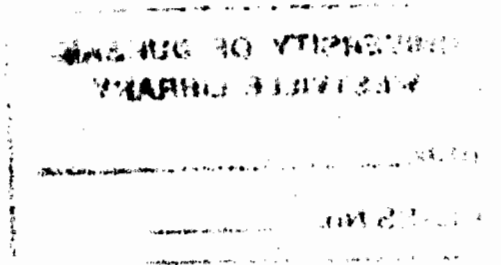


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**Guidance and Counselling services in high schools: problems,
implications and solutions**

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Submitted in part fulfillment of the requirements for the degree of **Master of Education**
in the School of Educational Studies in the Faculty of the Humanities at the **University of
Durban-Westville.**



Promoter: Dr. E.A. Chohan

Date submitted: 11 August 2003

DECLARATION:

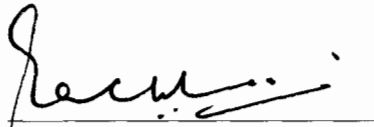
I declare that this research project is my own original work and that all the sources I used or quoted from have been acknowledged and indicated in the reference list.

Signature

Student:



Supervisor:



9 OCT 2003

ABSTRACT:

The purpose of this study is to determine the perceptions of school counselors or guidance educators and students about the need for Guidance and Counselling in schools. Changes in the political arena and the birth of the new dispensation brought about changes in education and service delivery. The doors of education were opened to allow even the poorest of the poor to access equal opportunities. Apartheid education had disempowered black people to the advantage of whites. For the first time in the history of our education, everyone enjoyed equal access and opportunities. Our classrooms became places where young people, black and white, can now access the best education for them to succeed in life, and fulfill ambitions that not so long ago seemed so remote.

The study focuses on the availability of psychological services in ten high schools in the greater Durban North region. Questionnaires were administered to School Counsellors, Guidance educators and students in schools where school Guidance and Counselling is offered and to those in schools where it is not offered. It was hypothesized that Guidance and Counselling was not effectively and adequately offered in high schools. The results of the study indicate that both educators and students feel that there is the need to either revive or improve guidance and counselling services. Statistical analysis indicated that the majority of African schools that participated in the study do not offer Guidance and Counselling, with the lack of resources as the main cause. Retrenchments and the granting of voluntary severance packages were cited as some of the factors affecting the delivery of quality guidance and counselling. Schools are unique and problems and challenges facing them differ from one area to another, yet there is a dire need to improve the Guidance and Counselling services that are generally inadequate. It is hoped that the study will, firstly, stimulate further research in education support services, specifically Guidance and Counselling as a school subject, and, secondly, the findings will evoke debates about guidance and counselling services in schools.

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Henry Nkhanedzeni Muribwathoho
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CHAPTER ONE

INTRODUCTION

“No child and no adult is sufficient unto himself. Only by the help he receives from others can the decisions of life be made” Watts and Kidd (2000:489)

Education is all about the shaping of minds and the refinement of character. It is about leading one person to an unknown destination, the conversion of dreams and fantasy into something tangible. Education is about helping young people to shape their future. According to Mashile (2000:93), quality education is education that “enables all learners to achieve maximum intellectual, personal, social, career and physical development. The School guidance and counselling programme has to be an integral part of such an educational process”. According to the White Paper on Education and Training (RSA: 1995) the new education and training system must: be just and equitable, be open and accessible; redress past inequalities, improve quality of delivery; encourage independent and critical thought; and celebrate the diversity of cultures, languages and religious traditions (2000: 88).

1.1 A Personal Story

Growing up in the very rural and ravaged Northern Province was a major challenge. Born in the midst of abject poverty, coupled with shortage of schools, the scarcity of resources

etc., education - for the majority of Africans in Venda - was a privilege for a few. For two years I walked fifteen kilometers to and fro school daily. The chances of ever making it in the academia seemed very remote for many of us. We were doing Mathematics and Science with no laboratory and science equipments. I first saw a microscope when I enrolled for Zoology at the University of the North. To make matters even worse, we did not have School Counsellors or Guidance educators. Once or twice a year we had psychologists coming to administer some tests, the results of which we were never told. We had no one to turn to for assistance with the choice of subjects as we proceeded from standard seven (grade nine) to eight. I remember a friend who decided to do Mathematics and Science because he wanted to be in the same class as his friend. Like any other student in the country I had dreams and ambitions but nobody to share them with. My mother was semi-literate and my father illiterate.

It took a lot of guts to persevere and stay in school when boys my age were dropping out and going to look for jobs in the cities and girls got married and started families. We looked up to guys with nice clothes and money. Girls liked them and dared look twice at people like me. The fear of rejection channeled me to books, my most reliable and comfortable escape. I became an avid reader and passed my tests and examinations well. Being counted among the best in school – among the top five - made people to take notice of me and admire. Suddenly I had a face and a name, how happy I felt inside. But with peer pressure came substance abuse and mischief. Nobody, including the educators, had any idea about what was going on but us. I did not stop dreaming and my first ambition of having a matric certificate was achieved in 1980. My next step was to

become a medical doctor, driven by both the pursuit for money and prestige and a remote sense of accomplishment.

Unfortunately my Science grade was not good enough. With my matric exemption, I could not afford to go to university. I applied for a teaching position as a temporary educator and was successful. The plan was to work for a year and save enough money to go back to school. My ex-Principal who was a school inspector made me change my mind. He referred me to people that he knew who could help me acquire a bursary, and I was fortunate. I went on to study for a B.A degree at the University of the North, which I completed and a teaching diploma thereafter.

Had I been fortunate in having access to school counsellors or guidance educators before matric, I would have

- a) learnt about the dangers of smoking even before I started
- b) known something about drugs, especially marijuana
- c) applied for bursaries long before I passed matric
- d) acquired knowledge of the different career paths that could be taken with the subjects I studied and passed
- e) been enlightened about my personal and academic strengths and weaknesses so that I could work on them

The first time I met with a student counsellor was when I enrolled at the university. He was a middle aged White male, an ex-army officer whose counselling experience I doubted, let alone his qualifications. When I told him that I wanted to do a Bachelor of

Science degree, he told me how difficult science was and how long it took people to complete the degree. My hard and long thought-out decision that had my parents' support and blessings, was made to sound unrealistic by the "expert". The dream of being a medical doctor became more remote. If only I had access to knowledgeable counselors before I passed matric I would have made strides in that direction. The statement "If I knew then, what I know now, I would have done things differently" is now a very haunting reminder.

1.2 Statement of Purpose:

The purpose of the study was to investigate the status of Guidance and Counselling in high schools in Claremont, Reservoir Hills and Westville and to investigate its relationship to the psychological wellbeing of the students.

1.3 Objectives of study:

The study was guided by the following objectives:

- a) To determine the prevalence of operational and effective Guidance and Counselling programmes and their relevance to the needs and experiences of learners.
- b) To identify the difficulties, if any, in the implementation of Guidance and Counselling services in schools

- c) To determine how Guidance and Counselling services could be improved in schools
- d) To examine the relationship between Guidance and Counselling and Life Orientation programme in schools where it has been implemented

1.4 Need for the study:

As a result of the experience gained both as an educator and counsellor, the researcher was alarmed at the lack of effective Guidance and Counselling services in high schools, especially schools that were previously under the Department of Education and Training (D.E.T) and ex-House of Delegates schools. The osmotic rate of service delivery was quite apparent in most schools visited during my supervision of teaching practice from 1997 to 2000. Resources for student teachers to practice guidance and counselling during Teaching Practice were almost non-existent in schools. Most schools did not even have Guidance and Counselling in their curriculum. This was alarming and a momentous disservice to young people who had to grapple with issues such as career choice without adequate information. A country's economic prosperity depends on the mental and physical well-being of its people.

Equally strange was the existence of a pattern in the delivery of the service. Although desegregation has resulted in a fair mix of students of all races in most schools, personnel remained the same. All educators in Indian schools the researcher visited during Teaching Practice from 1996 to 2000 were Indians, and only White educators - save for a

few black faces - teach in White schools. There was Guidance and Counselling in White schools and Indian schools but none in African schools.

About ten high schools were visited by the researcher in Claremont, Umlazi and KwaMashu during 1998 and 1999 as an explorative survey, and all had one thing in common: Guidance and Counselling was not offered. In some schools it was available to only certain grades. The *status quo* cannot be allowed to prevail. If blame is to be apportioned, a large part of it must surely be directed at the Department of Education. It is estimated that about 95% of children in high schools are adolescents, who are in a difficult phase in their development. With technological advancement come socio-economic problems that young people sometimes find difficult to keep up with and deal with. It is for this reason that Guidance and Counselling has to be revived in high schools. Adolescents have a lot of intellectual gaps that in many cases can be filled by the knowledge and experience of a school counsellor. According to recent statistics (Sowetan Education: October 6, 2000) relating to teenage pregnancies and sexually transmitted diseases, including HIV-AIDS,

- “one in three girls will be pregnant before the age of 20,
- more than 1700 babies are born to mothers aged 16 and younger a year,
- 60% of all new HIV-Aids infections are among those in the age group 15 to 24 years
- the level of HIV-Aids infection in adolescents aged about 20 years was 6,46% in 1994 and rose to 12,7% in 1997 and to an alarming 21% in 1998”.

In the same breath, the Opinion column of a recent publication of the Independent (13.04.2002), spoke about the prevalence of drug abuse among school children. According to the article, research has found that about 30% of teenagers in South Africa have experimented with drugs, a figure which is likely to be conservative since most teenagers would not readily admit to taking drugs. It was stated that some schools had already started conducting random drug testing of their pupils. While this is seen as part of the solution of the problem, the Department of Education was urged, as well as parents, to become more involved in education and preventive programmes. The researcher felt that though the rehabilitation of those already addicted might not be possible, through psychological services, especially Guidance and Counselling, young people might be afforded a chance to make informed decisions about drugs. Denying them that chance is criminal, to say the least. Our schools are gradually becoming, or have already become, breeding grounds for criminality, and this has to be a worrying factor to the authorities, teachers, parents and other stakeholders. This needs urgent attention in an effort to control the problem, lest the situation gets out of hand.

As much as one understand how difficult it is to teach Guidance and Counselling when pupils are concerned about writing a Maths test the following day, the excuse that Guidance and Counselling is not an examinable subject is not a sound one. Being a non-examinable and non-evaluated subject, Guidance and Counselling is either neglected or excluded from the school curriculum. The researcher found this *status quo* incomprehensible and disturbing. It is possible that the rate at which HIV and AIDS is spreading is associated with this level of apparent ignorance and indifference. Education

is one of the most powerful weapons at our disposal to curb this pandemic, and the implementation of secondary prevention measures can foster proper sexual conduct in the youth.

One issue that was difficult to comprehend was that whereas Guidance and Counselling formed part of the curriculum in the so-called 'White' schools, it hardly prevailed in predominantly Indian schools and non-existent in predominantly African schools, especially the ex-DET schools. (N.B. the words African or Black in this text refers to indigenous Africans). The apartheid policy created disparities and discrimination in all aspects of society which had a profound negative impact on the nature and provision of education, guidance and counselling. The unequal provision of Guidance and Counselling resources in schools exacerbated the problem. This was further complicated by the enormous urban-rural divide, through which schools in rural areas were the least resourced of all, their educators the most underqualified, and their learners the most in need of guidance and counselling, especially knowledge of the world of work. In the new dispensation, parents and taxpayers expect equality in service delivery.

Students entering tertiary institutions are often confused about their career goals. This appears to be due the gap between what they did in high school and what they need to study in a tertiary institution. This problem is mainly experienced by students of African descent, who had little or no exposure to Guidance and Counselling in their schools. This observation demonstrates the need for effective psychological services, specifically Guidance and Counselling, to be introduced especially in high schools.

A needs survey administered to all first year “coloured” students at the University of the Western Cape gives an indication of the extent career guidance and counselling (Chuenyane,1990: 27). In the four years of study the majority of first-year students indicated that they were dissatisfied with the level and extent of guidance received at school. The impact of this inadequate delivery of Career Guidance is demonstrated by the large number of first-year students experiencing problems with making a career choice. The majority indicated that they were having major problems in this regard.

This research hoped to investigate and identify the disparities and the difficulties in the implementation of Guidance and Counselling programmes in schools and made suggestions on how this can be revived. Problems would be both general and unique to different settings and the researcher is interested in the generation of ideas on how to better the service. The researcher would also visit schools that have Guidance and Counselling in their curricula to look at how they managed to retain it, the school subject content, the resources available and compare them with schools in the township. Such information will be useful in designing and laying down the foundation for the implementation of effective Guidance and Counselling programmes in schools, more especially township schools. The recent spate of child rapes has resulted in the introduction of sex education in the school curricula. This, in itself, is ample evidence for indirectly suggesting the revival of guidance and counselling services where they do not exist and strengthening of the existing ones.

In the recent publication of the Mercury (dated May 21, 2002), an article entitled “*Guidance needed to stem varsity failures*”, Philani Makhanya wrote about an outcry by academics urging the Department of Education to reconsider introducing Guidance and Counselling in schools in predominantly African areas to prepare them for the daunting challenges of tertiary education. According to the article there could be a direct link between the high drop-out rate at tertiary institutions and the lack of guidance and counselling at schools. Many white schools have guidance teachers employed to help pupils to choose appropriate careers in accordance with their abilities and personalities. However, the same cannot be said of township and rural schools, where guidance studies exist in name only. These disadvantaged schools produce learners who are ill-prepared for tertiary education, increasing the drop-out rate.

Dr Ravi Naidoo, the Director of Student counselling at the University of Natal, says that the impact of not having proper guidance is that pupils are not aware of the job opportunities that exist out there and have no understanding of the careers that will suit their abilities and quality traits. Attributing the high drop-out rate at tertiary institutions to the absence of guidance at schools, he added that “while access to university has increased, the output of African graduates has taken a dive and this is directly attributed to students enrolling for wrong qualifications” (The Mercury, May 21, 2002: 3). This demonstrates the need for Guidance and Counselling in schools, especially schools in disadvantaged communities. Also, the researcher wants to explore the relationship between Guidance and Counselling and Life Orientation as a new school subject. Are they different or is this a new wine in an old bottle?

It is hoped that this research will directly and indirectly benefit stakeholders such as Education Policy makers, governing bodies, parents, educators and students by provoking debates around the delivery of the service and addressing its impediments. Recent comments by the Premier of Kwazulu-Natal about the effects of rationalization on the Guidance and Counselling services and moves to resuscitate the services, is very encouraging indeed.

1.5 Critical Questions:

The study was guided by the following critical questions:

1. What is the current status of Guidance and Counselling services in schools in Claremont, Westville, Pinetown and Reservoir Hills areas? (Identification)
2. What is the relationship between the availability of Guidance and Counselling services in schools and the psychological well-being and academic performance of students? (Needs Analysis)
3. What are the obstacles to the implementation of Guidance and Counselling in secondary schools? (Intervention)

1.6 Aims of the study:

As discussed earlier, the following are the aims of the study:

- To determine the prevalence of operational and effective Guidance and Counselling programmes in schools and their relevance to the needs and experiences of learners

- To identify the challenges, if any, on the implementation of Guidance and Counselling services in schools
- To determine how Guidance and Counselling services could be improved
- To examine the relationship between Guidance and Counselling as a school subject and Life Orientation in schools where it has been implemented
- To assess the relationship between the availability of Guidance and Counselling services and academic performance

1.7 Hypothesis:

This study would attempt to test the following hypothesis:

There are Guidance and Counselling services in 'White' High Schools, more so in former Model C schools and no such services in "African" High Schools, hence 'White' High schools produce better matric results than their African counterparts.

1.8 Research Method:

The study combined both a qualitative and quantitative gathering and analysis of information. The researcher wanted to examine the need for School Guidance and Counselling as part of the curriculum and propose suggestions and recommendations on how this might be implemented.

1.8.1 Research Design and Instruments:

A pilot study was done in high schools in Claremont, Westville and Reservoir Hills. Data was collected using structured and unstructured interviews, questionnaires from educators, students, parents, and members of the governing body. Verbal input from School inspectors would be required in cases where the schools do not offer Guidance and Counselling.

1.8.2 Sample size:

The study included eleven high schools selected randomly as follows: 5 from Claremont, 2 from Reservoir Hills, 1 from Pinetown, and 2 from Westville. The researcher's main focus was on schools in Claremont and Reservoir Hills. About 50 students per school were selected randomly and be interviewed together with school counselors. Separate questionnaires with different sets of questions were used for students and for school counsellors.

1.8.3 Analysis of Data:

Collected data was analyzed, including the identification of problem areas or gaps and suggestions mooted on how the difficulties might be addressed. The researcher was interested in finding out what the impediments are in the implementation of Guidance and Counselling programmes and how those can be dealt with. The relationship between the Guidance and Counselling programme and the lifeskills programme, which has been implemented in some schools, was investigated and its effectiveness in addressing some of the problems and concerns alluded to earlier examined.

1.8.4 Intervention:

After data analysis and the completion of the study, the researcher would conduct workshops in schools where the Guidance and Counselling services are inadequate or lacking with the hope of reviving them. It is common knowledge that all our schools need operational guidance and counselling services. Workshops involving learners, educators, parents, members of the governing councils and government officials would be conducted to address the need for Guidance and Counselling in our schools. Problems around the implementation of Guidance and Counselling services in schools would be identified and dealt with. Written input from the ministry of education will be sought with the intention of finding out if there are plans to reverse the *status quo*.

1.9 Procedure:

For the researcher to be able to carry out this research, certain requirements have to be met. They are the following:

Ethical Clearance:

To protect the university and conform to the ethical codes of conduct, the researcher had to get clearance from the office of post-graduate studies. This was obtained before the researcher embarked on data collection.

Access to Schools:

The researcher had to seek permission to visit schools from the regional Department of Education. A letter was sent to the regional Director's office, together with a copy of the research proposal. Permission was granted and copies of the letter had to be kept every time a school was visited. Although very few schools requested the letter, the letter was kept in file all the time.

Chapter Two reviews literature on Guidance and Counselling services in Secondary schools in general, comparing that with international standards. Chapter Three explores a theoretical framework for a South African context.

CHAPTER TWO

LITERATURE REVIEW

2.1 Clarification of Terms

African: a native of Africa, especially a dark-skinned person; a person of African descent (Allen 1990: 21). The words African and black South Africans were used interchangeably in the study to refer to the same race group.

Guidance: refers to a comprehensive system of functions, services and programs in the schools designed to affect the personal development and psychological competencies of students. It is assisting students in adjusting, solving problems and maturing. (Chuenyane 1990: 7)

A broad definition is that it comprises a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development. (Watts & Kidd, 2000: 489)

Counselling: a one-to-one helping relationship that focuses on a person's growth and adjustment and problem-solving and decision-making needs. (Chuenyane 1990:32)

Vocational or Career Guidance: The process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. Gibson and Mitchell (1990: 32) define it as activities carried out by counselors in a variety of settings for the purpose of stimulating and facilitating career development in persons over their working lifetimes ... including assistance in career planning, decision making, and adjustment.

Individual Counselling: "a way of offering an opportunity to the young person to experience a one-to-one relationship which is accepting and tolerant yet relatively free

from moralizing, directing, advising or judging. It is hoped that the client will gain enough understanding of himself/herself so that he or she can stand on his or her own feet without support” (Taylor 1971: 104).

Career Counselling: This is counseling to make people understand the different career paths and assist them in making career choices (Maree & Ebersohn 2002: 7). It is designed to prepare persons for the eventual selection of a career (Gibson & Mitchell 1990: 325)

Career: the totality of work one experiences in a lifetime, that is the sum total of one’s work experiences in a general occupational category such as teaching, accounting, medicine, or sales (Gibson & Mitchell 1990:308)

Placement: a service which involves the preparation of an individual for admission into a programme. It is geared towards helping students obtain their career goals. (Bhusumane, Maphorisa, Motswaledi & Nyathi 1990: 37)

Vocational: that has anything to do with career

Placement: a service designed to assist the student in recognizing, creating, and selecting educational and/or occupational opportunities, which will facilitate his/her growth and development (Chuenyane 1990:47). It is about informing people about specific jobs and helping them to apply for them.

Lifeskills: Competencies which enable a person to interact meaningfully and successfully with the environment and with other people.

Consultation: a process for helping a client through a third party, or a process of helping a system improve its services to its clients.

Psychological Intervention: Any procedure or technique that is designed to interrupt, interfere with and or modify an ongoing process, or maladaptive behaviour patterns (Reber 1995:386)

Whole-school programme: A guidance programme that involves a team of all the teachers in a particular school. All members of the school community are active participants executing guidance duties (Hui 2002: 64).

Remedial model: This is a guidance model that has as its focus learners with problems.

Developmental model: It focuses on the unique stages of human development and problems or needs of that phase.

Preventive model: A proactive or anticipatory model of guidance that emphasizes equipping learners with coping skills before critical incidents in their lives (Hui 2002: 64)

Comprehensive model: This is model designed for all learners and guarantees access to all regardless of age, gender, cultural background, disability, sexual orientation etc. (Gysbers & Henderson 2001: 1).

Programme: a series of events, a plan of future events or a series of lectures (Allen 1990: 953).

Curriculum: any programme of activities, the subjects that are studied or prescribed for study in a school (Allen 1990: 284).

2.2 Research on School Guidance and Counselling:

According to Ferron, whereas Guidance and Counselling services – which evolved from a pastoral programme - were established in the 20th and mid-20th century in the USA and UK respectively, the concept is still very novel in Southern Africa. Education authorities

in the southern African region have only recently realized in a vague way that guidance and counselling should form an integral part of the education system of the country. Guidance as a subject is therefore taught in a few secondary schools and in most colleges of education, where it is, for the most part, a non-examination subject. This is as it should be, for it is meant to be a useful subject for the overall development of students, equipping them with skills needed in their every-day lives. Therefore the emphasis should be on practical work and assignments, not examinations. However, the perceptions of both students and lecturers are such that like all other non-examination subjects in the curriculum, guidance is regarded as having a low status (Ferron, 1990: 18). This is probably one reason why guidance in schools and colleges is not taken seriously, and the situation can only be expected to deteriorate unless appropriate and adequate training facilities are provided for the educators and lecturers concerned. As such, training facilities are unlikely to materialize in the near future. Concerned educators need to develop the necessary conviction regarding the far-reaching importance of the subject in the interest of national development.

It is against this background that the researcher decided to do a thorough investigation into the status of Guidance and counselling in our schools, problems and challenges concerning the delivery of the services, and what authorities, educators, learners and communities and other stakeholders can do to address the anomaly.

What is a Guidance and Counselling Programme?

Guidance means different things to different people. In historical terms, guidance has been used in the field of education to refer to the assistance given to pupils in an attempt to resolve problems, which lay outside the scope of the classroom teaching situations. With the passage of time it grew to encompass the help given to pupils in the solution of vocational, educational and personal problems. Guidance is defined as "the process of helping individuals to solve problems and be free and responsible members of a world community within which they live" (Chuenyane 1990:8). Implied hereby is that the school has a responsibility to help each child to be free to create a meaningful life. A guidance programme is designed to facilitate personal, social, educational and vocational choices and decision-making. It aims at enabling and empowering pupils to recognize their strengths and limitations, to make appropriate choices and decisions in order to realize their potential and become self-fulfilled, productive and responsible citizens (Chuenyane 1990:11) The school as a socializing agent has to assist in the transmission of clearly held beliefs and values. Guidance is in this case seen as an important integral part of the educational function of the school. But, as Chuenyane puts it, Guidance in Black schools has, at best, received lip service and less implementation and has not occupied a place of prominence. To a large extent it has been left to vicarious chance.

According to Sherter and Stone (1976:38), Guidance is the process of helping individuals to understand themselves and the world. It is a process because not only does it change over time; neither is it a single event but involves a series of actions or steps progressing towards a goal. Its major purpose is prevention, remediation and amelioration of human difficulties. Guidance is an inseparable part of education as teaching involves both

guidance and instruction. Gladding (1996: 5) describes guidance as the 'process of helping people make important choices that affect their lives, such as choosing a preferred lifestyle'.

Guidance is an activity in which the teacher brings pupils or students into contact with the world as it really is and helps them to make choices wisely in their day-to-day lives. (Lindhard 1985: 3). It is a process of providing information and is largely a didactic process that aims to enable people to make realistic choices (Van Niekerk & Prins 2001: 146).

McLaughlin(1999:13) postulates Counselling in schools as having three elements: an educative function, i.e. to develop students personally and socially in the context of the school; a reflective function, which is the exploration of the possible impact of and contribution to personal and social development and mental health of practices in the classroom and other aspects of the school community; and a welfare function, which is the responsibility to plan for and react to issues which impact on students' welfare. Warner (1980:2) defines counselling as "a therapeutic and growth process through which individuals are helped to define goals, make decisions, and solve problems related to personal, social, educational and career concerns". According to him, specialized counselling provides assistance with concerns related to physical and social rehabilitation, unemployment, mental health, substance abuse, family problems, career development and other concerns.

Guidance refers to programmes and activities directed to students' personal, social, vocational and affective development. It is a planned process which helps students learn more about themselves, about life opportunities and their optimization. The goals of Guidance are remedial, preventive and developmental. Remedial guidance aims to meet the immediate needs of students with personal, social and learning problems. Preventive guidance is more proactive, focusing on anticipating the critical incidents which students may experience, and teaching them effective coping strategies. Developmental guidance, on the other hand, aims to help students develop self-knowledge, self-esteem and character formation. (Hui, 2002: 64)

Taylor defines Guidance as “a process of helping individuals through their own efforts to discover and develop their potentials both for personal happiness and social usefulness” (Taylor 1971: 19). Counselling, on the other hand, is defined as a relationship between two people where the one person (client) is aware of a problem and the need to talk it over with another (counsellor). Its purpose is to ensure smooth and satisfying personal relationships, and for the formation of a school climate that facilitates learning and personal growth. (Taylor 1971:21).

Are Guidance and Counselling separate concepts? According to Miller (1979:8) Counselling is one of the services to be found in a Guidance programme, the ‘brain and the heart’ of the Guidance programme. Ferron (1990:1) defines Counselling as a process of helping students to discover their potential for intellectual, physical, social, spiritual and psychological development. It is a helping relationship directed towards the personal

happiness and social usefulness of the student, which she achieves mainly through her efforts. Van Dyk's (2001: 200- 201) definition is as follows: "counselling is a structured conversation aimed at facilitating a client's quality of life in the face of adversity. The purpose of counselling is twofold: (1) to help clients manage their problems more effectively and develop unused or underused opportunities to cope more fully, and (2) to help and empower clients to become more effective self-helpers in the future".

Whereas Counselling is reserved for what takes place on a one-to-one basis, Guidance is reserved for what happens in the anonymous group teaching-learning situation. Evidently the distinction between the two is artificial because when one counsels, one is also educating or guiding, and when one teaches, one sometimes also counsels or advises. As Ferron puts it, Guidance and Counselling should form an integral part of our education system. Formal education comprises a very small part of the education of the whole person, hence Guidance and Counselling are needed to supplement the normal education and help students towards maturity and full, satisfying lives.

According to Gysbers and Henderson (1988:30-31), a Guidance and counselling programme includes student competencies, activities and processes to assist students to achieve them, is run by professionally recognized personnel and provides a full range of activities and services such as assessment, information, consultation, counselling, referral, placement, follow-up, and follow-through.

Gibson and Mitchell (1990:30) maintain that Guidance services should be for all school levels, are primarily preventive in nature and should include the following services: pupil inventory service, information service, counselling service, placement service, and follow-up and evaluation service. Echoing the same sentiments, Stuart, M.(?2000) states that Counselling programs are designed to help students develop total educational, social, career and personal strengths and to become responsible and productive citizens. The counsellor helps create and organize these programmes, as well as provide appropriate interventions and guidance teaching. Created programs have to be committed to individual uniqueness and the maximum development of human potential The counselling programme is an integral part of the school's educational programme (<http://www.acs-england.co.uk>)

According to the core syllabus for Guidance (Department of Education, 1995: 1), the inclusion of Guidance and Counselling in the school curricula arose as a result of the complexities of a rapidly changing contemporary South Africa, which, among other things, resulted in formal education being called upon increasingly to deal with issues, which were previously considered to be the domain/responsibility of the family. A disintegration of family and community life, challenging of many traditional values, and a growing need for specialist knowledge in many new areas led to the birth of Guidance and Counselling in our schools. Guidance is defined as a promotive, developmental and preventive programme aimed at large groups of learners. It is an integral part of the school curriculum (Department of Education, 1995: 5).

John Brewer, in his *Education as Guidance*(1932) used the terms education and guidance synonymously and in the early 1960's the words guidance and counselling were used interchangeably (Shertzer & Stone 1976: 60). This indicates the relationship between Guidance and Education, that they are sides of the same coin and that you cannot have the one without the other. In the United States of America, the National Defense Education Act of 1958 acknowledged the vital link between Guidance, the national well-being and education. Guidance was organized to prevent the development of problems and its content included educational-vocational-personal-social information not otherwise systematically taught in academic courses. Counselling was seen as growth engendering and prevention and remediation oriented. Through Counselling clients experiencing "rough spots" were helped to smooth them with no personality defects incurred, motivated to make changes that are in their best interests, and self-defeating behaviours reversed – all these for the sole purpose of maximizing their potential.

According to the National Education Policy Investigation Report of 1992 (Mashile, 2000: 89), school guidance was designed to bring learners "into contact with the real world in such a way that they are taught life-skills and survival techniques which enable them to direct themselves completely within the educational, personal and social spheres and the world of work" However, School Guidance was compromised owing to the limited number of trained personnel and its allocation to educators whose timetables needed a few extra periods filled. This led to guidance being subsumed by examination subjects that were perceived as more important and as having greater status.

Gibson and Mitchell (1990: 37) emphasize the importance of guidance and counselling programmes when they say that these programmes can contribute more effectively when “School counselling and guidance programs are designed to serve the developmental and adjustment needs of all youth, and pupil guidance is viewed as a process that is continuous throughout the child’s formal education”

Guidance is conceptualized as a service encompassing sets of organized activities designed for and, offered to all students and selected out of school youth. Guidance activities are developmental and systematic. It is integral to the education of process as it aims at skill development, social development, moral development and psychological development, career planning and career development.

The psychological services in schools, and Guidance and Counselling in particular, are geared towards promotion of mental health. There is a widely held belief that education must seek to improve mental health, which is considered either as a relatively constant and lasting attribute of personality or as a momentary function of different situations. A mentally healthy person can be one who has a positive and realistic attitude towards himself or herself and others, and who is able to distinguish between reality and fantasy. The individual is able to take life as it comes and to achieve mastery over it. He or she can accept the discrepancy between the ideal self and the real self to achieve satisfying identity. He or she demonstrates concern for others, has a unifying philosophy and is able to work for long-range goals. The mentally unhealthy person has difficulties in all these

areas (Taylor 1971: 27). This demonstrates how vital and indispensable guidance and counselling services are for the welfare of students.

There is a vital need to prepare and educate young people about the realities of the employment situation to help them relate education and skills acquired thereof to life after school. The guidance programme is an action-oriented programme that can inculcate notions of self-reliance and independence. The aim of education is individual development. The focus of education in the school and classroom should therefore be upon learners, enabling them to acquire the knowledge, skills, attitudes and behaviour that will give them a full, successful life and continued personal growth, and equipping them with coping skills so as to participate effectively in this rapidly changing and sophisticated society. (Bhusumane, Maphorisa, Motswaledi & Nyathi, 1990: 5)

Guidance and Counselling is seen as a qualitative measure provided to ensure that:-

1. Students make the most of the learning opportunities by dealing with problems which might distract pupils from learning. Thus guidance services are provided to minimize barriers to learning
2. students systematically plan for their future careers through consistent educational, and vocational/career guidance.
3. Students develop attitudes, behaviour, values, and skills necessary for adjustment and survival within the realities of their social context. (Policy Guidelines on the Implementation of Guidance and Counselling in Botswana's Education System, 1996: 26)

However, Guidance is not a panacea for all educational ills, but has the potential to facilitate the youth's development and growth. It is an avenue through which the school can begin to address issues which are not immediately educational, but which continue to impact the learning experiences of pupils in school, such as, STD's, HIV and AIDS, career choice, substance abuse, pregnancy etc. As Donald, Lazarus and Lolwana (1997:106) put it, 'The school's primary task is to promote a curriculum that meets the needs and demands of the physical, cognitive, emotional, social, and moral development of its students'. The School Guidance and Counselling services empower students so that they are better equipped to deal with some of these challenges in life.

In an article by Philani Makhanya entitled "*We are teachers, not midwives*" (The Mercury, July 22, 2002) the principal of Sithokozile secondary school refused a pregnant grade 12 learner to go back into the classroom until she has delivered the child. This was in contravention of the South African Schools Act, an infringement of the learner's right to education. His reason for denying her access to the school was that a precedent would be set and teenagers would not see the need for contraception. Also, the School Governing body had ruled that pregnant pupils should not be part of the school community.

The sources referred to above discuss Guidance and Counselling services without necessarily looking at and addressing the problems affecting the delivery of this essential service in secondary schools, especially African schools, both rural and urban.

Researchers have to constantly ponder what their theoretical framework underpinning their investigation is going to be. The difficulty with this is that no single theory is entirely relevant in every context. The task of taking theories and trying to fit them into one's own situation is difficult, to say the least, and the next chapter is going to attempt to unravel the web of theories.

CHAPTER THREE

THEORETICAL FRAMEWORK

The chapter discusses the historical development of Guidance and Counselling and the theories as follows:

- 3.1 Guidance and Counselling in America
- 3.2 Guidance and Counselling in the United Kingdom
- 3.3 Guidance and Counselling services in South Africa.
- 3.4 Guidance and Counselling theories and models

3.1 Guidance and Counselling in America

The beginning of the 20th century was characterized by Industrial Revolution, which gave birth to the Progressive Movement, a movement that sought to change negative social conditions associated with industrial growth. The guidance and counselling movement began then with more emphasis on vocational or career guidance. Frank Parsons, the father of the guidance movement, established a vocational bureau the purpose of which was to place school leavers and drop-outs in suitable employment. His scientific approach to choosing an occupation is summarized in the following paragraph:

“No step in life, unless it may be the choice of a husband or wife, is more important than the choice of a vocation. The wise selection of the business, profession, trade, or occupation to which one’s life is to be devoted and the development of full efficiency in the chosen field are matters of deepest moment to young men and to the public. These

vital problems should be resolved in a careful, scientific way, with due regard to each person's aptitudes, abilities, ambitions, resources, and limitations" (Gysbers & Henderson 1988: 4).

Parsons, as cited in Gysbers and Henderson (1988) - one of the renowned social reformers of the time - was concerned about the American society's lack of attention to the development of human resources and said that "it trained its horses, as a rule, better than people". Guidance was meant to make the transition of young people from school to work more efficient, successful and less stressful. Youngsters should be prepared to meet the demands and rigours of a competitive and materialistic society (Gysbers & Henderson 1988: 4).

The 1920s saw a shift of Guidance in theory and practice, with less emphasis on guidance for vocation and more on education as guidance. Education changed from being preparation for college alone to education for total life. The forerunners of the time, including people like John Brewer, were increasingly more educationally oriented. With the advent of Seven Cardinal Principles in 1917 and the National Education Association's Commission on the Reorganization of Secondary Education, less attention was being focused on the social, industrial, and national-political aspects of individuals and more attention given to the personal, educational, and statistically measurable aspects of individuals. Within the school setting, there was an apparent displacement of the traditional vocational, socioeconomic and political concerns from the culture at large to the student of the educational subculture whose vocational socialization problems were

reinterpreted as educational and psychological problems of personal adjustment (Gysbers & Henderson 1988: 5). A new model of vocational guidance emerged, one that was clinical in nature and began to emphasize a more personal, diagnostic, and clinical orientation to the student, with increasing emphasis on psychological measurement. Counselling became of primary concern. Vocational guidance became problem oriented, centering on adjustable psychological and personal problems (Gysbers & Henderson 1988: 8).

Guidance became more firmly incorporated into schools in the 1930s and its proponents felt that educators were in a unique and better position to deliver guidance. Personal counselling, the goal of which was student adjustment through personal contact between counsellor and student, became part of guidance. Carl Rogers' publication of *Counselling and Psychotherapy* had a "steamroller impact" on guidance and counselling in the schools and precipitated the new field of counselling psychology. Through the George-Barden Act of 1946, school guidance received material, leadership, and financial support. (Gysbers & Henderson 1988:14) It was in the 1960s when guidance became known as Pupil Personnel Services and included psychological services, health, social work and attendance. Guidance was seen as one of the services that sought to facilitate pupil learning through an interdisciplinary approach.

In the 1970s guidance was reoriented from a crisis-oriented service to a comprehensive programme. This was done not only to make guidance accountable but developmental too. A comprehensive guidance programme must include student competencies, its

activities must be conducted on a regular and planned basis to assist students, it must include services such as assessment, information, consultation, counselling, referral, placement, evaluation and follow-up. Also it must involve a team of all staff members with a professionally certified school counselors at the helm (Gysbers & Henderson, 1988:31).

Guidance in American schools has ceased to be restricted to the latter years of secondary school, instead today it is being provided for pupils at all educational levels, from kindergarten through to higher education.

3.2 Guidance and Counselling in the United Kingdom

School counselling became a full-time profession in English schools after it has been part of the educational scene in Scandinavia and the United States for many years. Though the number of counsellors was still very small it grew rapidly from the late 1960's.

Planned and organised activities around guidance and counselling dates from the late 1940s and arose as a response to a perceived social crisis brought about by the Second World War. The emphasis was more on the problem child than on normal children. According to the Education Act of 1944 all children were required by law to receive free and compulsory education according to age, aptitude and ability. Testing was done to select children for different types of secondary education, the underlying assumption being that not all children can benefit from the traditional academic oriented type of

education. The child guidance clinic was concerned mainly with the observation, and treatment of children who were intellectually, emotionally and environmentally handicapped. Child guidance services expanded in Britain, their fundamental task perceived as being one of helping problem children to adjust to their home and school environments (Ferron 1990: 5).

In 1962 many counties had guidance centers or clinics staffed by one or more psychiatrists, educational psychologists, social workers and in some cases psychotherapists. These professionals formed a child guidance team compiling reports on the child's intellectual level, specific abilities, general personality, scholastic performance, behavioural problems, diagnosis of problems and remediation. In addition to the guidance centers, every local education authority (LEA) maintained a school psychological service headed by the chief educational psychologist. Until recently recognition of the need for guidance and counselling services for tertiary students was hardly perceived/ fathomed. The first British universities to establish a counsellor training programme were the universities of Keele and Reading. They also operated a comprehensive counselling service for their students. Whereas in the early days school counsellors were required to be qualified educators with little or no training, the recent "professionalisation" of counselling led to the employment of school counsellors to work in schools as psychological educators. As he puts it, " we have a long way to go.. but we are becoming emotionally literate as a nation and we will want our children to become even more literate than ourselves (Dryden et al, 2000: 480)

3.3 Guidance and Counselling services in South Africa

A review of the guidance literature in South Africa reveals that not much has been written about the development of guidance programmes, their implementation and evaluation. Nevertheless, Guidance and Counselling in South Africa has undergone transformation from the beginning of the 21st century to today. School guidance for white pupils can be traced to 1930 and the establishment of the first psychological services by the Department of Bantu Education can be traced to 1960. The services consisted mainly of aptitude and interest testing in standards five, eight and ten. In 1981 guidance was introduced as a separate non-examinable school subject in the junior and senior secondary schools. Guidance educators were employed in some schools though they were not adequately trained to handle the subject. It is difficult to predict the future of guidance and counselling, but education will have to be seen to be meeting the needs of youth, thereby reducing their levels of stress, anxiety and frustration. It is certain that guidance and counselling will become even more necessary in future, despite the fact that it is not offered in black schools.

According to the White Paper on Education and Training of 1995 (Mda & Mothata, 2000: 6), the first official policy document in education published by the ANC-led government, emphasised important directives such as an integrated approach to education and training, an outcome-based approach, lifelong learning, access to education and training for all, equity, redress and transforming the legacies of the past.

The South African Schools Act (SASA) 84 of 1996 (Mda & Mothata, 2000: 10) was passed by the Department of National Education to “provide a uniform system for the organization, governance and funding of schools, establish minimum and uniform norms and standards for the provision of education at schools, and ensure the provision of quality education across the school system”. All learners have to acquire quality education. This indirectly presupposes, amongst other things, the equal provision of guidance and counselling services in public schools. Current changes in our education system are meant to meet this ideal. Inequalities of the past still exist in our education system, producing winners and losers. White schools have all the resources and Black schools have meager resources to meet the basic needs of learners.

3.4. Theories and Models for Guidance and Counselling:

The practical nature of Guidance and Counselling makes it imperative to examine critically the theoretical principles and their evolution in other countries, and then modifying them in accordance with African cultures and philosophy of life. Importing cultural philosophies and trying to impose them on the unique *status quo* might have the opposite effects (backfire) and well-intended plans may come to nothing. It is for this reason that imitating and emulating Eurocentric practices must precede the formulation of African practices and principles.

In his or her daily dealings with students and staff, the School counsellor or guidance educator is confronted with a myriad of problems. These problems demand containment or action and since there are no general laws about human behaviour that are universally

valid, complex human problems can be tackled by drawing on different theoretical approaches. Since no single theory has all the answers, it is advisable to apply the eclectic approach, drawing on all of them to make sense of the situation. The following is a summary of the theories:

3.4.1. Psychoanalytic Approach:

It emphasizes the importance of early experience in determining later personality characteristics. According to the Psychoanalytic approaches the main structure of adult character and personality are laid down in early childhood (before the age of five years). There may be, for example, critical periods during which a young child's separation from the mother between the ages of six months and three years can prove severely damaging. According to Taylor (1971: 56), it is easy to exaggerate the importance of these early influences and to neglect the influence of social forces that mould the personality. The kinds of reinforcement of the early learning in childhood and adolescence may just be influential, if not more, in determining the lines along which the growing person will develop.

Obviously there are influences in personal and family history that can hinder or facilitate psychological growth. Various forms of breakdown between the parents and their offspring can occur at any age. At one extreme the parents can abandon the infant and failure to provide consistent, reliable, and loving parent figures can prove damaging to the growing child. At the other extreme there may be no outward signs of breakdown between parents and children yet the parents may be crucial in inducing other effects on

their children that are not necessarily damaging. The parents can determine not only interests and attitudes but also the kind of career or job that may be taken up.

3.4.2. The Rogerian Approach:

The essence of the approach developed by Carl Rogers is a belief in the person as someone who is able to determine what problems should be discussed and who is able to seek his or her own solutions for them. The person is capable of self-direction whereas the counsellor's main role is to avoid direct intervention or keep such interventions to the minimum. The most helpful attributes of the counselling interview is seen to be a warm, positive, permissive, accepting attitude on the part of the counsellor which creates the easy environment necessary for change in attitude towards self to occur. In such a climate, relatively free from threat and anxiety, a move can be made towards accepting those parts of the self which are distasteful or unpleasant. Effective communication in the counsellor-client relationship appears to depend partly on the belief that the individual is capable of self-direction and able to take his/her own decisions. The person is looked upon as someone who is ready to respond to any stimulus outside of the self. which performs a control function by searching, sifting and selecting such stimuli on the basis of past experience, of his/her sense of values and of social norms.

In non-directive counselling, a Rogerian invention, the counsellor, in a non-threatening, permissive and tension-free atmosphere, helps the client identify, formulate and clarify the nature of his problem and work towards solving it by his own efforts (Ferron 1990: 12). This requires a high degree of skill and practice. The freedom of the client forms the

core of a counselling relationship. The two extremes of freedom are determinism and atheistic existentialism. According to the former, a human being is not and can never be free. He is at the mercy of natural and supernatural forces, which predetermine his behaviour. An individual's choices are largely determined by pressures or circumstances beyond his control, and his hope lies in appeasing supernatural forces and God. According to Ferron (1990: 14), this is an African philosophy of life. The latter extreme says that a human being personifies freedom, he is left to his own devices, an architect of his own fate. He exists and will continue to do so or will fall by what he is or what he does. According to this view, there is no God. The trend that is current in the modern western world, and one which lies between the two extremes, is the belief that human beings are more or less free, but only up to a point (Ferron 1990: 14)

3.4.3. The Behaviourist Approach:

Whereas the approaches discussed earlier were based on the view that changes in behaviour and attitudes are possible by concentrating on the subjective and introspective, on feelings and emotion and by paying attention to inner experience, the behaviourist approach is based on the premise that only objectively observed behaviour is admissible in science. Since most human behaviour is acquired by means of learning then it ought to be possible to contrive conditions in which undesirable behaviour can be unlearned and desirable behaviour either learned or re-learned. To modify behaviour, a degree of manipulation is inevitable and new learning conditions are consciously planned based on learning theory and the results of experimental work. According to the behaviouristic viewpoint, counselling can be seen as a means of re-arranging environmental conditions

based on conditioning techniques. These techniques, rigorously planned in an objective way, deal directly with individual problems and symptoms. The approach to the person is made by isolating the problem and by designing an experiment which may modify or eliminate such a problem (Taylor 1971:62).

3.4.4. Directive Counselling

According to Ferron (1990: 10), directive counselling is advice-giving to people who seek assistance with problem solving or coping with life. This is usually done by older, wiser and more experienced persons to assist younger and less experienced persons with problems. Ferron says that African children are conditioned from birth to having problems solved for them, and in traditional tribal societies it is usually the tribe that accepts responsibility and the gods may have to be appeased by animal sacrifice. He went on to say that less educated Africans depend on magic and '*juju*' for problem solving. This shows naivety and ignorance on the part of the author. His stance is that of an expert or an authority in the subject though he demonstrates very little knowledge of Africans. His assertion that "counselling and guidance have scarcely taken off the ground in Africa" (Ferron, 1990: 12) is far from the truth. Counselling has been there for ages, unfortunately it was not documented because then Africa was under colonial rule. Perhaps the author did not live in Africa long enough to see it happen. The statement is tantamount to attesting that education started in Europe and the Western world, a colonial mentality. As children we would consult with elders – relatives or strangers- when in a dilemma. If a problem persists, the victim and a family member consult an African doctor. The doctor will not dispense of remedy without counselling. If the family

experiences one mishap after another, ancestral spirits are pacified by sacrifices. According to an African proverb 'it takes the whole community to educate an African child'. A sense of community is dominant in the African culture, more so than in individualistic societies where people believe that they can achieve anything, and overcome all obstacles, by their own efforts without assistance from anybody, of which the West is a good example. It is however true that young people would consult with traditional doctors but that option is pursued after other avenues including counselling are exhausted and the problem does not seem to subside.

3.4.5. The Developmental Model:

According to Oupa Mashile (Mda & Mothata, 2000: 93), a comprehensive and developmental guidance programme contributes to the education of learners. Guidance is largely seen as an auxiliary service, hence its marginalisation and consequent ineffectiveness. It is only when guidance is viewed as a programme and that it belongs to the total school that it becomes a major part of mainstream school activities. The developmental model of guidance uses the developmental theory to inform counsellors on how to deal with learners holistically. Developmental tasks to be mastered during each developmental phase are found midway between an individual's need and a societal demand, and it arises at or about a particular period in the life of an individual. Mastery of the task at each life stage is essential for the individual's effective functioning and happiness in the present, and increases the likelihood of the learner's success in the future.

The developmental model requires a proactive counsellor whose primary emphasis is on fostering the learning and growth of all learners, with a secondary emphasis on assisting individual learners with resolution of special problems and concerns. Due to the uniqueness of each learner, school and community, the implementation of this model varies from school to school. Each school needs a guidance programme that entails planning, design, implementation and evaluation. According to the developmental model, “Guidance is for all learners, has an organized curriculum, is an integrated part of the total school process, involves all school personnel, helps learners learn more effectively and efficiently, and includes counselors who provide specialized counselling and intervention” (Mda & Mothata, 2000: 95).

The researcher believes in the dictum that God helps those who help themselves, and that by Guidance and Counselling, young people have to be taught to become more self-reliant and resourceful. This premise will be the lens through which guidance and counselling services in schools will be viewed and their quality assessed, in the present study.

3.4.6. The Comprehensive Model

According to Gysbers and Henderson (2001:1), a comprehensive school guidance programme serves all students pre-kindergarten through grade twelve. It helps all students gain competencies in the areas of personal/social, educational, and career development at all educational levels, competencies that underpin students’ academic success. It serves equally all students, parents, teachers, and other recipients regardless of

gender, race, ethnicity, cultural background, sexual orientation, disability, family structure, socioeconomic status, learning ability level, language, level of school involvement, or other characteristics.

A comprehensive school guidance programme guarantees that all students have access to school counselors and school counselors have access to students. It helps develop and protect students' individuality and provides them with skills to function effectively with others in school, home and community. It is developmental and preventive as well as remedial in design and implementation and is continuously refined and enhanced through systematic planning, designing, implementing, and evaluating.

A comprehensive school guidance programme mandates that school counselors spend 100 percent of their time working in the programme with non-guidance duties eliminated. It is put into operation through a five-stage process of planning, designing, implementing, evaluating, and enhancing. It is evaluated through programme, personnel, and results evaluation. It is implemented through team approach that uses all staff members in roles appropriate to their training and competence. It provides for the professional development of school counselors and other guidance programme staff to ensure their competence to fully carry their leadership as well as their implementation roles. It also requires strong district and building leadership for programme development, implementation, and advocacy and for school counselor and other guidance programme staff professional development. District leaders play the roles of administration, supervision, management, and professional leadership.

When Guidance in the school is conceptualized and implemented as a comprehensive guidance programme, it places guidance conceptually and structurally in the center of education and educational reform. It becomes an integral and transformative programme, not a marginal and supplemental activity. When this occurs, school counselors can devote full time serving students and their parents, emphasizing students' academic success and their personal/social and career development. (Gysbers & Henderson 2001: 1-2)

3.4.7. The Whole-School Approach

This refers to the growing emphasis on Guidance as a whole school responsibility, demanding the involvement of all teachers, rather than just specialists. According to Hui (2002), all members of the school community can be involved in student development, prevention and remediation. Guidance requires a "team approach" which involves the cooperation of administrators, teachers, specialists, students and parents (Hui 2002:64-65). School counselors must view themselves as 'member players' on the school team and work for the cooperation and contributions of other stakeholders. This concept is rather complex because it may refer to the involvement of all teachers in guidance or the provision of guidance to all students rather than just students with problems. Hui suggested that the notion of whole-school approach to guidance also refer to the development of a whole-school policy in Guidance, which covers the aims, purposes and focus of guidance as well as implementation strategies. He further contended that taking a whole-school approach is a matter of running an effective school and of creating a positive ethos (Hui 2002: 65).

McGuinness, as cited in Hui (2002:65), tackles the issue of whole-school approach to guidance from the perspective of curriculum intergration. He proposes the infusion of guidance themes into the academic curriculum as a way of achieving a whole-school approach which involves all teachers and students. Watkins (1998: 170) sees the whole-school approach to guidance as total school guidance, stressing the importance of adopting a whole curriculum view which addresses the personal and social development of students, and which is characterized by its being 'comprehensive in its clientele', developmental in its mission', and 'distributed in its mode of delivery'. A whole-school approach to guidance demands the recognition, clarification, communication, and coordination of guidance at the school organization level, the classroom level, and the individual student level in order to promote students' self-development. Guidance should be the responsibility of all teachers rather than the sole responsibility of the guidance teachers. The perceptions of teachers, forerunners in guidance provisioning, of the concept of whole-school approach to guidance are likely to have significant implications for guidance focus, practice and policy.

Watkins (1994: 143) posited the idea of a school as a guidance community and according to him 'a good guidance is total school guidance', meaning that should receive strong support, contribute to the atmosphere, permeate the curriculum, and include a proactive developmental programme, collaboratively planned and delivered (p.144). The model encompasses the process and content of teaching, which he defined as 'providing a planned and systematic progression of learner-centred experiences to enable learners to

acquire knowledge, skills and competences related to making personal, educational and career decisions and transitions' (Watkins1994: 144). According to him, a whole-curriculum approach is sought which is whole-pupil, which relate to their needs and covers time-honoured rather than politically fashionable themes. He added that whole-school approach calls for practitioners in the broad areas of guidance to work together in more effective ways than in the past, at school level and beyond. The challenge according to Watkins, is to come out of the corners of the historical specialisms and together make the notion of 'curriculum infusion' something more than a slogan, and at the same time to argue the evidence for some identifiable provision.

The shifts in the focus of guidance from remediation to prevention should be attributed to the fact that school guidance is not something static but something dynamic, which changes according to the development of guidance in the school community and the needs of the wider community.

CHAPTER FOUR

RESEARCH METHODOLOGY

The study combined both qualitative and quantitative approaches, the qualitative aspect being the assessment of the availability of Guidance and Counselling services and types of services provided and the quantitative aspect entails assessing and estimating the extent of the utilization of services, that is, estimating the number of people who use the services and calculating the other indicators that reflect the extent of utilization. The purpose of this study was to determine the quality of Guidance and Counselling services in schools, their availability, and the problems encountered in their delivery. In other words, the researcher wanted to investigate if the playing field has been leveled as far as school Guidance and Counselling services are concerned. Guidance and Counselling services seem to exist in White schools whereas in African schools they do not feature. In order to understand how big the gap is between White and African schools, schools from three different communities participated in the study. Five high schools from the township of Claremont, which is predominantly African, two from the predominantly Indian Reservoir Hills and three from Pinetown and Westville combined, which are predominantly White neighborhoods, were compared. Only learners from grades 11 and 12 had to complete questionnaires to assess the quality of the services and how often they make use of them. The decision to exclude learners from other grades was based on the assumption that senior learners (i.e. grades 11 and 12) would have a better understanding of Guidance and Counselling as they have been in the school for more than two years.

unlike learners from grades 8 to 10 most of whom are still adjusting to the new surrounding.

The research instruments used, namely, the survey questionnaire and semi-structured interviews were pilot tested and validity established before use. In this chapter, a more detailed description of the procedures used to obtain the sample, sample characteristics and data collection will be presented. Problems encountered in the process of data collection are also highlighted.

4.1 Research Design

A total of 10 high schools participated in this study, comprising White, Indian and African schools. These schools were selected because they are within a 10km radius from each other and their vicinity to the University of Durban-Westville, where the researcher is employed. Also, they are in the same region, namely, the Durban South region. The sampling technique used is cluster sampling, a form of sampling in which groups and not individuals are randomly selected. This was the most feasible method for this study. Also the researcher did not want to cause disruption in schools hence only one teacher - either the school counselor or guidance teacher - and 50 learners per school participated in the study.

4.1.1 Sampling and criteria

The researcher attempted to select a sample that was representative of the population. From the 10 public high schools, 50 learners per school were chosen and a questionnaire

administered. Three of the 10 schools are single-sex schools. The gender of the learners was not considered to be an important factor in the study, hence, balancing the male and female composition of groups was not necessary. The race of learners was considered important as the purpose of the study is, among other things, to show how inadequate the Guidance and Counselling services are in African schools.

In order to minimize bias, the random selection of sample was done as follows:

- 20 high schools in Durban South region
- 50% of the schools chosen randomly, i.e. 10 high schools
- 50 learners selected in random clusters or classes
- Total of 537 learners.

The following is a summary of each school:

Dr. A.D. Lazarus: It a government school, located in Reservoir Hills. It has learners of mixed races, with learners of Indian descent in majority. It has no white learners.

Buhlebemfundo: A government school, situated in Claremont, with only African learners.

Ilanga Secondary: A government school, situated in Claremont, with African learners only.

Pinetown Girls Secondary: Situated in Pinetown, is a unisex school, previously private but now public. It has learners of mixed races.

Reservoir Hills Secondary: It is a government/public school, located in Reservoir Hills. It has learners of mixed races, with learners of Indian descent in majority.

Sithengile Secondary: A public school, situated in Claremont, with African learners only.

Sithokozile Secondary: A public or government-owned school, situated in Claremont, with African learners only.

Westville Boys Secondary: A single sex, ex-model C school turned public, situated in Westville. It has learners of all South African races.

Westville Girls Secondary: Also a unisex state school, a former model C school, with a mix of all races, including few Chinese and Japanese learners.

Umqhele Secondary: A government school, situated in Claremont, with African learners only.

School counsellors of the selected schools were interviewed first. They constituted the pilot especially because they were the ones disseminating the Guidance and Counselling services. The researcher contacted them telephonically to schedule a meeting, briefed them about the research study and asked them to decide on the opportune time for the interview. In schools without counsellors, the researcher interviewed guidance teachers or life orientation teachers.

4.1.2 Sample Characteristics

- School (Number of learners and percentages)

Name of School				
	Frequency	Percent	Valid Percent	Cumulative Percent
Westville Boys Secondary	50	9.3	9.3	9.3
Pinetown Girls Secondary	38	7.1	7.1	16.4
Reservoir Hills Secondary	53	9.9	9.9	26.3
Sithengile Secondary	46	8.6	8.6	34.8
Ilanga Secondary	54	10.1	10.1	44.9
Sithokozile Secondary	65	12.1	12.1	57.0
AD Lazarus Secondary	70	13.0	13.0	70.0
Westville Girls Secondary	36	6.7	6.7	76.7
Buhlebemfundo Secondary	66	12.3	12.3	89.0
Umqhele Secondary	59	11.0	11.0	100.0
Total	537	100.0	100.0	

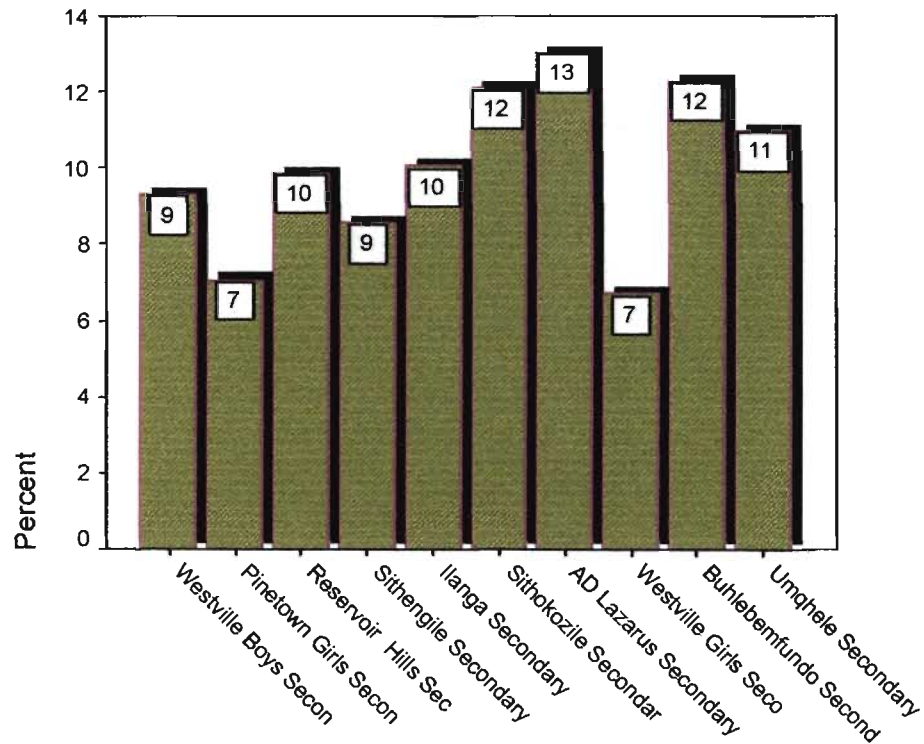


Figure 1: Sample distribution by School (N=537)

Figure 1 shows that 13% of the respondents were from school 7 followed by school 9 and 6, with 12.3% and 12.1% respectively. Schools 2, 4 and 8 had the lowest number of respondents, school 8 being the least represented at 6.7%, followed closely by school 2 with 7.1%. Schools 7 and 9 had 12% of learners participating in the study each whereas schools 2 and 8 had 7% each.

- Age:

Age of learner

	Frequency	Percent	Valid Percent	Cumulative Percent
14	1	.2	.2	.2
15	8	1.5	1.5	1.7
16	137	25.5	25.5	27.2
17	192	35.8	35.8	62.9
18	125	23.3	23.3	86.2
19	73	13.6	13.6	99.8
20	1	.2	.2	100.0
Total	537	100.0	100.0	

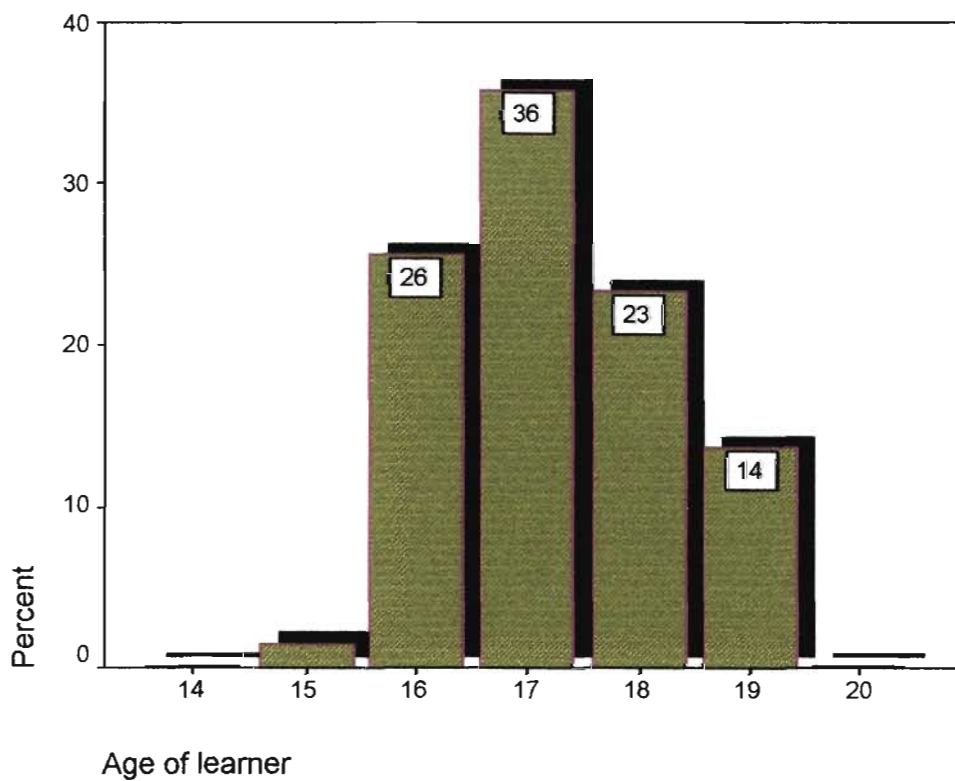


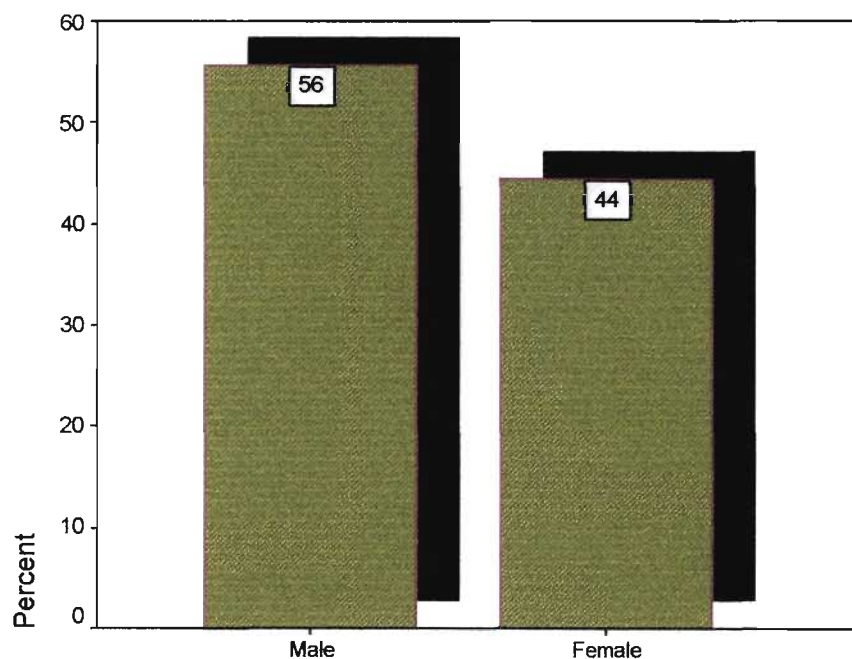
Figure 2: Sample distribution by age (N = 537)

About 36% of the respondents were 17 years old, 26% were 16 years old and 23% were 18 years old. This means that of the seven age groups, the age groups 16, 17 and 18 comprise 85% of the sample. Only 14% of the respondents were 19 years old. The ages 14 and 20 at 0.2% each make less than 0.5% of the sample combined.

- **Gender:**

Gender of learner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	299	55.7	55.7	55.7
	Female	238	44.3	44.3	100.0
	Total	537	100.0	100.0	



Gender of learner

Figure 3: Sample distribution by gender (N = 537)

Figure 3 shows that 56% of the respondents were male and 44% female.

- **Grade level:**

		Grade of learner			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade12	236	43.9	43.9	43.9
	Grade11	301	56.1	56.1	100.0
	Total	537	100.0	100.0	

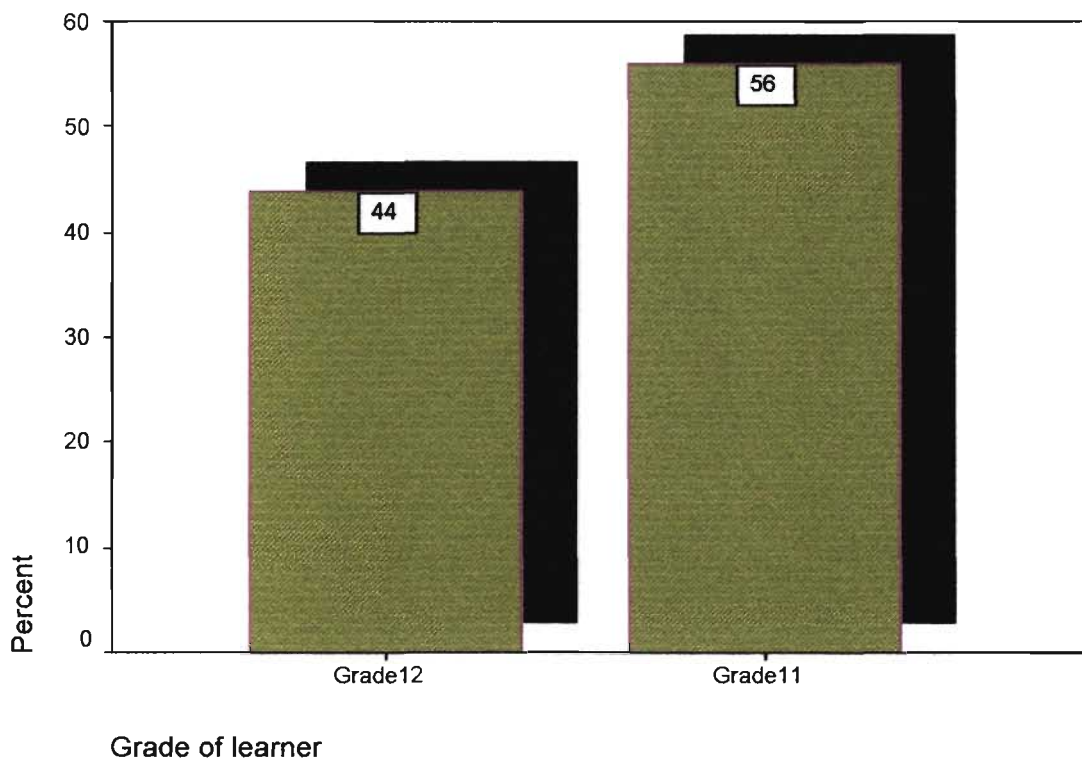


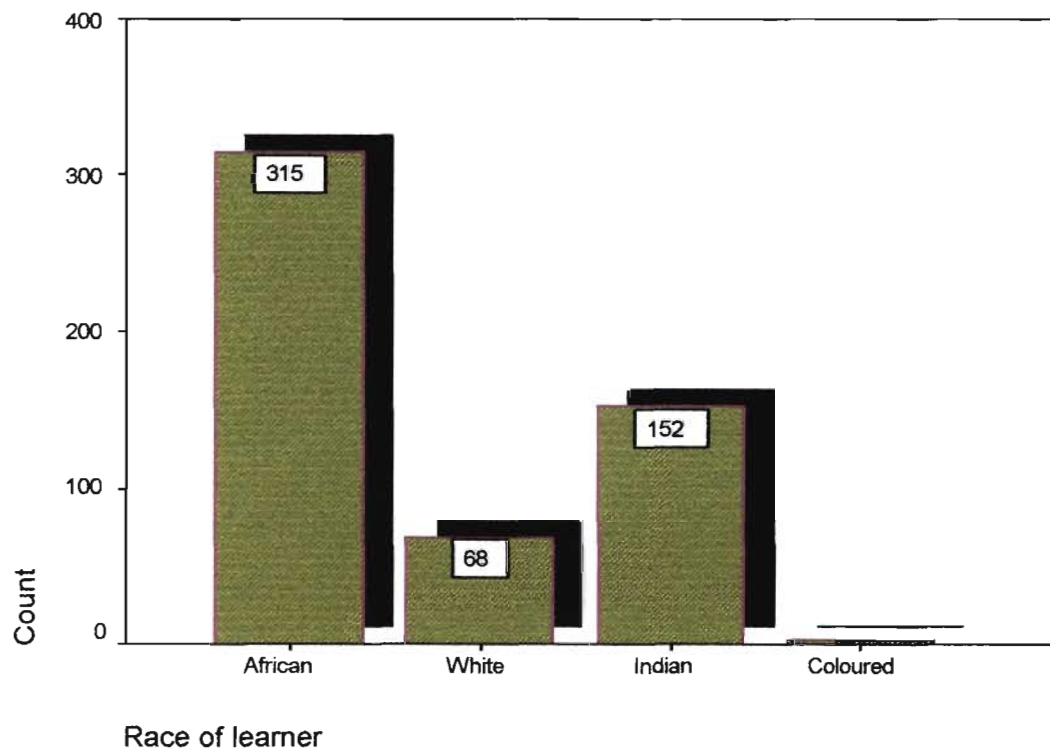
Figure 4: Sample distribution by grade (N = 537)

As can be seen in figure four, 56% of the respondents were in grade eleven and 44% in grade twelve.

- Race

Race of learner

	Frequency	Percent	Valid Percent	Cumulative Percent
African	315	58.7	58.7	58.7
White	68	12.7	12.7	71.3
Indian	152	28.3	28.3	99.6
Coloured	2	.4	.4	100.0
Total	537	100.0	100.0	



(See Figure 5 overleaf)

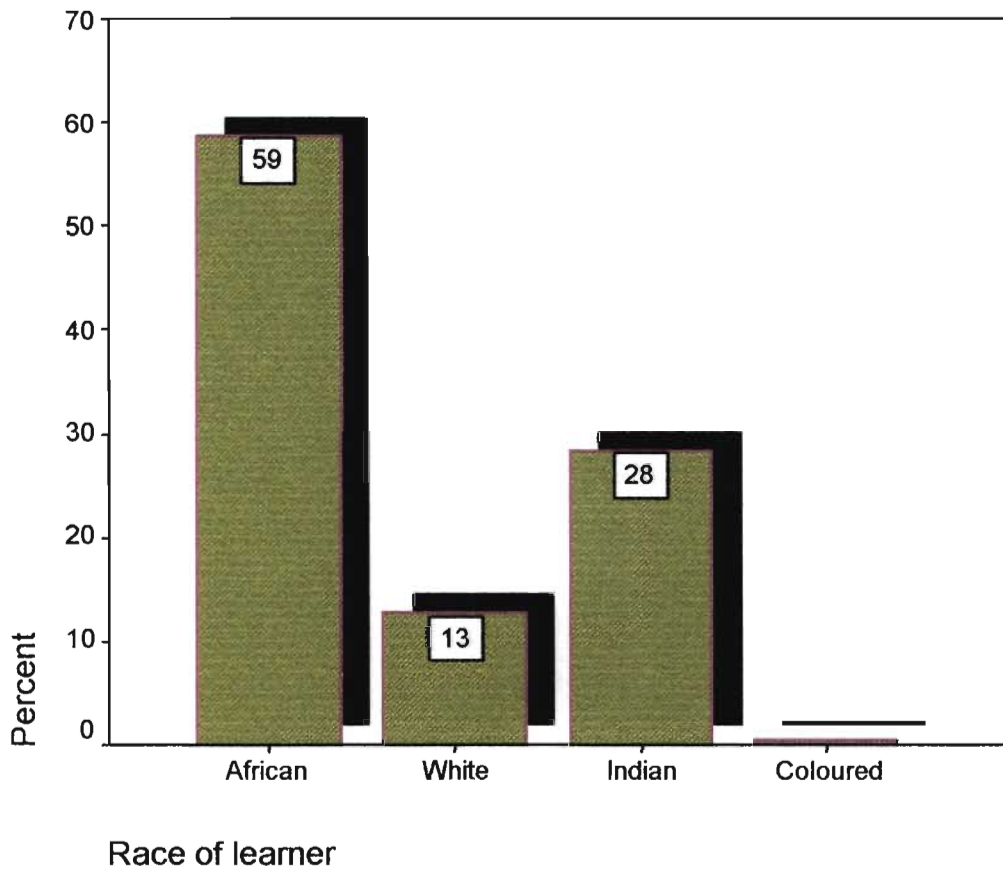


Figure 5: Sample distribution by race (N = 537)

As shown in figure five, 59% of the respondents were African. Indians constituted 28%, Whites about 13% and Coloureds less than 1% (0.4) of the sample.

4.2 Research Instruments:

A survey questionnaire was used in the study together with semi-structured interviews to obtain data that would enable the researcher to answer the critical questions. Questions, both close-ended and open-ended, were designed to assess the quality of Guidance and Counselling services in the schools, the content of the curriculum, the counsellors' level of training and the services the programme provides. The pilot study provided baseline information, and was used to deconstruct and refine the questionnaire and frame interview questions. Data collected was analyzed qualitatively and quantitatively.

Structured interviews conducted in the pilot study with school counsellors were modified or adapted to suit the data sought. Data collected from counsellors or guidance teachers informed the researcher of the availability of Guidance and Counselling services in schools. Another questionnaire was sent to the First Education Specialist for Durban-South (Appendix F) and the Director of Psychological services for Kwa-Zulu Natal (See Appendix G)

4.2.1 Pilot Study

The survey questionnaire was administered to a sample of 10 counsellors or guidance teachers for the following reasons:

- Acquiring information as to whether the guidance programme was operational or not
- Acquiring baseline data on the variables involved
- Refining the questionnaire

- Providing a list of services provided by the guidance programme
- Assessing whether the programme was developmental, preventive, remedial or both.

Questionnaire:

Refer to Appendix E

The researcher constructed questionnaires and requested certain people, including the supervisor and colleagues to comment on them. The researcher administered the questionnaire in person to either guidance teachers or school counsellors whose input he felt would be invaluable for the study.

There were four questionnaires: one for the students or learners (Appendix D), one for school counsellors or guidance teachers (Appendix E), one for the First Education Specialist: Psychological Services for Durban North (Appendix F), and the last one for the Provincial Director of Psychological services based in Ulundi (Appendix G). The first two were intended to assess the status of Guidance and Counselling in High schools, the services the programmes provided and the challenges that confronted them. The remaining questionnaires (3 & 4) were basically meant to investigate if the psychological services, of which Guidance and Counselling form an integral part, were going to be revived where none existed, and the planning and implementation thereof. Also, the researcher needed to know through these two questionnaires if the discrepancy in service provision for the 'White', 'Indian' and 'African' schools would ever be addressed.

Sample:

The counsellors' questionnaire was administered to 12 school counsellors or Guidance teachers, one to the coordinator of Guidance and the other to the Director of Psychological services. The study involved 10 high schools within a 20km radius from the University of Durban-Westville and in proximity to each other, namely, Westville Girls, Westville Boys, Pinetown Girls, Reservoir Hills, A.D. Lazarus, Umqhele, Sithengile, Sithokozile, Buhlebemfundo (formerly KwaDabeka No.7), and Ilanga (Appendix H). The last five high schools are located in the Claremont township, Durban.

4.2.2 Fieldwork:

As indicated above, the study was conducted in 10 high schools in four different areas, viz. Westville, Pinetown, Claremont and Reservoir Hills. A list of schools was obtained from the Department of Education and a sample of ten schools was selected. Principals of schools were contacted and appointments made to consult with School Counsellors. Written permission to visit schools was obtained from the Department of Education, Durban South (Appendix C).

A total of 537 learners in ten schools completed questionnaires, that is, about 50 learners per school (see Appendix I). With the help of Counsellors or Guidance teachers, classes were arranged as clusters and a random selection of classes done. Questions ranged from the number of guidance lessons, the services the students needed and valued, the quality of Counselling and Guidance services they got from their counsellors and whether they are given information about careers and lifeskills.

The survey took five months to be completed, from July 2001 to November 2001. The field work was done from February 2002 to June 2002.

4.2.3 Validity and reliability of the instruments:

Since the study has characteristics of both quantitative and qualitative research studies, it is important that the validity and reliability of a research instrument be discussed before conclusions based on collected data can be arrived at.

4.2.3.1 Validity:

The validity of an instrument, according to de Vos, Strydom, Fouche' and Delport (2002:166), is defined as the degree to which an instrument does what it is intended to do, measures what it is supposed to measure, and yield scores whose differences reflect the true differences of the variable being measured rather than random or constant errors. Validity has two parts, namely, that the instrument actually measures the concept in question, and the concept is measured accurately. The questionnaires administered seem to meet the former, that is, the quality of Guidance and Counselling services in high schools, though the latter – the accuracy thereof - is difficult to say.

4.2.3.2 Reliability:

Reliability, on the other hand, is “ the accuracy or precision of an instrument, the degree of consistency or agreement between two independently derived sets of scores; and as the extent to which independent administration of the same instrument yield the same (or

similar) results under comparable conditions” (de Vos et al 2002: 168). It is primarily concerned not with what is being measured but with how well it is being measured. Although the researcher cannot calculate the reliability coefficient, it would seem that the instruments used are reliable, meaning that the results are consistent and dependable. The type of reliability referred to is internal consistency, the degree of homogeneity among the items in an instrument. According to McMillan (2000: 139-140) “internal consistency is used when the purpose of an instrument is to measure a single trait... A general rule of thumb is that there must be at least five questions about the same thing”

CHAPTER FIVE

RESULTS AND DISCUSSION

In this chapter, the researcher will provide a detailed report of the findings, carefully discussed and analyzed. The results of the pilot study and fieldwork will be discussed separately since different questionnaires were used.

5.1 Results of the Pilot study:

The following is the analysis of responses of School Counsellors or Guidance teachers to their questionnaire (see Appendix E).

Critical Question 1:

What is the current status of Guidance and Counselling services in your school?

The researcher asked counsellors how many Guidance and Counselling periods they had per week or cycle. they responded thus: 40% said that they had two Guidance lessons per week or cycle, 20% had four, 20% had six whilst 10% had one lesson and another 10% had no lessons at all.

When asked if the Guidance and Counselling services in their schools were adequate for all their students, this is how the counsellors or guidance teachers responded: 70% of the respondents indicated that their schools do not provide adequate Guidance and Counselling to their students and 30% felt they were making a worthwhile contribution to

their students. This is an indication that school counsellors were not satisfied with their services.

Asked if the Guidance and Counselling programme is remedial, preventive, developmental or a combination of these, 50% said a combination of the three whereas 30% said remedial. Only 10% of counsellors interviewed said that their programmes were preventive and 10% said that they were developmental.

Are students aware of the Guidance and Counselling services available in your school? 60% of the sample felt that students know about the services available as opposed to 40%. This can be attributed to poor marketing on the part of the programme planners, teachers and school counsellors leading to the under utilization of the Guidance and Counselling services. It is during orientation at the beginning of the academic year that all new students can be informed about the services. This kind of service will make it possible for many newcomers to acclimatize to the new environment sooner.

Is the Guidance and Counselling programme comprehensive and does the school have a whole-school programme? The majority (i.e.70%) of counsellors said that their programmes were not comprehensive and 80% said that their schools do not have a whole-school programme. This means that only the counsellor is entrusted with the task of running the programme with little or no assistance form colleagues.

Does the Guidance and Counselling programme target students with problems only? 90% of the respondents said that their guidance and counselling programmes were for all learners, not just those with problems. Learners with or without problems should, by law, benefit from the programme. The remaining 10% indicated that programme has as its focus learners with problems only.

Does the programme offer assessment, information, consultation, counselling, referral, placement, follow-up and evaluation services? The services that were popular among counsellors were information, consultation, counselling, and referrals with 70% of counsellors indicating that information was top of the list. Assessment is a service that is not carried out in schools. Perhaps this is due to the fact that psychologists provide this service outside the confines of a classroom as counsellors are not qualified to administer psychological tests like aptitude tests.

Are there trained peer counsellors in the school? In 70% of the schools visited by the researcher there were no peer counsellors, that is, youth counsellors who have been trained in basic counselling skills.

Responding to the question whether the programme include a network of members of the helping professions, 50% of the counsellors responded in the affirmative. Schools that do not have the network are mostly schools that do not offer Guidance and Counselling.

Critical Question 2

What is the relationship between the availability of Guidance and Counselling services in schools and the psychological well-being and academic performance of students?

What services does the programme provide? The services that are provided are information, counselling, consultation, referral, placement, follow-up, evaluation and assessment, rated from the most common to the least common.

Does the programme include career guidance? In 80% of the ten schools that participated in the study have, career guidance is part of the School Guidance and Counselling curriculum. This means that students have access to information about careers and are guided in their career choices. This is an important facet of any school guidance programme as information about the economy and employment prepares youth for life after school.

Asked if the guidance programme include lifeskills education, 70% of the pilot study sample responded positively and 30% negatively. The researcher did not expect to have a school without lifeskills education. This means that even after the implementation of Life Orientation in schools nationally, there are schools that are still lagging behind, a worrying factor indeed. This is a major disservice as education has to help prepare students to deal with life's challenges.

How many student consultations do you have per day/week? 80% of counsellors had one student consultation per week and 20% had two consultations. This shows that the

programme is underutilized. Many variables such as the personality of the counsellor, age, sex, their temperament, attitudes towards students, their relationship with students, can have an influence on this. It is possible that students have no confidence in counsellors, hence they do not approach them with problems. According to Patterson (1962: 224), part of the failure of adolescents to seek assistance seems to be due to not knowing where particular kinds of assistance are available and the fact that school counsellors were not perceived by students as a source of assistance with personal problems. He goes on to say that we cannot assume that students do not need counselling or that they do not want counselling because they do not request it or clamour for it. Even if they are aware of the existence of problems, students are generally reluctant to seek help even if it is available or offered. Few students come for treatment of their own accord.

Is there a relationship between the psychological well-being of students and academic performance? All counsellors unanimously agreed that there is a strong relationship between students' psychological well-being - an aspect serviced by a Guidance and Counselling programme - and their academic performance. Patterson's contention (1962: 91) that the child's personality and emotions affect his/her learning concurs with this view.

Critical Question 3:

What are the difficulties in the implementation of Guidance and Counselling in the School?

The Guidance and Counselling programme in only 50% of the schools involves parents and to a very limited extent only. This is an anomaly since parental involvement and participation in Guidance and Counselling is a prerequisite for the efficient and effective implementation of the programme. As Hughes (1971: 206) puts it, it is difficult to conceive of any worthwhile system which would not aim to involve parents. The cooperation of parents may be crucial both in enabling children to derive maximum benefit from educational and other opportunities and in helping them to cope successfully with problems involving choice.

According to data collected from school counsellors, the Guidance and Counselling programmes are not evaluated annually in 80% of the schools visited and students have no say in how the programme is run, let alone make input on what it should include. Students have no say in curriculum planning and design, as well as the evaluation of the programme.

The need for in-service training for school counsellors/guidance teachers: Every one of the ten counsellors agreed that in-service training is essential for school counsellors to keep them abreast with new trends and developments in the area of Guidance and Counselling.

The National Education Department gives support to only 20% of the schools to deliver the Guidance and Counselling services. This means that about 80% of the high schools involved in the study are not getting any support from the Department of Education (DoE). It is unfortunate for the Department to expect these schools to implement the new Life Orientation curriculum without – amongst other things - stationery and other relevant materials.

Counsellors mentioned the following as weaknesses of the Guidance and Counselling programme:-

- *It is understaffed and undervalued,*
- *There are no trained counselors.* In many schools adequately trained counselors were not available.
- *There are efforts made to develop staff*
- *In most schools one counsellor has to service the whole school.* Research shows that where more counselors are available, more students utilize their services (Patterson: 229)
- *Guidance and Counselling is not offered in grades 11 and 12*

The strengths of the Guidance and Counselling programme mentioned were:-

- *It is mainly concerned with the emotional aspect of learners than the academic aspect, since the former influences the latter.*
- *It includes career guidance*
- *The curriculum includes lifeskills education*

- *Learners are afforded an opportunity to critique the programme and make recommendations.*

The majority of School counsellors or Guidance teachers, whose teaching experience ranged from 9 years to 30 years, unanimously agreed that Guidance and Counselling services in High schools need to be improved. There is a lot of work that needs to be done for the services to be effective and accessible to all learners.

5.2 Results of the Fieldwork:

The questionnaire administered to students is analyzed hereunder:

Critical Question 1:

What is the current status of Guidance and Counselling services in Schools in Claremont, Westville, Pinetown and Reservoir Hills?

Asked if their schools offer Guidance and Counselling, Sixty-three percent of learners said that their schools did not offer Guidance and Counselling and only 37% of learners said that Guidance and Counselling is offered in their schools. Schools were rated (See Appendix L) on the percentage of positive and negative responses, with school 8 as having the best programme while school 10's programme was rated as being the weakest or the worst. This means that indeed Guidance and Counselling services are offered in School 8 and non-existent in School 10.

Of the learners in schools that have Guidance and Counselling, 59% felt that the service is not adequate as opposed to 41% who felt it was satisfactory. 57% of these learners felt that the programme did not meet their needs as opposed to 43% who felt that it met their needs.

About 51% of learners are not aware of the services available. This may mean that the programme exists but learners are not aware of the services either because of poor marketing and lack of learner orientation, or the guidance programme does not exist at all. Asked how many guidance periods they have per week or cycle, 45% of respondents said one, whilst 36% said that they have no guidance lessons, the remaining respondents had no idea.

Sixty-four percent of the learners stated that they were not consulted during the formulation of the Guidance and Counselling programme as opposed to 34% who said that they were consulted. 65% said that there were no trained peer counsellors in their schools.

Respondents were asked to mention the services provided in their schools, 57% said 'information' was the main service provided and 'placement' was the service least provided (19%).

Critical Question 2

What is the relationship between the availability of Guidance and Counselling services in schools and the psychological well-being and academic performance of students?

Respondents were asked whom they would consult when they have a serious problem, 77% said they would go to their friends and only 44% would consult the school counsellor. This shows lack of confidence in their counsellors or guidance teachers. Most learners seem to trust their peers than counsellors; 23% said that they would share their problems with their peers.

Only 21% of respondents have consulted school counsellors. Their problems ranged from academic (60%), financial (19%), social (35%) to domestic problems (21%). Of those who consulted School counsellors/Guidance teachers, 77% of the students found them helpful as opposed to 23% of the learners who felt that counsellors could not handle problems, mainly because of lack of proper training.

Fifty-five percent of learners did not receive help with study skills, neither were they provided with information about careers, 40% of learners said that they were not informed about careers for them to be able to take “informed” decisions about career paths after matriculating. This is one reason why first year students at tertiary institutions struggle to make choices and more often change from one field of study to another (Bojuwoye 2002: 279)

About 32% of the learners felt that they needed more information about careers. Career Guidance, as alluded to earlier, has to be an essential component of a School Guidance and Counselling programme.

Asked if they were aware of their own strengths and weaknesses, 38% of learners said they did not against 62% who did.

As for the relationship between the availability of Guidance and Counselling services and School performance, the researcher rated schools according to 'YES/NO' responses for the entire questionnaire (Appendix L). School rating was done by calculating the difference between 'yes' and 'no' responses per school. The bigger the difference, the better the guidance programme. Thereafter school rating was compared that with their matric results over a period of three years, that is, 2000 to 2002 (Appendix K). The correlation of -0.823, -0.713 and -0.742 (Appendix M) are significantly high, indicating a negative correlation between school rating and matric results. This means that a school with a good Guidance and Counselling programme (a low rating) will have better matric results than a school that has a poor programme (a high rating).

Critical Question 3:

What are the difficulties in the implementation of Guidance and Counselling in the School?

Respondents from schools that have an active Guidance and Counselling programme were asked how they relate to the School Counsellor. 47% felt that the counsellor was accessible, trustworthy (45%), neutral (42%), and supportive (50%). This means that it is difficult to implement a guidance programme in a school if there are no trained personnel to carry that out, or if persons entrusted with these responsibility are not enthusiastic about helping learners.

When asked about their Guidance and Counselling curriculum, the topics they felt were covered were HIV/AIDS awareness (78%) and Sex education (71%). As to what it is they felt should be improved, the majority of respondents expressed that they needed Guidance and Counselling in their schools. The following are some of the reasons they gave the researcher:

- *We need more guidance lessons*
- *We are tired of learning about careers and HIV/AIDS and talk about interesting things*
- *We need qualified counsellors*
- *We need more help with career options*
- *Guidance should be more interesting and accessible to everyone*
- *Counsellors should be approachable and trustworthy*

Do students participate actively in programme review and evaluation? 36% of the respondents said that they participated in programme review and evaluation and 64% said

that they did not. This means that learners have no say in how the programme is implemented nor do they have any input as to what the programme should entail.

As for the general comments and recommendations made by students, the majority of students were most disappointed with the poor quality of Guidance and Counselling services. They indicated that:-

- *Counsellors are not properly trained,*
- *They lack the expertise and enthusiasm,*
- *Counsellors do not respect confidentiality,*
- *They are inaccessible and 'do not care', etc.*

The study has shown conclusively that there is a need for Guidance and Counselling in schools, and that teachers, students and parents stand to benefit from such services. In some instances during interviews, some counsellors felt that primary schools too – though they were not involved in the study - needed the services.

CHAPTER SIX

CONCLUSION: SUMMARY OF FINDINGS, LIMITATIONS AND RECOMMENDATIONS

This study is both a comparative and a qualitative analysis of the School Guidance programmes in high schools. First the *status quo* was assessed and recommendations made to improve the situation. Workshops will be held and thereafter follow-ups conducted to see to the implementation of fully-fledged and comprehensive guidance and counselling programmes in high schools, especially in the townships where such services are inadequate.

The answers to the critical questions in Chapter One are discussed in this chapter. Data was collected by using questionnaires together with structured and unstructured interviews.

6.1. Critical Questions:

6.1.1. *What is the current status of Guidance and Counselling services in Schools in Claremont, Pinetown, Reservoir Hills and Westville?*

There are better Guidance and Counselling services in White Public (Ex-Model C) schools than in Public schools in the townships. High schools in townships, which are predominantly African, have no such services.

6.1.2. *What is the relationship between the availability of Guidance and Counselling services in high schools and the general well-being of students?*

There is a high positive correlation between psychological well-being, a product of Guidance and Counselling services, and academic performance. High achievers are learners with minimal problems or at least better coping skills than lower achievers. The correlation coefficient (Appendix M) serves to demonstrate the very high negative correlation (e.g. -.823) between the school rating and matric results. The lower the rating (a good programme), the better the results; the higher the rating (a poor programme), the poorer the results.

6.1.3. *What are the difficulties in the implementation of Guidance and Counselling services?*

Difficulties vary from one school to another but generally, lack of resources – physical and personnel – is the main challenge, followed by lack of insight and foresight by the powers that be, no properly trained staff, inadequate parental support etc. Overcoming these obstacles is no easy feat, but they are not insurmountable.

6.2. Limitations of the study:

Representivity: There were many schools without Guidance and Counselling, unfortunately only a few participated in this study. Of the approximately 150 high schools in Durban, 20 are in the suburbs of Claremont, Reservoir Hills, Pinetown and Westville combined. Only ten schools from Durban-South region participated in the study. The

schools in the sample shared the characteristics of the schools in the Durban area, although some were private schools during apartheid and the majority of the schools are under the administration of the Department of Education. Despite this, they followed the same curriculum. Are they truly representative of schools in the larger Durban area? Since the schools were chosen randomly, they are considered to be representative of the population, that is, schools in the Durban-South region.

The scarcity of literature on the subject was a major handicap. There was no literature on the subject that provided an in-depth study of the problem concerning the delivery of counselling services in KwaZulu-Natal schools. The researcher referred to Western and European literature and used their examples to compare with the local education system. Though our classrooms can be the same in many respects with their Western and European counterparts, our situation remains unique in the sense that we are a developing third world nation.

Time constraints: The researcher was engaged in his psychology internship and is a full-time academic at a tertiary institution. This does place a time constraint. Also, the sample that was utilized (i.e. 537 learners plus ten counselors) meant that the researcher spent a longer time than was anticipated to complete the field-work and data capturing. As a lecturer who is supposed to take lectures during the day and sometimes in the evenings, this compounded what was already a desperate situation. It is for this reason that the researcher took a longer time to complete the study.

Access to School Counsellors: Guidance is not offered in most schools and in the few schools that have Guidance and Counselling, due to the recent redress and redeployment in schools, many educators including school counsellors have opted for voluntary severance packages (VSP's). This means that verbal input from this important resource was greatly affected or limited.

Informant bias: This is based on the assumption that in-depth interviews with a few key participants, individuals who are particularly knowledgeable and articulate, would provide more insight and good understanding of the problem. School counsellors or Guidance teachers and grades 11 and 12 learners were interviewed, leaving out a large proportion of learners of lower grades.

Generalizability of the findings: The study is a multi-site case study. Each school is unique with its own characteristic and services, a community with its own unique needs. Hence it is not feasible to find a single example that is representative of others. However, the findings could be generalizable to those schools that share the characteristics of the sampled schools.

Subjectivity or Observer bias: This refers to having preconceived ideas, expectations and opinions about what will be observed. These expectations can colour or taint one's observations and research results. In other words the researcher will see what he or she wants to see and hear what he or she wants to hear. It is advisable for the researcher to remain neutral and non-partisan. This establishes and enhances credibility. There can be

no shortcuts in research. To overcome this the researcher will use the same questionnaire to collect data in all the schools indicated above. Also the findings of the research will be discussed with Principals, Educators, School Counsellors and Students to minimize subjectivity and verify the accuracy of the information gathered.

Access to learners: Whereas it is supposedly easy to access learners in Government schools, especially outside the exam time, it is difficult to do so in private schools. They are autonomous and the decision to host researchers is entirely theirs. An application is sent to the school principal, who consults with other stakeholders, in most cases the school governing body, before permission is granted. This process can take a very long time. Permission granted does not mean that one would see the classes that one wishes to see, and often the researcher would take classes that are available for the day.

6.3. Recommendations:

Lifeskills Education is an essential component and the backbone of any Guidance programme. According to the Draft Guidelines for the Implementation of Inclusive Education (2002: 223), the guidance lessons offered at schools included limited aspects of lifeskills education that related to personal, interpersonal, vocational and educational development. The Ministry recognizes the value of lifeskills education and accepts that it should be infused across the curriculum in all learning areas and recommends that the development of learning programmes should be undertaken by appropriately trained personnel. "Lifeskills education must prepare learners for life, and should therefore include aspects such as career information, communication skills, critical thinking,

problem-solving, time and personal management, group and community work, disability, sexuality education including HIV/AIDS, attitudes and diversity. Learners who engage in these programmes will emerge with more practical, functional skills and be able to make a more meaningful contribution to society” Newspaper articles about social issues such as substance abuse, teenage pregnancy, suicide, violence and rape tend to suggest the need to revive lifeskills education as part of the Guidance and Counselling curriculum.

✓ Although Guidance is a non-examinable subject, its importance cannot be over-emphasised. Learners’ school lives and careers often become distorted with numerous factors, including substance abuse, emotional abuse both at home and school, dysfunctional families, divorce, teenage pregnancy, HIV/AIDS, some of which come with emotional turbulence. With Guidance and Counselling learners can learn to cope with these distortions.

In an article entitled: “*Bring back Guidance counsellors: grounded pupil hangs himself*” (The Mercury, November 22, 2002: p3), the principal, Mr Naidoo said that the services of counsellors were essential at all schools. “We have children coming from so many different backgrounds – from broken homes, dysfunctional families and parents who work and do not have time to interact with their children. There is peer pressure, petty fights in schools and the inability to cope with certain subjects, all of which a guidance counsellor would normally handle”. In the same article, Mr H.P. Gumede, the Director of Psychological Services in the KwaZulu-Natal Department of Education said that the department is aware that most schools do not have guidance and counsellors, as most

were removed during the restructuring and amalgamation of separate education departments in 1996. The Director's comment: "The re-introduction of guidance counsellors is long overdue" gives us a ray of hope.

Counselling is a profession on its own right, carried out by trained and qualified educators. This means that there is a need for qualified school counselors in all schools. According to Dryden et al (2000), in the past, counselling was not perceived as a profession in its own right, but as something which people did with little or no training, as part of another profession. Presently in British schools, Guidance and Counselling is taught by teachers with a special interest in the subject, but without the in-depth training to run highly developed 'personal health and social education'(PHASE) programmes (Dryden et al. 2000: 480). This PHASE programme is similar to lifeskills education. The status of Guidance and Counselling in most schools has not changed much, especially in African schools. School counselors have to be carefully selected, trained and certified, with some Psychology background (at least level three), imbued with a sound mind (or temperament) and dedicated. The establishment of an accreditation or registration scheme, which enquires into the training, practice, supervision and personal therapy of the practitioner will result in a more reliable practice, guided by a code of ethics. The Health Professions Council of South Africa (HPCSA) plays an important role in this respect. The training and registration of counselors, does not, however, exclude other teachers from playing an assistive role. Guidance and counselling is about team-work as counselors alone cannot attend to all learners with all types of problems or concerns.

Guidance should be an integral part of educational provision in two respects: as part of the curriculum or as part of the organizational structure, that is, as something that occurs in organizations other than schools. Whereas the school curricula is very steeped into the academia and doing very well at that, it is the psychological side of learners that is being sidestepped when Guidance and Counselling is not an integral component of the school curriculum.

A Guidance and Counselling programme must be practical and efficacious and must take into account the needs and characteristics of the students for whom it is designed. It is important that such programme be modified to suit local conditions taking into consideration the prevailing circumstances such as the political climate, available resources, attitudes of the beneficiaries, and interests and values of the communities.

There is a mismatch between the needs of the communities and provision, which is a direct result of the previous apartheid policies that allocated facilities on racial lines, a mismatch which unfortunately still exists to date. Addressing this is something that is long overdue. It is clear that time and money are resources vital to bring about change in this area, it is through vision and political will and commitment that concrete inroads can be made in this regard. The allocation of resources along racial lines belongs to the dustbin of apartheid education, not the democracy we achieved after great sacrifice.

According to the National Education Policy Act of 1996, every learner has the right to basic education and the Minister of Education will be responsible for the provision of

education support services, including health, welfare, career and vocational development, counselling and guidance in education institutions (Internet). This right is infringed upon if one sector of the learner population has access to Guidance and Counselling services whilst others are denied access to good quality education or do not have resources in place to make access a reality. This is tantamount to 'social exclusion'. African schools will continually be beset with high drop-out rates, failure rates and fewer enrolments. The Education Department's priority should be, amongst other things, to redress imbalances of the past, including the imbalances in the Guidance and Counselling services. The Children's charter of 1992 (Swart K., Craig J.K., Muller T.A., Kriek H., Lots J., Gilmer N., & Pole, N.: 2001: 102), says that all children have the right to free and equal education and that they have to be protected from all forms of violence. The National Education Convention's paper entitled: "Delivering Quality Public Education for All" emphasized, as one of the three principles, the imperative to ensure equal access to educational provision and the need to redress past inequalities (Policy Handbook for Educators 2003: H-54).

Counselling services are not required by "problem" children only as normal children too benefit from the Counsellor's attention. Schools without a counselling tradition are not giving their students a fair deal. Guidance services must support all learners as "good guidance is total school guidance". It must receive strong support, contribute to the atmosphere, permeate the curriculum, and include a proactive developmental programme, collaboratively planned and delivered. Efforts have to be made to move from

crisis-oriented Guidance programme towards a “whole school approach” to Guidance and Counselling (Watkins 1994: 144).

✓ According to the document *More Than Feelings of Concern* (Howieson & Semple 2000: 375), the first objective and the one that continues to be the touchstone of the guidance system is: to ensure that each pupil knows and is known personally and in some depth by at least one member of staff. The guidance system aims to deal with all learners, not just those with problems and is concerned with all aspects of learner development. Guidance educators should know their learners first-hand as the feeling of “being known” by their guidance educator influences learners’ decision to self-refer or not.

The dual role of Guidance staff, serving both as School counsellors and subject educators makes them inaccessible and affects their effectiveness in delivering a quality service. As one learner puts it ‘one minute you are getting a row for not doing your maths homework and then you are meant to tell him your problems’. Research by Sempe and Howieson (2000: 379) shows that a common suggestion from pupils was for full-time guidance staff who would not have a subject-teaching role. In a research done in Essex, United Kingdom, most educators believed that their schools needed the services of a school counsellor, whose role would not be limited to the ‘crisis’ counselling of ‘problem’ children only but from whose attention even ‘normal’ children could benefit. Such an individual must be free from any substantial teaching commitment, allowed to have a critical say in policy formulation, and whose expertise should be used to sensitize staff to

the welfare needs of the pupils (Best, R.E., Jarvis, C.B., Oddy, D.M., & Ribbins, P.M., 1981:169).

The idea of Quality schools as espoused by Glasser (1998: 372-3) is achieved by eliminating fear, focusing on quality, involving learners in goal-setting and self-evaluation and helping students and teachers to speak and listen to each other. This will ensure that students and teachers find more enjoyment and cooperation. Focusing on genuine quality learning experiences and products will lead to meaningful results for all. Involving everyone in goal-setting and self-evaluation will encourage responsibility and a clearer purpose. A capable team of counsellors and teachers who – apart from assisting learners with problems – will participate in the resolution of conflicts by providing problem-solving skills. This means that a Lifeskills programme, standalone or infused into every school subject, is an essential part of the curriculum.

The guidance educator should be someone who listens, treat learners with respect, understands and is approachable, refrains from labeling and being judgemental, is trustworthy and preserves confidentiality. Learners have to be listened to and have the capacity to make meaningful judgements about their schooling and will respond in a constructive manner when they are involved in a serious way. As Tartar (2001: 220) points out, adolescence is a vulnerable and emotionally intense period and adolescents see a counsellor as an expert professional who they can trust to keep their personal issues confidential.

Parental/Community Involvement: Parents have to be visibly involved in the learning of their children, not only in the home but in the school as well. This eases the case load that both the principal and the school counsellor have to attend to daily, often keeping them from their classrooms. According to Rev. Jesse Jackson (Jackson n.d.), 'a school system without parents as its foundation is just like a bucket with a hole in it'. Communities have to rally behind the educators of their children, afford them the respect they deserve and volunteer their services without hesitation. It is an African philosophy that it takes the whole community to educate a child. As Donald et al (1997: 81) puts it, the healthy development of a school is dependent on a healthy school-community relationship. This includes involvement of parents and other community resources in the life of the school, as well as the school's contribution to the development of the community within which it is situated. Miller (1979:61) encapsulates this view when he argues that Guidance works most effectively through the cooperative efforts of school, home and community.

Moral regeneration: During Guidance and Counselling, young people learn about life skills, respect for human nature, including the respect for women and children. They also learn about conduct that is proper, and other factors involved in interpersonal dynamics. In his speech entitled 'Meeting the challenges of sexual harassment and violence at schools'(Internet Site), Professor Kader Asmal, the Minister of Education had this to say: "In relation to learners we have strengthened our focus on Sexuality Education and our Life Orientation / Life Skills learning Area in Curriculum 2005 so we can develop in learners the skills, knowledge, values and attitudes necessary for effective and responsible participation in a democratic society. We are hoping to produce a new breed

of learners with not only the skills that are necessary but also the confidence and the attitude to command respect from others” (February 19, 2002). This presupposes the introduction of prevention programmes as part of the Guidance and Counselling or life orientation package to instill in young people rules of proper conduct, respect for human life and other social etiquettes. We cannot afford to ‘bury our heads in the sand’ when dealing with learners with problems. There is something that can be done, and that is intervention in the form of guidance and counselling. It provides educationists with a platform for involvement to address social ills.

Education and Health: Donald et al (1997: 81), define health as “a state of complete physical, mental, and social well-being, and not merely the absence of disease”. A health-promoting school should have life-skills education as part of the curriculum since lifeskills contributes to the academic achievement of learners. According to Mashile (2000: 98), learners have to be healthy in totality, that is, physically, psychologically, spiritually, and socially. Considering the fact that many learners enter school with a variety of health defects, which manifests in a variety of areas, it is incumbent upon the school to have a health programme, locally and at district level. This programme should endeavour to protect, promote and improve the health status of learners, and to prevent health problems. It is for these reasons that lifeskills training should be part and parcel of a School Guidance and Counselling programme. According to Planned Parenthood Association of South Africa (PPASA) (1998: xiv), sexuality education cannot and should not be seen in isolation, but rather be regarded as an essential part of lifeskills training,

which is why it needs to be included in a comprehensive guidance programme, including other ubiquitous problems in the lives of teenagers like drugs, alcohol, smoking, etcetera.

Whole-School Evaluation: This is a quality assurance exercise, initiated by the national Department of Education, to evaluate school performance according to a set of criteria. It is aimed at “improving the quality of education in South African schools” (Government Gazette 2001: 7). It seeks to ensure that all our children are given an equal opportunity to make the best use of their capabilities...Its main purpose is to facilitate improvement of school performance through approaches characterized by partnership, collaboration, mentoring and guidance. Whole-school evaluation should include the evaluation of guidance and counselling services. Lifeskills or Life Orientation as learning areas that are part and parcel of a Guidance and Counselling programme, should be quality assured. A school’s success is measured in terms of its matric pass rates - the product of reduced drop-out rates, reduced teenage pregnancy rates, reduced substance abuse rates, improved study skills, and a holistically developed learner – which can be attributed to an effective Guidance and Counselling programme.

✓ Lastly, as Gibson and Mitchell (1990: 87) posits, “school counsellors and school counselling programmes must be able to adapt to the demands of the future if they are to become or remain relevant and valuable to the populations they are intended to serve”. Communities – diverse as they are - are never static but dynamic and ever changing, so are their needs. Any programme of good repute has to be seen to change with times.

Through Guidance and Counselling we are supposed to serve and to fix, and be able to correct the wrongs brought about by poor socioeconomic conditions by inculcating in youth the drive to dream and persevere and the enthusiasm to sustain that. The Chinese proverb “The teacher opens the door, you walk through by yourself” suggests that learning is a personal and private process, of which the final responsibility rests with the learner.

6.4. Conclusion:

As evident in the research, more debate is needed about the problems and constraints encountered in introducing and implementing Guidance and Counselling in schools. Mwamwenda (1995: 475) sums it so succinctly in the following paragraph:

“ Despite the important contribution school Guidance and Counselling can make to the social, academic and personality development of African school age children, it does not feature as an important aspect of the curriculum in most African countries. It must be stated categorically that no school system in Africa can claim to provide quality education when the majority of its pupils have no access to guidance and counselling as an integral component of their curriculum. Unfortunately, this has been and is still the case in many African schools due to lack of awareness of the importance of guidance and counselling as well as the acute shortage of personnel with required qualifications and experience ”. One can also add the dearth of resources as one of the contributory factors.

Guidance is a political activity, since the political will of those in position of authority will determine its future. Many of the challenges it faces are related to meeting the needs

of individuals engaged in lifelong learning and in more career patterns. Education Minister Kader Asmal gives the researcher a renewed sense of hope with the radical grades 10 to 12 curriculum changes that will see to the introduction of Life Orientation as a compulsory subject. Though this is going to be implemented in 2004, the Minister's foresight has to be commended. This is the one change this study had anticipated. Also, the National Policy on Whole School Evaluation, will – as part of process indicators – seek to assess the support and 'guidance' the school provides to help learners develop intellectually and personally.

A lot of spadework has to be done to get Guidance and Counselling services in High Schools up and running especially in schools without a counselling tradition where the services are defunct or non-existent. Learners of all races, colour and creeds should have equal access to psychological services, especially Guidance and Counselling. This includes students with disabilities or those with physical challenges, like the visually, aurally and orally impaired. When inclusive education begins to take shape and is implemented in schools, counsellors have to be prepared for the challenges that will accompany its introduction.

Guidance is a process not a product, a means not an end, as its heart is not only meeting people's immediate wants, but also helping them to clarify their long-term needs (Watts & Kidd 2000: 495)

There is a need for more theoretically oriented research, a vital key to improvements in practice. There has to be more qualitative research in guidance, especially research based on constructivist approaches.

The analysis by the Director of Psychological services of the severity of the situation and what needs to be done gives one a glimmer of hope that soon the situation in schools will not be as desperate as it is, especially in the townships. He seems very well informed about Guidance and Counselling and has put his finger on the real issues and is clear about their remedy. What remains is to wait and see if there will be any fruition. As the saying goes, the more things change, the more they stay the same.

Lastly, the study has achieved its objectives for the following reasons:

- The study has identified schools with operational Guidance and Counselling programmes, and those that do not offer the services,
- It has identified problems or challenges concerning the implementation of Guidance and Counselling services in high schools,
- It came up with suggestions on how the services could be improved,
- It clarified the relationship between Guidance and Counselling and Life Orientation,
- The study demonstrated a high positive correlation between the availability of Guidance and Counselling services and academic performance.

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DEDICATION:

This study is dedicated to my maternal grandmother, Vho-Tshifularo Phophi Magadagela, who passed on in January 31, 2000. May her soul rest in peace.

APPENDIX A:



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STUDENT ACADEMIC ADMINISTRATION

9904895

26 JUNE 2001

MR HN MURIBWATHOHO
FACULTY OF EDUCATION
UDW
PRIVATE BAG X54001
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4000

DEAR MR MURIBWATHOHO

TITLE AND SCHEME OF WORK

I wish to inform you that the University Senate has approved the following title and scheme of work submitted by you for the MED (EDUCATIONAL PSYCHOLOGY) degree

Title : GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOLS: PROBLEMS, IMPLICATIONS AND SOLUTIONS.

Supervisor : DR E.A. CHORAN

Joint Supervisor : MR E NENE

Yours faithfully

A handwritten signature in black ink, appearing to read 'K. Naidoo', with a dotted line underneath.

K. Naidoo
Graduate and International Studies Unit

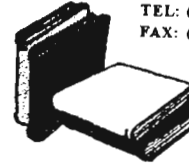
APPENDIX B:



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RESEARCH ADMINISTRATION



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ALL CORRESPONDENCE TO BE ADDRESSED
TO: THE HEAD - RESEARCH ADMINISTRATION

02 MAY 2001

MR. HN MURIBWATHOHO
EDUCATIONAL STUDIES

Dear Mr. Muribwathoho

ETHICAL CLEARANCE NUMBER: 01034A

I wish to confirm that ethical clearance has been granted for the following project, but subject to an acceptable interview schedule and questionnaire (reviewed by Faculty Research Committee) being submitted to Research Administration:

“Guidance and counseling services in schools : Problems, implications and solutions.”

Thank you

Yours faithfully

.....
NELSON MOODLEY
HEAD: RESEARCH ADMINISTRATION

PS: The following general condition is applicable to all projects that have been granted ethical clearance:

THE RELEVANT AUTHORITIES SHOULD BE CONTACTED IN ORDER TO OBTAIN THE NECESSARY APPROVAL SHOULD THE RESEARCH INVOLVE UTILIZATION OF SPACE AND/OR FACILITIES AT OTHER INSTITUTIONS/ORGANISATIONS

cc. Director of School
cc. Supervisor

APPENDIX C:



ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



UMNTANGU WEMFUNDO NAKASIKO
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Imibuzo : 3270278
Navrae :

Reference :
Inkomba :
Verwysing :

Date : 2001-05-23
Usuku :
Datum :

Mr H. Muribwathoho
School of Educational Studies
University of Durban-Westville
Private Bag X54001
DURBAN
4000

PERMISSION TO CONDUCT RESEARCH

Your letter dated 18 May 2001 in respect of the above matter has reference..

Kindly be informed that permission is granted for you to conduct the research subject to the following:

1. The schools which participate in the project would do so on a voluntary basis.
2. Access to the schools you wish to utilise is negotiated with the principal concerned by yourself.
3. The normal teaching and learning programme is not to be disrupted.
4. The confidentiality of the participants is respected.
5. A copy of the thesis/research is lodged with the Regional Chief Director through my office on completion of your studies.

I wish you all the success in the research you are undertaking.

Kind regards.

D.M. MOODLEY
CHIEF EDUCATION SPECIALIST

APPENDIX G:

The Education MEC's Interview:

As part of the study, the researcher sent a questionnaire to both the National Minister of Education and the office of the Education MEC for KwaZulu Natal. The assistant to the Director-General, in charge of Psychological services, expressed concern about the questions raised, as he put it, they were 'very emotional' and suggested that they be reframed. The researcher decided that though his input would have made a big difference in the quality of information gathered, there was no need to pursue the matter. Fortunately, Mr. H.P. Gumede, the Director of Psychological services in KZN Education, responded timeously to all the questions asked in the questionnaire. The following is a transcript of the questionnaire completed by Mr. Gumede:

Questionnaire

1. *What is the department doing about the state of Guidance and Counselling in schools, especially High schools?*

The department has to see to it that Guidance and Counselling, Life Orientation, Lifeskills is implemented in all schools.

2. *Is there still a difference in the allocation of resources between "White" schools and "African" schools? If so, why?*

In terms of policy, there are differences. However from a historical perspective, differences do exist but these are being addressed as part of the transformation initiative.

3. *Is the Department going to train and introduce peer counsellors in schools?*

Yes. Peer educators are being trained and developed as part of the Lifeskills programme in all regions.

4. *Is the department going to implement "In-Service Training" for school counselors?*

In-Service training of guidance teachers/ school counsellors is part of an ongoing Programme of educator development.

5. *Have you identified institutions that can train educators for Guidance and Counselling to assist you in implementing this endeavour?*

The Department has entered into a working relationship with the local universities and Technikons as well as NGO's. This relationship has to be refined and strengthened so that it can result in guidance being made more accessible.

6. *What is going to happen in schools without guidance educators or school counsellors?*

Few schools have Guidance teachers. Therefore, (i) nominated Teachers are trained to offer Guidance, (ii) Teacher Support Teams are established to drive the implementation of Guidance and Counselling in their schools.

7. *Are we likely to have a situation where the department employs school counsellors or Guidance educators to teach guidance only?*

Where Life Orientation has been introduced the curriculum component will be handled. Counselling will however still require that we have posts for School Counsellors.

8. *Guidance periods in most African and Indian Schools are used as "free" periods. Is this likely to change in the near future and how?*

Yes. Schools will be visited more often for monitoring and support.

9. *Are we ever going to witness the revival of Guidance and Counselling services in high schools? Can you give time frames?*

By the end of 2002, every learner in KZN will have been exposed to Guidance services. Structures for ensuring that it happens are presently being put in place, e.g. filling of vacant regional posts.

10. *Is **Life Orientation**, currently offered in grade eight, meant to phase out Guidance and Counselling?*

Yes, although the Counselling component will continue being offered as part of Guidance services.

11. *Is Life Orientation going to be offered in all grades as part of the school curriculum? When is this likely to be implemented?*

Life Orientation is being introduced in phases. This year (2002), it is already in grades 1, 2, 3, 4, 5, 6, 8 and 9. Grade 7 will be part of it in 2003. This will complete the General Education and Training (GET) band.

12. *Schools which at present offer Guidance and Counselling have employed counsellors into Governing Body positions? This is the case in most ex-Model C schools. Is this going to change in the near future?*

This varies from one area to another. Ideally, every school should have a full-time counsellor in a government-subsidized post.

13. *In some schools Guidance and Counselling is offered in lower grades and dissipates in grades 11 and 12? How does your Department feel about this state of affairs?*

All learners should have equal access to guidance services. The Department will through monitoring and support ensure that guidance services are offered to all learners equitably.

14. *What kind of support is the Department presently giving to schools concerning Guidance and Counselling as a school subject?*

- a) In-Service Training workshops are held for educators
- b) Teacher Support Teams are established, developed and assisted. The level of support is compromised by lack of capacity.

15. *One of the reasons why the subject of Guidance and Counselling is undermined in schools is that it is not an examinable subject. Is this likely to change in the near future? Does Life Orientation incorporate assessment?*

Continuous Assessment is part of Life Orientation.

16. *What mechanisms are likely to be put in place to address the lack of Guidance and Counselling services in schools? Name at least three.*

- a) Increase capacity within the Directorate
- b) Strengthen working relationship with other stakeholders
- c) Increase the number of In-Service Training workshops
- d) Establish management structures to increase level of participation at all levels
- e) Establish Teacher Support Teams
- f) Step up monitoring visits.

17. *Any recommendations?*

It is critical that every learner should have unlimited access to Guidance and Counselling Services. While the need for such services is high especially in rural and Township schools, it is at present not possible to have a guidance teacher in each school. Other



University of
Durban-Westville

APPENDIX N:

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**FACULTY OF HUMANITIES
SCHOOL OF EDUCATIONAL STUDIES**

**MR HENRY MURIBWATHOHO
POSTGRADUATE CO-ORDINATOR**
DIRECT LINE : (031)204-4011/4604
FAX : (031)204-4866/4003
Email: muribhen@pixie.udw.ac.za

May 26, 2002

The Principal
Mr Trevor hall
Westville Boys High School
WESTVILLE

Dear Sir

**RE: APPLICATION FOR PERMISSION TO ADMINISTER A
QUESTIONNAIRE**

My name is Henry Muribwathoho, I am a lecturer at the University of Durban-Westville. I am currently doing a survey to assess the quality of Guidance and Counselling services in high schools. Ten schools are participating in the study, your school included. Already I have interviewed school counsellors and Guidance or Life Orientation teachers. In your school I interviewed Mrs Cookson last year. I now need to administer questionnaires to a maximum of 50 learners per school, preferably in grades 11 and 12. The questionnaire is about 15 minutes long. It will be considerate of me to do this after the half-year examinations but convenient to administer the questionnaire before schools close for the winter vacations.

I have permission from the Department of Education for access to schools and will make a copy available upon request. I would like to administer the questionnaire myself.

I will appreciate it if you could attend to the matter as soon as possible and inform me of the results.

Yours faithfully

Muribwathoho, Henry

APPENDIX O:

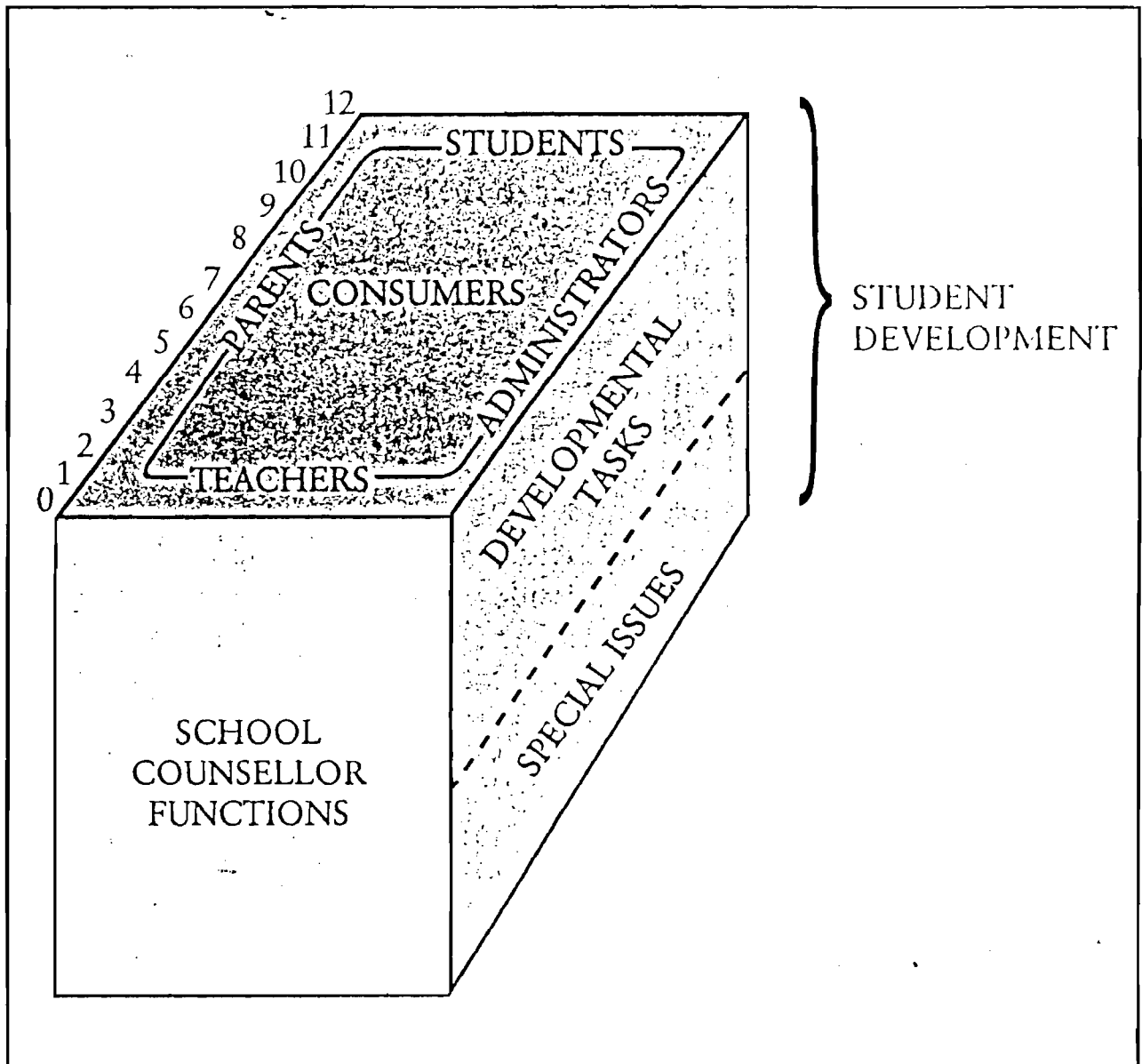


Figure 2: The developmental model

(Neukrug et al. 1993)

APPENDIX P:

THE SCHOOL COUNSELORS' ROLE AND FUNCTION

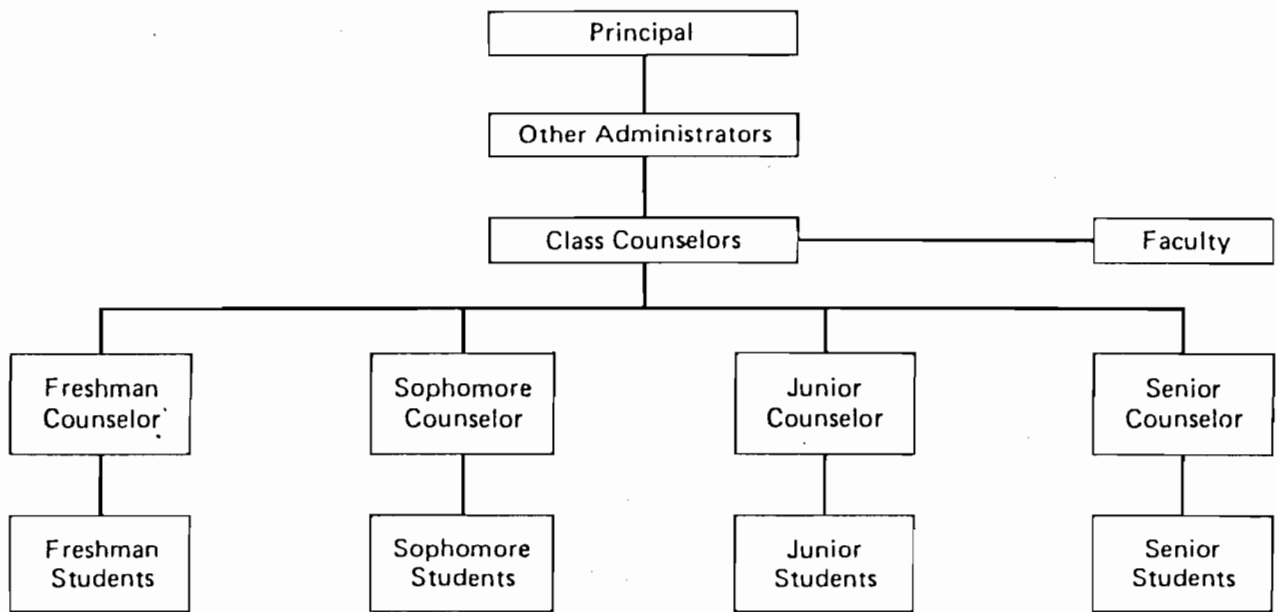


FIGURE 3-2. Class counselor model.

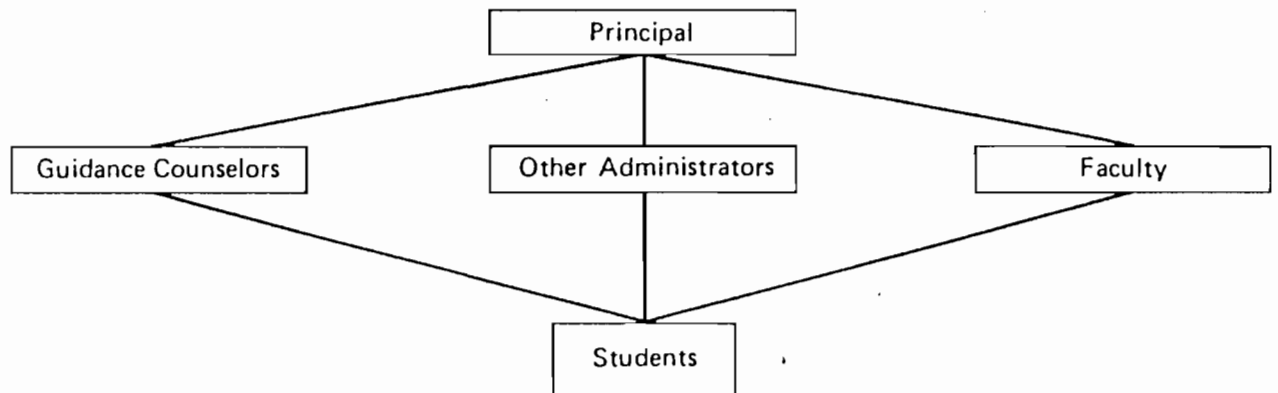


FIGURE 3-3. Guidance counselor (generalist) model.

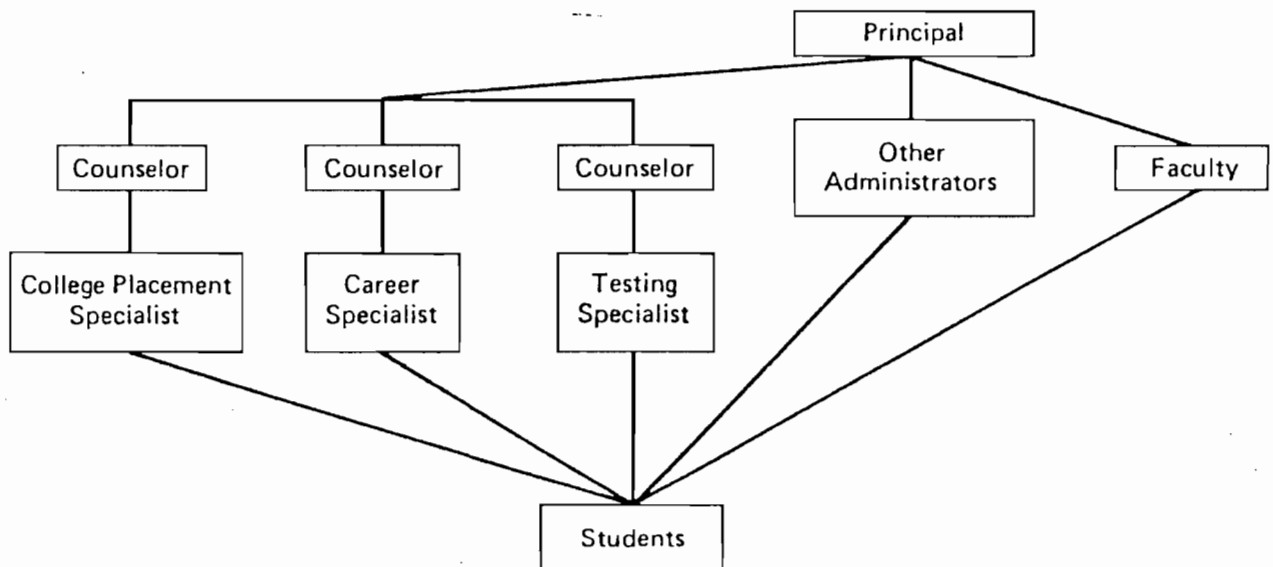


FIGURE 3-4. Guidance counselor (specialist) model.

APPENDIX Q:

UNDERSTANDING INDIVIDUAL DISABILITIES AND DIFFICULTIES IN LEARNING

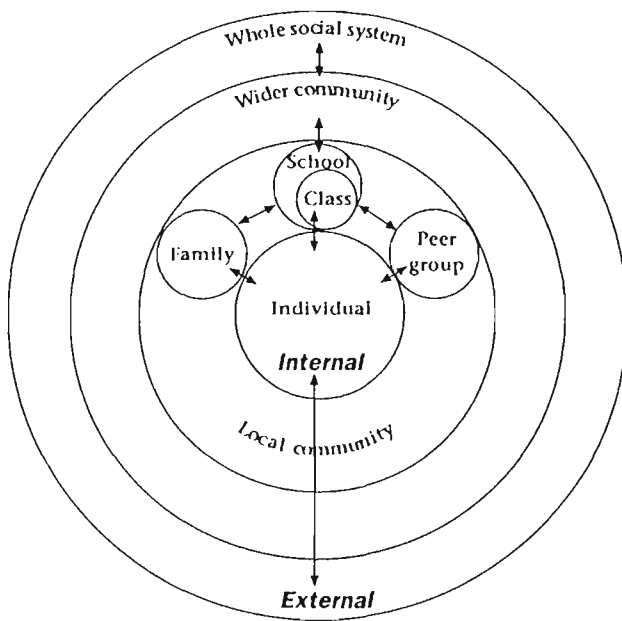
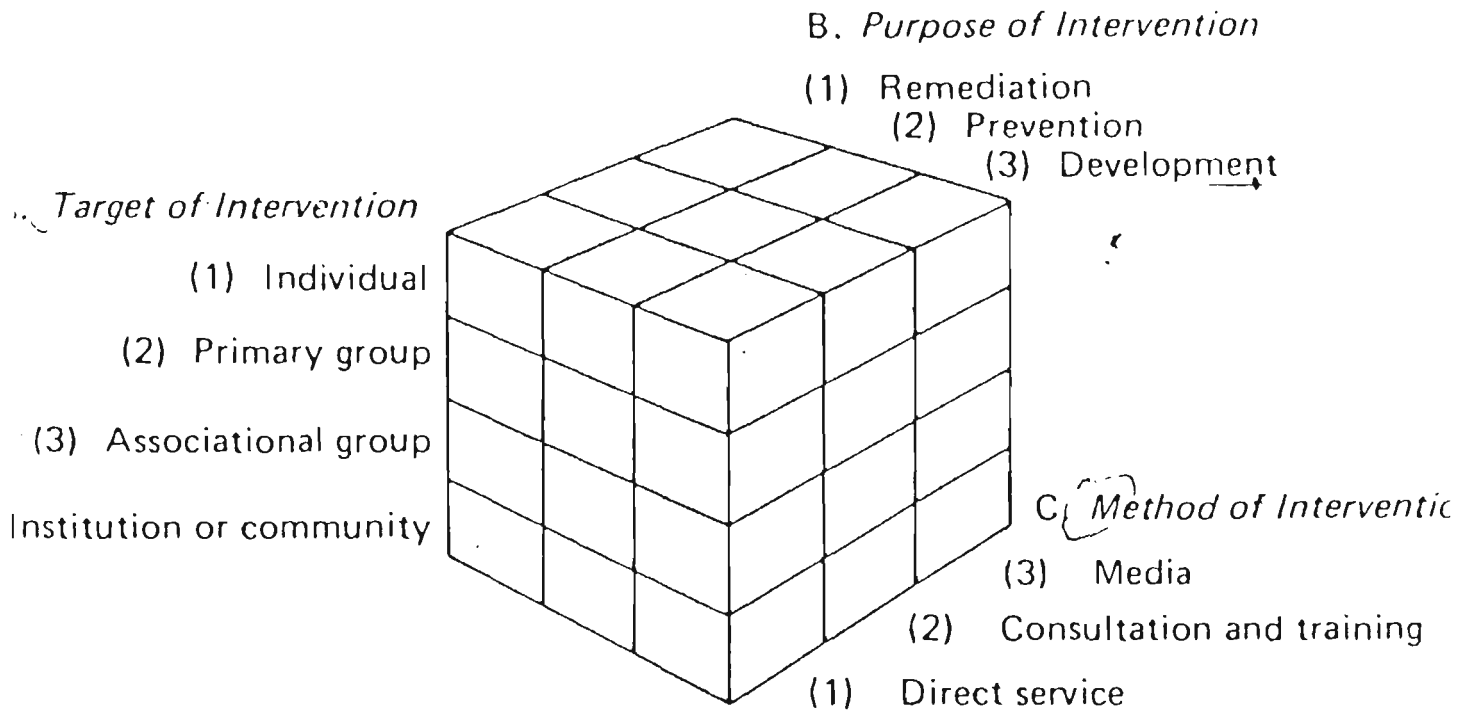


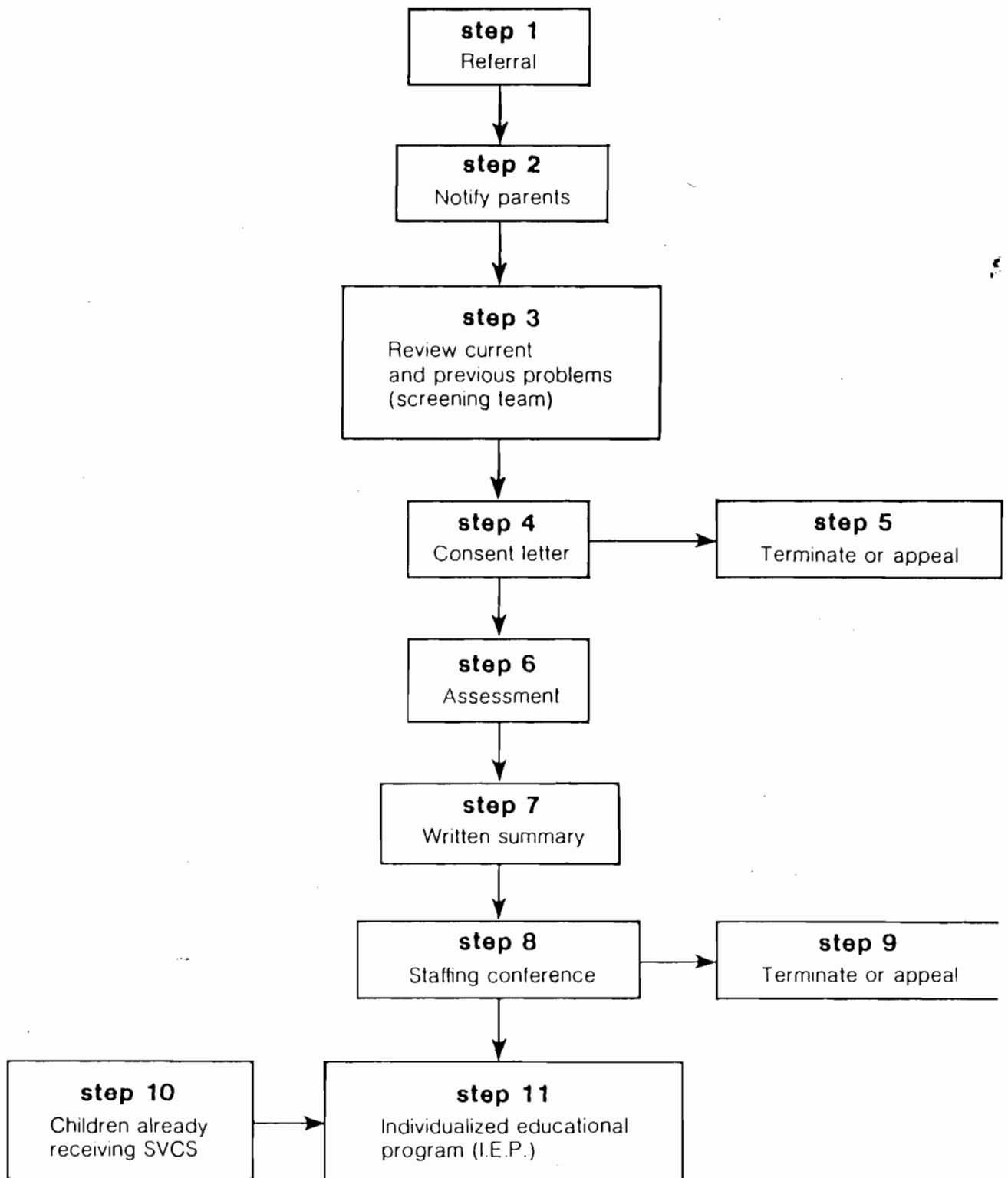
Figure 8.1
Levels of system
related to the education
process

APPENDIX R:



URE 3-1. Counseling interventions. (Morrill, Oetting, and Hurst, 1974, p. 3)

Figure 17.2. Flow chart of service arrangements



Note: From "An Approach to Operationalizing the IEP" by F. G. Hudson and S. Graham, *Learning Disability Quarterly* 1978, (1), 1.

APPENDIX T:

ROLE OF A SECONDARY SCHOOL COUNSELLOR:

- Assessment of the pupil's potential and other characteristics
- Counselling the pupil
- Group counselling and group guidance activities
- Career development, guidance, and informational activities
- Placement, follow-up, and accountability evaluation
- Consultation with teachers and other school personnel, parents, pupils in groups, and appropriate community agencies
- Needs assessment for programme direction

Gibson & Mitchell p61

APPENDIX U:

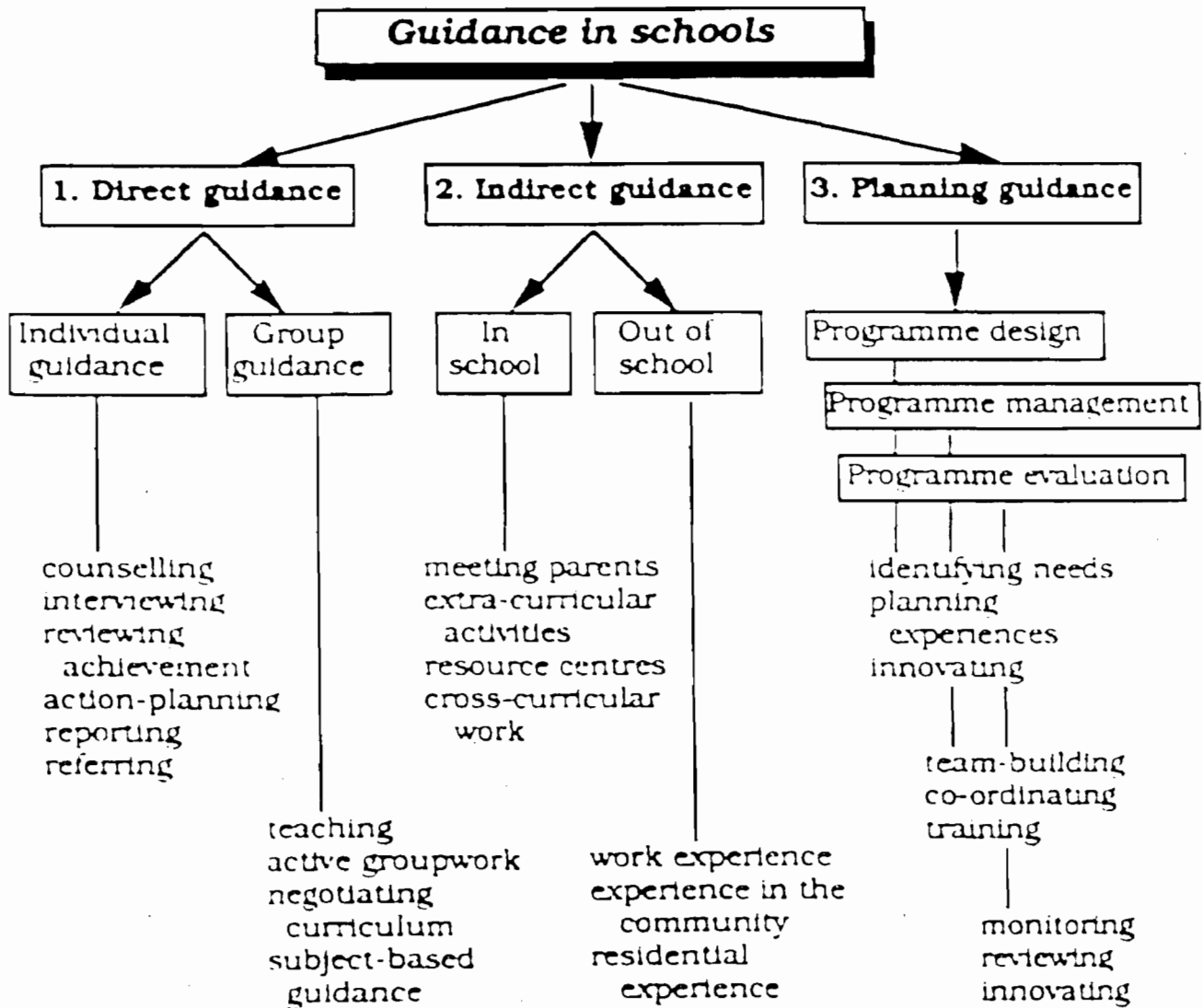


FIG. 1. Elements in whole-school guidance.

Mercury Sept 17, 2002

Drug abuse rife in rural KZN schools

CAPE TOWN: The Medical Research Council in KwaZulu-Natal has uncovered a high incidence of drug and substance abuse among Grade 10 pupils at rural secondary schools in the province.

In its annual report, tabled yesterday, the council said researchers, together with colleagues from the University of Natal, found the abuse was greater overall among male pupils.

Of concern, it said, was that 7.4% of males reported using cocaine (1.3% of females), and 4.1% said they made use of crack (1.3% females).

Use of dagga was reported by 16.95% of males and 2.3% of females, while 13.1% of males and 2% of females had smoked cigarettes.

A total of 45.5% of males admitted to sniffing benzene, while 34.6% had used paint thinners.

Glue and petrol has also been used by nearly a fifth of the males, but fewer females.

"This is a high incidence of substance abuse in a rural setting, where there are few facilities to turn to for help," the 2001/02 report said.

It gives no indication of how many pupils were interviewed and how many rural schools were involved in the study.

According to the council, drug abuse in South Africa is on the increase, with "a dramatic increase in treatment demand for cocaine-related problems in Cape Town, Durban and Gauteng between 1996 and 2001".

Education spokesman Mandla Msibi said there had been no reports from rural schools about a major drug problem.

He questioned why the abuse was only prevalent among grade 10 pupils and how pupils in rural schools were getting cocaine, given the high cost and lack of access, reports Charmaine Pillay

"The researchers need to tell us where the problems are and we will deal with it.

"The department, however, cannot handle the problem on its own.

"Parents will have to become involved as they know their children the best. Its also a criminal matter, so the police will have to be brought in." - Sapa

Legal help offered to expelled pregnant pupil

July 22 2002 at 09:17F

THE MERCUR

By Philani Makhanya

A KwaDebeka High School that expelled a grade 10 pupil for being pregnant, could face legal action after several organisations, including Durban's Legal Resource Centre, have come to the girl's aid.

Veronica Shabane, 18, of Sithokozile High School near Pinetown, has been at home since May while her fellow pupils have been preparing for their final-year exams. The school's stakeholders have ruled that pregnant pupils should not be part of the school community.

The principal, JE Mthembu, said on Monday that teachers had agreed to stick to their initial decision that pregnant pupils should be expelled, adding that "we are teachers, not midwives".

'We will do everything in our power to get her back to school'

Several organisations, including the Legal Resource Centre, which learned about Shabane's plight when her story appeared in The Mercury, have offered to

provide her with free legal representation.

The director, Mahendra Chetty, said: "We will do everything in our power to get her back to school and we believe we will have a strong case because the school's conduct goes against the SA Schools Act and the constitution."

Chetty said a meeting had been scheduled with Shabane's parents on Tuesday to discuss the way forward, adding it was not an isolated incident as the centre was investigating a similar case of a pupil who was expelled for the same reasons.

"Using our understanding of the law we intend to combine both incidents to oppose the expulsion of pregnant pupils at the school," he said.

Guidance needed to stem varsity failures

PHILANI MAKHANYA

KWAZULU-NATAL academics have urged the provincial department of education to reconsider introducing guidance and counselling in schools in predominantly African areas to prepare pupils for the daunting challenges of tertiary education.

The cry comes in the wake of increasing concern in academic circles that there could be a direct link between the high drop-out rate at tertiary institutions and the lack of guidance and counselling at schools.

Many former white schools have guidance teachers, employed to help pupils to choose appropriate careers in accordance with their abilities and personalities.

However, the same cannot be said of township and rural schools, where guidance studies exist in name only.

As a result, many disadvantaged schools have produced pupils who are ill-prepared for tertiary education, increasing the drop-out rate.

Thanks to the newly formed guidance outreach programme based at the Durban campus of the University of Natal, a concerted effort has been made to train qualified personnel to teach guidance

at selected schools in the province.

Dr Ravi Naidoo, the director of student counselling at the University of Natal, said the guidance outreach programme would focus on the training of personnel who would be sent to rural schools. "The impact of not having proper career guidance is that pupils are not aware of the job opportunities that exist out there and have no understanding of the careers that will suit their abilities and quality traits," Naidoo said.

Output

He attributed the high drop-out rate at tertiary institutions to the absence of guidance at schools.

"While access to university has increased, the output of African graduates has taken a dive and this is directly attributed to students enrolling for wrong qualifications," he said.

Mr Ndaba Gcwabaza, the spokesman for the South African Democratic Teachers' Union, said the department had made a serious mistake when it abandoned the teaching of guidance in schools.

Education spokesman Mandla Msibi said the department had no funds to make posts for guidance teachers available.

Reign of terror at school

Sunday Times, NOV 4, 2001

TASCHICA PILLAY

A SCHOOL racked by crime and violence may be forced to close if the education department cannot guarantee the security of pupils and teachers.

The Esther Payne Smith Secondary School in Northdale, Maritzburg, has been plagued by violence since 1997, according to the chairman of the school's governing body, Ebrahim Rehman.

"It became evident last week that the school was sitting on a time-bomb after outsiders stormed the school with dangerous weapons, assaulted a pupil and created panic and disorder," said Rehman.

"We have decided that enough is enough. If we do not get a guarantee from the department of education of security at the school to ensure the safety of pupils and teachers, then we will ask the department to close the school."

Among the incidents at the school since 1997, a teacher was threatened with a knife in class by an outsider for disciplining a pupil, the acting principal was severely assaulted by a parent, pupils consumed alcohol and smoked in the toilets, there have been fights among pupils, pupils have been caught with drugs and dagga, and a teacher was verbally abused and threatened with a knife for failing a pupil.

"The community need to take ownership of the school. About 20% of the school population are bringing the school into disrepute. Parents don't even respond to letters, even when informed that their child has been suspended. Teachers are running scared," said Rehman.

This week school authorities met education and police officials to devise a plan of action.

Rehman said concerns raised at the meeting had been referred to the school's security and disciplinary committee for a report-back at a meeting of parents on November 17.

New curriculum widely welcomed

CHARMAINE PILLAY & SAPA

RADICAL changes proposed for the grades 10 to 12 curriculum – including the reduction of the current 124 subjects to 35 – have been widely welcomed.

On Tuesday, Education Minister Kader Asmal told journalists the revised national curriculum statement for grade 10 to 12 – the so-called further education and training band – would be gazetted by October 21. The cut-off date for comment would be the end of January.

The provisional implementation date was 2004.

The chairman of a ministerial committee appointed to develop the curriculum, Dr Cassius Lubisi, said the 35 subjects included the 11 official languages and 24 general and vocational subjects.

It would be compulsory for pupils to take two official languages – of which one should be the medium of instruction – as well as either mathematics or mathematical literacy. Mathematical literacy was described as “survival maths”.

Orientation

Another compulsory subject would be life orientation, which would cover matters like self-esteem, career guidance, sexuality education, HIV/Aids and citizenship. This subject would carry six credits, compared to the 20 credits of the others.

KwaZulu-Natal teacher unions have reacted positively to the proposed curriculum



KADER ASMAL

changes. The South African Democratic Teachers Union said it welcomed the changes, which had been expected.

The union's provincial spokesman, Mr Ndaba Gcwabaza, said the process leading to the matric examination had to be in line with the curriculum.

“You can't teach in a new methodology and test learners in an old fashioned way. These changes have to be made.”

Although the Association of Professional Educators of KwaZulu-Natal was positive about the move, it also expressed several reservations.

Association spokesman Basil Manuel said a form of compulsory mathematics was a good move.

“The union has been involved in the scaling down of a large number of the subjects, but we are concerned that some sub-

jects are to be scrapped without consideration being given to those part-time students who would not be able to complete their studies.”

Manuel added that the union also had great concerns about certain aspects of the further education and training band.

A detailed account of its concerns will be submitted to the department.

The New National Party's education spokesman, Dr Boy Geldenhuys, said the clear distinction between an academic and a vocational course of study in the proposed curriculum was a step in the right direction.

Access

“Apparently, the aim of the new matric curriculum is to ensure a higher access rate to universities and technikon.”

“Hopefully, this will not result in the lowering of standards,” he said in a statement.

Geldenhuys welcomed the announcement that the differentiation between higher and standard grade would fall away, saying the NNP had previously asked for this.

However, an “apparent defect” was the omission of studies in languages other than the official languages.

“Against the backdrop of globalisation, knowledge of languages such as German and French will be useful, while knowledge of Portuguese, one of the working languages of the African Union, should not be discarded either,” Geldenhuys said.

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facd specific problems which influenced their overall functioning.
Mrs Nair also concluded that educators needed to be knowledgeable about African culture and customs in order to understand and educate African pupils better.
"Counsellors need to provide services to clients with a diversity of cultural, religious and ethnic backgrounds," said Mrs Nair.
In her final analysis, Mrs Nair pointed out the school guidance counsellor could play an active and vital role in bridging the gap between the minority group of pupils and the educational system in the country.
"By serving as the link between the home and school, teacher and pupil, these helping professionals can effect a smooth transitional phase towards multicultural education," said Mrs Nair.

Public school pupil Veronica Subramoney will not be able to enter the medical field this year as she had hoped - because nobody told her she had to do mathematics.
Every year thousands of matriculants like Veronica fail to obtain the relevant courses for their

With the recent education cuts, school counselling will have to take a back seat



PENELOPE SUKHRAJ
Staff Reporter
☎ 031-308-2388

careers, but do courses for which they have no use.
And the problem appears to lie in the lack of adequate career guidance counselling at most schools.
According to Dr Mike Jarvis, Deputy Director General of KwaZulu-Natal Education Administration, this problem exists mostly in historically disadvantaged schools where career guidance counselling was and still is almost non-existent.
Veronica, a 17-year-old ex-pupil of Avoca Secondary, is now a secretary and feels she was disadvantaged because of wrong subject choices at school.

"We didn't have a guidance career counsellor for two years. When she was there, we did not have proper career guidance counselling - aptitude tests or personality make-up tests. Most of us chose courses which were available, not the courses we wanted to do. When we wanted career information, we were referred to booklets and informal hand-outs.

"I really wanted to do something in the medical field, but I was not told about important subjects like mathematics.

"In fact, our career guidance counsellor did not point out which subjects were necessary for the particular fields we wanted to enter."

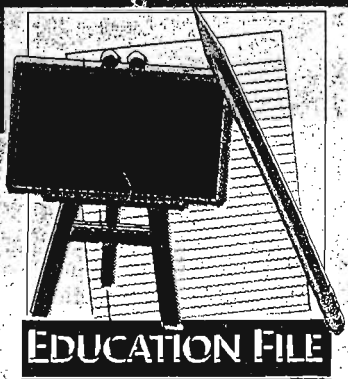
Mrs Bharath, a guidance counsellor at the Apollo Secondary school in Chatsworth, said she feared the situation at her school would get worse.

Reduced

"I am an English teacher with other responsibilities in school, besides being a guidance counsellor - a tremendous task in itself. Last year, guidance counselling sessions were reduced from 32 periods to 10 periods - this is simply not enough time to do proper career guidance counselling with children. The department expects us to work at the same pace with less resources."

She said pupils were being forced to take certain subjects because the guidance services could not sufficiently cater for the individual needs of pupils.

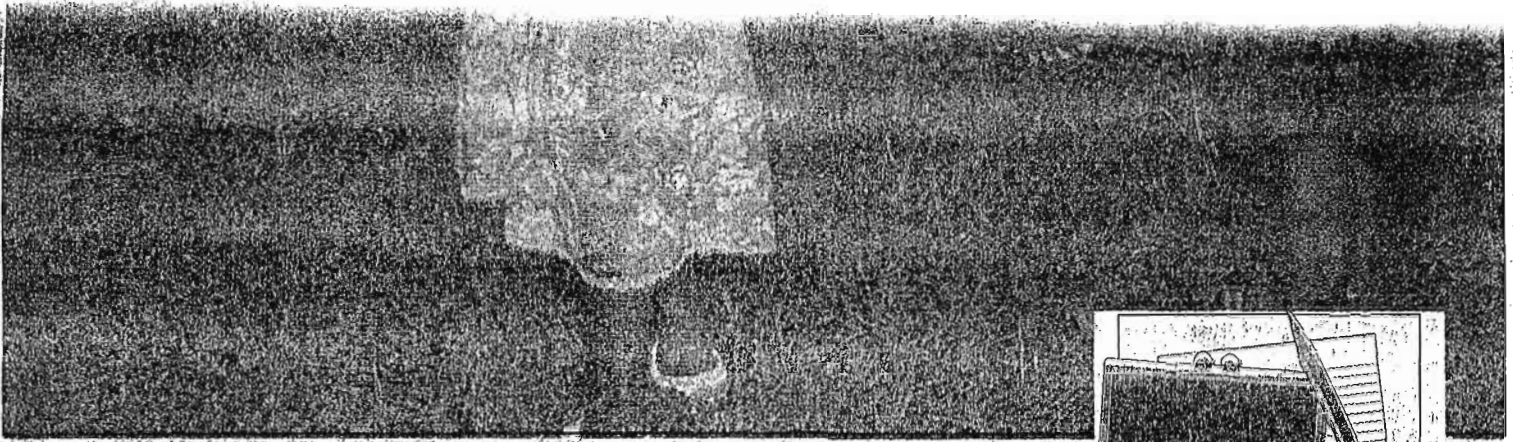
Dr Cyril Naidoo, chairman of the Education Coordinating Forum, believes there should be two guidance counsellors per school. "However, last year an education official posed the possibility of one guidance counsellor serving as many as four



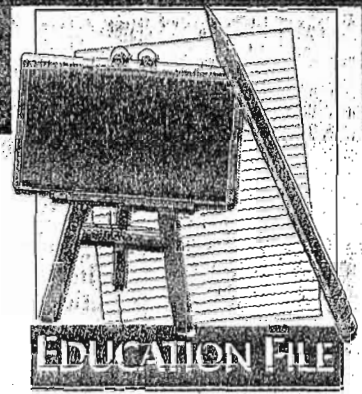
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CHARM SCHOOL: Pupils play in front of the 70-year-old school. Picture: GRANT ERSKINE



Counsellors critical

PENELOPE SUKHRAJ

South African schools have begun to face one of the most challengingly transitional periods in school history, as they begin to grapple with the difficulties of integrating pupils of a multicultural background.

"The school counsellor is the person who is the critical factor in assisting both educators and pupils in the multicultural educational environment," concluded Maggie Nair in her thesis on the Role of the School Guidance Counsellor in a Multicultural Environment.

Mrs Nair, who completed her master's degree in the psychology of education last year, took an interest in this field as a result of her personal experiences with African pupils and colleagues.

She found with the intake of pupils from

different cultural backgrounds, several problems became evident.

Among these were differences in language, traditions, norms, habits, home environment, teaching styles and pupil-teacher adaptations to new racially mixed classroom situations.

After discussions with staff members at a school, she also found that in teaching racially mixed classrooms, educators faced the problems of poor teacher-pupil communication; instances of racial friction; lack of knowledge of home environment of the disadvantaged pupils; lack of parental involvement and support in the education of the child; lack of knowledge and understanding of different cultural heritages, and the maintaining of academic standards.

The study also concluded that African pupils in a predominantly Indian school

faced specific problems which influenced their overall functioning.

Mrs Nair also concluded that educators needed to be knowledgeable about African culture and customs in order to understand and educate African pupils better.

"Counsellors need to provide services to clients with a diversity of cultural, religious and ethnic backgrounds," said Mrs Nair.

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MBAMBANGWE High School pupils listen intently to Metro Police constable Ruth Mabizela during the Careers Expo in Amanzimtoti.



KINGSWAY Hospital nurse Kerry McGee watches as pupils from Mbambangwe High School experiment with a science project.

Teachers being trained in counselling

Krisendra Bisetty

TEACHERS at KwaZulu-Natal schools are being trained in career guidance to fill the void left by the demise of the school counselling system.

Since 1998, most public schools have to do away with guidance counsellors as part of the provincial education department's

rationalisation process. The cost-cutting measure was condemned by teachers at the time because of the negative impact it would have on the lives of pupils. It was later also one of several reasons cited for increased delinquency.

The department's spokesman, Mr. Mandla Msibi, confirmed that teachers were being trained in counselling, although they would still perform their normal teaching duties.

"We are using the services of teachers themselves and are training them within schools," Msibi said.

Training had already begun at schools in Umbumbulu for teachers to take over the function of guidance, said Mrs. Hettie Pringle, guidance co-ordinator for the department's South Durban region.

Former schools inspector Mr. Richard Duma, who is also based in South Durban region, described the rationalisation of the guidance counselling section as a "great loss" which had impacted on children.

But, with moves to resuscitate it, Duma was confident pupils would

Glanvill, a counsellor at Amanzimtoti High School which, together with department's Psychological Guidance and Special Education Services unit, held a Careers Expo at the Amanzimtoti Civic Centre last week.

Glanvill said about 2 500 Grade 12 pupils from 36 schools attended the expo, which was aimed at formerly disadvantaged schools.

"It was an overwhelming success with some of the popular stands including the Metro Police and defence force," Glanvill said.

Pupils were also given materials on study skills, examination techniques and career decisions.

Attendance

Metro Police Constable Ruth Mabizela said police representation at exhibitions was something new and had been well received. Many pupils, she said, had enquired about joining the police.

A similar career exhibition was held in Richmond and guest speaker Councillor Nozipho Ngubo said the event was an important one.

"We all know that Richmond has been in the world news because of its volatile situation and the fact that it was the youth that was used to destabilise the situation. Those youth have landed up in jail with a blind future," Ngubo said.

Pastor J. H. Mbatha, speaking on behalf of Black Bible Church International, described the exhibition as a milestone. Mbatha said blacks were deprived of decent

Mercury Sept 17, 2002

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July 22 2002 at 09:17

THE MERCUR

By Philani Makhanya

A KwaDebeka High School that expelled a grade 10 pupil for being pregnant, could face legal action after several organisations, including Durban's Legal Resource Centre, have come to the girl's aid.

Veronica Shabane, 18, of Sithokozile High School near Pinetown, has been at home since May while her fellow pupils have been preparing for their final year exams. The school's stakeholders have ruled that pregnant pupils should not be part of the school community.

The principal, JE Mthembu, said on Monday that teachers had agreed to stick to their initial decision that pregnant pupils should be expelled, adding that "we are teachers, not midwives".

'We will do everything in our power to get her back to school'

Several organisations, including the Legal Resource Centre, which learned about Shabane's plight when her story appeared in The Mercury, have offered to

provide her with free legal representation.

The director, Mahendra Chetty, said: "We will do everything in our power to get her back to school and we believe we will have a strong case because the school's conduct goes against the SA Schools Act and the constitution."

Chetty said a meeting had been scheduled with Shabane's parents on Tuesday to discuss the way forward, adding it was not an isolated incident as the centre was investigating a similar case of a pupil who was expelled for the same reasons.

"Using our understanding of the law we intend to combine both incidents to oppose the expulsion of pregnant pupils at the school," he said.



HARVARD UNIVERSITY

AT CAMBRIDGE IN THE COMMONWEALTH OF MASSACHUSETTS

THE PRESIDENT AND FELLOWS OF HARVARD COLLEGE, acting on the recommendation of the Faculty of Education

and with the consent of the Honorable and Reverend the Board of Overseers, have conferred on

HENRY NKHANEDZENI MURIBWATHOHO
the degree of Master of Education.

In witness whereof, by *authority duly committed to us*, we have hereunder placed our names and the University seal on this fourth day of June in the Year of Our Lord nineteen hundred and ninety-two and of Harvard College the three hundred and fifty-sixth.

Neil C. Rudenstine
PRESIDENT

Mervin E. Shea
ACTING DEAN OF THE FACULTY OF EDUCATION



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with which is incorporated the South African College

Degree of Bachelor of Education

We hereby certify that HENRY NKHANEDZENI MURIBWATHOHO
was admitted to the Degree of Bachelor of Education on
6 DECEMBER 1988.

2/10/84

Vice-Chancellor

Registrar

Universitas Aquilonia

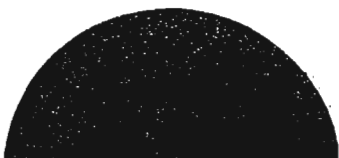


Hoc scripto nos, Universitatis
Aquiloniae Vice-Cancellarius
et Registrarius, testamur

HENRY NKHANEDZENI MURIBWATHOHO

Gradum Baccalaurei Artium

attigisse.



Amokgokong
Vice-Cancellarius