term that refers to a qualified professional who works in schools to provide academic, career and personal/social competencies to all K-12 learners

through a school counselling programme (Gysbers & Henderson, 2001). However, in the Ministry of Education system in Namibia, a teacher-counsellor is a primary or secondary school teacher who is entrusted with the responsibility of rendering counselling or any type of Psycho-social support to learners within a school setting and for the purpose of this study, these two terms will be used interchangeably.

Teacher-counsellors should be in the forefront as the leaders and advocates for the school counselling programme in the school and community where they serve. Serving as educational leaders and advocates for learner success has created new and crucial roles for teacher-counsellors to be involved at systemic levels of change and reform to foster access to opportunities for all learners (Clark & Stone, 2007; Clark & Breman, 2009). For the school counselling programme to be successful, it is critical that the teacher-counsellors mobilise and promote counselling services in the community to inform and educate the community members about the benefits and contributions of counselling programme to the beneficiaries. Therefore, it is essential that teacher-counsellors play a key role as agents for systemic changes if positive results are to be observed in schools (Dollarhide, 2003; Lenhardt & Young, 2001; Ministry of Education, 2001; Adelman, 1996). Similarly, Lenhardt and Young (2001) assert that teacher-counsellors play a significant role in school-home-partnerships; for instance, in addition to meeting the developmental needs of learners by providing prevention and intervention services, teacher-counsellors serve in a number of divergent roles that support and foster the educational learning environment.

Teacher-counsellors are trained to work with learners, parents and teachers toward the achievement of academic success (Schmidt, 1999; Lenhardt & Young, 2001). They become liaisons between the school and the home and they are often seen as advocates by both children and their families (Lenhardt & Young, 2001). Further, the Ministry of Education,

through the school counselling programme highlights the collaborative effort between the professional teacher-counsellors, other educators, and parents to create an environment that promotes learner achievement, values and responds to diverse needs of learners, and ensures equitable access for all learners to participate fully in the educational process (Ministry of Education, 2009; Clark & Breman, 2009). In the same way, Dryfoos (1994) and Henderson and Mapp, (2005) suggest that the type of positive development needed for learners requires that no one institution take sole responsibility and remain isolated from other system of care. Thus, multiple approaches are imperative, given the multi-causal nature of the problems facing children and families (Keys & Bemak, 1997; Dryfoos, 1994). Likewise, the National Standards and Performance Indicators for Namibian schools (2007), in its Strategic Action Initiatives (STI), states that teacher- counsellors as leaders and team members work with teachers, parents, principals, and learners, having an immense impact on learner choices and future options. Ideally, positioned in the school to serve as learner advocates, teacher-counsellors can create opportunities for all learners to nurture and accomplish high aspirations (Clark & Breman, 2009). Moreover, they act as the hub of school services, bringing the academic and personal/social domains of the learners and linking together many constituents: parents, teachers, communities, businesses, learners, families, and principals. With learners, group and individual counselling address personal, career and social needs; with parents, teacher-counsellors can provide resources and training on working with emotional and behaviour problem children and serve as an important referral source; and also engage teachers and other regional staff with training regarding learner behaviour and discipline, and in coordinating school wide programmes to promote good behaviour (Hernandez & Seem, 2004). Teacher-counsellors are now viewed as valuable and influential members of regional-based management teams, in which decision making is decentralised to

local schools, staff, and parents (Ministry of Education, 2005; Lenhardt & Young, 2001). Though teacher-counsellors have always viewed themselves as change agents in their work with individuals (learners specifically) they are now expected to expand their roles from change agents in school buildings to facilitators of change in public and political arenas, as these arenas dictate funding and mandates for the profession (Ministry of Education, 2005; Lenhardt & Young, 2001).

2.7.5. Learners

Learners are at the center of the process of education and thus play an important role as part of the education stakeholders. They are expected to know, understand, accept and fulfill their roles in the school setting for the counselling programme to achieve its desired objectives. They are further expected to show due respect and support for the efforts of teachers, teacher-counsellors, and parents to protect and promote the effectiveness of their school counselling programme (Ministry of Education, 2001; Griffin & Steen, 2010). Apparently, if learners are not interested in the school counselling programme or they are not practicing or putting what they have learnt in the guidance and counselling activities into practice, then the whole counselling programme and efforts of all those who are involved are doomed to fail. Additionally, Miller et al., (1978) highlight that it is the learner who bears the major responsibility for his or her own growth and development; thus each learner should actively participate in education process. Although guidance will be required in making choices, the final decision and the responsibility for that decision will ultimately rest in the learner's hands. It is therefore critical that learners know that being in the process of learning and development; they have responsibility to contribute to the attainment of success (Ministry of Education, 2005; Ministry of Education, 2010).

The targets of all school's programmes are the learners who are the primary beneficiaries of all school's programmes' services. The Learning Support Manual (2010) clearly indicates the centrality of learners in all school's activities. The sketch below (Figure 2.3) presents information to this fact and further depicts the role of the teacher-counsellor in coordinating the school counselling activities among the stakeholders.

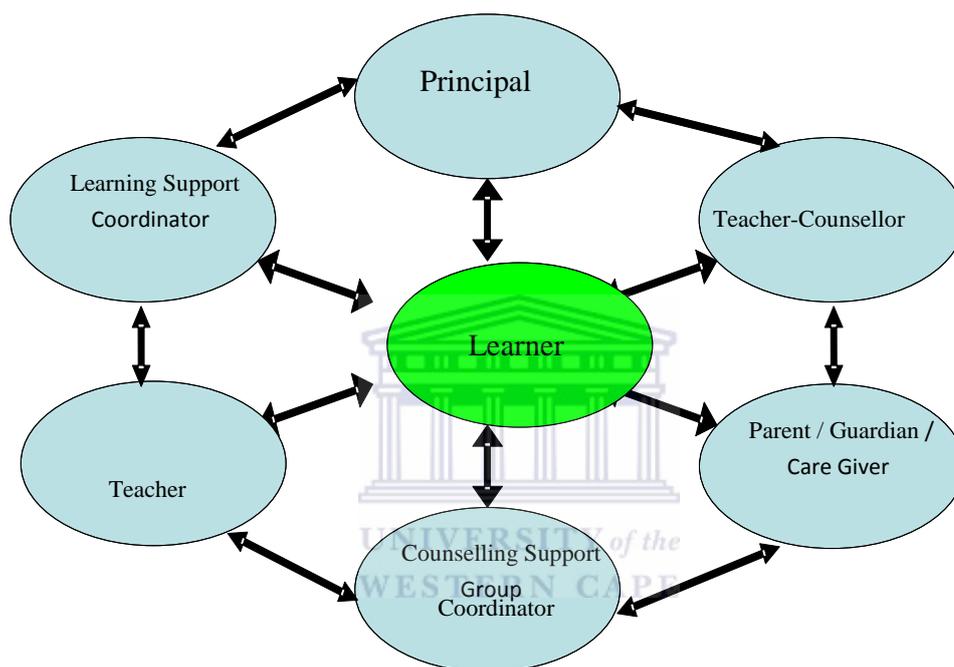


Figure 2.3: School- Home- Community partnership: Counselling Support Group in Namibian context. Source: Learning Support Manual (2010:19)

Figure 2.3 also presents information as to the need for effective communication between all stakeholders in order to discover early stage problems and conditions contributing to learners' problems, thus permitting greater emphasis on prevention rather than remedial measures (Ministry of Education, 2010; Miller et al., 1978). Another crucial point is that successful prevention efforts need to be comprehensive, multifaceted, and integrated (Dryfoos, 1994; Christenson & Reschly, 2009) as comprehensive programmes recognise the interconnection

between the needs of children and families and render services and support for a full range of developmental needs, embodying physical, emotional, social, academic, and moral(Christenson & Carlson; Castelli & Pepe, 2008).

In similar way, school-community collaboration will not only enhance services access, improve case management, coordinate resources, reduce redundancy, and increase efficacy, but also advance learners and family access to health and social services and foster more contacts between schools and the community agencies (Adelman, 1996). Therefore, community agencies are being urged to promote accessibility via better linkages with schools and where feasible, to make schools a context for a significant part of the basic programmes and services that compose a comprehensive system of care. It is thus crucial that education stakeholders embrace the opportunity to work together and not to overlook the importance of weaving together and reconfiguring school and community resources for the benefit of all learners. This partnership will further foster better communications between stakeholders and smoother interactions with other professionals; however, to enhance the aim of serving learners, these relationships should be characterised by mutual respect and understanding, collaboration and cooperation (Gysbers & Henderson, 2001; Borders & Drury, 1992).

In conclusion, all stakeholders in education need to participate and make contributions for education to improve. They should realise the need for a good relationship between the home and the school, and between the school and the community. The stakeholders should work together and understand and appreciate the important contribution each of them can make to address the barriers around the child that impede learning and healthy development.

2.8. The Concept of Evaluation

The purpose of this study was essentially to evaluate the Namibian School Counselling Programme from the perspectives of the stakeholders. The discussions thus far have been on identifying and analyzing the key stakeholders of the school counselling programme. Key stakeholders of the school counselling programme are identified as people who are interested or have a stake in the school counselling programme either in the programme operations and outcomes or are served by or are beneficiaries of the programme services (Scruggs, 1999). Stakeholders of the school counselling programme identified and analyzed included the teacher-counsellors, the school principals, the parents and the learners. The Community Tool Box (2013) of the Work Group for the Community Health and Development at the University of Kansas advanced a number of reasons for identifying and analyzing the stakeholders of a programme before carrying out the programme's evaluation. A major reason given is that it makes for better understanding and appreciation of the various concerns of the stakeholders about the programme and also the underlying bases for the varied perspectives of the stakeholders. It is further contended that identification and analysis of the stakeholders of a programme not only help to know what to evaluate in the programme but also make the stakeholders integral parts of the programme evaluation. Involving stakeholders in the programme evaluation is considered an effort at bridging the social capital for the community of stakeholders. Such participatory process increases the credibility of the programme evaluation and hence potential for the success of the evaluation.

Evaluation in general, is defined as the purposeful and systematic collection and analysis of data or information used for the purpose of documenting the effectiveness, impact, and outcomes of programmes, establishing accountability, and identifying areas needing change and or improvement (Gibson & Mitchell, 1995; Dimmitt & Carey, 2009; Cherishe, 2006).

Furthermore, Stake (1980), and Adelman, Clem, Alexander and Robin (1982) define programme evaluation as systematic inquiry designed to provide information to decision makers and or groups interested in a particular programme, policy, or other intervention. Normally, evaluation asks, “Did this programme or intervention make a difference for these children, in this setting or school?” with a purpose of furnishing useful feedback about a specific population in a unique context (Dimmitt & Carey, 2009:2). Hence, evaluation is done to determine whether it is likely that a specific practice, intervention, or programme is effective in a particular context and also influence programme decision-making at local level (Dimmitt, Carey & Hatch, 2007). Stufflebeam and Shinkfield (2007) concur with Dimmitt et al., (2007) that evaluation is a continuous process designed to assist programme administrators to make logical decisions. In other words, evaluation is a work in progress, like any human endeavour (Dimmitt & Carey, 2009).

In the current study, evaluation is conceived or conceptualized as the systemic process of obtaining, reporting and applying descriptive and judgmental information about the school counselling programme merit, worth and significance. Thus, the study intends making judgment about the worthiness or value of the Namibian School Counselling Programme and giving suggestion to decision makers for programme improvement or modification. Hence, the study aims to explore the perspectives of stakeholders to determine their views on the School Counselling Programme in Namibian schools in terms of its objectives, activities/ services, resources, and beneficiaries of the programme and satisfaction of the school counselling services recipients.

2.8.1. Why school counselling programme needs evaluation?

Since 1996 when the Namibian School Counselling Programme was implemented, no formal evaluation has been done to determine and find out whether the counselling programme is achieving the goals it intends to achieve. Thus, the purpose of this study is to investigate from the perspectives of stakeholders of the Namibian School Counselling Programme in terms of its objectives, services or activities, resources and beneficiaries and satisfaction of beneficiaries with counselling services offered in selected schools in Ohangwena region of Namibia. Proper description of the Namibian School Counselling Programme should yield information as to the performance of the programme from which decisions can be made as to what aspect of the programme to strengthen and which aspects would need to be improved upon. Therefore, programme evaluation will not only allow the researcher to get a snapshot of how stakeholders and beneficiaries feel about and or see of the school counselling programme, but also provide valuable feedback that gives ideas for improvement process in an ongoing basis, with the aim of improving ultimate outputs. It is therefore crucial that school counselling programme evaluation is done for the Namibian School Counselling Programme to improve the delivery system based on formative assessment to enhance eventual outcomes (Ministry of Education, 2010).

Programme evaluation is an important tool for teacher-counsellors and all other professionals to determine the effectiveness and failure of their school counselling programmes. A paramount reason for evaluating school counselling programmes has been to review intended outcomes and make suggestions for improving practice (Lusky & Hayes, 2001; Gysbers & Henderson, 2000; Whiston & Sexton, 1998). Through evaluation, the teacher-counsellors will be able to know where it is necessary to adapt to the individual progress and needs of each learner (Gibson & Mitchell, 1993; Gysbers & Henderson, 2000; Ministry of Education, 2010)

and improve learning, shape and direct the counselling process. Moreover, with evaluation, there is a clear picture of what works and what needs to be done differently (Dimmitt & Carey, 2009). Most importantly, when teacher-counsellors evaluate their interventions and programmes, they can be more ascertained that what they are doing is making a difference in the lives of learners and any other beneficiaries of the school counselling programme (Dimmitt & Carey, 2009). Moreover, school counselling programme evaluation may aid the teacher-counsellors to provide accountability data to stakeholders, generating feedback about programme effectiveness, efficiency, and programme needs, and clarify the roles and functions of teacher-counsellors (Parsons, 1981; Stake, 1980). Because teacher-counsellors have a professional responsibility to evince that what they are doing is effective, evaluation results of their counselling programmes will help attest to and demonstrate the impact and value of their work to key stakeholders such as parents, principals, school board members and politicians, which can help justify resources for school counselling programmes or to assure officials that their resources are being put to good use (Mitchell & Gibson, 1993; Gysbers & Henderson, 2000; Lusky & Hayes, 2001; Dimmitt & Carey, 2009). In addition, teacher-counsellors who are committed to ongoing school counselling programme evaluation will be more likely to revisit their practices to ensure that they are meeting the ever changing needs of learners in today's multicultural, technologically advanced, and rapidly changing society (Lusky & Hayes, 2001; Robinson, 1998).

2.8.2. Partnering in programme evaluation for success

No successful effort is accomplished alone; therefore, as with all aspects of school counselling, collaboration and teaming make evaluation more doable and rewarding (Dimmitt & Carey, 2009). It is thus critical that all stakeholders are involved in the evaluation process

to share time and ideas, expertise and best practices. For example, parents in the school community may have relevant skills to share with other programme evaluators and thus teacher-counsellors should embrace this opportunity. Moreover, creating a shared vision for the counselling programme, selecting a curriculum model for the desired programme, establishing goals, and determining desired learners outcomes all demand the building of a collaborative team (Lusky & Hayes, 2001). A good programme cannot succeed with even a small portion of the staff being either unfamiliar with the programme or uncommitted to the programme; therefore, all stakeholders must be involved in the development and evaluation of the school counselling programme. As a catalyst, in consultation with all evaluators, teacher-counsellors should plan the counselling curriculum, make adjustments and modification to the counselling programme, and revise the objectives of the programme. It is therefore important that stakeholders are involved in focusing evaluation and in making sure that evaluation addresses the most important questions, providing timely information to assist decision making and producing an accountability record. By including multiple stakeholders' perspectives, it increases the possibility that relevant value perspectives are represented, thus fostering a comprehensive evaluation of programme value (Stufflebeam & Shinkfield, 2007). Subsequently, it is equally important to note that including stakeholders in the evaluation of the programme is crucial as interactive process influence the quality and effectiveness of the evaluated programme. Not being included and consulted in the decision-making process about a programme will almost lead to resistance. Therefore, as Chireshe, (2006) emphasises, participation of all stakeholders improve acceptance of decisions and create a sense of ownership and belonging resulting in total commitment to the school counselling programme.

Similarly, MacDonald (1979) advocates for the use of democratic evaluations due to their ability to “portray” the multiple realities of a programme with justice and truth, leaving decision makers with parents, learners, principals, and teacher-counsellors in the current study, the researcher views stakeholders as the primary individuals involved in placing value and that their perspectives are integral elements in evaluation. As a result, instead of one reality or perspective, there would be multiple realities based on the perceptions and interpretations of individuals involved in the programme to be evaluated and consequently result in the broader understanding of what is happening with the programme. Therefore, it is important that all purposes of evaluation such as making judgments of merit and worth, improving programmes and generating knowledge are ensured by the current evaluation studies.



2.9. Theoretical framework

The preceding discussions are on the conceptual framework of the comprehensive school counselling programme. The conceptual framework presents descriptions and or explanations of the terms, concepts, variables, principles and processes as well as relationships among these, all as relevant to the school counselling programme. To further help to shape what the stakeholders would see and how they would see and express it when they are involved in the evaluation of the Namibian school counselling programme, there is need to present discussion on theoretical framework to enable readers link the empirical data from this study to the theoretical data as contained in the literature. The theoretical framework is expected to provide lenses or frame of references by which to see how school counselling programme can be effectively operated in order to achieve its objectives.

Theory in research or as being described here refers to the lens through which the phenomena under investigation are interpreted and/or understood. Sekaran and Bougie (2009) describe theory as a statement or body of general principles, concepts or patterns that give an explanation to what one sees in the world and provide meaning and relevance of the study. Therefore, in this presentation of the theoretical framework for this study the researcher tries to explain and possibly alleviates incongruences between abstract and concrete, empirical and theoretical evidence as she tries to configure the bases for the phenomena under investigation and also connects the study to the immense base of knowledge to which other researchers contributed.

School counselling, as a concept, addresses humanistic aspect of learning and relies on the humanistic theory, or the democratic principle, that states that humans have inherent capacity to grow in a positive direction and to realize their own potential if given opportunity or appropriate resources to experience self-awareness and self-empowerment (Egbochuku, 2008; Miller et al., (1978). In other words, humanism is a school of thought that believes in the potential of people to grow from learning (Corey, 1996). Humanism therefore gives preference to the study of human needs and interests. A central assumption of Humanism theory is that human beings behave out of intentionality and values (Shumba, Mporu, Seotlwe & Montsi, 2011). Carl Rogers, one of the contributors to the humanistic approach, views people as capable and autonomous, with the ability to realize their potentials and change their lives in positive ways. Rogers believes that humans are basically good and trustworthy and they can be trusted to direct their own lives (Villares, Lemberger, Brigman, & Webb, 2011). Some of Roger's keys, to helping people, involved creating a facilitative climate, helping people explore their feelings, and assisting to work towards goals that the person selected. These are mirrored in the school counselling programme as it develops a

caring, supportive and encouraging classroom climate that support learners' efforts to reach their self- selected goals, as well as and provides learners with fundamental skills associated with successful performance in academics, relationships, and in self-regulation(Villares et al., 2011).

Also, central to the humanistic theoretical framework, is the belief and understanding that human beings have the capacity to develop in a positive direction, given the support that is conducive for that kind of growth (Miller et al., 1978; Shertzer & Stone, 1981). This is what Kosslyn and Rosenberg (2006) meant by the statement that people have an urge to self-actualize, and to develop to their fullest potentials, and given the right environment, this development will in time occur. Every individual human being has the ability to be successful in life; and that people try to make the most of their potentials, which they called self-actualization (Cain, 2001; Maslow, 1970). Therefore, that humans are viewed positively as good; this is an optimistic starting point on the part of school counselling programme. The human beings natural capacity for growth and development is a vital human characteristic on which school counselling services focus for the learners to reach self-actualization.

Glanz (1974) (cited in Corey, 1996) also identifies another fundamental assumption of guidance and counselling that, it is a helping relation which attempts to give every individual help or assistance in all areas of life. Each individual is given assistance in order to grow and or develop appropriately by making informed intelligent choices and adjustments. The helping relation is based on the democratic principle that it is the duty and right of every individual to choose his or her own way in life as long as that choice does not interfere with the right and freedom of others (Cain (2001) cited in Villares et al., (2011). The ability to make such choices is not innate or one that the person is born with, rather, like all other abilities, it has to be developed through education and guidance (Egbochuku, (2008).

The researcher's view is that school counselling services expose learners to many experiences through which they are equipped with decision-making skills or the abilities to make decisions, manage their lives and become self-actualized. Similarly, the school counselling programme empowers learners to make informed choices in life, as a result of educational gains made from guidance and counselling services. It must be understood that school counselling does not make decision or choices for individuals, but rather helps individuals to make choices in such a way as to promote or stimulate gradual development of the ability to make decisions independently without or with minimum assistance from others.

Shertzer and Stone (1981) also state that an important assumption of guidance is based on the principle that humans are not self-sufficient on their own and therefore need assistance. For this reason, school counselling programme is implemented in order to assist learners to achieve success in life and realize their potentials. Through school counselling programme learners are provided with an opportunity to realize and to know what they are capable of doing or not capable of doing. School counselling programme assists learners to know what opportunities exist in their environment which they can take advantage of and use them to the best of their abilities and other resources at their disposals. The school counselling programme provides each individual learners with an opportunity for self-awareness, understanding and appreciation of the differences between one individual and some other individuals; understand each individual person's emotions and intellectual processes that influence his/her behaviour, and a chance to select individual's own goals and objectives from the many within his/her view and to review periodically his/her progress towards these goals (Villares et al., 2011).

According to Shumba, Mpofu, Seotlwe and Montsi (2011) the primary emphasis of humanistic education is on the regulatory and affective systems. These two systems have crucial role to play in everyday life of any human being. While regulatory system deals with human behaviour and self regulation and with how one controls the input and output of information, affective system on the other hand pertains to the expression of emotions, feelings, moods and attitudes. The regulatory system, therefore, acts as a filter for connecting the environment and internal thought to other thoughts or feelings as well as connecting knowledge and feelings to action; whereas, affective system colours and modifies acquires through regulatory system. Waggoner (2001) observed that in our present world and environment of constant changes and uncertainties, these two systems are imperative since they also stress on the study of a person as a whole, which is one of the goals of school counselling programme, which is to develop “optimal and holistic human beings”. Humanistic education develops knowledge, attitudes, and skills for life in learners and guidance and counselling have at all times evolved to cater for all human needs (Shumba et al., 2011).

In this connection, the Namibian school counselling programme provides opportunities for individual learner to reach his/her full potential by facilitating the educational, vocational, personal and emotional development (Ministry of Education, 2007). Teacher-counsellors are expected to establish school and classroom atmosphere in which learners feel comfortable to consider new ideas and are not threaten by external factors.

School counselling or guidance programme activities encourage learners to take responsibility for their own learning, provide much of the input for the learning which occurs through their insights, learners are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving

significant problems or achieving significant outcomes (Ministry of Education, 2007). Likewise, learners engage in active and exploratory processes of learning through performing dramas, role plays or creative writings to enable them to fully participate in the lessons and discover their talents (Ministry of Education, 2004; Ministry of Education, 2007). The teaching approach that emphasizes peer sharing of successful stories or strategies enhances learners' ability to believe in their own capacity to direct their life. Bohart (2003) asserts that school counselling programme uses the humanistic notion of making schools more responsive and relating to human beings in more growth-producing way. Ultimately, every learner learns new techniques that lead to success in the areas of educational/ academic, social- relations and self-management (Bohart, 2003; Villares et al., 2011).

School counselling programme operates to help learners develop personally by engaging in activities that allow them to discover who they are and what they are capable of doing. According to Haglund and Edet (1985), school counselling helps learners to clarify their own problems and generate alternative solutions. As learners actively acquire knowledge, they are also actively constructing and building up and developing to progressively higher levels. This crucial action of constructing meanings and knowledge takes place in the mind as school counselling programme offers learners opportunities through its services to interact with their environment and to learn through such interactions. Thus, learners work out knowledge for themselves and reflect individually or in groups on the existing knowledge (Mushaandja, 2006). This includes that school counselling programme provides opportunity during counselling activities for the learners to practice exercise that promote growth and development. For the learners to grow and learn effectively, school counselling programme offers an opportunity for learners to demonstrate their ability to direct themselves and to decide on what they want to achieve in life with minimal direction from significant others.

At the same time, in fostering learners' whole-person development, school counselling programme provides a healthier environment for their emotional growth, an environment where their needs are understood and responded to with care and respect (Hui, 2002). In this way, learners feel free to express their feelings and share opinions without fear of being intimidated and discriminated against. Through sharing and communicating with peers, learners expand their knowledge, deepen their understanding, gain insights and strengthen their potentials (Lunenburg, 2010; Cooley, 2010). Assertion by Ansbacher and Ansbacher (1964) is that these sharing activities are directly link to the humanistic principle that creativity is a powerful force; holistic approaches are more powerful than reductionist ones, and a sense of purpose is the primary influence on human behaviour.

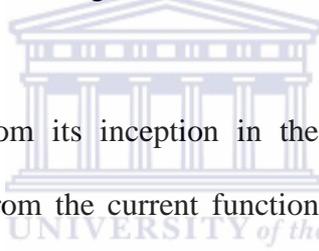
Raskin, Rogers and Witty (2008) further assert that humanistic theory is infused in the school counselling programme and both support the holistic view of learners. Every school counselling programme activity involves the cognitive, social and self-management skills of the learners; for instance, each skill is applied in a caring, supportive and encouraging classroom environment. Just as Maslow (1968) called for a more comprehensive, multidisciplinary approach to human problems, the school counselling programme model focuses on an integrated holistic cognitive, behavioural and affective approach to empower learners for success. Moreover, school counselling programme does not only seek to engage the individual learner on multiple levels, but also teaches each learner to provide support, to encourage, and to notice even small improvement in themselves and classmates. This approach mirrors humanistic inspired recommendations offered by Maslow (1968) when he asserted that exposure to essential skills will, in turn, change system and (in this case the school) that will recycle back to the individual in the form of human growth and development. In particular, school counselling programme employs individualistic constructs

associated with humanistic philosophy like free will, holism, intentional personal growth (Buhler, 1971; Hansen, 2006) and social constructs such as social justice and human diversity (Lemberger, 2010; Scholl, 2008) each designed to work together toward learning and achievement successes.

School counselling programme role in learning can also be explained from the theory of constructivism. The type of learning fostered through constructivism or learner-centered approaches is where learners take charge of own learning process. Vygotsky and Luria (cited in Donald, Lazarus & Lolwana, 2010) attest that human beings are active agents in their own development. These authors further emphasized that knowledge is developed and learned through social interactions. For this reason, human beings cannot be understood as objects that are passively influenced by the forces around them. However, they are active agents who are making meaning of their lives within and through their social context. Social interactions by which learners learn also constitute school counselling programme approaches by which learners are assisted to develop. An important feature of school counselling programme is that it is continuous, sequential, and part of the educational process and it is therefore an integral part of the school curriculum. School counselling programme emphasis is on education model and not on the therapeutic model or approach. Ferreira (2002) affirms that counselling, as an education model, is contextually sensitive and it systematically assists each learner through his/her personal, social, academic, and career development process. Hence, the need for counselling to begin early in life, particularly from the elementary school and continue throughout formal education and available throughout one's life (Gibson & Mitchell, 1995).

The current study drew from this principle (that counselling is an integral part of education) as it was to focus on the Namibian school counselling programme by looking at its

objectives, services and resources for the holistic development of learners in the Namibian schools. The belief by the government of Namibia is that school counselling programme is a continuous process particularly good to introduce during formative years of life when habits, attitudes and behaviours are being developed and formed (Ministry of Education, 2005). Further efforts at ensuring effective functioning of school counselling programme is the introduction of support services to cater for the basic needs of learners. Thus supportive programmes like school feeding scheme, social grant scheme, Window of Hope clubs, MY Future is My Choice, and medical care services are all to ensure that barriers to learning, which may emanate from socio-economic conditions of learners, are removed, so that every learner is actively participating in learning activities.



It is interesting to note that from its inception in the early 1900s, school counselling programme was very different from the current functions advocated by the ASCA (2004) professional role statement as the focus of early vocational guidance was on transition from school to work, emphasizing an appropriate client-occupational placement match. This vocational guidance movement was founded to enhance the post-school adjustments of young people, and the founder of this movement was “Frank Parson” who is well known as the “*father of guidance*” (Gysbers & Henderson, 2001). School counselling started in high schools due to a renewed interest in vocational-career guidance and its theoretical base-career development. Life career development is defined in terms of self-development over a person’s life span through the integration of the roles, settings and events in a person’s life (Gysbers & Henderson, 2000). This notion supports Ginzberg’s theory that vocational choice is a process which extends from late childhood to the end of adolescent and that vocational development occurs through life and that decisions are not irreversible (UNESCO, 2000a).

Thus, humans can change directions and their decisions represent their attempts to look for possible match of themselves and the world of work (UNESCO, 2000a). Since learners are unique individuals with their own life styles, school counselling provides an environment for them to relate the varied roles that they assume as learners and the setting in which they find themselves e.g. schools as well as the events that occur over lifetimes such as entry job or retirement (Gysbers & Henderson, 2001). This study adopted a humanistic approach to school guidance and counselling programme to investigate stakeholders' perspectives on school counselling programme in Namibia in terms of its objectives, activities/services.

2.10. Summary and Conclusion of the Chapter

This chapter discussed the conceptual and theoretical frameworks that guided the study. Concepts such as school counselling programme, organizational framework elements and resources are presented. The chapter further discussed various education stakeholders and their roles in evaluation of school counselling programme. The benefits of school-family partnership model were also highlighted. The chapter concluded with the theory that underpinned the study. The humanistic theory focused on human beings as active participants in their own development and that they have inner abilities to direct their own life and make appropriate choices if provided with conducive environment to grow. The theory of constructivism is also presented to support the active engagement of individual with the environment and thus with the individual described as agent in his or her own development.

The next chapter (Chapter Three) presents the review of previous studies on school counselling programme services.

CHAPTER THREE

REVIEW OF PREVIOUS STUDIES

3.1. Introduction to the Chapter

This chapter presents the review of the previous studies related to school counselling programme. The review highlights both local and international perspectives on school guidance programmes. The review provides useful information on the criteria to use for benchmarking the evaluation of the Namibian School Counselling Programme. Thus, the review of previous studies on variety of school counselling programmes is specifically in terms of the objectives of the programmes, the approaches to the programme, the programme services and resources. The review also examined the previous studies with a view to ascertaining what aspects of the school counselling programmes are studied, who are studied, what research approaches were employed, the type of data sought for the studies and the instruments for data collection as well as the nature of the findings of these studies. The review of literature is crucial as it helps the researcher to familiarize with the previous bodies of knowledge in the field of research (Ugwanga, 2010). It also assists to identify gaps in the existing knowledge as well as weakness in the previous studies and helps to determine what has already been researched and what is yet to be studied (Babbie & Mouton, 2001). The review of literature further helps to discern connections, analogies or other relations between various research findings by comparing different investigations (Aloka, 2012).

3.2. Review of previous international studies

3.2.1. Objectives of School Counselling Programme

Various scholars have investigated the implementations of the counselling programmes in schools. The first set of such previous studies presented below focused on investigations of the objectives of the school counselling programmes. In general, many of the findings of the studies revealed that school counselling programmes help learners to resolve emotional, social, and behavioral problems as well as assist learners to develop clear focus and a sense of direction in life (Imonikhe et al., 2011; Lunenburg, 2010; Gysbers & Henderson 2001). Rowley, Stroh and Sink (2005) evaluated the comprehensive guidance and counselling programme of one hundred and fifty (150) schools from across Washington State using questionnaire to assess the views of school counsellors and representative of school districts. The study findings revealed that school counselling is used to address developmental domains of learners which include development of skills, attitudes, and knowledge that assist learners to understand and respect others, acquire additional effective interpersonal skills, understand and have safety and survival skills and, in general, develop learners into contributing members of their societies (Henderson, 2001; Rowley, Stroh & Sink, 2005). The study by Rowley, Stroh and Sink (2005) involved school counsellors and district representatives. The findings were considered as limited because other stakeholders were not involved. Another drawback of this study is that it made use of only questionnaire as data gathering instrument. The data collected were considered not rich or comprehensive enough (Bardhoshi & Duncan, 2009). In order to survey as many perspectives as possible the current study involved many different stakeholders such as teacher-counsellors, school principals, learners and parents to enable the researcher to investigate from wider perspectives of stakeholders on the objectives of the Namibian school counselling programme. To further

improve on the previous studies the current study used a mixed methods approach that helped to provide the comprehensive, informative, more complete, balanced, and useful data for the research by using quantitative and qualitative data gathering instruments. .

Bardhoshi and Duncan (2009) whose study involved use of an online questionnaire to collect data from many stakeholders found that the school counselling programme emphasized personal social development of learners in its objectives. Other objectives of the programme identified by the study include academic and career development. A major drawback of the study is that of a high possibility that the online questionnaires might have ended up in the hands of those who were not intended for. Also the study was limited because it surveyed only principal population group as other stakeholders like teacher-counsellors and learners were not included. In the current study, various perspectives from different population groups were sought and the uses of three different data gathering methods permitted the triangulation of data.

Van Schalkwyk and Sit (2013) gathered qualitative data to evaluate school-based psychological and counselling services in Macao in order to gain an understanding of the current situation and the gaps in providing mental health services to children and their families. Participants were selected through a non-probability purposive sampling strategy. The researchers explored and shared the meaning in the verbal (interview) and non-verbal (written) accounts of three teachers and seven school counsellors in Macao. Each researcher analysed the data independently and compared text field information later using an inductive approach. The study findings revealed that school counselling helps learners and youth to succeed academically, socially and behaviorally. A study by Carey and Harrington (2010) of the Utah school counselling programme also revealed the objectives of the programme to include the development of learners in academic, personal/social and career areas of

development. The study further revealed that counselling added value to the education of learners and enhances their engagement and performance. Counselling was also found to increase reading proficiency levels, to lower suspension and disciplinary rates, but increased attendance rates, higher graduation and programme completion rates.

Thus, in terms of objectives, the contention of various studies is that school counselling programme should strive to promote optimal, holistic development of all learners; promote learner's career, educational and personal-social development; develop decision-making, problem solving, resistance and coping and assertive skills; foster personal and social and behaviour adjustments and develop interpersonal, friendship, communication skills and self-awareness (Lunenburg, 2010; Myrick, 2003). A number of meta-analysis studies found school counselling programme services to have more impact on the career decision-making skills, career knowledge or career-related self-concept development, aggressive behaviours related to feelings of safety and success, drop-out prevention and significantly helped at-risk learners in improving achievement, self-esteem, and classroom behaviours (Myrick, 2003; Lunenburg, 2010; Oliver & Spokane, 1988; Wilson, Lipsey & Derzon, 2003).

3.2.2. Services or activities of the School Counselling Programme

A number of studies have been carried out to ascertain the specific activities or services that characterized the school counselling programme. The general consensus among professionals (Borders & Drury, 1992; Gibson & Mitchell, 1995; Lapan, Gysbers & Sun, 1997; Gysbers & Henderson, 2000; Myrick, 2003; Gysbers, Lapan & Petroski, 2001; Schmidt, 2003; ASCA, 2003; Chata, 2005) is that both indirect and direct services are characteristic of the school counselling programme and these are frequently categorized as counselling and classroom guidance (direct services), consultation and coordination (indirect services). These services

are endorsed by practicing counsellors, their learners, teachers, principals and parents, according to results of various studies (Gibson & Mitchell, 1995; Lapan, Gysbers, & Sun, 1997; Gysbers & Henderson, 2000; Myrick, 2003; Gysbers, Lapan & Petroski, 2001; Schmidt, 2003).

The study by Schimmel (2008) to determine whether West Virginia school counsellors were engaging in the tasks associated with the implementation of the National model of comprehensive school counselling programme as outlined by the American School Counselling Association, ASCA, involved 753 public teacher-counsellors as participants. The School Counsellor Professional Development Survey (questionnaire) was used to collect data and was electronically mailed to respondents. The results of the analysis of the data collected revealed that teacher-counsellors were engaged in tasks related to the foundation, management and delivery of accountability aspects of the comprehensive school counselling programme as outlined in the American School Counsellor Association, ASCA, (2003). Majority of school counsellors involved in the study felt strongly that they were engaged in two main tasks related to the main components of the comprehensive programme including that school counsellors regularly consult with parents, teachers and principals, and that teacher-counsellors counsel learners individually about personal-social issues.

The survey by Bardhoshi and Duncan (2009) involved the entire population of school principals in rural Midwestern state, of U.S.A, using an online questionnaire to collect data on the activities and or services characteristic of school counselling programme. The results revealed items falling under the Responsive Services category rated as most or of highest importance, especially items related to Guidance Curriculum, System Support and Individual Student Planning. Items within the responsive services rated also include crisis intervention, small group counselling, individual counselling and referrals from school support to

community resources. Items related to School Guidance Curriculum category rated were academic support, organizational, study and test taking skills, peer relationships, coping strategies and effective social skills. In the System Support category of services all respondents rated consultation, collaboration and teaming, and school counselling programme management and operation. The least rated service was professional development. In the Individual Student Planning category all respondents rated education on understanding of self, including understanding the individual personal strengths and weaknesses, and academic planning as important or very important.

In terms of investigating school counselling services from the perspective of the roles and functions or the responsibilities of the teacher-counsellor, a study by Frank (1986) revealed that elementary teacher-counsellors seemed to stress direct work with learners, teachers, and parents to enhance the best atmosphere for learning in the classroom, while secondary teacher-counsellors seemed to stress direct contact with learners, often on a one-to-one basis, to ease structured interventions, educational advisement, scheduling and placement, career guidance, and orientation and registration. Frank's (1986) study also revealed that secondary school counsellors reported giving less attention to working with teachers or parents in reaching counseling goals while elementary school counsellors appeared to emphasize closer working relationship with primary associational groups (parents, teachers) of learners.

Gysbers and Hughley (1993) evaluated the comprehensive school guidance programme by assessing the perceptions of learners, parents and teachers through a statewide survey in the state of Missouri. A sample size of 280 high school learners, 150 teachers and 125 parents took part in the study. This study followed a cross-sectional design as the researchers were given short time to complete the study which made use of a questionnaire as data collection tool. The

findings revealed that learners reported having career planning and exploration and counselling services offered at their schools.

Kuhn (2004) investigated high school learners' perceptions of five counsellors' roles and the key functions related to these roles. The findings of the study revealed the following counsellors' tasks rated as most important: providing a safe setting for learners to talk; communicating empathy, helping teachers to respond to crisis, and helping learners with transition. The five non-counselling tasks rated least important duties of the teacher-counsellors include registration, testing, record keeping, discipline, special education assistance. Kuhn's (2004) study findings are consistent with those of Pérusse, Goodnough, Donegan and Jones (2004) who found that elementary school principals rated administering cognitive, aptitude, and achievement tests, maintaining learners, records, and registration and scheduling of new learners as appropriate counselling activities. More than 80% of the secondary school principals studied rated registration and scheduling of new learners, administering cognitive, aptitude and achievement tests, and maintaining learner records as appropriate school counsellors' activities in that descending order of importance.

A comparative study of pre-professional counsellors and principals, by Ross and Herrington (2006) regarding their perceptions of the role of the counsellors in public schools, using questionnaire (The Public School Counsellor Role Ambiguity questionnaire (PSCRAQ) scale) to gather data, from 534 participants, revealed that the two listed services that guidance counsellors spent most of their time on were the choice and scheduling of high school courses, and post secondary education admission and selections. The other activities which counsellors were engaged in include learner attendance, discipline, academic testing, occupational choices, career planning and other school and personal problems. A major finding of the study, however, was that counsellors held a more grounded view of the

counsellor's professional roles and responsibilities whereas the principals were of the views that a counsellor should be viewed as administrative staff with assigned duties at the pleasure of the school principal. The study findings revealed greater variation in the perspectives of the counsellor participants than the perspectives of their principal counterparts and this is interpreted to mean that, within both disciplines, there remains a need to educate more fully all candidates regarding the importance of preserving counsellor integrity. These findings concurred with Zalaquett's (2005) study findings that revealed that counsellors argued repeatedly that non counselling activities have detrimental effect on their capability to offer relevant services to their learners and have criticized principals for assigning them non-counselling administrative tasks. This type of findings is of interest to the current study as the study was designed to ascertain the different stakeholders' views of the services (administrative or otherwise) that characterized the Namibian school counselling programme. It was also the interest of this study to employ more than one instrument for obtaining information from different stakeholders with the probability of obtaining better results than Ross and Herrington (2006). Using many instruments to obtain views of many different stakeholders (principals, teacher-counsellors, learners and parents) has high probability of providing information that can give better insight and holistic view of the Namibian school counselling programme.

In general, as revealed by the literature and consistent with assertion by Monteiro–Leitner (2006), although there seems to be confusion and lack of clarity as to the roles and functions or the responsibilities of school counsellors in schools, however, there is somewhat general consensus that school counsellors provide specific services to learners, parents and school staff. These services as indicated by Bardhoshi and Duncan (2009), American School

Counselling Association, ASCA, (2005) and many other literature sources could be categorized as follows:

- **guidance curriculum services** (include activities directed to academic skills development, career or employment skills development, personal and social skills development),
- **individual planning services** (include school guidance and counselling activities that help learners develop life and career plans based on their goals, values, skills, aptitudes, interests and abilities),
- **information services** (services offered essentially about environmental information, about opportunities in the environment which can be taken advantage of in relation to personal information),
- **responsive services** (include crisis intervention, preventive and remedial services, individual and small group counselling services all for healthy personal, social and educational development),
- **consultation services** (counsellor consultative work with teachers and parents to improve counsellor's interactions with learners and for collaborative problem solving),
- **counselling services** (one-on-one services with regard to helping with emotional and psychological difficulties), and
- **referral and system support services** (regarding support from community in which school is located, taking advantages of the opportunities and resources in the environment of the school, school-community public relations, community outreach and professional development).

3.2.3. The resources for the implementation of the School Counselling Programme

Resources may be described as simply means, supplies, sources of aid, help, support or something that can be used for doing something; Three main categories of resources identified by Gysbers and Henderson (2000) as very crucial for any programme to yield desired goals are human, financial and political resources. In terms of types of resources, adequacy and sufficiency of resources, that have major effects on the implementation of the school counselling programme, human resources are particularly singled out. According to Gysbers and Henderson (2000) and Gysbers and Henderson (2001), human resources for the school counselling programme include teacher-counsellors, teachers (or educators), and school principals as well as counselling para-professionals and community volunteers. Community volunteers may include business community representatives (for assisting in career development of learners), parents or community members of Parents the Teacher Association (PTA) (often volunteer as co-leaders of parents' involvement efforts or as clerical support) and representatives of other community agencies, especially non-governmental organizations, (NGOs) for supply of various material and financial resources and services).

In terms of non-human resources, finance and materials are essential for the successfully implementation of school counselling programme. According to Gysbers and Henderson (2000), financial resources include budget, materials, equipment and facilities. For guidance and counselling programme to be effective, it should have a special budget, adequate materials such as books, videos, record folders, cabinet files, counselling manuals, career

flyers and pamphlets, pens, pencils and many others; and facilities like counselling room, classroom for developmental guidance or a guidance information or career center. Schmidt (1993) indicates that the school counselling services centers should not be near administration offices, thus, the center should however be located in such a way that accessibility and privacy are maintained.

Chireshe (2006) notes that severe economic constraints have serious impact on school counseling programme leading to the marginalization and or demoralization of school counselling services. In Britain, for example, pressures on school budgets have resulted in the marginalization of guidance services. However, Gysbers and Henderson's (2001) recommendation is that there should be adequate financial support for the service to provide for materials and equipment.



Material resources are in terms of information materials like books, stationeries, etc and infrastructural facilities including equipment and space as identified by Chireshe (2006). It is considered absolutely important that there should be appropriate space within the school for confidential counselling and consulting services for learners, teachers and parents. Chireshe (2006) asserts that each school in America has a counselling center with a reception area, private office and conference rooms for group sessions. Counselling centers usually store and display information materials on career and education in areas accessible to learners. Other materials or equipment for information identified by Chireshe (2006) include computers for computer-related or assisted career guidance, career choice exploration, self-development resources, college catalogues, information materials on tests and information materials (books, leaflets or fliers) that help learners address developmental needs such as adjusting to the physical changes, handling peer pressure and preventing substance abuse, newsletters,

brochures and pamphlets. Borders and Drury (1992) also state that school counselling programme should have handbooks to familiarize learners, parents and the community with the school, its organisation, physical facilities, management, curricular and extra- curricular opportunities. Thompson, Loesch and Seraphine (2003) emphasize the important of resources like psychometric assessment tools absence of which they argue can impede assessment of learners' needs. Lonborg and Bowen (2004) also point to the need for referral resources while Lainio and Nissila (2002) indicate counselling resources as crucial in schools.

Gysbers and Henderson (2000) also indicate the importance of political resources for effective implementation of the school counselling programme. Political resources include policy statements, management and administrative staff support. The mobilization of political resources is thus a key to success. School counselling programme must receive support and endorsements from influential people in the leadership roles, region administration and the school board (Gysbers & Henderson, 2000). Such pronouncement may be in the form of legislation, policy decision, political party's pronouncement or newspapers' and editorial statements about expectations of school counselling programme.

In terms of the importance of resources for effective implementation of school counselling programme, study by Andronic, Andronic, Lepadatu and Tatu (2013) revealed that, in themain, what learners perceived as major obstacles to the school counsellors' activities are related to limited material resources and lack of current specialized publications. For instance, a study by Safta, Stan, Suditu and Iurea (2011) on the situation of counselling services in Romania revealed no strict regulations regarding the theme of counselling training courses. The results further revealed a shortage of teacher-counsellors and lack of access to

counselling services for all learners since there were no counselling rooms. Lack of resources which led to the restriction of access to counselling services was due to financial constraints. Most of the studies (Andronic, Andronic, Lepadatu & Tatu 2013; Safta, Stan, Suditu & Iurea, 2011, Chireshe, 2006) reviewed above employed quantitative approaches with large sample sizes that enhanced generalizations of the study findings. However, the qualitative part that could have deeply investigated the rich experiences and meanings participants attached to the availability of resources including types and adequacy or sufficiency of resources were lacking. For this reason, the current study used a mixed methods approach to ensure that information obtained was rich and more representative.

3.2.4. Effectiveness of the School Counselling Programme

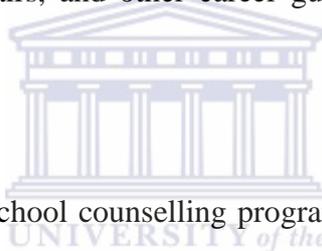
School counsellors, like all other educational professionals, are increasingly being required to demonstrate evidence of effective practice (Whiston, Sexton & Lasoff, 1998). They are called to show that they contribute to learners' academic achievement. In the literature that was reviewed, Brigman and Campbell (2003) studied the effects of school counselling programme on academic achievement and school success behaviour. The study used a quasi-experimental pre-and post-test design involving 185 learner-participants randomly selected from schools that implemented the counsellor-led interventions and another 185 randomly selected learners from schools that did not implement the interventions. The state's norm-referenced achievement test was used to measure learners' outcomes. The analysis of Covariance detected highly significant difference between the treatment and control groups on both reading ($p < .003$) and math ($p < .0001$). The results indicated that school counselling interventions had resulted in sizable gains in learner's academic achievement. A study by Brigman, Webb and Campbell (2007) confirmed similar results that learners who received

counselling interventions scored significantly higher in math achievement and showed substantial improvement in behaviour. A study by Lapan, Gysbers, and Sun (1997) also found that in schools where comprehensive guidance and counselling programmes existed, several positive relationships between counselling programmes and learners existed. Those positive impacts included: (a) higher self-reported grades, (b) learner perceptions that they were being better prepared for their futures, (c) learner perceptions that their schools were doing a better job providing information on post-secondary opportunities, and (d) learner perceptions that school climate was better. Other impacts of school counselling services include positive effects on learners' grades, reducing classroom disruptions, and addressing learners' mental health needs.

3.2.5. Beneficiaries of the school counselling programme

In terms of beneficiaries of the school counselling programme, the literature points to learners as direct primary beneficiaries. Apart from the learners other beneficiaries identified by (UNESCO (2009), Keys and Bemak (1997) and Castelli and Pepe (2008) are teachers, parents, principals, counsellors and other community members. According to UNESCO (2009), a developmental and comprehensive school guidance and counselling programme not only benefits the learners, but also the parents, teachers, administrators and the business community. The school counselling programme benefit learners by helping them to increase their self-knowledge and to relate effectively to others; broaden their knowledge about the changing environment, help them to reach their fullest academic potential, provide opportunities for career exploration, planning and decision-making, provide an opportunity for networking with services and thus establishes an effective support system, and teach them responsible behaviours (UNESCO, 2009; Griffin & Steen, 2010). The school counselling programme provides parents with support for their child's educational and

personal development; increases opportunities for parental involvement in the education of the child and equips parents with skills necessary to support their children at home (Castelli & Pepe, 2008; Christenson & Reschly, 2009; Hernandez & Seen, 2004). Furthermore, the programme helps principals enhance the image of the school in the community, reduces strikes, and improves the general appearance of the school; allows for systematic evaluation, and provides a structure which can be monitored easily. Likewise, business, industry, and the labour market benefit as the school counselling programme provides the potential for a well-informed workforce, with positive attitudes and the necessary skills, and provides an opportunity for collaboration with teachers in preparing students for the world of work, through participation in career fairs, and other career guidance activities (Keys & Bemak 1997; Castelli & Pepe, 2008).



Erford (2011) also stresses that school counselling programme not only benefit learners but also other stakeholders such as parents, teachers, and school principals. For example, the school counselling programme provides parents with an opportunity to share concerns about learners academic, behaviour or social development with teacher-counsellors. Teachers' benefits include a chance to discuss learners' programmes or curriculum planning, academic and behavioral interventions or working with difficult learners in class. In addition, principals also benefit from school counselling programme through the professional teacher-counsellors' expertise for solving problems involving individual learners, as well as problems that affect larger groups of learners, family members and staff.

Gibson and Mitchell (1995), Miller et al., (1978) and Bergin (2006) add that by offering a variety of services to learners, parents and other members of the community, each group is given a better understanding of the purpose of the school and builds a closer working

relationship between school and community. At the same time, the whole school community will be better informed about the activities of their children and school. Furthermore, as parents and other community members are informed, they become more interested in education, have greater grasp of educational issues and can make better recommendations to the school principals and the school governing bodies (Clark, 2009; Bergin, 2006). Together with school principals, parents can also respond more actively to issues such as ill-discipline and misbehavior to make education and school more manageable. Kuhn (2004) reported that learners are the primary stakeholders that teacher-counsellors can serve. Similarly, van Schalkwyk and Sit (2013) study revealed that teacher-counsellors collaborate with educators, parents and other professionals to support learning and strengthen connections between home and school, and the community for all learners.

3.2.6. Beneficiaries' satisfactions with school counselling services

A number of studies have been carried out on the beneficiaries' satisfaction with the school counselling programme services. The various studies that were conducted (Remly & Albright, 1988; Gysbers & Hughes, 1993; Scruggs, 1999; Beesley & Frey, 2006; Zalaquett, 2005; Clark & Amatea, 2005; Gallant & Zhao, 2010) revealed conflicting views regarding the satisfaction of the beneficiaries regarding the school counselling services provided to them. Although many participants have indicated being satisfied, some, however, felt that teacher-counsellors should do more than what they are currently doing especially in terms of educating parents, consultation with other stakeholders and being advocates for the needs of all learners (Scruggs, 1999).

A study by Remley and Albright (1988) to determine expectations of school counsellors by learners, teachers, principals and parents revealed that school counsellors were reported not to

be dedicated, not strict enough in teaching children self-responsibility and that they were only interested in helping learners who were higher achievers. In addition, parent participants of the study had conflicting views regarding school counsellor helping learners with personal problems. While some parents saw school counsellors helping learners with personal problems, as an appropriate use of the counsellor's time, others thought it was inappropriate. Parents mentioned other school personnel and family members as more suitable people to assist a child with his or her personal problems. In the same vein, about 7 of 11 parents interviewed thought it was appropriate for middle teacher-counsellors to help learners with personal problems. In addition, of the 11 principals interviewed in Remley and Albright (1988) study, all made positive comments regarding middle school counsellors meeting their expectations. On the other hand, only 2 of 11 teachers interviewed in this latter study had generally positive remarks regarding middle school counsellors fulfilling teachers' expectations. In relation to obtaining in-depth views on beneficiaries' satisfaction of the Namibian school counselling programme the current study employed qualitative data gathering in order to obtain rich meaningful data.

Gysbers and Hughley (1993) sought the opinions of learners, parents and teachers regarding their satisfaction with the school counselling programme in the schools of the state of Missouri. The cross-sectional study made use of a questionnaire as a data collection tool. The findings of the study revealed that learners believed that counselling programme adds something of value to their schools. Learners reported that they have benefitted from the counselling activities in various ways. Parents reported that counsellors helped their children with course selection, career opportunities, test results and college scholarships. They felt that counsellors were supportive of learners.

Therefore, they strongly felt that learners benefitted from the counselling program and the work of the school counsellor. Moreover, parents reported that counsellors were supportive of learners and that learners trusted counsellors. Overall, it was found that participants in the study were satisfied with their school counselling services and reported strengths in several areas. The only drawback of this study is that principals and teacher counsellors were not studied in order to get a broader picture of the usefulness of the programme. Perhaps also is the fact that interview and focus groups could have yielded better data than just the questionnaires used in this study. Therefore, the current study included principals and teacher-counsellors to get a whole picture of the phenomenon. Furthermore, Gysbers and Hughes study was conducted in 1993, and it is more than a decade and changes have taken place since. Therefore, new study is necessary to gather new or up-to-date information from the education stakeholders. Again, the study was conducted in a developed country, in the United States of America; this new study was conducted in a developing country (Namibia) to get the data from the African State context.

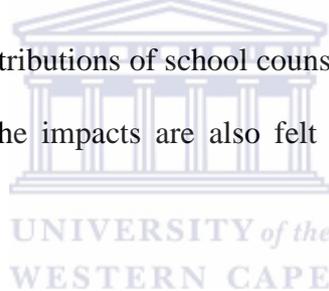
Scruggs (1999) studied counselling programme in the Houston, Texas Schools to find out which parts of the programme were working well and to determine the areas that needed improvement. The results indicated that all participants in the study (parents, learners, teachers, and principals) were of the view that additional staff member to the counselling department would help improve the counselling services at their respective schools. Particularly staff members from schools with only one part-time counsellor strongly expressed a need for increased counsellor services. This was clearly shown in the participants' responses; for example, 91% of staff members, 69% of parents, 73% of secondary learners, and 78% of elementary learners indicated that there were not enough

counsellors at their schools and this inadequacy of human resources for the programme was unsatisfactory to the participants.

With regards to appropriate and effectiveness of the roles of the teacher-counsellors, education stakeholders indicated they were happy with counsellors' role as 52% of parents, 76% of staff members, 68% of secondary learners, and 76% of elementary learners felt that counsellors were doing the work that they should be doing. However, they expressed concerns that teacher-counsellors' time was sometimes spent on non-counselling duties like scheduling and administering achievement tests. Consequently, the results of the focus groups of both parents and learners suggested that counsellors should focus more on learners rather than on non-counselling duties. Moreover, elementary learners highly expressed the willingness to have more time with counsellors either on individual or group counselling basis. With regards to appropriate services, participants reported being satisfied with the school counselling services, yet parents and learners commented that they wanted to know more about them. Learners gave positive feedback about counselling services especially about the group counselling sessions that addressed divorce, peer pressure, drugs and alcohol problems. In the similar vein, 86% of staff members, 39% of parents, 57% of secondary learners and 72% of elementary learners reported being aware of such groups conducted in the schools (Scruggs, 1999). On the other hand, participants, however, indicated that the school counsellors' efforts at career, work and college preparation could be strengthened and improved on. In agreement, secondary learners strongly recommended that career activities should be part of the school counselling programme.

Zalaquett (2005) studied elementary schools principals' satisfactions with the counsellors' performance in working with learners, teachers and parents in the state of Florida. The results revealed that 92% of the elementary school principals reported being very satisfied or

somewhat satisfied with the school counselling services. Only 7.7% reported being very dissatisfied or somewhat dissatisfied with the school counselling services offered by school counsellors. Generally, principals held a very positive perception of their school counselling services. Furthermore, these principals believed that school counselling services exert a positive influence on both the behaviours and mental health of learners. For example, 70% of the principals strongly agreed that school counselling made a significance difference in the academic performance; while 89.9% of the principals also agreed that school counselling made a significant difference in mental health of learners. They indicated that school counsellors effectively help the majority of the learners and families they work with; support principals and teachers; and contribute to the maintenance of a positive school environment. These results suggest that the contributions of school counselling go well beyond their impact on individual learners but that the impacts are also felt by the school administration and parents.



3.3. Research Studies on School Counselling Programmes on the African continent

There is scant literature on the evaluation of school counselling programmes on the African continent (Maharaj, 2005). A few studies have been reported on availability of resources for school counselling programmes, but there is limited information on the services or activities that characterize the school counselling programmes in schools of Africa. There is also relatively limited information on the extent of satisfaction of the recipients of the school counselling programme services.

There are some studies on the objectives of the school psychological or counselling programmes. For instance, Imonikhe et al., (2011) reported on the study of about 128 school counsellors drawn from 82 secondary schools in Midwestern Nigeria. The study made use of

a questionnaire to seek the opinions of participants on the objectives and activities of the school counselling programmes. The results of the study revealed that the school counsellors had very high level of awareness of the objectives of their school counselling programmes. The objectives the participants indicated as representing those of their school counselling programmes include: to promote optimal, holistic development of all learners; to promote learners' career, educational and personal/social development; to develop decision-making, problem-solving and coping skills; to foster behaviour adjustment and develop interpersonal, friendship and communication skills.

It is important to indicate here that the study discussed above, made use of a questionnaire as the only instrument for data collection and collected data from only one group of stakeholders - the teacher-counsellors. To improve on this study this current study made use of three different data gathering instruments including questionnaires, focus group interview and individual interview protocols. The earlier study's use of questionnaire, as the only data collection instrument, meant that the study findings were highly limited in terms of useful information it provided on the school counselling programme. This explains the rationale behind the current study's use of many data gathering instruments in order to give opportunity for the triangulation of data and for increasing the credibility and validity of the research data. A study relying on multiple sources of data like the current study has high potential for providing comprehensive information on various aspects of the school counselling programme and therefore, likely to be more credible.

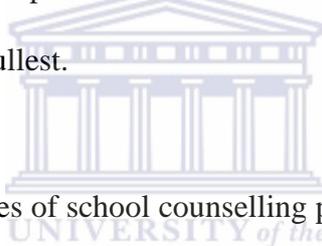
Another study was carried out in Zambia by Talimenthi and Mbewa (2012) to investigate the perceptions of school guidance and counselling programmes of Petauke district schools of eastern province of Zambia. The learner-participants of the study indicated that their school guidance and counselling services assisted them to know their personal strengths and

weaknesses, provided them information on career and educational opportunities in their environment, assisted them in the college admission as well as assisted them to respond to challenges in life. The results further revealed that counselling services were provided to individual learners based on their needs and understanding of their immediate environment factors.

Oye, Joshua and Esuong (2012) assessed the attitude of secondary school learners towards school guidance and counselling services in Cross River State of Nigeria. The study adopted a survey questionnaire and involved 400 secondary school learners from 10 schools. The findings revealed that schools counselling programme services were geared towards assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise decisions and choices. It was also found out that school counselling programme enabled learners to derive optimal educational benefits so as to actualize his or her potentialities. It is imperative to mention here that the participants in the above study were mainly learners and no any other population groups of stakeholders was studied like was done in the current study. All studies discussed above, used quantitative design, however, the current study employed a mixed methods approach and that allowed for data triangulation. The population of the current study also included principals, and teacher-counsellors to allow groups comparisons.

The objectives of the African school counselling programmes as revealed by the studies reviewed above are consistent with those of the UNESCO (2008) stated objectives of school counselling programme. The UNESCO's objectives include: to help learners develop into full human beings capable of maximizing their potential in all personal/social, educational and career respects. In the same way, counselling programmes foster effective human

development and mental health; stimulate and facilitate the total development of individuals in all areas of human functioning develop learners' self-esteem, self-knowledge and character formation. These objectives are consistent with what Chireshe (2006) indicated as those of the Zimbabwean school counselling programme objectives which are to help learners develop positive self-concept, understand their roles in school and society and acquire useful social and communication skills. Chireshe (2006) also notes that the Zimbabwean school counselling programme sensitizes learners to the danger of sexual misconduct, alcohol and drug abuse. That through personal/social domain learners is assisted to establish a positive self-concept and a sound identity. Maluwa-Banda (1998) also indicated that Malawian school counselling programme services help learners to understand their own interests, abilities and potentialities and develop to the fullest.



In terms of the services or activities of school counselling programme, the study by Imonikhe et al., (2011) revealed that school counselling programme emphasizes services related to guidance curriculum, individual learner planning, responsive counselling services and system support. Oye et al., (2012) also reported that school counselling programme services in the Nigerian schools comprise counselling, orientation, information, appraisal, placement, referral, follow-up, and evaluation services.

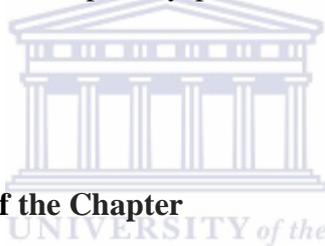
Chireshe's (2006) study on the resources available to guidance and counselling programme services in Zimbabwean secondary schools revealed that there were very few human resources for the school counselling programme in Zimbabwe and that teacher-counsellors were not well trained to be able to provide effective counselling services. Mapfumo's (2001) study also reported serious shortage of human resources for the school guidance and

counselling programme in Zimbabwe. The study by Chireshe (2006) also revealed that the school guidance and counselling programme services in Zimbabwe had little funding, lacked information materials like career books and guidance counselling pamphlets, no adequate space for confidential personal counselling. Inadequate budget and physical facilities were found to have negatively affected the effective implementation of school guidance and counselling services in Zimbabwe. The general contention by Bojuwoye (1992) is that , three major factors seem to inhibit the growth of school counselling programmes in many African countries and these are finance, attitudes and the fact that school counselling programme is not given a proper place in the school curriculum. This contention is confirmed by Shumba et al., (2011) study of school guidance and counselling programme in Botswana.

Although the UNESCO (2002) study of Botswana revealed that country's schools had adequate human resources, counselling rooms and resource rooms as well as materials and equipment. Shumba et al.,'s (2011) study revealed lack of funding, shortage of counselling rooms and basic furniture such as bulletin boards or notice boards, bookshelves, a suggestion box, special cabinets, computers and equipment as key factors that hinder the proper implementation of guidance and counselling services in schools. Egbochuku (2008) study of guidance and counselling programme in Nigeria also revealed poor funding, poor supply of facilities and lack of essential materials such tables with drawers, cupboard for storing records, counselling resource materials, pamphlets, and psychological test materials. In terms of satisfaction by beneficiaries of the school counselling programme Kenyan study by Kaburu (2006) revealed that learners had favourable attitudes towards the programme and acknowledged that their school guidance and counselling programme had greatly improved discipline in schools. Chirishe's (2011) study also revealed that school counselling services

improve learners positive attitude, improve study habits, positive image, reduced anxiety and promote efficient use of time.

A study by Talimenthi and Mbewa (2012) that investigated the perceptions of guidance and counselling to the grade IX and XII learners in Petauke district schools of eastern province of Zambia revealed that the participants expressed satisfaction with the services their school counsellors were providing to them and their families. They reported that school counsellors helped teachers handled some problems that teachers could not handle. Furthermore, participants indicated that school counsellors contributed to the development of mental health services in school through the workshops they presented and counselling they provided to individual learners.



3.4. Summary and Conclusion of the Chapter

The literature review presented above, indicates that school counselling programmes are characterized by objectives related to helping learners succeed in life by acquiring academic skills, personal/social skills and career oriented skills. Services of most school counselling programmes are directed to learners, teachers and parents. The literature revealed that shortage of resources for school counselling programmes mainly observed in many African schools counselling programmes hampered the effective implementation of school counselling services. Literature also revealed that most primary beneficiaries of school counselling programme, the learners, reported generally being fairly well satisfied with the school counselling programme serviced offered to them.

The next chapter (Chapter Four) presents the methodological framework of the study. This entails presentations on the research design, research approach, populations studied, data gathering instruments used and the procedure for data collection in the study.

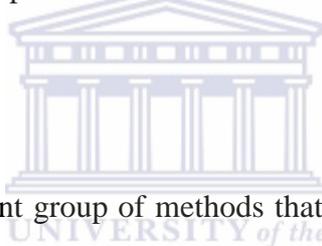


CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction to the Chapter

This chapter presents the methodology for the research regarding the Stakeholders' Perspectives on School Counselling Programme in Namibian. It provides the descriptions of the research methodology adopted for the study including the research design, research approach, participants, data collection instruments and procedures for data gathering as well as the statistical techniques used to analyze the data. Also discussed are issues surrounding research ethics. In short, the chapter looks at all the steps that were followed in order to investigate the research problem.



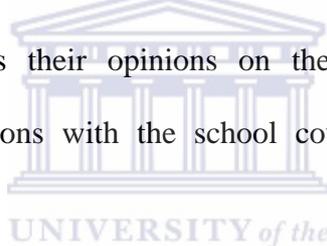
Methodology refers to the coherent group of methods that complement one another and that have the “goodness of fit” to deliver data and findings that reflected the answers to the research questions and suited the research purpose (Henning, Rensburg & Smit, 2004). The methodological reasoning refers to the way in which a researcher argues the suitability and utility of the choice of methods for the study. Babbie and Mouton (2001) explain that “research methodology focuses on the process and the kinds of tools and procedures used”; whereas, research design looks towards what the end product will be. Henning, Rensburg and Smit (2004) complement that statement by adding that the end product of the design and all that is included in it are methodological issues by definition.

4.2. Research Approach

This study employed mixed-methods approach and made use of both qualitative and quantitative research strategies. Johnson and Onwuegbuzie (2004) described mixed-methods approach as an approach that tries to consider multiple viewpoints, perspectives, positions, and standpoints (always including the stand points of qualitative and quantitative research). According to Aloka (2012), mixed methods approach addresses the concern of both quantitative and qualitative researchers since all human inquiry involves imagination and interpretation, intentions and values, and therefore, must necessarily be grounded in empirically embodied experience. Used together the two methods represent a complementary component of scientific and disciplinary inquiry approach (Shumba et al., 2011). Hence, the two methods were used together. Qualitative research captures the richness of the context and personal perspectives of the subject (Creswell, 2009); while quantitative research is appropriate to describe the numerical relationships (Neuman, (2011).

The research study involved understanding human experiences and behaviour tendencies. Therefore both quantitative and qualitative approaches were employed in order to study all dimensions of the participants' experiences and behaviour tendencies and provide comprehensive data for the understanding of the participants' perspectives. Babbie and Mouton (2001) assert that the use of multiple approaches to a study of human behaviour enable researchers to explore all perspectives related to the behaviour in question. In agreement, Cohen, Mannion, and Morrison (2000) state that the employment of multiple approaches (triangulation), to data collection is the best way to study aspects of human behaviour. Johnson and associates (2007) are also of the view that multiple approaches to data collection assist researchers to map out more fully the richness and complexity of behaviour under investigation thus making its study from more than one perspective possible.

Furthermore, this study of the school counselling programme in Namibia was from the perspectives of a number of stakeholders. The study, therefore, is both analytical and interpretive as it tried to analyze and understand different stakeholders' behaviour tendencies, attitudes, beliefs and perceptions regarding the nature and characteristics of the school counselling programme including their understanding or interpretation of the effects of the school counselling programme on the recipients of the programme. Donald, Lazarus and Lolwana (2010) also describe an approach of this nature as constructivist and interpretive since it involved people reporting on their experiences and on how they actively participated in shaping what they become including the various forces, or influences, which have impacted positively or negatively on their decisions and actions. The participants of the study were allowed to freely express their opinions on the objectives, services, resources, beneficiaries and their satisfactions with the school counselling programme services in Namibian.



The research study sought divergent perspectives in which different stakeholders experienced the school counselling services to arrive at the general descriptions of the school counselling programme as seen through the eyes of the people who have the firsthand experiences of the programme. Thus, by looking at multiple perspectives of the same situation, the researcher could make some generalizations of what the programme is like from the insiders' perspectives. Further, the study involved studying the school counselling programme, in Namibia, in all its complexity and as the topic in question has many dimensions and layers, the researcher tried to portray the problem in its multifaceted forms, hence the necessity for mixed-method approach. As asserted by Creswell (2009), when the research problem is complex or if the researcher feels that one method or strategy may not comprehensively address the research problem, multiple-research methods is inevitable. This is also consistent

with Tyler's (1992) contention that the exploration of behaviours relevant to school counselling programme services must be holistic in terms. Therefore, both quantitative and qualitative approaches were employed since no one approach is sufficient when trying to understand phenomenon such as human behaviours, or actions, particularly as these pertaining to the school counselling programme and or other human or psychological services programme.

An important advantage of mixed-methods approach is that it allows for triangulation of or multiple methods thus raising researchers above personal biases that could stem from single methodologies (Denzin, in Babbie & Mouton, 2001:274). By combining research methods in one study, the researcher overcome deficiencies that flow from one method; thus, giving validity and reliability to the research findings.



4.2.1. Triangulation

Apart from gathering information by use of questionnaire, face-to face interview and focus groups interviews were used to gather additional information as well as information essentially meant to validate and supplement information gathered through the questionnaire. These are in efforts to gather information through multiple sources in order to arrive at fuller understanding of the phenomena the researcher is studying (Mazibuko, 2007). Taylor and Bodgan (1988) are of the opinion that by drawing on many sources and types of data, researchers gain a deeper and clearer understanding of the issue(s), the setting and the people being studied. By combining several methods, researchers obtain a better, more substantive picture of reality, a richer, more complete array of symbols and theoretical concepts and a means of verifying many of these elements (Babbie & Mouton, 2001). Neuman (2011) contend that in social research, researchers build on the principle that helps them to learn

more by observing from multiple perspectives than by looking from only a single perspective. The main idea is that looking at something from multiple points of view improves accuracy. In addition, du Plooy (2009) describes “triangulation” as the method of using more than one instrument to collect or analyze the data as a powerful way of demonstrating concurrent validity, particularly in qualitative research. According to Haufiku (2008), triangulation techniques enable the researcher to “map out” or explain more fully, the richness and complexity of human behaviour by studying it from more than one “stand point. Likewise, Taylor and Bodgan (1998) describe triangulation in qualitative research as the convergence of multiple perspectives that can provide greater confidence that what is being targeted is being captured. This research used both qualitative and quantitative research methods to collect data because collecting data through multi-methods lends rigour to research. Through mixed methods the researcher capitalized on the strengths of each method to ensure quality of data and in-depth understanding of the phenomenon under investigation. Thus, the researcher can then make some generalizations of what something is like from insiders’ perspectives.

4.2.2. Specific justification for the use of qualitative approach in the present research

This study was located in an interpretative qualitative paradigm as data was collected through individual and focus groups discussions. According to Haufiku (2008), an interpretative paradigm gives the researcher an opportunity to understand and interpret the world in terms of its actors. It also enables the researcher “to understand and interpret daily occurrence and social structure as well as the meaning people give to the phenomena” (Leedy & Ormrod, 2010). The goal of the interpretive paradigm is to “reach an understanding of some phenomenon that is not yet well understood” (Haufiku, 2008). Qualitative research offered better insight to participants’ experiences and or opinions as it is concerned with how the

social world is interpreted, understood, experienced, or produced. Qualitative research employs methods which are flexible and sensitive to the social context (Creswell, 2009; Leedy & Ormrod, 2010; Uugwanga, 2010).

Van Niekerk (2006) indicates that qualitative research is a research design that brings the researcher closer to the social interaction and reality. The researcher is expected to become part of the environment she interacts with (Mazibuko, 2007). This is exactly what happened in the current study as the researcher was more interested on how humans interact with themselves and their setting and how inhabitants of these settings make sense of what is or are happening in their surroundings through symbols, rituals, social roles and so forth. In accordance with the opinion of Berg and Kahn (1993), qualitative studies leave open the possibility of chance to ask different questions and to give directions that the observation may lead the researcher. The qualitative research is therefore more open and responsive to its subjects (Neuman, 2011). Qualitative research is characterized by use of holistic methods (triangulation of methods) for gathering information as well as examining data. A qualitative researcher may be involved in making direct contact with the participants of a study and also make use of inductive logic (start with specific observations and build towards general patterns) (de Vos, Strydom, Fouche & Delpont, 2002). According to Du Plooy (2009), a qualitative approach is appropriate when we intend examining the values, needs, and characteristics that distinguish individuals, groups, communities, events, settings or messages. Du Plooy (2009) also notes that the objectives of a qualitative approach are to explore the areas where limited or no prior information exists and/or to describe behaviours, themes, trends, attitudes, needs or relations that are applicable to the unit analyzed.

Qualitative research is based on the assumption of naturalistic phenomenological philosophy which assumes that individuals construct multiple realities and define their situation differently (Denzin & Lincoln, 2005; Leedy & Ormrod, 2010). The current study focused on phenomena that occur in natural settings, that is, in the "real world" of the participants in terms of the counselling programme of their schools. For instance, the study seeks to investigate the understanding and experience of the stakeholders and the meanings they attach to school counselling programme services offered in the Namibian schools. The main goal was to effectively obtain specific information about the values, opinions, behaviours and social contexts of certain particular population groups of stakeholders with regards to the school counselling programme services offered in the country. Therefore, the qualitative approach was then suitable in the sense that qualitative researchers are more interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world (Leedy & Ormrod, 2010). This typical experience the subjects have could not be gathered by using questionnaires that gather data in numbers or figures. Therefore, an interview, a qualitative data collection strategy, was used to gain the understanding of participants' first hand experiences for a general description of the phenomenon as seen through the eyes of the participants (Creswell, 2009; Punch, 2008). Thus, the researcher of this study employed qualitative approach with interpretive design in order to provide complex textual descriptions of how people experience and interpret given research issues or problems. In this case, stakeholders who participated in the study were given opportunities to discuss their interpretations of the Namibian school counselling programme and express how they regard the services and other aspects of the programme from their points of view. This approach enables the researcher to understand the

participants' experiences and actions as they are mainly influenced by the settings in which they find themselves.

4.2.3. The justification for the use of quantitative approach in the present research

The study involved surveying perspectives of many population groups of stakeholders including the school principals, teacher-counsellors and learners. Studying opinions of such large groups of people meant collecting a very large amount of data. According to Cherishe (2006), quantitative approach is used in a descriptive study of this nature when there is need to summarize large number of observations. Moreover, Sekaran and Bougie (2010) also assert that quantitative method is used when surveying large population groups and when the researcher wants to compare the findings among the population groups. In this study the perspectives of learners, teacher-counsellors, principals and parents regarding the Namibian school counselling programme were surveyed with the use of questionnaire. The survey method ensured factual attitudinal information and self-reports on beliefs, feelings, opinions, values, motives and ideas about the Namibian school counselling programmes by stakeholders (Neuman, 2011; Cherishe, 2006). The descriptive survey design presumed that all the participants (teacher-counsellors, principals, learners and parents) of this study had information or experiences regarding what were being investigated including the objectives, activities/services/ resources, and beneficiaries of the Namibian school counselling programme. The aim of the study was to obtain information that can be analyzed to extract patterns and make comparisons (Cherishe, 2006).

The next section discusses the population groups which were studied.

4.3. Population and Sample

4.3.1. Population

A population is an identifiable group of individuals, usually people, about whom conclusions can be drawn (Babbie & Mouton, 2001). Best and Khan (1993) define a population as a group of individuals that have one or more characteristics in common that are of interest to the researcher. Cherishe (2006) also describes the population as a group of people who are the focus of a research study and to which the results would apply.

The population of the study was the group to which the researcher liked to make inferences regarding their perspectives of the Namibian school counselling programme. The population comprised stakeholders including school principals, teacher-counsellors, parents and learners all from Ohangwena Directorate of Education of Ohangwena region in Namibia. Ohangwena Education Directorate was selected for this study not only because this region is known as a poor performing region, compared to other regions in the country, but also because it has a large population of learners characterised by poverty (Ministry of Education, 2006; Census, 2011). It was, therefore, thought that the participants selected from these schools were well placed to give required information on the school counselling programme.

Moreover, learners being the primary beneficiaries of the school counselling programme were also in the best position to provide relevant information on their school counselling programme. Teacher-counsellors being the implementers of counselling programme in schools, they were the best to know all the challenges facing the implementation of such programmes. Principals are the managers of the institutions where school counselling programmes are being implemented and services to address barriers to learning offered. The principals therefore were in the best position to offer evaluative information particularly

about the objectives of the programmes, the services to fulfill the objectives, the beneficiaries of the programme and whether or not the programme is effective and worth continuing to be offered. In addition, parents, as the key role players in their children's education; ought to know what experiences their children are put through in schools, hence, their involvement in the study.

Access to these teacher-counsellors, learners, parents and principals was gained through the contact with principals of selected schools. The researcher approached the principals first and discussed the nature and importance of the study. The researcher further encouraged the principals to take part in the study and kindly requested them to encourage learners, parents and teacher-counsellors of their schools to take part in the study with enthusiasm.

4.3.2. Sample and sampling methods

According to Osuala (2007), sampling is a process of taking a portion from the whole population to represent that population. According to the population estimate of 2011 (Ministry of Education, 2011), the Ohangwena region of Namibia is densely populated with many more primary schools than other regions the country. The limited time and financial resources for the study therefore meant that the whole population groups of all the selected stakeholders cannot be studied. This necessitated that only a few representatives of each population group of stakeholders could be studied. Therefore, the researcher drew a representative sample of each stakeholder's population group for the study. A sample is a selected small collection of cases or units that closely reproduces or represents features of interests in a larger collection of cases called population (Neuman, 2011). In other words, a sample is a subset of the population (Sekaran & Bougie, 2010). The sample of participants for this study comprised 148 principals, 70 teacher-counsellors and 382 learners. The sample

size was considered to be adequate, based on the information indicated in the published tables which provide the sample size for a given set of criteria. Stratified random sampling method was employed in selecting population groups for the study sample. Sekaran and Bougie (2010) contend that stratified random sampling method is appropriate when there is need to ensure representation of each segment of the population and to also ensure that valuable and differentiated information of each group is obtained.

4.3.2.1. Biographical information of respondents (quantitative)

Biographical information about respondents entails the characteristics of participants such as age, gender, and teaching experience, level of education, grade level, and experience as principal and trained as a counsellor. For participants in this study, biographical information included age, gender, teaching experience, level of education for teacher-counsellors and principals, (information about experience as a principal for school principals only and training as a counsellor for teacher-counsellors only). For learners, biographical information included age, gender and grade level respectively.

Table 4.1: Biographical information of learners

Biographical variables	Variable Description	Frequency	%
Gender	Male	126	43.8%
	Female	162	56.3%
Age	10-15	46	15.6%
	16-20	157	53.4%
	21-25	21	7.1%
	26-30	20	6.8%
	31-35	47	16.0%
	36-40	3	1.0%
Level of Education	Gr 5	21	7.1%
	Gr 6	15	5.1%
	Gr 7	9	3.1%
	Gr 8	66	22.4%
	Gr 9	117	39.8%
	Gr 10	66	22.4%

Table 4.1 above indicates that more female learners took part in the study compared to male learners. The majority of learners fell within the age range of 16-20 years old. The majority of learners who took part in the study were from grade 9 compared to those from grades 8 and 10.



Table 4.2: Biographical information of teacher- counsellors

Biographical variables	Variable Description	Frequency	%
Gender	Male	31	45.6%
	Female	37	54.4%
Age	26-30	16	23.9%
	31-35	20	29.9%
	36-40	15	22.4%
	41-45	16	22.9%
	46-50	0	0%
Teaching Experience	1-5	10	14.7%
	6-10	27	39.7%
	11-15	18	26.5%
	>15 yrs	12	17.6%
Experience as a Counsellor	1-5	52	76.5%
	6-10	13	19.1%
	11-15	3	4.4%
	>15 yrs	0	0%
Trained as a Counselor	University level	6	8.8%
	Short workshops	62	91.2%
Level of Education	Gr 12+3 yrs	27	40.3%
	Gr 12+4 yrs	28	41.8%
	Gr 12+ 5 yrs	6	9.0%
	Gr 12+6 yrs	6	9.0%

Table 4.2 above shows that there were slightly more male teacher-counsellors than female teacher-counsellors. The majority of teacher-counsellors were between 31 to 35 years of age and very few were in the 36 to 40 years of age range. The majority of teacher-counsellors fell within the range of 6 to 10 years of teaching experience while few were within the range of 1 to 5 years of teaching experiences. The majority of teacher-counsellors had 1 to 5 years experiences as teacher-counsellors. The majority of teacher-counsellors only attended short

workshops for counselling and only 8.8% had University training. The table further shows that 41.8% of teacher-counsellors had grade 12+4 years tertiary qualification, while 40.3% had grade 12+3 tertiary training.

Table 4.3: Biographical information of school principals

Biographical variables	Variable Description	Frequency	%
Gender	Male	76	53.5%
	Female	66	46.5%
Age	31-35	35	24.6%
	36-40	65	45.8%
	41-45	39	27.5%
	46-50	3	2.1 %
Teaching Experience	1-5	13	9.2 %
	6-10	75	52.8 %
	11-15	32	22.5 %
	> 15 yrs	22	15.5 %
Experience as Principal	1-5	104	73.2 %
	6-10	30	21.1%
	11-15	6	4.2 %
	>15 yrs	2	1.4 %
Level of Education	Gr 12+3 yrs	88	63.3%
	Gr 12+4 yrs	36	25.9%
	Gr 12+ 5 yrs	7	5.0 %
	Gr 12+6 yrs	8	5.8 %

Table 4.3 above indicates that more male school principals took part in the study compared to female school principals. The majority of school principals were in the range of 36 to 40 years of age. The majority had 6 to 10 years of teaching experiences. The table further shows that the majority of school principals had 1 to 5 years of experience as principals. Most of the principals had grade 12+3 years of education. Only few, principals had grade 12+5years (5.0%) and 12 + 6 years (5.8 %) respectively.

4.3.2.2 Biographical information of participants (qualitative)

Eight of the learners interviewed were males while seven were females. Their ages range from 15-19 years old and were also taken from grades 5 to 10.

Five of the Teacher- counsellors interviewed were males while seven were females. Their ages range from 26-36 years. Except one Teacher-counsellor who has a Bachelor of Arts degree (BA) as the highest academic qualification, all eleven have grade 12 as the highest academic qualifications. However, all Teacher-counsellors have Basic Education Teacher Diploma (BETD) as the highest professional qualifications. In terms of teaching experience, all twelve interviewed Teacher-counsellors had more than five (5) years teaching experience and served one to three years as Teacher-counsellors. Two of the principals interviewed were females while one was male. The ages, academic and professional qualifications of the three principals differ significantly from one principal to another. Two of the principals were 40 and 42 years old whereas one was 56 years old. All three principals had grade 12 as the highest academic qualifications, and also had professional qualifications that range from three to four years of teacher training. In terms of experience, two principals have 15 years teaching experience and had all served for more than 8 years as principals. However, one principal had 10 years teaching experience and served 2 years as a principal. Two of the parents interviewed were males while three were females. All have served as school board members in one of the schools in their communities.

4.3.3. Quantitative sampling

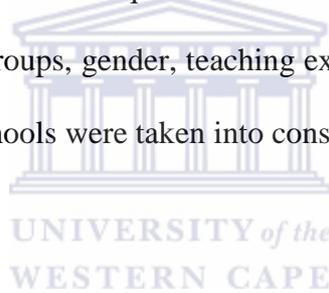
This study involved a sample size of 600 participants; thus, three hundred and eighty two learners (382), one hundred and forty eight school principals (148) and seventy teacher-

counsellors (70), all were given questionnaire to respond to but only two hundred and eighty eight (288) learners, sixty eight (68) teacher-counsellors and one hundred and forty two (142) principals returned useable questionnaires. According to Sekaran and Bougie (2010), stratification is the process of dividing the population into strata according to study factors. It was necessary to employ stratification in this quantitative sampling because the four categories of circuits were not equal in numbers or sizes of their populations as some circuits within the district are relatively small; thus, one could not expect equal number of schools from the circuits that took place in this study. The stratified sampling was used to ensure that members of each category of circuits were well represented. This method entails splitting the population into homogeneous subgroups and then taking a simple random sample in each subgroup (Osuala, 2007; Sekaran & Bougie, 2010). The purpose of this technique was to divide the population into non-overlapping groups or strata to enable random sampling procedures. The only requisite for stratification is that each item in the population must fall into one and only one stratum. Having set up strata, a simple random sample is then drawn from within strata to get the correct representation of the related factors in the sample to assure a lower overall sampling error (Baker, 2000; Aloka, 2012). Moreover, stratified random sampling technique ensured that specified groups were represented proportionally in the sample by selecting individuals from strata list. The final sample of schools that participated in the study was not treated as a homogeneous group as they were from various schools in the region and the uniqueness of each school was observed.

4.3.4. Qualitative sampling

This study also employed qualitative sampling where 3 school principals and 5 parents were sampled for individual one-on-one in-depth interviews and 12 teacher-counsellors and 15

learners were selected for focus group interviews using the purposive sample technique. Purposive sampling, according to Merriam (1998), is based on the premise that the researcher wants to discern, understand and gain insight on a phenomena under investigation; therefore, must select a sample from which the most can be learned and obtained participants with unique expertise. The main reason behind purposive sampling is to select information-rich participants who have firsthand experience in the field under investigation. This sampling enables the researcher to obtain in-depth and rich information for the study. The sample size of 35 participants for individual and focus group interviews were considered more than enough for the study because for the phenomenological studies, sample size recommendations range from 6 to 10 for qualitative research (Mason, 2010; Aloka, 2012). The participants of various age groups, gender, teaching experience, grade level, and level of qualifications, rural and urban schools were taken into consideration.



4.4. Research Instruments

This study employed mixed methods approach. Instruments for gathering data included individual, focus groups interviews and questionnaires. Interviewing, administering of questionnaires and observing people and phenomena are the three main data collection methods in survey research (Sekaran and Bougie, 2010). The questionnaires captured the biographical information of the respondents and the respondent's perspectives on the school counselling programme services in terms of its objectives, activities/services, resources and beneficiaries of school counselling programme. The questionnaires further explored the respondent's satisfaction with the school counselling programme services provided. During the interview, in-depth inquiries were made and the researcher also explored the

understanding and the experiences of the participants in relations to the school counselling programme services they received in the Namibian schools.

4.4.1. Questionnaires

A questionnaire is a pre-formulated written set of questions or statements with space in front of each for participants to record their responses (Sekaran & Bougie, 2010). Questionnaires are an efficient data collection mechanism when the researcher knows exactly what is required and how to measure the variables of interests. Gray (2004) describes a questionnaire as a research tool through which respondents are asked to respond to similar questions in a predetermined order. In this way, respondents will not spend too much time on answering the questionnaire and they are kept short and structured.

McMillan and Schumacher (1993) contend that a questionnaire is relatively economical, has standardized questions and ensure anonymity, and questions can be written for specific purposes. Questionnaires ‘make it viable to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs)’ Tuckman cited in Chireshe (2006). Sekaran and Bougie, (2010) affirm that questionnaires have the advantage of obtaining data more efficiently in terms of researcher time, energy and costs.

The present study surveyed the Stakeholders’ Perspectives on School Counselling Programme in Namibian using questionnaires. The main advantage of questionnaires is that a wide geographical area can be covered in the survey. Participants are at liberty to complete them at their convenient time, place and at their own pace. There is also a greater anonymity, which increases the chances of genuine responses (Chireshe, 2006). Thus, in the current study, the respondents were not asked to identify themselves to enhance the chance of getting accurate,

valuable and sensitive information. However, as in the case of other data collection instruments, questionnaire has some limitations such as low return rates that make it difficult to establish the representatives of the sample as those responding to the sample might not all represent the population they were supposed to represent.

Three sets of self-administering questionnaires employed for gathering the quantitative data had three versions with each population group having its own questionnaire; for example, Teacher- Counsellors Questionnaire (TCQ); Principals Questionnaire (PQ); and Learners Questionnaire (LQ)]. All the questionnaires contained similar statements or items, except in wordings to suit the different population groups. The first part of the questionnaire(Part A) solicited demographic information such as gender, age, teaching experience, highest qualification, and type of school while the second part(Part B) was made up of questions seeking information on the objectives of school counselling programme, (Part C) was made up of questions about activities or services of school counselling programme,(Part D) was made up of questions about resources available for the implementation of school counselling programme, (Part E) was made up of questions on the effectiveness of activities/services of school counselling programme, (Part F) was made up of questions on the beneficiaries of the school counselling programme and (Part G) was made up of questions on the beneficiaries satisfactions with the school counselling programme.

Respondents were asked to respond to each statement using three types of Likert- points scales such as five-point, four-point and three -point Likert-type scale ranging from Strongly Agreed (SA), Agreed (A), Neutral (N), Disagree (D) to Strongly Disagreed (SD) with SA given the value of 5, A = 4, U = 3, D = 2 and SD = 1 respectively.

4.4.2. Validity and reliability of quantitative Instruments

Neuman, (2011) states that for the researcher following a positivist, quantitative approach, highly quality data are those which are reliable and valid as they give precise, consistent measures of the same “objective’ truth for all researchers. Reliability means dependability or consistency; whereas, validity means truthfulness. In other words, the reliability of a test may be described as how accurately and consistently it measures whatever it is supposed to measure; whereas, validity, is described as how well the test accurately measures what it is supposed to measure. So, validity gives a direct check on how well a test fulfils its functions. In agreement, LeCompte and Coetz in Mazibuko (2007) maintain that while reliability is concerned with reliability of research findings, validity is concerned with the accuracy of scientific findings. In qualitative studies, we are more concern in achieving authenticity than realizing a single version of “Truth” (Neuman, 2011:214). Authenticity means offering a fair, honest, and balanced account of social life from view point of the people who live it every day. Mazibuko (2007) regards reliability and validity of research as vital in all social research regardless of discipline and methods used.

Different techniques were used to ascertain validity and reliability of the instruments and or data for this study including the use of triangulation (the use of multiple data collection methods), and use of external checks (experts to assess instrument for appropriateness, to track down errors and discrepancies According to Bojuwoye and Mbanjwa (2006), a useful procedure in instrument development process is to base validity (face and content) on the intuitive judgment of experts so that the instrument can be judged to measure what is supposed to measure. Therefore, in the process of developing the questionnaire for the

current study, the validity of the instrument was first ascertained by making clear statements about aspects of the school counselling programme in terms of its objectives, activities or services, resources, beneficiaries and beneficiaries' satisfaction with the counselling programme services offered to them. The draft of the questionnaire was then given to the PhD support group members (including PhD students, lecturers and the supervisors, all from the Department of Educational Psychology) who constituted as panel of experts in educational psychology, school psychological and or counselling programme services to assess the instrument and make judgment as to its ability to measure what it is supposed to measure. The expert opinions were meant to evaluate the instruments with regard to readability and clarity of the content, the relevance of the items, or statements on the questionnaires and how the items compare with those in the literature, and in general, the overall appropriateness of the instrument for use in a study of this nature. In addition, the instruments were trial tested at some of the schools which did not participate in the main study. These pilot study principals, teacher-counsellors and learners were to check on the quality of the questions and their relevance. The corrections and changes were effected in the final questionnaires and interview guide, for example, age of learners and grades were added on the questionnaire. The instruments were also checked for relevance to the purpose of study and to find if the distributions of items covered the research questions.

Furthermore, the researcher tried to enhance validity of the data collecting data from various sources and using various data collection instruments for triangulation purposes. According to Creswell (2009), triangulating data sources means "comparing and cross-checking the consistency of information derived at different times by different means within qualitative methods". Filling of questionnaires alone was not enough, because the information written

there might not really come from the intended participants and that could compromise the validity and reliability of the data. Hence, other strategies like interviews and focus groups were employed to strengthen the data and allowed the researcher to formulate more substantive arguments.

With regards to the instruments used for the current study, internal consistency was used to ensure the reliability of the questionnaire. Thus, internal reliability co-efficient estimate obtained for the principal questionnaire was 0.949, for teacher-counsellors was 0.964 and for learners was 0.962 while the overall co-efficient for all 3 groups instruments was 0.823 which was considered to be adequate as it is above the minimum value.

4.4.3. Individual interviews

The study adopted both individual, one-on-one and focus group interviews for gathering data for the study. The interview was considered appropriate because it allowed the researcher to obtain useful information as it explores and probes participant's responses to gather in-depth data about their experiences and feelings (Creswell, 2009).

An interview is a research tool which is used for gathering information by asking participants questions about their views, experiences, their meanings and their life worlds, their challenges their solutions and all pertinent issues relevant to the study (Stofile, 2008). Leedy and Ormrod (2010) defined interview as a situation in which one person elicits information from another. Interviews that yield data of participants' lived experiences and world views would give rich phenomenological data compared to survey questionnaires (Henning, Rensburg & Smit, 2004). The qualitative interview is a commonly used data collection method in qualitative research (Stofile, 2008; Babbie & Mouton, 2001). People are interviewed to elicit information that cannot be observed. For instance, feelings, thoughts, the

way people organise their worlds and the meaning they attach to events cannot be observed (Maharaj, 2005). The interview as Litchman (2006) and Merriam (1998) emphasise, serves when the researcher cannot observe participants behaviours, feelings and past events, future expectations and the participants' views of the world, thoughts on a topic situation or group. The interview process seemed to be ideal for collecting information from school counselling programme stakeholders. It allowed the researcher to direct the participants when they were giving information that is irrelevant. In this study, the researcher tried to capture lived experiences, deeply held beliefs or feelings, or world views as expressed in the language of the participants. Moreover, the researcher believed that the participants could give their experiences best when asked to do so in their own worlds, in an individual's reflective interview and in observing the context in which these experiences have been played out. Thus, interviewing was viewed as appropriate method of inquiry in this study because of its ability to explore people's experiences of the school counselling programme in Namibian schools, and the meanings attached to those experiences. Furthermore, as for this study, individual interview is the most appropriate way to get the data in order to obtain stakeholders' meanings of the objectives, services/activities, beneficiaries and satisfaction of the services provided as such feelings and experiences need to be explored and understood.

Leedy and Ormrod (2010) attest that qualitative research depends almost exclusively on the interview with the subjects who have direct experience with the phenomenon being studied.

According to Punch (2000), in order to understand the reality that other people construct, we need to interview them to ask them so they can tell us in their own terms and in depth about certain issues. In this study, subjects were mainly the stakeholders (principals, teacher-counsellors, learners and parents) who were directly involved with the counselling services

offered in the Namibian schools. As for this study, interview was thus used in the study to explore the stakeholders' interpretations, experiences and meanings of school counselling services and produced rich and valuable data that could not be produced with the use of questionnaire. The process of interview was performed so that a deep mutual understanding of what is in or on the stakeholders' mind is achieved. Fontana and Frey (2000), in Mazibuko, (2007) regard interviewing as one of the most common and powerful ways one can use to try to understand human beings; thus, in the field of research, interviewing provide a researcher an opportunity to enter into the participant's perspectives. It was therefore appropriate for the researcher to use interview as attested to by Welman, Kruger and Mitchell (2005), Sekaran and Bougie (2010) that when a study involves understanding views and interpretations people give to their experiences interviews that yield qualitative data are used. This is also with Leedy and Ormrod (2010) contention that in qualitative research, a tentative theory of the factors contributing to the problem is often conceptualized on the basis of the information obtained from the interview. Because interview is the most prominent data collection in qualitative research is thus a very good way of assessing people's perceptions, experiences and meanings, definitions of situations and constructions of reality; hence, the choice (Punch, 2009). Most interviews are conducted in a private setting with one person at a time and this is done with a purpose to allow the participant to feel free to express him/herself fully and truthfully without being threatened by the presence of others.

The paramount advantage of face-to-face interview is that the researcher can adapt the questions as necessary, clarify doubts, and ensure that responses are properly understood, by repeating or phrasing the questions. Interviews enable the researcher to collect "rich" data, data that are detailed and varied enough that they provide a full and revealing picture of what

is going on (Neuman, 2011). Thus, interview can yield a great deal of useful information, for instance, people's beliefs and perspectives about the phenomenon being studied. Gysbers and Henderson (2000) attest that the advantages of using an interview approach as offering opportunity for direct contacts with participants of a study which makes way for the gathering of in-depth responses. Gray (2004) also asserts that the advantages for using interviews are that the presence of the interviewer can help clarify queries from the respondents and can stimulate respondents to give full answers.

Moreover, the researcher can also pick up nonverbal cues from the respondent. Any discomfort, stress, or problem that the respondent experiences can be detected through frowns, nervous tapping, and other body language unconsciously exhibited by the respondents and this would not be possible to detect in written form. Moreover, Van Dalen in Mazibuko(2007) maintains that through participants' incidental comments, facial and bodily expressions and tone of voice an interviewer can acquire information that would not been conveyed in completing the questionnaires. According to Mazibuko (2007), the researcher explores a few general topics to assist uncover the participants' views but otherwise respect how the participants frames and structures the responses. This is actually the fundamental premise to qualitative research that the participants' perspective on the phenomenon of interest should unfold as the participant views it, and not as the researcher perceives it. As a result, the researcher felt that the individual interviews were appropriate data collection techniques for soliciting data from parents, principals, teacher-counsellors and learners.

The current researcher interviewed three principals individually to allow them a free space to express their concerns and experiences without any reservations. This was done taking into account that these principals might have unique challenges and concerns at their respective

schools that they would not want other principals to know. The researcher also interviewed five parents individually considering their level of literacy; they might not have the necessary reading and writing skills to be able to complete the questionnaire with understanding. Thus, parents were only interviewed and not involved in the survey. The interview with parents was conducted in Oshikwanyama (spoken language) and was later transcribed verbatim in English. According to Welman, Kruger and Mitchell (2005), interview can be conducted with respondents who are not able to complete self-reporting questionnaire; for instance, in the case of small children or individuals with a low level of education. Parents might also not have felt comfortable talking in the presence of other parents as this would have inhibited their responses and compromised the results of the study. All interviews were audio recorded and later transcribed for data analysis.



4.4.4. Focus groups interviews

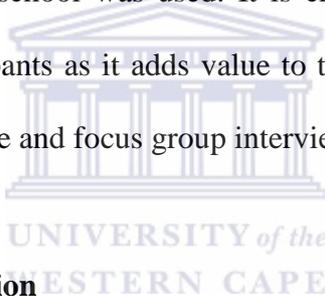
Berg (2004) regards focus groups as an interview style designed for small groups of participants while Neuman (2011) views focus group as a special qualitative research technique in which people are informally “interviewed in a group discussion setting. Focus groups are typically composed of six to ten people, however, the size can range from as few as four to as many as twelve (Neuman, 2011). It is expected that the group members should be homogeneous, for them to share ideas, beliefs and opinions. Though participants should be moderately homogeneous, this does not always ensure openness and a willingness to share beliefs and opinions freely. For example, to discuss gender-sensitive issues the presence of one gender would not make other participants of different gender comfortable. Neuman (2011) found that many participants still fear disclosing stigmatized, traumatic experiences (rape, domestic abuse). Therefore, Neuman (2011) argues that “what individual participants

say during focus groups cannot necessarily be taken a reliable indicator of experience because participants may exaggerate, minimize or withhold experiences depending on the social contexts. Further, researchers cannot reconcile the differences that arise between individual only and focus group-context responses and a moderator may unknowingly limit open, free expression of group members (Neuman, 2011).

The advantages of using focus groups are that participants are able to discuss the issues in question with each other. For instance, one person's ideas may set off a whole string of related thoughts and ideas in another person (Leedy & Ormrod, 2010). Likewise, one participant may disagree with and question the remarks of others. When this happens there is an opportunity for the whole group to explore the disagreement in detail, thereby producing a much deeper understanding of the problem. Thus, a careful record of the debate between participants can give the researcher much deeper insight into a topic than would have been gained from interviewing all the participants individually (Welman, Kruger & Mitchell, 2005). Another crucial advantage of this technique is that it provides an opportunity for the participants to learn from each other and resolve important dilemmas with which they are confronted with (Creswell, 2009; Leedy & Ormrod, 2010). Cohen, Mannion and Morrison (2007) describes the advantage of focus group interview as its reliance on the interactions among the members of the group who discuss a topic supplied by the researcher, yielding a collective rather than an individual view. Thus, the participants interact with each other rather than an individual view. Likewise, focus groups provide source of information that can be obtained rapidly and at low cost as it can be conducted within a wide range of settings and a vast range of respondents can be selected (Welman, Kruger & Mitchell, 2005; Creswell, 2009). Focus groups can also be used by means of teleconferencing as respondents from

different places can be drawn together for an interview without being physically together at a specific place.

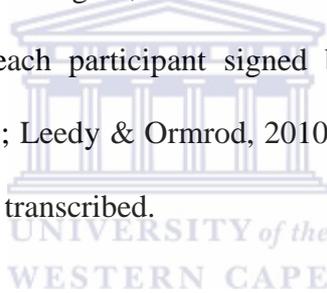
In the current study, focus groups were mainly conducted with the assistance of the colleague for teacher-counsellors and learners. The main objective of using focus group interviews was to further gauge and delicately explore the understanding of participants regarding the phenomenon under investigation. The other reason why the researcher opted to conduct focus group interviews was that participants were afforded opportunity to provide more information than one-on-one interviews. All focus group interviews were audio recorded and later transcribed for data analysis. The interview guide contained biographic data such as age, gender, grade level and type of school was used. It is critical to create a profile for each participant and groups of participants as it adds value to the meaning and interpretations of data. Copies of the interview guide and focus group interview are included in the appendixes.



4.5 . Procedures for data collection

This study involved humans as participants, it was therefore imperative that ethical consideration was maintained and upheld. Before collecting data, the researcher submitted a research proposal for the present study to the Senate Research Ethics Committee of the University of the Western Cape and obtained an ethical clearance certificate with a registration number 11/9/32. Further, the researcher wrote a letter to the Permanent Secretary in the Ministry of Education, Namibia, to obtain permission to conduct a research in the schools under the jurisdiction of the Ministry of Education. Permission to conduct the study in the selected schools in Ohangwena region was also sought from the Director of Ohangwena Directorate of Education. In each school involved in the study and with the assistance of the school principal, participants were informed of the purpose of the study and

the conditions for participation both orally and in writing in groups within the school premises. In addition, the researcher obtained signed informed consent forms from each participant who participated in the individual one-on-one and focus group interviews and those who responded to questionnaires. The covering letter was attached to each copy of a questionnaire which explained the purpose, rationale, significance of the study, the dates and the duration of the study and all the aspects pertaining to ethical issues. For instance, prior to participation, respondents were assured of their anonymity, the confidentiality of information they were to give as well as the voluntary, consent to electronic recording of interviews, nature of their participation and the fact that, if they so wish, they could withdraw at anytime from the study. Information in these regard, and about the study in generally, was contained in the informed consent form each participant signed before participating in the study (Chireshe, 2006; Mazibuko, 2007; Leedy & Ormrod, 2010). Each interview and focus group interview was audio recorded and transcribed.



Questionnaires were sent to all participating schools in Ohangwena Directorate of Education. Respondents were asked to return the survey within 4 weeks of receipt. A letter reminding participants to return the questionnaire was sent 3 weeks (using ministerial structures) after the initial distribution. The figure below provides summary information on the steps followed during data collection process.

Table 4.4: Steps followed during data collection process.

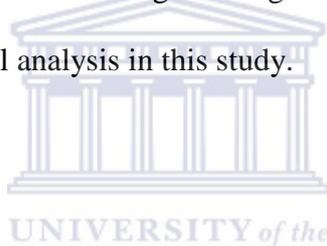
Action	Activities
Pre-action	Submit research proposal, write letters to both Permanent Secretary of the Ministry of Education and the Director of Oshana Directorate of Education for permission to conduct the study.
Step 1	Develop all education stakeholders' questionnaires (principals, teacher-counsellors and learners).
Step 2	Photocopied and packed all questionnaires in the envelopes.
Step 3	Handed all questions to school principals and Inspectors of Education of participating schools.
Step 4	Reminded Inspectors of Education and School principals to return the questionnaires after a month time frame.
Step 5	Gathered all returned questionnaires and analysed quantitative results.
Step 6	Conducted individual interviews with three school principals.
Step 7	Conducted 2 focus groups for learners.
Step 8	Conducted 2 focus groups for teacher-counsellors.
Step 9	Conducted individual interviews with 5 parents

4.6. Method(s) of data analysis

This study adopted mixed methods design, thus, the data analysis entailed both quantitative and qualitative data processing. The information obtained from both quantitative and qualitative data was used to answer research questions. Data analysis is about managing data collected in such a way as to provide information to answer the research questions (Sekaran & Bougie, 2010). Ugwanga (2008) emphasizes that data analysis involves the selection, grouping and synthesizing of the collected information. The collected quantitative data was amenable to computer analysis. The data were analysed in terms of counselling programme objectives, activities/ services characterised the programme, the resources available for the implementation of the programme, beneficiaries and their satisfaction about the counselling services offered in schools.

4.6.1. Quantitative data analysis

The researcher analyzed the data collected by questionnaires administered to all 3 education stakeholders (principals, teacher-counsellor, and learners). All statistical analysis regarding the research questions in this study was completed using a Statistical Package for Social Sciences (SPSS) for Windows v.13.0. The process of quantitative data analysis yielded results that are presented in descriptive statistics tables. Descriptive statistics were used to look at relationships among population groups' perspectives on the study under investigation. The process of translating data to make it amenable to computer analysis is described by (Chireshe, 2006) as coding. Nachmias and Nachmias (1996) also referred to coding as a process of classifying responses into meaningful categories. Below is a presentation on the details of the coding and statistical analysis in this study.



4.6.1.1. Coding

The first step in data preparation is data coding. Data coding involves assigning a number to the participants' responses so they can be entered into a data base (Sekaran & Bougie, 2010). Collected data from an empirical study must be put in a form that makes it amenable to computer analysis. This process of translating data to make it amenable to computer analysis is called coding (Chireshe, 2006).

4.6.1.2. Statistical analysis

The Statistical Package for Social Sciences (SPSS) statistical package was used to analyze the data. The SPSS was used because it is fast and appropriate for the type of data collected. This package normally makes it easy to summarize and create appropriate tables and examines relationships between variables and performs tests of statistical significance on

hypotheses. The analysis of data included tabulation and computation of frequencies, percentages, ratios of the quantitative data obtained from the closed questions.

The study sought to investigate the stakeholders' perspectives of school counselling programme in Namibia. Further explanations as to the process of quantitative data are presented just before the presentations of the results.

4.6.2. Qualitative data analysis

With regard to the qualitative analysis, raw data produced from the tape recorded interview with teacher-counsellors focus groups, learners' focus groups and parents and principals' individual interviews were transcribed and read thoroughly, to verify the incomplete statements, inconsistent or irrelevant data (Bojuwoye & Aloba, 2013). The interviews were audio recorded and the researcher reviewed the tapes several times before data were transcribed. The first analytical step before coding, the researcher closely read the transcripts (breaking words and sentences down into meaningful units) to get initial issues arising from the data. Once the interviews were transcribed, the researcher completed the initial coding of transcripts. An interactive process was used to fine tune the coding process. Codes were reduced to a smaller number to reflect more thematic and categorical groupings.

According to Uugwanga (2008) "Coding is the process of disassembling and reassembling the data. Data is disassembled when it is broken apart into lines, paragraphs or sections". Disassembling is thus the first step in the data analysis. Transcripts were re-analyzed with the reduced set of codes to look for interrelationships between categories. The coding process was used to look for recurring themes. These themes produced major findings for the perspectives of stakeholders on school counselling programme in Namibian schools.

Furthermore, the researcher identified clusters and hierarchies of information and lastly identified patterns and relationship in the data. This helped researcher developed themes and produced the findings. The researcher requested two colleagues to review the analysis and interpretation of the qualitative data to ensure internal validity and control for researcher bias.

4.7. Ethical Considerations

Researchers frequently face ethical dilemmas and make decisions to resolve these in order to continue with the study. Taylor and Bodgan (1998) in Mazibuko (2007) maintain that ethical decisions necessarily involves one's personal sense of what is right. Therefore, one must choose among a number of moral alternatives and responsibilities. It is noted that ethical considerations are inseparable from the researcher's every day interactions with his/her participants and his/her data. As a result, researchers should take into account that ethical issues and standards are maintained and further ensure that the design of both quantitative and qualitative studies maintain ethical principles and protect human rights (Mazibuko, 2007).

In the current study, prior to participation respondents were assured of their anonymity, the confidentiality of information they were to give as well as the voluntary nature of their participation and the fact that, if they so wish, they could withdraw at any time from the study. Information in these regards and about the study generally, was contained in the information consent form each participant signed before participating in the study.

Leedy and Ormrod (2005) classify ethical issues as falling under "four categories: protection from harm, informant consent, right of privacy and honesty with professional colleagues". Kumar (2005) takes the issue of informed consent further, by stating that it would be "unethical to collect information without the knowledge of the participants, and their

expressed willingness and informed consent”. Therefore, as stated above, all participants in this study were informed about the benefits from their participation, individual anonymity, voluntary participation nature, and assured that they could decline participation or discontinue participation at any time during the study process. In addition, informed consent was solicited from all the participants by signing a consent form before they participated in the study and with regard to minors; permission was sought from parents and or legal guardians. To further protect confidentiality, each participant of the focus group and individual interview was given a number that was used during interview and with transcription. With the questionnaires, respondents’ names were not used. In order to maintain confidentiality, the data from the questionnaire or qualitative transcripts would only be shared with the University of the Western Cape PhD Support Group and the supervisor and will not be shared with individuals who did not participate in the study before the study is finally completed. All data was reviewed by the supervisor to validate accuracy and interpretation.

4.8. Summary and Conclusion of the Chapter

This chapter discussed the methodological framework of the study. The study used a mixed methods design to maximize complementary information concerning stakeholders’ perspectives on school counselling programme in terms of its objectives, activities/services, resources, beneficiaries and the beneficiaries’ satisfaction with school counselling services provided to them. The chapter also provided information on various stages of the research processes, for instance, identification of population studied, selection of sample, sample size and sampling methods, development of data gathering instruments, data collection procedures and data analysis.

The next chapter (Chapter Five) presents the results of quantitative data analysis component of the study.



CHAPTER FIVE
PRESENTATION OF THE RESULTS OF QUANTITATIVE DATA
ANALYSIS

5.1. Introduction to the Chapter

This chapter presents the results of analysis of quantitative data collected for this study. The study explored stakeholders' conceptions and understanding of the Namibian school counselling programme in terms of its objectives, characteristic services or activities, resources available for the implementation of the programme and the beneficiaries of the programme services. The study also examined the satisfaction of the beneficiaries with the Namibian school counselling programme services.

The results presented in this chapter, pertain to those presented as descriptive statistics of participants' responses to different sections of the questionnaire, and explanations to show how the results provide information to answer the research questions. Questions were asked instead of advancing hypotheses for testing as not all quantitative studies involve hypothesis-testing. Some studies merely seek to present descriptions or explanations of the phenomena under investigation and, as was the case in this study, statistical analysis has, therefore, been employed to help with provision of information for the descriptions (Fox, 2009). The research questions that guided the study are:

- (i). What do stakeholders considered as the objectives of the Namibian School Counselling programme?

(ii). What activities and/or services do stakeholders considered as characteristic of the Namibian School Counselling programme?

(iii). What resources do stakeholders considered to be available for effective implementation of Namibian School Counselling Programme?

(vi). Who do stakeholders considered as the beneficiaries of the Namibian School Counseling Programmes Services?

(v). How satisfied are the beneficiaries with the effectiveness of the Namibian School Counselling programme Services?

Quantitative data were gathered in order to allow for population groups comparisons. To make these comparisons possible data were gathered from the three population groups involved in this study on the same aspects of the Namibian school counselling programme studied. The parent population group did not respond to questionnaire because of the parents' level of education. The questionnaire employed for gathering the quantitative data had three versions with each population group having its own questionnaire; for example, Teacher-Counsellors Questionnaire (TCQ); Principals Questionnaire (PQ); and Learners Questionnaire (LQ)]. All the questionnaires contained similar statements or items, except in wordings to suit the different population groups. The statements or items on the questionnaire which participants were to respond to were clustered into sections of the questionnaire including:

- Biographical information;
- Objectives of Namibian School Counselling Programme;
- Characteristic Services /activities of the Namibian School Counselling Programme;

- Effectiveness of characteristic activities/services of the Namibian School Counselling Programme;
- Resources available for the Namibian School Counselling Programme;
- Beneficiaries of the Namibian School Counselling Programme;
- Satisfactions with Namibian School Counselling Services by Beneficiaries.

These sections formed the different parts of the questionnaire, thus the first part (Part A) of the questionnaire was for gathering biographical information or data. The second part (Part B) of the questionnaire was for participants to respond to statements or items on the objectives of Namibian School Counselling Programme. The third part (Part C) of the questionnaire was for participants to respond to items or statements on the characteristic services of the Namibian School Counselling Programme. The fourth part (Part D) of the questionnaire was for participants to respond to statements on the resources available for the Namibian School Counselling Programme. The fifth part, (Part E) of the questionnaire was for participants to respond to items or statements on effectiveness implementation of the activities/services of the Namibian School Counselling Programme. The sixth, part (Part F) of the questionnaire was for participants to respond to statements on the questionnaire regarding the beneficiaries of the Namibian School Counselling Programme. The last part of the questionnaire (Part G) of the questionnaire was for participants to respond to items or statements on the satisfaction of the beneficiaries with the Namibian School Counselling services.

5.2. Scale interpretation

As response options to items on the questionnaire the researcher used various Likert - type scales such as the five-point, the four-point and the three-point scales. The response format

for questionnaire items or statements on the “Objectives of Namibian School Counselling Programme” (Part B) was coded in five-point Likert-type scale with responses ranging from Strongly Agree (SA) (5 points), Agree (A) (4 points), Neutral (N) (3 points), Disagree (D) (2 points) and Strongly disagree (SD) (1 point).

The questionnaire items or statements on the “Characteristic Activities and or Services of Namibian School Counselling Programme” (Part C) had five response-option format ranging from Strongly Agree (SA) (5points), Agree (A) (4points), Neutral (N) (3points), Disagree (D) (2points), and Strongly Disagree (SD) (1point).

The response format for the questionnaire items or statements on the “Resources available for the Namibian School Counselling Programme” (Part D) had three response options ranging from Available (3 points), Not sure (2 points), and Not available (1 point).

The response format for the questionnaire statements on the “Effective implementation of the activities or services characteristic of the Namibian School Counselling Programme” (Part E) had 5-point Likert-type scale ranging from Very effectively implemented (5points), Effectively implemented (4 points), Neutral (3 points), Not effectively implemented (2 points) and Not implemented at all (1 point).

The questionnaire statements on “Beneficiaries of the Namibian School Counselling Programme”(Part F) had five response options ranging from Benefit most (5 points) Benefit moderate(4 points), Neutral (3 points), Benefit least (2 points) , and Not benefitting at all (1 point).

The response format of the questionnaire statements on “Satisfaction with the Namibian School Counselling Programme by beneficiaries”(Part G) had four response options ranging from Very satisfied (4 points), Satisfied (3 points), Neutral (3 points) , and Not Satisfied (1 point).

5.3. Quantitative Data Analysis

Data analysis was carried out by first finding out the response score for each item or statement on each section of the questionnaire by each respondent. The total response score for each section of the questionnaire by each respondent was then found. The total response score for each section of the questionnaire by each population group of respondents was calculated. The scale mean response score and the standard deviation for each section of the questionnaire by each population group of respondents were also calculated and the results of data analysis presented in tables of descriptive statistics which provide information for answering the research questions.

5.4. Presentation of the results of Data Analysis

5.4.1. Participants' Conceptions and or Understanding of the Objectives of the Namibian School Counselling Programme

A section of the questionnaire (Part B) contained a list of suggested objectives of the school counselling programme. The three main categories of objectives of a school counselling programme presented to participants on the questionnaire included Academic or educational development objective, personal and social development objective, and career development objective. In this section of the questionnaire, participants were to indicate if they considered the suggested objectives presented to them on the questionnaire as representing those of the Namibian school counselling programme. The participants' scale mean response scores to the items in this section of the questionnaire (Part B) ranged from a minimum of one (1) to a maximum of five (5). Participants' scale mean response scores of between 1- 2 indicate that

the participants were not in agreement with the suggested objectives presented to them on the questionnaire as representing that of the Namibian school counselling programme.

Scale mean response scores ranging between 2 and 3 indicate that the participants were neutral, not sure or could not make up their minds that the suggested objectives actually represented that of the Namibian school counselling programme. However, scale mean response scores ranging from 3 to 5 indicate that the participants were in agreement that the suggested objectives on the questionnaire represented those of the Namibian School Counselling Programme. The results of analysis of data regarding the objectives of the Namibian school counselling programme are presented in Table 5.1 which presented the descriptive statistics of the participants' scale mean response scores (and the standard deviations) obtained by the three population groups of participants.

Table 5.1: Participants' mean response scores on the objectives of the Namibian School Counselling Programme

Sections on the questionnaire	Scale Mean Response Scores and standard deviation and standard deviations		
	Learners	Teacher - Counsellors	Principals
Part B. Objectives of a School Counselling Programme			
Academic/ educational development objective	3.64(0.75)	3.63 (0.78)	4.03(0.74)
Personal/social development objective	3.99(0.65)	3.47 (0.62)	3.94(0.63)
Career development objective	3.49(0.73)	3.56 (0.70)	4.08(0.60)
Total mean score	3.70(0.66)	3.55(0.70)	4.01(0.65)

Table 5.1: above presents information regarding the objectives of the Namibian school counselling programme as represented by the mean response scores of the participants to the suggested objectives of the school counselling programme as presented to them on the questionnaire. These suggested objectives have been clustered into three categories of

Academic or Educational development, Personal and Social Development and Career Development objectives.

With regards to objectives associated with learners' academic or educational development, learner-participants' scale mean response score is 3.64, teacher-counsellors' scale mean response score is 3.63, while principals' scale mean response score is 4.03. Since these scale mean response scores range above the scale mean of 3 the indication, therefore, is that all the three population groups agreed that academic or educational development objective represents that of the Namibian School Counselling Programme. Principal participants agreement seems much stronger than the learners' and the teacher-counsellors' agreements.

In terms of the personal and social development objective, learners' scale mean response score is 3.90, teacher-counsellors', 3.47, and principals', 3.94. These results indicate that all the three population groups agreed that the suggested personal and social development objective presented on the questionnaire represented that of the objective of Namibian School Counselling Programme. The learners and the principals appear to be closer in their agreement, while the teacher-counsellors agreement with this suggested objective seems to be less strong in comparison with the other two population groups.

With regard to the career development objective, learners' scale mean response score is 3.49, teacher-counsellors', 3.56, and the principals', 4.08. All the three population groups agreed that career development objective represents the objective of the Namibian School Counselling Programme with the agreement by the principal participants much stronger than those of the learners and the teacher-counsellors whose agreement are just above the scale average.

Population group comparisons of responses can be made in terms of ranking of each population scale mean response scores. Thus learner-participants' scale mean response scores

ranked Personal and social development, academic or educational development and career development objectives in that descending order. This ranking of learners' scale mean response scores indicates that the learner-participants of this study ranked or prioritized as most important the personal and social development objective of the Namibian school counselling programme.

The teacher-counsellors' scale mean response scores to the objectives of the school counselling programme can be ranked as academic or educational development, career development and personal and social development objectives in that descending order. Therefore, to the teacher-counsellors who participated in this study, academic or educational development objective is the most important Namibian school counselling programme objective.

The principals' scale mean response scores ranked career development, academic or educational and personal and social development objectives in that descending order. That is, the principals who participated in this study prioritized or ranked career development as the most important objective of the Namibian school counselling programme.

Therefore, in general, the three population groups placed different priorities or importance on each of the three categories of suggested objectives presented to them on the questionnaire. There seems to be common agreement by the teacher-counsellors and principals' population groups regarding personal and social development objective as the least important of the three categories of suggested objectives presented on the questionnaire.

5.4.2 Participants' perspectives on the activities and or services of Namibian School Counselling Programme

On the activities and or services of the Namibian school counselling programme, participants' scale mean response scores to the six categories of activities or services presented on the questionnaire are presented in Table 5.2 below.

Table 5.2: Participants' mean response scores on the activities or services of the Namibia School Counselling Programme.

Sections on the questionnaire	Response Scores of groups of participants in mean and standard deviation		
	Learners	Teacher- Counsellors	Principals
<u>Activities or services of Namibian School Counselling Programme</u>			
1. Counselling Services	3.90(1.28)	4.26(0.86)	4.32(0.87)
2. Career Planning Services	3.46(1.22)	3.94(0.88)	4.17(0.84)
3. Educational Services (Information-based services)	3.48(1.34)	4.11(0.98)	4.18(0.79)
4. Academic development Services	4.10(1.09)	3.90(0.83)	4.09(0.89)
5. Consultation Services	4.13(1.12)	3.69(0.91)	3.98(0.89)
6. Referral Services	4.08(0.94)	3.87(0.83)	4.18(0.77)
Total mean score	3.85(1.16)	3.96(0.88)	4.15(0.84)

From the information displayed in Table 5.2, above, and with regard to the category of services described as "counselling services" learner-participants' scale mean response score is 3.90, teacher-counsellors', 4.26, and principals' 4.32. These results indicate that all the three population groups agreed that counselling services characterized the Namibian School

Counselling Programme, although the principals and the teacher-counsellors were stronger in their agreement than the learners.

With regard to career planning services, learners' scale mean response score is 3.46, teacher-counsellors', 3.94, and principals', 4.17. This could be said to mean that all the three population groups agreed that career planning services characterized the Namibian School Counselling Programme although principals' agreement was stronger than those of the other two population groups

Concerning Education services (information based–serviced) learners' scale mean response score is 3.48, teacher-counsellors', 4.11, principals', 4.18. These results indicate that although all the three population groups agreed that education or information dissemination services characterized the Namibian School Counselling Programme, however the principals' and teacher-counsellors' agreements were stronger than the learners' agreement on this service.

In the case of academic development services, learners' scale mean response score is 4.10, teacher-counsellors', 3.90, and principals', 4.09. These results indicate that although all the three population groups agreed that academic development services characterized the Namibian School Counselling Programme, however, agreements by both learners and principals are closer together and stronger than that of the teacher-counsellors on this particular service.

Regarding consultation services, learners' scale mean response score is 4.13, teacher-counsellors', 3.68, and principals', 3.98 to indicate that although all the three population groups agreed that consultation could be said to be a service of the Namibian School Counselling Programme, however learners' agreement on this service is stronger than those of the other two population groups

Scale mean response scores to suggested referral services are: 4.08 (learners), 3.87 (teacher-counsellors), and 4.18 (principals), to indicate that the three population groups agreed that referral services characterized the Namibian School Counselling Programme although the principals and the learners were stronger in their agreement on this service than the teacher-counsellors.

In terms of rank order of priorities or the importance by which these services were considered by the participants, learners' priorities for /or the importance of the services they agreed to as characteristic of the Namibian school counselling programme, in descending order, are: consultation, academic development, referral, counselling, educational services and career planning services. On the other hand, teacher-counsellors' priorities for/ or importance of the services that they agreed characterized the Namibian school counselling programme, in descending order, are counselling services, education services, career planning services, academic development services, referral services, and consultation services. In the case of principals, their priorities for services they agreed characterized the Namibian school counselling programme, in descending order, are counselling services, educational services, referrals, career planning services, academic development services and consultation services. Further comparison of groups' response scores, revealed no agreement among the three population groups regarding the priorities they placed on the six categories of services that characterized the Namibian school counselling programme.

While both teacher-counsellors and principals prioritized counselling service as the most important service of the Namibian school counselling programme, learners, however, prioritized consultation as the most important service characteristic of the Namibian school counselling programme, which interestingly was prioritized as the least important service of

the Namibian school counselling programme by teacher-counsellors and principals. The second most important service from the principals' and teacher-counsellors' perspectives is career planning. Principals also ranked referral service as second most important, however, this service is considered by the learners as the third most important and academic development service as the second most important. Academic development service prioritized by learners as second most important was prioritized by teacher-counsellors and principals as fourth and fifth most important respectively. Counselling services, career planning services, and academic development services all received high priorities but differently by the learners, principals and teacher-counsellors.

5.4.3. Participants' opinions on the availability of resources for the Namibian School Counselling Programme

Participants were to respond to a section of the questionnaire containing a list of suggested resources of the school counselling programmes. The responses were coded in a three-point Likert-type scale format with one (1) as minimum scale mean response score and three (3) as maximum scale mean response score. Thus scale means response score of one (1) is an indication that the participants were sure the resources were not available, Mean response scores ranging from above 1 to 2 indicate that the participants could not determine with definitive assurance whether or not the resources were available, whereas mean response scores ranging between 2 and 3 indicate that the participants were sure the resources were available. The participants' response scores to this section of the questionnaire are presented in the Table 5.3 below. Suggested resources for effective implementation of school counselling programme listed on the questionnaire include human resources (teacher-counsellors) which received mean response score of 2.21 (learners), 2.80 (teacher-

counsellors) and 2.85 (principals) to indicate that the three population groups were very much aware of the availability of teacher-counsellors as important human resource available for the implementation of Namibian school counselling programme.



Table 5.3: Participants’ mean response scores on the availability of resources for the Namibian School Counselling Programme

Resources available for the implementation of school counselling programme	Learners	Teacher Counsellors	Principals
<i>Human Resources</i>			
Teacher-counsellors	2.21(0.94)	2.80(0.55)	2.85(0.51)
Teachers	2.07(0.79)	2.54(0.71)	2.53(0.76)
School social Workers	1.94(0.90)	1.71(0.77)	1.85(0.86)
School Nurses	1.46(0.70)	1.45(0.76)	1.61(0.88)
<i>Financial resources</i>			
Special budget	1.35(0.52)	1.43(0.69)	1.27(0.630)
Financial support	1.48(0.62)	1.67(0.81)	1.83(0.92)
<i>Counselling Materials</i>			
Career information handbook	1.97(0.81)	2.06(0.77)	2.44(0.74)
Career/job brochures	1.78(0.69)	2.39(0.76)	2.65(0.67)
Counselling manuals	1.98(0.74)	2.86(0.460)	2.92(0.35)
University and Polytechnic brochures/Flyers	1.67(0.77)	2.01(0.89)	2.42(0.85)
Life skills textbooks	2.79(0.62)	2.83(0.48)	2.91(0.41)
<i>Facilities</i>			
Counselling room	1.57(0.80)	2.01(0.97)	1.60(0.89)
Lockable cabinet file	1.77(0.80)	1.49(0.77)	1.54(0.85)
Career room/library	2.45(0.83)	2.00(0.93)	1.75(0.90)
Display board for educational/career information	1.93(0.85)	1.65(0.87)	1.58(0.88)
<i>Political resources</i>			
Government circulars or policies	1.78(0.66)	2.41(0.80)	2.63(0.69)
Newspaper articles	1.67(0.70)	1.90(0.87)	1.92(0.87)
Materials or conference papers	1.71(0.70)	2.06(0.83)	1.84(0.88)
Materials or documents related to Parliament Acts	1.71(0.71)	1.63(0.74)	1.71(0.84)
Total mean score	1.92 (0.55)	2.13(0.47)	2.2.(0.51)

With regard to teachers as important human resources for the Namibian school counselling programme, learners mean response score is 2.07, teacher-counsellors’, 2.54, and principals’, 2.53 to indicate that all the three population groups considered teachers to be another type of human resources available for the implementation of the Namibian school counselling programme.

For the social workers as human resources available for the effective implementation of Namibian school counselling programme, learners’ mean response score is 1.94, teacher-counsellors’, 1.71; and principals’ 1.85 to indicate that all the three population groups did not

seem to be aware of Social Workers as human resource available for the implementation of the Namibian School Counselling Programme.

Concerning School Nurse, learners' mean response score is 1.46, teacher-counsellors', 1.45, and principals', 1.61. These results indicate that all the three population groups seemed not to be aware of the availability of School Nurses for the implementation of Namibian School Counselling Programme.

Regarding **financial resources**, that is, in terms of whether or not Namibian school counselling programme gets a budget or receives special fund, learners' mean response score is 1.35, teacher-counsellors' 1.43, and principals' 1.27 to indicate that all the three population groups were not aware of any budget or special monetary allocation for the Namibian School Counselling programme. On financial support from non-governmental organisations, learners' mean response score is 1.48, teacher-counsellors', 1.67, and principals', 1.83, also indication that the participants were generally not aware that Namibian school counselling programme received financial support from any source although the principals' scores may be suggesting some awareness by the principals of some sources of funding for the school counselling programme although this may not be significant enough.

In respect of availability of career information materials like books, learners' mean response score is 2.04, teacher-counsellors', 2.70, and principals', 2.81 to indicate that all the three population groups were fairly fully aware of the availability of career information materials in their schools for the implementation of the Namibian School Counselling Programme.

Regarding information materials like career newsletters, which received learners' mean response score of 2.04, teacher-counsellors', 2.06, and principals, 2.81, the results indicate that both learners and teacher-counsellors were not as aware as the principals of the

availability of these material resources for the implementation of Namibian school counselling programme. In terms of other information materials like career or job brochures, learners' mean response score is 1.97, teacher-counsellors' is 2.39, and principals', mean score is 2.44. While learners were indicating they were not aware of career or job brochures as being available in schools, however, teacher-counsellors and principals were indicating stronger certainty in their awareness of career or job brochures as being available in schools.

In response to counselling manuals, learners' mean response score is 1.78, teacher-counsellors', is 2.86 and principals' is 2.65 to indicate that whereas teacher-counsellors and principals were certain of their awareness of the availability of these material resources in schools learners were not very sure that resources like counselling manuals were available in schools. .

In terms of availability of information materials for further educational opportunities, such as University and Polytechnic brochures and flyers, learners' mean response score on this is 1.67, teacher-counsellors' is 2.01 and the principals' is 2.42 to indicate that learners were definitely not sure of the availability of these resources, although the teacher-counsellors' responses tend towards minimum level of awareness of the availability of these resources while the principals scores were indication of definite awareness of availability of these resources in schools for the implementation of the Namibian school counselling programme.

Participants' mean response scores of 2.79 (learners), 2.83 (teacher-counsellors) and 2.91 (principals), for Life Skills textbooks, are indications of definite awareness of the availability of these resources in schools for the implementation of the Namibian school counselling programme by the three population groups.

With regards to **infrastructures**, learners' mean response score is 1.57, teacher-counsellors' mean score is 2.01, and principals mean score is 1.60 which means that all three population groups indicated that such facilities as counselling rooms were not being made available in schools for the implementation of the Namibian School Counselling Programme.

Regarding resource materials such as lockable file cabinets for storing learners' school records, learners' mean response score is 1.77, teacher-counsellors' mean score is 1.49, and principals' mean score is 1.54. This is an indication that all the three population groups were not aware of the availability of this category of resources in schools. In the case of the career rooms and libraries learners' mean response score is 1.75, teacher-counsellors' mean score is 2.00, and principals' mean score is 2.45 to indicate that although learners seemed relatively unaware of the availability of these resources in schools, the principals were expressing stronger opinions that these set of resources were indeed available in schools. When it comes to display boards for educational/career information, learners' mean response score is 1.93, teacher-counsellors' mean score is 1.65, and principals' mean score is 1.58 to indicate that all the three population groups were not aware of the availability of display boards for educational and career information in schools.

In terms of **political resources**, with regard to participants' awareness of government's policies, pronouncements, or circular letters on the Namibian school counselling programme learners' mean response score is 1.78, teacher-counsellors' mean score is 2.41 and principals' mean score is 2.63 to mean that learners were not aware of any political resource for Namibian school counselling programme. Concerning legislations or Act of Parliament regarding school counselling programme learners' mean response score is 1.71, teacher-counsellors', 1.63, and principals', 1.71 and all these three population groups' mean response

scores indicate that materials or documents related to Acts of Parliament on school counselling programme were not available in schools.

Learners' mean response score of 1.67, teacher-counsellors', 1.90, and principals' 1.92, are also indications that they were not aware of the Newspaper articles or editorials on Namibian school counselling programme. On the materials, such as conference papers, learners' mean response score is 1.71, teacher-counsellors' 2.06, and principals' 1.84. This means that learners and principals were not aware of the availability of information materials like conference papers while teacher-counsellors were not sure whether materials of conference papers were available in schools or not.

5.4.4. Participants' opinions on the effectiveness of Namibian School Counselling Programme Services

On the section of the questionnaire for participants to indicate the degree to which they considered the Namibian school counselling programme services to be effective, the mean response scores are coded in five-point Likert-type scale with the minimum scale mean of one (1) and maximum of five (5). Mean response scores ranging from 1–2 indicate that the services were considered not to be effective at all or probably not even implemented at all. Mean response scores of two to three (2–3) indicate that the services were less effective. Mean response scores ranging from 3–4 indicate that the services were fairly moderately effective; whereas mean response scores ranging from 4–5 indicate that the services were considered as very effective. The mean response scores obtained by the three population groups on this section of the questionnaire are presented in Table 5.4, below.

Table 5.4: Participants’ mean response scores on the effective implementation of activities /services characterised the Namibian School Counselling Programme

Sections on the questionnaire	Response Scores of groups of participants in means and standard deviations		
	Learners	Teacher-counsellors	Principals
Effectiveness of the services of the Namibian school counselling programme			
1.Counselling Services	3.05(1.40)	3.52(1.15)	3.89(0.87)
2. Career planning services	3.25(1.16)	3.71(1.00)	3.99(0.82)
3.Education/ information based services	3.48(1.30)	4.11(0.98)	4.18(0.79)
4. Academic development services	3.80(1.31)	3.68(1.01)	3.96(0.80)
5.Consultation Services	3.47(1.34)	3.21(0.98)	3.49(0.93)
.6.Referrals services	3.45(1.80)	3.44(0.93)	3.80(0.88)
Total mean score	3.85(1.16)	3.96(0.88)	4.15(0.84)

Regarding the participants’ opinions as to the effectiveness of the services of the Namibian school counselling programme learners’ mean response score of 3.05, teacher-counsellors’, 3.52 and principals’, 3.89 for counselling service are indications that the three population groups agreed that counselling services were fairly effectively being implemented by the Namibian School Counselling Programme. Learners’ mean response score of 3.05 which is just on the mid-point (3) may be an indication that the learners considered the effectiveness of the counselling service as barely satisfactory or not sufficiently satisfactory to them.

Concerning career planning services, learners’ mean response score is 3.25, teacher-counsellors’, 3.71 and principals’, 3.99. These results could mean that the three population groups agreed that career planning services were fairly or moderately effectively being implemented by the Namibian School Counselling Programme. Educational services or information dissemination service received mean response scores of 3.48 (learners), 4.11 (teacher-counsellors) and 4.18 (principals). This could be an indication that all the three population groups agreed that Educational services are being very effectively implemented by the Namibian school counselling programme. In respect of academic development services, learners’ mean response score is 3.80, teacher-counsellors’, 3.68, and principals,

3.96 indicate that all three population groups agreed that career development services are being fairly moderately effectively implemented by the Namibian school counselling programme. Consultation services with learners' mean response score of 3.47, teacher-counsellors', 3.21, and principals', 3.49 indicate that all three population groups agreed that consultation services are fairly effectively implemented by the Namibian school counselling programme. Referrals services received learners' mean response score of 3.45, teacher-counsellors', 3.44 and principals', 3.80, again indicating that referral services are also only fairly effectively being implemented by the Namibian school counselling programme.

Comparing population groups' responses, the results revealed that learners were of the view that academic services, education or information services, consultation, referrals, career planning services, and counselling services, in that descending order of effectiveness, were being implemented by the Namibian school counselling programme. Teacher-counsellors considered education or information services, career planning services, /academic or educational development services, counselling services, referral services, and consultation services, in that descending order of effectiveness, as being implemented by the Namibian school counselling programme.

Principals' mean response scores revealed that education or information services, career planning services, academic development services, counselling services, referral services, and consultation, in that descending order of effectiveness, as being implemented in the Namibian school counselling programme. In terms of groups' comparisons teacher-counsellors and principals' orders of effectiveness of the school counselling programme activities or services are similar while learners' order is different with academic development services being considered as the most effective service being implemented by the Namibian school counselling programme.

5.4.5. Participants' opinions on the beneficiaries of Namibian School Counselling

Programme

A section of the questionnaire consisted of a list of suggested beneficiaries of school counselling programme which the participants were to respond to in terms of who they considered are benefitting from the Namibian school counselling programme. The responses to this section were coded in a five-point Likert-type scale format with one (1) as minimum scale mean response score and five (5) as maximum scale mean response score. Thus mean response scores of one to two (1-2) indicate that the participants considered the suggested individuals or persons as not benefitting at all from the Namibian school counselling programme. Mean response scores ranging from two to three (2-3) indicate that the participants considered the individuals to benefit a little or at least to benefit minimally; three to four (3-4) to benefit fairly moderately and four to five (4-5) to benefit maximally or the most from the Namibian school counselling programme.

Suggestions as to the beneficiaries of school counselling programme include learners, parents, school management staff, teachers and social workers. The results of data analysis in this regard are displayed on Table 5.5.

Table 5.5: Participants’ response scores on the beneficiaries of the Namibian School Counselling Programme

Beneficiaries of school counselling programme	Learners	Teacher Counsellors	Principals
Learners	3.60(1.39)	4.51(0.81)	4.67(0.83)
Parents	3.05(1.46)	3.66(1.04)	4.23(1.00)
School Management	3.76(1.19)	3.73(1.06)	3.97(0.93)
Teachers	3.73(1.30)	3.97(1.00)	4.07(0.79)
Social Workers	3.24(1.41)	2.90(1.25)	3.24(1.19)
Total mean score	2.04(0.42)	2.47(0.40)	2.69(0.39)

Participants’ responses regarding learners as beneficiaries of Namibian school counselling programme revealed learner participants’ mean response score to be 3.60, teacher-counsellors’ 4.51, principals’ as 4.67. This is an indication that learners considered themselves to benefit only moderately while the two other population groups (teacher-counsellors and principals) considered that learners benefitted the most or maximally from the Namibian school counselling programme.

Responses in terms of parents as beneficiaries of Namibian School Counselling Programme revealed, learners’ mean response score of 3.05, teacher-counsellors’, 3.66, and principals’, is 4.23. This is an indication that both learners and teacher-counsellors considered that parents benefitted moderately whereas the principals considered that parents benefitted maximally from the Namibian School Counseling Programme.

Regarding School Management, learners’ mean response score is 3.76, teacher-counsellors’, 3.73, principals’, is 3.97, and these results imply that all the three population groups agreed that School Management staff benefitted moderately from the Namibian School Counselling Programme. In the case of teachers as beneficiaries of Namibian School Counselling

Programme, learners' mean response score is 3.73, teacher-counsellors', is 3.97, and principals', is 4.07. These results indicate that all the three population groups were unanimous in their opinions that teachers benefitted only moderately from the Namibian School Counselling Programme. In terms of Social Workers, as beneficiaries of Namibian School Counselling Programme, learners' mean response score is 3.24, teacher-counsellors' mean response score is 2.90, and principals' mean response score is 3.24, and this means that teacher-counsellors indicated that Social Workers benefit very little while learners and principals indicated that Social Workers benefit moderately from the Namibian School Counselling Programme.

5.4.6. Satisfaction with Namibian School Counselling Programme by Beneficiaries

The three population groups, as beneficiaries of Namibian School Counselling Programme services, were to indicate their satisfaction with the services of Namibian School Counselling Programme they have received or witnessed being implemented. The participants were to respond along a five-point Likert-type scale in terms of the extent or degree of satisfaction with particular identified service of the Namibian school counselling programme. Minimum scale mean response score to this section of the questionnaire is 1 while maximum is 5. Therefore, mean response scores ranging from 1–2 indicate very strong dissatisfaction with the service. Mean response score ranging from 2–3 indicated dissatisfaction, 3–4 moderate satisfaction while mean response scores ranging from 4–5 indicate very strong satisfaction with the service's implementation or impact. The results of data analysis are presented in Table 5.6 below.

Table 5.6: Participants mean scores on satisfaction of stakeholders with the Namibian School Counselling Programme Services

Sections on the questionnaire	Response Scores of groups of participants in means and standard deviations		
	Learners	Teacher-Counsellors	Principals
Satisfaction of stakeholders with Services of the Namibian School Counselling Programme			
1. Counselling Services	3.90(1.28)	4.26(0.86)	4.32(0.87)
2.Career Planning Services	3.10(0.61)	3.08(0.57)	3.28(0.55)
3.Educational Services (Information -based services)	3.48(1.34)	4.11(0.98)	4.18(0.79)
4.Academic development Services	4.13(1.12)	2.91(0.59)	3.18(0.58)
5.Consultation Services	4.08(0.94)	3.69(0.91)	3.98(0.89)
6. Referral Services	3.14(0.51)	2.94(0.54)	3.10(0.49)
Total mean score	3.63(0.96)	3.49(0.74)	3.67(0.69)

Participants' responses regarding their satisfaction with implementation of counselling services of the Namibian School Programme revealed mean response scores of 3.90 for learners, 4.26 for teacher-counsellors and 4.32 for principals. These results indicate that the three population groups expressed satisfaction with counselling service as being implemented by the Namibian School Counselling Programme. While the learners expressed fairly moderate satisfaction the teacher-counsellors and the principals were very satisfied with the counselling services as being implemented by the Namibian School Counselling Programme. With regards to career planning services, learners' mean response score is 3.10, teacher-counsellors' mean score is 3.08, and principals' mean score is 3.28, These results indicate

that the participants were only moderately satisfied with the implementation of the career planning services of the Namibian School Counselling Programme.

Educational or Information dissemination services of the Namibian School Counselling Programme received mean satisfaction response scores of 3.48 for learners, 4.11 for teacher-counsellors and 4.18 for the principals. The results indicate that while learners were only moderately satisfied teacher-counsellors and principals were very satisfied or expressed very strong satisfaction with education or information dissemination services of the Namibian School Counselling Programme. In terms of academic development services, learners' mean response score is 3.26, teacher-counsellors' mean score is 2.91, and principals mean score is 3.18. By these results the teacher-counsellors seemed not to be satisfied while the learners and the principals were moderately satisfied with academic development services of the Namibian School Counselling Programme. On Consultation services, learners' mean response score is 4.08, teacher-counsellors', 3.69, and principals', 3.98 to indicate that while learners were very satisfied with the consultation services, the teacher-counsellors and the principals were only moderately satisfied. Referral services received mean satisfaction response scores of 3.14 (learners), 2.94 (teacher-counsellors) and 3.10 (principals). This means that while learners and principals were moderately satisfied with the referral services; teacher-counsellors, however, were dissatisfied with the referral services offered by the Namibian School Counselling Programme.

5.5. Summary and Conclusion of the Chapter

The chapter presents the results of quantitative data analysis. Tables of descriptive statistics were used to present the results of data analysis performed to provide information to answer the research questions.

The results of the analyses indicated that all three population groups agreed that academic, personal/social, and career development objectives presented to participants on the questionnaire represent objectives of the Namibian School Counselling Programme. The three population groups, however, placed different priorities or importance on each of the three categories of objectives presented to them on the questionnaire. There seems to be common agreement by the teacher-counsellors and principals' population groups regarding personal and social development objective as the least important of the three categories of suggested objectives presented on the questionnaire. The results further revealed that no agreement among the three population groups regarding the priorities they placed on the six categories of services that characterized the Namibianschool counselling programme. While both teacher-counsellors and principals prioritised counselling service as the most important school counselling programme service, learners, however, prioritized consultation as the most important school counselling programme service, which interestingly was prioritized as the least important service school counselling programme service by teacher-counsellors and principals. Moreover, the results revealed that teacher-counsellors and principals orders of effectiveness of the services of the Namibian school counselling programme are similar while learners' own is different with academic development services being considered as the most effective service being implemented by the Namibian school counselling programme.

The results further revealed that human resources like teacher-counsellors and teachers were considered by the participants as available for the Namibian school counselling programme, however, all three groups of participants reported that school social workers and school nurses were not among the human resources available in schools for the implementation of the Namibian school counselling programme. Participants were not aware of special budget

or monetary allocation for the implementation of the Namibian school counselling programme. Material resources such as counselling manuals and life skills textbooks were indicated as available in schools. However, other materials like career newsletter, University and Polytechnic Flyers, career job brochures were indicated as not readily available in schools.

In terms of infrastructural facilities for effective implementation of the Namibian school counselling programme participants reported lack of counselling rooms in schools for personal counselling and library rooms were also said not to be available in schools. Moreover, awareness of political resources availability was only confirmed by principals. Learners were found to be the major primary beneficiaries of the Namibian school counselling programme, although teachers, parents and school management were also indicated as benefitting to some degrees. The results indicated that all three groups of participants did not endorsed Social Workers as beneficiaries of the Namibian school counselling programme. The results further showed that all three groups of participants were fairly generally satisfied with the Namibian school counselling programme.

The next chapter (Chapter Six) presents the results of qualitative data analysis component of the study.

CHAPTER SIX

PRESENTATION OF RESULTS OF QUALITATIVE DATA

ANALYSIS

6.1. Introduction to the Chapter

This chapter presents the results of analysis of qualitative data collected for this study. The process of data analysis started in the field while the researcher was busy collecting data. This research study, “Stakeholders’ Perspectives on School Counselling Programme in Namibian”, aimed at contributing to a better understanding of stakeholders’ perspectives on the school counselling programme in Namibian schools. The study critically explored stakeholders’ conceptions, awareness and understanding of the Namibian school counselling programme in terms of its objectives, characteristic services or activities of the programme, resources made available for the implementation of the programme, the people involved in running the programme and those who benefit from the school counselling services. The study also examined the satisfaction of the beneficiaries with the School Counselling Programme services they received.

Four population groups were involved in the study including three school principals and five parents who were interviewed individually, while twelve teacher-counsellors and fifteen learners were involved in focus group interviews. Both the individual in-depth interviews and focus group interviews were audio taped and transcribed for data analysis which was thematic and interpretive. This procedure for data analysis is consistent with the method for identifying, analyzing and reporting themes within data (Braun & Clarke, 2006). Data analysis

also involved coding, reviews and refinement of data as well as identification of emerging themes and the clustering of themes into categories (Uugwanga, 2008).

This current chapter presents the results of the analysis of data collected for the study. The results are presented in such ways as information was provided to answer the research questions. The research questions are:

- (i). What do stakeholders considered as the objectives of the Namibian School Counselling programme?
- (ii). What activities and/or services are considered by stakeholders as characteristic of the Namibian School Counselling programme?
- (iii). What resources do stakeholders considered to be available for the effective implementation of Namibian School Counselling Programme?
- (vi). Who do stakeholders considered as the beneficiaries of the Namibian School Counseling Services?
- (v). How satisfied are the beneficiaries with the effectiveness of the Namibian School Counselling programme Services?

6.2. The Results of Qualitative Data Analysis

The results of qualitative data analysis are presented below in terms of themes that emerged, with supporting quotations from interview and focus group interview transcriptions. The categories of themes identified correspond with the research questions and each category provided information for answering the corresponding research question.

6.2.1. The Objectives of the Namibian School Counselling Programme

Data analysis revealed that the participants of this study were aware of an array of objectives for the Namibian school counselling programme. The objectives as reported by the participants range from the very broad objective of total personality development or the development of all aspects of individual personality of each learner to specific objectives such as training in knowledge, skills and values for problem solving and decision-making, development of appropriate behaviours and values, promotion of healthy behaviours and respect for one-self and others, development of health lifestyles, awareness of individual personality characteristics, study skills development, time management skills, career decision making skills, career information search skills and many other objectives. These objectives have been clustered into three categories of Academic or Educational Development, Career Development and Personal/ Social Development of the learners in Namibian schools.

Below is a presentation of how study participants described or explained these various objectives of the Namibian school counselling programme in their own words.

6.2.1.1. Academic/educational development objective

The participants reported that a major or very important role they considered the Namibian school counselling programme to be performing is that of helping learners in their study and to perform well academically by supporting them to develop good and healthy attitudes toward their school work. Participants reported various descriptions of the academic or educational development objective of the Namibian school counselling programme and these include assisting learners to learn to study privately, develop study habits, develop skills in listening attentively while in class, develop skills in note-taking, to be capable of forming study groups to help one another, to develop skills in time management, skills in preparing

for examination and in ability for reducing examination anxiety, good communication skills and assertive skills to enable them request for assistance or seek clarification from their teachers when in difficult situations as well as to learn to spend leisure time appropriately, spend time to exercise and to relax as good strategies for effective studying.

Excerpts from individual interview and focus group interview transcriptions regarding participants' descriptions of the academic and or educational development objective of the Namibian school counselling programme are as follows:

6.2.1.1.1. LEARNERS

Learners described the academic/educational development objective of the Namibian school counselling programme as follows:

*“this [school counselling] programme has something about helping us in our education...
.....because if you have no education, no job” [learner1]*

“to counsel[school] children so that they can achieve the school [educational] goals’[learner 9]

“ school counselling programme services help us[learners] to succeed to pass very well in schools...”[learner 5]

“ to help children to study and learn with ease or without problems..”[learner 7]

6.2.1.1.2. TEACHER-COUNSELLORS

Academic and or educational objective of the Namibian school counselling programme was described by the teacher-counsellors as follows:

“to promote holistic development of learners....”[TC 5]

” to help learners stay in school”[T 2]

” ... to help in study skills, exams preparation and development for academic skills”[TC7]

“ ”if a child has problems..[she/he].. will not study hard, but if she/he gets help will be able to perform well in school”[TC8].

6.2.1.1.3. PRINCIPALS

School principals described the academic and or educational development objective of the Namibian f school counselling programme as follows:

“to assist children who have got physical problem, or psychological problem or perhaps any other problem..... that may constitute barriers to learning”[principal 1]

“to assist learners in developing study habits and attitudes”[principal 2]

....”help learners develop healthy attitudes towards school work”[principal 3]

“ to address educational needs of all learners, including academic needs”[principal1]

6.2.1.1.4. PARENTS

Parents described the Namibian school counselling programme objective of academic and or educational development as follows:

“to reduce worries in learners[as worries constitute as barriers to learning]”[parent4]

“..... to counsel children so that they can achieve the educational goals”[parent1]

.....help them ([learners] succeed to pass very well in schools...” [parent 3]

“.....to help children study and learn with ease or without learning problems”[parent 2]

6. 2.1.2. Personal/social development objective

In terms of personal and social development objective of the Namibian school counselling programme, the participants reported that they considered this to be: to help learners become aware of themselves, particularly with regard to knowing their personality characteristics including their abilities, skills, interests, drive, motivation, their assets and liabilities or what is going right and what is going wrong in their lives. Participants also reported that they considered the Namibian school counselling programme to help learners develop disciplined rule-guided behaviours, attitudes and values, to respect themselves and others as well as to

have ability to lead healthy lifestyles. Development of good communication skills and interpersonal relationship including friendship skills also feature in the responses of participants regarding personal and social development objective of the Namibian school counselling programme.

Excerpts from individual interview and focus group discussion transcriptions regarding participants' reports on the personal-social development objective of Namibian school counselling programme are as follow:

6.2.1.2.1. LEARNERS

Learners' responses regarding their descriptions of the personal/social development objective of the Namibian school counselling programme are:

“that programme help us learn how to respect others” ...[learner 6].

“ the programme promotes good social conduct among us [learner 1]

“ the programme helps to develop friendship values...in many learners at our school” [learner 5]

“the programme makes us work as a team” [learner 4]

6.2.1.2.2. TEACHER- COUNSELLORS

Teacher-counsellors' responses regarding their descriptions of the personal/social development objective of the Namibian school counselling programme are:

“to help other people to understand each other, and to understand yourself better and to be concerned about other people's feelings” [TC 5]

“the objective of school counselling programme is to help learners develop socially” [TC 3].

“the school counselling programme gives assistance to learners on how to help themselves” [TC7]

“to help learners who are unable to resolve their own problems, most of learners are given life skills on how to cope with daily life ...[TC4]

6.2.1.2.3. PRINCIPALS

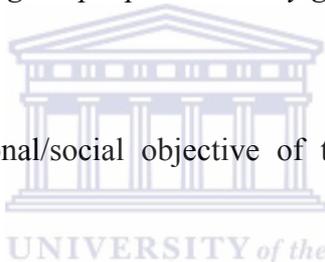
Principals’ descriptions of the personal/social objective of the Namibian school counselling programme are:

“to counsel learners as they experience emotional problems and challenges that they have experienced in life”[principal 2]

..”to have someone to talk to them”[school counselling programme provides social support structure for learners] [principal1]

“.....to guide them when they have social or emotional problems”[principal3]

...” to counsel learners to become good people when they grow up...”[principal 3]



6.2.1.2.4. PARENTS

Parents’ responses on the personal/social objective of the Namibian school counselling programme are:

“school counselling services help learners learn to be free from worries ...”[parent 2]

“if your heart is not having peace, if you encounter problems in your life, if there is something that prevent you from listening like in a case of learners.[counselling can help you to succeed] [parent 3]

...”to guide learners to become aware of their own strengths” [parent 4]

....”develop strategies to achieve their potentials” [parent 5]

6. 2. 1.3. Career development objective

The participants described the career development objective of the Namibian school counselling programme variously including that the school counselling programme assisted learners in planning and preparation for future careers, and in knowing what subjects contribute to which careers so that they can select appropriate subjects to study for their

matric in preparation for future careers. Participants also reported that the Namibian school counselling programme aimed at helping learners in making appropriate transition from school to work or to further education, taught learners to recognize their career interests and skills for different jobs and assisted learners to search for job information, write curriculum vitae and attend interviews.

Excerpts from individual interview and focus group discussion transcriptions regarding the responses of participants on career development objective of the Namibian school counselling programme are:

6.2.1.3.1. LEARNERS

Learners' descriptions of the career development objectives of the Namibian school counselling programme are:

“to learn about education because if you have no education, no job..” [learner 7]

“to help direct learners to find the right career after completing their education [learner 3]

...increase knowledge and understanding of association between personal qualities, education and career choice” [learner8]

“school counselling helps learners to select subjects that are related to career interests” [learner10]

6.2.1.3.2. TEACHER-COUNSELLORS

Teacher- counsellors' responses regarding the career development objective of the Namibian school counselling programme are:

“to make positive career choices” [TC5]

...to write curriculum vitae and “to interpret their interest in their career” [TC[4]

“attend career fairs as learners are taken to places such as Multi-Purpose Youth Center (MPYC) where they are able to learn different careers”[TC6]

... to apply decision making skills to career planning”[TC 9]

6.2.1.3.3. PRINCIPALS

School Principals described the career development objective of the Namibian school counselling programme as:

“to help learners think about careers of interests...[principal 1]

“...to help learners develop an understanding of the importance of school subjects for career choices”[principal 2]

“to assist learners to choose jobs that they like”[principal 1]

“ to develop career awareness”[principal][principal][3]

6.2.1.3.4. PARENTS

Parents’ descriptions of the career development objective of the Namibian school counselling programme are as follows: “to guide, mentor and assist learners to reach their career potentials....”[parent 3]

“to help learners get job in the future”[parent2]

...acquire career information”[parent 1]

“develop skills to achieve career goals”[parent5]

6.2.2. Activities/services of school counselling programme

Participants reported on a range of activities and or services carried out by the Namibian school counselling programme which they considered as aimed at assisting individual learners in many ways including helping to solve problems, make decisions, develop responsible healthy behaviours attitudes and values, help learners to perform well academically and reduce learning problems. The activities and or services participants

reported to be carried out by the Namibian school counselling programme in order to achieve the objectives of the programme are: counselling service, information dissemination and education services, consultation (with teachers and parents), career development services, curriculum support and academic skills development services, orientation, referral and a number of other non-educational services.

6.2.2.1. Counselling service

Participants reported that teacher-counsellors in Namibian schools often engage with learners, parents and teachers either on individual one-on-one basis, as in personal counselling, or on small group bases (family group) in an attempt to address various problem situations. For instance, it was reported that teacher-counsellors were known to meet with learners to hold one-on-one private conversation in the teacher-counsellors' offices where they would talk about learners' pressing personal problems or concerns and sometime to provide learners with information on educational or career opportunities

Participants' reports on Namibian school counselling services were, however, not only on individual one-on-one counselling. Most school counselling activities were said to be education or information-based which were delivered through knowledge and or skilled-based experiential programmes as in workshops, talk shows, or seminars conducted by teachers, school nurse, teacher-counsellors and some community-based agencies. Reported under the auspices of counselling service are school-based but community-based agencies assisted programmes like "Window of Hope" and "My Future is My Choice" programmes. Such programmes include those for providing learners with education or information, for example, on HIV and AIDS or health education, drugs or substance abuse or on general

advise about how to maintain good behaviours or disciplined rules-guided behaviours and to develop healthy lifestyles.

Excerpts from individual interview and focus group discussion transcriptions regarding the counselling services of the Namibian school counselling programme as reported by the participants of this study are as follow:

6.2.2.1.1. LEARNERS

Learners' responses on the counselling services/activities of the Namibian school counselling programme are:

“we come together as a group and teachers or nurses advise us to stay away from alcohol and drugs”[learner3].

. “sometimes the school teacher –counsellor call you in the office to talk to you about your problems”[Learner4]

“we do have AIDS Awareness club where we meet as a group and do poems and songs[learner 8]

“.....we are assisted to work in groups and assist one another to cope with education related stress”[learner 6]

6.2.2.1.2. TEACHER-COUNSELLORS

Teacher-counsellors' descriptions of the services/ activities of the Namibian school counselling programme are:

“the counsellor put up some clubs where learners can spend more time to discuss issues of concerns”[TC6]

“Window of Hope club also contributed and I regard it also as an activity of counsellor.[TC1]

“the service which a Teacher-counsellor offers at school is just a counselling and teaching life skills subject[TC3]

“the activities of school counselling programme at our school we use to have campaigns whereby we educate learners on the acceptable behaviours”[TC 4]

6.2.2.1.3. PRINCIPALS

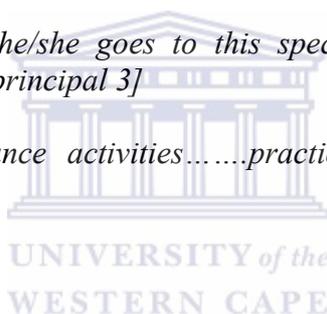
Principals’ responses regarding the counselling activities or services of the Namibian school counselling programme are:

“so, we normally used to have the meetings every month for counselling where learners need to be motivated, to be disciplined and to be open to come to the, Teacher-counsellor whenever they have got problems, either at school, or at home with teachers or perhaps with other support staff at school”[principal 1]

“.....those learners with problems ...we talk to them” [principal 1]

“when a child has a problem he/she goes to this specific life skills teacher and have individual counselling session” [principal 3]

“ exchange of views in guidance activities.....practice assertive behaviours in role plays”[principal 2]



6.2.2.1.4. PARENTS

Parents’ responses regarding what they perceived as counselling services of the Namibian school counselling programme are:

“i remember that children do Drama, certain types of dramas and various plays”[parent 5]

“.... girls clubs initiated at school....female learners reported about getting information on reproductive health issues”[parent 4]

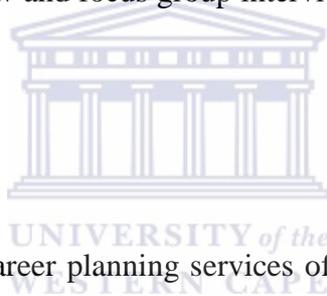
.....”motivational talks.....education campaigns on the prevention of violence in school”[parent 2]

“individual counselling is given to learners.....children are talked to’ [parent 1]

6.2.3. Career Planning Services

Participants reported on certain educational services (information and skills-based) of some non-governmental organisations which are coordinated by the Namibian school counselling programme. These educational services are offered in schools and are geared towards assisting learners to gain skills for decisions making, career choices and planning or building for the future. Some of these educational activities and or services include career fair and field trips or career excursions organized to educate or provide information to learners on careers and further education opportunities, and to help learners to develop skills in choosing appropriate school subjects in relation to careers of their interests, in searching for jobs, writing curriculum vitae and attending job interviews.

Excerpts from individual interview and focus group interview transcriptions relating to career planning services are as follow:



6.2.3.1. LEARNERS

Learners' responses describing career planning services of the Namibian school counselling programme are as follow:

"...guidance education and career orientation that took place at schools; for instance, Career Fair where we are exposed to various career opportunities" [learner 5]

" [We] hold career information sessions " [learner 11]

"create a "Me and MY job" booklet...with learning about personal interests and responsibilities" [learner 7]

..."presentations on information concerning admission requirements for the University of Namibia and Polytechnic of Namibia" [learner 10]

6.2.3.2. TEACHER- COUNSELLORS

Teacher-counsellors' responses regarding career planning services of the Namibian school counselling programme are as follow:

"....organize posters containing a list of the occupations they think women most commonly work in..."[TC 4]

".....Regional career fairs are held every year for grade 10 and 12 learners"[TC 6]

" create a career goal setting worksheet""[TC 2]

".....Regional School Counsellors visit schools to give talks and to motivate learners to study hard and choose appropriate subjects"[TC 9]

"...create career portfolio in a binder....[file][TC 8]



6.2.3.3. PRINCIPALS

Principals described the career planning services of the Namibian school counselling programme as follow:

"sharing of career information with young people for them to choose better careers"[principal 2]

"displaying career information on the notice boards to expose learners to various careers available in the country"{principal 3]

"organize group meetings for the learners to find and choose subjects relevant to their career interests or what they like doing most"[principal 1]

"organize group meetings for presentation on the wide range post- secondary opportunities"[principal 2]

6.2.3.4. PARENTS

Parents' responses regarding career planning services of the Namibian school counselling programme are as follow:

“Career Fairs held at regional level where learners are taken to places such as Community Skills Development Center (COSDEC) or Multi-Purpose Youth Center (MPYC) where they were able to learn different careers through various higher institutions and companies presentations and exhibitions” [parent 2]

” engage learners in discussion about the connection between education and career planning” [parent 4]

“.... arrange field trips to nearby business to help learners....[get firsthand experience] [parent 3]

‘...host school career day’ [parent 5]

6.2.4. Education Services (Information-based services)

An important approach to school counselling adopted by the Namibian schools is to offer education or information-based services geared towards development of life skills essentially through the curriculum. Thus, there are specialized school subjects meant to inform on and to assist in acquisition of knowledge, attitudes and values about various environmental opportunities. Such school subjects include Life skills and Health Education. Participants also reported on education and or information-based activities which are conducted in workshops, talks, club meetings and even school assembly which also serve as avenues for information dissemination and teaching of life skills. Some of these services are also reported to be offered in schools by non-government organizations but coordinated by teacher-counsellors or Life-skills teachers.

Excerpts from individual and focus group interview transcriptions related to education or information-based services are:

6.2.4.1. LEARNERS

“there is HIV and AIDS awareness club there [where learners are given information or educated about HIV and AIDS]” [learner 8]

“...like last week we had a drama, we played a drama because it was AIDS Awareness Week”[learner 4]

“dramas and role plays, taught us prevention against diseases, resist anti-social behaviours and to live healthy life styles”[learner 5]

“we do have Window of Hope (WoH) and My Future is My Choice (MFMC) programmes where we learned about social skills, and communication skills” [learner 9]

6.2.4.2. TEACHER-COUNSELLORS

“programmes such as Window of Hope, My Future is my Choice or Educational development on decision making”[TC 10]

“we used to tell them [learners] and inform them what is right and wrong and also to help them make informed decisions.[TC 4]

“social guidance services, such as Window of Hope, MY Future is MY Choice and social clubs took place at schools”[TC 7]

...” share information with parents regarding HIV and AIDS and other diseases”[TC 6]

6.2.4.3. PRINCIPALS

“we have this MY Future is MY Choice program - which is now taught in the life skills session”[principal 2]

“I can say is also the services that we render to our learners is we have got this program of MY Future is MY Choice- which is now being incorporated in the life skills program and is also part of the School Counselling Programme.”[principal 3]

... during immunization campaigns weeks, nurses address learners on the importance of being immunized”[principal 2]

...learners receive extra class information in the afternoon” [principal 1]

6.2.4.4. PARENTS

“I heard from the children that there are two programmes running at their school. one is called MY Future is My Choice and they said this one is meant for learners who are in grade

8-12; while the other programme called *Window of Hope* is meant for primary learners from grade 4-7”[parent 4]

“ the other service that they told me is just the HIV and AIDS campaigns”[parent 5]

“children said they are taught by teachers in the classrooms on how to behave and how to be in life and give them advice on how to choose relevant careers”[parent 3]

“in that school counselling programme, activities are like *Window of Hope*” *My Future is My Choice* [parent 1]

6.2.5. Academic development services

Participants considered the most important goal of Namibian school counselling programme to be the development of academic skills in the learners. Therefore, as priority, are special services which participants reported that are specifically organized to act as academic support and to help learners develop study skills, make notes, manage their time, prepare for examinations and to develop favourable attitudes and values for regular school attendance and to avoid failure in the school. Some of these activities are offered by community-based non-governmental organizations but under the auspices of the Namibian school counselling programme and therefore are offered in schools for learners to learn to study together as a team, and to form study groups to help one another. Excerpts from individual interview and focus group interview transcriptions in relation to academic development services of the Namibian school counselling programme are as follow:

6.2.5.1.LEARNERS

“we do exercise on test taking skills and effective listening skills”[learner 5]

“teacher-counsellor organize after school hours meetings for us to discuss problem solving skills” ”[learner 6]

“..... “there are workshops for learners to learn about study habit development”.”[
learner11]

“ the school organize talks and bring former students to talk to learners about the values of
education and the need to stay in school to complete”,[learner 3]

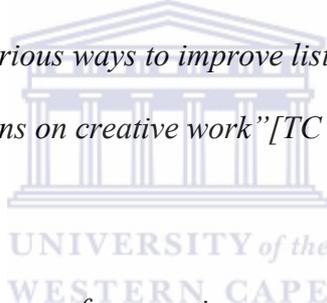
6.2.5.2. TEACHER- COUNSELLORS

“ teacher-counsellors organize discussions with learners to teach them how to develop and
apply effective study skills”[TC 1]

...” teacher-counsellors organize clubs for learners to learn important skills as critical
thinking, problem-solving skills, individual initiative skills{TC 3]

“....arrange group sessions on various ways to improve listening abilities”[TC 7]

“.... Schools organize competitions on creative work”[TC 9]



6.2.5.3. PRINCIPALS

“ talks, workshops on the importance of proper time management”[principal 1]

“Teacher-counsellors organise workshops to train learners in note taking skills and study
skills[principal 2]

“learners do brain teaser exercises to practice thinking skills”[principal 3]

“...run a counselling group for learners on topics related to academic development and
achievement”[principal 1]

6.2.5.4.PARENTS

“Teacher-counsellors organise workshops to educate learners on how to apply effective
study skills [parent 4]

“learners write paragraphs[short essays, stories or poems] on how to reach their
goals”[parent 5]

5]

“...they [learners] practice good examination skills and learn how to apply them when
writing an examination”[parent 3]

“..Teacher-counsellors educate learners on how to overcome test anxiety by demonstrating relaxation techniques”[parent 1]

6.2.6. Consultation Services

Participants reported that teacher-counsellors consult with other service providers such as nurses, for health related issues and Social Workers, for social welfare related matters (such as grants and financial support for low income families). Participants further reported that due to high prevalence of violence in schools, teacher-counsellors liaise with Police Officers to come to schools to address learners on alcohol and drug abuses. Teacher-counsellors organise parents’ meetings to discuss and share information on how best parents could interact more effectively with their children at home. Participants reported that teacher-counsellors also consult with teachers to give them technical assistance on how to improve communication with learners and to develop appropriate interventions and instructional strategies to assist learners. They further revealed that teacher-counsellors consult with community-based organisations, such as the RED CROSS, to help provide schools with the First Aid Kits and to provide information on health-related issues and how to maintain good healthy life styles to learners. Excerpts from individual interview and focus group interview transcriptions in relation to consultation services of the Namibian school counselling programme are as follow

6.2.6.1.LEARNER

“Teacher –counsellors organised parents’ meetings to check our books”[learner 10]

“consult with nurses and social workers and any other services providers in the community to discuss about danger of drug use”[learner 5]

“organizations such as UNICEF and RED CROSS provided school uniforms, school bags, tents, and some materials to schools”[learner 6]

....“organise parental education sharing meetings on barriers to learning”[learner 3]

.....teacher-counsellors invite police officers to school and address learners on the danger crime activities”[learner 2]

6.2.6.2. TEACHER-COUNSELLORS

“Parents education sessions are organised to discuss learner’ progress in school”[TC7]

“[teacher-counsellors] give technical assistance to teachers and principals to help them improve communication with learners”[TC 9]

“[teacher-counsellors] consult with parents or guardians, other educators and community agencies on appropriate interventions and programmes for learners”[TC 4]

“organising groups of parents or other family members on how to deal best with learners-’ developmental challenges”[TC 3]

6.2.6.3. PRINCIPALS

“... Community based organisations such as Red Cross help out our learners with school first aid kits and explain to learners the importance of healthy living or lifestyles [principal 3]

” under the umbrella of school counselling services, we got nurses from nearby hospital to come and talk to our learners on health related issues, especially. on how to maintain good health” [principal 2]

“ through school counselling services discussion groups on behavioural interventions or curriculum planning with teacher-counsellors are held”[principal 3]

“.....[teacher-counsellors] presenting in-service training programme on how to improve the school as an organisation”[principal 1]

6.2.6.4. PARENTS

“ teacher-counsellors meet with parents to help them learn about appropriate ways to interact with their adolescent learners[parent 3]

“consult with other local service providers; for instance, Regional Constituency Councillors and Red Cross officials to contribute materials and other necessary needs to schools to use for counselling activities”[parent 4]

...teacher-counsellors assist teachers in class management and instructional techniques”[parent 5]

“follow-up...with social workers on social grants applications Orphans and Vulnerable Children(OVCs) and investigate why acquiring national documents is a problem to many orphans”[parent 1]

6.2.7. Referral services

Participants reported their awareness of the use of community resources for the effective implementation of the Namibian school counselling programme. In particular, in cases where teacher-counsellors, or the school as a whole, are limited or are unable to provide certain services needed in schools learners are directed to appropriate community agencies with appropriate expertise or resources. Participants further reported that due to diversity of problems and challenges in the society today, teacher-counsellors cannot handle all the challenges they face; hence they refer counselling cases to community agencies and experts in appropriate areas where help may be needed by the school or the learners. Participants indicated further that, in order to work with ease, teacher-counsellors make sure they maintain appropriate referral network with personnel such as Social Workers, Nurses and Community Agency personnel to address some learners’ issues. Participants revealed that low income families, orphans and vulnerable children often get referred to Social Welfare Institutions for basic non-educational services such as social grant services, financial support and supply of other services to meet basic needs of learners. The reports by the participants also indicate that abused learners are referred to Women and Child Protection Unit in the Ministry of Gender and Child Welfare.

Excerpts from individual interview and focus group interview transcriptions regarding participants' responses on referral services of the Namibian school counselling programme are as follow

6.2.7.1. LEARNERS

“we are sent to the Ministry of Gender Equality and Child Welfare to register for social grant support” [learner 9]

..., sick learners are referred to the nearest clinic for medical attention” [learner 4]

....”teacher-counsellors refers families to outside agencies for special assistance or various forms of support in exceptional cases” [learner 8]

....”under the auspices of school counselling services, parents are referred to social workers to secure social welfare services” [learner 5]

6.2.7.2. TEACHER-COUNSELLORS

”..... learners with severe behavioural disorders and emotionally disturbed are referred to private psychologist” [TC 8]

...”learners are sent to clinics if they have vision or hearing problems”” [TC 10]

.....”hospitals and health centers available for hygiene referral cases ” [TC 11]

“.... referrals for one-on-one counselling of learners may come from both teachers and learners [TC 3]

“Women and Child Protection Unity in the Ministry of Gender and Child Welfare deals with all types of abuses, so any one can be referred there” [TC 1]

6.2.7.3. PRINCIPALS

“learners and their families receive help from other programs and/or individuals and services in the school system and from community agencies outside the school” [principal 3]

“Orphans and Vulnerable Children (OVCs) are normally referred to Social Workers for Social grant services” [principal 2]

...”families are referred to social workers, especially, needy families to secure financial and social services support”[principal1]

...”through counselling services, learners are also referred to doctors for medical examination”[principal 2]

6.2.7.4. PARENTS

Parents reported that referrals services include:

“.....help refer them [learners] to Social Worker for the acquisition of social grants”[parent5]

“... referrals for individual counselling of learners may come from teachers or parents”[parent 3]

...” teacher-counsellor initiates referrals to private agencies”[parent 2]

“ abused learners are referred to Women and Child Protection Unity in the Ministry of Gender and Child Welfare”[parent 1]



6.3. Resources available for the implementation of the school counselling programme in schools

The participants were asked to report on their awareness of the resources available for the Namibian school counselling programme by indicating the people who are involved in the implementation of the Namibian school counselling programme, and for who the programme is meant. Participants were also to report on the finances of the programme by indicating whether they are aware if the programme has a budget, or how it is funded. Other resources which participants reported on include infrastructure for example, the provision of specially designated room spaces (offices for personal counselling or as career rooms or special classrooms for counselling services), information materials including books, posters, newsletters, government circulars or newspaper cuttings and leaflets, flyers andor pamphlets on careers and further educational opportunities, as well as file cabinets, videos or DVDs,

specially designated notice or display board or boards in the school for posting information about careers, education and life skills information.

The results of data analysis regarding participants' views on the resources available for the implementation of the Namibian school counselling programme are as follow:

6.3.1. Human resources

In terms of human resources participants reported on the people they were aware of as being involved in the school counselling programme. Those identified by participants include teacher-counsellors, life skills teachers and other teachers, as well as the school principals. A school principal was considered the main person to oversee the school counselling programme as the overall head of all the school's programmes. While all teachers are involved, in one way or the other, a teacher-counsellor is particularly designated to run the school counselling programme. Teacher-counsellor conducted individual counselling and assisted in running group education meetings and workshops. Generally the classroom teachers' role in the school counselling programme is largely as referral source or to identify learners with problems and to refer the same for counselling to the teacher-counsellors.

Excerpts from individual interview and focus group interview transcriptions regarding Human resources available to Namibian school counselling programme are as follows:

6.3.1.1. LEARNERS

“there is a teacher-counsellor, a life skills teacher in my school”[learner 1]

“ parents help to maintain classrooms[traditionally made, shed classrooms for open air group education meetings]”[learner 8]

“teachers and principals are involved in regular dissemination of information either in the classroom or in the school assembly or club meetings for educating about sexual transmitted infections(HIV) drug education and they can also contribute to the fund”[learner 11]

“parents also are involved in helping learners and others people from outside the school, come to visit and address learners on issues pertaining to education and motivate them to do their best.” [learner 10]

6.3.1.2. TEACHER-COUNSELLORS

“in terms of human resources, we have teachers, teacher-counsellors and support staff” [TC 8]

“so the resources that we have are teachers and parents” [TC 2]

“parents are being part of the programme in such a way that they can contribute and support School Counselling Programme by contributing by either money, chickens or everything that the parents have” [TC 7]

“learners are being involved because they are the ones to be educated about sexual transmitted infections:” [TC 6]

6.3.1.3. PRINCIPALS

“sometimes Constituency Councillors [politicians] come to also talk to our learners and motivate them to do well in school.” [principal 2]

“there are teacher-counsellors at schools who are specifically appointed and trained to provide counselling to learners” [principal 2]

“ there are officials appointed [Regional School Counsellors] who visit schools from time to time and to encourage learners to behave well and” [principal 3]

Learner and parents are being involved because they are the ones receiving information on the value of education [principal 1] “

6.3.1.4. PARENTS

“there is a teacher who is designated to teach life skills to our children who gather parents and sometimes ask us to contribute money or anything that we have” [parent 4]

“community members contribute in kind to schools” [parent 5]

“the Regional Constituency councilors also contribute to schools and the schools use the money to print T-shirts for the counseling programme” [parent 1]

“teachers because they are specifically appointed to teach life skills and counsel learners schools that have problems in their lives”[parent 3]

“teachers –counsellors are the ones implementing the programme, yes again the principals and the Heads of Departments assist in the implementation of counselling services help”[parent 4]

6. 3.2. Financial and material resources and infrastructural facilities

Concerning financial resources, participants reported that financial resources play important role in the implementation of the Namibian School Counselling Programmes. However, they reported that they were not aware of any specific budget or special money allocation to schools for the implementation of school counselling programmes. With no budget allocation for school counselling programme participants were of the opinions that this has negatively impacted on the resources, facilities and materials available in schools. For instance, the participants reported that there were not enough teacher-counsellors and no separate room for individual counselling with learners. Participants further revealed that there was shortage of infrastructure and many schools have overcrowded classrooms. They added that shortage of display boards for careers information resulted in many learners not knowing which careers to follow and lack of lockable cabinet files compromised confidentiality of counselled learners.

Excerpts from individual interview and focus group interview transcriptions regarding financial resources available to Namibian school counselling programme are as follow:

6.3.2.1. LEARNERS

1. Budget

“i am not sure of any budget”[learner 6]

[I] do not know anything about it”[budget][learner 3]

‘some parents come to school and sell “vetkoek”[learner 5]

“.. there is a tuck-shop’ at school-learner” [learner 8]

2. Materials

“organizations such as UNICEF and RED CROSS provided school uniforms, school bags and some materials to us”[learner 2]

“lack of materials and textbooks”[learner5]

“career manuals, posters and pamphlets are not enough for all of us”[learner 9]

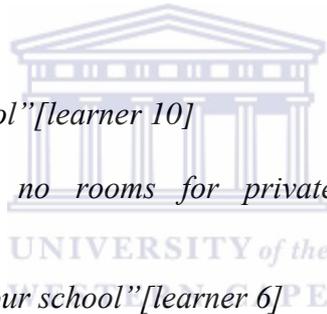
...there is not enough materials at school’ [learner 3]

3. Infrastructure

“no room for counselling at school”[learner 10]

“overcrowded classrooms and no rooms for private discussion with the teacher-counsellor”[learner 5]

“ there are not enough toilets at our school”[learner 6]



6.3.2.2. TEACHER-COUNSELLORS

1. Budget

“..Ministry of Education provides money for school feeding scheme”[TC 2]

Ministry introduces Universal Primary Education” [free primary education introduced][TC 6]

“we need funding to make school counselling programme work”[TC12]

“we have financial committee which now help learners to buy items for Orphans and Vulnerable Children (OVCs)[TC 4]

2. Materials

“at the school where I used to be a teacher-counsellor, we used, I have files and manuals for counselling”[TC1]

“in terms of materials we do have internet access and brochures”[TC 9],

“the resources that I have is just life skills textbooks, which I can read to update myself TC 3]

“pamphlets and brochures on career information”[TC 8]

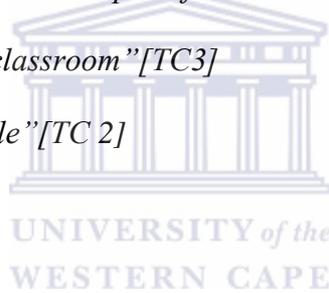
3. Infrastructure

“.... no equipment for counselling”[TC 3]

“.....no enough lockable cabinet file to keep confidential records”“[TC7]

“.....lack of a separate life skills classroom”[TC3]

“.....no counselling room available”[TC 2]



6.3.2.3. PRINCIPALS

1. Budget

“no budget, but we can solicit funds from outside sources Red Cross to help out needy children”[principal 3]

“....we talk sometimes to the Constituency Councilors to donate and or sponsor some services .”[principal 1]

“...we organise school bazaars to generate income”[principal 2]

..we run tuck-shop to get money”[principal 3]

2. Materials

“provide career books”[principal 1]

“counselling activities manuals given to learners”[principal 2]

“resource includes counselling pamphlets”[principal 3]

...” brochures of career and educational information distributed to schools”[principal 3]

3. Infrastructure

“...space for confidential uninterrupted counselling sessions’ [principal 3]

....” special rooms for counselling activities”[principal 1]

“... no rooms for individual counselling sessions”[principal 2]

...”shortage of rooms is a big problem”[principal 1]

6.3.2.4. PARENTS

1. Budget

“...the Ministry of Education pay for school feeding scheme food for learners”[parent 1]

“....the life skills teacher are appointed and are paid to teach this subject”[parent 2]

....”parents sell some food products to both teacher and learners”[parent 4]

“...parents get involves in organising school bazaars to generate income” [parent 3]

2. Materials

“there is no enough resources materials to implement the school counselling programme”[parent 4]

“.....no enough book in schools”[parent 3]

“lack of relevant resource materials to implement counselling activities[parent 2]

“learners do not have adequate materials to use I school”[parent 4]

3. Infrastructure

“lack of proper buildings in our schools”[parent 2]

“.....no separate life skills classroom”[parent 3]

“space for counselling room not available”[parent 2]

“buildings are lapidated”[parent 5]

6.3.3. Political resources

Participants reported that the political resources play an important role in the effective implementation of the Namibian School Counselling Programme. They indicated that political leaders profess interests and support for the implementation of School Counselling Programme by endorsing legislations and Acts, the School Counselling Programme achieve its intended goals. They further reported that the Ministry of Education has introduced Education Act (Act 16 of 2001), Orphans and Vulnerable Children, Life skills and Learner Pregnancy policies to assist in the implementation of school counselling programme by providing services to meet basic needs of learners which indirectly make school environment conducive and motivate learners towards improved performance. Moreover, some participants indicated that little information is received by schools for example circulars and some other legislation information.

Excerpts from individual interview and focus group interview transcriptions regarding political resources available to Namibian school counselling programme are as follow:

6.3.3.1. LEARNERS

“school principals inform us about the policies and school rules during the assembly time” [learner 6]

“ I have never read any policy” [learner 9]

“ Learner pregnancy policy discussed in guidance lessons” [learner 4]

‘ school rules are given to all learners” [learner 6]

6.3.3.2. TEACHER-COUNSELLORS

“we have newsletters on counselling and other educational services”[TC 3]

“schools receive little information on political resources and if available many school principals keep them in their offices and did not share the documents with others”[TC 8]

“we have circular on Life Skills and Legal documents like Education Act (Act 16 of 2001) and Public Service Act (Act 13 of 1995”[TC 12].

“..Ministerial policies are sent to schools”[TC 2]

6.3.3.3. PRINCIPALS

“we are having circular which is talking about the Orphans and Vulnerable Children”[principal 1]

“at our school we have got that circular. Lucky enough, we have got a person, life skills teacher who is actually trained to help those learners”[principal 3]

“, we got circulars, Acts and Legislations that we need at school timely”[principal 2]

“in terms of political resources, I can say that we have got the legal documents like Orphans and Vulnerable Children policy, we have got the policy for HIV and AIDS, also support this school counselling programme”[principal 3]

6.3.3.4. PARENTS

“political resources are legal documents like Orphans and Vulnerable Children policy, and HIV&AIDS”[parent 3]

“school rules that parents told during meetings”[parent 4]

“ Education Acts and other ministerial policies are introduced to us

“[parent 5]

... ”Teenage pregnancy policy is controversial”[parent 2]

6.4. Beneficiaries of school counselling programme services

School Counselling Programmes are implemented with the intention to benefit people who are receiving them. Thus, participants were asked to report on people who they considered were benefiting from the Namibian School Counselling Programme. They reported that while learners were regarded as the primary beneficiaries of the School Counselling Programme, other stakeholders like teachers, parents, and other educational officials were also reported to be benefiting from the Namibian School Counselling Programme. Participants reported that parents and guardians do benefit especially when they had to be called in and talk with the school teacher-counsellors in cases where their wards are experiencing problem situations, Participants also reported that in such cases parents are guided on how to improve communication with their children at home and also provided with proper behaviour management strategies. Teachers benefited in the assistance they receive for developing appropriate instructional strategies and better ways to address problematic learners in class (classroom behaviour management strategies). They further reported that principals benefit from the skills development that lead to improvement of a school. Finally, they indicated that the primary beneficiaries, the learners, learn to become better citizens and contribute to the country economic development.

Excerpts from individual and focus group interviews regarding participants' views on the beneficiaries of the Namibian school counselling programme are as follow:

6.4.1. LEARNERS

“beneficiaries are both learners and teachers”[learner 7]

“even the children are the benefitting because they are guided and supported by the teachers and are helped to do good things”[learner 10]

... "guardians and parents do benefit from the programme" [learner 5]

...teachers and school principals also do benefit" [learner 9]

6.4.2. TEACHER-COUNSELLORS

Teacher-counsellors indicated the school counselling programme beneficiaries as follow:

"learners are the most beneficiaries of the programme" [TC11]

..... parents benefit from the education provided by school counselling personal to develop skills in mentoring their children" [TC 9]

...teachers benefit appropriate instructional strategies and better ways to deal with problematic learners in class" [TC 8]

..principals benefit skills that lead to improvement of a school" [TC 12]

"..... learners benefit about careers they are interested in and in what they want to become and also form good communication skills with others and be able to grow as be responsible citizen" [TC 9]

"parents benefit in a way that they are able to help children that are unable to control" [TC 10]

"actually, it could be for both sides the learners, teachers and parents [TC 2]

6.4.3. PRINCIPALS

"learner are the most beneficiaries as they learn communication, social and all relevant skills for life [principal 2]

, teachers and parents and other teaching staff also benefit" [principal 1]

"..... needy children benefit from counselling programme." [principal 2]

"beneficiaries are both teachers and learners" [principal 3]

6.4.4 PARENTS

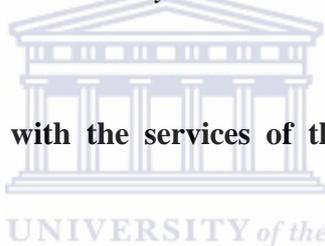
“it is obvious that in number one, learners are the most beneficiaries because the moment they attend MY Future is My Choice and Window of Hope, they become knowledgeable about many things” [parent 3]

“children [learners] are the beneficiaries, because they are counseled because if they are not feeling well” [parent 2]

“even teachers are benefitting because if they can get counselling from the teacher-counsellor at school” [parent3]” [parent 2]

“the whole country will benefit, the Namibian country will benefit because will have many educated learners who valued education then even future developments will be okay just develop and come through this counseling programme’ [parent 5]

‘.....teacher-counsellors benefit because they received training regularly [enriched with knowledge and skills]” [parent 5]



6.5. Beneficiaries’ satisfactions with the services of the Namibian school counselling programme

School counselling programme is implemented to satisfy those who are benefitting and receiving the services. It is therefore crucial to evaluate school counselling programme in terms of finding out the extent to which beneficiaries are satisfied with the services of the programme.

6.5.1. Satisfaction of stakeholders with the services of the Namibian school counselling programme

The participants reported that they were generally satisfied with the school counselling programme. They indicated that they were satisfied with personal/social development as this service helped learners to better address their emotions and feelings. They mentioned that learners were able to express their emotions in a more appropriate and acceptable manner.

Learners benefited as they were assisted to develop disciplined behaviours and maintain better healthy interpersonal relationships and relate well to other learners of opposite sex. Participants further reported that learners after being counselled, they change their behaviours and schools become better places for both teachers and learners. Most of the learners behave well in class and acquired relevant skills to approach examinations. Participants reported that learners were exposed to career information and they were well prepared to make sound informed decisions. They also reported that orientation of learners to various career options enabled learners to have information on different careers available in the labour market. Participants further reported that learners developed listening skills that help them concentrate in class and resulted in better performance. They also learned better approaches to examinations and tests. They were also satisfied that the curriculum is responsive to social evils prevailing in the Namibian society. The learners were performing well academically in schools. In addition, participants indicated that they wanted counselling to be implemented in all the schools in Namibia. They also indicated that they wanted to see more teacher-counsellors appointed in schools as well as more counselling centers in different constituencies to enhance more access to counselling. Participants, particularly parents wanted to be more involved in the programme and educated on the value of school counselling programme.

Excerpts from individual interview and focus group interview transcriptions regarding participants' satisfaction with the Namibian school counselling programme are as follow:

6.5.1.1. LEARNERS

Learners expressed that:

“On my side, I am also satisfied in the role the school counselling programme is playing in fulfilling the country’s educational objectives [learner 4]

" i am satisfied because the support services in form of materials support to meet emotional needs of learners"[learner 1]

"there would be no more troublesome learners in classes when teachers are teaching"[learner 3]

'i am satisfied because under the umbrella of school counselling programme, there are teachers-counsellors who educate learners on how to approach and tackle their examinations questions because some learners really do not know how to approach examination questions, whenever they receive questions papers, they start answering questions before they read instructions"[learner1]

"the school counselling services is really helping the country to have more people educated"[learner 6]

6.5.1.2. TEACHER-COUNSELLORS

"..... i am satisfied simply because there are counselling services now that help our learners and give them skills that they need on daily basis, it helps learners to make right choices and also to follow the right careers. It is really helping out and I think it should be done by all schools in Namibia."[TC 4]

" i am satisfied in the fact that these services help learners to be career oriented"[TC 11]

"learners learn to listen more attentively in class, do well in exams and are able to form groups and have good communication skills. "[TC 3]

"satisfied in the fact that these services help learners to be career oriented.

"learners learn to listen more attentively in class, do well in exams and are able to form groups and have good communication skills"[TC 7]

"in the satisfaction part, learners are passing very well now; they respect themselves and respect each other; behave well, do not stay outside classrooms, they stay in class and listen to what teachers are saying and learners are able to listen in class, pass very well in exams because now they know the importance of education[TC 12]

.... i am quite satisfied because it is really helping not like those days when the learners could just have a problem and ended up in a big problem. It is really helping out and I think this programme should be introduces by all schools in Namibia at all levels [TC2].

6.5.1.3. PRINCIPALS

Principals expressed that:

“myself as a principal, , I feel motivated and proud of these services because through consultation with the teacher-counsellor I learned skills on how to properly approach and handle learners and other staff members”[principal1]

“i realised that these counselling services are very important at school because now even the children, I mean, learners whenever they have got problems, with teachers at school or sometimes they have got problems with parents at home, they are free to come to the principal or to the teacher- counsellor and to share their feelings”[principal 2]

“i am very much satisfied in term of what the teacher-counsellor is doing when you can see the guidance curriculum, you can really see that most of the problems that learners of today are facing are being addressed in the curriculum and the subject content ”[principal 3]

“misbehaving learners when counseled they changed and become better learners ,so, I am happy that school counselling services effect change in learners’ behaviours”[principal 3]

6.5.1.4. PARENTS

Parents expressed their satisfaction that:

“..really, the programme is needed, because in most cases, learners are assisted. misbehaving learners when counseled they changed and become better learners. The school also becomes a better place to live in.”[parent 2]

.... counseling should continue and more counsellors should be appointed for them to help children in schools”[parent 2]

“ Orphans and Vulnerable Children are heading houses, they are in houses with their siblings, therefore, these children need to be motivated and encouraged to discuss and share openly all the challenges facing them so that they can be helped”[parent 1]

“..... I am happy and thankful for it [school counselling programme][parent1]

“ counseling is needed we are in the world full of challenges and problems and children sometimes they do not tell their parents so they have people that they trust and at school they do trust teacher-counsellors who are responsible for school counselling programme”[parent 2]

6.5.2. Challenges experienced by the beneficiaries of school counselling programme services

Participants were to report on difficulties and or challenges experienced with the implementation of school counselling programme or the receiving of counselling services. An important challenge reported is the shortage of teacher-counsellors in schools to implement the programme. With few teacher-counsellors there were more learners to a teacher-counsellor. The teacher-counsellors found it difficult if not impossible to cope with the services in as efficient and effective ways as possible. Participants further reported that limited information/education materials in schools, shortages of infrastructures and lack of financial support affected the effective implementation of the Namibian School Counseling Programme. Participants, particularly parents, reported that they did not yet fully understand services that the Namibian School Counselling provide; therefore, they requested for educational and awareness programmes campaigns to share valuable information.

Excerpts from individual interview and focus group interview transcriptions regarding participants' views on the challenges affecting the implementation of the Namibian school counselling programme are as follow:

6.5.2.1. PRINCIPAL

In responding to this question on the challenges experienced by beneficiaries on school counselling programme services, principals indicated that:

...there are more beneficiaries than the services can cope with. Therefore services not very efficient and effective” [principal 3]

.....”limited personnel, need for more teacher-counsellors” [principal 1]

6.5.2.2. TEACHER-COUNSELLORS

Four teacher-counsellors mentioned challenges experienced by the beneficiaries on the school counselling services as:

“limited material resources[TC 2]

“shortages of infrastructures”[TC 4]

“financial limitation [TC10]

“limited office space[TC 3]

6.5.2.3. PARENTS

Two parents indicated that:

“parents yet to fully understand services school counselling programme provide ‘[parent 1]

6.6. Summary and Conclusion of the Chapter

The chapter presented the results of qualitative data analysis. Thematic analysis of transcribed interviews with participants on their experiences with the Namibian school counselling programme revealed various themes. The first three themes associated with objectives of school counselling programme services are academic, personal and career development objectives. The other five themes emerged from the analysis of interview transcripts on counselling services or activities that characterised the Namibian school counselling programme are counselling, career planning academic/educational, information, and consultation and referral services. Participants highlighted various means of sourcing for those services. With regards to resources, three types of resources required for the effective implementation of school of school counselling programme identified are human, financial and political resources. The results revealed that shortage of personnel; limited funds and lack of infrastructure impede the effective implementation of the school counselling programme.

The results further revealed that learners are the primary beneficiaries of the Namibian school counselling programme, although other stakeholders such as teachers, parents and the principals were also reported to have benefitted from the school counselling programme. Concerning the beneficiaries' satisfaction, a significant number of participants expressed their satisfaction with the counselling services, although few participants argued that the services were not efficient and effective as it is expected.

The next chapter (Chapter Seven) does not only consolidate the results but also discusses, concludes and recommends.



CHAPTER SEVEN

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

7.1. Introduction to the Chapter

This chapter presents the discussions of the results of this study. In the previous chapters (5&6) the results of the study were presented and the summary of the findings is as follows:

7.2 Summary of findings

The study investigated selected stakeholders' perspectives on the Namibian School Counselling Programme in terms of the objectives of the programme, the services that characterized the programme, the resources available for the implementation of the programme and the beneficiaries of the programme. The investigation also included ascertaining the extent to which the beneficiaries of the programme services were satisfied with the effectiveness of the programme services. Below is the summary of the results of the study.

7.2.1. Objectives of the Namibian School Counselling Programme

In terms of the programme's objectives the participants endorsed three categories of objectives presented to them on the questionnaire as representing those of the Namibian school counselling programme. These objectives are academic development, personal-social development and career development objectives.

By academic development, the participants endorsed the suggestions that the Namibian school counselling programme assists learners educationally and/or academically by providing academic support services which helps the learners to develop healthy attitudes to

school and or education, self-awareness skills and positive self-esteem, culture of study and good study habits, appropriate time management skills, awareness of various barriers to learning, team or group work skills, and skills in anxiety and or worries reduction as well as skills for preparation for examination.

In terms of personal-social development objective, the participants endorsed the suggestions that the Namibian school counselling programme is geared towards provision of education or knowledge to learners to support the development of respect for themselves and others, development of skills in self-awareness, social, interpersonal and or friendship relationship and good communication skills, and the development of mature and healthy lifestyles to enable them live amicably with other people.

Career development objectives are about school counselling programme helping learners to learn about themselves and their personal characteristics, the environment, particularly in relation to the world of work, to develop skills for relating education to employment opportunities, make appropriate career choices, plan appropriately towards career future, be capable of searching for, obtaining, maintaining a job and progressing within the job as well as contributing meaningfully to the economy of the country.

Participants differ in terms of priorities they placed on these three categories of objectives of the Namibian school counselling programme. While the principal participants were of the view that career development set of objectives should be considered the most important , the teacher-counsellor participants placed highest priority on academic or educational development while the learner participants considered personal-social development set of objectives as the most important for the Namibian school counselling programme.

7.2.2. Activities/services of the Namibian School Counselling Programme.

The following services and or activities presented to participants on the questionnaire were endorsed as representing the services and or activities of the Namibian School Counselling Programme: counselling, academic planning, career planning, education and or information dissemination, consultation, and referral services.

Counselling services are for addressing learners,' parents' and educators' personal problems or problems related to decision-making, problem solving and other emotional, psychological and social concerns especially as related to removal of learning barriers and other problems related to effective teaching and learning in the schools.

Academic planning services are with regard to activities and services that support learners to learn effectively and perform well academically while career planning services are those that are directed at helping learners to build or plan towards their career future. Information dissemination services are those services which help to empower learners with knowledge about their environment, particularly environmental factors or demands on them and the opportunities presented to them by the environment. Information services also help to develop in the learners appropriate skills, values and attitudes for responding appropriately to their environment. Consultation services are with regard to close working together or collaboration between schools and homes for the benefits of the learners while referral services has to do with assisting learners and the schools to take advantage of the resources (human, material and other community resources) available in their environment.

Different population groups of participants placed different priorities on these services. The learner-participants ranked the services in the following descending order of importance: consultation, academic planning, referral, counselling, information/educational and career

planning services. The teacher-counsellors ranked the services in the following descending order of importance: counselling, education/information, career planning, academic, referrals and consultation. The principal participants prioritized the services in the following descending order: counselling, education/ information services, referrals, career planning, academic, and consultation services. Thus, both principal and teacher-counsellor participants considered counselling as the most important set of services for the Namibian school counselling programme services while for the learner participants consultation is the most important service.

7.2.3. Resources for Implementing Namibian School Counselling Programme.

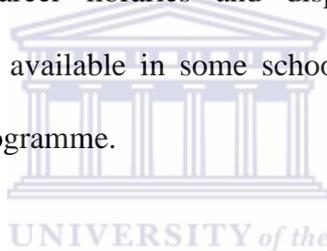
The following resources presented to the participants on the questionnaire were endorsed as available for the Namibian school counselling programme: human, financial and political resources. The participants also indicated the availability of some infrastructural facilities for the implementation of the Namibian School Counselling programme.

Human resources endorsed include learners, parents, principals, teacher-counsellors and classroom teachers. The participants did not endorse school social workers indicating their lack of awareness of social workers as being available for the Namibian school counselling programme. Some participants indicated awareness of school nurses as available human resources for the Namibian school counselling programme.

In terms of financial resources, although participants were not aware of any budget from the state or non-governmental organizations (NGOs) specifically meant for Namibian School Counselling Programme, however, the participants indicated that many of their schools solicited funds through bazaars and school tuck shops.

Some guidance information or education material resources endorsed by the participants as available for the Namibian School Counselling Programme include career books, newsletters, brochures and or manuals of jobs and job houses, information materials on counselling and further educational opportunities.

In terms of infra-structural facilities, the participants did not endorse availability of counselling rooms for personal counselling or therapy in Namibian schools. Schools were also reported not to have facilities for storing learners' personal or cumulative records (such as lockable file cabinets). Furthermore, only mainly principal participants and except for very few other participants (in the other two population groups) endorsed or indicated their awareness of career rooms, career libraries and display boards for educational or informational materials as being available in some schools for the implementation of the Namibian School Counselling Programme.



7.2.4. Effectiveness of the services of the Namibian School Counselling Programme.

In terms of the effectiveness of the Namibian School Counselling Programme, participants endorsed or indicated some services of the programme as relatively effective, although there are differences of opinions with regard to the assessments of the degrees of effectiveness of these services by different population groups. All the teacher-counsellor and principal participants assessed education and or information dissemination services as generally the most effectively implemented Namibian School Counselling Programme services, the learner participants considered academic planning services as the most effective service while the parents considered counselling services as the most effective.

7.2.5. Beneficiaries of Namibian School Counselling Programme

All the participants considered the learners as major beneficiaries of the Namibian School Counselling Programme, although parents and teachers were also indicated to have benefited but moderately. However, when it comes to each population group describing how much benefit they derived from the programme, the study revealed that learners considered themselves to have benefitted only moderately while teacher-counsellors, principals and parents considered that learners benefit most or maximally. The results further indicated that learners and teacher-counsellors considered parents to benefit moderately, whereas principals considered that parents benefitted maximally from the Namibian school counselling programme. The study further revealed that all participants were unanimous in their opinions that classroom teachers benefitted moderately.

7.2.6. Beneficiaries' satisfaction with the services of the Namibian School Counselling Programme.

Participants appeared to have been generally fairly satisfied with counselling services as being implemented by the Namibian school counselling programme. Career planning services were also indicated as being satisfactory although participants were not as satisfied with these as with counselling services. In terms of differences of opinions as to the degrees of satisfaction with the services of the Namibian school counselling programme, the most satisfactory set of services to the learner and parent participants were the consultation services to which teacher-counsellors and principals expressed only moderate satisfaction. Teacher-counsellors, principals and parents expressed strong satisfaction with information dissemination services. Although the principals and parents indicated their satisfaction with

academic planning and development services, however, both teacher-counsellors and learners were very dissatisfied with these services. With regards to referral services, principals and parents were moderately satisfied, however, teacher-counsellors were very dissatisfied with the referral services offered in the Namibian school counselling programme.

The study revealed a number of challenges participants experienced with the Namibian school counselling programme and these include limited resources especially trained personnel for the programme as there were more beneficiaries than the services could cope with. Other challenges are with limited information materials, inadequate infrastructures, limited funds, and lack of parental involvement. Parents were not fully involved as they are still grappling with understanding or appreciating the benefits the services of the Namibian school counselling programme are providing.



7.3. Discussion of Findings

7.3.1. Objectives of the Namibian School Counselling Programme

The study investigated the perspectives of education stakeholders with regard to the objectives of the Namibian school counselling programme. The objectives of the programme were investigated because objectives of a programme describe the intended purposes, expectations or the desired outcomes of the programme especially in terms of specific knowledge, skills, values and attitudes to be derived from the programme by the beneficiaries of the programme services (Lunenburg, 2010). Effectiveness of a programme is gauged against the programme's objectives. This contention is consistent with the assertion of Gysbers and Henderson (2001) that a school counselling programme evaluation should start by first looking at the programme's objectives.

The participants of this study endorsed three sets of objectives including academic development, personal-social development and career development objectives as representing the objectives of Namibian school counselling programme. This is consistent with Karmen Brock's (2013) suggestion that the mission of a school counselling programme should address the personal/social, academic and career development needs of students. The standards and guidelines of Prince Edward Island School Counselling Services (Canada Department of Education (2005) also indicate that the primary goal of school counselling services is to enhance and promote student learning by providing services that facilitate the educational, personal, social, emotional and career development of students. Therefore, the objectives of the Namibian school counselling programme as indicated by the participants of this study may be said to be closely aligned with the internationally recognized objectives of school counselling programme. The American School Counsellor Association's (ASCA, 2005) proposition of comprehensive school counseling programmes also notes that such programme should focus on and meeting learners' needs, interests, and issues that are related to academic, career, and personal/social arenas of life. Chata (2005) also notes that these domains are considered both inclusive and essential for attention for effective and successful psychological, social, academic, and personal growth and development of all school-age children. A number of other experts and educators (UNESCO, 2000; Eyo, et al., 2012; Ministry of Education, 2006; Gysbers & Henderson, 2001) have also indicated that these three major domains of educational development, career planning and or development and personal/social development should be the focus of any school counselling programme meant for school-going children especially adolescents .

An important consideration of any school programme, like the school counselling programme, is that it must align with the school education mission by assisting learners to acquire critical skills, values and attitudes in the academic, career and personal social aspects of the learner development (State of Connecticut Board of Education, 2008). Hue's (2007) contention is that schools' programmes and or systems, such as school guidance programme, schoolcounselling programme, or school psychological services programme are meant to facilitate the achievement of the school's educational objective which is the overall development of the learners. Moreover, as Weishew and Penk (1993) earlier opined, that since the development of various aspects of the learners run concurrently, school curricular programme of teaching and learning and school counselling and other support programmes must run together in schools and with the personnel working together to ensure the overall development of learners (including academic or educational development, personal-social development, career development and other aspects of development).

Namibia, an African country grappling with similar social-economic challenges as other African countries, designed the objectives for her school counselling programme with intent to develop all aspects of her adolescent school children, just like many other African countries. For instance, these findings about the objectives of the Namibian school counselling programme are consistent with the findings by Chireshe (2011) (Zimbabwe); Imonikhe et al., (2011) (Nigeria); Mogbo et al., (2011) (Nigeria); Tamilenth and Mbewa (2012) (Zambia) and Shumba et al., (2011) (Botswana). Thus, school counselling programme is employed to positively influence the cognitive, emotional or affective, behavioural, social and interpersonal skills of learners for their success in schools and later in life.

7.3.2. Services characteristic of the Namibian School Counselling Programme

School counselling programme services refer to actions and activities carried out to actualize and make the school counselling programme operational in schools (Shertzer & Stone, 1981). School counselling programme services are structured activities presented systematically through individual, classroom or group activities in order to achieve the objectives of the programme (Gysbers, 1994). The Standards and Guidelines of Prince Edward Island School Counselling Services (Canada Department of Education Student Services (2005) indicate that school counselling programme services are implemented to achieve the objectives of the programme and are designed in such ways as to provide support and resources with intent to facilitate the educational, social, emotional and career development of students. School counselling programme has a broad range of activities and services for meeting the objectives of the programme such as assisting individual learners to understand themselves, their problems, their school environment and their world (Oniye & Alawane, 2008). These services are integral and essential components of the educational process for all learners as they progress through the educational systems (UNESCO, 2008).

The study found out that counselling, career planning, education and information dissemination, academic, consultation, and referral services were endorsed by the participants as being offered by the Namibian School Counselling Programme. These services are consistent with those described by Canada Department of Education Student Services (2005) as core services which school counselling programme should provide and these include counselling, consultation, planning and coordination. Included among services of school counselling programmes is a set of services described as responsive services which include individual and group counselling, crisis counselling, prevention and remediation services, consultation and referral (Connecticut Comprehensive School Counseling Programme Guide,

2008). It is further contended that these services are essential for those students whose life challenges create barriers to classroom performance, academic success and healthy development in academic, career and personal/social arenas. Thus as revealed in the contextual framework or the background introduction to this study, the Namibian environment with its disease burden of Human Immunodeficiency Virus (HIV) and poor socio-economic conditions of majority of its people, the kinds of services endorsed by the participants of this study are probably those with high probability of addressing the life challenges of the beneficiaries of the Namibian school counselling programme.

The participants of this study placed different priorities on the services of the Namibian school counselling programme. For instance, the learner-and parent-participants placed the highest priority on consultation service. The Standard and Guidelines for School Counselling Services (Canada Department of Education, 2005) describes consultation as planned and collaborative activities involving learners, educators, parents, and community agencies for the promotion of emotional, intellectual, social, academic and career development of learners. Thus, consultation may focus on learners' individual needs or on school. School counsellors actively participate in many community organizations that support and assist schools and learners to access community services or resources. There are many community agencies and Non-governmental or not-for-profit organizations in Namibia rendering various forms of services to schools. Some of these community agencies are the RED CROSS and UNICEF. The RED CROSS provides relief materials, counselling services and other support services to schools. UNICEF supports the school-based programmes such as "Window of Hope" and "My Future is My Choice". These latter programmes are run by school clubs to support learners and educators in acquisition of knowledge, skills, values and attitudes in various areas of life. Some other community agencies also support many learners who are orphaned

and, therefore vulnerable children, consequence of high prevalence of HIV and AIDS pandemic that resulted into deaths of many parents. The learners and parents probably supported the consultation component of the Namibian school counselling programme for a number of reasons. The community agencies and non-governmental organizations in Namibia involved themselves in what may be described as consultation activities which include assisting in disseminating information and educating learners and school communities about drug and alcohol abuses, career and lifestyle choices and healthy living. They are also reported to be rendering support services which help to meet basic needs of learners such as sponsoring school nutritional or feeding scheme and social grant scheme in schools on behalf of the state. Thus consultation as conceived in Namibia involves activities and services that respond to the children's basic needs and or fundamental rights to nutrition, safety and security or protection which are not being met by their dysfunctional families or homes. Thus consultation is highly prioritized by those who benefit from its services (learners and parents) because it helps to address a number of their life challenges.

Prioritization of counselling, career and academic support services by the teacher-counsellors and the principals may be indications that they have found these services to help in the improvement of the quality of teaching and learning in schools as well as in student behaviour management and career planning. Since the main mission of any educator is to see his or her learners progressing and achieving academically, by making efforts to free the learners from challenges and/or barriers to learning, this stance of the teacher-counsellors and the principals certainly finds support in the statement by UNESCO (2008) that the goal of any school is to focus on addressing intellectual, emotional, social and psychological needs of learners by employment of counselling academic support and career development services.

7.3.3. Resources available for the Namibian School Counselling Programme

Implementation.

Resources are materials, money, services, staff and other assets that are transformed to produce benefits (Berry, 2004). Samuelson (2004) describes resources as supplies of staff, finance or money, materials, or other assets that can be drawn by an organization (in this case the school) to function effectively and meet human needs and desires. Therefore, resources play a major role in the implementation of any programme, and more specifically the school counselling programme which is designed to maximize learner achievement.

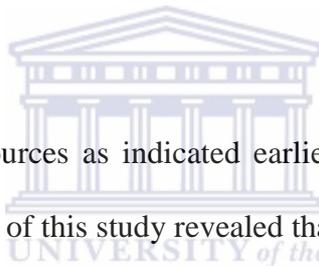
The assertion by Berry (2004) is that the most important resource in any organization is people, that is, a set of individuals who make up the workforce of an organization. Without human resources in place, the school counselling programme or any other programme may not be implemented and would not achieve its intended goals. Financial resource is also very important for a programme to succeed. Financial resources provide assistance in the formation and introduction of programmes and allow programmes to take advantages of opportunities to grow and succeed and, in return, support the beneficiaries (Berry, 2004). Samuelson (2004) argues that it does little good to have a large staff without sufficient financial resources to execute their duties. Thus, financial resources are as essential as human resources for the implementation of school counselling programme. The good will and support of people in terms of conception, planning and execution of any programme is also important. Political resources for a programme entail policies and or principles around programme formulation and implementation including, procedures and ethical standards as well as other legal framework. The absence of vital legal framework around the school counselling programme may render it ineffective as this may deprive the programme the vital

support necessary to enable it to reach its desired objectives. According to Canada Department of Education (2005) in order to maximize the quality and regional uniformity comprehensive school counselling programmes must have clear definitions of policies, code of ethics, legal mandates, written policies and regulations and the alignment of these legal documents with other educational programmes of schools or state. Gysbers and Henderson (2001), Chireshe (2006), Egbochuku (2008) and Alemu (2013) all assert that resources such as human, financial and political resources are very crucial for any programme to flourish and function effectively.

Participants of this study identified human resources for the Namibian school counselling programme to include teacher-counsellors, school principals, classroom teachers, learners and parents. In terms of financial resources participants indicated that they were not aware of any special budget from the state or non-governmental organizations (NGOs) to support the programme. Hence the report of inadequate material resources such as counselling materials, career newsletters, career and job brochures, storage facilities (file cabinets for keeping learners cumulative record folders), and display boards for educational and career information in schools. The participants, especially principals and teacher-counsellors indicated their awareness of political resources in the form of government policies, newsletters or circular letters about the school counselling programme in schools.

These findings are similar to previous study findings by Otto (2001), Mogbo, Obumneke-Okeke and Anyachebelu (2011), Mapfumo (2001), Chireshe (2006) and, Gysbers and Henderson (2000) who also affirm that for any school counselling programme to function effectively human resources such as counsellors, teachers, principals and even learners, parents, community members and business people are needed. Teacher-counsellors, in

particular, are seen as leaders of school counselling programme as well as advocates for counselling and for learners (Gysbers & Henderson, 2001). It is further asserted that teacher-counsellors also need to be leaders in championing healthy choices, respect for learners and families, social justices, healthy environments for schools and most of all the development of learners and families (Dollarhide & Saginak, 2003). Furthermore teacher-counsellors help learners, families and others understand their experiences as symbolic of growth and development in efforts to meet the needs of the learners ((Littrell & Peterson, 2001). Thus, the inadequate number of teacher-counsellors to the Namibian school counselling programme as reported in this study can only mean one thing – that the programme services would be highly limited.



The importance of financial resources as indicated earlier, cannot be over-emphasized for effective programme. The finding of this study revealed that there is no special budget for the Namibian school counselling programme. Alemu (2012), Mawire (2011), and Otto (2001) underscored that lack of finance for school counselling programme means, lack of necessary equipment and shortage of adequate trained teacher-counsellors and these in turn means hindrances to effective implementation of school counselling services in schools. The assertion by Shertzer and Stone (1976), Ipaye, (1983) and Oladele, (1986) is that the provision of adequate counselling facilities will certainly influence the effective implementation of school counselling services in schools.

Namibian schools experienced a short supply of relevant resources due to financial constraints and these have negatively impacted on the effective implementation of school counselling programme services. This lack of adequate facilities deterred learners from

accessing counselling services because learners would only use counselling services when adequate, comfortable and private room is available for counselling (UNESCO, 2008). According to Ipaye (1988), Egbochuku and Iyamu (2000) without a private accommodation that engender confidentiality counselling will not be successful and delivery of guidance services will be ineffective.

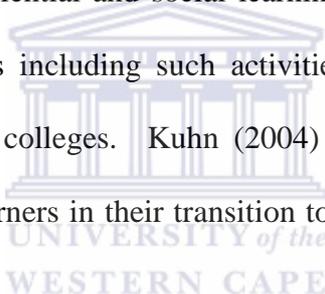
7.3.4. Effectiveness of activities or services of the Namibian School Counselling Programme.

An effective school counselling programme would provide useful information and feedback on the effectiveness and benefits of the programme, or unintended outcomes to the teacher-counsellors and other education stakeholders to allow them to assess the likelihood of success in their undertaking or to discern areas of concerns in advance to take appropriate actions (Kitzinger, 1995). Effective school counselling programme are a collaborative efforts between education stakeholders to create an environment that enhances learner achievement and maximizes programme effectiveness. Regarding the effectiveness of the Namibian School Counselling Programme participants indicated that some services of the programme are relatively effective, although there are differences of opinions with regard to the assessments of the degrees of effectiveness of these services by the different population groups.

The study findings revealed that counselling, career planning, education and information dissemination, academic, consultation, and referral services were implemented in the Namibian School Counselling Programme and were fairly effectively being implemented. All the teacher-counsellor and principal participants assessed education and or information dissemination services as generally the most effectively implemented Namibian School

Counselling Programme services, the learner participants considered academic planning services as the most effective service while the parents considered counselling services as the most effective.

Learners considered career planning services as effectively implemented. This may be due to the fact that teacher-counsellors in Namibia regularly organize experiential learning activities such as career fairs and exhibitions which offer social learning opportunities as these expose the learners to various models and leaders of careers of interest to the learners. These findings confirmed Gysbers and Hughley's (1993) findings that career planning and exploration was the area rated highest by the learners. Cherishe (2006) also confirmed the effectiveness of organizing experiential and social learning opportunities for learners when offering career planning services including such activities as career trips, career fairs or exhibitions, excursion or visit to colleges. Kuhn (2004) also indicates the importance of social activities when helping learners in their transition to further education or the world of work.



7.3.5. Beneficiaries of the Namibian School Counselling Programme

School counselling programme services are implemented with the intention to benefit people who are receiving these services. All the participants considered the learners as major beneficiaries of the Namibian School Counselling Programme, although parents, principals and teachers were also indicated to have benefited but moderately.

Assertion by Griffin and Seen (2010) is that learners should be at the center of any school programme. Mawire (2011), UNESCO (2009), Erford (2011) and Canada Department of Education (2005) all confirm that learners are the primary beneficiaries of the school counselling programme. Parents were also identified as major beneficiaries of the Namibian

school counselling programme. Miller et al., (1978) observe that parents play an integral part of their children's life and well-being and in the learners' academic success. It is therefore important for the school counselling programme to provide parents with support in their involvement in their children's educational and personal development. The benefits parents receive from school counselling programme include equipping them with skills necessary to support their children at home and enhances their relationships with school staff (Iyambo, 2011).

The indirect benefit of the school counselling programme to the school administration is with regard to assisting learners to maintained disciplined behaviour thereby making it easier for the school principals to perform their duties of setting the discipline tone of the school and enhancing the image of the school in the community, reducing strikes, and improving the general appearance of the school. In the same vein school counselling programme benefit the classroom teachers as it helps to create conducive school environment, makes learning more interesting and effective for learners and improve the latter's academic performance for which the teachers claim credit for. It, therefore, makes sense as Erford (2011), Mitchell and Gibson (1995),) and Bergin (2006) all contend that school counselling programme not only benefit learners but also offer a variety of services to school community members principals, ,teachers and parents.

7.3.6. Beneficiaries' satisfaction with the Namibian School Counselling Programme

Satisfaction refers to the fulfillment of a need or desire or contentment derived from the services provided(Cambridge Advanced Learner's Dictionary, 2008).Participantsof this study expressed satisfaction with many of the services of the Namibian school counselling programme including counselling, academic and career planning, information dissemination,

referral and consultation services. Consultation service was particularly very satisfactory to the learners and their parents, although teacher-counsellors and principals only expressed moderate satisfaction with the service.

The importance of beneficiaries feeling satisfied with the services they receive cannot be over-emphasized as expression of satisfaction may be an indication that they are getting something of value from the programme. Studies by Gysbers and Hughes (1993) and Shertzer and Stone (1987) found that learners believe that school counselling programme is capable of adding something of value to their school work. That learners see teacher-counsellors as people who know about the school curriculum and learning experiences they are exposed to in the school and can assist them to relate these to career opportunities after leaving the school. Another aspect of the Namibian school counselling programme that evokes feeling of satisfaction with learners and parents is with regard to services of the programme directed to meeting their basic needs and fundamental rights. Many of the learners and their parents are devastated by HIV which has resulted in the deaths of parents leaving many learners orphaned. Many Namibian children of school going ages are under their grandparents care and supervision; hence, the assistance and support they received in the forms of nutrition from feeding scheme and social grants to parents all under the auspices of the school counselling programme cannot but be received with satisfaction. According to McColl-Kennedy and Anderson (2002), providing services well targeted to meet the socio-economic needs of school community members help build capacities and motivate towards improved quality of performance (McColl-Kennedy & Anderson, 2002).

7.4. Summary and Conclusion of the Chapter

The purpose of the study was to examine the selected stakeholders' perspectives on the Namibian school counselling programme particularly with regard to the programme's objectives, characteristic services, available resources, beneficiaries and the latter's satisfaction with the programme. The study found that the Namibian school counselling programme has three main sets of objectives that of academic or educational, career and personal social development of learners. For a programme to have objectives is an indication that there is a sense of direction as to the purposes, expectations and desired outcomes of the programme. Even more important is for a programme's objectives to be geared towards appropriate worthwhile goals. Namibian School Counselling Programme objectives are aligned the schools' educational objectives and are designed to positively influence the cognitive, emotional or affective, behavioural, social and interpersonal skills of learners for their success in schools and later in life.

Study findings also revealed that the Namibian school counselling programme is characterized by some services and activities which when implemented ensure the achievement of the programme's objectives. Namibian school counselling programme provides structured and systematic broad range of activities and services through individual, classroom and groups which help to facilitate educational, emotional, social, career and overall personality development of learners. The programme is also very context-sensitive as it provides services to meet the socio-economic needs and help address a number of life challenges of the learners. Moreover, the services are found to be integral and essential component of the educational process for all learners as they progress through the schools. More important also is the findings that the services, especially consultation and career development services offer experiential learning and expose learners to various models and

leaders of career of interest to the learners. Services offering experiential and social learning opportunities are rated as satisfactory as they help learners in their overall development but particularly in their transition to further education and the world of work.

However, the main resource for school counselling programme, the teacher-counsellors, were found to be inadequate and not well trained, indicating the rather very limited nature of the services provided by the programme. It was also revealed that other resources such as finance materials and infrastructural facilities are lacking to indicate that with no sufficient financial and material resources the Namibian school counselling programme is not satisfactorily being implemented. The results, however, gave indications of the beneficiaries expressing satisfaction with some aspects of the programme such as the consultation service that help to connect schools with the communities, help school to have access to the resources of the community and for the community to provide certain services that address the basic needs of school community members.

Exploring the stakeholders' perspectives on the Namibian school counselling programme has helped to provide comprehensive descriptions of the nature and characteristics of the programme. This has no doubt created a better understanding of the programme particularly with regard to the current position or status of the programme. The approach to evaluation of the Namibian school counselling programme by exploring the stakeholders' perspectives on the programme can be said to be asset-based. After all, since an important objective of programme evaluation is to improve the programme, before that improvement can be recommended assets-based approach states that it is important to first recognize the existing strengths and weaknesses or what is going on well and what is not going on well with the

programme before a decision can be made as to what improvement can be made to the programme (Tinto, 2006). Eloff and Ebershon (2001) also assert that it is important to first acknowledge or affirm current positive actions and practices within a programme in order to build on what is available rather than what it is missing. Recognizing practices, services, capacities, skills, behaviours and assets within a social system is the best strategy for mobilization and maintenance of these resources for effectiveness and for achievement of the organization's objectives (Eloff, 2006).

The findings of this study therefore have several implications as to areas of the Namibian school counselling programme which need to be encouraged to continue but be strengthened while there is need for complete overhaul of some aspects. It is from this contention that the researcher wishes to make some recommendations.

The study found that the Namibian school counselling programme has objectives that are closely aligned with objectives of school counselling programmes worldwide. It is also heartening to note that stakeholders are very much aware of the objectives of the Namibian school counselling programme. It is therefore safe to assume that by knowing these objectives of the programme those affected by it especially the teacher-counsellors and the school principals should have some sense of purpose and vision about the programme. The recommendation here is that making stakeholders aware of the objectives of the Namibian school counselling programme must continue by the Ministry of Education through organizing regular workshops and symposium to educate and update the stakeholders. In this regard political resources such as legislation and legal framework about the programme must be intensified or be strengthened. It is by assisting those in charge of the implementation of

the programme that they gain clear and compelling directions of the programme and by so doing are motivated and or challenged to ensure that the objectives are achieved.

Offering services that help to address learners' and parents' needs or address a number of their life challenges are also good aspects of the programme which must be encouraged to continue. One important role of such services is that it helps bring the school and the homes closer together for maximum support in the learning and development of the learners. Also to recommend for continuation and strengthening are services that offer learners experiential and social learning opportunities as these directly or indirectly help to accomplish the objectives of the school counselling programme and also help in the overall development of the learners.

Recognizing parents as major beneficiaries of the Namibian school counselling programme is an important asset of the programme. There is no doubt that parents stand to benefit from a programme geared toward helping their children to succeed not only in school but later in life. Parents also have benefits to gain personally with a school counselling programme that empowers them to be more capable to support their children's education and or learning. Unfortunately the findings of this study seem to paint the picture that parents are not benefitting as they should as there is apparent lack of parental involvement. The recommendation here therefore is for the Ministry of Education and schools in Namibian to promote better home-school relationships that will enable the parents to take ownership of the schools and to be willing to support their children's education. Featuring programmes like parent education and involving parents in the activities of the schools will go a long way to empower them to contribute to their children's education.

In developing countries like Namibia, lack of resources serves as the major setback to effective implementation of many programmes including school counselling programme services. Shortage of resources, specifically financial resources, is the dominant hindrance of the proper implementation of school counselling programme as all participants unanimously agreed that lack of budget to fund school counselling programme services impeded the effective implementation of counselling services in Namibian schools. This is evident in that there is a need for finances for effective implementation and delivery of school counselling programme services in Namibia. Therefore, it is recommended that the government should allocate separate or special budget to school counselling programme.

Adequate and appropriate infrastructural facilities are important for effective implementation of a school counselling programme. The study found that schools have no specially designated counselling rooms where the teacher-counsellors could meet with learners to address personal and emotional problems on a one-on-one individual counselling or therapy. The absence of counselling room meant that the learners could not be provided with individual counselling and this is responsible for their dissatisfaction with the counselling services offered by the Namibian school counselling programme. The recommendation therefore is that teacher-counsellors should be given a standard office spaces for personal counselling located in a section of the school which allows for privacy and confidentiality. There are also needs for counselling and or career resources rooms which should be well furnished with basic furniture such as career Bulletin or display boards, or Notice Board, storage facilities like lockable file cabinets for storing and retrieving learners' personal or cumulative records. Schools should also be provided with audiovisual materials, such as

projectors, computers and laptops, and internet connection to enhance efficiency and effective implementation of school counselling services in Namibia.

The findings of this study revealed that the teacher-counsellors, who are the main human resources for the implementation of the Namibian school counselling programme, are seriously in short supply. The shortage of teacher-counsellors is not only the problem plaguing the Namibian school counselling programme, but they are also not well trained for their job roles. The study also revealed that there were more beneficiaries than the services could cope with due to the shortage of teacher-counsellors. Thus the recommendation is that more teacher-counsellors should be appointed and trained if they are to meet the demands of the counselling services' beneficiaries. Without meeting the high demands of the beneficiaries, school counselling programme provision in school will remain insufficient and ineffective. Therefore, it is recommended that the number of learners per school be used as the determining factor for allocating teacher-counsellors to schools.

7.5. Limitations of the study

The study suffered a number of limitations and these are briefly discussed in the next section below.

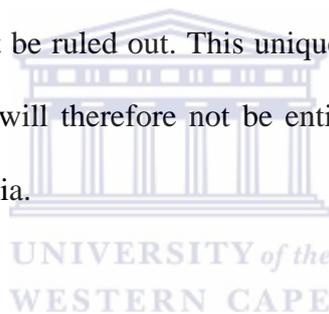
7.5.1. Instruments

The questionnaire used to obtain quantitative information for this study is a self-report instrument which the respondents might have completed in a manner that they thought the researcher would have wanted them to. It should also be noted that one could not rule out the

possibility that only the respondents with positive perceptions and understanding of school counselling programme services took time to complete the questionnaires. The fact that some respondents took the questionnaire home to complete and took time to return could mean that various influences may have plagued their responses. However, it was envisaged that some of the lapses of the questionnaire should have been made up for by the responses to interview questions and the focus group interviews.

7.5.2. The study was limited to Ohangwena region only

While it may be taken that every region of the country share similar characteristics, the uniqueness of each region cannot be ruled out. This uniqueness may have played significant influence on the respondents. It will therefore not be entirely appropriate to generalize the results of this study across Namibia.



7.6. Specific Recommendations

The study was designed to explore stakeholders' conceptions and understanding of the Namibian school counselling programme in terms of its objectives, services/activities, resources and beneficiaries. The study also examined the satisfaction of the beneficiaries with the School Counselling Programme services. These findings have a number of implications which in turn led to the following recommendations.

7.6.1. Provision of resources to schools

In developing countries like Namibia, lack of resources serves as the major setback to effective implementation of school counselling programme services. Shortage of resources,

specifically financial resources is the dominant hindrance of the proper implementation of school counselling programme as all participants unanimously agreed that lack of budget to fund school counselling programme services impeded the effective implementation of counselling services in Namibian schools. This is evident that there is a need for finances for effective implementation and delivery of school counselling programme services in Namibia. Therefore, it is recommended that the government should allocate separate or special budget to school counselling programme.

Adequate and appropriate infrastructural facilities are important for effective implementation of a school counselling programme. The study found that schools have no specially designated counselling rooms where the teacher-counsellors could meet with learners to address personal and emotional problems in a one-on-one individual counselling or therapy. The absence of counselling room meant that the learners could not be provided with individual counselling and this is responsible for their dissatisfaction with the counselling services offered by the Namibian school counselling programme. The recommendation therefore is that teacher-counsellors should be given a standard office for personal counselling located in a section of the school which allows for privacy and confidentiality. Such consulting room should be well furnished with basic furniture such as career Bulletin Board, or Notice Board, lockable file cabinets for storing and retrieving learners' personal or cumulative records. Schools should also be provided with audiovisual materials, such as projectors, computers and laptops, and internet connection to enhance efficiency and effective implementation of school counselling services in Namibia. In addition, though the study findings showed that there were teacher-counsellors appointed to implement the school counselling programme services, it is still evident that there is a shortage of teacher-counsellors in many Namibian schools.

7.6.2. Appointing of more teacher-counsellors in schools

The study also revealed that there were more beneficiaries than the services could cope with. This is an indication that there is a shortage of teacher-counsellors in Namibian schools and thus more teacher-counsellors need to be appointed in schools if we are to meet the demands of the counselling services beneficiaries. Without meeting high demands of the beneficiaries, school counselling programme provision in school will remain insufficient and ineffective. Therefore, it is recommended that the number of learners per school be used as the determining factor to allocate teacher-counsellors to school. Therefore, teacher-counsellors should be posted to those schools where vacant posts are not yet filled.

7.6.3. Parents Education on School Counselling Programme Services

The findings also revealed that parents do not yet fully understand the school counselling services and therefore were not fully involved. This is an affirmation that school counselling programme services were not advocated sufficiently, hence, awareness raising activities such as information sharing sessions and education campaigns on school counselling programme services be held regularly to educate parents and school community about the functions and importance of school counselling programme services. During these meetings or campaigns teacher-counsellors should be prepared to impress on the general public that their services are essential. They should be ready to sell their services to all stakeholders and parents most of who are yet to fully grasp the value and type of services school counselling programme can provide to them.

7.7. Suggestions for Future Research

This study was conducted in Ohangwena Regional Council, Directorate of Education only. There are fourteen (14) education regions in Namibia, thus, there is a need for a national study that would cover all the regions. Since parents have indicated that they did not yet fully understand the importance of school counselling programme services, a study on home-school relations would be viable to strengthen the linkage. Future study could be carried out on the perceptions of students attending tertiary institutions to establish the impacts of school counselling programme on their education or choices of their tertiary institution academic programmes and hence the career choices they are currently pursuing at higher institutions of learning.



7.8. Contribution of the study

The study certainly has made some useful contributions to the existing body of knowledge on the school counselling programme in Namibia. This is the first empirical study to examine the programme since its inception in 1996. The study, therefore, has provided good descriptions of the current status of the programme and particular references to the strengths and weaknesses of the programme. The study therefore also serves as a reference base. The study has also made contribution to better understanding of the programme particularly with regard to its objectives and characteristic services. Since the objectives are closely aligned with objectives of similar programme in many other countries that share similar characteristics (history, culture, educational system, economy) with Namibia, the findings that school counselling services that are context-sensitive or directed to meeting the needs of the people or to addressing their life challenges are found to be effective and satisfactory are very significant. Significant also is the finding that services offering learners social learning

and experiential opportunities are more effective than other services. The findings of inadequate resources for the implementation of the Namibian school counselling programme can also be described as contribution as such finding has potential for stakeholders to know what type of improvement to bring to the programme and how. Generally the findings of this study should provide useful information to policy makers, teacher-counsellors, and educators for policy formulation and implementation as well as for the improvement of school counselling programme in Namibia in order to accomplish the objectives for which it is established.



REFERENCES

Adelman, H.S. (1996). Restructuring education support services and integrating community resources: *School Psychology*, 25(4), 431-446.

Adelman, Clem., & Alexander, R. J. (1982). *The self-evaluating institution: practice and principles in the management of educational change*, Methuen, London.

Alemu, Y. (2013). Assessment of the Provision of Guidance and Counselling services in secondary Schools of East Harenge Zone and Hareri Region, Ethiopia. *Middle Eastern & African Journal of Educational Research*, (2) 28-37.

Aloka, P. J. O. (2012). Group polarization in decision-making: A study of selected secondary school disciplinary panels in Rongo district of Kenya. (Doctoral thesis) University of the Western Cape, Cape Town, South Africa.

Aloka, P.J.O., & Bojuwoye, O. (2013). Gender Differences in Decisions and Student Disciplinary Behaviours by Disciplinary Panels of Selected Kenyan Secondary Schools. *Ife Center for Psychological Studies/Services, Ife-life, Nigeria Gender & Behaviour*, 11(1), 5252-5271.

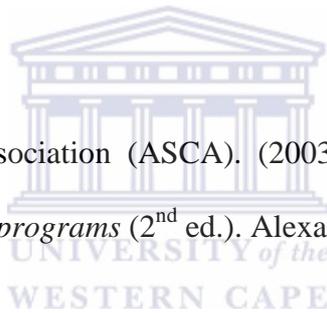
Andronic, A.O., Andronic, R.L., Lepadatu, I., & Tatu, C. (2011). Perceptions regarding the role of school counselor in Romania- a comparative approach. *Procedia-Social and Behavioural Sciences*, 84(13), 1124-1127.

Ansbacher, H. L., & Ansbacher, R. R. (Eds.). (1964). *The individual psychology of Alfred Adler*. New York, NY: Harper & Row.

Amatea, E.S., & Clark, M.A. (2005). Changing schools, changing counselors: A qualitative study of school administrators' conceptions of the school counselor's role. *Professional School Counseling*, 9 (1), 16-28.

Amatea, E. S., & Clark, M. A. (2005). Changing schools, changing counselors: A qualitative study of school administrators' conceptions of the school counselor's role. *Professional School Counseling*, 9 (1), 16-28

American School Counselor Association (ASCA). (2003). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.



American School Counselor Association. (2004). *The role of the professional school counselor*. Retrieved April 13, 2011 from <http://www.schoolcounselor.org/content.asp>

American School Counselor Association. (2008). *School counselor competencies*. Retrieved June 15, 2010 from <http://www.schoolcounselor.org/files/SCCompetencies.pdf>.

American School Counselor Association. (2004a). *Why secondary school counselors?* Retrieved June 10, 2012, from <http://www.schoolcounselor.org>.

American school Counselor Association. (2005). *The ASCA national model: A framework for school counselling programs* (2nd ed.). Alexandria, VA: Author.

Amukugo, E. M. (1993). *Education and politics in Namibia: past trends and future approaches*. London: Sage.

Anaekwe, M.C. (2002). *Basic research methods and statistics in education and social sciences*. Enugu: Podiks Printing and Publishing Company.

Armstrong, S. A., MacDonald, J. H., & Stillo, S. (2010). School counselors and principals: Different perceptions of relationship, leadership, and training. *Journal of School Counseling*, 8(15). Retrieved from <http://www.jsc.montana.edu/articles/v8n15.pdf>.

Astramovich, R.L., Hoskins, W.J., & Barlett, K.A. (2010). Rethinking the organization and delivery of counseling in schools. Retrieved from <http://counselingoutfitters.com/vistas/vistas10/>. Retrieved on 29 September 2011.

Babbie, E., & Mouton, J. (2001). *The practice of social research*. Cape Town: Oxford University Press.

Baker, S. B., & Gerler, E. R. (2001). *Counseling in schools*. Thousand Oaks, CA: Sage.

Baker, S. B., & Gerler, E. R., Jr. (2004). *School counseling for the Twenty First Century* (4th ed). New Jersey: Pearson Prentice Hall.

Baker, S.B., & Taylor, J.G. (1998). Effects on career education interventions: a meta-analysis. *The Career Development Quarterly*, 46, 376-385.

Bardhoshi, G., & Duncan, K. (2009). Rural school principals' perceptions of the school counselor's role. *The Rural Educator*, 30(3), 16-24.

Beesley, D., & Frey, L. L.(2006). Principals' perceptions of school counselor roles and satisfaction with school counseling services. *Journal of School Counseling*, 4(14), 1-27.

Benson, J.H. (2009). Wholistic development: A survey of the core affective dimensions of the whole person as defined by college educators and business professionals in the southeastern region of the United States of America. (Doctoral thesis) George Washington University, USA.

Berg, B.L. (2004). *Qualitative research methods for the social sciences* (5th edition). Boston: Pearson.

Berg, B.L. (2007). *Qualitative research methods for the social sciences* (6th ed.). Boston: Pearson and Allyn and Bacon.

Best, J. W. & Khan, J.V. (1993). *Research in Education*. Boston: Allyn and Bacon.

Bohart, A. (2003). Person-centered psychotherapy. In A. S. Gurman & S. B. Messer (Eds.), *Essential psychotherapies: Theory and practice* (2nd ed., pp. 107–148). New York, NY: Guilford Press.

Bojuwoye, O., & Mbanjwa, S. (2006). Factors impacting on career choices of Technikon students from previous disadvantaged high schools. *Journal of Psychology in Africa*, (1), 3-16.

Bojuwoye, O. (1992). The role of counselling in developing countries: A reply to Soliman. *International Journal for the Advancement of Counselling*, 15, 3-16.

Borders, L.D., & Drury, S. M. (1992). Comprehensive school counseling programs: A review for policy makers and practitioners. *Journal of Counseling & Development*, 70, 487–498.

Boulmetis, J., & Dutwin, P. (2000). *The ABCs of evaluation: Timeless techniques for program and project managers*. San Francisco: Jossey-Bass.

Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behaviour. *Professional School Counselling*, 7, 91-98.

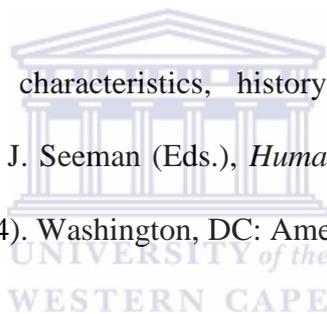
Buhler, C. (1971). Basic theoretical concepts of human psychology. *American Psychologist*, 26, 378-386. doi:10.1037/h0032049.

Bull, A., Brooking, K., & Campbell, R. (2008). Successful Home- School Partnerships. *New Zealand Council for Education Research*, 2,1-65.

Bundy, M.L.,& Poppen, W.A. (1986). School counselor effectiveness as consultants: A research review. *Elementary School Guidance and Counseling*, 20, 215-222.

Burnham, J. J., & Jackson, C. M. (2000). School counselor roles: Discrepancies between actual practice and existing models. *Professional School Counseling*, 4, 41-49.

Cain, D. J. (2001). Defining characteristics, history, and evolution of humanistic psychotherapies. In D. J. Cain & J. Seeman (Eds.), *Humanistic psychotherapies: Handbook of research and practice* (pp. 3–54). Washington, DC: American Psychological Association.



Cambridge Advanced Learner's Dictionary. (2008) (3rd ed.). London: Cambridge University Press.

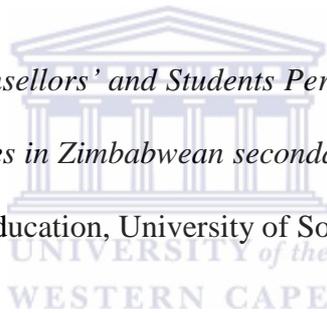
Campbell, C. A., & Dahir, C. A. (1997). *The National Standards for School Counseling Programs* Alexandria, VA: American School Counselor Association.

Castelli, S., & Pepe, A. (2008). School-parent relationships: a bibliometric study on 40 years of scientific publications. *International Journal about parents in Education*, 2 (1), 1-12.

Chata, C.C. (2005). The role of professional school counselors as perceived by future school principals. *A dissertation submitted to the graduate school of the University of Florida in partial fulfillment of the requirement for the degree of the Doctor of Philosophy, University of Florida, United States of America.*

Chireshe, R. (2006). An assessment of the effectiveness of School Counselling and Guidance Services in Zimbabwean Secondary Schools: A thesis submitted in accordance with the requirement for the degree of Doctor of Education; Psychology of Education, University of South Africa, Cape Town.

Chireshe, R. (2011). *School Counsellors' and Students Perceptions of the Benefits of School Guidance and Counseling Services in Zimbabwean secondary Schools*. College of Education, Department of Further Teacher Education, University of South Africa.



Christenson, S. L., & Carlson, C. (2005). Evidence-based parent and family interventions in school psychology: State of scientifically based practice. *School Psychology Quarterly*, 20, 525–528.

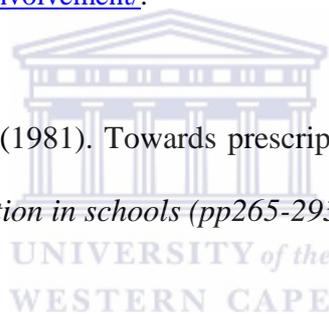
Christenson, S. L., & Reschly, A. L. (Eds). (2009). *Handbook of school-family partnerships*. New York, NY: Routledge, Taylor and Francis.

Clark, M.A., & Breman, J.C. (2009). School counselor inclusion: A collaborative model to provide academic and social-emotional support in the classroom setting. *Journal of School Counselling and Development*, 87, 6-11.

Cohen, L., Mannion, L., & Morrison, K. (2000). *Research Methods in Education*, (5th ed.), London: Routledge.

Community Tool Box (2013). Section 8. Identifying and analyzing stakeholders and their interests. Retrieved 27/11/2013 from: <http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/>.

Conoley, J., & Conoley, C.W. (1981). Towards prescriptive consultation: In J.C. Conoley & C.W. Conoley (Eds), *Consultation in schools* (pp265-293), New York: Academic Press.



Cooley, L. (2010). *The power of groups: Solution-focused group counseling in schools*. Thousand Oaks, CA: Corwin Press.

Corey, G. (1996). *Theory and Practice of Counseling and Psychotherapy*. (5th edition): Brooks/Cole, USA.

Coy, D. R. (2004). *Developmental guidance and counseling in today's schools*. Alexandria, VA: National Association of Secondary Schools.

Creswell, J.W. (2003). *Research design. A qualitative, quantitative, and mixed method approaches* (2nd ed.). Thousand Oaks. CA: Sage Publications.

Creswell, J.W. (2009). *Research design. Mixed methods approaches*. (3rd edition). London: Sage Publications.

Dahir, C. A., Burnham, J. J., & Stone, C. (2009). Listen to the voices: Counselors' and comprehensive school counseling programs. *Professional School Counseling, 12*, 182-192.

de Vos, A. S (2005). Qualitative data analysis and interpretation. In A. S. de Vos, H. Strydom, C. B. Fouché, & C. S. L. Delport (Eds.), *Research at grass roots: For the social sciences and human service professions* (3rd ed.) (pp. 333 – 349). Pretoria: Van Schaik.

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research*. London: SAGE.

Denzin, N. K., & Lincoln, Y.S. (2003). *The SAGE handbook of qualitative research*. London: SAGE.

Denzin, N.K., & Lincoln, Y.S. (2005). *The SAGE handbook of qualitative research* (3rd ed.)
Thousand Oaks, CA: Sage.

Diescho, J. (1987). *Education as an agent of political socialization in Namibia*. Windhoek: Church Council of Namibia.

Dimmitt, C., & Carey, J.C.(2009). Why Evaluation Matters: Determining Effective School Counseling Practices. *Professional School Counseling*, 12(6), 396-399.

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Dollarhide, C. T., & Saginak, K. A. (2003). *School counseling in the Secondary schools: A comprehensive process and program*. Boston: Allyn and Bacon.

Dollarhide, C., Smith, A., & Lumberger, M. E. (2007). Critical incidents in the development of supportive principals: Facilitating school counselor- principal relationship. *Professional School Counseling*, 10, 360-369.

Dollarhide, C.T. (2003). School counselors as program leaders: Applying leadership contexts to school counseling. *Professional School Counseling*, 6, 304-308.

Donald, D., Lazarus, S.,& Lolwana, P. (2004). *Educational Psychology in social context* (2nd edition). Cape Town: Oxford University Press.

Donald, D., Lazarus, S., & Lolwana, P. (2010). *Educational Psychology in Social Context*. Challenges of development, social issues and special need in Southern Africa. Cape Town: Oxford University Press.

Dooley, D. (1990). *Social Research Methods*. New Jersey: Prentice-Hall.

Dryfoos, J.G. (1994). Full services schools: A revolution of fad? *Journal of Research on Adolescence*, 5, 147-172.

Du Plooy, G.M. (2009). *Communication research: techniques, methods and application*, (2nd ed). Cape Town, South Africa: Mills Litho.

Education Management Information System. (2005). *Education statistics, 2003*. Windhoek: Namibia.

Education Management Information System. (2007). *Education statistics, 2005*. Windhoek: Namibia.

Education Sector Policy for Orphans and Vulnerable Children (2008), Windhoek: Ministry of Education.

Education Management Information System (2009), *Education Statistics.2008*, Windhoek: Namibia.

Egbochuku, E.O. (2008). Assessing of the Quality of Guidance and Counselling Services to Students' Adjustment in Secondary School Edo State of Nigeria. *Research Journal International Studies*, 8, 42-50.

Epstein, J.L., & Sanders, M.G. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. *Peabody Journal of education*, 81, 81-120.

Eloff, I. (2006). Understanding the asset-based approach. In L Ebersöhn & I Eloff (Eds). *Life skills and assets* (2nd ed). Pretoria: Van Schaik Publishers.

Eloff, I., & Ebersohn, L.(2001). The implications of asset-based approach to early intervention. *Perspectives in Education*, 19(3):147-158.

Erford, B. T. (2011). *Transforming the school counseling profession*. Upper Saddle River, NJ: Prentice Hall.

Ernst, K., & Hiebert, B. (2002). Toward the development of a program evaluation business model: Promoting the longevity of counselling in schools. *Canadian Journal of Counseling*, 36, 73–84.



Euvrard, G. (1996). Career needs of Eastern Cape pupils in South Africa. *British Journal of Guidance and Counselling*, 24(1), 113-128.

Euvrard, G. (1992). School guidance-what do pupils want? *South African Journal of Psychology*, 22(4), 73-84.

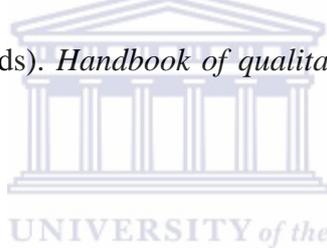
Eyo, M.B., Joshua, A.M., & Esuong, A.E. (2010). Attitude of secondary school students towards guidance and counseling services in Cross River State. *Edo Journal of Counselling*, 3(1), 87-99.

Ferreira, S.L (2002). *The Design, Implementation and Evaluation of the Student Support and Development Services*. City: South Africa: Further Education and Training College.

Fitch, T., Newby, E., Ballestero, V., & Marshall, J. L. (2001). Future school administrators' perceptions of the school counselor's role. *Counselor Education and Supervision, 41*, 89-99.

Fitch, T. J., & Marshall, J. L. (2004). What counselors do in high achieving schools: A study on the role of the school counselor. *Professional School Counseling, 7*, 172–177.

Fontana, A., & Frey, J.H. (2000). Interview: from structured questions to negotiated text. In Denzin, N.K. & Lincoln, Y.S. (eds). *Handbook of qualitative research*. (2nd ed.). Thousand Oaks: Sage.



Fox, N., Hunn, A., & Mathers, N. (2009). *Sampling and Sample Size Calculation*, National Institute for Health Research, University of Nottingham, UK.

Frank, R.L. (1986). *Counselor/administrator perceptions of counselor responsibilities*. ERIC Document Reproduction Service (ED 270 705).

Gallant, D., & Zhao, J. (2011). High school students' perceptions of school counselling services: Awareness, Use and Satisfaction. *Counseling outcome Research and Evaluation, 2*(1), 87-100.

Gay, L.R. (1981). *Educational research. Competencies for analysis & application: (2nd ed.)*, Columbus, Ohio: Charles E. Merrill Publishing.

Gensheiner, L., Ayers., & Roosa, M. (1993). School-based preventive interventions for at-risk populations: Practical and ethical issues. *Evaluation and Program Planning*, 16, 159-167.

Gerler, E. R. (1992). What we know about school counselling: A reaction to Borders and Drury. *Journal of Counselling and Development*, 70, 499-501.

Gerler, E. R., Kinney, J., & Anderson, R. F. (1985). The effects of counseling on classroom performance. *Journal of Humanistic Education and Development*, 23, 155-165.

Gibson, R. L. (2008). *Introduction to guidance and counseling*. Upper Saddle River, NJ: Prentice Hall.

Gibson, R.L. & Mitchell, M. H. (1995). *Introduction to counseling and guidance*. (4th ed.). Columbus, Ohio: Merrill of Prentice Hall.

Gibson, R., & Mitchell, M. (2003). *Introduction to counseling and guidance*. Upper Saddle River, NJ: Prentice-Hall.

Gibson, R., & Mitchell, M. (2008). *Introduction to counseling and guidance*. Upper Saddle.

Glanz, E.C. (1974). *Guidance: Foundations, principles and techniques*. Boston: Allyn & Bacon.

Gothard, W. P. & Bojuwoye, O. (1992). Counsellor training in two different cultures. *International Journal for the Advancement of Counselling*, 15, 209 – 219.

Government of the Republic of Namibia. (2001a). *Education Act (Act 16 of 2001)*. Ministry of Education, Sport and Culture. Windhoek: Namibia.

Government of the Republic of Namibia. (2001b). *Education for all: national plan of action 2001 - 2005*. Windhoek: Ministry of Education, Sport and Culture.

Gray, D.E. (2004). *Doing Research in the Real World*. New Delhi: Sage Publication.

Griffin. D., & Steen, S. (2010). School-Family-Community Partnerships: *Applying Epstein's Theory of the Six Types of Involvement to School Counselor practice*, 13(4), 218-226.

Gysbers, N. C., & Henderson, P. (2000). *Developing and managing your school counseling program* (3rded.). Alexandria, VA: American Counseling Association.

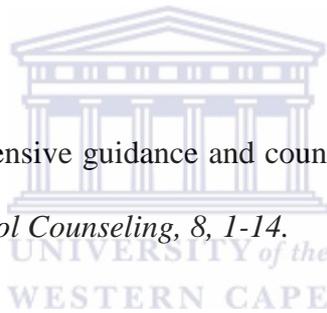
Gysbers, N. C., & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling*, 4, 246-256.

Gysbers, N.C., & Lapan, R.T. (2001). The implementation and evaluation of comprehensive school guidance programs in the United States: Progress and Prospects. *International Journal for Educational and Vocational Guidance* 1, 97- 208.

Gysbers, N.C. (2001). "Assessing the effectiveness of school guidance programs: program, personnel and results evaluation" ERICID #EDU4574 33.www.eric.ed.gov.

Gysbers, N.C., & Henderson, P. (2001). Comprehensive guidance and counselling programmes: A rich history and bright future. *In Professional School Counselling*, 4,(4), 246-256.

Gysbers, N. C. (2004). Comprehensive guidance and counseling programs: The evolution of accountability. *Professional School Counseling*, 8, 1-14.



Gysbers, N. C., & Henderson, P. (2004). *Developing and managing your school guidance program* (4th ed.). Alexandria, VA: American Counseling Association.

Gysbers, N. C. (2006). *Developing and managing your school guidance program*. Washington, DC: American Counseling Association.

Hansen, J. T. (2006). Humanism as ideological rebellion: Deconstructing the dualisms of contemporary mental health culture. *Journal of Humanistic Counseling, Education and Development*, 45, 3–16.

Hansen, A. (2006). Effect of guidance services on study attitudes, study habits and academic achievement of secondary schools students. *Bulletin of Education and Research*, 28(1),35-45.

Hardy, D. (2008). Perceptions of School Counsellors and School Administrators with respect to the roles of School Counsellors as they implement the New York State comprehensive school counselling model. (Doctoral thesis). Western Connecticut State University, Connecticut, USA.

Haufiku, A. (2008). An Investigation of Lower Primary Teachers' Content Knowledge of Mathematics in Ohangwena Region in Namibia. (Master's thesis). Rhodes University, Graham Town, South Africa.



Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

Henning, E. (with van Rensburg, W. & Smit, B. (2004). *Finding your way in qualitative research*. Pretoria, van Schaik.

Hernandez, T. J., & Seem, S. R. (2004). A safe school climate: A systematic approach and the school counselor. In *professional school counselling*, 7(4), 256-262.

Herr, E.L. (1982). *Why counseling?* Falls Church, VA: American Personnel and Guidance Association.

Holcomb-Mc-Coy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

House, R. M., & Hayes, R. L. (2002). School counselors: Becoming key players in school reform. *Professional School Counseling, 5*, 249–256.

Hue, M.T. (2007). The relationships between school guidance and discipline: Critical contrasts in Hong Kong secondary schools. *Educational Review, 59*(3), 343-362.

Hughey, K.F., Gysbers, N.C., & Starr, M. (1993). Evaluating school guidance programs: Assessing the perceptions of students, parents, and teachers. *School Counselor, 41*, 31-35.

Hughley, F.K. & Gysbers, N.C. (1988). Evaluating comprehensive school guidance programs: Assessing the perceptions of students, parents and teachers. *School counselor, 4*(1), 31-35.

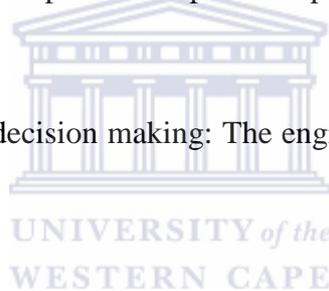
Hui, E.K. (2002). Guidance as a whole-school approach in Hong Kong: Teachers' perceptions. *British Journal of Guidance and Counselling, 30*, 63-80.

Idowu, A.I.(1990). Guidance and Counselling in the National Policy on Education: A revisit. Ilorin Journal of Education, Vol 10. From <<http://www.unilorin.edu.ng/journals.education>> (Retrieved February 28, 2011).

Imonikhe, J.S., Aluede, O. & Ojugo, A.I. (2011). Awareness of the Comprehensive Guidance and Counseling Programs among Secondary School Counselor in Midwestern Nigeria. *Philippine Journal of Counseling Psychology*, 13, 1, 46-64.

Ipaye, T. (1983). Guidance and Counseling Practices. Ife: University of Ife Press. Internet (2010). Wikipedia, The Free Encyclopedia in <http://en.wikipedia.org/wiki/internet>.

Isaacs, M.L. (2003).Data-driven decision making: The engine of accountability. *Professional school Counseling*, 6, 288-295.



Iyambo, A. (2011). Speech delivered by the Minister of Education in the Otjozondjupa Region during the Inspectors of Education and Advisory Teachers and Text books Officials meeting in Out of Africa Lodge. Namibia. Otjozondjupa Region.

Johnson, R. B., & Onwuegbuzie, A.J. (2004). Mixed methods research. A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.

Kaburu, L.W. (2006). Effectiveness of guidance and counselling programme in combating indiscipline in secondary schools: A case of Nakuru Municipality, Kenya. (Master's thesis). Egerton University, Kenya.

Karangu, G.N., & Muola, J.M. (2011). The principals and teacher counselors' perceptions of the factors influencing delivery of guidance and counseling services in public schools in Laikipia district. *International Multi-Disciplinary Journal*, Ethiopia, 5(1), 266-281.

Kerr, B. A., & Ghrist-Priebe, S. L. (1988). Intervention for multi-potentiality: Effects of a career counseling laboratory for gifted high school students. *Journal of Counseling and Development*, 66, 366-369.

Keys, S.G., & Bemak, F. (1997). School-family-community linked services. A school counseling role for changing times. *School counselor*, 44(4), 255-264.

Kosslyn, S.M. & Rosenberg, R.S. (2006) *Psychology in context* (3rd ed). Boston: Pearson.

Kuhn, L.A. (2004). Students' perceptions of school counselor roles and functions: Thesis submitted to the faculty of the Graduate School of the University of Maryland, College Park, in partial fulfillment of the requirements for the degree of Master of Arts. USA.

Kumar, R. (2005). *Research Methodology: a step-by step guide for beginners*. Pearson Longman, Frenchs Forest, N.S. W.

Lairio, M., & Nissila, P. (2002). Towards Networking in Counselling: a Follow-Up Study of Finnish Schools Counselling. *In British Journal of Guidance and Counselling*, 30(2), 159-172.

Lankshear, C., & Knobel, M. (2004). *A hand teacher research: from design to implementation*. New York: Open University Press.

Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counselling and Development*, 75, 292-302.

Lapan, R.T., Gysbers, N.C., & Petroski, G. (2001). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Journal of Counseling and Development*, 79, 320-330.

LeCompte, M.D., & Coetz, J.D. (1982). Problems in reliability and validity in ethnographic research. *Research of Educational Research*, 52(1), 31-60.

Lee, R.S. (1993). Effects of classroom guidance on student achievement. *Elementary School Guidance & Counseling*, 27, 163-171.

Leedy, P.D., & Ormond, J.E. (2005). *Practical research: Planning and design*. (8th ed.). Upper Saddle River, Prentice Hall.

Leedy, P.D., & Ormond, J.E. (2010). *Practical research: Planning and design*. (9th ed.). Upper Saddle River, Prentice Hall.

Lemberger, M. E. (2010). Advocating for student within environment (ASE): A humanistic theory for school counseling. *Journal of Humanistic Counseling, Education and Development, 49*, 131–146.

Lenhardt, A.N.C., & Young, P.N. (2001). Proactive Strategies for Advancing Elementary School Counseling Programs: *Professional School Counseling, 4*(3), 187-195.

Leuwerke, W. C., Walker, J., & Qi, S. (2009). *Informing Principals: The Impact of Different Types of Information on Principals' Perceptions of Professional School Counselors.*

Litchman, M. (2006). *Qualitative research in education: A user's guide.* London: SAGE

Lindhard, N., Dlamini, N., & Barnard, W. (1987). *Guidance in the classroom.* (3rd ed.). Maskew Miller, Longman.

Littrell, J. M., & Peterson, J. S. (2001). Transforming the schoolculture: A model based on an exemplary counselor. *Professional School Counseling, 4*, 310–319.

Lonborg, S.D., & Bowen, N. (2004). Counsellors, communities and spirituality: Ethical and multicultural considerations. *Professional School Counselling, 7*(5), 318-325.

Lunenburg, F.C. (2010). School guidance and counseling services. *Schooling, 1*, 1, 1-9.

Lusky, M. B., & Hayes, R. L. (2001). Collaborative consultation and program evaluation. *Journal of Counseling and Development, 79*, 26-35.

MacDonald, G., & Sink, C.A. (1992). A qualitative developmental analysis of comprehensive guidance programmes in schools in the United States. *British Journal of Guidance and Counselling*, 27, 415-430.

Maharaj, A. (2005). *The development and implementation of school governance policy in the South African Schools Act (SASA) and the Western Cape provincial school education Act (WCPSA)*. Doctoral Thesis, University of the Western Cape.

Maluwa-Banda, D.W. (1998). School counsellors' perception of guidance and counselling programme in Malawi's secondary schools. *British Journal of Guidance and Counselling*, 26(2), 287-295.



Mapfumo, J.S (2001). *Guidance and Counselling in Education*. Module PGDE 012. Harare: Zimbabwe Open University.

Maslow, A. H. (1968). *Toward a psychology of being*. New York, NY: Van Nostrand.

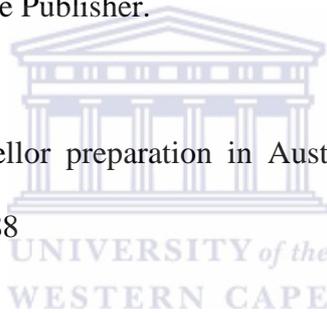
Mason, M (2010). *Sample size and saturation in PhD studies using qualitative interviews: Forum Qualitative Sozial for schung /Forum: Qualitative Social Research*, 11 (3), Art. Retrieved May 24th, 2012, from <http://nbn-resolving.de/urn:de:0114-fqs 100387>.

Mawire, T.L. (2011). *Evaluating the implementation of guidance and counselling in a Zimbabwean secondary school*, MEd dissertation, University of Pretoria, Pretoria, viewed [http://upetd.up.ac.za/thesis/available/etd-10062011-155147 / >](http://upetd.up.ac.za/thesis/available/etd-10062011-155147/)

Mazibuko, S.P. (2007). The managerial role of the principal in whole-school evaluation in the context of disadvantaged schools in Kwazulu-Natal. *A research submitted in accordance with the requirements for the degree of Doctor of Education, University of South Africa.*

McMillan, J.H., & Schumacher, S. (2006). *Research in Education: A Conceptual Introduction*. New York: Harper Collins College Publisher.

McWhirter, J. J. (1987). Counsellor preparation in Australia and Newzealand. *Counsellor Education and Supervision*, 77 - 88



Merriam, S.B. (1998). *Qualitative research and case study applications in Education*. San Francisco: Jossey-Bass Publishers.

Miller, F.W., Fruehling, J.A., & Lewis, G.J. (1978). *Guidance principles and services* (3rd ed.), Columbus Toronto: Charles E. Merrill Publishing Company.

Millennium Development Goals Report (2010) Published by the United Nations Department of Economics and Social Affairs. DESA 2010.

Minister's Directive No.MD 2003-03 School Counsellors.2003. Prince Edward Island
Department of Education

Ministry of Education and Culture [MEC] (1993). *Toward Education for All, A development
brief for education, culture, and training*, Windhoek: Gamsberg McMillan.

Ministry of Education and Culture. (2002) *Education for All (EFA) National plan of action,
2002-2015*. Windhoek: Namibia.

Ministry of Education and Culture. (2003). *Toward education for all: a development brief
for education, culture, and training*. Windhoek: Gamsberg.

Ministry of Education. (2005a). *National standards and performance indicators for
schools in Namibia*. Windhoek: Namibia.

Ministry of Education, Sport and Culture, (1996). *National Institute for Educational
Development*. Windhoek: Namibia.

Ministry of Education, Sport and Culture. (2001). *Strategic plan 2001-2006*. Windhoek:
Namibia.

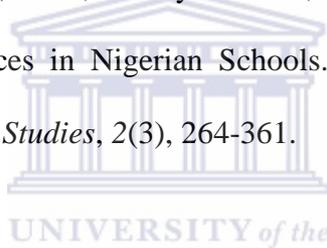
Ministry of Education. (2005). *Senior Secondary Phase Life Skills syllabus grades 11-12*.
NIED: Okahandja.

Ministry of Education. (2006). *Upper Primary Phase Life Skills syllabus grades5-7*. NIED: Okahandja.

Ministry of Education. (2008). *The Education Sector Policy for Orphans and Vulnerable Children*. Windhoek: Namibia.

Ministry of Education. (2010). *The National Curriculum for Basic Education*, Windhoek: Namibia.

Mogbo, I.N., Obumneke-Okeke, I.M., & Anyachebelu, F.E. (2011). Implementation of Guidance and Counseling Services in Nigerian Schools. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(3), 264-361.



Monteiro-Leitner, J., Asner-Self, K.K., Milde, C., Leitner, D. W., & Skelton, D. (2006). The role of the rural school counselor: Counselor, counselor-in-training, and Principal perceptions. *Professional School Counseling*, 9, 248-252.

Motshwane, B.J.K. (2009). Evaluation of guidance and counselling services in secondary schools using South African Education White Paper 6 and ASCA quality performance Standards. (Doctoral thesis) University of Zululand, South Africa.

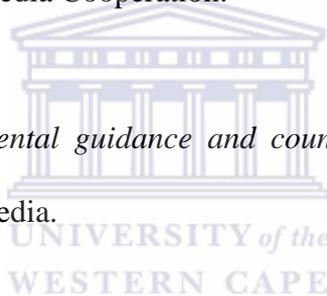
Mushaandja, J. (2006). Investigating in-service professional development of secondary school principals in Namibia. (Doctoral thesis). University of the Western Cape, Cape Town, South Africa.

Mutorua, J. (2004). *National Report on the Development of Education in Namibia. International Conference on Education: Geneva, 2004.* Ministry of Basic Education, Sport and Culture. Windhoek. Namibia.

Mwilima, N. (2006). The role of the trade unions on youth employment initiatives in Africa: Namibian country paper, Labour resource and research Institute, Windhoek: Namibia.

Myrick, R.D. (1987). *Developmental guidance and counseling: A practical approach.* Minneapolis, MN: Educational Media Cooperation.

Myrick, R.D. (2003). *Developmental guidance and counseling: A practical approach* (2nd ed.). Minneapolis: Educational Media.



Nachmias, C., & Nachmias, D. (1996). *Research in Methods in the Social Sciences.* Great Britain: St Martin's Press.

Namibia Education Act (2001). *Government Gazette of the Republic of Namibia.* Windhoek: Government Printer.

Namibia (2011) population and Housing Census Basic Report, Windhoek: Namibia.

Napierkowski, C. M., & Parsons, R. D. (1995). Diffusion of innovation: Implementing changes in school counselor role and functions. *School Counselor*, 42(5), 364-370.

Nearpass, G. L. (1990). Counseling and guidance effectiveness in North American high schools: A meta-analysis of the research findings (Doctoral dissertation, University of Colorado at Boulder, 1989). *Dissertation Abstracts*, 49, 1948-A.

Neuman, W.L. (2011). *Social Research Methods: Qualitative and Quantitative Methods*. Boston: Pearson

Okobiah, O.C., & Okorodudu, R.I. (2004). *Concepts of guidance and counselling. In issues concepts theories and techniques of guidance and counselling*. Benin City: Ehiopie Publishing Corp.

Oladele, J.O. (1987). *Guidance and counselling a functional approach*". (3rd ed.). "focus on the 6-3-3-4 educational system: Akoka. Yaba, Lagos: Johns-Lad Publishers Ltd.

Oliver, L.W., & Spokane, A.R. (1988). Career intervention outcomes: what contributes to client gain? *Journal of Counseling Psychology*, 35, 447-462.

Omizo, M. M., & Omizo, S. A. (1988b). The effects of participation in group counseling sessions on self-esteem and locus of control among adolescents from divorced families. *The School Counselor*, 36, 54.60.

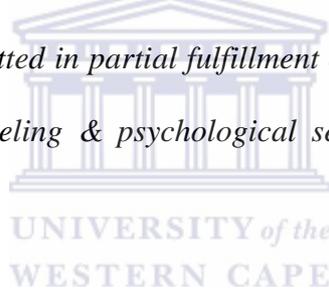
Oniye, A.O., & Alawane. A.S. (2008). Female Students' Perceived Causes and Solutions to Examination Malpractice in ASA Local Government: Implications for Counselling. Sokoto

Educational Review, 10 (2):1-16. From www.oniyerazaq.com/publications.htm (Retrieved April 10, 2011).

Orodotho, J.A. (2006). *Education and Social Science research methods*. Kenyatta University: Bureau of Education Research.

Osuala, E.C. (2007). *Introduction to research methodology*. Onitsha: Africana Fep Publishers Ltd.

Otto, C.N.C. (2001). An evaluation of the school counselling programme at Stillwater Area Schools: a research paper submitted in partial fulfillment of the requirements for the degree of education specialist in counseling & psychological services. Minnesota, University of Minnesota, USA.



Otwell, P.S., & Mullis, F. (1997). Academic achievement and counsellor accountability. *Elementary School Guidance and Counselling*, 31(4), 343-348.

Oye, N.D., Obi, M.C., Mohd. T.N., & Bernice, A. (2012) Guidance and Counseling in Nigerian Secondary Schools: The Role of ICT: *International Journal Modern Education and Computer Science*, 2012, 8, 26-33. Published Online August 2012 in MECS (<http://www.mecspress.org/>) DOI: 10.5815/ijmecs.2012.08.04.

Paisley, P.O. (2001). Maintaining and enhancing the developmental focus in school counseling programs. *Professional School Counseling*, 4, 271-277.

Parsons, C. (1981) 'A policy for educational evaluation', in Lacey, Colin and Lawton, Denis, *Issues in Evaluation and Accountability*, Methuen, London.

Pérusse, R., Goodnough, G. E., Donegan, J., & Jones, C. (2004). Perceptions of school principals about the national standards for school counseling programs and the transforming school counseling initiative. *Professional School Counseling*, 7(3), 152-161.

Pérusse, R., & Goodnough, G. E. (2005). Elementary and secondary school counselors' perceptions of graduate preparation programs: A national study. *Counselor Education and Supervision*, 45, 109-118.

Punch, K.F. (2000). *Developing effective research proposal*. London: Sage.

Punch, K.F. (2008). *Introduction to Social Research: Qualitative and Quantitative Methods in Education*. London: Sage.

Punch, K.F. (2009). *Introduction to Research Methods in Education*. London: Sage.

Quarto, C. J. (1999). Teachers' perceptions of school counselors with and without teaching experience. *Professional School Counseling*, 2(5), 378-383.

Quast, C. (2003). *Parents' perceptions of the role and function of a high school guidance counselor*. Unpublished master's thesis, University of Wisconsin-Stout, Menomonie, WI.

Reiner, S. M., Colbert, R. D., & Pérusse, R., (2009). Teacher Perceptions of the Professional School Counselor Role: A National Study. *Professional School Counseling, 12*(5), 324-332.

Remley, T. P., Jr., & Albright, P. L. (1988). Expectations for middle school counselors. *The School Counselor, 35*, 290-296.

Report on the Global HIV&AIDS Epidemic 1995. World Health Organizations.

Robinson, T. M. (1998). Elements important for implementation of the four essential components of a comprehensive counseling and guidance program: Perceptions of secondary school counselors and principals. Retrieved May 6, 2006, <http://FirstSearch.oclc.org>.

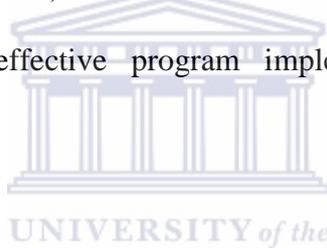
Rogers, C. R. (1951). *Client-centered therapy: Its current practice, implications, and theory*. Boston, MA: Houghton Mifflin.

Ross, D., & Herrington, D. (2006). A comparative study of pre-professional counselor/principal perceptions of the role of the school counselor in public schools. *National Forum of Educational Administration and Supervisions Journal, 23*(4), 1-18.

Rowley, W.J., Stroh., H.R, Sink, C.A. (2005). Comprehensive guidance and counselling programmes' use of guidance curricula materials: A survey of national trends. *Professional School Counselling*, 8(4), 296- 305.

Safta, C.G., Stan, E., Sudity, M., & Iurea, C. (2010). Quality management in the counseling and orientation services in Romania. Analysis, findings and recommendations. International Conference on Education and Educational Psychology. *Procedia Social and Behavioural Sciences*, 12(11), 470-477.

Scarborough, J. L., Luke, M. (2008) School counselors walking the walk and talking the talk: A grounded theory of effective program implementation. *Professional School Counseling*, 11, 404-416.



Schimmel, C.J. (2008). School counselling in West Virginia. An examination of school counsellors and implementation of West Virginia policy 2315. (Doctoral thesis). Huntington, West Virginia.

Schmidt, J.J. (1993). *Counselor accountability: Justifying your time and measuring your worth*. In J. Wittnew (Ed), *managing your school counseling program: K-12 developmental strategies* 223-231 Minneapolis, M.N: Educational Media Corporation.

Schmidt, J. (1999). *Counseling in schools: Essential services and comprehensive programs*. (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Schmidt, J. J. (2003). *Counseling in Schools: Essential Services and Comprehensive Programs* (4thed.) Boston: Pearson Education Inc.

Schmidt, J. J. (2004). *A survival guide for the elementary/middle school counselor* (2nd Ed.). San Francisco, CA: Jossey-Bass.

Scruggs, M. Y. (1999). Comprehensive evaluation of a K-12 counseling program. *Professional School Counseling*, 2, 244-248.

Sekaran, U. (2003). *Research Methods for Business: (4th ed.). A Skill-Building Approach*. New York: Wiley & Sons, Inc.

Sekaran, U., & Bougie, R. (2010). *Research Methods for Business: (5th ed.). A Skill-Building Approach*. New York: John Wiley & Sons, Ltd.

Schlossberg, S.M., Morris, J.D., & Lieberman, M.G. (2001). The effects of a counselor-led guidance intervention on students' behaviors and attitudes. *Professional School Counseling*, 4(3), 156-164.

School Counselling Services, Standards and Guidelines .2005. Prince Edward Island Department of Education.

School Counseling Philosophy-Karmen Brock's Your K-12 School Counselor, Retrieved 11th November 2013, from <https://sites.google.com/site/ksbrockschoolcounseling/home/school-counseling-philos>.

Scholl, M. B. (2008). Preparing manuscripts with central and salient humanistic content. *Journal of Humanistic Counseling, Education and Development*, 47, 3–8.

Shertzer, B., & Stone, S. C. (1976). *Fundamentals of guidance*. (4th ed.). Boston: Houghton Mifflin Company.

Shertzer, B., & Stone, S. C. (1981). *Fundamentals of guidance*. (4th ed.). Boston: Houghton Mifflin Company.



Shumba, A., Mpofu, E., Seotlewa, M., & Montsi, M.R. (2011). Perceived Challenges of Implementing the Guidance Subject in Botswana Primary Schools. *Journal of Science*, 28(1), 1-11.

Sink, C. A. (2005). The contemporary school counselor. In C. A. Sink (Ed.), *Contemporary school counseling: Theory, research, and practice*, MA: Houghton Mifflin.

Sink, C.A., & Stroh, H.R. (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6, 350-365.

Skutley, K.E. (2006). Teachers' Perceptions of the role of a School Counselor. *A research paper submitted in partial fulfillment of the requirements for the Master of Science Degree in Guidance and Counseling, University of Wisconsin-Stout.*

Smit, E. (2011). Teen pregnancy rate 15, 4%-nearly 20% HIV positive. Sun, 05 July: 2011.

St. Clair, K.L. (1989). Middle school counseling research: A resource for school counselors. *Elementary School Guidance & Counseling, 23*, 219-226.

Stake, R. E. (1980), 'Program evaluation, particularly responsive evaluation', in Dockrell, W.B. and Hamilton, David (eds), *Rethinking Educational Research*. London: Hodder and Stoughton.



Stofile, S. Y. (2008). Factors affecting the implementation of inclusive education policy: A case study in one province in South Africa. (Doctoral thesis) University of the Western Cape, Cape Town, South Africa.

Stone, C., & Clark, M. (2001). School counselors and principals: Partners in support of academic achievement. *NASSP Bulletin, 85*(624), 46-53.

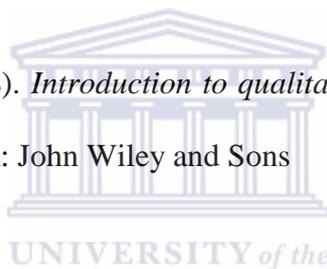
Studer, J. R. (2005). *The professional school counselor: An advocate for students*. Belmont, CA: Brooks/Cole.

Stufflebeam, D.L., & Shinkfield, A.J. (2007). *Evaluation theory, models and applications*. Boston: John Wiley and Sons.

Tafoya, J.D. (2006). *School Counseling Services*, Department of Defense Education Activity 4040 North Fairfax Drive Arlington, VA 22205-1635.

Tamilenth, S., & Mbewa, C.T (2012). The perception of guidance and counselling to the grade-IX and grade-XII pupils-an investigation of Petauke district schools of eastern province of Zambia. *International Multidisciplinary research Journal*, 2(7), 13-18.

Taylor, S.J., & Bodgan, R. (1998). *Introduction to qualitative research methods: the search for meanings*. (3rd ed.). New York: John Wiley and Sons



The Constitution of the Republic of Namibia (1990). Windhoek: Government Printer.

The Salamanca Statement and Framework for Action 1994. World Conference on Special Needs Education: Access and Quality, Beijing, China

Thompson, D.W., Loesch, L.C., & Seraphine, A.E. (2003). Development on An Instrument to Assess the Counselling Needs of Elementary School Students. *In Professional School Counselling*, 7 (1), 35-40.

Tinto, V. (2006). Research and practice of student retention: What next? *Journal of College Student Retention*, 8(1):1-19.

Tobias, A. K., & Myrick, R.D. (1999). A peer facilitator-led intervention with middle school problem-behaviour students. *Professional School Counselling*, 3(1),27-33.

Tuemuna, H. (2010). Namibia: Murder at School Hostel. *New Era*, 13 August: 1

Tyler, K. (1992). The development of the ecosystemic approach as a humanistic educational psychology. *Educational Psychology*, 12, 15-24.

U.S. Department of Justice (1990). *The Americans with Disability Act*, Washington, DC: Author.

U.S. Department of State (2010). Bureau of African Affairs [online]. Available: <http://www.state.gov/r/pa/ei/5472.htm> [03/18/2011].

UNESCO (1998). *Counselling*. Module 2. Regional Training Seminar on Guidance and Counselling . Zambia.

UNESCO (1999). *Sustainable Development: Education, the Force of Change*, Trans-disciplinary Project: Educating for a Sustainable Future Development.

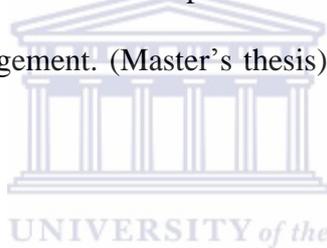
UNESCO (2000a). *Guidance (Module 1)*. France Agzi Communication.

UNESCO (2002). *Terms of Reference: The First International Conference on Guidance, Counselling and Youth Development in Africa*, 22 - 26 April 2002. Nairobi, Kenya.

UNESCO (2009). *Gender Issues in Counselling and Guidance in Post- Primary Education. Advocacy Brief*. Bangkok, Thailand: UNESCO Asia and Pacific Regional Bureau of Education.

Uugwanga, T.T. (2010).An investigation of the coping mechanisms of novice teachers: a study of selected high schools in the Oshikoto Region of Namibia. (Master's thesis)University of the Western Cape, Cape Town, South Africa.

Uugwanga, N. N. (2008).The Professional Preparedness of the Primary School Principals in the Oshikoto Region of Northern Namibia to implement the Policy on the National Standards for School Leadership and Management. (Master's thesis). University of the Western Cape, Cape Town, South Africa.



Van Dalen, D. B. (1979). *Understanding educational research. an introduction*. (4th edition). New York: Mc Graw-Hill.

Van Niekerk, Z. (2006). Town Trust Counselling Skills Course: A Qualitative Evaluation. A (Master's thesis). University of the Western Cape, Cape Town. South Africa.

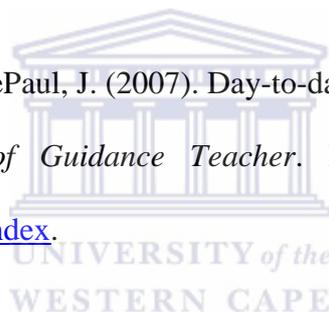
Van Schalkwyk, G.J., & Sit, H.H. (2013). Evaluating School-based Psychological and Counselling Services in Macao using a qualitative approach. *School Psychology International*, 34(2), 154-165.

Verduyn, C.M., Lord, W., & Forrest, G.C. (1990). Social skills training in schools: An evaluation study. *Journal of Adolescence*, 13, 3-16.

Villares, E., Lemberger, M., Brigman, G., & Webb, L. (2011). Student Success Skills: An evidence-based school counseling program grounded in humanistic theory. *The Journal of Humanistic Counseling, Education and Development*, 50, 42–55.

Von Wietersheim, E., & Steinitz L.Y, (2005). *Implementation guide for Window of Hope clubs*. Windhoek: Ministry of Education, Sport and Culture.

Walsh, M. E., Barrett, J. G., & DePaul, J. (2007). Day-to-day activities of school counselors: Waggoner, R. (2001). *Role of Guidance Teacher*. Retrieved July 15, 2011 from <http://www.Biblicatheism.com./index>.



Webb, L.D., Brigman, G.A., & Campbell, C. (2005). Linking school counselors and students success: A replication of the Student Success Skills approach targeting the academic and social competencies of students. *Professional School Counseling*, 8, 407-413.

Weishew, N.L., & Penk, S.S. (1993). Variables predicting students' problems behavior. *Journal of Educational Research*, 87(10), 5-17.

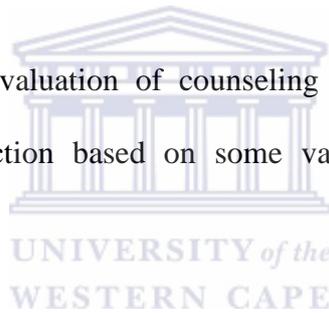
Welman, C., Kruger, F., & Mitchell, B. (2005). *Research Methodology*. (3rd ed.). Oxford, University Press.

Whiston, S. C., & Sexton, T. L. (1998). A review of the school counseling outcome research: Implications for practice. *Journal of Counseling and Development, 76*, 412-426.

Whiston, S. (2003). Outcomes research and school counseling services. In. B.T. Erford (Ed.), *Transforming the school counseling profession* (pp. 435–447). Upper Saddle River, NJ:

Wilson, S.J., Lipsey, M.W., & Derzon, J.H. (2003). The Effects of School-Based Intervention Programs on Aggressive Behavior: A Meta-Analysis. *Journal of Consulting and Clinical Psychology, 71*, 136-149.

Yuksel-Sahin, F. (2009). The evaluation of counseling and guidance services based on teachers views and their prediction based on some variables. *International Journal of Instruction. 29*(1), 60-75.



Zalaquett, C. P. (2005). Principals' perceptions of elementary school counselors' role and functions. *Professional School Counseling, 8*(5), 451-457.

APPENDIX A: LEARNERS' QUESTIONNAIRE

STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA QUESTIONNAIRE

The purpose of this questionnaire is gather information relevant to the perspectives of education stakeholders on school counselling programme in Namibian schools. The information is being collected for a doctoral study degree of the University of the Western Cape, South Africa. The stakeholders involved in the study are principals, teacher-counsellors and learners. The information being sought by this questionnaire is for research purpose only and will be kept strictly confidential. All responses to the questionnaire questions will be handled with utmost confidentiality, and your identity will be protected at all times. To guide against participants being identified the questionnaire is to be completed anonymously. Do not put your name Please, also note that your participation in this study will in no way cause any harm to you or prejudice you in any way. Participation in the study is voluntary and you are free to withdraw from participation at any stage should you feel that your rights are being infringed upon, or that you are being, in one way or another, inconvenienced by your participation.

In order to obtain valid and reliable information, please, be as honest as possible in your response to the statements/questions on this questionnaire. There is no right or wrong answers, and your responses will only be used for the purposes of this study.

Section A: Biographical information

Indicate your response by a tick (✓) against the appropriate box at each question.

A1	What is your gender?	1.Male _____		2.Female_____			
A2	What is your age group?	1. 10-14 yrs;	2. 16-20 yrs	3. 21-25 yrs,	4.26-30 yrs,		
A3	Grade	5	6	7	8	9	10

Section B. Objectives of the Namibian School Counselling Programme

The following are the objectives that the Ministry of Education in Namibia set out for the school counselling programme. They also represent objectives of school counselling programme as contained in the literature. Please indicate, by ticking the appropriate box, your degree of agreement as to whether or not the school counselling programme in your school is meeting these objectives.

Please select 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree

B.1.	School counselling programme is for learners academic/ educational development to:					
Academic/educational development objectives of school counselling programme are to:						
B.1.1	enhance educational development and life skills(such as health promoting skills, civic responsibility skills, environmental conservation skills and survival skills)	1	2	3	4	5
B.1.2.	remediate academic deficiencies	1	2	3	4	5
B.1.3.	develop study skills	1	2	3	4	5
B.1.4.	reduce examination anxiety	1	2	3	4	5
B.1.5.	develop skills for improving learning	1	2	3	4	5
B.2.	School counselling programme is for learners personal and social development					
Personal and social development objectives of school counselling programme are to:						
B.2.1	foster personal/ social development (communication skills, friendship skills, and assertiveness skills, etc.).	1	2	3	4	5
B.2.2.	develop personal values	1	2	3	4	5
B.2.3.	enhance positive attitudes	1	2	3	4	5
B.2.4.	increase self-knowledge skills	1	2	3	4	5
B.2.5.	promote interpersonal skills	1	2	3	4	5
B.3.	School counselling programme is for learners career development					
Career development objectives of school counselling programme are to:						
B.3.1.	promote learner's career development (career aspiration, career awareness, career choice skills and CV writing skills etc.).	1	2	3	4	5
B.3.2	increase career choices skills	1	2	3	4	5
B.3.3	enhance job seeking skills	1	2	3	4	5
B.3.4.	develop work ethics	1	2	3	4	5
B.3.5.	increase knowledge of relationship between subject choices and career interests	1	2	3	4	5

SectionC: Activities or services charaterised the Namibian School Counselling Programme

The following are the services or activities which a school counselling programme should be offering. Indicate, by ticking the appropriate box, your degree of agreement as to whether or not the school counselling programme in your school offers these services or activities.

Please select 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree

C.1		Activities/ services of the Namibian School Counselling Programme:				
Activities or services that charaterised the Namibian School Counseling Programme are:						
C.1.1	Counselling (or individual one-on-one counselling to help learners solve their personal, social, academic and career related problems.	1	2	3	4	5
C.1.2.	Career planning services (services offered to help learners choose subjects, relate curricular experience to the world of work, prepare learners for further education develop job seeking, job getting, job keeping skills and survival strategies.	1	2	3	4	5
C.1.3.	Information services (programme activities for developing life skills, social relationships and communication skills, leadership skills, healthy behaviours.	1	2	3	4	5
C.1.4.	Academic Development services (assist in developing study skills, time management skills, Academic learning skills etc.).	1	2	3	4	5
C.1.5.	Consultation services (School-home relations programme activities for facilitating communication between home and school, for parents and teachers to share information and cooperate in the development of learners, for developing community ownership sense of school, etc.).	1	2	3	4	5
C.1.6.	Referrals (teacher- counsellors refer severe cases to other local experts/ other services providers.	1	2	3	4	5

Section D: Resources Available for the implementation of the Namibian School Counselling Programme

The following are the resources that are put in place to enhance the implementation of School Counselling Programme in Namibian schools. Indicate, by ticking the appropriate box, your opinion as to whether these resources are made available for the school counselling programme at your school. **Please select 1=not available; 2=not sure; 3=available**

D.1.	Human resources			
D.1.1.	Teacher-counsellors (specially trained to implement school counselling programme)	1	2	3
D.1.2.	Teachers (educators who cooperate with teacher counsellors to implement school counselling programme).	1	2	3
D.1.3.	School Social workers (working to smoothen relationship between home and school)	1	2	3
D.1.4.	School nurses (to provide medical services to learners)	1	2	3
D.2.	Financial resources			
D.2.1.	Special budget allocation for schoolcounselling services.	1	2	3
D.2.2.	Financial support or donations from Non-Governmental Organisations (NGOs)(UNICEF, UNESCO	1	2	3
D.2.3.	Special budget allocation for school counselling services	1	2	3
D.3.	Counselling materials			
D.3.1.	Career information handbook	1	2	3
D.3.2.	Career newsletters	1	2	3
D.3.3.	Career/ job brochures	1	2	3
D.3.4.	Counselling manuals	1	2	3
D.3.5.	University and Polytechnic brochures, Flyers	1	2	3
D.3.6.	Life skills textbooks	1	2	3
D.4.	Facilities			
D.4.1.	Counselling room	1	2	3
D.4.2.	Lockable cabinet file	1	2	3
D.4.3.	Career room/ library	1	2	3
D.4.4.	Display board for educational / career information	1	2	3
D.5.	Political resources			
D.5.1.	Government circulars or policies about school counselling programme.	1	2	3
D.5.2.	Newspapers articles about school counselling programme.	1	2	3
D.5.3.	Materials or conferences papers on school counselling programme, career education.	1	2	3
D.5.4.	Materials or documents related to Parliament Acts and Legislations on school counselling programme.	1	2	3

Section E: Effectiveness of services/activities of the Namibian School Counselling Programme.

Indicate, by ticking the appropriate box, your degree of agreement with the implementation of the following school counselling programme services or activities in your school (as described in section E below). **Please select 1= Not implemented at all 2= Not effectively implemented, 3=Neutral, 4= Effectively implemented and 5= Very effectively implemented.**

E.1.	Activities/Services					
E.1.1	One-on-one or individual/group counselling services	1	2	3	4	5
E.1.2	Career planning services	1	2	3	4	5
E.1.3	Educational/Information based services	1	2	3	4	5
E.1.4.	Social guidance services	1	2	3	4	5
E.1.5.	Consultation services	1	2	3	4	5
E.1.6.	Referrals services	1	2	3	4	5

Section F: Beneficiaries of the Namibian School Counselling Programme

The following are suggestions as to who should be the beneficiaries of the school counselling programme. Indicate by ticking the appropriate box your opinion as to the extent to which these recipients of the school counselling programme at your school benefit from the programme

Please select 1= Not benefit at all; 2= Benefit least; 3= Neutral; 4= Benefit moderately; 5 Benefit most.

F.1.	Beneficiaries of school counselling programme					
F.1.1.	Learners	1	2	3	4	5
F.1.2.	Parents	1	2	3	4	5
F.1.3.	School Management	1	2	3	4	5
F.1.4.	Teachers	1	2	3	4	5
F.1.5.	Social Workers	1	2	3	4	5
F.1.6.	Learners	1	2	3	4	5

Section G: Stakeholders satisfactions with school counselling programme services.

How satisfied are you with the following aspects of school counselling programme?

Please indicate by ticking the appropriate box the degree of your satisfactions with the following services of school counselling programme.

Please select 1= =Not satisfied, 2=Neutral, 3= Satisfied and 4= very satisfied

G.1.	How satisfied are you with the following aspects of school counselling programme?				
G.1.1	Individual/group counselling services	1	2	3	4
G.1.2.	Career planning services	1	2	3	4
G.1.3.	Educational/Information based services	1	2	3	4
G.1.4.	Social guidance services	1	2	3	4
G.1.5.	Consultation services	1	2	3	4
G.1.6.	Referrals services	1	2	3	4

Thank you for taking time to complete this questionnaire. Please return the questionnaire to your school principal /Inspector of Education.



APPENDIX B: TEACHER- COUNSELLORS' QUESTIONNAIRE

STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA QUESTIONNAIRE

The purpose of this questionnaire is gather information relevant to the perspectives of education stakeholders on school counselling programme in Namibian schools. The information is being collected for a doctoral study degree of the University of the Western Cape, South Africa. The stakeholders involved in the study are principals, teacher-counsellors and learners. The information being sought by this questionnaire is for research purpose only and will be kept strictly confidential. All responses to the questionnaire questions will be handled with utmost confidentiality, and your identity will be protected at all times. To guide against participants being identified the questionnaire is to be completed anonymously. Do not put your name Please, also note that your participation in this study will in no way cause any harm to you or prejudice you in any way. Participation in the study is voluntary and you are free to withdraw from participation at any stage should you feel that your rights are being infringed upon, or that you are being, in one way or another, inconvenienced by your participation.

In order to obtain valid and reliable information, please, be as honest as possible in your response to the statements/questions on this questionnaire. There is no right or wrong answers, and your responses will only be used for the purposes of this study.

Section A: Biographical information

Indicate your response by a tick (✓) against the appropriate box at each question.

A1	What is your gender?	1.Male _____ 2.Female _____
A2	What is your age group?	1. 21-25 yrs; 2. 26-30 yrs 3. 31-35 yrs, 4. 36-40 yrs, 5. 41-45 yrs
A3	Teaching experience	1. 1-5 yrs, 2. 6-10 yrs, 3. 11-15 yrs. 4. Over 15 years
A4	Experience as a Teacher-counsellor:	1. 1-5 yrs, 2. 6-10 yrs, 3. 11-15 yrs. 4. Over 15 years
A5	Trained as a counsellor	1. Trained at University, 2. Attended counselling short workshops
A6	Level of education	1. Gr.12+3 yrs. 2. Gr 12+ 4 yrs , 3. Gr 12+5 yrs, 4. Gr 12 + 6 yrs

Section B. Objectives of the Namibian School Counselling Programme

The following are the objectives that the Ministry of Education in Namibia set out for the school counselling programme. They also represent objectives of school counselling programme as contained in the literature. Please indicate, by ticking the appropriate box, your degree of agreement as to whether or not the school counselling programme in your school is meeting these objectives.

Please select 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree

B.1.	School counselling programme is for learners academic/ educational development.					
Academic/educational development objectives of school counselling programme are to:						
B.1.1	enhance educational development and life skills(such as health promoting skills, civic responsibility skills, environmental conservation skills and survival skills)	1	2	3	4	5
B.1.2.	remediate academic deficiencies	1	2	3	4	5
B.1.3.	develop study skills	1	2	3	4	5
B.1.4.	reduce examination anxiety	1	2	3	4	5
B.1.5.	develop skills for improving learning	1	2	3	4	5
B.2.	School counselling programme is for learners personal and social development					
Personal and social development objectives of school counselling programme are to:						
B.2.1	foster personal/ social development (communication skills, friendship skills, and assertiveness skills, etc.).	1	2	3	4	5
B.2.2.	develop personal values	1	2	3	4	5
B.2.3.	enhance positive attitudes	1	2	3	4	5
B.2.4.	increase self-knowledge skills	1	2	3	4	5
B.2.5.	promote interpersonal skills	1	2	3	4	5
B.3.	School counselling programme is for learners career development					
Career development objectives of school counselling programme are to:						
B.3.1.	promote learner's career development (career aspiration, career awareness, career choice skills and CV writing skills etc.).	1	2	3	4	5
B.3.2	increase career choices skills	1	2	3	4	5
B.3.3	enhance job seeking skills	1	2	3	4	5
B.3.4.	develop work ethics	1	2	3	4	5
B.3.5.	increase knowledge of relationship between subject choices and career interests	1	2	3	4	5

Section C: Activities or services characterised the Namibian School Counselling Programme

The following are the services or activities which a school counselling programme should be offering. Indicate, by ticking the appropriate box, your degree of agreement as to whether or not the school counselling programme in your school offers these services or activities.

Please select 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree

C.1		Activities/ services of the Namibian School Counselling Programme.				
Activities or services that characterised the Namibian School Counseling Programme are:						
C.1.1	Counselling (or individual one-on-one counselling to help learners solve their personal, social, academic and career related problems.	1	2	3	4	5
C.1.2.	Career planning services (services offered to help learners choose subjects, relate curricular experience to the world of work, prepare learners for further education develop job seeking, job getting, job keeping skills and survival strategies.	1	2	3	4	5
C.1.3.	Information services (programme activities for developing life skills, social relationships and communication skills, leadership skills, healthy behaviours.	1	2	3	4	5
C.1.4.	Academic Development services (assist in developing study skills, time management skills, Academic learning skills etc.).	1	2	3	4	5
C.1.5.	Consultation services (School-home relations programme activities for facilitating communication between home and school, for parents and teachers to share information and cooperate in the development of learners, for developing community ownership sense of school, etc.).	1	2	3	4	5
C.1.6.	Referrals (teacher- counsellors refer severe cases to other local experts/ other services providers.	1	2	3	4	5

Section D: Resources Available for the implementation of the Namibian School Counselling Programme

The following are the resources that are put in place to enhance the implementation of School Counselling Programme in Namibian schools. Indicate, by ticking the appropriate box, your opinion as to whether these resources are made available for the school counselling programme at your school. **Please select 1=not available; 2=not sure; 3=available**

D.1.	Human resources			
D.1.1.	Teacher-counsellors (specially trained to implement school counselling programme)	1	2	3
D.1.2.	Teachers (educators who cooperate with teacher counsellors to implement school counselling programme)	1	2	3
D.1.3.	School Social workers (working to smoothen relationship between home and school)	1	2	3
D.1.4.	School nurses (to provide medical services to learners)	1	2	3
D.2.	Financial resources			
D.2.1.	Special budget allocation for school counselling services	1	2	3
D.2.2.	Financial support or donations from Non-Governmental Organisations (NGOs)(UNICEF, UNESCO	1	2	3
D.2.3.	Special budget allocation for school counselling services	1	2	3
D.3.	Counselling materials			
D.3.1.	Career information handbook	1	2	3
D.3.2.	Career newsletters	1	2	3
D.3.3.	Career/ job brochures	1	2	3
D.3.4.	Counselling manuals	1	2	3
D.3.5.	University and Polytechnic brochures, Flyers	1	2	3
D.3.6.	Life skills textbooks	1	2	3
D.4.	Facilities			
D.4.1.	Counselling room	1	2	3
D.4.2.	Lockable cabinet file	1	2	3
D.4.3.	Career room/ library	1	2	3
D.4.4.	Display board for educational / career information	1	2	3
D.5.	Political resources			
D.5.1.	Government circulars or policies about school counselling programme.	1	2	3
D.5.2.	Newspapers articles about school counselling programme.	1	2	3
D.5.3.	Materials or conferences papers on school counselling programme, career education.	1	2	3
D.5.4.	Materials or documents related to Parliament Acts and Legislations on school counselling programme.	1	2	3

Section E: Effectiveness of services/activities of the Namibian School Counselling Programme

Indicate, by ticking the appropriate box, your degree of agreement with the implementation of the following school counselling programme services or activities in your school (as described in section E below). **Please select 1= Not implemented at all 2= Not effectively implemented, 3=Neutral, 4= Effectively implemented and 5= Very effectively implemented.**

E.1.	Activities/Services of the Namibian School Counselling Programme					
E.1.1	One-on-one or individual/group counselling services	1	2	3	4	5
E.1.2	Career planning services	1	2	3	4	5
E.1.3	Educational/Information based services	1	2	3	4	5
E.1.4.	Social guidance services	1	2	3	4	5
E.1.5.	Consultation services	1	2	3	4	5
E.1.6.	Referrals services	1	2	3	4	5

Section F: Beneficiaries of the Namibian School Counselling Programme

The following are suggestions as to who should be the beneficiaries of the school counselling programme. Indicate by ticking the appropriate box your opinion as to the extent to which these recipients of the school counselling programme at your school benefit from the programme

Please select 1= Not benefit at all; 2= Benefit least; 3= Neutral; 4= Benefit moderately; 5 Benefit most.

F.1.	Beneficiaries of school counselling programme					
F.1.1.	Learners	1	2	3	4	5
F.1.2.	Parents	1	2	3	4	5
F.1.3.	School Management	1	2	3	4	5
F.1.4.	Teachers	1	2	3	4	5
F.1.5.	Social Workers	1	2	3	4	5
F.1.6.	Learners	1	2	3	4	5

Section G: Stakeholders satisfactions with school counselling programme services.

How satisfied are you with the following aspects of school counselling programme?

Please indicate by ticking the appropriate box the degree of your satisfactions with the following services of school counselling programme.

Please select 1= Not satisfied, 2=Neutral, 3= Satisfied and 4= very satisfied

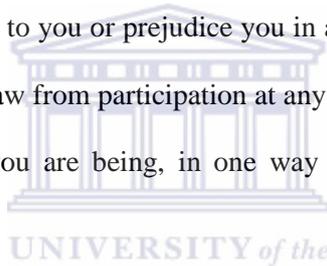
G.1.	How satisfied are you with the following aspects of school counselling programme?					
G.1.1	One-on-one or individual/group counselling services	1	2	3	4	
G.1.2.	Career planning services	1	2	3	4	
G.1.3.	Educational/Information based services	1	2	3	4	
G.1.4.	Social guidance services	1	2	3	4	
G.1.5.	Consultation services	1	2	3	4	
G.1.6.	Referrals services	1	2	3	4	

Thank you for taking time to complete this questionnaire. Please return the questionnaire to your school principal /Inspector of Education

APPENDIX C: PRINCIPAL QUESTIONNAIRE

STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA QUESTIONNAIRE

The purpose of this questionnaire is gather information relevant to the perspectives of education stakeholders on school counselling programme in Namibian schools. The information is being collected for a doctoral study degree of the University of the Western Cape, South Africa. The stakeholders involved in the study are principals, teacher-counsellors and learners. The information being sought by this questionnaire is for research purpose only and will be kept strictly confidential. All responses to the questionnaire questions will be handled with utmost confidentiality, and your identity will be protected at all times. To guide against participants being identified the questionnaire is to be completed anonymously. Do not put your name Please, also note that your participation in this study will in no way cause any harm to you or prejudice you in any way. Participation in the study is voluntary and you are free to withdraw from participation at any stage should you feel that your rights are being infringed upon, or that you are being, in one way or another, inconvenienced by your participation.



In order to obtain valid and reliable information, please, be as honest as possible in your response to the statements/questions on this questionnaire. There is no right or wrong answers, and your responses will only be used for the purposes of this study.

Section A: Biographical information

Indicate your response by a tick (✓) against the appropriate box at each question.

A1	What is your gender?	1.Male _____	2.Female _____
A2	What is your age group?	1. 10-15 yrs;	2. 16-20 yrs 3. 21-25 yrs, 4. 26-30 yrs;
A3	Teaching experience	1. 1-5 yrs, 2. 6-10 yrs, 3. 11-15 yrs. 4. Over 15 years	
A4	Experience as a principal:	1. 1-5 yrs, 2. 6-10 yrs, 3. 11-15 yrs. 4. Over 15 years	
A5	Level of education	1. Gr.12+3 yrs. 2. Gr 12+ 4 yrs, 3. Gr 12+5 yrs, 4. Gr 12+ 6 yrs	

Section B. Objectives of the Namibian School Counselling Programme

The following are the objectives that the Ministry of Education in Namibia set out for the school counselling programme. They also represent objectives of school counselling programme as contained in the literature. Please indicate, by ticking the appropriate box, your degree of agreement as to whether or not the school counselling programme in your school is meeting these objectives.

Please select 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree

B.1.	School counselling programme is for learners academic/ educational development to:					
Academic/educational development objectives of school counselling programme are to:						
B.1.1	enhance educational development and life skills(such as health promoting skills, civic responsibility skills, environmental conservation skills and survival skills)	1	2	3	4	5
B.1.2.	remediate academic deficiencies	1	2	3	4	5
B.1.3.	develop study skills	1	2	3	4	5
B.1.4.	reduce examination anxiety	1	2	3	4	5
B.1.5.	develop skills for improving learning	1	2	3	4	5
B.2.	School counselling programme is for learners personal and social development					
Personal and social development objectives of school counselling programme are to:						
B.2.1	foster personal/ social development (communication skills, friendship skills, and assertiveness skills, etc.).	1	2	3	4	5
B.2.2.	develop personal values	1	2	3	4	5
B.2.3.	enhance positive attitudes	1	2	3	4	5
B.2.4.	increase self-knowledge skills	1	2	3	4	5
B.2.5.	promote interpersonal skills	1	2	3	4	5
B.3.	School counselling programme is for learners career development					
Career development objectives of school counselling programme are to:						
B.3.1.	promote learner's career development (career aspiration, career awareness, career choice skills and CV writing skills etc.).	1	2	3	4	5
B.3.2	increase career choices skills	1	2	3	4	5
B.3.3	enhance job seeking skills	1	2	3	4	5
B.3.4.	develop work ethics	1	2	3	4	5
B.3.5.	increase knowledge of relationship between subject choices and career interests	1	2	3	4	5

Section C: Activities or services characterised the Namibian School Counselling Programme

The following are the services or activities which a school counselling programme should be offering. Indicate, by ticking the appropriate box, your degree of agreement as to whether or not the school counselling programme in your school offers these services or activities.

Please select 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree

C.1	Activities/ services of the Namibian School Counselling Programme:					
Activities or services that characterised the Namibian School Counseling Programme are:						
C.1.1	Counselling (or individual one-on-one counselling to help learners solve their personal, social, academic and career related problems.	1	2	3	4	5
C.1.2.	Career planning services (services offered to help learners choose subjects, relate curricular experience to the world of work, prepare learners for further education develop job seeking, job getting, job keeping skills and survival strategies.	1	2	3	4	5
C.1.3.	Information services (programme activities for developing life skills, social relationships and communication skills, leadership skills, healthy behaviours.	1	2	3	4	5
C.1.4.	Academic Development services (assist in developing study skills, time management skills, Academic learning skills etc.).	1	2	3	4	5
C.1.4.	Academic Development services (assist in developing study skills, time management skills, Academic learning skills etc.).	1	2	3	4	5
C.1.5.	Consultation services (School-home relations programme activities for facilitating communication between home and school, for parents and teachers to share information and cooperate in the development of learners, for developing community ownership sense of school, etc.).	1	2	3	4	5
C.1.6.	Referrals (teacher- counsellors refer severe cases to other local experts/ other services providers.	1	2	3	4	5

Section D: Resources Available for the implementation of the Namibian School Counselling Programme

The following are the resources that are put in place to enhance the implementation of School Counselling Programme in Namibian schools. Indicate, by ticking the appropriate box, your opinion as to whether these resources are made available for the school counselling programme at your school.

Please select 1=not available; 2=not sure; 3=available

D.1.	Human resources			
D.1.1.	Teacher-counsellors (specially trained to implement school counselling programme)	1	2	3
D.1.2.	Teachers (educators who cooperate with teacher counsellors to implement school counselling programme)	1	2	3
D.1.3.	School Social workers (working to smoothen relationship between home and school)	1	2	3
D.1.4.	School nurses (to provide medical services to learners)	1	2	3
D. 2.	Financial resources			
D.2.1.	Special budget allocation for school counselling services	1	2	3
D.2.2.	Financial support or donations from Non-Governmental Organisations (NGOs)(UNICEF, UNESCO	1	2	3
D.2.3.	Special budget allocation for school counselling services	1	2	3
D.3.	Counselling materials			
D.3.1.	Career information handbook	1	2	3
D.3.2.	Career newsletters	1	2	3
D.3.3.	Career/ job brochures	1	2	3
D.3.4.	Counselling manuals	1	2	3
D.3.5.	University and Polytechnic brochures, Flyers	1	2	3
D.3.6.	Life skills textbooks	1	2	3
D.4.	Facilities			
D.4.1.	Counselling room	1	2	3
D.4.2.	Lockable cabinet file	1	2	3
D.4.3.	Career room/ library	1	2	3
D.4.4.	Display board for educational / career information	1	2	3
D.5.	Political resources			
D.5.1.	Government circulars or policies about school counselling programme.	1	2	3
D.5.2.	Newspapers articles about school counselling programme.	1	2	3
D.5.3.	Materials or conferences papers on school counselling programme, career education.	1	2	3
D.5.4.	Materials or documents related to Parliament Acts and Legislations on school counselling programme.	1	2	3

Section E: Effectiveness of services/activities of the Namibian School Counselling Programme

Indicate, by ticking the appropriate box, your degree of agreement with the implementation of the following school counselling programme services or activities in your school (as described in section E below).

Please select 1= Not implemented at all 2= Not effectively implemented, 3=Neutral, 4= Effectively implemented and 5= Very effectively implemented.

E.1.	Activities/Services of the Namibian School Counselling programme					
E.1.1	One-on-one or individual/group counselling services	1	2	3	4	5
E.1.2	Career planning services	1	2	3	4	5
E.1.3	Educational/Information based services	1	2	3	4	5
E.1.4.	Social guidance services	1	2	3	4	5
E.1.5.	Consultation services	1	2	3	4	5
E.1.6.	Referrals services	1	2	3	4	5

Section F: Beneficiaries of the Namibian School Counselling Programme

The following are suggestions as to who should be the beneficiaries of the school counselling programme. Indicate by ticking the appropriate box your opinion as to the extent to which these recipients of the school counselling programme at your school benefit from the programme

Please select 1= Not benefit at all; 2= Benefit least; 3= Neutral; 4= Benefit moderately; 5 Benefit most.

F.1.	Beneficiaries of school counselling programme					
F.1.1.	Learners	1	2	3	4	5
F.1.2.	Parents	1	2	3	4	5
F.1.3.	School Management	1	2	3	4	5
F.1.4.	Teachers	1	2	3	4	5
F.1.5.	Social Workers	1	2	3	4	5
F.1.6.	Learners	1	2	3	4	5

Section G: Stakeholders satisfactions with school counselling programme services.

How satisfied are you with the following aspects of school counselling programme?

Please indicate by ticking the appropriate box the degree of your satisfactions with the following services of school counselling programme.

Please select 1= =Not satisfied, 2=Neutral, 3= Satisfied and 4= very satisfied

G.1.	How satisfied are you with the services of school counselling programme?				
G.1.1	Individual/group counselling services	1	2	3	4
G.1.2.	Career planning services	1	2	3	4
G.1.3.	Educational/Information based services	1	2	3	4
G.1.4.	Social guidance services	1	2	3	4
G.1.5.	Consultation services	1	2	3	4
G.1.6.	Referrals services	1	2	3	4

Thank you for taking time to complete this questionnaire. Please return the questionnaire to your school principal /Inspector of Education.



APPENDIX D: LEARNER INTERVIEW SCHEDULE

STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA INTERVIEW SCHEDULE

Information about the study and conditions for participation to participants by interviewer.

The purpose of this study is to obtain information for research purpose as part of the fulfillment of the requirements for the award of the degree of doctor of philosophy of the University of the Western Cape, South Africa. The interview seeks information regarding the views of education stakeholders on the school counselling and other support services being implemented in Namibian schools. The stakeholders involved in the study are teachers, principals, parents, teacher-counsellors and learners. Your participation in this study would in no way cause any harm to you. Participation in the study is voluntary; however, I *depend on your participation to make this study a success*. All responses will be handled with utmost confidentiality, and your identity will be protected at all times. Please, also note that your participation in this study will not prejudice you in any way. However, you're free to withdraw from participation at any stage should you feel that your rights are being infringed upon, or that you're being, in one way or another, inconvenienced by your participation. To guide against participants being identified the names will not be recorded. *In order to obtain valid and reliable information, please, be as honest as possible in your response to the statements/questions put to you in this interview There are no right or wrong answers, and your responses will only be used for the purposes of this study.*

Section A: Biographical information

Could you please tell me about age and grade level where you are this year?

Section B: Questions about the objectives of school counselling programme

What do you consider as objectives of school counselling programme?

Section C: Awareness of school counselling Programme services/activities

What are the services or activities of the school counseling programme in your school?

What other services/activities should be provided by the school counseling programme of your school?

Section D: Awareness of resources available in schools for the implementation of school counselling programme services.

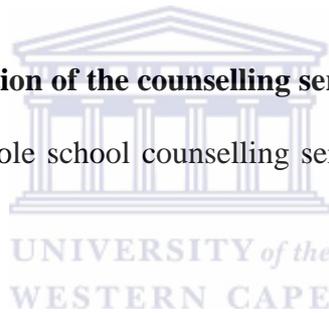
What resources are available in schools for the implementation of school counselling programme?

Section E: Who are the beneficiaries?

In your opinion, who do you think are the beneficiaries of the school counselling programme?

Section F: Participants satisfaction of the counselling services

How satisfied are you with the role school counselling services are playing in fulfilling the country's educational objectives?



APPENDIX E: TEACHER-COUNSELLOR INTERVIEW SCHEDULE
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME
IN NAMIBIAN SCHOOLS INTERVIEW SCHEDULE

Information about the study and conditions for participation to participants by interviewer.

The purpose of this study is to obtain information for research purpose as part of the fulfillment of the requirements for the award of the degree of doctor of philosophy of the University of the Western Cape, South Africa. The interview seeks information regarding the views of education stakeholders on the school counselling and other support services being implemented in Namibian schools. The stakeholders involved in the study are principals, teacher-counsellors and learners. Your participation in this study would in no way cause any harm to you. Participation in the study is voluntary; however, *I depend on your participation to make this study a success.* All responses will be handled with utmost confidentiality, and your identity will be protected at all times. Please, also note that your participation in this study will not prejudice you in any way. However, you're free to withdraw from participation at any stage should you feel that your rights are being infringed upon, or that you're being, in one way or another, inconvenienced by your participation. To guide against participants being identified the names will not be recorded. *In order to obtain valid and reliable information, please, be as honest as possible in your response to the statements/questions put to you in this interview. There are no right or wrong answers, and your responses will only be used for the purposes of this study.*

Section A: Biographical information

Could you please tell me about your age, educational qualification, teaching experience, and type of school?

Section B: Questions about the objectives of school counselling programme.

What do you consider as objectives of school counseling programme?

Section C: Awareness of school counselling programme services/ activities

What are the services or activities of the school counseling programme in your school?

What other services/activities should be provided by the school counseling programme of your school?

Section D: Awareness of resources available in schools for the implementation of school counselling programme services.

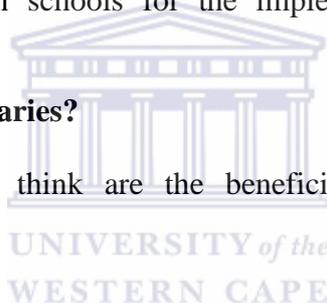
What resources are available in schools for the implementation of school counselling programme?

Section E: Who are the beneficiaries?

In your opinion, who do you think are the beneficiaries of the school counselling programme?

Section F: Participants satisfaction of school counselling services

How satisfied are you with the role school counselling services are playing in fulfilling the country's educational objectives?



APPENDIX F: PRINCIPAL INTERVIEW SCHEDULE

STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIAN SCHOOLS INTERVIEW SCHEDULE

Information about the study and conditions for participation to participants by interviewer.

The purpose of this study is to obtain information for research purpose as part of the fulfillment of the requirements for the award of the degree of doctor of philosophy of the University of the Western Cape, South Africa. The interview seeks information regarding the views of education stakeholders on the school counselling and other support services being implemented in Namibian schools. The stakeholders involved in the study are teachers, principals, parents, teacher-counsellors and learners. Your participation in this study would in no way cause any harm to you. Participation in the study is voluntary; however, *I depend on your participation to make this study a success*. All responses will be handled with utmost confidentiality, and your identity will be protected at all times. Please, also note that your participation in this study will not prejudice you in any way. However, you're free to withdraw from participation at any stage should you feel that your rights are being infringed upon, or that you're being, in one way or another, inconvenienced by your participation. To guide against participants being identified the names will not be recorded. *In order to obtain valid and reliable information, please, be as honest as possible in your response to the statements/questions put to you in this interview. There are no right or wrong answers, and your responses will only be used for the purposes of this study.*

Section A: Biographical information

Could you please tell me about your age, educational qualification, teaching experience, and type of your school?

Section B: Question about the objectives of school counselling programme

What do you consider as objectives of school counselling programme?

Section C: Awareness of school counselling programme services/activities

What are the services or activities of the school counseling programme in your school?

What other services/activities should be provided by the school counseling programme of your school?

Section D: Awareness of resources available in schools for the implementation of school counselling programme services.

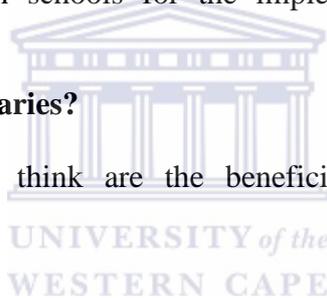
What resources are available in schools for the implementation of school counselling programme?

Section E: Who are the beneficiaries?

In your opinion, who do you think are the beneficiaries of the school counselling programme?

Section F: Participants satisfaction of the counselling services

How satisfied are you with the role school counselling services are playing in fulfilling the country's educational objectives?



APPENDIX G: PARENTS INTERVIEW SCHEDULE

STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA INTERVIEW SCHEDULE

Information about the study and conditions for participation to participants by interviewer.

The purpose of this study is to obtain information for research purpose as part of the fulfillment of the requirements for the award of the degree of doctor of philosophy of the University of the Western Cape, South Africa. The interview seeks information regarding the views of education stakeholders on the school counselling and other support services being implemented in Namibian schools. The stakeholders involved in the study are teachers, principals, parents, teacher-counsellors and learners. Your participation in this study would in no way cause any harm to you. Participation in the study is voluntary; however, *I depend on your participation to make this study a success.* All responses will be handled with utmost confidentiality, and your identity will be protected at all times. Please, also note that your participation in this study will not prejudice you in any way. However, you're free to withdraw from participation at any stage should you feel that your rights are being infringed upon, or that you're being, in one way or another, inconvenienced by your participation. To guide against participants being identified the names will not be recorded. *In order to obtain valid and reliable information, please, be as honest as possible in your response to the statements/questions put to you in this interview. There are no right or wrong answers, and your responses will only be used for the purposes of this study.*

Section A: Biographical information

Could you please tell me about age and the years you have served as a member of school board?

Section B: Question about the objectives of school counselling programme

What do you consider as objectives of school counselling programme?

Section C: Awareness of school counselling programme services/activities

What are the services or activities of the school counseling programme in your school?

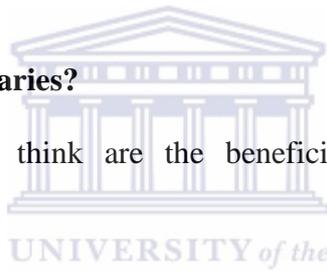
What other services/activities should be provided by the school counseling programme of your school?

Section D: Awareness of resources available in schools for the implementation of school counselling programme services.

What resources are available in schools for the implementation of school counselling programme?

Section E: Who are the beneficiaries?

In your opinion, who do you think are the beneficiaries of the school counselling programme?



Section F: Participants satisfaction of the counselling services

How satisfied are you with the role school counselling services are playing in fulfilling the country's educational objectives?

APPENDIX H: INFORMATION SHEET

STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING PROGRAMME IN NAMIBIA CONSENT FORM

Information about the study and conditions for participation to participants

The purpose of this study is to obtain information for research purpose as part of the fulfillment of the requirements for the award of the degree of doctor of philosophy of the University of the Western Cape, South Africa. The interview seeks information regarding the views of education stakeholders on the school counselling and other support services being implemented in Namibian schools. The stakeholders involved in the study are teachers, principals, parents, teacher-counsellors and learners. Your participation in this study would in no way cause any harm to you. Participation in the study is voluntary; however, I *depend on your participation to make this study a success*. All responses will be handled with utmost confidentiality, and your identity will be protected at all times. Please, also note that your participation in this study will not prejudice you in any way. However, you're free to withdraw from participation at any stage should you feel that your rights are being infringed upon, or that you're being, in one way or another, inconvenienced by your participation. To guide against participants being identified the names will not be recorded. If you agree to participate in this study and you understand the conditions of participation, please sign the attached consent form.

Consent Form

I, the undersigned, give written consent to participate in the research undertaken by Anna.N. Hako, a PhD student at the University of the Western Cape. I understand everything that is stipulated in the information letter. I have not been coerced to participate in the research.

Signature of participant: _____ Signed on this day: ____ of ____ 2011 _____

Signature of researcher: _____ Signed on this day: ____ of ____ 2011 _____

Institutional affiliation: University of the Western Cape

Contact details: Anna N. Ashipala- Hako
P.O. Box 2843
ONDANGWA

Cell phone number: 264 -81- 2420 338

Office number: 264 -65 -263026



APPENDIX I: FOCUS GROUP PARTICIPANT'S CONSENT FORM
STAKEHOLDERS' PERSPECTIVES ON SCHOOL COUNSELLING
PROGRAMME INNAMIBIA

The purpose of this study is to obtain information for research purpose as part of the fulfillment of the requirements for the award of the degree of doctor of philosophy of the University of the Western Cape, South Africa. The focus group discussion seeks information regarding the views of education stakeholders on the school counselling programme being implemented in Namibian schools. The stakeholders involved in the study are teacher-counsellors and learners. Participation is voluntary; however, *I depend on your participation to make this study a success*. Participants are expected to answer series of questions in focus group discussion session. All responses will be handled with utmost confidentiality. Whatever is discussed within the group will remain in the group and will not be discussed outside of the group, or discussed in such a way as to give out the identity of any member of the group. The identities of all participants of the focus group must be protected at all times. Please, also note that your participation in this study will not prejudice you in any way. However, you are free to withdraw from participation at any stage should you feel that your rights are being infringed upon, or that you're being, in one way or another, inconvenienced by your participation. No member of the group will be forced to answer any question he or she does not wish to answer.

If you agree to these conditions of participation, as specified above and you personally undertake to maintain confidentiality of information and also that you will not divulge information from the focus group discussion to any outside party, please sign this form in the space provided.

.....

Signature of participant

.....

Signature of researcher

Institution of

Affiliation.....

Contact

number.....

For further information (if necessary) please contact

Anna Niitembu Ashipala- Hako
Ohangwena Education Directorate
Private Bag 2028
Ondangwa
Tel: 264 65 263026
Cell: 264 81 242 0338



APPENDIX J: REQUEST FOR PERMISSION: MINISTRY OF EDUCATION

P.O. Box 2843
Ondangwa
9 November 2011

The Permanent Secretary
Ministry of Education
Private Bag 13186
Windhoek
Attention: Mr. Alfred Ilukena

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT THE STUDY IN THE OHANGWENA REGION

I am pursuing a doctoral study with the University of the Western Cape (UWC), South Africa. I intend to conduct an educational research, which is a requirement for my degree.

The title of my study is: **Stakeholders' Perspectives on School Counselling Programme in Namibia**. The project will require me to collect data in Ohangwena region. My population comprises of school principals, learners and teacher-counsellors.

It is my hope that the study will generate empirical data, which will be useful tools in the hands of the school principals, learners and teacher-counsellors and those involved in the professional development of teachers-counsellors. It is of vital importance that school principals, learners and teacher-counsellors are well informed about the positive effects of school counselling programme on learners learning outcomes.

The data collection instruments are questionnaires and interviews.

I am therefore, requesting your office to grant me the necessary permission to conduct the research study in Ohangwena Region as from January –July 2012. I hope that you will consider my request favourably.

Attached, find an ethical clearance letter from the office of the Dean: University of the Western Cape.

Thank you

Anna Niitembu Ashipala-Hako
UWC_ Student

**APPENDIX K: REQUEST FOR PERMISSION: OHANGWENA EDUCATION
DIRECTORATE**

P.O. Box 2843
Ondangwa
28 February 2012

Ohangwena Regional Council
Directorate of Education
Attention: Mrs. Sanet L. Steenkamp

Dear Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT THE STUDY IN THE
OHANGWENA REGION SCHOOLS**

I am pursuing a doctoral study with the University of the Western Cape (UWC), South Africa. I intend to conduct an educational research, which is a requirement for my degree.

The title of my study is: **Stakeholders' Perspectives on School Counselling Programme in Namibia**. The project will require me to collect data in Ohangwena region. My population comprises of school principals, learners and teacher-counsellors.

It is my hope that the study will generate empirical data, which will be useful tools in the hands of the school principals, learners and teacher-counsellors and those involved in the professional development of teachers-counsellors. It is of vital importance that school principals, learners and teacher-counsellors are well informed about the positive effects of school counselling programme on learners learning outcomes.

The data collection instruments are questionnaires and interviews.

I am therefore, requesting your office to grant me the necessary permission to conduct the research study in Ohangwena Region as from January –July 2012. I hope that you will consider my request favourably.

Attached, find an ethical clearance letter from the office of the Dean: University of the Western Cape and a letter from the Permanent Secretary of the Ministry of Education, Mr. Alfred Ilukena.

Thank you

Anna Niitembu Ashipala- Hako
UWC_ Student

APPENDIX L: INFORMATION LETTER TO PRINCIPALS

P.O. Box 2843
Ondangwa
10 March 2012

The Principal

Dear Sir/ madam

RE: RESEARCH STUDY TO BE CONDUCTED IN THE OHANGWENA REGION SCHOOLS

I am pursuing a doctoral study with the University of the Western Cape (UWC), South Africa. I intend to conduct an educational research, which is a requirement for my degree.

The title of my study is: **Stakeholders' Perspectives on School Counselling Programme in Namibia**. The project will require me to collect data in Ohangwena region. My population comprises of school principals, learners, and teacher-counsellor; including parents who serve in school board

It is my hope that the study will generate empirical data, which will be useful tools in the hands of the school principals, learners and teacher-counsellors and those involved in the professional development of teachers-counsellors. The data collection instruments are questionnaires and interviews.

I am therefore, informing you that the Ministry of Education and the Director of Ohangwena Education Directorate granted the researcher a permission to conduct the research study in your school from January –July 2012. I hope that you will receive the researcher with enthusiasm at your school.

Attached, find an ethical clearance letter from the office of the Dean: University of the Western Cape, a letter from the Permanent Secretary of the Ministry of Education, Mr. Alfred Ilukena, and a letter from Director of Ohangwena region, Mrs. Sanet L. Steenkamp.

Thank you

Anna Niitembu Ashipala- Hako
UWC_ Student

APPENDIX M: REMINDER FOR SUBMISSION OF QUESTIONNAIRES

P.O. Box 2843
Ondangwa
28 April 2012

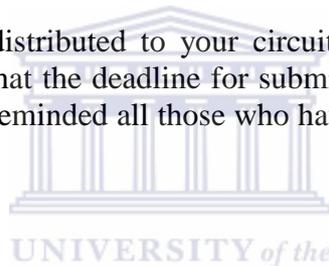
The Inspector of Education/ Principal

Dear Sir/ madam

RE: REMINDER FOR SUBMISSION OF QUESTIONNAIRES

I am pursuing a doctoral study with the University of the Western Cape (UWC), South Africa. I intend to conduct an educational research, which is a requirement for my degree.

The study questionnaires were distributed to your circuit/ school early this year (January 2012). This is a reminder letter that the deadline for submission of questionnaires is coming soon. Please make sure that you reminded all those who have taken part in the study to return the questionnaires.



Thank you very much for your consideration and willingness to assist in this regard.

Anna Niitembu Ashipala- Hako
UWC_ Student

**APPENDIX N: UNIVERSITY OF THE WESTERN CAPE (UWC) CLEARANCE
CERTIFICATE**



**OFFICE OF THE DEAN
DEPARTMENT OF RESEARCH DEVELOPMENT**

UNIVERSITY of the
WESTERN CAPE

27 October 2011

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape has approved the methodology and ethics of the following research project by:
Mrs AN Hako (Education)

Research Project: Stakeholders' perspectives on School Counseling Programme in Namibia.

Registration no: 11/9/32



Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

Private Bag X17, Bellville 7535, South Africa
T: +27 21 959 2948/2949 . F: +27 21 959 3170
E: pjosias@uwc.ac.za
www.uwc.ac.za

A place of quality,
a place to grow, from hope
to action through knowledge

**APPENDIX O: APPROVAL LETTER FROM THE MINISTRY OF
EDUCATION**



REPUBLIC OF NAMIBIA

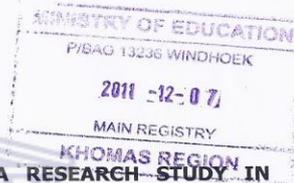
MINISTRY OF EDUCATION

Tel: 264 61 2933200 /
Fax: 264 61 2933922
E-mail: mshimho@mec.gov.na
Enquiries: MN Shimpipileni

Private Bag 13186
Windhoek
NAMIBIA
21 November 2011

File: 11/1/1

Ms. Anna Niitembu Hako
P. O. Box 2843
ONDANGWA



**RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY IN
OHANGWENA REGION**

Your letter dated 10 November 2011, seeking permission to conduct a research in some schools on Ohangwena Region, has reference.

Kindly be informed that the Ministry does not have any objection, in principle, to your request to conduct a research in the identified regions.

You are further advised to contact the Regional Council Office, Directorate of Education, for authorization to go into the educational institutions you intend to visit.

Also take note that your research activities should not interfere with the normal educational activities at the schools concerned. Participation should be on a voluntary basis.

By copy of this letter the Regional Director is made aware of your request.

Yours faithfully

A. Ilukena
PERMANENT SECRETARY
cc: Director: Ohangwena Education Directorate



**APPENDIX P: APPROVAL LETTER FROM OHANGWENA
DIRECTORATE OF EDUCATION**



OHANGWENA REGIONAL COUNCIL

OHANGWENA EDUCATION DIRECTORATE

Private Bag 2028, Ondangwa, Tel. 264 65 281 900, Fax. 264 65 240190

Enquiries: EN Namundjanga
E-mail: enmbongo@yahoo.com

08 March 2012

TO: Ms. Anna N. Hako
P.O. Box 2843
Ondangwa

**RE: ERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH STUDY
IN OHANGWENA REGION**

We refer to your letter dated 28 February 2012 in which you requested for permission to conduct an educational research at schools in Ohangwena region.

The Ohangwena Education Directorate supports your intention to visit schools for your doctoral study (PHD) research on "Stakeholders' Perspective on School Counseling Programme in Namibian Schools". You have permission to visit and engage with school principals, teachers and learners at combined school.

Please note that under no any circumstances should the teaching and learning processes be interrupted. You are also requested to furnish the office of the regional director with a copy of your research for use in the Special Education division as a reference for future training.

We hope your activities will be carried out successfully and please do not hesitate to contact us if more information is required.

Yours sincerely,

 08/03/2012

Sanet L. Steenkamp
Director: MoE
Ohangwena Region

