

**PROVISION OF GUIDANCE AND COUSSELLING SERVICES IN THE SCHOOLS IN  
THE TRANSKEI SUB-REGION OF THE EASTERN CAPE**

**By**

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## **DECLARATION**

I, Lineo Primrose Nzeleni, hereby declare that:

- The work in this dissertation is my own original work;
- All sources used or referred to have been documented and recognised; and
- This paper has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any other recognised educational institution.

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## **ABSTRACT**

The purpose of the study was to find out about provision of guidance and counselling in the schools in the Transkei sub-region of the Eastern Cape.

Guidance and counselling services are crucial to the success of lifelong learning policies, providing assistance and advice to learners so that they make better informed and future educational and career choices suitable for them. Through guidance and counseling services, students develop a clear understanding of self, their attitudes, abilities, interests, ambitions, resources and limitations from career counselling. They are also guided into various entrepreneurial activities, training, advancement and other benefits for sustainable self-reliance and self-worth. Students are able to achieve and live fulfilled lives and contribute meaningfully to the development of their country in all spheres of life once they receive appropriate guidance and counselling services. Guidance and counseling services look at the holistic development of the learner by taking into account the psycho-social, intellectual, emotional and physical development aspects of the learner within the context of the learner's environment.

The provision of guidance and counselling programmes and services is the shared responsibility of all school staff. A team approach should be employed, wherein all staff members have specified roles to play. School counsellors play a key role in planning and implementing programmes and service. Guidance and counselling programmes and services are systematically planned to meet the needs of all learners and are infused into the daily activities of schools.

Using a quantitative research design, the research sample included Department of Education (DoE) Officials and teachers in seven districts in the Transkei sub-region of the Eastern Cape.

Questionnaires were used to collect data. Descriptive statistics in were used to analyse the provision of guidance and counselling in the schools in the Transkei sub-region of the Eastern Cape.

The results revealed that guidance and counselling is necessary in schools and that it should be provided in all schools in the districts.

Key words: Careers; Counselling; Discipline; Guidance; Life Orientation

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## **ACRONYMS AND ABBREVIATIONS**

ADHD	Attention Deficit and Hyperactivity Disorder
CAPS	Curriculum Assessment Policy Statement
COMEDAF	Conference of Ministers of Education of the Africa
DCES	Deputy Chief Education Specialist
DoE	Department of Education
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
LO	Life Orientation
PSACA	Psycho-social and Curriculum Adaptation
RNCS	Revised National Curriculum Statement
SADC	South African Development Community
SBST	School-Based Support Team
SGB	School Governing Body
U.S.	United States of America

References have been formatted according to the Revised Harvard Method prescribed by UNISA.

## CHAPTER 1

### OVERVIEW AND RATIONALE FOR THE STUDY

#### 1.1 INTRODUCTION AND RATIONALE

Since 1994, the National Department of Education in South Africa has embarked on the enormous task of providing quality education to all children. It has been pointed out 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 services as integral component of their curriculum (Mwamwenda, 2004: 463). This study, therefore, investigates the importance of guidance and counselling services as possible influential factor in learners' behaviour and general school achievement.

Maree and van der Westhuizen (2011: 105) pointed out that guidance and counselling services in South Africa has always been a contentious issue rooted in the vocational guidance and counselling movement that emerged in the United States (U.S.). According to them, counselling was established in South Africa during the 1920s, largely as a result of the rise of intellectual testing during the time of intense class ordering in the new South African union.

Naude and Bodibe (1999: 3) stated that in South Africa, guidance services probably originated in the Cape with the establishment of the Cape Education Department's psychological services in the 1950's. They maintained that the aim of this department was to help pupils who were not coping academically. This led to an emphasis on intelligence testing, resulting in the introduction of special education.

According to Qhingana (2006: 17), pupils sometimes do not find education meaningful hence they become bored. As a result they become involved in protests, alcohol and drug abuse, lack of discipline, violence, and other unproductive activities. To Qhingana (2006), guidance and counselling services would reduce these problems.

Today, guidance and counselling services are essential for primary and secondary school pupils more than ever before, especially in Black communities. Because of the complexity of society, the pace and rate of change, the demand of technology and

legacy of the past, Black communities face daunting challenges that make guidance and counselling a need, not a luxury. The service would help the child to leave school fully equipped with the ability to think critically and make realistic personal decisions and plans for the future (Chuenyane, 1999: 78). Copeland (2002: 7) added that today's students are exposed to a multitude of threats to their personal wellness, many that were virtually unknown a generation ago. Recent incidents of school violence (however atypical they may be in absolute number and intensity) have refocused public attention equally on programmes to identify troubled students and also on approaches to ensuring a healthy school community.

Lindhard (1998: 128) described guidance and counselling services in South Africa as "stepchild" of the school system. He argued that factors which have prevented guidance and counselling services from making their presence felt in the school system include, firstly that it is not an examination subject and therefore carries no weight in the school curriculum and secondly the administrators and other staff members have a negative perception of guidance teachers as they are not regarded as an integral part of the school staff and are not seen to be making a valuable contribution, despite a recent shift in emphasis to the guidance teacher as a school counsellor, an educational leader, learner advocate and a social agent.

Moreover, McLoughlin and Kubick (2004: 131) maintained that the role of education as a link between learning and health promotion seems obvious; yet many school professionals continue to endorse a separation between education and health care (usually evidenced as deference to medical partners, e.g., "leave it to Medical Doctors (MDs) to diagnose ADHD"). However, social workers, counsellors, and psychologists have longstanding engagements in the provision of school-guidance and counselling services. Even though each of these groups tends to promote a different philosophy, service delivery system, and rationale for their work, each provides significant triage services to children through direct-intervention mental-health services as well as service coordination with local agencies.

Nastasi (2003: 545) maintained that the complexity of problems faced by today's youth demand integrated system-wide efforts in the U.S. Schools, families, and community

agencies often impact each other in an interdependent context, and as such cannot afford to be ignored. According to Nastasi (2003: 556), school psychologists increasingly are being called upon to implement programmes that improve the wellness-climate of the school, with activities such as structuring curriculum, initiating peer mediation and conflict resolution, mentoring, counselling, and providing a growing array of school-based mental health services.

Power, Heathfield, McGoey and Blum (1999: 260) stated that system-wide initiatives in guidance and counselling promotion must begin with a statement of mission, goals, and purpose. They maintain that it is difficult to lead a school population to a generalised sense of guidance and counselling when involved parties such as school administrators and teachers are unable to adequately define the construct. Policies and procedures that both reflect and activate the mission should be incorporated at province, district, school, and classroom level.

Mwamwenda (2004: 463) maintained that the common practice in most African schools where guidance and counselling services are available has been an emphasis on secondary school learners. Even at secondary school level, the emphasis has been on those who are about to complete their secondary education and this is not adequate, if guidance and counselling are to have their intended effects on the lives of African pupils. For this reason, wherever it is possible in terms of human and financial resources, guidance and counselling should be introduced, should focus on the total development of the child and should include both service and subject components.

Guidance and counselling is the concept of “cultivating the positive” through the expansion of mental health service delivery in the schools. Even so Bucy, Meyers and Swerdlik (2002: 281) recognised that, education reform initiatives in the U.S. have expanded the mission of schools to address the need of the whole child, including academic, social, and emotional and health issues. In addition to them, this, in part, has given rise to the concept of “full service schools”, described as “a convenient delivery system for students and their families to access needed intervention services, provide prevention programmes, and facilitate learning for all students”.

Although schools are supposed to play a significant role in career counselling, the opposite obtains in most cases. For example, Prinsloo (2007: 164) established that Life Orientation teachers in rural schools in South Africa did not have information for career guidance and neither were they formally trained in the area. This view is also supported by the Department of Education (2012). Similarly Rosenberg, Raven, Nsubuga, Mosidi, Romsamp, and Burt (2009: 10) found that very few teachers had been trained in Life Orientation and its career components while some teachers used Life Orientation periods to do more 'important' subjects. In a nutshell, learners never receive guidance and counselling services in their schools, and as a result, these learners do not have a clear sense of prospective careers.

In the former Republic of Transkei, (now incorporated into the Eastern Cape Province) the Psychological Services unit was founded in February 1976, through the Human Sciences Research Council in Pretoria. A staff of nine guidance officers, all of whom were non-graduates, and the director of the unit, were charged with providing the much needed guidance and counselling services to primary and secondary schools in Transkei. With this skeleton staff, the unit was, from the outset, ill equipped for its duties (Qhingana, 2006).

Presently the Psychological Services Section is structured thus:

- The Deputy Chief Education Specialist (DCES) - Educational Psychologist in the Province.
- The DCESs-Psycho-Social and Curriculum Adaptation units in the districts which comprise a range of specialists, i.e. speech therapists, occupational therapists, physiotherapists, remedial specialists and psychologists. In the Transkei sub-region of the Eastern Cape, there are two educational psychologists and two intern psychologists placed in different districts.
- Learner Support Coordinators whose number depends on the size of the district, of which posts are filled in only two, districts (Qingana, 2006).
- There are no school based guidance teachers.

Considering the number of districts in this area (15 districts), the number of schools (from primary to secondary) and the personnel employed by the Department of Education, as well as the challenges faced by learners, a question is raised: What is the extent of the provision for guidance and counselling services in the schools in Transkei sub-region of the Eastern Cape?

## **1.2 PROBLEM STATEMENT AND RESEARCH QUESTIONS**

### **1.2.1 Problem statement**

Despite the important contribution these services can make to social, academic and personality development of African school-aged children, it does not feature as an important aspect of the curriculum in schools in the Transkei sub-region of the Eastern Cape.

### **1.2.2 Research questions**

To guide this research, the following research questions were asked

#### **Primary research question**

Are the schools in the Transkei sub-region of the Eastern Cape able to develop the child (learner) totally without guidance and counselling services?

#### **Sub-questions**

This study will also attempt to find answers to, inter alia, the following questions:

- What are the District Directors' perceptions and roles on guidance and counselling services in schools?
- What is the role played by DCEs-Psycho-social and Curriculum Adaptation unit in the implementation of guidance and counselling services in schools?

### **1.3 OBJECTIVES OF THE RESEARCH**

The objectives of the research are to:

- undertake a study of relevant literature to determine the role of guidance and counselling services in schools;
- conduct an investigation to determine the perceptions of district directors about guidance and counselling services in schools;
- establish the role of Psycho-social and Curriculum Adaptation DCEs in the implementation of guidance and counselling services in schools; and
- make recommendations based on the literature review and the research results.

## 1.4 RESEARCH METHODS AND DESIGN

The study followed a quantitative approach. A quantitative approach is structured in nature and the data is gathered in statistical form using questionnaires. The Quantitative Research approach was chosen because its consideration is to do with the representativeness of the sample that participates in the study as compared to target population; and then considering the fact that the number of districts (15) and schools in the districts, DoE personnel, are many, therefore a suitable approach to understand the prevalence or to see the spread or extent of the problem is to employ the Quantitative approach.

Deductive logic is used, meaning that the study progresses from a general statement to a specific conclusion. The research methods in this study consisted of:

- a literature study of available and relevant literature; and
- a survey.

A literature study is essential in order for the researcher to have a global yet exhaustive picture about the topic she intends researching; moreover a literature review adds to one's understanding of selected problems and helps place the study in a historical and associational perspective. The literature study incorporated both primary and secondary sources and included books, newspapers, journals, papers, Department of Education Circulars, Government publications and the Internet.

The survey was suitable for the researcher because, according to Imenda and Muyangwa (1996: 231), a survey lends itself to representativeness of the sample that participates in the study, as compared to the target population to which the findings will be generalised.

The target population for this study consisted of:

- Department of Education (DoE) Officials:
  - District Directors,
  - Chief Education Specialist for Curriculum (CES-Curriculum),
  - Psycho-social and Curriculum Adaptation Deputy Chief Education Specialists (DCES)

- Teachers

Seven districts in the Transkei sub-region of the Eastern Cape were used in this study. All the districts in the sub region are rural. These target populations were therefore considered to be better equipped and more knowledgeable in so far as the supportive roles they should render for effective learning and teaching in the education system of the Transkei are concerned.

The research involved the following:

- Sample: a purposive sample was selected using non-probability sampling which does not involve random selection. In purposive sampling, sampling is done with a purpose, and the researcher usually has one or more specific predefined groups in mind, such as, in this instance DoE officials and teachers in the Transkei sub-region of the Eastern Cape.
- Data collection: One generic questionnaire for all the groups was handed to the Department of Education (DoE) Officials (District Directors, CESs (Curriculum), DCESs) and teachers of selected districts. Respondents were requested to complete the details on the questionnaires as honestly as possible, and their anonymity was guaranteed.
- Data processing: The data collected was analysed using computer software, Statistical Package for Service Solutions (SPSS) version 21. The findings were interpreted using descriptive statistics, such as measures of central tendency (mean, mode, and median) and well as measures of dispersion and variability (standard deviation, range and coefficients of variation).

## **1.5 DEFINITION OF THE CONCEPTS**

### **1.5.1 Counselling**

Guidance and counselling is the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. Nicholas (2009: 10) explains counselling as:

“The process whereby a counsellor and a counsellee (client) meet privately in order to have a face-to-face or one-on-one interaction in a more confidential way. In this interaction, the counsellor, who has more experience and trained, listens to the problem of the counsellee (client), who has a problem, and he/she gives advice about the problem so that the counsellee (client) will make a decision or a choice. This decision or choice that the counsellee (client) will make after the interaction will be the best or wise one ever for him/her.”

### **1.5.2 Guidance**

Varalakshim and Moly (2009: 516) state that guidance encompasses information to assist learners in making educational, training and occupational choices. They further say that guidance is about capacity building in the learners so that they are able to make their own decisions and start thinking about the future.

### **1.5.3 Guidance and counselling**

According to Maree and Molepo (2005: 69), guidance and counselling helps learners to understand their own world that is learners are able to fit better into their environments. It also helps learners to make informed decisions in the future and also to identify their abilities and develop them. However, there are some differences between guidance and counselling: guidance is less private, less confidential and more open and more public, whilst counselling is more personal and confidential. Also, guidance is most often initiated by the counsellor whilst counselling is most of the times initiated by the counsellee (client). According to Chireshe and Kasayira (2006: 3) guidance and counselling is a process which enables individuals to acquire the skills they need to make choices and decisions about their future. The process also assist the learners to be active managers of their own career paths as the learners are helped to select careers appropriate to their capabilities, interests and needs.

### **1.5.4 Life Orientation teacher**

Berns (2007: 256) notes that the Life Orientation teachers are interesting, competent, caring, encouraging and flexible. He maintains that the Life Orientation (LO) teacher should be involved in the processes that develop the minds and abilities of learners to acquire the knowledge and skills to succeed in life. In order to accomplish this LO teachers, firstly, need to be effective counsellors so that they can help learners with the multitude of social problems that exist in society. However, the problem is that most LO teachers have not been trained in basic counselling skills (Diale, 2010: 57). Diale (2010) agreed with Prinsloo (2007: 164) when he established that not all LO teachers are trained in career guidance and neither were they formally trained in the area but are just delegated to teach LO. As such, it is imperative that the Department of Education

should take responsibility for the in-service training of LO teachers in basic counselling skills. LO teachers should be part of the School Based Support Team (SBST) to ensure that learners are supported within the educational context (Sethosa, 2001).

### **1.5.5 Problem**

A problem means something difficult to deal with or understand; in this case it may be a difficulty experienced in providing guidance and counselling in schools. It can also be something that has to be done or answered.

### **1.5.6 Service**

Service is being ready to help or assist a person (in this study) with skills that enable individuals to deal effectively with the demands and challenges of everyday life, helping to promote mental well-being and confidence in learners as they face the realities of life. The guidance service in some schools is run by school-based psychologists who are not teachers and is coordinated by regional units, in others it is based on an older system of careers advisors seconded from teaching (Muthukrishna, 2002: 82).

### **1.5.7 The guidance teacher**

Duvenage, Badenhost and van Staden (2006: 3) maintain that to be a teacher in South Africa can be extremely challenging at times, but it also presents unique opportunities. To Naude and Bodibe (1999: 9), the guidance teacher is a counsellor and consequently one who has a caring, non-threatening, non-judgmental relationship with pupils. This is incompatible with the normally evaluative, authoritarian and disciplinarian role of the subject teacher. According to Flederman (2008), the guidance teacher is a teacher that gives an advice on specific problems, helping learners to do better in their studies and to select courses and schools that will be fitted to their tastes and abilities.

## **1.6 OVERVIEW OF THE STUDY**

Chapter 1 contains the introduction and background to the investigation, the problem statement, aims and motivation for the research, as well as an overview of the research design and methodology.

Chapter 2 provides a review of the literature on what is the importance of guidance and counselling in schools and perception and roles of District Directors and Guidance officers in other parts of the country and world.

Chapter 3 explains research design, data collection procedures, instruments, data analysis procedures and the conclusion.

Chapter 4 consists of the presentation and discussion of research data.

Chapter 5 provides the summary, conclusion and recommendations. The limitations of the study are also outlined.

## **1.7 CHAPTER SUMMARY**

This chapter introduced the research topic and it was pointed out 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. The purpose of the research is to investigate the provision of guidance and counselling in schools in the Transkei sub-region of the Eastern Cape. Therefore the study examines the problem to determine the role of guidance and counselling in schools by means of a literature study and a survey. The concepts used in the research were defined and the research programme was outlined. The next chapter provides a literature review to provide the theoretical background for the empirical study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

Chapter 2 is aimed at highlighting the views which have been advanced by different experts in practice. This chapter also centers on the role of guidance and counselling services in schools, perceptions of District Directors, the role of District Directors and Psycho-social and Curriculum Adaptation personnel in the implementation of guidance and counselling services in schools.

### **2.2 WHAT IS GUIDANCE AND COUNSELLING?**

The guidance and counselling of learners is an integral component of the educational mission of the school. Guidance and counselling services and programmes promote the personal/social, educational, and career development of all learners (Aidoo, 2011: 38). In the school setting, school counsellors, like all school staff, have a set of professional responsibilities that define their scope of activities addressing the needs of learners, parents/guardians, colleagues and professional associates, and school and community. The educational, academic, career, personal, and social needs of all learners within the school setting, from Grade R to Grade 12, are the focus in planning and delivering a developmental, comprehensive guidance and counselling program. The diverse needs of learners may require specific counselling expertise and school counsellors to recognise their boundaries of competencies by providing only those services for which they are qualified by training or experience (Aidoo, 2011: 25). When students require specialised, intensive or long-term counselling beyond what the school may reasonably be expected to provide, appropriate referrals are made (Chireshe, 2011: 8).

In 2002 Life Orientation became a compulsory subject in South African schools from Grade R all the way to Grade 12. This subject was then implemented in schools with the Revised National Curriculum Statement or RNCS. Prior to this there were a group of subjects like Guidance, PT (physical training) and Religious Education that Life Orientation then replaced. The new subject was seen as a way to equip learners with life skills that would enable them to make wise choices, understand healthy living (sports and food), get career direction, learn study skills and become aware of

environmental, community and society issues (DoE, 2002: 4). Life Orientation focuses on the diversity of learners as human beings in their totality and it requires learners to identify and confront challenges using acquired knowledge, values, skills and strategies.

For example, children in Grade R are expected to recognize the South African Flag and understand basic personal hygiene. Children in Grades 4 – 6 need to know how and why to read labels on foodstuffs as well as take part in a problem solving activity with regards to the environment, while Grade 10 -12 students need to be able to make informed decisions with regards to issues like dating, drugs and alcohol abuse (Prinsloo, 2007 : 156).

However, the following are challenges the school may face in appointing a teacher to teach Life Orientation:

- Currently there are no teachers trained to implement the Life Orientation Curriculum Assessment Policy Statements (CAPS). CAPS form part of the National Curriculum Assessment (NCS) Grades R-12, which represents a Policy Statement for learning and teaching in South African schools and includes (a) CAPS for all approved subjects, (b) National policy pertaining to the programme and promotion requirements of NCS Grades R-12, and (c) National protocol for assessment Grades R-12;
- Teachers may feel insecure due to the fact that they do not have the required knowledge and skills;
- Teachers' attitude and change in general; and
- Currently, teachers are trained as specialists in Life Orientation or Arts and Culture (Department of Education, 2012).

The context of guidance and counselling services in South Africa is evolving rapidly because of various political, economic, and sociocultural factors. Counselling in South Africa is largely driven by an emphasis on individual needs, yet cultural sharing and a focus on the collective needs (Maree & van der Westhuizen, 2011: 105) also characterise the environment. In a simple society a child knows, almost from infancy, what his/her place in life is likely to be, and his/her education formal or informal,

provides him/her with the concepts and skills he/she will need. However, in a society of great social, technological, and political complexity there must be democratization of opportunity, not only vocational educational equality, but the same opportunities to acquire knowledge of personal alternatives and decision-making skills (DoE, 2012).

### **2.3 THE ROLE OF GUIDANCE AND COUNSELLING IN SCHOOLS.**

The Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation and development in South Africa. The Preamble to the Constitution (Republic of South Africa, 1996: 1) states that the aims of the Constitution are to:

- heal the division of the past and establish a society based on democratic values, social justice and fundamental human rights; and
- improve the quality of life of all citizens and free the potential of each person. (South Africa)

Learners in the Transkei sub-region of the Eastern Cape experience lifestyle problems, which it seems, are mainly related to an apartheid-related discouragement or inferiority complex, predisposing them to overwhelming psychosocial problems (Qingana, 2006: 78). For the years 2004 – 2013, this province consistently obtained the lowest percentage pass rate in matric results, with the lowest percentages in the Transkei sub-region (Modiba, 2012: 5). Learners had been deprived of guidance and counseling services that is, deprived of basic life skills, particularly life planning skills to compensate effectively for their inferiorities and subsequently to cope adequately with the ever-changing demands of life (Modiba, 2012: 5).

Maree and van der Westhuizen (2011: 109) revealed that schools in disadvantaged communities in South Africa were under utilizing the career guidance programmes. In a similar vein, Maree and Beck (2009: 443) argued that in 2009 many learners who passed their matric examinations had not received career counselling and thus did not apply for enrolment into the much sought-after places at higher education institutions. Recent media reports after the release of the 2011 matric results criticized the lack of

career guidance and counselling in South African secondary schools (Gernetzky, 2012; Modiba, 2012).

Mokoena (2006: 1) stated that many authors and experts have written diversely and intensively about the plight of previously disadvantaged youth in South Africa which is associated with the apartheid past. Poverty, unemployment, crime, substance abuse, HIV/AIDS and other socio-economic ills appear to be common hallmarks of the plight. Consequently, since 1994, the South African government has identified the comprehension development of young people, particularly those from the disadvantaged communities, as one of its top priorities in order to orient the youth toward those opportunities afforded by the environment that can best guarantee the fulfillment of their personal needs and aspirations. Guidance and counselling services are essential tools in achieving this objective.

Guidance and counselling services are largely concerned with:

- Guidance and counselling of pupils, parents, teachers, school leavers;
- Remedial services (identification, diagnosis, assistance);
- Psychometric and projective testing; and
- School readiness.

Education and the curriculum have an important role to play in realizing these aims. The curriculum aims to develop the full potential of each learner as a citizen of democratic South Africa, hence the introduction of Life Orientation as a compulsory subject from Grade R to Grade 12 (Duvenage, Badenhost and van Staden, 2006: IV)

According to Duvenage, Badenhost and van Staden (2006: IX), Life Orientation is the study of the self in relation to others and society. It focuses on the development of self-in-society, and this encourages the development of balanced and confident learners who will contribute to a just and democratic society, a productive economy, and an improved quality of life for all. Life Orientation encourages a teaching and learning environment that recognises that people are diverse and have different strengths and weaknesses, and encourages learners and teachers to develop knowledge and understanding of varying levels of learner ability, as well as particular support needs to

address barriers. It applies a holistic approach as it is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners, and the way in which these dimensions are interrelated and expressed in life.

Guidance and counselling services are the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. Counselling is an interactive, two-way process involving counsellor and client in a relationship characterised by empathy, authenticity and, probably more than anything, respect. Likewise the physical, emotional, cognitive, vocational, social, conative and spiritual dimensions of the learner are regarded as indispensable facet of the critical mass of this unique relationship (Savickas, 2007: 2).

Ibu and Maliki (2010: 11) believe that with the increasing complexities in society, industry and technological development all going hand in hand, the succeeding generation will find it difficult to adjust to society, work, family and schools. Hence, there is a need for guidance and counseling services. Guidance and counselling services are part of a broader delivery system designed to enhance the success of all learners. The school counsellor establishes and maintains an ongoing professional, collaborative relationship with school staff, clinicians, and other service providers who work with learners in the school. Colleagues and professional associates are consulted and provided with professional information related to the educational success and well-being of students who are also in their care.

School counsellors, who may be either counsellors or school psychologists, serve a dual role of educator, through guidance education activities, and counsellor, through counselling services, merging when the counsellor is involved in prevention work. All of life's situations interact with each other. For instance, by addressing a student's personal/social needs through counselling, the school counsellor simultaneously teaches resiliency skills and affects the student's readiness for educational challenges. As a result of such interrelationships, the school counsellor supports the integration of guidance and counselling services to address school and community needs (Stone & Clark, 2005: 2).

School counsellors develop a comprehensive, developmental guidance and counselling programme with their school team to meet the needs for their context and specific school population (Amatea & Clark, 2005: 7). This development process includes identifying needs, implementing and monitoring programmes, as well as adjusting plans based on the developmental needs of students. Regular evaluation of the plan and its implementation are important to ensure the school and community are being served.

School counsellors are staff members who work together with other certified teachers and clinical professionals to increase opportunities for success in the lives of all learners. School counsellors provide education, guidance, and counselling to all students in the school through activities such as:

- direct instruction;
- guidance education;
- team teaching;
- group and individual counselling; and
- student support team planning (Stone & Clark, 2005: 2),

As Nader (2000: 33) pointed out, schools are a crucial site to gather and disseminate information. Furthermore Nader (2000) posited that schools reach people at crucial times in their development of health habits and lifestyles choices. Even so, he recognised that schools cannot do this job alone and that both public and private sectors of society must contribute.

Everyday life can be challenging and stressful for even the most resilient of children, competitiveness, bullying, social exclusion, racism, family crises, sibling rivalry, scholastic underachievement, abuse, homophobia, peer pressure and substance abuse are but a few of the problems brought by children to the average school counsellor's office. Like home, schools are considered a primary and essential context for supporting, nurturing and facilitating educational, moral and social development in young people. There is a shortage of specialist educational psychologists, many of whom are required to work with more exceptional or needy children. Common personal, emotional and social problems may go unnoticed in average children by busy teachers.

Early identification of psychological problems (be they transient or more entrenched) can prevent major and more permanent behavioral problem in children. The South African government requires schools to be inclusive institutions. Children who attend school are from a wide range of backgrounds and abilities. Ecological assessments of learners help to identify unique and specific problems that may require attention by the school (rather than one that views them as deficient and inseparably different) and counsellors (Stone & Clark, 2005: 2), have a role to play in these assessments. Schools are organisations and counsellors who have an understanding of group and organisational processes have the potential to contribute to the development of the organisation through systems-oriented interventions (Bor, Heron, & Krieg, 2002: 1)

In general, learners need to be guided vocationally, that is, learners need to be prepared for job applications, interviews, tertiary education and selecting career options, socially where pupils learn to relate to others, psychologically where teaching directly, for self-enhancement and emotionally where pupils are made able to deal with separation and loss in families and relationships and also to deal with violence. It is therefore evident that given all these challenges, guidance cannot be done haphazardly by the teacher in the classroom. Guidance in schools has become a vitally important task for qualified, well trained guidance teachers (Stone & Clark, 2005: 2).

Qhingana (2006: 130) described guidance in South Africa as a 'stepchild' and goes on that factors which have prevented guidance and counselling from making the presence felt in the school system include the following:

- It is not an examination subject, and therefore carries no weight the school curriculum
- The directorate, management and other staff members have a poor perception of guidance and counselling as well as guidance teachers, as they are not regarded as an integral part of the school staff and are not making valuable contribution.

Mwamwenda (2004: 465) observed that although guidance and counselling would make important contributions to the development of African school age children, they do not feature as important aspects of the curriculum in most black schools. In the school

situation, counselling begins when the pupil voluntarily approach the counsellor with his problems in the knowledge that he will be free to talk about them in a climate of confidence and trust.

The usefulness of guidance and counselling is increasingly recognised of having someone on site who is available to all the learners, not only to meet their educational needs, but also to meet the emotional and psychological needs of learners, thereby contributing to the emotional well-being of the whole school. As guidance and counselling continues to define itself as a profession and to show its usefulness empirically, the services in schools must expand worldwide in an effort to improve everyone's life satisfaction (Bor, *et al.*, 2002: 3).

Watson and Fouche (2007: 155) placed the onus whole heartedly on the school to assist learners to improve their psychological adjustment. According to them, schools must educate for mental health so that learners will learn to work together in wholesome and satisfying ways and develop the capacity to be responsible citizens. Watson and Fouche (2007: 160) further maintained that today education is a vital part of our hope for the future, because human beings find themselves facing problems undreamt of 20 to 30 years ago. It has become clear that children in our schools need to be given cognitive skills which would enable them cope with new, increasingly more complex or difficult problems in a satisfactory manner.

Stead and Watson (2006: 183) suggest that schools should include the teaching of social and life skills, which include three broad concepts, namely: self-knowledge or self-awareness, interactive skills and problem solving skills.

From the above, it can be concluded that guidance and counselling is about building capacity in young people so that they are able to make their own decisions and start thinking about the future, assisting learners in making educational, training and occupational choices. Thus, the education the learners receive should make them aware of basic personal qualities required to succeed in any occupation. Children normally go to school to acquire education so that they can have a better future. The education they receive should prepare them for future occupations. Thus, the education

the learners receive should make them aware of the basic personal qualities to succeed in any occupation. This is usually facilitated through guidance and counselling services.

Maree and Beck (2004: 85) revealed that schools in disadvantaged communities in South Africa were underutilizing the guidance programmes. In a similar vein, Maree (2011: 6) argues that many learners who passed matric examinations had not received career counselling and thus did not apply for enrolment into the much sought after areas of study at higher institution

### **2.3 PERCEPTIONS OF DISTRICT DIRECTORS ABOUT GUIDANCE AND COUNSELLING IN SCHOOLS**

Guidance and counselling programme must be well understood and accepted by participants and users (Qhingana, 2006: 18).

Mokoena (2006: 130) captures the essence of the above principle when he says:

“Every worthy undertaking, if it is to be carried forward effectively, requires a scheme of operations. Usually one of the things a leader is to develop a plan whereby steps may be taken toward an objective”.

According to Bash and Green (2003: 227), linked to the notion of strategic leadership, there are signs in some UN member states of an emerging strategy based on three complementary elements. The first is careers education and guidance as an integral part of all education provision, offering regular opportunities for students to explore the relationship between what they are learning and their career development. The second is career development as an integral part of all employment provision, offering trainees and employees regular opportunities to review their current work, their future aspirations, their skill requirements and ways of meeting these requirements. The third is access to neutral careers guidance points when individuals wish to review possibilities for movement between educational institutions, or between employers, or between the two, form a neutral base.

To Bash and Green (2003), the potential advantages of guidance provision within educational and within employment are that the counsellors have more continuous

contact with the individuals based in their organisations, and so are able to deliver more sustained guidance in interventions than any external service could do, and that they may be in a stronger position to influence their organisation to alter its opportunity structures in response to individuals' needs and demands, as revealed through the guidance process.

There are various attempts made to establish guidance and counselling services in general and to implement its provisions that have been faced with attitudinal, structural, human and cultural problems. Makinde (2004: 96) also adds that there is:

- natural resistance to change. He puts it nicely when he says that a set of organisational arrangements existing prior to and during an innovation usually are regarded as not being compatible with the new innovation or service;
- a lack of clarity about the new role. For instance, some District Directors are not too clear about the role of guidance and counselling services;
- an important condition that constitutes a major impediment to any change, including that of counsellors, is failure to engage in careful diagnosis of the organisational problems that the new innovations (and that of guidance and counselling included) were designed to solve;
- the failure of state and local officials to identify and deal effectively with serious obstacles; and
- the way an innovation is introduced could have a critical bearing on staff reactions and their motivation to support guidance and counselling implementation.

The District Directors with their power as coordinators of districts, and their level of clarity about the role of guidance and counselling services, should make them open to supporting the implementation of guidance and counselling.

## **2.4 THE ROLE OF DISTRICT DIRECTORS IN THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING IN SCHOOLS**

Eastern Cape DoE (2014) on the standard of education in the Cluster A report states that the District Director (Manager) as the official of the Department of Education is most able to stimulate interest in educational matters and interpret the policy of the

Department of Education. The District Directorate, due to its advisory and implementation roles, is in a position to influence not only the formulation of education policy but can also exercise a significant influence on its implementation (Bendix & Richards, 2001: 81). Taylor (2004: 28) agreed that, as a link between the school and the administration, a well-trained and sufficient strong directorate can smooth the implementation of policy through acting as a means of two ways communication, by bringing pressure to bear that the schools are properly equipped, and ensuring that such equipment is properly used.

The District Director is a link between the Department of Education and the schools, and is primarily responsible for the establishment and effective management of guidance and counselling programme. Chuenyane (1999) contended that, for any guidance programme in our schools to succeed; it must have the unqualified backing and support of the Department of Education, the education inspectorate, the school principal and his/her entire staff, the learners and community; this is also supported by the Cluster A Report (Eastern Cape DoE, 2014). Chuenyane (1999) maintained that the District Director needs to justify the creation of guidance and counselling posts, participate in the final selection of guidance and counselling personnel, and give direction and leadership during the formulation of guidance and counselling policy. The District Director needs to oversee the planning, implementation and evaluation of guidance and counselling programme.

If policy and innovative concepts are to be turned into pilot programmes and then generally adopted, the Director must establish sound relationships with senior administrators, educational practitioners in universities and FET colleges with the principals and staff of schools. The success of the Director's work depends almost as much on his/her ability to develop a good rapport with the educational forces in his/her professional knowledge and experience (Eastern Cape DoE, 2014).

The District Director as part of an advisory body plays a critical role in laying the foundation of the inclusive education and training system. It is the responsibility of the District Director to ensure that District Based Support Teams (DBSTs) are effectively established (Department of Education, 2001: 46).

The influence and expectations of District Directors, their understanding of the role as well as their understanding of programme development and implementation may be significant factors affecting the development of guidance and counselling programmes.

## **2.5 THE ROLE OF PSACA PERSONNEL**

According to the organogram from the Eastern Cape Department of Education (2013), the Psycho-social and Curriculum Adaptation (PSACA) personnel is composed of psychologists, therapists (speech, occupational, physiotherapist, and remedial), and the Deputy Chief Education Specialist.

From 1967, guidance was a compulsory subject in white schools, and in 1981, guidance teachers were appointed in Black schools as part of reforms aimed at quelling rising Black unrest. The current situation (2014) in South African schools is somewhat improved because the Department of Education has included Life Orientation as a core subject in the NCS. However, close monitoring and support by PSACA is crucial (Maree & van der Westhuizen, 2011: 107).

In a pamphlet, Informa (Guidance and Counselling Unit Interest Group, 2005: 93), it was noted that in the Western Cape Province there is a full complement of district officials in each circuit (of less than 30 schools); that is, all sections are represented unlike in the Eastern Cape where few district officials serve a whole district (more than 250 schools in a district).

Watson and Fouche (2007: 160) described the PSACA *personnel* as life coaches. To them, the issue of life coaches is both an internal matter where counsellors already in the profession increasingly offer coaching in addition to therapeutic services, and an external phenomenon where life coaching is developing as an identifiable, legitimate profession in South Africa.

From the perspective of social constructivism, an individual does not construct meaning in isolation, but through being part of a community of learning (e.g. a school or district) (Cottone, 2007: 193). Consequently, the success of guidance and counselling will be

dependent on how the PSACA personnel individually and collaboratively construct meaning and knowledge about guidance and counselling.

The primary responsibility of the PSACA personnel is to successfully implement the guidance and counselling services in schools. In addition, they should be proactive in creating a healthy school environment that extends beyond the classroom, and must play a pivotal role in “promoting human rights and inclusive education within schools” (Pillay 2005: 34). Effective PSACA personnel are able to collaborate with other colleagues as part of a team that is concerned with the welfare of learners and the school as a whole. They do not claim to have all the answers but depend on the knowledge and insight of their colleagues in order to best support learners and schools (Van Deventer, 2009: 135)

Education White Paper 6 (Department of Education, 2001: 29) says that staff appointed to these posts can, as members of the DBSTs, develop and co-ordinate school-based support for all educators. Through supporting teaching, learning and management, the DBST can provide the full range of education support services such as curricular, assessment and instructional support in the form of illustrated learning programmes, learner support materials and equipment, assessment instruments, and professional support for educators at special schools/resource centres and full-service and other educational institutions.

In a pamphlet, Informa (2005: 87) issued by the Guidance and Counselling unit at the University of Transkei (now Walter Sisulu), it was noted that the personnel still going to implement guidance and counselling must:

“...watch out for resistance. However, bear in mind that it is resistance due to fear of the unknown, fear of change, and so be sympathetic. Do not give up, sell your services the best way you can.”

Resistance problems were rife during the initial stages of guidance services. The services were looked down upon by supervisors at head office, as well as principals in Transkei. There was an enormous shortage of personnel to conduct the services and

the workload was heavy. Qingana (2006: 34) contended that a lack of transport exacerbated the problem.

PSACA personnel, as applied practitioners, bring a commitment to use the science of psychology for the welfare of children by utilising skills, instrumentation, and techniques to bear on learning and behaviour. The goal statements proposed by National Association of School Psychologists (Ysseldyke, Dawson, Lehr, Reschly, & Telzrow, 2000) indicate that the PSACA personnel must have knowledge of typical child development (and psychopathology) in order to develop and implement prevention and intervention programmes for learners with a wide range of needs. Also essential is that the PSACA personnel recognise behaviours that serve as precursors to larger problems and know how to work with educators, families, and the general community to mobilize resources. Ysseldyke, *et al.* (2000) added that the PSACA personnel must develop challenging but achievable behavioral, affective, and adaptive goals for all learners, provide information about ways in which learners can achieve these goals, and monitor learners' progress toward these goals (Mcloughlin & Kubick, 2004: 135).

Gysbers (2006: 13) reported that although the research on guidance and counselling program is still limited, a number of studies have yielded promising results. He maintained that Missouri researchers found that high schools and middle schools with more fully implemented guidance and counselling services had students who reported earning higher grades, maintaining better relationship with teachers, feeling safer and more satisfied in school, and having more positive outlook regarding future and career opportunities. Some high schools are implementing guidance and counselling services and career exhibitions are organised for learners. However, Rosenberg, *et al.* (2009: 21) argued that during career exhibitions, organisations tend to promote what they do, with the learners not being exposed to the job and career opportunities in the organisation. In addition, because there are vast numbers of learners and many organisations may be exhibiting, the learners may have little time to spend at each exhibit and may therefore have little time to interact with the representatives of the organisations on display.



structural components. The role of PSACA personnel falls in the area of planning and development of the guidance programme, counselling, educational and occupational planning, referral work, parent help, and conduct local research and doing public relations work. They should serve as inspectors and supervise the implementation of guidance and counselling programmes in schools under their jurisdiction.

## **2.6 CHAPTER SUMMARY**

The views highlighted in the chapter indicate that guidance and counselling is crucial to the success of lifelong learning policies, providing assistance and advice to learners so that they make better informed and future educational and career choices suitable for them. Through guidance and counseling services, students develop a clear understanding of self, their attitudes, abilities, interests, ambitions, resources and limitations from career counselling. They are also guided into various entrepreneurial activities, training, advancement and other benefits for sustainable self-reliance and self-worth. Students are able to achieve and live fulfilled lives and contribute meaningfully to the development of their country in all spheres of life once they receive appropriate guidance and counselling services. Guidance and counselling services look at the holistic development of the learner by taking into account the psycho-social, intellectual, emotional and physical development aspects of the learner within the context of the learner's environment.

The provision of guidance and counselling programmes and services is the shared responsibility of all school staff. A team approach should be employed, wherein all staff members have specified roles to play. School counsellors play a key role in planning and implementing programmes and service. Guidance and counselling programmes and services are systematically planned to meet the needs of all learners and are infused into the daily activities of schools. The research design, including a description of the target population, sampling, construction of instruments and procedures for both data collection and analysis are discussed in the next chapter.

## **CHAPTER 3: RESEARCH DESIGN AND DATA COLLECTION**

### **3.1 INTRODUCTION**

The problem investigated in this study pertains to the importance of guidance and counselling services in schools. In Chapter 2 the perceptions of district directors about guidance and counselling services and the role of district directors in the implementation of guidance and counselling services in schools as well as the role of the psycho-social and curriculum adaptation (PSACA) personnel in the implementation of guidance and counselling in schools were investigated by means of a literature study.

The specific research problem focuses on the role of schools in developing the child totally without guidance and counselling services in schools in the Transkei sub-region of the Eastern Cape, and the perception and role of Department of Education (DoE) officials and the teachers with regard to the provision of guidance and counselling services.

### **3.2 RESEARCH DESIGN**

The study made use of a quantitative research design. According to Leedy and Ormrod (2005: 94), "Quantitative research is used to answer questions about relationships amongst measured variables with the purpose of explaining, predicting and controlling phenomena". A descriptive design in which subjects are usually measured only once has been adopted for this study.

According to the University of Southern California (n.d.), the main characteristics of quantitative research are:

- Data is gathered using structured research instruments, such as a questionnaire as has been used in this study.
- Results are typically based on larger sample sizes that are representative of the population. In the current study, however, the sample is very small.
- The research study can usually be repeated because of the reliability of the study.
- The researcher has a clearly defined research question to which objective answers are sought. This has been established in Chapter 1.

- All aspects of the study are carefully designed before data is collected. The questionnaire for this study was prepared before being used in the empirical phase of the research.
- Data are in the form of numbers and statistics, often arranged in tables, charts, figures, or other non-textual forms. This has been done in Chapter 4.
- The researcher uses tools, such as questionnaires or computer software, to collect numerical data.

### **3.2.1 Population and sampling**

#### 3.2.1.1 Population

One of the first steps in designing quantitative research is to choose the subjects/respondents. The respondents are the individuals who participate in the study and from whom data are collected. As a group, subjects are usually referred to as the 'sample'. The sample consists of individuals who are selected from a larger group of persons, called the population.

#### 3.2.1.2 Sample

The sample used in this study was a non-probability sample and results cannot simply be generalised to the whole population in South Africa. The initial sample consisted of 21 male and 51 female respondents from a wide variety of age groups and experience, as indicated in the next chapter, but after consideration of the irrelevance of including students in the study, the numbers were reduced giving a final total of 68 participants.

The sample for this study consisted of:

- Department of Education (DoE) Officials:
  - District Directors,
  - Chief Education Specialist for Curriculum (CES-Curriculum),
  - Psycho-social and Curriculum Adaptation Deputy Chief Education Specialists (DCES)
- Teachers

### **3.2.2 Data collection methods**

The specific type of research instrument used in this study is a survey which was deemed suitable because a survey covers a wider spectrum of the population to which the findings of the research can be generalised than other designs do (Weisberg, Krosnick & Bowen, 2006: 32).

#### **3.2.2.1 The questionnaire as a research instrument**

A questionnaire was chosen as a means of gathering data because, in the absence of direct communication, the questionnaire requires a personal response from the respondents (see Appendix A). According to Schumacher and McMillan (2012: 254), the questionnaire is the most widely used technique for obtaining information because it is economical, contains standardised questions, assures anonymity and can be written for specific purposes.

#### **3.2.2.2 Construction of the questionnaire**

In the construction of the questionnaire for this study, the researcher consulted literature and obtained advice from a specialist statistician and colleagues (psychologists) in the field of the study. The questionnaire consists of 42 questions, divided into two sections as follows:

- Section A consisted of 6 questions in respect of the personal particulars of respondents. Respondents were given the assurance that these personal details would be kept confidential.
- Section B consisted of 36 questions. These questions were derived from the literature review presented in Chapter 2 of this study and dealt with the importance of guidance and counselling services in the schools.

### **3.3 MEASURES TO ENSURE VALIDITY AND RELIABILITY**

The validity of a questionnaire relies first and foremost on reliability. If the questionnaire cannot be shown to be reliable, there is no discussion of validity. Validity refers to whether the questionnaire or survey measures what it intends to measure; the

overriding principle of validity is that it focuses on how a questionnaire or assessment process is used. Reliability is a characteristic of the instrument itself, but validity comes from the way the instrument is employed (Shuttleworth, 2009: 1). The following ideas support this principle:

- As nearly as possible, the data gathering should match the decisions the researcher needs to make.
- Data should be gathered from all the people who can contribute information, even if they are difficult to contact. For example, the researcher tried to get a sample of all the district officials (District Directors, CESs and DCEs), not only those who were easy to reach (Cooper, 2011: 56).

### **3.3.1 Validity of the questionnaire**

Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. Terms must be clearly defined so that they have the same meaning to all respondents (Cooper, 2011: 60).

Validity means that the researcher's conclusion is true and correct. Validity is the extent to which a measuring instrument satisfies the purpose for which it was constructed.

In the study on the provision of guidance and counselling services in the schools in Transkei sub-region of the Eastern Cape, the researcher ensured both the content and face validity of the research instrument (the questionnaire).

- Content validity: Content validity refers to a survey which includes a battery of questions that are intended to measure different aspects of the same concept (Weisberg, *et al.*, 2006: 32); moreover the content of the questionnaire must match situation that is being studied. Watts (2006: 97) contended that for a questionnaire to have content validity, literature must be consulted. Both the literature and the items in the questionnaire should cover the 'full breadth' of the theory on the research problem.
- Face validity: Face validity refers to the degree to which a questionnaire seems to measure the appropriate concept on the surface.

### **3.3.2 Reliability of the questionnaire**

'Reliability' is a statistical concept that relates to the consistency of obtaining similar answers when measuring phenomena repeatedly (Watts, 2006: 97). To enhance reliability, the researcher ensured that there were enough items in the questionnaire.

### **3.4 ADMINISTRATION OF THE QUESTIONNAIRE**

Structured questionnaires were delivered personally to the District Directors, CES and DCES of the district offices as well as in the schools in the Transkei sub-region of the Eastern Cape. Permission (see Appendix A) to conduct the survey in the districts was obtained from the Department of Education Cluster Office. The respondents were permanent district officials and teachers who completed the questionnaires in their own time, but within one week. The anonymity of the respondents was guaranteed by the researcher (verbally). Thus research ethics were respected. Upon completion of the questionnaires, the researcher personally collected them from the districts and schools.

### **3.5 DATA PROCESSING**

Once the data was collected, it was captured electronically and subjected to analysis and interpretation. For the survey, descriptive statistics were used. Descriptive statistics are sometimes referred to as 'summary' statistics. They are used to summarise, organise and reduce large numbers of observations to facilitate the making of conclusions (Robinson 2008: 53).

### **3.6 ETHICAL MEASURES**

The ethical measures undertaken which served as guiding principles throughout the empirical investigation were as follows:

#### **3.6.1 Informed consent**

In this study, the researcher undertook to obtain informed consent from all participants, by means of a dialogue, during which each participant was informed of the purpose of the study and assured of confidentiality and anonymity (Schumacher & McMillan, 2012:

334). Informed consent ensures that participants are provided with adequate information regarding:

- the goals of the investigation;
- the procedures to be followed during the research;
- the possible advantages and disadvantages of participating in the investigation; and
- the credibility of the researcher.

Furthermore, the researcher ensured that participants were psychologically competent to give their consent and made participants aware that they were free to withdraw from the programme and investigation at any time. By providing potential participants with accurate and complete information about the study, they were able to understand the purposes, procedures, methods, risks and benefits of the research (Wassenaar, 2006: 72). As a result, they were able to make voluntary, informed and carefully considered decisions concerning their participation.

### **3.6.2 Anonymity and confidentiality**

Respondents' anonymity and confidentiality were assured; they were given the assurance that personal details would be kept confidential (locked away in a safe). Participants were assured that they had the right to refuse to respond to certain questions and to decide what information they were/were not prepared to disclose.

### **3.6.3 Competence of the researcher**

The researcher recognised the importance of ensuring that this research be conducted in a competent manner. In order to do this, the researcher undertook, as proposed by Strydom (2005: 63):

- to accept the ethical responsibility to ensure that she is competent and adequately skilled to undertake this study;
- to remain sensitive to the needs of the participants in this study; and
- to maintain objectivity and refrain from making value judgments about the values and points of view of participants, even if they contrasted sharply with my own.

### **3.7 CHAPTER SUMMARY**

In this chapter, the planning and design of the empirical research was discussed and a detailed description was given of how the questionnaire as a research instrument was compiled. The study was conducted by making use of a questionnaire with a sample of officials and teachers involved in guidance and counselling services.

The questionnaire was intended to establish provision of guidance and counselling in schools in the Transkei sub-region of the Eastern Cape Province.

The next chapter (Chapter 4) deals with the presentation of results, interpretations and discussions of major findings. Through the use of descriptive statistics, the chapter will present the results obtained from administering the instruments used for data collection in the study.

## **CHAPTER 4: RESULTS AND DISCUSSION**

### **4.1 INTRODUCTION**

This chapter deals with the presentation of results, interpretation and discussions of major findings. Through the use of descriptive statistics, the chapter presents the results obtained from administering the instrument used for data collection in this study. The data obtained was analysed in terms of the stated research problem.

Thus, the biographical data are presented, followed by the results relating to each of the research questions, then presented and discussed in the light of the literature reviewed in Chapter 2.

The results are summarized in 5 tables. As is customary in quantitative research, the tables are followed by a discussion of the results and charts which provide a pictorial representation of the results. The chapter ends with a brief summary.

### **4.2 SECTION A: BIOGRAPHICAL INFORMATION OF PARTICIPANTS**

This section contains the biographical information of Department of Education (DoE) Officials (District Directors, Chief Education Specialists (CES) for Curriculum and Deputy Chief Education Specialists (DCES) for Psycho-social and Curriculum Adaptation), and teachers who participated in the study. This information is given so as to enable the reader better contextualize the findings of the study which are presented subsequently.

Table 4.1 shows the percentage distribution of those who participated in this study according to the position held under the Department of Education. The recorded information shows that the majority (69.1%) were school educators and 16.1% were Department of Education officials. The respondents to this study were Department of Education (DoE) Officials (District Directors), Chief Education Specialists (CES) for Curriculum, Deputy Chief Education Specialists (DCES) for Psycho-social and Curriculum Adaptation and teachers including school principals.

Table 4.1: Positions of participants

	<b>No</b>	<b>Percentage</b>
School principals	10	15
Educators	47	69
DoE officials	11	16
Total	68	100

Note: Percentages rounded to the nearest 10%.

These statistics are presented in Chart 4.1 below

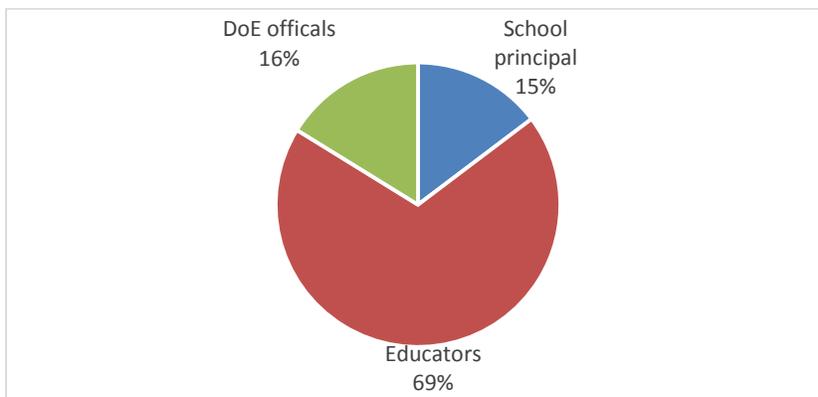


Chart 4.1: Positions of participants

The researcher found the distribution convincing due to the understanding that the sample for the study comprised of more educators than participants holding other positions.

Table 4.2 below shows the percentage distribution according to gender for this study. According to the table, female participants were the majority (73.5%) as compared to their male participants.

Table 4.2: Gender of respondents

<b>Gender of respondents</b>	<b>Number</b>	<b>Percentage</b>
Male	20	29
Female	48	71
Total	68	100

These statistics are presented in Chart 4.2 below:

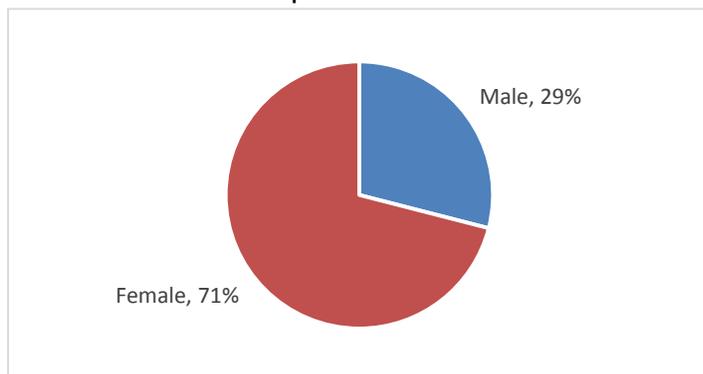


Chart 4.2: Gender of participants

The researcher posits that the reason for the majority of participants being female is due to the fact that there are more female teachers in the education system in South Africa than male teachers. Arends (2007: 3) found that there were approximately 25% more female teachers than male teachers, while SADC and COMEDAF V (2011: 10) found that the proportion of women in the education department in South Africa was approximately 67% of the workforce. The findings in Table 4.2 are therefore in line with general trends.

Table 4.3 below presents the percentage distribution of the variable “age group”. According to the information obtained from the analysis for this research, the majority (50%) were those in the age group of 41-50 years. This category was followed by 22% who were aged between 31-40 years and another 22% aged 51 years or above.

Table 4.3: Age groups of respondents

Age group in years	Number	Percentage
Less than 20 years	1	1.5
21-30 years	3	4.5
31-40 years	15	22
41-50 years	34	50
51 years and above	15	22
Total	68	100

These statistics are presented in Chart 4.3 below:

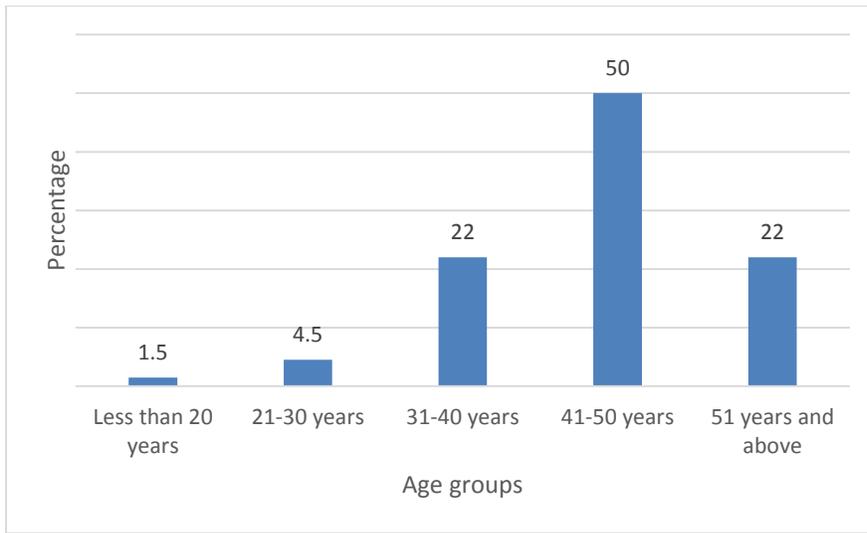


Chart 4.3: Age groups of participants

The age group which had the least percentage was that of less than 20 years. The researcher justified this to have been a result of the age effect as far as employment by the DoE was concerned. It was observed that most people aged less than 20 years were not educated enough to be absorbed into the teaching profession. The majority of people in this age group were still at school or undergoing training.

The majority (50% aged 41-50 years) were people who were in key posts within the DoE, probably occupying these posts by virtue of their experience. Those in the age group 31-40 years are probably still moving through the ranks and those in 51 years or above category are either at a plateau in their careers or there may be fewer because of early retirement or they have moved out of the division or even the department perhaps into careers in business.

Table 4.4 below presents the percentage distribution of the qualifications of the respondent. Four qualification levels were identified by the researcher for this study. According to the analysis output, the majority (58.8%) were those participants who had obtained a degree or higher qualification. This category of participants was followed in percentage by 36.7% who had diplomas. The lowest percentage (4.4%) had obtained matric certificates.

Table 4.4: Qualifications of respondents

Qualifications	Number	Percentage
Matric certificate	3	4
Diploma	25	37
Degree and above	40	59
Total	68	100

Note: Percentages rounded to the nearest 10%

These statistics are presented in Chart 4.4 below:

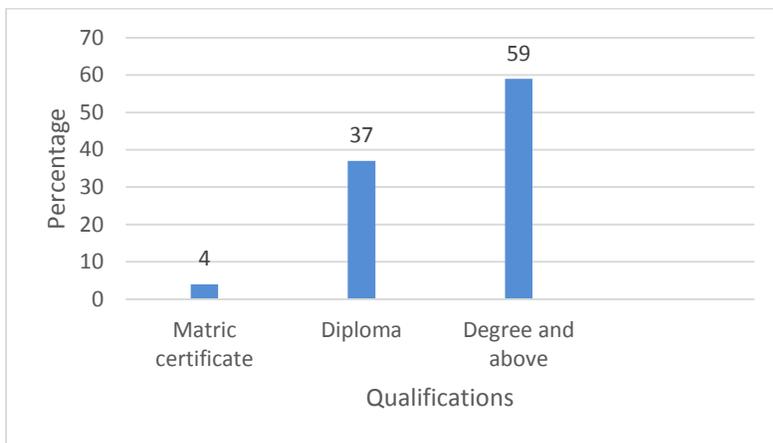


Chart 4.4: Qualifications of respondents

The percentage distribution (table 4.1) showed that the majority of those who participated in this study were well informed people and properly educated. Further interpretations agreed with Taylor (2004: 28) when he pointed to the situation that the department was confident of the production of its teaching personnel and well-educated officers and that DoE had invested properly in education where its employees were educationally well-placed.

The “number of years of teaching” was another variable included in this study. The reason for the inclusion of this item was to understand the retention ability of the DoE. This would be shown in the percentage distribution of different periods of service of its teachers and officers. According to the analysis output, the majority (47.06%) had

served the Department of Education for between 21 years or above. The complete percentage breakdown was is shown in Table 4.5 below

Table 4.5: Number of years’ teaching experience

Teaching experience in years	N	Percentage
1-5 years	1	1
6-10 years	6	9
11-15 years	7	10
16-20 years	22	32
21 years and above	32	47
Total	68	100

Note: Percentages rounded to the nearest 10%

These statistics are presented in Chart 4.5 below:

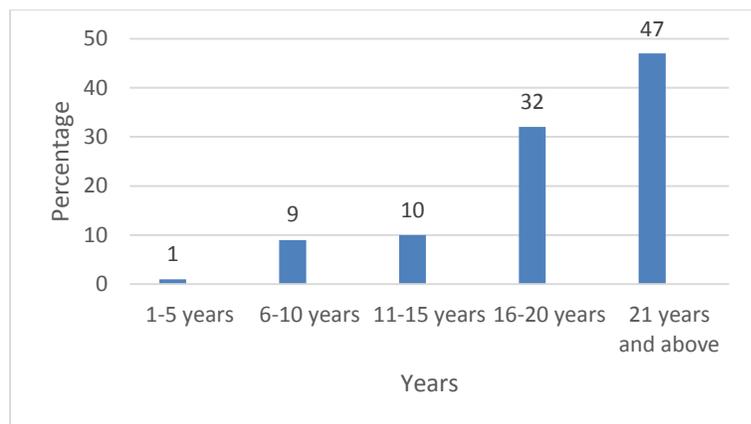


Chart 4.5: Number of years’ teaching experience

Those who had served the department for the short times formed the smallest percentage, while those who had served for longer periods, especially 16 – 21 years and above made up the majority of the sample. This tallies well with the age groups presented in Table 4.3. The results demonstrate the fact that the DoE has a very high degree of retention of its staff.

Table 4.6: Number of years at current organisation

Years in the organisation	Number	Percentage
Less than 20 years	32	47
21-30 years	26	38
31-40 years	8	12
41 and above	2	3
Total	68	100

Note: Percentages rounded to the nearest 10%

These statistics are presented in Chart 4.6 below:

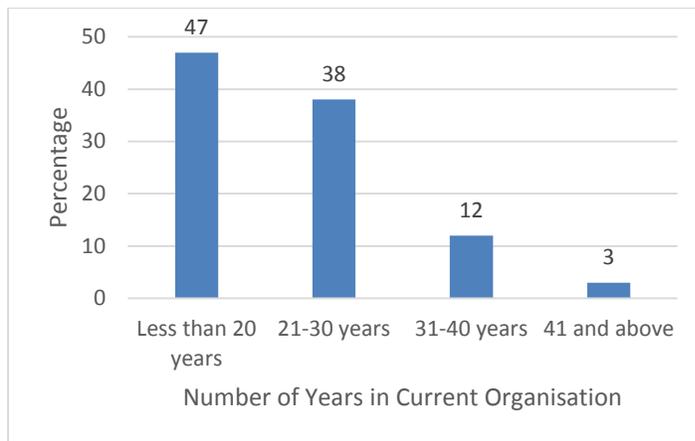


Chart 4.6: Number of years at current organisation

Table 4.6 and Chart 4.6 present the percentage distribution of the number of years of the participants at their current organisations. This topic was introduced to understand the degree of movement within the department. Another objective by the researcher was to relate this variable with the previous variable and correlate the two. The analysis showed that the majority (47%) had been at their current organisations for less than 20 years. This group was followed by 38% who had been at their current work stations for between 21 and 30 years. This was a proper representation of the situation on the ground as it is normal that the percentage reduces as one moves from the shorter period of work at a given station to longer periods.

### 4.3 SECTION B: GUIDANCE AND COUNSELLING IN SCHOOLS

This section presents the information emanating from the questionnaire, Section B. This section investigated the views of the sample concerning the provision of guidance and counselling in schools in the Transkei sub-region of the Eastern Cape.

Table 4.7 presents the extent of agreement and disagreement on three key criteria.

Table 4.7: Guidance and counselling in schools

Criteria	%	%	%	%	Total
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Undecided</b>	
Guidance and counselling is a facility that is essential for proper learning and development.	N47 69.12	N18 26.47	N3 4.41	N0	100
Combined	95.59				
The school should have a greater responsibility of developing a learner in in terms of academic and behavioral factors.	N47 69.12	N20 29.41	N1 1.47	N0	100
Combined	98.53				
The need for guidance and counselling by all stakeholders of a school.	N39 57.14	N17 24.29	N9 12.85	N3 5.72	100
Combined	81.43				

This information is depicted in Chart 4.7 below

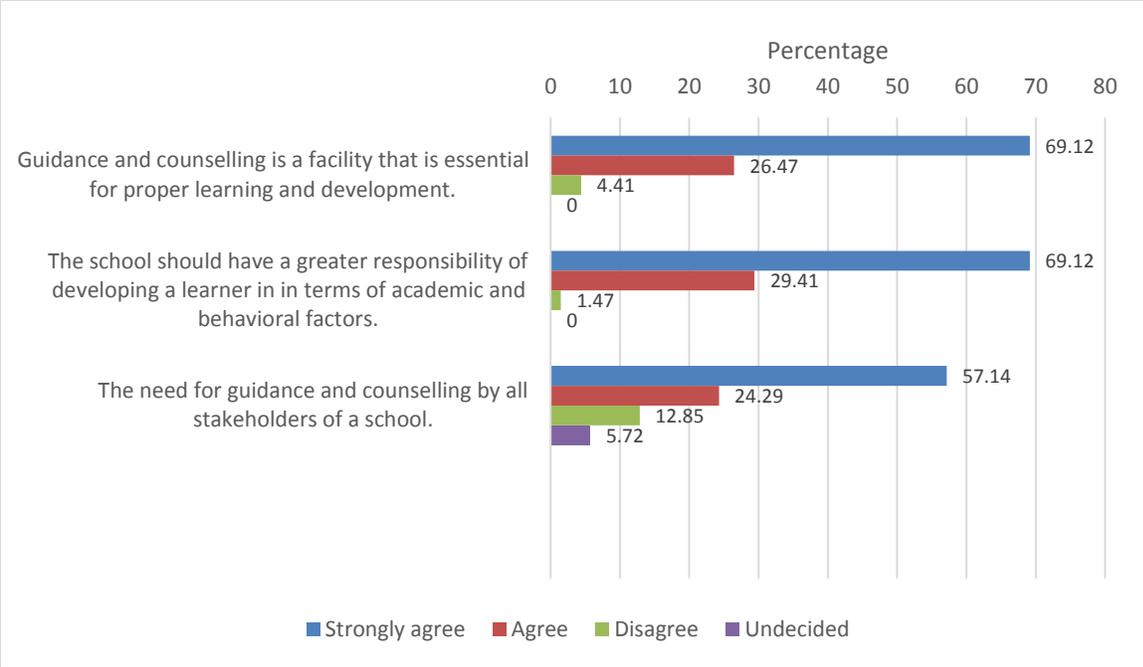


Chart 4.7: Extent of agreement and disagreement on guidance and counselling within schools

The percentage distribution of the responses to the criterion that guidance and counselling was a facility that was essential for proper learning and development shows strong supported by those who participated in this study where the majority (69.12%) strongly agreed followed by 26.47% who agreed. When the researcher combined the response percentages for these two responses, the total was 95.59%. A negligible 4.41% disagreed with the criterion.

For the criterion “The school should have a greater responsibility of developing a learner in in terms of academic and behavioral factors”, a combined majority (agree plus strongly agree) totaled 98.53%. A paltry percentage of 1.47% disagreed with the criterion. For the third criterion “The need for guidance and counselling services by all stakeholders of a school” the research revealed that a combined majority of 81.43% strongly agreed and agreed. This was a significant percentage particularly when compared to the percentage disagreement. A normal school environment is constituted of learners, educators, School Governing Body members and the principal. The community in which the school exists forms part of the school. The researcher is a

guidance and counselling specialist who has worked in many schools where she interacted with people and the research confirms her own experience that those who needed counselling included learners, educators, SGBs and even principals.

#### 4.4 SECTION C: GUIDANCE AND COUNSELLING FOR LEARNERS

The respondents' views about what guidance and counselling can do in schools for learners are presented in Table 4.8.

Table 4.8: Guidance and counselling for learners

	Strongly Agree %	Agree %	Disagree %	Undecided %	Total
Provision of guidance and counselling to learners	N16 23.53	N22 32.35	N20 29.41	N10 14.71	100
Combined	55.88				
Problem solving a skill received by learners from a professional school counsellor	N34 51.43	N32 45.71	N1 1.43	N1 1.43	100
Combined	97.14				
Communication as a skill received by learners	N30 43.48	34 50.72	N0	4 5.80	100
Combined	94.2				
Decision-making and cognitive (critical, lateral and creative thinking) skills received by learners	N35 51.47	N29 42.65	N3 4.41	N1 1.47	100
Combined	94.12				
Guiding and counselling, students working through emotional problems and academic guidance are the duties of a professional school counsellor	N40 59.42	N28 40.58	N0	N0	100
Combined	100				
The intellectual, psychological and emotional development of a learner	N38 55.71	N28 41.43	N2 2.86	N0	100
Combined	97.14				
Reduction of violence and improvement of discipline among learners in a school	N39 57.35	N24 35.29	N3 4.41	N2 2.86	100
Combined	92.64				
Helping learners reach their goals and being an educational, vocational and school counsellor	N38 55.88	N29 42.65	N0	N1 1.47	100
Combined	98.53				
Relationship between high pass rates and presence of a	N47	N18	N0	N3	100

	Strongly Agree %	Agree %	Disagree %	Undecided %	Total
special counsellor	68.57	27.14		4.29	
Combined	95.71				
Preparation of the youth through guidance and counselling for the challenging world	N49 71.43	N18 27.14	N1 1.43	NO	100
Combined	98.57				

Chart 4.8 is a pictorial representation of this table.

In terms of provision of guidance and counselling services to learners, a combined total of 55.88% strongly agreed and agreed that this was necessary, while disagree yielded 29.41%. Those who were undecided were 14.71%. The researcher decided that these three final responses became the basis of the comparison. The rest (48.61%) of the schools did not provide guidance and counselling services to learners. The researcher concluded that those schools which did not provide guidance and counselling services were doing a disservice to their learners, educators and to the community as a whole. Among all participants, 14.71% were undecided about the issue of provision of guidance and counselling to learners.

The analysis showed that an overwhelming majority of participants (97.14%) either strongly agreed or agreed with the idea that problem-solving was one of the skills received by learners from a professional school counsellor. A small percentage, namely 2.86% disagreed.

The analysis of the percentage distribution of the two variables showed that a combined majority for the two responses of strongly agree and agree totaled 95.65% and 94.12% for decision-making and cognitive skills respectively. Furthermore percentages for disagree 4.41% for decision-making and cognitive skills. Small percentages of 1.47% were undecided for these two variables.

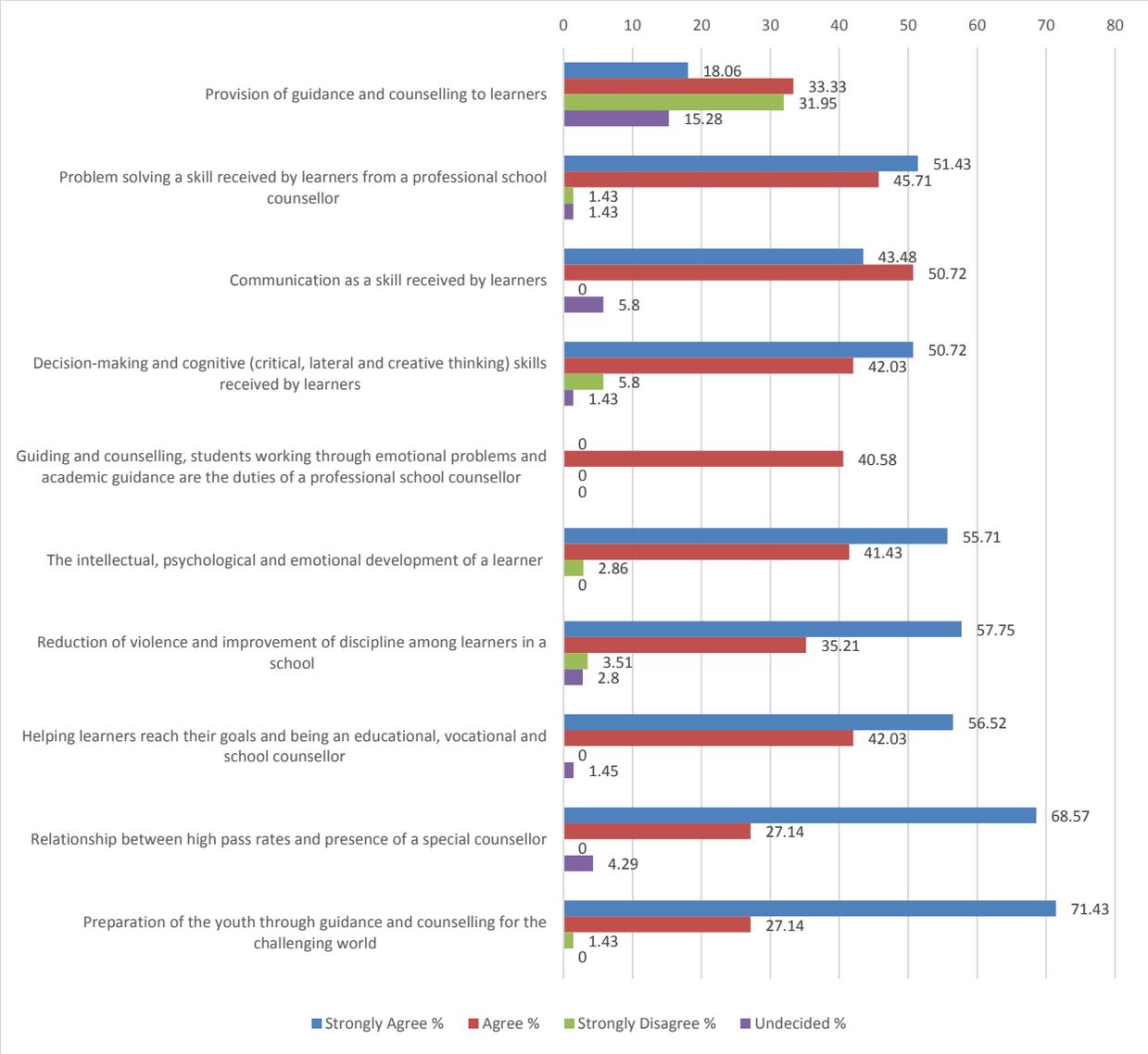


Chart 4.8: Guidance and counselling for learners

Guidance and counselling for learners include the following three factors namely: guiding and counselling, students working through emotional problems and academic guidance. The first two response percentages which gave rise to the following: 97.10% for guiding and counselling learners, 100% for learners working through emotional problems and 92.86% for academic guidance were combined. These were combined percentages for strongly agree and agree responses.

Combined percentages for disagree for the same variables were respectively: 2.9%, 0% and 1.43%. The respective percentages for undecided for the three variables were: 0%, 0% and 5.71%.

Table 4.8 presents the results of the participants' responses to two issues of reduction of violence and improvement of discipline among learners. The two items were combined due to their similarity. The analysis of the two items showed that combined majorities (92.64%) for reduction of violence and improvement of discipline among learners were two respective percentages for the two responses of strongly agree and agree. These two percentages demonstrated the fact that the majority of participants agree that people would prefer a situation where there was reduction of violence and improvement of discipline among learners.

Similarly the combined percentages of responses to disagree were 4.41% for reduction of violence and improvement of discipline respectively. The last items were two percentages of 2.86% each for those who were undecided on these two topics.

Table 4.8 presents response percentages learner performance. The item was used to determine whether the presence of a special school counsellor would improve learner performance. According to the analysis, the greater majority (95.71%) either strongly agreed or agreed with the statement. A scanty 4.29% were undecided.

A combined majority (98.57%) of the participants either strongly agreed or agreed with the assumption that guidance and counselling services prepare the youth for the challenging world. Such a task will require additional programmes such as summer and winter schooling to instill positive behaviour on an ongoing basis. Only 1.43% disagreed with the statement.

#### **4.5 SECTION D: THE PROVISION OF GUIDANCE AND COUNSELLING SERVICES AND SPECIALISTS**

The respondents' perceptions of District Directors and the role of DCESs-Psycho-social and Curriculum Adaptation in the implementation of guidance and counselling in schools are presented in table 4.9 below.

Table 4.9: Provision of guidance & counselling services

	Strongly Agree %	Agree %	Disagree %	Undecided %	Total
1. Availability of guidance & counselling services	N37 54.41	N29 42.65	N0	N2 2.94	100
Combined	97.06				
2. Provision of adequate guidance & counselling by schools in the district	N3 8.33	N26 37.50	N26 37.50	N11 16.67	100
Combined	45.83				
3. The importance of guidance & counselling supported by educator and DoE officials	N37 54.41	N24 35.29	N4 5.88	N3 4.41	100
Combined	89.7				
4. Encountering cases in need of guidance & counselling services	N39 56.94	N28 41.67	N1 1.39	N0	100
Combined	96.61				
5. Guidance & counselling problems have been solved	N3 4.35	N15 21.74	N44 65.21	N6 8.70	100
Combined	26.09				
6. Presence of a school guidance and counselling specialist	N12 17.65	N9 13.24	N43 63.24	N4 5.88	100
Combined	30.89				
7. The presence of school counsellors will reduce drug & substance abuse	N39 57.97	N26 37.68	N3 4.35	N0	100
Combined	95.65				
8. Possibility of skills acquiring success by learners with school counsellor	N50 73.91	N16 23.19	N1 1.45	N1 1.45	100
Combined	97.1				
9. Assertiveness received as a skill from a school counsellor	N31 45.56	N33 48.53	N3 4.41	N1 1.47	100
Combined	94.09				
10. Presence of counsellors in schools to maintain general protection	N44 64.71	N20 29.41	N1 1.47	N3 4.41	100
Combined	94.12				
11. Problems encountered by educators in the absence of trained counsellors	N33 48.53	N32 47.06	N1 1.47	N2 2.94	100
Combined	95.59				
12. Employment of a professional school counsellor	N54 79.71	N11 15.94	N2 2.90	N1 1.45	100
Combined	95.65				
13. Supervision and implementation of guidance and	N15	N24	N20	N9	100

	Strongly Agree %	Agree %	Disagree %	Undecided %	Total
counselling programmes	22.06	35.29	29.41	13.24	
Combined	57.35				

The information in this table is represented pictorially in Chart 4.9 below.

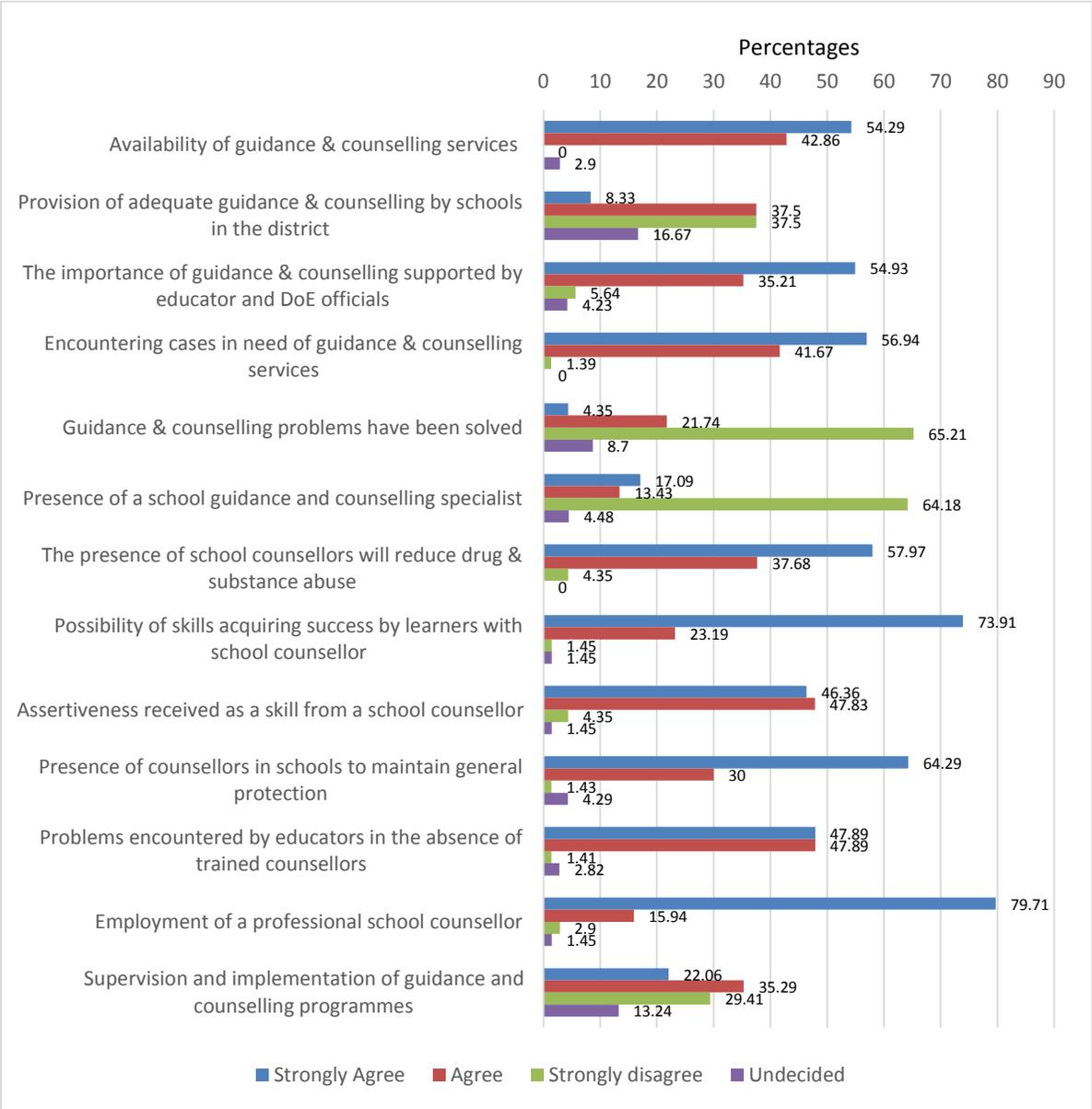


Chart 4.9: Provision of guidance and counselling services

Table 4.9 presents the percentages of the responses to the criterion of the availability of a school counsellor on daily basis in order that the counsellor may tackle daily problems encountered by school learners and high school students. The view was proposed because learner problems were experienced on daily basis. Furthermore, different learners experience different problems and some of the problems experienced were of a significant nature. The presence of a trained school counsellor on daily basis will reduce learner experiences of problems and create a better learning environment. Of those who responded to the survey for this study, a combined majority (97.15%) either strongly agreed or agreed with the view that there was a need for the presence of counsellors in schools on daily basis. With regard to provision of adequate guidance and counselling by schools in the district, only 45.83% agreed that provision was adequate while 37.5% disagreed and 8.7% were undecided. This would seem to indicate that there is a problem with such provision, and would need to be addressed by the authorities.

On the item “The importance of guidance and counselling supported by educator and DoE officials”, a combined (90.14%) either strongly agreed or agreed with the statement. The reason for this high response was that these groups of people were identified as people who were in need of guidance and counselling services on daily basis. Without daily counselling, a school will not be able to control learner behavior which could impact on the overall school success. Only 5.64% of both groups disagreed with this criterion. The remaining 4.23% were undecided.

An item was included in order to understand whether there was need for guidance and counselling services in the educational district or not. The responses to this question were such that a combined majority (98.61%) either strongly agreed or agreed to encountering case/cases which needed guidance and counseling services. None of the participants undecided. A small number, 1.39%, disagreed.

Another issue on the topic of school guidance and counselling was to establish how school guidance and counselling problems had been attended to. Of specific interest, understanding whether school guidance and counselling problems had been solved with ease was of major concern. A combined majority of respondents (65.21%) disagreed

with the statement, while 26.09% either strongly agreed or agreed with the statement. Those who were undecided made up 8.7%. These percentages showed that school guidance and counselling problems were not generally solved with ease, although there were a fair number of respondents who said that they were. These results were found to be normal and in line with the expectation of many schools of thought as stated in the goal statements proposed by National Association of School Psychologists (Ysseldyke, 2000) which indicate that the PSACA personnel must have knowledge of typical child development (and psychopathology) in order to develop and implement prevention and intervention programmes for learners with a wide range of needs.

The responses to the criterion of the presence of guidance and counselling specialist in the school of the respondent gave rise to the highest level of disagreement compared with the other criteria. For this criterion, those who disagreed and those who strongly disagreed totaled 64.18% that guidance and counselling specialist was placed in their schools. Those who strongly agreed and those who agreed totalled 31.34%. The smallest percentage (4.48%) was formed by those who were undecided.

Everyday life can be challenging and stressful for even the most resilient of children; competitiveness, bullying, social exclusion, racism, family crises, sibling rivalry, scholastic underachievement, abuse, homophobia, peer pressure and substance abuse are but a few of the problems brought by children to the average school counsellor's office (Stone & Clark 2005: 2).

A counsellor is an advocate in raising learners' awareness of substance abuse. The counsellors develop programmes to educate students on the risks and health hazards of substance abuse. The analysis revealed that when the researcher combined the response percentages for the strongly agree and agree responses, the total percentage of 95.65% showed that the reduction of drug and substance abuse was the ultimate objective of most counsellors. Only 4.35% of those either disagreed.

In response to the item "availability of a counselling specialist whose presence would prepare learners to acquire skills needed for them to succeed in life", a combined (97.1%) for the two responses of strongly agree and agree was proof that counselling

specialist should be made available to learners for a more professional preparation. There was a negligible combined percentage of 2.90% for disagree and strongly disagree. The researcher was convinced that the availability of a school counsellor would help prepare learners to acquire skills they would need to succeed in life.

The majority (94.19%) of those who participated in this study either strongly agreed or agreed with the item “assertiveness is one of the skills received from a school counsellor”. This overwhelming majority showed that interaction with a school counsellor was beneficial. Those who disagreed with the statement made up 4.44% of the responses while 1.45% were undecided.

A majority of respondents (94.39%) agreed and strongly agreed with the item presence of counsellors in schools to maintain general protection. Only 1.43% of the respondents disagreed, while the rest (4.29%) were undecided.

On the item “Problems encountered by educators in the absence of trained counsellors” the majority (95.65%) strongly agreed and agreed. Disagreement totaled 2.90%. The remaining percentage (1.45%) was undecided.

According to the results, the following percentage breakdown was recorded for every response by the participants: combined majority (94.29%) either strongly agreed or agreed with the only 4.29% of the participants were undecided and a scanty 1.43% disagreed.

The final item related to the supervision and implementation of guidance and counselling services by the Department of Education in the districts where this research was conducted. The analysis showed that a 57.35% strongly agreed and agreed while 31.41% disagreed. Those who were undecided were 13.24%. This is another item that indicates a problem situation that the authorities need to take cognisance of.

#### **4.6 SECTION E: RESPONDENTS REMARKS ON OPEN ENDED QUESTIONS.**

The questionnaire had four open-ended questions, one in the middle and three at the end of the questionnaire. The analysis of the responses is shown in table 4.10 below:

Table 4.10: Respondents remarks on open ended questions

ITEM	RESPONSE DESCRIPTION	FREQUENCY (%)
1. Reasons leading to lack of resolutions to guidance and counselling problems	Non-availability of guidance and counselling specialists in schools.	94.29
2. Reasons for the need of a professional school counsellor	Assisting learners with life skills and career guidance	41.67
	Assisting educators	41.67
AND	Assisting the community	8.33
3. The need for guidance & counselling specialist. (Combined as the responses were similar)	Solve general school problems	40
	Lack of cooperation from parents.	5.71
	Assisting learners in developing their self-awareness and self esteem	66.10
	Assisting learners to develop physically, psychologically and spiritually in order to cope with our changing world	5.08
	Assisting educators on how to deal with learners with learning barriers	6.78
4. Explanation of benefits of a school counsellor.	Solve general school problems	83.75
	Assist educators	3.45
	Assist the community	13.79

Table 4.10, Item 1 presents the reasons that led to lack of resolving guidance and counselling problems experienced at school. Two of the reasons were singled out as having been the major causes of lack of creating resolutions to guidance and counselling problems. The greater majority (94.29%) of all the participants claimed that the main reason for lack of resolutions of guidance and counselling problems was the non-availability of guidance and counselling specialists in schools.

A negligible percentage of 5.71% supported the view that the main reason responsible for lack of expected resolutions to school guidance and counselling problems was lack

of cooperation from parents. The researcher is aware that there may be other problems but they did not feature in this study.

For item 2, different reasons were given for the need of a professional school counsellor. Two areas which had almost equal percentages were assisting learners and solving general school problems. These two appeared to be the most significant among all identified school issues to be handled by a school counsellor.

Item 3 presents the percentage of responses regarding the benefits of a school counsellor. It can be seen that the majority of respondents felt that the presence of a school counsellor would help to resolve general problems at schools. With specific response to the assistance to educators and the community, the reader is referred to Table 4.9. Presence of counsellors in schools to maintain general protection. The topic of benefits of school counsellors to all stakeholders was discussed under this section in detail. (See table 4.6 above).

## **4.7 DISCUSSION OF RESULTS**

### **4.7.1 Guidance and counselling in schools**

From theory and practice, the majority of the educators and education officials knew that guiding and counselling were two very important practices that every institution must endeavor to have. This necessity emanates from the fact that the prevailing life styles have created learners and educators who need counselling and guidance services on a continuous basis. The presence of this facility leads, in the opinion of the majority of participants, to a better managed schooling environment.

Learner development is an issue of great importance to any community which is concerned about the general development of learners. The general development of learners requires a joint effort by the school, educators, SGBs, the principal and the community at large. Particularly, the academic and behavioural development of learners was noted to be the main responsibility of the school and to some extent, the parents. Parents play a significant role in the modelling of learner behaviour due the fact that they are the primary educators. The percentage response to this issue demonstrated

the fact that schools should play a major role and as well take the responsibility the academic and behavioural development of learners. The respondents agreed with Duvenage, Badenhost and van Staden (2006: IV) in indicating that the school should have a greater responsibility in the total development of the child.

A majority of 81.43% also strongly agreed and agreed that everyone in the school (learners, educators, School Governing Body members and the principal), irrespective of position, needed guidance and counselling facilities (Bor, *et al.*, 2002: 3).

#### **4.7.3 Guidance and counselling for learners**

When the researcher compared the percentages, the majority agreement was so significant that the researcher was convinced that the factors of guiding and counselling learners working through emotional problems and academic guidance were a strong requirement by all the parties that took part in this study. With regard to learner development the respondents agreed with Maree (2011: 8) that with adequate guidance and counseling services, every learner could leave school fully equipped with the ability to solve problems, think critically, communicate effectively and make sound decisions. There was a great need for counselling and guidance services which must be focused on the benefit of learners. The guiding and counselling requirements were found by this research to be in great demand. An overwhelming majority of strongly agree and agree observed for the two variables (decision-making and cognitive skills respectively) was proof that acquisition of these two types of skills by learners was needed and could be provided by counsellors.

Reduction of violence and improvement of discipline in any schooling environment was seen by the respondents (a majority of 92.96%) to be an issue of high priority by school managements. The reason for this was that violence and lack of discipline causes a lot of destruction both to human life and school properties resulting from disorderly learners (Qhingana, 2006: 17). Such unbecoming behaviour more often than not causes high rates of learner failures, leading to a situation where they become destructive young adults. When these two characteristics were eliminated from a

schooling environment, there will be order in the school and management will experience administrative peace within the school.

The present world requires that the youth must be both properly and adequately prepared for current and future challenges. This means considering many different programmes serving mostly disadvantaged youngsters. This study envisages a number of traits for success, including providing leadership opportunities to learners and having staff members who stay informed about learner's lives both inside and outside of school programmes (Ibu & Maliki, 2010: 12). A majority (98.57%) of the participants strongly agreed and agreed with the statement that guidance and counselling services prepare the youth for the challenging world. The findings revealed that it was internationally observed and accepted that the youth required guidance and counselling services for their preparation for the challenging world.

#### **4.7.4 The need for guidance and counselling services and specialists**

Based on the percentage results, the educators and school management understood the importance of guidance and counseling services to schools. In the absence of guidance and counselling services in schools, management will not be able to experience what was mentioned in Table 4.10 above, namely assisting learners in developing their self-awareness and self-esteem as well as solve general school problems.

The results demonstrated the fact that almost all those who participated in this study have at one point or another, come across a situation where the services of guidance and counselling specialists were required. This proved that there was need for Guidance and Counselling services in the educational districts. The majority of participants (64.18%) did not have guidance and counselling specialist at their schools. The majority of the schools in the target area also did not receive any guidance and counselling services. This meant that school managers and educators had a major problem to handle given the prevailing behaviour of learners in the present day. The truth of the matter is that all schools needed a guidance and counselling specialist (Guidance and Counselling Unit Interest Group, 2005).

Drug and substance abuse have been documented all over the world as being harmful to human health and human relationships. Its curtailment has been a long time struggle for many countries. It was therefore noted by the researcher that reduction of drug and substance abuse was of utmost importance (Bor, *et al.*, 2002). The total percentage agreement of 95.65% showed that the reduction of drug and substance abuse was the ultimate objective of most people and the presence of the school counsellor would be of great assistance in achieving this.

The responses to the statement that assertiveness was one of the skills received from a school counsellor also indicated a majority agreement (94.1%). Assertiveness is the ability to state our rights positively and constructively, needs or concerns while respecting the rights, needs or concerns of others. An assertive tone is clear, calm, and direct and furthermore observed that assertiveness can invite discussion, work towards resolution or be a clear statement of “no.” These were noted to be the outcomes of assertiveness. Stone and Clark (2005: 7) maintained that the benefits of assertiveness include:

- feel more in control of life;
- improve ability to make decisions; and
- improve quality of relationships.

A majority (94.29%) agreed with the idea of the presence of a school counsellor. This was with reference to all involved in school affairs including learners and educators both psychologically and academically. This concurs with Education White Paper 6 (Department of Education, 2001: 29) which states that through supporting teaching, learning and management, the DBST, can provide the full range of education support services by providing curricular, assessment and instructional support in the form of illustrated learning programmes, learner support materials and equipment, assessment instruments and professional support for educators at special schools/resource centers and full-service and other educational institutions. According to the findings, the benefits of the presence of a counsellor in any school do not only apply to learners and educators but to everyone, including the community, parents, guardians, and the school administration.

The results showed that the greater majority of the respondents were supported the employment of school counsellors for every school in the district where this study was conducted. Among the advantages of school counsellors to schools, the following have been mentioned in the literature review in this project as being the benefits of a school counsellor to learners:

- Duvenage, *et al.* (2006) found that besides preparation of learners for the challenges of the 21<sup>st</sup> century through academic, career, and personal/social development, other activities include, but are not limited to relating the educational programme to future success; facilitating career exploration and development; developing decision-making and problem solving skills; assisting in acquiring knowledge for self and others; and assisting in developing effective interpersonal relationship skills.
- Stone and Clark (2005: 2) added that one additional advantage would be the continuously available and efficient guidance and counselling services on daily basis. This finding is consistent with those of other researchers that guidance and counselling cannot be done haphazardly by the teacher in the classroom. Guidance in schools has become a vitally important task for qualified, well trained guidance teachers.

Based on the percentages in Table 4.10, the issue of supervision and implementation of guidance and counselling services by the DoE did not get overwhelming support by the participants. The implication was that the DoE does not supervise and implement these services in all schools in the district. The DoE, as observed from this data analysis, does not play such a significant role as far as school managers, educators, parents, SGBs and the community at large were concerned. This research has pointed out that in spite of the importance of guidance and counselling services, the DoE did not play the role it was expected to play. The findings concur with Makinde (2004: 96) that there have been various attempts made to establish guidance and counselling services in general, but the implementation of such services has been plagued by attitudinal, structural, human and cultural problems.

#### **4.7.5 Responses to open ended questions**

Two reasons were singled out as having been the major causes of lack of creating resolutions to guidance and counselling problems, namely:

- non-availability of guidance and counselling specialists in schools; and.
- lack of cooperation from parents.

It was found that learners, educators, the community and the school at large need the assistance of guidance and counselling specialists and professional school counsellors.

This literature review (Section 2.2) pointed out that a professional school counsellor is a certified/licensed educator trained in school counselling with unique qualifications and skills to address students' academic, personal/social and career development needs. Professional school counsellors implement a comprehensive school counselling programme that promotes and enhances student achievement. They are usually employed at all levels of the education system: general education and training, post-school education and post-secondary/tertiary settings as well as in administrative posts. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages. The role of a professional school counsellor includes the aspects of practical service like making frequent assessments of learners' performance and progress. This enables them to gauge their individual requirements. High school counsellors often consult with students regarding their future career paths. Therefore, their role is a vital part of shaping the individuality of the children. Job duties vary depending on the education level they are in.

School counsellors serve a vital role in maximising student achievement. Incorporating leadership, advocacy and collaboration, professional school counsellors promote equity and access to opportunities and rigorous educational experiences for all students.

This section provides conclusive results obtained by the researcher through the analysis whose results have been shown and interpreted in the foregoing sections of this chapter. The researcher critically considered all the variables included in this study

including the position of the respondents at their places of work. This study involved the participation of educators, school principals and Department of Education officials. Other topics included in the study were; age group, qualification, gender, and length of service and experience.

The majority of the participants were of the view that guidance and counselling facilities were essential with 70.42% supporting this statement. In addition, 64.18% either strongly agreed or agreed with the presence of a school counsellor. A majority (98.61%) agreed that they had encountered students in need of guidance and counselling services. This, they claimed, reduced violence in schools and furthermore, improved school discipline among learners. However, a number of participants (65.21%) strongly disagreed or disagreed with the statement that guidance and counselling problems had been solved in schools. Overall, the majority supported counselling and guidance in schools and further recommended that individual schools should employ guidance and counselling specialists.

These results confirmed the research of Prinsloo (2007: 167) who stated that although schools are supposed to play a significant role in career counselling, the opposite existed in most cases. For example, Prinsloo (2007: 164) established that Life Orientation teachers in rural schools in South Africa did not have information for career guidance and neither were they formally trained in the area. This view was also supported by the Department of Education (2012). Similarly Rosenberg, *et al.* (2009: 10) found that very few teachers had been trained in Life Orientation and its career components while some teachers used Life Orientation periods to do what they referred to as more 'important' subjects. In a nutshell, learners never receive the guidance and counselling as expected in their schools and as a result, they do not have a clear sense of prospective careers.

#### **4.8. CHAPTER SUMMARY**

In chapter 4, the data obtained by means of questionnaires were presented and discussed (Appendix II). The data indicate that that Guidance and Counselling services must be provided in schools, and that District Directors are in favour of this and could

play a facilitative role in the implementation of guidance and counselling in schools. For their part, Psycho-social and Curriculum Adaptation (PSACA) personnel can also play a significant role in the implementation of guidance and counselling.

The summary of the study, conclusions, limitations and recommendations are outlined in the next chapter.

## **CHAPTER 5: SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The problem that was investigated in this study was the provision of Guidance and Counselling services in the schools in Transkei the sub-region of the Eastern Cape. The study therefore investigated the following questions:

- Are the schools in the Transkei Sub-region of the Eastern Cape able to develop the child (learner) totally without guidance and counselling services?
- What are the District Directors' perceptions and roles in guidance and counselling services in schools?
- What is the role played by DCEs-Psycho-social and Curriculum Adaptation in the implementation of guidance and counselling in schools?

Accordingly, the aims of the research were to undertake a study of relevant literature to determine place of guidance and counselling services in schools, conduct an investigation to determine the perceptions of district directors about guidance and counselling in schools, establish the role of Psycho-social and Curriculum Adaptation DCEs in the implementation of guidance and counselling in schools and make recommendations based on the literature review and the research results.

In this chapter conclusions are made, as well as recommendations for improvements, and for further study. The limitations of the study are also highlighted.

### **5.2 SUMMARY**

The study was conducted to find out about the provision of Guidance and Counselling services in the schools in the Transkei sub-region of the Eastern Cape.

The research sample included Department of Education (DoE) Officials (District Directors, Chief Education Specialists (CES) for Curriculum and Deputy Chief Education Specialists (DCEs) for Psycho-social and Curriculum Adaptation), and teachers from the districts in the Transkei sub-region of the Eastern Cape. The sample was drawn

from seven of the fourteen districts in the Transkei sub-region of the Eastern Cape by means of a purposive, convenience sample.

Questionnaires were used to collect data to answer the questions. Descriptive statistics in the form of percentages were used to find the extent to which the items on the questionnaire contributed to the provision of Guidance and Counselling services in the schools in the Transkei sub-region of the Eastern Cape. The questions were either fixed choice questions (ages, gender, working experience, and qualifications) or Likert scale questions with a range of strongly agree to strongly disagree as the options to choose from.

The results revealed that Guidance and Counselling programmes and services must be provided in the schools to assist learners, educators, and the community to solve the general problems of the school. District Directors favour the provision of guidance and counselling services at schools and can play a facilitative role in the implementation of such services. Psycho-social and Curriculum Adaptation (PSACA) personnel can also play a significant role in the implementation of guidance and counseling services.

## **5.3 CONCLUSIONS**

### **5.3.1 Conclusions from the literature study**

In chapter 2, literature on the role of guidance and counselling services in schools was reviewed and it was concluded that guidance and counselling services are about building capacity in youths so that they are able to make their own decisions and start thinking about the future. In addition, guidance and counselling services assist learners in making educational, training and occupational choices. Thus, the education the learners receive should make them aware of basic requirements to succeed in their chosen occupations (cf. 2.2).

With regard to the perceptions of district directors about guidance and counselling services in schools, their level of clarity about the role of guidance and counselling services may make them inclined to support guidance and counselling implementation (cf. 2.3). The District Directorate, due to its advisory and implementation

roles, is in a position to influence not only the formulation of education policy but can also exercise a significant influence on its implementation. The District Director, a link between the Department of Education and the school, is primarily responsible for the establishment and effective management of guidance and counselling programme (cf. 2. 4)

The role of PSACA personnel is the planning and development of the guidance programme, counselling, educational and occupational planning, referral work, parent help, and conduct local research and doing public relations work. PSACA personnel should therefore not sit in their offices and wait for someone to come in with a problem, but must act as support groups for teachers interested in guidance and counseling services, and hold workshops in their effort to assist teachers to be able to help learners (cf. 2.5).

The school counsellor establishes and maintains an ongoing professional, collaborative relationship with school staff, clinicians, and other service providers who work with learners in the school. Colleagues and professional associates are consulted and provided with professional information related to the educational success and well-being of students who are also in their care. (cf. 2. 2).

In chapter 3, the description of the target population, the sample, as well as the construction of instruments and procedures for both data collection and analysis were discussed.

### **5.3.2 Conclusion from the investigation**

- An investigation was undertaken on the role of guidance and counseling services in the schools (cf. 4.3) and the following were the main conclusions:
- That the school should have a greater responsibility in the total development of the child;
- Guidance and counselling problems experienced at school have not been solved with ease due to non-availability of a guidance and counselling specialists;
- If guidance and counselling are offered, many adjustment problems affecting the child and academic performance can be overcome;

- The services of guidance and counselling should be available on daily basis to deal with student and learners' problems;
- Counselling and guidance services in schools will always benefit both educators and learners;
- Guidance and counselling services in school has become a vitally important task for well-qualified, well-trained personnel with scientific approach;
- School counsellors play a key role in planning and implementing programmes and service; and
- Guidance and counselling programmes and services should be systematically planned to meet the needs of all learners and should be infused into the daily activities of the school.

With regard to learner development, adequate guidance and counselling services can equip every learner with ability to solve problems, think critically, communicate effectively and make sound decisions.

The combined roles played by the Department of Education officials (District Directors, Chief Education Specialist for Curriculum (CES-Curriculum), Psycho-social and Curriculum Adaptation Deputy Chief Education Specialists (DCES) were also investigated. The following are the main conclusions (cf.4.5) from the survey:

- The provision of guidance and counselling programmes and services is the shared responsibility of all staff (District Directors, Chief Education Specialist for Curriculum (CES-Curriculum), Psycho-social and Curriculum Adaptation Deputy Chief Education Specialists (DCES);
- A team approach should be employed, wherein all staff members have specific roles to play
- Department of Education officials must serve as inspectors and supervise the implementation of guidance and counselling programmes in schools under their jurisdiction; and
- There was great need for the presence of counsellors in schools on a daily basis to reduce learner experiences of problems and create a better learning environment.

From the qualitative responses (cf. 4.6) the conclusions were that:

- Professional school counsellors should be posted to all schools in their districts so as to assist learners, educators, and the community to solve the general problems of the school.
- Guidance and counselling services assist learners to develop physically, psychologically and spiritually in order to cope with our changing world.
- Professional school counsellors assist learners with life skills and career guidance.

#### **5.4 LIMITATIONS OF THE STUDY**

The limitations of the study include the following:

- The sample used in the study was restricted to seven districts selected from the population of fifteen districts in the Transkei sub-region of the Eastern Cape. The system of operation of schools in the other part of the province (previously Border and Ciskei) and in other provinces may not necessarily be the same as in the Transkei sub-region of the Eastern Cape schools. Thus, the results cannot be generalized to all schools in the province as well as in other provinces of South Africa, hence more research on the provision of Guidance and Counselling services in schools is necessary so that more information is obtained to inform decision making.
- The investigation was quantitative with only four items that needed qualitative responses. A qualitative research project that involves an in-depth investigation on the provision of Guidance and Counselling services in the schools may shed additional light on the issue.

## **5.5 RECOMMENDATIONS**

In the light of the above findings, the researcher recommends the following:

- That Guidance and Counselling services should be provided in all schools in the districts; hence the Department of Education should take initiative in motivating teachers to get training in School Guidance and Counselling.
- That separate, well trained and competent Guidance and Counselling personnel, with thorough theoretical and practical knowledge, must be employed at schools. These people can help teachers to cope and deal with learners efficiently.
- That District Directors should advocate the importance of these services to the Head of the Department
- Curriculum section in collaboration with Psycho-social and Curriculum Adaptation section should organise career exhibitions for students. People from various fields of employment and different tertiary institutions should be invited to talk about the different careers to students.
- Seminars and workshops should be organised to enhance the teachers' understanding of Guidance and Counselling services in schools. This could equip teachers with skills necessary to deal with their students' problems.
- Mass media might be used to increase people's awareness on the importance of Guidance and Counselling services. For instance, some programmes on Guidance and Counselling services can be broadcast on television and radio.
- An Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Remedial Specialist, Social Worker should be employed at the district level, for a start. Each school must have a guidance teacher.

## **5.6 RECOMMENDATIONS FOR FURTHER STUDY AND CONCLUSION**

This research study attempted to increase understanding regarding the provision of guidance and counselling services in the schools in the Transkei sub- region of the Eastern Cape.

- Although this study represents a starting point for developing a larger body of research on the topic of guidance and counselling services in schools, a qualitative approach may offer a more detailed examination of the experiences of the parents, teachers and learners in schools and help to describe the frustrations or highlights they experience with regards to guidance and counselling services.
- Further research (quantitative) on the experiences of learners, who have been to schools where guidance and counselling services were available, may shed light on the shortcomings and offer a different view as to the improvements needed.
- Another avenue to investigate would be the parents' awareness of the importance of guidance and counselling services in schools.
- Finally an extension of this study to other districts and other provinces could be conducted. By repeating this study in various other schools, reliability would be increased and results could be generalised to schools, districts and provinces.

There is a general call for more research on the provision of guidance and counselling services in schools so that more information is obtained, to inform decision making.

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## APPENDIX A: LETTER REQUESTING PERMISSION TO DO RESEARCH



Province of the EASTERN CAPE DEPARTMENT OF

EI

### Inclusive Education

Qumbu District Church Street Qumbu, 5180, Private Bag 466, QUMBU,  
5180 REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

E-mail: [nzelenilineo@yahoo.com](mailto:nzelenilineo@yahoo.com)

<i>Ref no:</i>		<i>Tel:</i>	047 542 0044
<i>Enquiry:</i>	Nzeleni L.P	<i>Fax:</i>	047 542 0212

**TO : CLUSTER CHIEF DIRECTOR**

**DEPT OF EDUCATION**

**EASTERN CAPE**

**FROM : NZELENI L.P (INTERN PSYCHOLOGIST)**

**INCLUSIVE EDUCATION-QUMBU**

**SUBJECT : PERMISSION TO CONDUCT RESEARCH IN THE  
DISTRICTS IN YOUR CLUSTER A & B**

**DATE : 14 FEBRUARY 2011**

1. I really appreciate the fact that you allowed me to do my internship in one of your districts (Qumbu). However for me to meet the requirements of my qualification a research has to be done on a preferred topic.
2. I therefore request permission to do research in the districts in your clusters (A & B).
3. The purpose of the study is to assess the provision of guidance and counselling in the schools in Transkei sub-region of the Eastern Cape.

4. The study is done under the supervision of the University of South Africa.

5. The names of the research samples will remain anonymous and treated confidentially.

Yours in Education

.....

**Nzeleni L.P**

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**APPENDIX B: QUESTIONNAIRE CONSTRUCTED TO ESTABLISH PROVISION OF GUIDANCE AND COUNSELLING IN SCHOOLS IN THE TRANSKEI SUB-REGION OF THE EASTERN CAPE PROVINCE**

**SECTION A: PERSONAL INFORMATION**

1) Indicate your position/class

School principal	
Educator	
Learner	
SGB member	
DoE Official	

2) State your gender

Male	
Female	

3) State your age group

Less than 20 years	
21-30 years	
31-40 years	
41-50 years	
51 years and above	

4) State your qualifications

PTC/NPL	
Matric certificate	
Diploma	
Degree & above	
Learner/student	

5) Indicate your teaching experience in years

1-5	
6-10	
11-15	
16-20	
21 years and above	

6) Indicate the number of years you have been working/been at school

Less than 20 years	
21-30 years	
31-40 years	
41-50 years	
51 years and above	
Junior secondary and below	
Senior secondary	

## **SECTION B**

The following are sentences/statements about the provision of guidance & counselling in schools. For each one of them, indicate one that is closest to your opinion by either ticking or circling according to the following scale:

SA - Strongly agree

AG - Agree

UN - Undecided

DA - Disagree

SD - Strongly disagree

7. Guidance and counselling is a facility that is essential for proper learning and development

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

8. My school has a guidance and counselling specialist

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

9. It is the experience of many educators that everybody will need guidance and counselling at point in time

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

10. The school should have a greater responsibility of developing a learner in terms of both academic and behavioral factors

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

11. The intellectual development of a learner cannot be separated from his/her psychological/emotional development

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

12. Schools in this district provide guidance and counselling to learners

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

13. Schools in this educational district provide adequate guidance & counselling to learners

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

14. As an educator/DoE official/learner I have encountered cases which needed the services of guiding and counselling

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

15. Problems of guiding and counselling experienced at school have been solved with ease

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

16. If your answer to (15) is No, please explain

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17. It is possible that the availability of a school counsellor will help prepare learners to acquire the skills they need to succeed in life

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

18. Guidance and counselling of learners prepares the youth in general

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

19. There is high likelihood that the presence of special counsellors in schools will lead to higher pass rates

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

20. The presence of counsellors in schools will maintain a general protection to everyone including educators and learners both psychologically and academically

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

21. In the absence of trained counsellors, educators encounter guidance and counselling problems beyond their means to manage

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

22. The services of a guiding and counselling specialist should be available on daily basis to encounter student and learners' problems

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

23. Specialists in counselling and guidance in schools will always benefit both educators and learners

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

24. As educators, DOE Officials and learners we understand the importance of guiding and counselling

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

25. Reduction of drug and substance abuse by learners are some of the advantages of the presence of a school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

26. Reduction of violence among learners is one the advantages of the presence of a school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

27. Improvement of discipline among learners is one of the advantages of the presence of a school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

28. Assertiveness is one of the skills received by learners from a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

29. Problem solving is one of the skills received by learners from a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

30. Communication is one of the skills received by learners from a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

31. Decision-making is one of the skills received by learners from a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

32. Cognitive (critical, lateral and creative thinking) is one of the skills received by learners from a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

33. Guiding and counselling are the duties of a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

34. A student going through emotional problems is one of the duties of a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

35. Academic guidance is one of the duties of a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

36. Helping students reach their goals is one of the duties of a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

37. Being an educational, vocational and school counsellor are some of the duties of a professional school counsellor

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

38. I strongly recommend the employment/posting of professional school counsellors to all schools in the district

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

39. The DoE supervises and implements guidance and counselling programmes in your school

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

40. Explain why your school needs the services of a guidance and counselling specialist

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41. State reasons that support the need for a professional school counsellor

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42. Explain how the school, learners and the community stand to benefit from the hiring of a school counsellor

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