

**GUIDANCE AND COUNSELING PROGRAMMES: AN IMPERATIVE FOR  
ADOLESCENT LEARNERS IN MALAMULELE CIRCUIT IN VHEMBE DISTRICT,  
LIMPOPO PROVINCE, SOUTH AFRICA**

**by**

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## DECLARATION

I, **MASHUDU BEN DAVHANA**, declare that the work, “Guidance and Counselling Programmes: An Imperative for Adolescent Learners in Malamulele Circuit in Vhembe District, Limpopo Province, South Africa” is my own– both in conception and execution – and it has not been submitted for any degree or examination in any university - and that all the sources I have used or quoted have been adequately indicated acknowledged by means of complete reference.

*M.B. Davhana*

07 September 2020

.....

**MASHUDU BEN DAVHANA**

.....

**DATE**

## DEDICATION

I dedicate this to my late father, Pandelani Jackson Davhana Tshiololi and my late mother, Masindi Meriam Nenungwi Tshiololi. My family, all high school learners and their educators, may this be an inspiration to all those with seemingly insurmountable problems and challenges to stay positive as nothing is impossible in life.

To acquire knowledge, one must study and acquire wisdom.

## ACKNOWLEDGEMENTS

My sincere thanks to The Man above for His inspiration, wisdom and overcoming the evil forces. My supervisor, Prof. Takalani Samuel Mashau, for his patience, wisdom and guidance and co-promoter, Dr D.A. Sithumule, for his assistance.

Thanks to my family for support, patience and understanding. They made many sacrifices for me to pursue my dreams; I hope someday I can be their pillar of strength as they have been mine.

May God bless all the troubled and unhappy young souls who inspired this work?

Thanks to all learners and educators for completing the questionnaires, including principals who generously gave of their time despite their hectic schedules.

I adore you all unreservedly.

God bless!

## ABSTRACT

South African education has undergone major restructuring since 1994 with the aim of improving lives of learners, their parents and educators. Restructuring and re-orientation has fortuitously caused casualties along the way. One such casualty was the redeployment of guidance counsellors and consequent marginalization of school guidance and counselling programmes. In the light of the above, the main aim of this study was to investigate learner's and educator's/counsellors' experiences of guidance and counselling programmes in selected ten (10) secondary schools of Malamulele Circuit and implications thereof. It also made inferences on the state of guidance and counselling programmes in schools. The final outcome of the study was to identify challenges and formulate a framework or strategy to address implementation of guidance and counselling programmes in secondary school. The study employed a quantitative method to generate data. Data was collected through questions directed to forty (40) learners and ten (10) educators/counsellors of secondary schools. Ten secondary schools were randomly selected from fourteen secondary schools in Malamulele circuit. The study revealed a dire need for guidance and counselling (including one-on-one counselling), personal guidance, career guidance and career counselling. All these were meant to empower youth to address issues and challenges affecting them and their future prospects. Life Orientation, which is a relatively new addition to the school curricula, is the available form of guidance and counselling since it is a learning area prescribed by the Department of Basic Education. The introduction of Life Orientation as a school subject was meant as a substitute for school guidance and counselling. However, services meant to promote holistic development of youth by focusing on and enhancing their social, intellectual, academic and affective aspects were inadequate, especially because as revealed by preliminary findings of the study, learners' emotional problems were better addressed in a one-on-one relationship and not in a directive teaching-learning process. Affecting the delivery of School Guidance and Counselling programmes was the scarcity of personnel resources as there were no school counsellors to provide for emotional needs of the learners. Life Orientation teachers were not adequately trained to counsel learners and design intervention strategies; as the services

they provide are limited to their job roles. The introduction of Life Orientation, though noble, was not enough to assist young people to face all their challenges. Although Life Orientation contributes to the support of learners, including those with problems, need for the revival of Guidance and Counselling Programmes, within the ambit of Psychological, Guidance and Special Education Services and Inclusive Education was highly recommended, with the provision of individual counselling services as its main priority.

**Key Concepts:** School educator psychologist; school counsellor; principal; educator; learner; adolescent; psychosocial support services; mental health

## LIST OF ABBREVIATIONS

CAPS	:	Curriculum Assessment Policy Statement
DoE	:	Department of Education
GCP	:	Guidance and Counselling Programme
HIV/AIDS	:	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
IE	:	Inclusive Education
PGSES	:	Psychological, Guidance and Special Education Services
SC	:	School Counsellor
SEP	:	School/Educational Psychologist
SPS	:	School Psychological Services
SPSS	:	Statistical Package Social Sciences
UNICEF	:	United Nation Children’s Emergency Fund

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## CHAPTER 1

### ORIENTATION TO THE STUDY

#### 1.1 INTRODUCTION

The South African Constitution declares that the provision of quality education to all its citizens is a human rights issue. Quality education involves learners who are healthy, well-nourished and ready to participate and learn; environments that are safe, protective and that provide adequate resources; content that is reflected in relevant curricula and materials for the acquisition of basic skills, including life skills and relevant knowledge and values. It also involves the use of appropriate teaching and learning approaches, resources and the availability of appropriately trained teachers in the classroom (Magi et al., 2017:54).

This facilitates learning, reduces disparities and improves learning outcomes that encompass knowledge, skills and attitudes linked to national goals for education and positive participation in society. According to Victoria Department of Health (2016:54), quality education is “the great engine of personal development through which the daughter of a peasant can become a doctor, the son of a mine worker can become the head of the mine; a child of farm worker can become the president of the great nation”.

Through education, children gain knowledge and skills to survive, to learn, to live dignified lives and to contribute to the development of their communities and nation (UNICEF, 2016). From a psychological point of view, quality education is education that – apart from equipping learners with knowledge and skills helps them to chart their future destinies in assisting those experiencing problems. A psychologically healthy individual is an individual with the capacity to interact with other people and with his/her environment in ways that promote a sense of well-being, as well as enhance his/her personal development and allow them to achieve his/her life goal (Victoria Department of Health, 2017).

This means that in addition to making it possible for learners to excel academically, such education addresses their social, psychological and emotional challenges in order to enhance their general well-being. Informed by this understanding, this study argues that an improvement in basic education outcomes is a prerequisite for achieving the country's long-range development goals and consequently pushing back the frontier of poverty (Magi & Kikas,2017:89). According to the Department of Basic Education (2016), the South African schooling system was, for decades, used as a brutal instrument of oppression against the intellect and aspirations of the majority of the country's youth. The Soweto students' uprisings of 1976 marked a new era in youth involvement in the national democratic struggle for liberation and undoubtedly transformed the course of South Africa's history.

According to Slezak (2017:12), since June 16, 1976, there has been an unprecedented growth in awareness on the part of black secondary school learners about the socio-economy problems and political inequalities in South Africa. From that period until the onset of democracy in 1994, it had become clear that for education to become and remain relevant and liberating, it had to change with changing times. As Nwachukwu (2016:214) aptly states, "one of the crucial changes and challenges that the post-apartheid South African democracy face is to reconstruct, against many odds, a society and education system that will create excellent conditions for teaching and learning".

The common risks include, among others, violence, teenage pregnancy, drug or substance abuse, and HIV and AIDS, which have negatively impacted on youths' development and education. This necessitates the provision of guidance and counselling services for learners and teachers for the education, emotional, physical and social problems that they experience in and around schools, and ultimately promote their wellbeing and mental health.

Adding to this paradox is the fact that post-apartheid educational reforms led to the withdrawal of psychologists and professional counselors from schools (Ngari,2016:76). The now defunct apartheid policy created disparities and discrimination in all aspects of society and had a profound impact on the nature and provision of education in general,



and of guidance and counselling services, in particular. During the apartheid period, guidance in Whites-only schools concentrated on teaching learners' patriotism and how to conform to the needs of the country, whereas Black learners (in Blacks-only schools) were taught how best to serve their masters in the workplace, with no career guidance. Ngari (2016:93) observes that, "the education of the White child prepared him/her for life in a dominant society and the education of the Black child for a subordinate society". This unequal provision of school guidance and counselling resources and distribution of other resources along racial lines, coupled with a curriculum designed to retard the intellectual development of Blacks (Africans), has had a lasting impact in township and rural schools.

The focus of the study was three-fold. First, the study investigates learners and educators'/counselors' perspectives on the state of guidance and counseling programmes in schools and the challenges individual schools grapple with in the provision of such services. Secondly, it focuses on learners' and educators/counsellors' experience of the need for, and availability of guidance and counseling programmes and their impact on learners' well-being and academic performance. Thirdly, it examines the need for psychosocial support in the school, and in particular, the provision of school guidance and counselling programmes to adolescent learners.

## **1.2 STATEMENT OF THE PROBLEM**

Given the complexities of life in the 21<sup>st</sup> century, it appears that adolescents experience many challenges at school which require some support which could ideally be provided by an efficient guidance and counseling programmes. These challenges include depression, psychological trauma, violence, abuse, bullying, substance abuse, career decision-making, to mention but a few. The school environments should be strategically structured to help support adolescents' development needs as they make the transition to adulthood. The correlation between learners' mental or emotional wellbeing and their scholastic performance has gradually become a subject of tedious debates, though the issue is not taken seriously. The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally,

students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are evolving rapidly. It may often be a confusing time for students, their families, and other adults in their lives who seek to support their healthy development and learning.

A host of concerns plague rural schools, including lack of facilities, course offerings and educational programmes of large more resource-rich districts. The sparse population base results in geographic and cultural isolation, limited economic development and restricted educational opportunities. In addition, rural schools face a major problem in recruiting and retaining qualified teachers and support personnel. Such conditions often limit rural school students' opportunities to learn and may contribute to the idea that rural schools are inferior to schools in other settings. It was, thus, imperative that guidance and counseling programmes be implemented while support in children's education is a necessity for the academic success of learners in rural schools.

### **1.3 AIMS AND OBJECTIVES**

#### **1.3.1. Aim**

The aim of the study was to investigate the state of guidance and counselling programmes in Malamulele Circuit, Vhembe.

#### **1.3.2 Studies Objectives**

The objectives of the study were:

- To investigate learners' and educators/counselors' understanding of guidance and counseling programmes and its impact on learners' well-being and academic performance;
- To determine learners' needs for guidance and counseling programmes; u

- To establish the current status and various forms of guidance and counseling programmes; and
- To discover the challenges or obstacles to effective implementation of guidance and counselling programmes.

#### **1.4 RESEARCH QUESTIONS**

The study is guided by one primary research question which is:

- What are participants` (viz. Learners, school counsellors/educators) understanding/experience of School Guidance and Counselling Programmes provisioning in selected secondary schools in Malamulele Circuit.

In line with the objectives of the study, the research was guided by the following research questions:

- Do learners and educators have any understanding of guidance and counseling programmes and its impact on learners' well-being and academic performance?
- What are the learners' needs when it comes to guidance and counseling programmes?
- What is the current status of guidance and counseling programmes in the selected secondary schools?
- What are the challenges or obstacles to effective implementation of guidance and counseling in the selected schools?

#### **1.5 REVIEW OF LITERATURE**

In this study, literature reviewed related to the research's need to offer guidance and counseling programmes in secondary schools. The section also discusses both theoretical and conceptual frameworks that relate to the study in order to identify knowledge gaps in this research area.

### **1.5.1 State of Guidance and Counselling Programmes**

The study was based on the assumption that most psycho-social issues affecting learners and impacting on learning can be through school-based guidance and counselling programmes. As Nicholas & Copper (2016:65) points out, “schools have an important social inoculation role in strengthening the capacity of children to cope effectively with adversity and also resist the temptation or impact of negative experiences or risk-taking behavior”. It provides preliminary survey of the state of guidance and counseling services in schools and issues that impact on teaching and learning which make the provision of guidance and counseling programmes a necessity for learners and teachers.

### **1.5.2 Educational Reforms and their Impact on Guidance and Counselling Programmes**

The Soweto students’ uprising of 1976 marked a new era in youth involvement in the national democratic struggle for liberation. This was the period that undoubtedly transformed the course of South Africa’ history and consequently the so-called class of 1976 occupy a special place in our country’s history. According to Petersen et al. (2015:132), since June 16, 1976, there has been an unprecedented growth in awareness on the part of Black secondary school students of socio-economic problems and political inequalities in South Africa. As a social force, youth launched a relentless resistance which ultimately led to the demise of apartheid, and as consequence thereof, the fragmented education system was brought under one ministry. Feltham & Horton (2016:98) call the period between 1976 and 1994 as the era of educational reform. In April 1991, the South Africa government committed itself, for the first time, to a single education system which was not based on race and would serve the whole country and ensure quality education. Ironically, it was during the reforms of 1980s that the government authorized the rationalization and redeployment of guidance and counseling programmes, together with professional school counselors.

According to Petersen et al. (2015:121), apartheid policies of segregation left a legacy of impoverished black communities in rural areas and 'townships' in economically marginalized locations with poor service delivery, where substances abuse, high risk sexual behaviour and violent crime are major behavioural problems among the youth. On the recent Youth Day Celebrations, the President of South Africa, Cyril Ramaphosa, indicated that one of the toughest challenges facing today's youth is drug abuse (News24.com), with drugs such as 'nyaope' and 'whoonga' ravaging township youth.

Even though there are policy frameworks and guidelines to deal with the psycho-social issue such as poverty, school violence and bullying, rape, substances abuse, domestic violence and teenage pregnancy as part of the life skills programmes, there is nothing specifically focusing on how to help youth to cope with most of these issues. According to Petersen et al. (2015:65), the Life Skills and HIV//AIDS programmes was introduced nationally in 1998 and fully implemented in 2005 targeting secondary schools, but the quality of the programmes have been questioned. School guidance and counseling could address the anomaly by making the school a supportive environment.

Evidently, there have been a few developments in the provision of guidance and counseling programmes since the introduction of Life Orientation and CAPS, but very little in terms of learner support and the provision of one-to-one counseling programmes. For example, it is one thing to facilitate a life skill lesson on relationships and sex and another to assist a learner who has just 'broken up' with her boyfriend and is consequently emotionally devastated(Gelabert.2016:65). In this case, school guidance and counseling programmes - using counseling and psychotherapy services- can help mend a 'broken' heart and simultaneously address a potential barrier to learning.

### **1.5.3 Adolescent's Developmental Challenges**

Young people today face numerous challenges such as social effects of the HIV pandemic, pressures of drug and alcohol abuse, results of early sexual activity and worrying levels of teenage pregnancy, and the many challenges of continuing education

in situations of poverty. According to Rent (2016:219), a growing number of secondary school students across the world shows signs of struggle with developmental challenges as indicated by occurrences of campus violence, suicide, behavioural problems, emotional hardships and teen issues such as self-esteem, peer relations and conflicts, sexuality, family problems, drugs and gangs.

The list of serious problems facing youths, such as divorce, sexual abuse, substance abuse, AIDS, suicide and illiteracy seems to grow with each passing day (Gelabert, 2016:162).

## 1.6 DEFINITION OF KEY TERMS/CONCEPTS

In the context of this study are:

**School/Educational Psychologist (SEP):** School/educational psychologist (SEP) is a psychologist who applies psychological and educational expertise to support learners to achieve academic success, psychological health, and social and emotional well-being (Magi, 2017:80).

**School Psychological Services (SPS):** refers to services, including guidance and counseling, meant to promote and enhance the mental health of learners in order to facilitate learning, behavioural and lifestyle changes. A study by Gelabert (2016:56) indicates that school guidance and counseling programmes promote mental and physical wellness and facilitate learning.

**School Counsellor (SC):** refers to an educator trained in psychology to design and provide psychological support to learners with problems or psycho-social issues affecting them. According to Ngari (2016:86), a counsellor addresses the needs of learners comprehensively through the implementation of counselling programmes. As a specialist in human behavior and relationships who provide assistance to students, counselors work

with all learners, including those who are considered at “risk” and those with special needs.

**Principal:** referred to as the head of the school, a person who has controlling authority or is in a leading position or: the chief executive officer of an educational institution. The one who engages another to act as an agent subject to general control and instruction; specifically: the person from whom an agent’s authority derives. Ngari (2016:57) defines a principal as the person primarily or ultimately liable on a legal obligation.

**Educator:** Nwachukwu (2016:24) refers to an educator as someone who is trained and qualified to teach or someone who carries out teaching duties and is remunerated for doing so. They are the best source of information about guidance and counseling programmes. These are individuals of both sexes with varying levels of professional training and teaching experiences, some of whom have been in practice for more than twenty years.

**Learner:** Ngari (2016:121) says *learner* refers to a child who needs support from the teacher to develop academically, keep abreast of current developments around a discipline, community and family. A learner is also someone who is actively engaged in activities of latest developments in counseling as well as HIV/AIDS issues.

**Adolescent:** Adolescent refers to teenager, a child aged between the ages of 13-19. According to Feltham & Horton (2016:39), adolescence is a developmentally changing time for all young people comprising of years of turmoil, emotional instability and questioning of previously accepted values and rules.

**Psychosocial Support Services:** Mareck (2017:63) states that psychosocial support services are a continuum of care and support meant to promote an individual’s psychosocial well-being. They offer a patient and family support during time of need. Psychosocial support can include mental health counseling, education, spiritual support, group support and many other such services.

**Mental Health:** This is a state of well-being in which an individual realizes his/her potential, can cope with the normal stresses of life, is productive and able to make a contribution to the community. Nwachukwu (2016:128) says that mental health includes all physical, cognitive, emotional and spiritual aspects of development. The programmes on Mental Health maintains the nature and definition of life skill-based initiatives is promotion of health and well-being of adolescent, that is, decision-making, problem-solving, creative thinking, critical thinking coping with emotions and stress.

## 1.7 RESEARCH DESIGN AND METHODOLOGY

Quantitative-based cross sectional research design was employed herein to make interpretational inferences about the population of interest. This approach was used to investigate the learners' and educators'/counselors' knowledge in guidance and counseling programmes in Malamulele Circuit in Vhembe.

This research design was appropriate for answering different kinds of questions, and people from several age groups were sampled and compared. The quantitative-based cross sectional research method collected data through questions directed to learners and educator/counselor of secondary schools. This approach was also easier to conduct because a researcher can collect all needed data at a single time (Creswell, 2016:86).

I decided to use the quantitative methods because it has the broadest sense of research that produces descriptive data.

The study used a quantitative survey design to investigate perspectives on the state of guidance and counselling programmes in schools and the challenges individuals' schools grapple with in the provision of such programmes in rural schools in Malamulele Circuit in Vhembe District, Limpopo Province. Apart from gathering participants' perspectives on School guidance and counselling programmes, it would also provide input (i.e. frequencies) on percentages of participants in agreement with statement on the questionnaires. The study utilized an interpretive lens and was anchored socially



constructed which views reality as socially constructed. The focus was on participants' understandings of guidance and counselling programmes as they actively construct new knowledge in their interaction with the environment.

### **1.7.1 Population**

The population comprised fifty (50) people of Malamulele Circuit in Vhembe District of Limpopo Province. The target population included grade eleven and twelve learners from fourteen secondary schools, where I choose ten (10) secondary schools.

The school counselors were mainly educators who apart from having a teaching load were expected to assist learners to solve their problems. Learners were mainly adolescents representing various socio-economic groups, races, ages, sex, languages, and locality (urban/rural). The accessible population was fifty (50) forty learners and ten educators/counsellors. A total of ten (10) high schools were meant to participate in this study. These schools were selected because they are within a 50km radius from each other and because of their proximity to the researcher's place of employment. They were, therefore, convenient to reach.

### **1.7.2 Sample**

Sampling is the process of selecting a number of individuals for the study in such a way that individuals represent a large group from which they were selected (Jupp, 2016). The concept of sampling involves taking portion of the population, making a study of the smaller group and generalizing the findings to the large population. Feasibility is the major reason for sampling (Gladding, 2015).

The sample of this study comprised forty (40) learners and ten (10) counsellors/educators from Malamulele Circuit. Subject selection through the technique of purposive sampling - sometimes referred to as judgemental or selective sampling - was used.

### **1.7.2.1 School teachers/counsellor**

According to Feltham and Horton (2016:210), teachers are the best source of information. For this reason, a questionnaire was prepared for ten (10) counsellors or guidance teachers in schools within Malamulele Circuit. These were individuals of both sexes with varying levels of professional training and teaching experience.

### **1.7.3.2 High school learners**

It was important to listen to high school learners' voices to make school environments responsive to their needs. Hence, a questionnaire was administered to forty (40) learners. This sample was demographically representative of different race groups.

## **1.8 MEASURES OF QUALITY CONTROL**

Since the study has quantitative research elements, it was important to establish the validity and reliability of a research instrument before conclusions based on collected data could be made.

### **1.8.1 Validity**

According to Magi (2017:213), the validity of an instrument is the degree to which an instrument does what it is intended to do, measures what it is supposed to measure, and yields scores whose differences reflect the true differences of the variable being measured rather than random or constant errors. It is the 'extent to which a measuring instrument satisfies the purpose for which it was constructed' (Cohen et al., 2016:30). The validities relevant in this study were content validity and face validity, which according to Rent. (2016) are used interchangeably. Magi (2017:125) refers to these as base validity (face and content), which refers to the intuitive judgement of experts that the instrument can be judged to measure what it is supposed to measure. The questionnaires administered were designed to gather learners' and educators'/counselors' perceptions on their need for guidance and counseling programmes in secondary schools.

According to MacMillan (2015:408), validity refers to the degree to which the explanations of phenomena match the realities of the world. Participant observation and in-depth interviews, for instance, were conducted in natural settings to reflect the reality of life experience more accurately than laboratory settings.

Natural settings such as the participating school were used as places in which this study was conducted.

### **1.8.2 Reliability**

Reliability is “the accuracy or precision of an instrument, the degree of consistency or agreement between two independently derived sets of scores and the extent to which independent administration of the same instrument yield the same results under comparable condition” (MacMillan, 2015:168). According to MacMillan (2015:253), internal consistency is used when the purpose of an instrument is to measure a single trait”. A general rule of thumb is that there must be at least five questions about the same thing.

## **1.9 DATA COLLECTION**

### **1.9.1 Data Collection Strategy**

A structured questionnaire was developed to collect data of guidance and counseling programmers from selected schools. The questionnaire is the most widely used techniques for obtaining information from the subjects because it was relatively economical, has the same questions for all subjects and can ensure anonymity (MacMillan, 2015). Data was collected through one-on-one structured questionnaire. The structured questionnaire allowed the researcher to collect large amounts of data from a large number of respondents. The researcher made prior arrangements with individual

learners who were participants of the study in the school and met them on the dates agreed upon.

### **1.9.2 Analysis of Data**

The data collected from questionnaires was categorized and entered into the computer and tabulated according to the sequence/main sections of the questionnaire. In analyzing the data, the researcher used both inferential and descriptive analyses which were important for making research judgments on the data collected and for meaningful conclusions and recommendations. Both inferential and descriptive statistics were used to help the researcher to ascertain the level of deviation of variances of opinions. Statistical analyses were carried out using the IBM SPSS statistics 21 program (SPSS, 2018) and Microsoft Excel 2010. Descriptive statistics (such as means, standard deviations, and frequencies) were used to explore data.

### **1.10 SIGNIFICANCE OF THE STUDY**

Since this study was based on schools in an area inhabited by predominantly rural communities, it revealed that there is a dire need for guidance and counseling, personal guidance, career guidance and career counseling. All these were meant to empower youth to address issues and challenges affecting them and their future prospects. However, services meant to promote holistic development of youth by focusing on enhancing their social, intellectual, academic and learners' emotional problems were better addressed in a one-on-one relationship.

### **1.11 DELIMITATION OF THE STUDY**

This study was undertaken in ten schools, within Malamulele Circuit in Vhembe District of Limpopo. The cluster comprises secondary schools located in places such as Gandlanani, Mavambe, Malamulele Location, Mapapila, Shingalo, Green Farm, and

Nyaveni. The main aim of the study was to investigate the state of guidance and counseling programmes. Specific factors related to guidance and counseling programmes and learning that were studied potentially represent only a small part of the complex interplay of variables that affect guidance and counseling programmes and academic outcomes. Countless other factors affecting high school academic performance were considered. However, it was not possible to include every factor within the time set aside for the study and because of the feasibility constraints of this study. The evaluation was done in Limpopo Province, and the field research was limited to Malamulele Circuit, Limpopo Province, South Africa.

## **1.12 ETHICAL CONSIDERATION**

The researcher adhered to all ethical standards and requirements. Permission to conduct the study was obtained from the University's relevant committee. Gilligan (2016:6) indicates that every researcher should be ethically sound in order to protect the participants from any physical or psychological harm and to treat participants with respect and dignity. Gilligan (2016:21) stipulates that a critical issue in every research was that participants should grant the researcher informed consent before participating in the study.

Participants were informed that they could choose not to answer any questions that make them uncomfortable. Confidentiality was discussed with the participants before they participated in the study. Participants were also required to read and sign the participant information sheet. Prior arrangements included seeking approval from the Vhembe District Department of Basic Education office, and the school principals were contacted before learners and counsellors. Using free periods ensured that no lessons were disrupted.

## **1.13 CHAPTER OUTLINE**

**Chapter 1** This chapter covers the present background and introduction of the study.

**Chapter 2** presents the theoretical framework.

**Chapter 3** presents literature on guidance and counseling programmes as an imperative for adolescent learners and determines other authors' perspectives on guidance and counseling.

**Chapter 4** presents research design and methodology.

**Chapter 5** presents data and its analysis.

**Chapter 6** present an overview, major findings, conclusion and recommendations of the study.

## CHAPTER 2

### THEORETICAL FRAMEWORK

#### 2.1 INTRODUCTION

Theoretical models of human behavior influence how psychologists and educators view and interact with children. As such, the study was informed by two theories, namely, the eco-systemic perspective and the constructivist theory. Based on Gilligan's (2016:69) assertion that theory is the *why* behind the *how* of Guidance and Counselling programmes, I hope these theories explain the phenomenon of Guidance and Counselling Programmes.

#### 2.2 CONSTRUCTIVISM AND SOCIAL CONSTRUCTIVISM

Constructivism was relevant to this study because it sheds some light into how young people – with support from significant others – and makes sense of the myriad of challenges and opportunities around them. Hence, the study was anchored in a constructivist (that was post-modernist) paradigm according to which reality was socially constructed. Rather than a single objective reality, there were multiple realities, each related to the complexity of naturally occurring behaviour, characterized by the perspectives of the participants (MacMillan, 2015:132).

The reality in this case was experiential reality, the anecdotal experience of subjects. Reality, according to the constructivist point of view, is presented as an array of possibilities, choices and consequences (Gladding, 2015:132). Gautama Buddha, a constructivist, emphasized the role we play in who we are and how we find our world. We are what we think...we were raised with our thoughts. With our thoughts, we made the world that we think (Cohen et al, 2016:142).

According to Gilligan (2016:28), “constructivism refers to the notion according to which knowledge results from a process based on mental operations or judgements, or the capacity of judgement”. This ideology grants the mind an active role in giving form to experience. The mind is not merely appropriative; it is also assimilative and constructive. Ngari (2016:58) emphasizes that knowledge is a social construction developed and learnt through social interaction. As Ngari (2016:241) stated, people are seen as shaped by – and as active shapers of – their social context. Importantly, School Guidance and Counselling are about helping young people construct their world to handle issues and challenges confronting them.

The constructivist perspective, Cohen et al, (2016:87) put it, was founded on the idea that humans actively create and construe their personal realities. Its basic assertion was that each individual creates his/her own representational model of the world. This experiential scaffolding of structural relations in turn becomes a framework from which the individual orders and assigns meaning to the new experience. Central to the constructivist formulation was the idea that, rather than being a sort of template through which on-going experience are filtered, the representational model actively creates and constrains new experience and thus determines what the individual would perceive as reality.

According to Creswell (2016:143) constructivists believe in pluralistic, interpretive, open-ended and contextualized (e.g. Sensitive to place and situation) perspectives toward reality. Learners, through School guidance and Counselling Programme, are given the tools to create their own reality and personalize their own experience, with support from specialists. Constructivism views the living system (a human being) as a proactive agent that participates in its own life dynamics, not a passive conduct of energies, forces and masses moved or modified only by being impacted by other external entities. An active and motivated organism is one that remains engaged with the challenges of life and the developmental opportunities that those challenges present. Learned optimism, learned resourcefulness and hope, for example, are expression of such engagement (Cohen et al., 2016).



The paradigm was relevant in the sense that Guidance and Counselling Programmes are needed to support young people as they navigate through life, grapple with reality in their journey to self-discovery, and the process helps them shape their identities. It equips young people with skills to engage actively with life and its challenges and participate in active and interactive self-organizing processes. Constructivism is about the way people search for meaning, truth and untruths and make sense of it all.

According to Rent (2016:108) the main underlying assumption of constructivism is that individuals are actively involved right from birth in constructing personal meanings, that is, their own personal understanding from their experience.

Constructivism maintains that human self-organizing activities are embedded in social and symbolic contexts. According Rent (2016:127), learners' construction of meaning within different learning environments is the key mediator between the actual context and their beliefs affect and behaviour within that context. This individual-level meaning-making process often occurs in relation to how well the learning environment provide opportunities for the child to develop a positive sense of personal competence and autonomy and positive relationships with teachers. To the extent that school is experienced by the child as supporting these needs, their academic engagement, achievement and mental health enhancement.

We live in and form relationships with other human beings. The self – although uniquely personal and largely self-centered – is always socially embedded. Personal identities – the experience of who one is, what one is capable of, and personal growth – develop within human relationships (Rent, 2016). Concurring with Magi (2017:75), MacMillan (2015:126) asserted that “how we think, feel, behave and develop as persons is linked to the social structures, forces, and relationship that makes up our environment”. Changes of the self-develop within such relationships: relationship with parents, family, friends, teachers, and in this case, therapist and school counselors.

### 2.2.1 Social Constructivism

This is the framework in which the study was located, a sociological theory of knowledge that considers how social phenomena develop in particular social contexts. With the constructionist thought, a social construction is a concept or practice which may appear to be natural and obvious to those who accept it, but in reality, is an invention or artifact of a particular culture or society (Magi 2017:83). Social constructivism took phenomenology as a base to state that research should consider the meanings and intentions held by the social actors and in order to accomplish this, the researcher should approach social groups, putting in parenthesis his/her beliefs and values. Reality is multiple, and the researcher must begin his transactions with the participants in neutral ways.

Cohen et al, (2016:85) avers that the social construction of knowledge involves the construction and transmission of values, information, and ways of understanding through processes of social interaction. The transmission of knowledge, learning is an internal process of interpretation: learners do not transfer knowledge, learning is an internal world into their memories; rather, they create interpretations of the world based upon their past experiences and their interactions in the world.

Hence Cohen et al., (2016:245) defines learning as the process of making new or revised interpretation of making new or revised interpretations of meaning of an experience which guides subsequent understanding, appreciation and action. Social constructivism emphasizes the importance of culture and context in understanding what occurs in society constructing knowledge based on this understanding. Mediation and scaffolding are important tools in the construction of knowledge. It is for this reason that central to any school guidance and counseling programmes is a counselor who engages learners and assists them in co-constructing their world, their reality. A School Guidance and Counselling Programme is essentially about helping learners create meaning through their interactions with the society and the environment they live in, invent and create their own reality from the things around them.

As Gilligan (2016:154) states, meaningful learning occurs when individuals are engaged in social activities. The contrast between social constructivism and social learning theory is that it stresses interaction over observation. Learners, teachers and school counselors participate to construct Guidance and Counselling Programmes for their mutual benefit. Their interaction creates guidance and counseling while Psychological services are about the interaction of individuals as social actors for the benefit of learners.

Through Guidance and Counselling programmes, learners are actively engaged in building progressively more complex understanding of their world. Psychological development cannot take place in vacuum. Gilligan (2016:78) compares social construction with discourse psychology because discourse is the primary driver and cognitive structures play an important role, including language and social interactions as central processes in learning and change. The main drawback with social constructivism is that the multiplicity of possible interpretations about an object prevent objectivity because realities exist in the form of multiple mental constructions, socially and experientially based, local and specific, dependent, for their form and content, on the persons who hold them. This means that a single reality could have a multitude of interpretations, and for the researcher, there is danger of seeing what he/she wanted to see.

### **2.3 ECOSYSTEMIC THEORY**

According to Addison (2016:60), Bronfenbrenner sees 'the instability and unpredictability of family life as the most destructive force in a child's development. Guidance and Counselling Programmes are concerned with understanding individuals in relation to their social context, which in this case includes home, family school and the wider community and how these contexts influence their world view (Cohen et al., 2016:62). It was derived from a blending of the ecological perspective, according to which all living organisms depend on the interchange with their environment for survival and growth, and systemic approach, which understands human behaviour in terms of relationships, how a whole is made of interrelated parts, how one part of the system affects other parts of that system

(MacMillan, 2015:142). This means that the theory focuses on the child's development within the context of the system of relationships that form his or her environment.

Bronfenbrenner indicated that relationship between human development, behaviour and the social environment is important for individuals' survival (Addison, 2016:69). Young people are constantly bombarded by social ills or forces such as poverty, unemployment, HIV and AIDS, substance abuse, teenage pregnancy, domestic violence, learner-on-learner violence and so on, and they have to make sense of it all and in the process, shape their own destinies (MacMillan, 2015:132). Guidance and Counselling programmes have to mitigate the cumulative impact of these factors on learners' well-being. The Social constructivist theory maintains that whatever behaviours young people exhibit are products of society they belong to. Hence, both the eco-systemic and the constructivist perspectives were important.

Traditionally, the practice of educational psychology in schools tended to have a narrow view of the child, disregarding the fact that he/she exists in the contexts of home, school and community. For school counselors and psychologists to effectively and most completely understand and help the child, they need to understand the child in these contexts (Ryan & Bernard, 2016:132). This would enable school counselors/psychologists to be more proactive rather than reactive and get to the root cause of an issue rather than deal with its symptoms.

According to the eco-systemic view, human beings are, in the social context, linked in dynamic, interdependent and interacting relationships (Colby, 2015:75). The theory has recently been the renamed "Bio-ecological system Theory' to emphasize that a child's own biology is the primary environment fuelling his/her development. There is interdependence and relationships between organisms and their physical environment. The relationship is seen as a whole, with each part as important as each other in sustaining cycles of birth and death, which ensure the survival of the whole system (Addison, 2016:186).

The notion of balance is a central ecological concept, and ecological balance occurs when relationships and cycles within the whole are in balance or in state of equilibrium, thereby sustaining the system. As Colby (2015:96) put it, a system is a group of interrelated, interdependent and interacting elements that form a coherent whole. When there is a major discord or disturbance, relationships and interdependence may become so distorted that recovery as a whole is threatened.

## **2.4 CONCLUSION**

In this Chapter, I presented the Conceptual framework pertaining to the Concept of Guidance and Counselling Programme and provided a synopsis of different theoretical viewpoints relevant to the study. The theories discussed fall into two categories, namely; the theory concerned with the nature of knowledge construction and the relevance of Guidance and Counselling Programmes in helping learners navigate through life's challenges and an eco-systemic perspective on adolescent development which emphasizes the importance of adult intervention and support in helping young people deal with issues affecting their wellbeing and mental health.

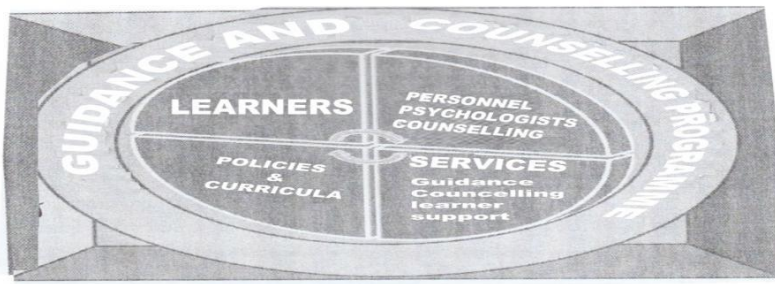
## CHAPTER 3

### LITERATURE REVIEW

#### 3.1 INTRODUCTION

This chapter focuses on an overview of policies which lay the foundation for Guidance and Counselling Programmes as well as the different aspects of Guidance and counseling programmes in South African schools. According to MacMillan (2015:175), a review of literature provides an important link between existing knowledge (previous research) and the problem being investigated. The purpose of this literature review is to relate previous research to the problem under investigation. Therefore, the review begins with exploring policy pronouncements which impact on the delivery of Guidance and Counselling Programmes in South African schools.

The history of Guidance and Counselling Programmes in South Africa can be traced back to the introduction of Guidance and Counseling in White schools in 1930 and the establishment of the Guidance and Counselling Programmes by the Department of Bantu Education in 1960. Guidance was only introduced as a separate non-examinable school subject in Black junior and senior secondary schools in 1981 (Ellerbrock & Kiefer 2016:78). In order to make sense of my research focus, Figure 3.1 below presents a diagrammatical illustration for comprehension.



**Figure 3.1: Diagram of School Guidance and Counselling (CDC, 2015:7)**

The diagram represents the four pillars of Guidance and Counselling programmes, namely, personnel, learners, services and policies, which include the curricula (Ferron, 2016). In the South African context, the relevant curriculum is the Life Orientation curriculum. Ideally, should complement each other for the benefit of the learner.

### **3.2 THE STATE OF GUIDANCE AND COUNSELLING PROGRAMMES**

According to Colby et al. (2015:4), reforms in American Education prior to 1950 were significantly shaped by personalities such as William James, Jean Piaget, John Dewey, Sigmund Freud, Karl Marx, Carl Rogers and Abraham Maslow. Their work influenced an educational reform movement which nurtured the idea that education should cater for both the emotional and intellectual development of the child. However, the movement swung so far to one side that slowly, the 'intellectual development' part of the equation began to be ignored in favour of the 'emotional'.

This means that more emphasis was placed on the emotions of learners at the expenses of the intellectual or rational aspect, a technical hitch or oversight with potential detrimental effects.

Hence, Petersen and Swart (2015:85), in their recommendation for school reform and placing of guidance in the mainstream of the school, mooted that trained guidance counselors can respond to the legitimate emotional needs of the learners in the classroom. According Petersen and Swart (2015:273), if emotional agendas of learners remain hidden and submerged in the day-to-day classroom interaction, the growth of psychological maturity will surely be arrested. We cannot learn to control, redirect or incorporate legitimate, normal emotional and psychological concerns if they are systematically avoided, shut off or never discussed (Petersen & Swart, 2015:286).

According to Low (2015:46), South African youth, many of whom have been historically marginalized and disadvantaged, are at risk of consequences of 'new morbidities'

resulting from early and/or unprotected sex, drug and alcohol abuse, stress and various forms of violence, including high rates of exposure to political violence, sexual, physical and emotional abuse.

What education policy statements inform Guidance and Counselling Programmes in South Africa? The section below answers this question.

### **3.2.1 A Historical Overview of Guidance and Counseling**

In the early 1920s, the words *Guidance and Counseling* were used interchangeably until John Brewer in 1932 used the terms 'education' and 'guidance' synonymously indicating the relationship between Guidance and Education, that they are the two sides of the same coin and that you cannot have the one without the other. In the United States of America (USA), the National Defense Education Act of 1958 acknowledged the vital link between Guidance, the well-being of the nation and education (Ryan & Bernard, 2016:87). Guidance – evolving from pastoral counseling – included educational-vocational-personal-social information, not otherwise systematically taught in academic courses. Guidance was re-oriented from what had become an ancillary, crisis-oriented service to a comprehensive programme.

Traditional approaches to guidance emphasized techniques the purpose of guidance, and, as a result, counselors were known for the technique they used, not for the outcomes these techniques produced in individuals (Petersen & Swart, 2016:123). As Gelabert (2016:269) states, much of the early work in guidance occurred in schools - an adult would help a student make decisions, such as deciding on a vocation or course of study.

What follows is a synopsis of the development and implementation of Guidance and Counseling services in school, locally and internationally. I chose to focus on two countries, the USA because its pioneering works on initiatives focusing on learners' emotional well-being, and Nigeria as a former colony of the United Kingdom whose education system – like South Africa – was an extension of the British education system.



### 3.2.1.1 Guidance and Counseling in the United States of America

It is important to trace the roots of Guidance and Counseling in school and how it influenced educational reforms in South Africa. According to Swerdilik & Cohen (2015:55), “modern Guidance and Counseling in the USA was born during the early 1900s at the height of the Progressive Movement – a product of the Industrial Revolution – which sought to change negative social conditions associated with industrial growth.

The Guidance and Counseling movement began with more emphasis on vocational or career guidance. Secondary school Guidance and Counseling also began in the early 1900s when its primary emphasis was on guidance activities that would help better citizens. Frank Parsons was regarded as the father of the guidance movement because he influenced the early growth of the profession by establishing a vocational bureau in Boston in 1908 – the purpose of which was to place school leavers and drop-outs in suitable employment. His scientific approach to choosing an occupation is summarized in the following paragraph:

- “No step-in life, unless it may be the choice of a husband or wife, was more important than the choice of a vocation. The wise selection of the business, profession, trade, or occupation to which one’s life was to be devoted and the developed of full efficiency in the chosen field are matters of deepest movement to young men and to the public. These vital problems should be resolved in a careful, scientific way, with due regard to each person’s aptitudes, abilities, ambitions, resources, and limitations” (Swerdilik & Cohen, 2015:4).

Guidance was meant to make the transition of young people from school to work more efficient, successful and less stressful and prepare youngsters to meet the demands and rigours of a competitive and materialistic society. Hence, all schools have school counselors or guidance counselors, ensuring effective implementation of guidance and counseling services.

### **3.2.1.2 Guidance and Counseling in Nigeria**

According to Nwachukwe (2016:208), although counseling can be described as a `North American initiative, it has grown in other parts of the world. Nigeria, being one of the first countries to gain independence from colonial rule in the 1960s, had guidance and counseling emerging as an identifiable aspect of its educational enterprise in the mid '50s. The commencement of modern guidance in Nigeria can be traced to 1958 through efforts of Catholic sisters in St. Theresa's College in Ibadan (Ngari, 2016). In 1975, the first Department of guidance and counseling in Nigeria was established at the premier University of Ibadan, and in recognition of the importance of guidance and counseling to her education, the Nigeria Government included it in the National Policy of Education of 1981, commonly referred to as the 6-3-3-4 system of education. The policy recognized the complementary role of educational services – such as Guidance and Counseling – as critical supportive components of the education system. Guidance counselors played an important role in the implementation of the system, and this influenced all State Governments to establish guidance and counseling units in their Ministers of Education.

According to Nwachukwe (2016:230), the importance of guidance and counseling programme in secondary schools includes bringing to the students an increased understanding of the educational, vocational, and social information needed to make wise choices. It was, thus, important that principals recognize that schools cannot function effectively without a guidance counselor and should make provision for guidance and counseling on the school time table. As Ngari (2016:186) put it, although new in the Nigeria education landscape, guidance and counseling continues to have an impact and it is still evolving.

### **3.2.2 Policies which Inform Guidance and Counselling Programmes**

The history of Guidance and Counselling Programmes in South African schools, though scanty and somehow sketchy, can be traced back to pieces of legislation such as the Special Schools Act of 1948, which focused on learners with disabilities, and the Bantu Education Act of 1953, which was mainly focused on the education of the Black child.

There were many other policy documents which inform Guidance and Counselling Programmes and the delivery or provision thereof, but the ones which made the most impact and were very relevant to Guidance and Counselling Programme were discussed below:

### **3.2.2.1 The De Lange Report (1981)**

This was the one policy document which laid a solid foundation for Guidance and Counseling in South Africa and somewhat changed the education landscape. The De Lange Report highlighted shortfalls in school guidance programmes and made some vital recommendations (Low, 2015:123). One of the concerns the report raised about the provision of education was the fact that it did not prepare young people to be economically active (Ellerbrock & Keifer, 2016). The report recommended that guidance aims to:

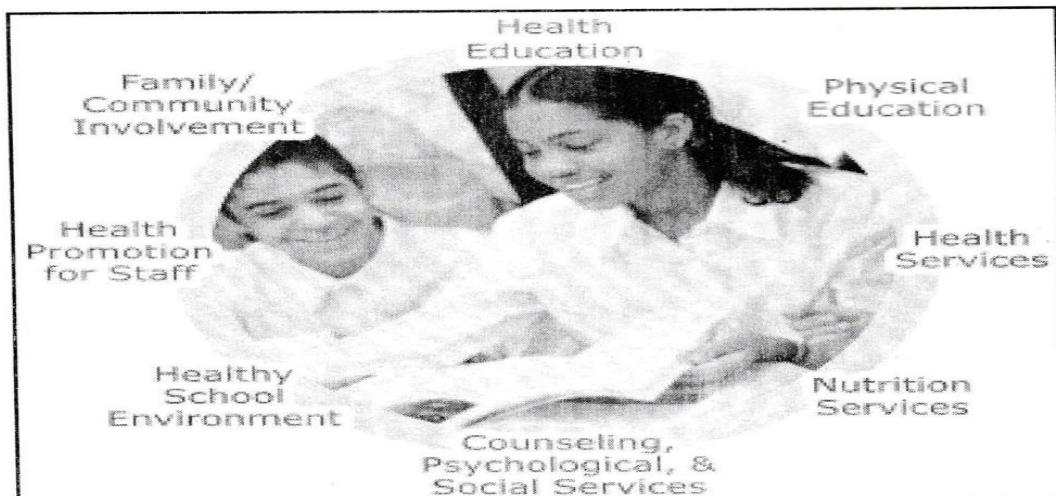
- Help learner cope successfully with their learning and maturing problems at school;
- Enable learners to develop coping skills such as social skills, learning skills, communication skills etc.;
- Assist learners in the transition to adult status and give them knowledge of sex, marriage and family responsibilities;
- Teach learners what career and educational opportunities they have and how to choose them in accordance with their needs and abilities; and
- Teach learners how to deal competently with a fast and changing world.

While the policy provided sufficient scope to accommodate a variety of South African people and ensuring equity in the provision of educational opportunities, the push for separate but equal was seen by many as a problem or anomaly, as an endorsement of the *status quo*, which made the report a fundamentally conservative document (Rent, 2016). By excluding the political and ideological factors from the definition of the problem, the report ignored the very basis students rejected the education system in 1976. According to Colby et al. (2015:215), the policy did not alter the fundamental principles of apartheid schooling, specifically of being 'separate but equal'.

### 3.2.3 Defining Guidance and Counselling Programmes

Guidance and Counselling Programmes are a relatively new concept in the South African educational landscape. Nevertheless, they are called by different nomenclatures, depending on the focus of the programmes, the needs of the consumers, environmental constraints, societal values and the prevailing socio-economic contexts. They are administered from a variety of level with many possible configurations (Colby, 2015:75). Though the names are different, the principles are the same. Notwithstanding the different names used, the programmes share a COMMON PURPOSE, which is to promote mental and physical wellness and facilitate learning of students by increasing their capacity to overcome academic, personal and social problems that could hinder their attainment of educational success and a satisfying and productive life” (Unicef, 2016:2). That is, they provide support to individual learners and focus on the prevention of physical, psychological, social and learning problems (NCSET/NCESS Policy Document, 1997). The names commonly used are: mental health services, school health programme, school wellness programme, guidance and counseling programmes, psycho-social programmes, psycho-educational programmes, assessment programmes, special needs education programmes, counseling and psychological support programmes, responsive programmes, education support programmes (ESS), school guidance programmes or life orientation programmes.

According to the Center of Disease Control and Prevention and Health Promotion (CDC, 2015), a Coordinate School Health Promotion programme (CSHP) model consists of eight interactive components, as identified in Figure 3.2 below. The eight components complement each other to promote well-being of learners. They are critical means for improving both education performance and well-being of young people. The key goals are to increase health, knowledge, attitudes and skill; increase positive health behavior and health outcomes; improve education outcomes and improve social outcomes; however, a difficulty or disturbance in one component affects the other services in the model.



**Figure 3.2: A Coordinate School Health Promotion Programme (CDC, 2015:2)**

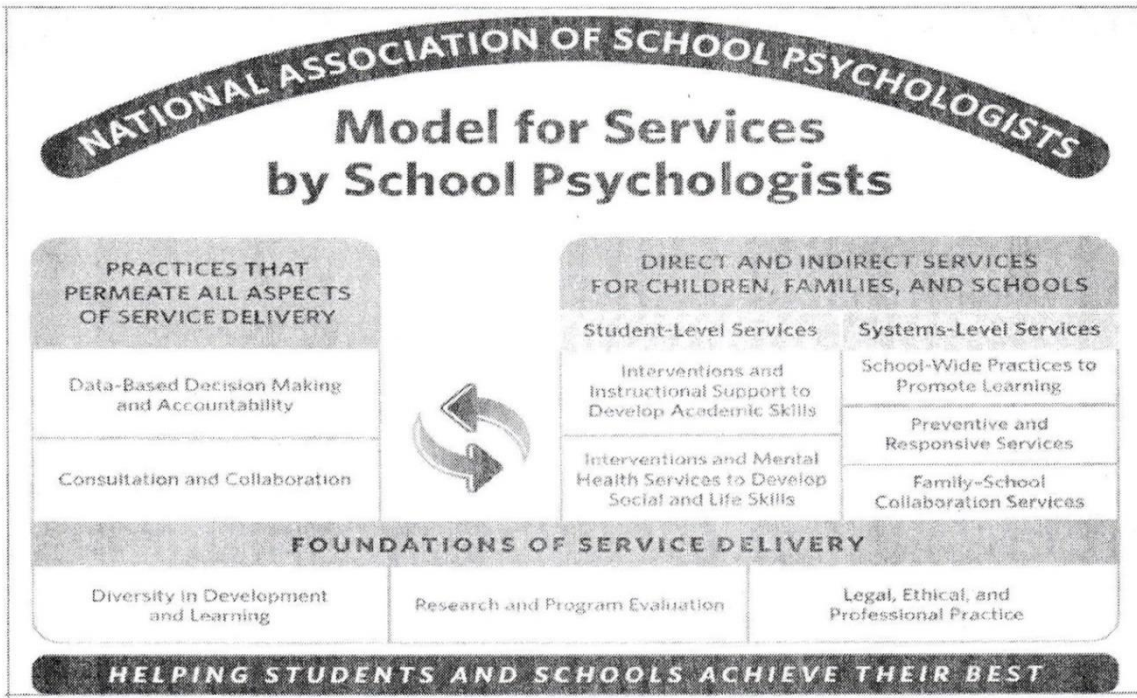
Schools, therefore, provide a critical facility in which many agencies might work together to maintain the well-being of young people (Colby et al., 2015:96). As a School Health Promotion Programme contains eight main components i.e., family community involvement, health education, physical education, health services, nutrition services, health promotion for staff, healthy school environment, and counseling, psychology and social services, dating back to the very inception of contemporary school psychology in the United States, the *raison d'être* for the field has been to infuse the benefits of psychological theory, research and the practice into the daily lives of children and the fabric of schooling” (Ryan & Bernard, 2016:85).

According to Ryan and Bernard (2016:218), “schools provide an ideal setting for the delivery of guidance and counseling programme”. This supposition is based on the belief that schools are relatively predictable environments where children spend hundreds of hours during formative years interacting with significant adults and peers. As CDC (2016) put it, schools have direct contact with more than 95% of the nation’s young people aged 5-17 years, for about 6 hours a day. The process of education and psychology sees children developing cognitively, emotionally and physically to their fullest potential. In sum, no other social system provides a more comprehensive opportunity to impact children and parents than the school.

Guidance and Counselling Programmes are therefore seen as actions, initiatives and programmes to help learners adjust to their environment and grow into responsible adults. Although there are many such services with different nomenclatures in different countries and communities, these are all characterized by practices meant to effect changes in behaviour and assist comprehensive development of individuals to adulthood (Feltham & Horton, 2015:65). The programmes should be intervention strategies in schools to bring about change in individual behaviour, promote health and discourage inappropriate lifestyles. These changes can either be brought about by classroom practices, direct or indirect contact with learners and their parents, and deliberate and planned teacher actions.

School Psychological or Psycho-Educational programmes are an independent group of clinical, educational and legal programmes dedicated to assist children and adolescents with special needs. It is dedicated to improving educational well-being, academic potential and emotional health of all children, adolescents and families. In the same vein, Feltham and Horton (2015:165) posit that schools provide an ideal setting for the delivery of Guidance and Counselling Programmes to children from pre-school through to higher education solely for the protection and promotion of mental health and facilitations of learning. The Model for Comprehensive and Integrated guidance and counseling programmes, as a guide to the organization and delivery of guidance and counseling programmes, simultaneously provides direction to school psychologist, school counsellors, students and other stakeholders of School Guidance and Counselling Programmes regarding excellence in professional practice (Louw, 2016:53).





**Figure 3.3: Model of Comprehensive and Integrated Guidance (Adapted from National Association of School Psychologists, 2016:4)**

According to the NASP Model (2016:4), “school psychologists and counselors are uniquely qualified members of school teams that support teachers’ ability to teach and as well as work with families, educators and other professional to create supportive learning and social environment for all children”. They play a leading role in the delivery of guidance and counseling programmes with the support of school counsellors.

### **3.2.4 Components of School Guidance and Counselling Programme**

Rent (2016:55) posited the following as either direct or indirect components /elements of the school Guidance and Counselling Programme in South Africa, which I have grouped under three broad categories, i.e. school curriculum and learning areas, learner wellness programmes, and learner support services.

### **3.2.4.1 School curriculum**

The school curriculum consists of particular learning areas offered as vital components of School Guidance and Counselling Programmes. In other countries, they are offered as stand-alone services, but in South Africa, they are integrated into the LO curriculum. Under the umbrella of Life Orientation, the following topics are covered, Health Education, Physical Education, Career Education, Sexuality Education and HIV and AIDS Education.

#### **3.2.4.1.1 School Guidance and Counselling**

A discussion of school Guidance and Counselling Programmes in South Africa would be illogical without a review of life orientation, considered the basic ingredient and oldest form of guidance and counseling programmes implemented in schools nationally. According to Rent (2016:231), the concept of guidance and counselling programmes, which evolved from a pastoral programmes, was to investigate and make recommendations on all aspects of 'special needs and support services in education and training in South Africa. It was important that the Commission investigates "the development of education to ensure that the system becomes more responsive to the diverse needs of all learners" (Mareck, 2017:118).

According to the report: "our education system excluded learners categorized as having special needs, which included learners with disabilities, those with learning difficulties, learners with 'behavioral problems', those considered 'at risk' due to various forms of economic and social deprivation and the gifted" (Ferron, 2016:119).

According to Petersen and Swart (2015:175), "the report recommends a shift away from a predominately individualistic approach (seeing the individual as the one with the problem and who needs to be changed to a systemic approach to understanding the responding to learner difficulties and disabilities". Hence, as Low (2015:119) states, "the report indicates that exclusion happened because the education system was unable to provide effectively and appropriately for the full range of learners' diverse learning needs". These factors were considered barriers to learning. Hence, the report recommended changes in the organization and provision of education, which required both the re-



organization and re-orientations of learning contexts and the development and support system of a flexible curriculum. Amongst other things, the report recommended that an appropriate system in schools for learners who may require it, and in-service training for teachers to equip them with skills to meet learners' needs. Issues of governance and funding were also important for this venture. The report asserted that "education for all people with disabilities was a fundamental right, which must be advanced and organized from a human rights and development approach to disability" (Slezak, 2017:125).

People with disabilities, as the report stated, must have equal access to educational opportunities, and this implies availability of additional support mechanisms within an inclusive learning environment. Evidently, the report raised issues pertinent in the delivery of School Guidance and Counselling Programmes, the most important being unlimited access to support services such as guidance and counseling. Following the Commission Report, the Integrated National Disability Strategy for South Africa (1997) and the Norms and Standards (1998) policy documents laid a solid foundation for Guidance and Counselling Programmes.

#### **3.2.4.1.2 Life Orientation /Life Skills Education**

Life orientation, as a facet or feature of school Guidance and Counselling Programmes, came into being through the Education Renewal Strategy (ERS) prior to the 1994 elections. Curriculum transformation altered guidance and counseling into a learning area called Life Orientation meant to address the needs and risk associated with adolescent development (Low, 2015:75). The Department of Education decided on the nomenclature because it was inclusive of Life Skills Education, School Guidance and other aspects of the curriculum such as Religion Education.

According to the Department of Basic Education (2016:242), "Life Orientation equips learners to engage on personal, psychological, neuron-cognitive, motor, physical, moral, spiritual, cultural, socio-economics and constitutional levels, to respond positively to the demands of the world to assume responsibility and make the most of life's opportunities". Through Life Orientation, "Learners would know how to exercise their constitution rights

and responsibilities, to respect the rights of others and to value diversity, health and well-being. Life Orientation promotes knowledge, values, attitudes and skills that prepare learners to respond effectively to the challenges that confront them as well as the challenges they have to deal with as adults and to play a meaningful role in society and the economy”.

These are: decision making: problem solving: creating thinking; critical thinking, effective communication: interpersonal relationship skills: self- awareness; empathy; coping with emotion and coping with stress. A programme of school Guidance and Counselling should ensure that adolescent learners acquire these skills.

If learners are failing to deal with challenges and socio-economic issues confronting them on their own, who do they turn to if educators feel ill-equipped to intervene? The main challenge with Life Orientation is that it does not provide a platform for learners to confide in someone about personal challenges or problems they are confronted and grappling with (Ferron,2016:97). Furthermore, the educator who offers it might not be a qualified school counselor, but anyone with a low teaching load.

#### **3.2.4.1.3 Health education**

Health education is an important aspect of life skills education and lies at the core of health promoting schools. Low (2015:57) maintains that health education is taught either as a derivative of life skills education, as life skills education or in conjunction with life skills education. There is a reciprocal relationship between the two, as one cannot be taught without the other. Hence, health education is referred to as skills-based health education and, undoubtedly, an important part of guidance and counseling programmes.

According to Petersen and Swart (2015:231), health is viewed as “the state of complete physical, mental and social well-being and not merely the absence of disease. In more recent years, this view has been modified to include the ability to lead a socially and economically productive life”. Critics of the above definition argue that health cannot be defined as a state but must be seen as a process of continuous adjustment to the

changing demands of living and of the changing meaning we give to life. The definition is, therefore, considered by many as an idealistic goal rather than a realistic proposition (Ryan & Bernard, 2015:76). However, *mens sana in corpore sano* (Ngari, 2016:211) translated means a healthy mind in a healthy body - and be seen as the purpose of Health Education.

There is no Department of Education policy on Health Education yet, but it is commendable that they have included it in the Life Orientation curriculum statement (Department of Education, 2016) as personal well-being, recreation and physical activity, covering issues such as lifestyle, self-concept, relationship, disease, stress management, nutrition, recreational and leisure time activities, to mention a few. Life Orientation acknowledges that participation in recreation and physical activities enhances health, individuals' self-esteem, duration and quality of life.

#### **3.2.4.1.4 Physical education**

Learners' physical development is viewed as core to their holistic development which augments their social and personal development, physical health impact on their psychological well-being, which is the focus of school psychological services. Rent (2016:104) defines physical education as "an educational process which promotes holistic human development of social, cognitive, effective, normative aspects through the medium of selected activities to realize this outcome. Physical education significantly contributes to learners' well-being, therefore, it is an instructional priority and an integral part of learners' educational experience. Regarding Education and training (INSET) as well as pre-service education and training (PPRESET) programmes, higher education institutions should become more involved in INSET as part of their community interaction strategy, and for real impact, more time should be allocated to physical education lessons and activities per week (Rent, 2016:132).

As Rent (2016:154) notes, it cannot be business as usual anymore. Lack of physical activities and poor nutritional habits are behind the education of obesity among children. There is a deep-rooted need for physical education for learners. Hence, the Revised

National Curriculum statement has physical development and movement as one of the learning outcomes of Life Orientation (Department of Health, 2017). Physical Education is likened to Learning Outcome 4 of the RNCS, namely; physical Development and Movement (Department of Education, 2016). It is an essential component of the Life Orientation curriculum, an important aspect of adolescent development that enhances their well-being.

#### **3.2.4.1.5 Career education**

Traditionally, Career Education has been seen as career guidance, an essential component of School Guidance and Counselling Programmes. Career Education Programmes - neglected for a long time – were previously part of School Guidance – as Vocational Guidance. It has now been integrated into Life Orientation as focus area: Orientation to the world of work (Department of Basic Education, 2016). Career Education implies a far wider range of activities than career guidance. The latter being restricted to individual career decision making information giving and advising, Ryan & Petersen (2016:243) define career education as planned for educational experiences that facilitate a person's career development and preparation for the world of work.

Education, to be relevant, should be responsive to the individuals for whom it was designed, their life experiences and their context. Lam and Hui (2015:141) note four major thrusts of career work in secondary schools in the United Kingdom, namely: fostering knowledge about courses in tertiary institution: providing information on possible occupations, and lifestyles associated with them: developing self-awareness through understanding individual abilities interests, ideals and values and, practicing decision – making and developing Life Skills for coping with transitions. Vocational guidance puts emphasis on relevance in what children learn, and part of this relevance is in developing work-related goals.

Although it was not highly rated by some learners, it was of vital importance in schools, especially high schools, and innovative methods need to be employed to make it exciting and relevant (Lam & Hui, 2015:75). It is evident from the discussions above that career

education is extremely important for learners before they proceed to tertiary institution. Provision of career education in school Guidance and Counselling Programmes enables learners to make conscious informed choices of their career paths.

#### **3.2.4.1.6 Sexuality education**

Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy (Department of Basic Education, 2016). It is the guidance given by an adult that enables a boy or girl to become a typical man or woman later in the life. UNESCO (2016:2) defines sex and relationships by providing scientifically accurate, realistic, non-judgmental information. It includes structured opportunities for young people to explore their attitudes and values and practice decision-making and other life skills they need to be able to make informed choices about their sexual lives. According to UNESCO (2016:3), “the primary goal of sexuality education is that children and young people become equipped with knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV. This is important for the promotion of sexual health.

Much of sexuality education is about thinking through problem situations, exploring values and opinions, as well as practicing Life Skills. As Kohler et al. (2016:65) pointed out, “a comprehensive sex education lowers the risk of teen pregnancy and STDs. Abstinence-only programmes have no significant effect in delaying the initiation of sexual activity or the risk of teen pregnancy and STD”. Hence, guidance and counseling programmes make this aspect of life less complicated or less overwhelming for adolescents and, possible, easily assailed.

#### **3.2.4.1.7 HIV and AIDS education**

With the ever-increasing HIV and AIDS infection rate [the current prevalence rate, according to Statistics South Africa (2015) was estimated at 10, 6%, which was about 5.2 million people] infected learners increasingly form part of the school population. Global estimates published by UNAIDS (2016) show that “more than half of the new infections occur among young people aged 15 to 24”, and that more than 25% of young people

have had sexual relations before their 15<sup>th</sup> birthday. This means that an increasing number of learners attending secondary schools might be infected with the HIV virus. According to Statistics South Africa (2015), the average South African teenager has a one in four chance of becoming HIV positive by the age of 30. Hence the rationale for the introduction of HIV and AIDS education to stem the HIV infection rate among learners and educators and ensure that rights of infected learners are respected, namely; the right to education and the right not to be discriminated against.

Nonetheless, a word of caution expressed by Mareck (2017:65) cannot be ignored, that with rising HIV and AIDS infections amongst learners, Life Orientation does not address their need for psychological intervention. The Life Orientation syllabus is not sufficient, and more teachers need to be trained as school counselors. This is due to a pervasive perception amongst educators that a three-day HIV and AIDS course made one a specialist or qualified HIV counselor (Low, 2015:86). Educator training in Life Skills and the introduction of Life Orientation in schools equips learners with information – a preventive measure – but does not guarantee the support and care learners would need if infected with HIV. Schools should have trained HIV and AIDS coordinators also trained counsellors and armed with competence to design interventions in the programme. According to Colby (2015:167), psychological interventions are powerful tools rooted in theory, which holds significant promise for promoting broad and lasting change in student and student and teacher mind-sets and behaviour, though context- dependent and reliant on the nature of the environment. Interventions are designed to, among other things, promote wellness, manage stress, alleviate pain and express feelings.

### **3.2.5.2 Learner Wellness or Mental Health Programmes**

These are services aimed at promoting the psychological or mental well-being of learners. Colby (2015:18) defined wellness as “an active process through which people became aware of, and make choices toward a more successful existence, a quest for maximum functioning that involves body, mind and soul”. These services include guidance, counselling, substance abuse prevention and pastoral care.

### **3.2.5.2.1 Guidance Programme**

This is the oldest of the entire programme, which focuses mainly on advice-giving. It became formalized in the South African education system during the introduction of school guidance and counselling, and its practitioners were called guidance counsellors or guidance teachers. There is no universally agreed upon definition of guidance, and according to Low (2015:143), guidance is variously defined, depending on the approach used to provide its services, political contexts and agenda envisioned for the school guidance programme. The word 'guidance' means different things to different people.

In an attempt to provide a synthesis of the above definitions, I draw on Colby (2015:132), who summarized four identifiable elements of guidance as follows:

1. Process: guidance is not a single event but a series of actions or steps progressively moving towards a goal;
2. Helping: it entails aiding, assisting or availing, the major purpose of which is the prevention and amelioration of human difficulties by provision of specialized help.
3. Individual: refers to students or clients in the school or other setting. Specifically, guidance is seen as assistance given to normal students; and
4. The goal of guidance is understanding himself and his world: the individual came to know who he was as an individual, aware of his personal identity, the nature of his person is clearly perceived as is his world, the aggregate of his surrounding and the people with whom he comes into contact with are experienced more deeply and completely (Low, 2015:42).

### **3.2.5.2.2 Counselling Programme**

Guidance and Counselling Programmes were about helping learners communicate about issues affecting them, which counselling, as a type of programme, focuses on the affective aspect (i.e. emotions or feeling) of adolescent development. According to Gilligan (2016:253), it is the 'brain and the heart' of the Guidance Programme. Ngari (2016:86) refers to counselling as a process of helping students to discover their potential for intellectual, physical, social, spiritual and psychological development. Thus, counselling is also seen as a helping relationship directed towards personal happiness



and social usefulness of the individual. According to Colby (2017:201), “counselling is a structured conversation aimed at facilitating a client’s quality of life in the face of adversity. The purpose of counselling is twofold: (1) to help clients manage their problems more effectively and develop unused or under-used opportunities to cope more fully, and (2) to help and empower clients to become more effective self-helpers in the future.

South Africa, being a secular state with many different religions, cannot promote one religion at the expense of the others as it goes against the letter of the constitution. This, however, does not mean that pastoral care cannot be used to help learners deal with their problems or any issues affecting their livelihood. Pastoral services in schools are better than nothing as anything that has learners’ best interests at heart should be used to ameliorate psychological pain and enhance mental health.

### **3.2.5.2.3 Substance Abuse Prevention Programme**

With the rampant abuse of drugs in South African schools, there is a huge need of prevention programmes which is part and parcel of guidance and counselling programmes, including School Councilors.

The word often bandied about when talking about substance abuse is *prevention* geared toward helping communities marshal their own resources and develop their own alternative interventions. Colby (2015:231) says that primary prevention is to arrest the growth of behavioural problems (i.e. drug use) whereas the goal of tertiary prevention is to keep substance abuse from overwhelming the individual and others in their environment. Similarly, Ngari (2015:263) states that tertiary prevention focuses on formal treatment to prevent the recurrence of abuse.

According to Petersen and Swart. (2015:243), the risk of adolescents developing a substance abuse disorder is mediated by protective factors that provide adolescents with the resilience to withstand pressures of living in a risky environment. Risk factors and protective factors predict vulnerability to substance use and abuse. One such protective factor is life skills education, which acts to buffer the probability of drug use occurring.



The National Department of Basic Education is in process of producing a policy document to address drug abuse which schools will be mandated to enforce. The weakness of such an initiative – desperate as it sounds – is that it takes care of the symptoms but does not address the root cause of the problem. However, life orientation intends to empower learners with assertiveness skills to handle peer pressure and provide them with information as to the dangers of drug and alcohol abuse. As such, school psychological services have an important role to play in correcting - through drug abuse preventative programmes - the destructive behavioural pattern which characterizes adolescence. Nonetheless, according to Rent (2015:196), in theory, prevention is better than intervention; however, it is unpopular in practice as it requires confronting and altering socio-political structures, practices and values in defining solutions. Often, prevention deals only with the symptoms of under social problems. Nevertheless, successful prevention practices do not always translate into effective social policies.

### **3.2.5.3. Learner Support Services**

They are services framed by the Department of Education’s policy – building an integrated Education and Training System (Department of Basic Education, 2016) – offering support in promoting learners’ well-being. These were support services which are neither learning areas nor learner wellness services. They offer supplementary support to learners, especially learners manifesting physical, intellectual, behavioural and academic, learning disabilities or problems. They are inclusive education, learner support and remedial parental involvement.

#### **3.2.5.3.1 Remedial Intervention**

The word “remedy” means “to cure, supplying a remedy intended to correct or improve deficient skills in a specific subject. Petersen and Swart (2015:87) defines interventions as an interaction between two people to bring about change, which must be planned carefully to ensure effectiveness and appropriateness. Mareck (2017:63), on the other hand, sees intervention as a shared aim to instigate and achieve a change in a child’s existing situation by utilizing a defined strategy or approach.

It involves selecting and using an optimal method to arrive at a desired outcome. Remedial education, also referred to as a developmental education, is defined as support services in basic academic skills, which addresses the needs of diverse population of under-prepared learners with programmes designed to address deficiencies in reading, writing and Mathematics. The terms 'remedial learner' and 'remedial education' are social constructions that have strong negative connotations (Low, 2015:97). Just as in medicine, one gives a remedy to cure an illness, so in education there must be something wrong with the student who needs to be 'remedied'. Placement in a remedial education class is recommended for a learner who has (i) low performance in reading, (ii) low performance in Mathematics, and (iii) and inability to verbally express ideas or write or dictate a meaningful sentence" (Colby, 2015:132).

According to Low (2015:176), "there are at least three aspects of the remedial concepts that are misleading. First, is the use of categorical terminology to describe a phenomenon that is relativistic and arbitrary. Most remedial learners turn out to be those who have the lowest scores on some sort of a normative measurement – standardized tests, school grades and the like, but the cut-off is arbitrary. Secondly, 'norms' that define a 'low' score is highly variable from one setting to another. Thirdly, and perhaps most importantly, the problem with the concept of remedial students is that there is little, if any, evidence to support the argument that these learners are somehow incapable of learning, that they show markedly different learning styles from other learners, that they require some radically different type of pedagogy, or that they need to be segregated from other learners in order to learn.

It is for the reasons given above that remedial education has been re-conceptualized as learner support. Hence, the so-called remedial schools now called ELSEN (Education for Learners with Special Education Needs) schools and remedial educator called a learner support educator.

### **3.3 PARTICIPANTS' EXPERIENCE OF GUIDANCE AND COUNSELLING PROGRAMMES**

Apart from interrogating the state of guidance and counseling programmes in South Africa schools, it is important that the study explore and discuss participants' experiences thereof, especially adolescent learners in secondary schools, who are considered the main beneficiaries of Guidance and Counselling Programmes.

#### **3.3.1 Adolescence: Why does it Stand out?**

According to the World Health Organization (2015:243), around 20% of the world's children and adolescents have mental health problems. It is for this reason that this study focuses on adolescents, as almost 100% of learner in secondary (high) schools are adolescents who benefit from guidance and counseling programmes. This is because, as Rent (2016:218) contend, adolescents are in crisis in school, home and community. These incidents have a dramatic and potentially traumatizing impact on learners. With an increasing array of problems, from alcohol and drug addiction to teenage pregnancy, the nation's youth are facing difficult challenges. Sexual abuse of young females is approaching endemic proportions, depression and suicidality in adolescents has steadily increased and adolescent violence is impacting every facet of society, resulting in an increased in incarceration for violent and illegal behaviour.

Family problems experienced by adolescents alone could seem daunting, with such issues as divorce, abuse and discord changing the very fabric of family structure, and these significantly impact on their development. Hence, Guidance and Counselling programmes in high schools is meant to enhance adolescent learners' psychological well-being. Jupp (2016:25) defines adolescence as a time of moving away from the safety of childhood dependency and towards the challenge of adult maturity.

Determining the end of adolescence is more difficult since it is characterized by less conspicuous changes than puberty – the biological clock determines change in

adolescence whereas changes in adulthood are socially determined. Puberty is characterized by the maturation of the sex glands (Colby, 2015:2).

Ngari (2015:396) says, “there are few situations in life more difficult to cope with than an adolescent son or daughter during their attempt to liberate themselves”. This implies that although most adolescents make it through this period of their lives in a healthy way, some experience great difficulty.

When viewing adolescence as a transition to adulthood, one should always keep in mind that adolescents are not simply in the process of becoming someone else, they are individuals in their own right. In the past, adolescence was regarded as an individual racked by inner turmoil and attention was thus directed toward adolescents’ problems. The discussion of adolescent development above is meant to demonstrate behaviours of adolescents and how Guidance and Counselling programmes could help them understand themselves and their roles in society.

Parents also have to understand their role to guide children to develop into fully functioning adults; however, the impact of environmental factors on youth behaviour cannot be underestimated. Adolescents need assistance to find their way in the world that is rapidly changing and increasing in complexity. Hence, there is a dire need for Guidance and Counselling Programmes to make their journey to adulthood less turbulent and problem-free. Parents, guardians and the school should play an active role in this endeavour.

### **3.3.1.1 Adolescents’ developmental needs**

Adolescents have developmental needs which, apart from the family, should be satisfied by school guidance and counselling programmes. Adolescents, according to Colby (2015:4), are complex beings with intellectual, emotional and social qualities developed in different ways, at different rates and at different stages of life. Development in one domain influences that in others, and the same applies to problems. For example, unwanted pregnancy (physical) can cause scholastic problems (cognitive), which may

lead to serious social and emotional problems. It is therefore pedagogically unsound to treat the physical or cognitive development as an independent entity on the assumption that it is completely unrelated to other domains. Currently, formal education is preoccupied with the cognitive (intellectual) domain and completely disregards the emotional, moral and social aspects of adolescent development.

According to Ellerbrock and Kiefer (2016:128), “the transition from middle to high school is often a seminal and challenging transition and referred to as one of the most defining parameters of development in the second decade of life”. What makes the transition difficult is schools’ failure to meet adolescents’ developmental needs. Schools have become larger, increasingly complex, increasingly impersonal and developmentally unresponsive.

The Self-determination theory states that individuals have basic psychological needs for competence, relatedness and autonomy, and supporting these needs is central to promoting developmentally responsive school environments. High school interchanges, lunch, clubs and extracurricular activities bring forth much confusion and stress. Students’ basic and developmental needs for connectedness and positive peer relationship may not be met in environments where ambiguity and anonymity are commonplace.

It is important for schools to continue listening to students’ voices in order for school environments to be responsive to their needs. Concerted and coordinated efforts at high school level are needed to provide students with sustained support to navigate through school and life.

### **3.3.1.2 The implications of Guidance and Counselling programme to adolescent development**

Since the study focuses on adolescents, it was important to investigate or explore how guidance and counseling programmes relate to adolescents’ developmental challenges. I chose to focus on adolescence because it is a time of substantial emotional and

developmental growth, which could herald serious and overwhelming psychological difficulties (Colby, 2015:154). Many problems of development originate in the child's out-of-school life, meaning that psychological services must concern themselves with the total environment of the child and attempt to modify the situation.

There are many ways in which psychological services impact on adolescent development. For example, according to Cohen (2016:87), "adolescents are self-conscious about their appearance and worry about how others would respond to them". This can cause negative (e.g. low self-esteem) and positive feelings and a lot of confusion. Pubertal changes in both boys and girls might prompt changes in family relations, with adolescents physically distancing themselves from their parents and becoming more independent. They are more likely to experience conflicts with their parents – specially their mother - often about minor issues such as unmade beds, late hours, loud music than core values.

Physical development relates to physical and sexual maturity; cognitive development refers to the development of formal thought, mastery, abstract and problem-solving skills; social development is about the development of the self in relationships and conflict resolution, and moral development is about the development of the conscience (Rent, 2016). Despite the role of the parents in helping adolescents deal with challenges unique to this stage, guidance programmes in school are crucial in making adolescents understand the cause of their behaviours, help them accept themselves and worry less about their appearance.

Though the influence of family, friend and peers, cultural contexts, religion, temperament and education has positive effects on adolescent development, school counselors are capable of making this transition from childhood to adulthood smooth, less cumbersome and less overwhelming. Counsellors' interventions contribute to adolescents emerging from the challenges emotionally unscathed. Each developmental phase has its own unique challenges or problem. Different forms of school guidance and counselling, for example, guidance, counselling, Life orientation, and so on, impact on each of the developmental phases (Rent, 2016:231).

### **3.3.1.3 Counselling programmes and adolescent well-being**

According to Ellebrock & Keifer (2016:48), adolescence is a developmentally challenging time for all young people comprising years of turmoil, emotional instability and the questioning of previously accepted values and rules. While most adolescents successfully accomplish their developmental tasks and become self-sufficient members of society, for some, developmental tasks could lead them to increased mental health problems. “Adolescence is a time of considerable vulnerability to psychological problems, yet the many competing demands focusing on the academic does not always enable them to prioritize the psychological and emotional well-being of learners” (Colby, 2017:231); “many young people have diagnosable psychological (or mental health) problems, with about 10% of adolescents having severe emotional disturbances which significantly impact on their ability to function in the community”. The problems include depression, anxiety and loss of behavioural and emotional control.

According to Feltham and Horton (2016:43), the prevalence rate of depression among adolescent between the ages of 13-18 is estimated at 8.3%, which is higher than the rate (2.5) found in children. Feltham and Horton et al. (2016:212) attribute maladaptive cognitions as the primary risk factors for developing depression, which increase the risk of other anti-social behaviours such as substance abuse and suicidal behaviour. To make matters worse, the stigma attached to the use of guidance and counselling and lack of information about availability of and eligibility to use services in school and community health institutions prevent young people from obtaining appropriate mental health care.

Colby (2015:276) opines that mental health of adolescents has been neglected (i.e. receives much less attention than children) because adolescence is viewed as a transition period between childhood and adulthood; perturbations of adaptation and emotional and behavioural problems are considered age- and stage-specific and likely to pass with time. Marked biological changes, maturation of psychological processes (e.g. cognitive development) and influence by peers contribute to the dynamic nature of adolescent development.

The needs identified above reflect Maslow's hierarchy of needs, namely; physiological needs, need for safety and security, need for love and belongingness, self-esteem needs, need to know, need for aesthetic beauty, and self-actualization needs; these needs have implications for understanding motivation of individuals (Colby, 2017:76) since they impact on learners' psychological and emotional well-being. Satisfying these needs breeds optimism, creativity, confidence and a high self-esteem. At the same time, schools should embrace the notion of tree-tiered models of prevention to meet the academic, behavioral, and social needs of an increasingly diverse student body.

Feltham and Horton (2016:298) recommend a 'one stop' approach which means that different needs of adolescents can be met under one roof, by a team of professionals who understand their needs and are trained to address them effectively. According to Feltham & Horton (2016:321), school-based services are better utilized than the health facility-based services. This means that locating mental health programmes in schools is the best way to provide support to learners.

#### **3.3.1.4 Adolescents' attitude towards seeking help and counseling**

The focus of the study is to check whether adolescents would voluntarily access help if available. According to Low (2015:210), of all developmental phases, adolescence is fraught with developmental challenges and emotional problems. In an explorative study on whether adolescents would seek help from anyone whenever necessary, Jupp (2016:130) revealed that there are some reservations on the part of adolescents about consulting professionals. Jupp (2016:153) refers to adolescence as a period of emotional storm and stress, and adolescents being prone to mental health disturbances for which they need to develop coping skills, they nevertheless consider seeking help as the last resort.

Problem-focused coping (help-seeking), according to Jupp (2016:185), is a process involving a series of decisions and affected by factors such as problem definition, confidentiality, trust and priority. Adolescents seek help only when they believe that they



would receive help and, instead of accepting responsibility for causing it, the problem is attributed to external causes.

According to Lam and Hui (2015:264), significant mental health problems - real signs of storm and stress – affect about 20% of adolescents. Moreover, many of these adolescents were maladjusted before they reached puberty and continue to be maladjusted during adulthood. Mood swings, risk taking, and conflicts with parents are all common (Lam & Hui, 2015:274). Research reveals a gap between adolescents' need for professional help in reducing psychological pressures and their actual rate of approach to psychologists, counselors and social workers.

While some studies report that adolescents are willing to seek out school counselors or psychologists when in distress (Jupp, 2016:89), according to Nicholus and Cooper et al (2017:214), the dilemma of conflict experienced by an adolescent is characterized by the adolescent's belief that *'if I do not ask for help, I shall continue to suffer and feel discomfort, but if I ask for help I shall pay a personal and societal price for the approach itself'*. Mental health discords are mostly on seeking help from a variety of sources such as family members, friends and educators. According to Mareck (2017:174), there is a relationship between basic emotional competencies (for example, emotional competence, in this case defined as "the ability to identify and describe emotions, the ability to understand emotions) and the ability to manage emotions in an effective and non-defensive manner" (Mareck, 2017:86).

Based on their need for guidance programmes, it is thus important for the study to investigate whether or not such programmes are available in schools, and whether the services satisfied learners' needs. However, if services are under-utilized, we might seek ways of making the services accessible and relevant to learners' needs.

### **3.3.1.5 School guidance and learners' career decision-making skills**

As mentioned earlier, career guidance is an important aspect of the school programme and provides learners with information about different career paths and skills needed to

make a success of them. Low (2015:87) conducted a qualitative study focusing on factors impacting on career choices of technician students from previously disadvantaged (African) high schools, specifically factors that influence their career decisions.

This contradicts Ellerbrock (2016:53) observation that guidance should make people see what they want to be in future. This implies that learners choose a career that they are interested in and educators/counsellors are asked to give them more information on these. The findings of these study also indicated that a lack of information (personal and environmental) have negative influence on career choices. Ngari (2016:87) emphasizes the need and importance of career education in South African schools. According to Nicholas and Cooper (2016:231), a good school guidance programme has potential to help students acquire personal and environmental information and through counselling, students can be assisted to make appropriate career decisions.

Nicholas and Cooper (2016:93) recommend that career counsellors in schools and tertiary institutions make efforts to adapt counselling services to suit socio-cultural contexts of their practices. The goal of career guidance, as Gilligan (2016:23) notes, was not to give learners answers but to help them ask the right questions. It is important for guidance and counseling programmes to equip students with the skills to make informed choices regarding employment after finishing high school. Likewise, Life Orientation – is a learning area that is meant to equip learners with skills to make informed career choices.

### **3.3.1.6 Guidance and Counselling programme and learners' academic performance**

The rationale behind the introduction of GCP was to promote mental and physical wellness and facilitate learning (DoDea Manual, 2016). This means that it is important for learners to focus on their studies without any psychological or emotional distractions. A study by Rent (2016:132) evaluated the impact of school-counsellor led interventions on student academic achievement and school success behaviour using a group counselling and classroom model called Student Success Skill (SSS) which focuses on three skills critical to success, viz., cognitive, social, and self-management skills.

According to Petersen and Swart (2015:54), although they agreed that counsellors were helpful to students and had significant influence on their development, there was insufficient evidence of positive effects of counsellor services on student academic achievement and pro-social behaviour. The researchers mooted the need for more school counselling accountability research, especially focusing on student performance.

Petersen and Swart (2015:87) asserted that in order to improve achievement, social and emotional dimensions, along with the academic need to be addressed. This was echoed by Nicholus and Cooper (2017) and focused on skills considered as critical to school success which include: (1) cognitive and meta-cognitive skills such as goal-setting, progress monitoring and memory skills; (2) social skills such as conflict resolution, social providing-solving, listening and teamwork skills; (3) self-management skills such as anger management, motivation and career awareness. These skills are considered to be the most powerful predictors of long-term school success and separate high achievers from low achievers. These skills mentioned are covered in the Life Orientation curriculum, a component of school psychological services. The assumption of Petersen and Swart's (2016:42) study are, "if school-counsellor-led interventions are effective in helping students to improve their behaviour related to cognitive, social and self-management skills, there would be an improvement in student academic achievement".

The findings of the study, as indicated by Petersen and Swarts (2015:64) revealed that "combined school counsellor interventions of group counselling and classroom guidance are associated with a positive impact on student achievement and behaviour. The fact that interventions are targeted on specific skills associated with school success and that school counsellors use research-based techniques to teach these critical skills is seen as central to the positive outcome of the study".

A concluding remark by Petersen and Swart (2015:74) cautions that there is a growing call for data-driven decision-making by school district leaders, which necessitates that counsellors provide evidence that the work they do helps students succeed or else they would be at risk of losing support for their programmes.

### **3.4 GUIDANCE AND ITS IMPACT ON ISSUES AFFECTING LEARNERS**

Guidance programmes are, amongst other things, meant to equip learners with skills to handle life's challenges, make informed decisions regarding their wellbeing, and ultimately change their values, norms and behaviour. However, lack thereof creates a vulnerable situation for youth. Studies by Gilligan (2016:22) focus on social, behavioural and emotional problems, and their impact on the well-being of learners and the role the school can play in addressing them. For each of the social problems discussed hereunder, researchers suggest school-based intervention strategies in the form of guidance and counseling programmes can ameliorate the situation and promote learners' well-being.

#### **3.4.1 School Violence and Bullying**

The protection of human rights is the mandate of Guidance programme, especially health promotion. Education is fundamental human right for each and every child and is crucial for their development to create enabling environments to develop creative talents and critical thinking and inculcating the with social life skills to grow with dignity, confidence and self-esteem. This means that the safety about security needs of learners need to be addressed if they are to adjust well and succeed academically. According to Article 19, (2016) of the U.N convention on the Rights of Children, children have fundamental right to feel safe in school and be spared the oppression and repeated intentional humiliation implied in violence and bullying (Rent, 2016:46). School environments have constantly been plagued with violence creating unsafe environments for learner development and academic progress. Rent (2016:12) defines violence as "intentional form of behaviour in which one person threatens, attempts to harm, or does harm another person, and aggression as a form of low-level violence that includes verbal, physical distress. Intimidation was to induce fear in another person.

It affects where they walk, how they dress, where they go and who their friends were. As long as teachers treat violence at arms' length, as something that was someone else's

problem they would continue to neglect the opportunity to intervene in crucial aspect of the children's lives. By ignoring school violence, the name-calling, the shoving, the fighting, the harassment, they were condoning it. Children see the teachers walking by, pretending not to notice, and they learn that way we treat others, the way we interact on the street or in the playground, was nobody business but your own.

Teachers might talk about violence, they might recognize it, examined it, dissected it, and let children saw and understood its secrets and its source. Without this examination it remains than ugly secret that society could not understood or control. (Felthan, 2016:186). One school principal recently asked President Cyril Ramaphosa to give them back power and that if the violence in our schools was not stopped, we would soon be picking up bodies of pupils from the playground (*Sunday Tribute*, August 9, 2018:1) It was a drastic thing to say but it captures/indicates the calamity of the situation prevailing in our schools national. However, as Rent (2016:67) points out, "due to the complexity and multi-faceted nature of bullying and violence individual efforts from school alone would not be sufficient to counteract theses negative forces. This means that tackling the issue as something that took place in a vacuum without cognisance of the contextual factors which influence it would be tantamount to over-simplify. In support, Mamphela Ramphele concedes that the root cause of gangsterism, drug abuse and learner violence was a broken social fabric; it starts with absent parents and dysfunctional families, schools and communities (*Sunday Times*, September 28, 2018:18). According to Ryan and Bernard (2016:3), bullying is "intergenerational", and that the bully at school is a victim at home. Bullies come from homes where parents prefer physical means of discipline, are hostile and rejecting, have poor problem-solving skills and teach their children to strike back at the least provocation. Hence, the need for some introspection as to why parents raise 'little monsters' they too were afraid to talk to.

Through Guidance and Counselling Programmes, schools can conduct parent training programmes to equip parents with parenting skills and teach them how to communicate with their children, specifically, listen to them without interrupting or giving lecture.

### 3.4.2 Teenage Suicide Ideation among Learners

Suicidal behaviour is a psychological problem which needs Guidance and Counselling to address it. Slezak (2017:87) identified suicide as the fourth leading cause of death among young (15-19 years) males and the third for young females, globally. According to Swerdilik and Cohen (2015:97), in order to understand suicidal ideation among adolescents, their perception and interpretation of their surroundings and their psychological states have to be examined, including scrutinizing psychological risk factors such as hopelessness, depressive symptoms and feelings of worthiness and family and extra-familial subsystems like parental death, poor parental care, high parental expectation, poor family communication, poor academic achievement and relationship break-ups.

Corroborating the above, Nicholas and Copper (2016:213), posited that “cognitions of hopelessness are the best predictor of suicide ideation, especially when adolescents believe that living is an endless cycle of emotional pain and distress”. Other warning signs, according to Ryan and Bernard (2016:32), are “the history of substance misuse, as drugs and alcohol tend to impair logical thinking, and family history of suicide which may indicate familiarity with suicide as a problem-solving technique”.

According to Slezak (2017:154), the four major precipitating factors for adolescent suicide attempts are family dysfunction, psychiatric illness in the child, school problems, and family psychiatric illness in the child, school problems, and family psychiatric illness.

Concerning peer influence, participants indicated having frequent conflicts with their classmates or being victimized, which made them feel worthless and depressed and think of suicide as the way of coping. The victimized ones felt that the teasing cannot be avoided, hence, the feeling of helplessness. However, learners preferred turning to their best friends for emotional support when frustrated by conflicts with parents or classmates as support from friends gave them a sense of worthiness, and they perceived their friends as trustworthy, understanding and caring.

Lastly, adolescents tend to think about suicide as a way to cope with distress. The school should empower their personal strengths via systematic school-based social and emotional learning programmes (for example, Life Orientation) for positive youth development, focusing on appropriate coping skills, positive thinking and stress and emotional management. Such school psychological programmes need to highlight that seeking help is one of the effective coping strategies (Ryan & Bernard, 2017:176). Ryan and Bernard's (2016:106) study suggested that by implementing a comprehensive guidance programmes schools would be able to identify and provide help for students who are a suicide risk. Logically, as Low (2015:164) put it, a child and adolescent mental health policy should include a multi-level system with the first tier incorporating schools.

### **3.4.3 Substance Abuse as Learners' Problem**

The proliferation of hard and soft drugs in our schools is a matter of serious concern to parents and teachers and other stakeholders, hence it is a psycho-social problem which has a negative impact on learners' wellbeing. According to Low (2015:86), "it is commonplace that experimentation with drugs appears to have become part of the normal rites of passage for many adolescents. The initiation of drugs use occurs during adolescents and is the result of a combination of cognitive, attitudinal, social, personality, pharmacologic, and development factors".

According to Slezak (2017:73), "chronic substance abusers have a history of disruption in their family backgrounds which was also characterized by long-standing maternal rejection. The majority of substance abusers tend to come from areas characterized by low socio-economic levels with high truancy rates and suggests an association between substance abuse with social deprivation. However, there is some evidence that attempting to dissuade adolescents from using drugs by providing them with factual information concerning consequences of drug use may actually lead to increased drug use, possibly because such approaches may serve to stimulate curiosity (Colby, 2015:56). Believing in that position would be tantamount to saying that providing learners



with sexuality education makes them less inhibited sexuality and increases their promiscuity.

Studies by Swerdilik and Cohen (2015:54) reveal that “substance use behaviour, like other behaviours, was learned through a process of modeling and reinforcement and was mediated by intrapersonal factors such as cognitions, attitude, expectations, and personality”. It is promoted and supported by social influences from peers, family members and the media. The effective approach to the prevention of substance abuse, as suggested by Rent (2016:43), involves teaching domain-specific skills, knowledge, attitudes and expectations in order to enables adolescents to resist substance use social influences and generic personal and social skills to increase overall competence and promote the development of decreased substance use risk.

Considering that in circumstances where the home and local communities do not provide adequately for the welfare and guidance of young people, especially during adolescence, treatment is less likely to succeed. Swerdilik and Cohen (2015:68) recommend social and life skills training programme in school. Life skills education is an important aspect of guidance and counseling programmes.

### **3.5 LEARNERS’ EMOTIONAL PROBLEMS**

The number of learners with psychological problems of varying intensities in school is ever increasing, exacerbated by socio-economic conditions, academic and health issues. Some of the problems do not need intensive specialist intervention that even teachers can provide the assistance required to solve them (Rent, 2016:69). Learners with emotionally depressing or severe and chronic problems are usually referred to specialists outside the school. However, there are learners whose problems are less intense, and which could be dealt with in an ordinary school setting.

Ngari’s (2016:76) study on maladjusted children provided a definition of maladjusted children as those with emotional problems of significant complexity, severity and



persistence for whom a local authority would want to incur expenditure to provide 'therapeutic' help. According to Mareck (2017:65), "early life experiences may have serious and lasting effects on development of children; there is an association between delinquency and broken homes, and there is an association between different kinds of upbringing and later personality disorders. With an increasing number of orphaned children and child-headed households mainly due to HIV and AIDS, it is pertinent that schools have programmes in place to buffer the effects thereof. However, as revealed in the study (Low, 2015:46), there is a wide gap between the needs of children and resources in the community and guidance clinics are ineffective to meet their needs. Also, institutional guidance services were criticized for being, in the first place, expensive and wasteful, and for being so medically orientated that they resist change.

According to Low (2015:64), the tripartite model of management required the following changes in the present services for emotionally disturbed children: first, teachers need to become more aware of the social and emotional factors in a child's development that affects learning in school. Teaching might embrace the notion of caring, the school curriculum might allow for caring work to be done by teachers and teachers might be supported by other members of staff and experts outside the school.

Secondly, schools should have a member of staff designated to develop and co-ordinate 'therapeutic' education; this could be the school counsellor. As Jones (2015:37) says, teachers have to become child-orientated and focus on problems which are specific to the classroom. It is true that the child's problems might find expression in the classroom and effective management involved both the child and his/her family. Teachers, counsellors and psychologists should not antagonize each other but work together for the sake of the child with problems.

The review of sources indicated above attests to the importance of Guidance and Counselling Programme in promoting learners' well-being. The interception of an effective programme would implement intervention strategies to address issues such as violence in schools, abuse of drugs by learners, emotional problems, and learners' depression and suicidal behaviour (Low, 2015:76).

### 3.6 THE IMPORTANCE OF SUPPORTIVE RELATIONSHIPS

According to Ryan and Bernard (2016:12), all humans have a fundamental drive to satisfy the basic need to belong through persistence, positive, caring relationship. This pre-supposes a link between learners' mental health or well-being and social support. In other words, both environmental and personal components of school social ecology are equally influential for academic and health outcomes. The human ecological theory pointed out that adolescent development is interlocked with their surroundings, and thus adolescents are troubled if there is lack of balance within the system, hence all psychological intervention, including counselling, focused on ameliorating emotional pain and discomfort and creating optimizing in the face of adversity. Cohen et al., (2016:69) define counselling as a helping relationship, based on factors such as positive regard and respect, accurate empathy and genuineness. It is important that the relationship meet, insofar as possible, client needs and within this relationship, the client has to assume responsibility for his/her problem and its solution. It is a relationship which determines whether or not the client would continue with therapy to his/her benefit.

According to Feltham (2016:231), among the most critical development tasks that have to be performed by adolescents are those of socialization, finding their place in society, acquiring interpersonal skills, cultivating tolerance for personal and cultural differences and developing self-confidence. The awesome power of relationship is demonstrated by Feltham (2016:240) assertion that "the qualities of human relationships in school and youth service are more influential than the specific techniques or interventions employed". Counsellors and educators could be successful if they develop a positive counselling and classroom climate.

MacMillan (2015:164) maintains that humans are driven to satiate three innate needs, namely, the need for autonomy or a sense of personal control and direction, the need for competence sense of efficiency within a context, and a need for relatedness or quality interpersonal connection. In support, Swerdilik and Cohen (2015: 355) posit that "successful development in any human system is depended on the quality of the relationships, beliefs and opportunities for participation in that system. The relationships

that would make it possible for adolescents satisfy their needs and consequently achieve their developmental tasks are their relationships with parents, friends, peers, educators, councilors and the community. However, these relationships could be the cause of depression amongst adolescents. Social relationships - including relationships with both professional helpers - have a huge impact on the development of adolescents as discussed below.

### **3.7 RELATIONSHIPS WITH PARENTS**

Adolescents, as Rent (2016:153) put it, are dependent on living condition off their parents and families. According to Rent (2016:167), attachment is a powerful universal need in humans and characterized by persistent effort to reach out and establish a secure relationship with others. Therefore, development of trust between a child and his/her world is the first stage of psychosocial development. Consistency, continuity and sameness of experience foster trust between child and parent as the child learns to see the world as safe and dependable.

However, when care of the child by the adult is inadequate, inconsistent or negative, a distributed relationship result. Thus, Gilligan (2016:53) spoke about at-risk children such as those who left home without parental consent (runaway) and those who were thrown out of their homes (throwaways), victims of physical and sexual abuse neglected children, children of divorced parents and those born to unwed mothers. Studies on relationships indicated that a stable loving relationship with parents enable the adolescents to have confidence to venture outside and be independent (Lam & Hui, 2015:321).

Slezak (2017:198) posits that the development of caring and supportive relationships with one or both parents facilitate adolescents' process of healing as it promotes communication, care and support. Unconditional love, care and support facilitate the development of feeling important and valued, increased self-confidence, and alters feelings of alienation and personal inadequacy.

Family relationships are especially important for children. According to Ngari, (2016:263), adolescent relationships with parents should be founded on parental interest, understanding, acceptance and approval, trust, discipline and guidance and provision of a happy home. Open communication between adolescents and their parents is important for a positive parent-adolescent relationship. The pursuit of independence by adolescents means they might be allowed to make independent decisions and accept responsibility and parents must provide them with the platform to do so. Parents need to understand the things that make life challenging for teenagers to become more difficult when guiding them through their formative years. Failure to do so has potential to cause serious psychological disharmony as most adolescents turn to parent for advice when experiencing problems.

### **3.8 RELATIONSHIP WITH FRIENDS AND PEERS**

As Cohen and Manion (2016:231) indicate, the development of social competence is critical to the successful adjustment of all children in adolescents. Most often, children acquire relationship skills from their interaction with one another; adults might also play an important role in facilitating this interaction. Social skills are not only important for the social-emotional development of children, but also for their academic performance. Peer acceptance and friendship are widely regarded as measures of positive social relations. There is considerable evidence that children who experience difficulties with peer relationships tend to have low self-esteem, problem adjusting to the classroom environment, and poorer academic performance.

Furthermore, they appear to be at risk for serious future problems during adolescence and adulthood. Thus, disturbed peer relations provide a signal to school professional of youngsters at risk for short-term and long-term problems. According to Petersen and Swart (2015:67), adolescents' relations with peers and friends are highly significant for self-concept formation and self-actualization.

Many teenagers actively seek out connections with a peer group that provides them with a sense of companionship, belonging and emotional support, hence they share a great deal of lives with the peer group, amongst other things, discussing confidential matters that cannot be shared with parents, and using them as a sounding board for their ideas, thoughts and concerns (Rent, 2015:74). The peer group plays a crucial role in their socialization as it performs distinguishable functions such as emancipation, search for an individual identity, social acceptability and support, serving as reference and experimentation based social mobility, competition, recreation and conformity (Rent, 2016:86). One of the hallmarks of adolescence is the formation of romantic relationship. According to Mareck (2017:175, group involvement provides teenagers with opportunities to socialize, meet others with similar interest, and gain a sense of belonging. The care, patience, and understanding provided by peers, friends and romantic partners can be an important source of comfort, even for suicidal adolescents.

### **3.9 RELATIONSHIP WITH COUNSELLOR/EDUCATOR**

The school councilor is a certified educator or a Life Orientation (LO) who addresses the needs of learners comprehensively through the implementation of a counselling programme. As specialists in human behaviour and relationship that provides assistance to students, counsellors work with all learners, including those considered "at risk" and those with special needs. As Gilligan (2016:65) puts it, "meaningful change and help took place best when working within the frame work of warm' accepting and empathic relationship. This serves to encourage those seeking help to express themselves more freely and foster their natural tendency to move towards positive growth and change. It is thus important for counsellors and their client to establish rapport - a counseling relationship based on trust - and afford support. This would enable the counsellor to communicate understanding, sincerity and acceptance.

The educator/counsellors' role of support service, according to MacMillan (2015:51), includes a health-primitive and a curative orientation which involves creating and supporting a healthy and inclusive classroom environment. Gilligan (2016:20) called it

authentic caring a genuine consideration of the personal being cared for and their capacities. One female student succinctly stated, “The ones that knew you care more. This means that he or she should be able to identify dress barriers to leaning, which includes helping those students experiencing barriers to learning. In this way, the educator or counsellor would benefit all students in his/her class, irrespective of their age, gender, grade, attitude, religion, culture and socio-economic status.

As one female student, describing the importance and values of teachers’ efforts to reach out and connect with them succinctly stated, "the ones that did know you care more". The relationship between learners and supportive teachers could be a catalyst for recovery from adversity (Gilligan, 2016:342). As apparent from above discussion, the presence of validating relationship could serve as a catalyst for the development of additional meaning relationship which could decrease an adolescents’ fear or rejection and facilitate increased risk taking necessary to establish new relationships and a reliable support system.

### **3.10 CONCLUSION**

A literature review is about getting through background knowledge – from existing bodies of knowledge, of the phenomenon under review, which is school Guidance and Counselling Programme. In this chapter, I have attempted to provide a definition of school Guidance and Counselling programme and gave a description of the different activities and series of a Guidance and Counselling programmes they provide – they constitute school programme. I also traced South Africa’s policy initiatives which inform school guidance and counseling programme, unpacked the history of guidance and counseling locally and internationally, discussed the evolution of Life Orientation and investigated the impact of Guidance and Counseling programme on learners’ general well-being, thus how I managed to answer all research question in detail.

Researchers have to constantly ponder over the theoretical framework underpinning their investigation. The next chapter attempts to unravel research design and specific methodology.

## CHAPTER 4

### RESEARCH DESIGN AND METHODOLOGY

#### 4.1 INTRODUCTION

The chapter provides an explanation of the research design and specific methodology implemented in the sampling, collecting and analyzing data. It gives a brief description of all research procedures involved.

#### 4.2 RESEARCH DESIGN AND METHODOLOGY

A quantitative-based cross sectional research design was employed in this research to investigate the learners' and educators/counsellors' understanding in guidance and counseling programmes in Malamulele Circuit. This research design is appropriate for answering different kinds of questions, and people from several age groups were sampled and compared. The quantitative research method collected data through questions directed to learners and educator/counselor of secondary schools. Quantitative research was also easier to conduct because the researcher can collect all needed data at a single time (Lam, 2015:200).

I decided to use quantitative methods because it has the broadest sense of research that produces descriptive data and observable behaviour (Slezak, 2017:47). Apart from gathering learners' and educators' perspectives on School guidance and counselling programme, it also provided input (i.e. frequencies) on the percentages of participants in agreement with statements on the questionnaires.



### **4.3 POPULATION**

The population comprised fifty learners and educators/counselors of Malamulele Circuit in Vhembe District of Limpopo Province. The target population included grade eleven and twelve learners from Malamulele Circuit schools. The reason behind using grade eleven and twelve was that of their age and reasoning capacity in reference to the topic. They understood their surroundings and their challenges.

#### **4.3.1 School Teachers/Counsellors**

According to Feltham (2016:203), teachers are the best source of information. For this reason, a questionnaire was prepared for ten (10) educators'/counsellors' or guidance teachers in schools within Malamulele Circuit. These were individuals of both sexes with varying levels of professional training and teaching experience.

#### **4.3.2 High School Learners**

It is important to listen to high school learners' voices to make school environments responsive to their needs. Hence, a questionnaire was administered to forty (40) learners. This sample was demographically representative of different age groups.

### **4.4 SAMPLE AND SAMPLING METHOD**

Sampling is a process of selecting a number of individuals for the study in such a way that individuals represent a large group from which they were selected (Petersen & Swart, 2015:61). The sampling technique used to select learners to complete the questionnaire was cluster sampling, a form of sampling in which groups not individuals were randomly selected. Two classes per schools were selected, with a total of approximately four learners. Also I did not want to cause disruption in schools. The concept of sampling

involves taking a portion of the population, making a study of the smaller group and extending the finding to the larger population (Slezak, 2017:78).

In this study, the recommended outcome was 40 learners and 10 educators. To remove an element of biasness in the sample and findings, the researcher opted to use random number tables to select participants. Selection was based on their numbers in the class register. The researcher used random number tables to pick a number on the table, and learners corresponding to that number were selected to participate in the study (Petersen & Swart, 2015:17). Random selection was based on selecting without using any criteria. The procedure was repeated until the required number was reached. The sample comprised forty learners from Malamulele Circuit Schools.

## **4.5 DATA COLLECTION**

### **4.5.1 Data Collection Strategy**

A structured questionnaire was developed to collect data in the guidance and counseling programmers in from selected schools. The questionnaire is the most widely used technique for obtaining information from subjects because it is relatively economical, has the same questions for all subjects, and can ensure anonymity (MacMillan, 2015:257). Data was collected through one-on-one structured questionnaire. The structured questionnaire allowed the researcher to collect large amounts of data from a large number of respondents. The researcher made prior arrangements with individual learners who were participants of the study in the school and met them on the dates agreed.

### **4.5.2 Analysis of Data**

The data collected from questionnaires was categorized and entered into the computer and tabulated according to the sequence/main sections of the questionnaire. In analyzing the data, the researcher used both inferential and descriptive analyses which are

important for making research judgements on the data collected and for meaningful conclusions and recommendations. Both inferential and descriptive statistics were used to help the researcher to ascertain the level of deviation of variances of opinions. The statistical analyses were carried out using the IBM SPSS statistics 21 program (SPSS, 2018:301) and Microsoft Excel 2010. Descriptive statistics (such as means, standard deviations, and frequencies) were used to explore the data.

#### **4.6 ETHICAL CONSIDERATION**

The researcher adhered to all ethical standards and requirements. Permission to conduct the study was obtained from the University's relevant committee. Gilligan (2016:213) indicates that every researcher should be ethically sound in order to protect participants from any physical or psychological harm and treat participants with respect and dignity. Gilligan (2016:2) stipulates that a critical issue in every research is that participants should grant the researcher informed consent before participating in the study. Participants were informed that they could choose not to answer any questions that make them uncomfortable. Confidentiality was discussed with the participants before they participated in the study, and they were required to read and sign the participant information sheet.

#### **4.7 CONCLUSION**

The researcher used a cross-sectional survey in which a quantitative method was applied, and specific methodology were implemented in supplicated in sampling, collecting and analyzing of data. A structured questionnaire was designed to gather information from learners and educators/counselors. Ethical standard and requirements were met, wherein permission was obtained from the University Committee/Office of Venda.

## CHAPTER 5

### FINDINGS AND DISCUSSIONS

#### 5.1 INTRODUCTION

This study set out to evaluate the role of Guidance and Counselling Programme in adolescent learners in secondary schools in Malamulele Circuit, Limpopo Province, South Africa. Data were collected through the administration of questionnaires to learners and counsellors/educators. Due to some corrections in the proposal, principal interviews were no longer considered because they were qualitative while the study is quantitative in nature. The data collected were analysed through IBM SPSS version 25 and presented in percentage tables. This chapter presents this data and discusses the findings of the study.

#### SECTION A: SOCIO-DEMOGRAPHIC PROFILE OF LEARNERS

#### 5.2 LEARNERS QUESTIONNAIRE

##### 5.2.1 Age of Learners

Table 5.1: Age

Age	Number of Participants	Percentage
16-18 years	29	72%
19 years	11	28%
total	40	100%

Table 5.1 shows the age of respondents; 72% of learners were 16-18 years old while 11% of participants were aged 19 years above.

### 5.2.2 Gender of Respondents

**Table 5.2: Gender**

Gender	Number of Participants	Percentage
male	16	40%
female	24	60%
total	40	100%

Of the 40 learners in the study, 40% learners were males and 60% were female. The table illustrates that the majority of learner participants were female 60% whereas males were 40%. This suggests a pattern where the workforce in the school is female. However, there might be gender imbalances in the implementation of guidance and counselling programmes in Malamulele Circuit.

### 5.2.3 Grades of Learners (Respondents)

**Table 5.3: Grades**

Grade	Number of Participants	Percentages
Grade eleven	20	50%
Grade twelve	20	50%
Total	40	100%

Half of the learners, 50%, were from Grade Eleven and the other half, 50%, from Grade Twelve. The participants were adolescent learners from Grade Eleven and twelve. These

figures clearly show that as the grade increased, the number of learners reduced or remained the same.

#### 5.2.4 Do Learners Understand Guidance and Counselling?

**Table 5.4: Learners Understand Guidance and Counselling**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	34	85%
No	6	15%
Total	40	100%

Table 5.4 shows that 85% learners indicated “Yes” while 15% stated that they do not understand guidance and counselling. As evident in the discussion, participants’ understandings of Guidance and Counselling programmes varied greatly - others thought of guidance and counselling programmes as a package of services meant to enhance learners’ well-being, which is inclusive of guidance and counselling. To add, 85% of learners indicated that guidance and counselling programme was meant to promote learners’ mental health or psychological well-being, which proved that guidance and counselling programme was for protection of mental health and facilitation of learning.

#### 5.2.5 Does your School Offer Guidance and Counselling Services?

**Table 5.5: Offering of Guidance and Counselling Services**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	11	28%
No	29	72%
Total	40	100%

On the above question, 28% reported Yes, while 72% indicated “No”. Only 28% of the learners indicated that their schools offered guidance and counselling programmes, which means that most learners’ emotional problems were kept out of classroom. The majority of participants indicated a need for guidance and counselling programme.

### 5.2.6 Do Learners Benefit from Guidance and Counselling?

**Table 5.6: Learners Benefiting from Guidance and Counselling**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	32	80%
No	8	20%
Total	40	100%

The majority, 80%, of learners specified “Yes” and only 20% stated “No”. Learners believed that they benefit from guidance and counselling as practices meant to foster behavioural and lifestyle changes enable them to focus on their academic performance.

## 5.3 WHAT ARE THE PARTICIPANTS’ NEEDS FOR GUIDANCE AND COUNSELING PROGRAMME?

### 5.3.1 Do Learners Need Guidance and Counselling in your School?

**Table 5.7: Learners Need Guidance and Counselling in School**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	31	78%
No	9	22%
Total	40	100%

It was reported by 78% of the learners that they need guidance while 22% disagreed. Of utmost importance participants' general perception as a phase characterised by identity, curiosity, rebelliousness, unpredictability and upheavals fraught with developmental challenges. This is consistent with the Turmoil theory or Storm and Stress model's view of adolescence as a period of heightened levels of psychological or mental problems, a difficult phase fraught with many developmental challenges. The majority indicated that they need guidance and counselling to facilitate their social and emotional growth as there were high levels of trauma and abuse.

### 5.3.2 Do Learners Need School Guidance and Counselling to Develop Decision-Making Skills?

**Table 5.8: Learners Need School Guidance and Counselling to Develop**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	29	73%
No	11	27%
Total	40	100%

The majority, 73%, of the sample indicated that learners need school guidance and counselling to help develop decision-making skills, and 27% are of a different view. Learners, 73%, indicated unequivocally that guidance and counselling programme was meant to provide them with information to develop decision-making in life. Decision making is a learned skill which can be a source of anxiety, especially when young people have to choose between two equally appealing needs. Participants need guidance and counselling to develop decision-making that would help learners to build self-confidence.



### 5.3.3 Do Learners Need a Counsellor to Confide in when they have Serious Problems?

**Table 5.9: Learners Need a Counsellor to Confide in when they have Serious Problems**

	Number of Participants	Percentages
Yes	31	77%
No	9	23%
Total	40	100%

According to 77% of the learners, they need a counsellor to confide in when they have serious problems; however, 23% had a different opinion. Learners need help when experiencing emotional problems. This as 100% of counsellors indicated included anxiety, stress and trauma caused by violence and other socio-economic problems (e.g. bullying, rape and carrying of dangerous weapons), for which learners needed counselling.

### 5.3.4 Do Learners Need Help with Career Information and Decision-making?

**Table 5.10: Career Information and Decision-making**

	Number of Participants	Percentages
Yes	34	85%
No	6	15%
Total	40	100%

Learners need help with career information and decision-making, according to 85% learners while 15% indicated that learners do not need help in this regard. The majority indicated that learners needed career information as education naturally culminates in

learners being able to choose both their professional and economic roles. Specifically, according to 85%, learners need information about careers.

This becomes more pertinent as they begin to think about their future and make plans about the roles they wish to play. However, lack of career education in schools means learners are not well equipped with adequate information and appropriate skills for career decision-making.

### 5.3.5 Do Learners Need Help with Study Skills to Improve Academic Performance?

**Table 5.11: Study Skills to Improve Academic Performance**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	36	90%
No	4	10%
Total	40	100%

The majority, 90%, of the sample were of the view that learners needed help with study skills to improve their academic performance, and 10% thought otherwise. Learners need help with study skills, as 90% indicated. These skills would help learners improve their academic performance, thereby alleviating academic problems, which 90% of learners needed help with.

### 5.3.6 Do Learners Need Information about the Dangers of Drug and Alcohol Abuse?

**Table 5.12: Information about the Dangers of Drug and Alcohol Abuse**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	28	70%
No	12	30%
Total	40	100%

The results show that 70% of the learners were of the view that learners needed information about dangers of drugs and alcohol abuse, while 30% indicated “No”. This means that learners need access to information about drugs, their types and the physiological as well as psychological harm to individuals abusing them. Prevention means early intervention, which entails providing environments that support adaptive behaviour and identifying signs of substance abuse in children and taking deliberate steps to resolve them.

### 5.3.7 Do Learners Need Help with Academic Problems?

**Table 5.13: Academic Problems**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	33	82%
No	7	18%
Total	40	100%

It is the view of 82% of learners that learners need help with academic problems, whereas 18% believe that learners do not need help with academic problems. The majority, 82%,

of learners need help with their academic performance and assistance to enhance their self-esteem. This would make sense with challenges such as teenage pregnancy, peer pressure, violence, HIV and AIDS, suicide and substance abuse, confusion as to their future, domestic problems and poor academic results. These emotional problems can manifest as fear, anxiety, sadness or unhappiness and depression.

### 5.3.8 Do Learners Need Help to Address Anxiety, Stress and Trauma Emanating from Violence you Experience in School? (E.g. Rape, Bullying and Carrying of Dangerous Weapons)

**Table 5.14: Anxiety, Stress and Trauma due to Violence Experienced in School**

	Number of Participants	Percentages
Yes	29	72%
No	11	28%
Total	40	100%

Of the 40 participants, 72% learners responded “Yes” and 28% responded “No” on the question: “Do you think learners need help to address anxiety, stress and trauma emanating from the violence they experience in school? (E.g. rape, bullying and carrying of dangerous weapons)” According to 72%, learners need support in surrounding communities. The violent nature of society creates vulnerable, paranoid and edgy young people prone to get into a defensive mode when they feel threatened. It is common knowledge that drugs and belonging to gangs, dealing with the aftermath of traumatic experiences due to violence in schools and exacerbates the issue.

### 5.3.9 Do Learners Need Help in Enhancing Self-worth (Strengths and Weaknesses)?

**Table 5.15: Enhancing Self-worth**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	26	65%
No	14	35%
Total	40	100%

On the question, “Do you think learners need help in enhancing their self-worth (strengths and weaknesses)?” 65% learners stated “Yes” and 35% indicated “No”. Both intrinsic and extrinsic motivation - have a positive effect on learners’ well-being and academic performance. Fostering self-esteem is a primary goal in socialising normal children in specialised work with children and adolescents at risk. Without a sense of self-worth, a young person from any culture or family background is vulnerable to a host of social, psychological and learning problems. Thus, positive school experience may foster, in a central way, the child’s sense of self-efficacy and resilience.

### 5.3.10 Learners Need Educators and Counsellors to Enhance their Self-esteem. Do you Agree with the Statement?

**Table 5.16: Learners Need Educators and Counsellors to Enhance their Self-esteem**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	28	70%
No	12	30%
Total	40	100%

It is 70% of learners who agreed that “Learners need educators and counsellors to enhance their self-esteem” whereas 30% held a different view. This is the age when they deal with complicated situations and need help from educators and counsellors. They are rebellious children who enjoy challenging authority, and most adolescents are troubled, and need help all the time.

## 5.4 CURRENT STATUS OF SCHOOL GUIDANCE AND COUNSELLING PROGRAMMES

### 5.4.1 Does your School Offer Counselling Programmes for Learners with Problems?

**Table 5.17: Counselling Programmes for Learners with Problems**

	Number of Participants	Percentages
Yes	8	20%
No	32	80%
Total	40	100%

The results show that schools do not offer counselling programmes, as reported by 80% of the sample, while 20% agreed. Thus, 80% of learners indicated their schools did not offer such programmes. Many studies have attested to the prevalence of increasing rates of drug-related problems, problems about sexuality, violence, depression and the resultant suicide-ideation and posited that learners would benefit greatly if they had access to qualified professionals such as counsellors, psychologists and social workers.

#### 5.4.2 Does your School Offer Psychological Assessment for Identifying Learning Problems?

**Table 5.18: Psychological Assessment for Identifying Learning Problems**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	6	15%
No	34	85%
Total	40	100%

According to the responses, 85% of the learners selected “No” on the question: “Does your school offer psychological assessment for identifying learning problems? Learners indicated that their schools were not offering psychological assessment, which involves administering tests and other diagnostic tools to identify learners’ problems. This means that their schools had no access to diagnostic tools such as tests and rating scales to assist counsellors and psychologists in making a proper diagnosis and designing appropriate intervention strategies. Feelings of embarrassment adolescents’ harbour on the idea of talking to a stranger about personal problems inhibit them from seeking help. Teenagers want to present themselves as strong, solid and impenetrable souls, not as weaklings who cannot survive or stand on their own two feet

### 5.4.3 Does your School Offer Career Guidance to Provide Learners with Information about Careers and the Skill Required?

**Table 5.19: Career Guidance to Provide Learners with Information about Careers and the Skill Required**

	Number of Participants	Percentages
Yes	3	18%
No	37	82%
Total	40	100%

Only 18% learners agreed while the majority, 82%, indicated “No” on the question “Does your school offer career guidance – to provide learners with information about careers and the skill required?” This means that learners were not provided with information about different careers and their subject requirements. The choice of career should be based on information rather than intuition, hence the need to make informed choices. Inadequate delivery of career guidance makes it difficult for learners to choose career paths which match their potential or aptitudes.

### 5.4.4 Does your School Offer Career Study Skills Training to Help Learners with Study Skills so they can Pass Examinations?

**Table 5.20: Career Study Skills Training to Help Learners with Study Skills so they can Pass Examinations**

	Number of Participants	Percentages
Yes	9	22%
No	31	78%
Total	40	100%



According to the table above, 78% of learners are the ones whose school offer skills training to help learners with study skills examination preparation, whereas only 22% indicated otherwise. Learners indicated that study skills help them with effective study methods so they can perform well academically. Study skills help learners to understand things better and improve their chances of passing examinations.

#### 5.4.5 Does your School Offer Placement Services for Learners to Gain Admission to Higher Education and/or Admission to Special Programmes?

**Table 5.21: Placement Services for Learners to Gain Admission to Higher Education and/or Admission to Special Programmes**

	Number of Participants	Percentages
Yes	5	12%
No	35	88%
Total	40	100%

Table 5.5.5 shows that the majority, 88%, stated “No” and 12% agreed to the enquiry “Does your school offer placement services-for learners to gain admission to higher education and/or admission to special programmes?” Learners need information, as education naturally culminates in learning and being able to choose both their professional and economic roles. All learners need information about placement, admission to high education and special programmes.

#### 5.4.6 Does your School Offer Referral Services to Enable Learners to Access Professional Help Outside School?

**Table 5.22: Referral Services to Enable Learners to Access Professional Help Outside School**

	Number of Participants	Percentages
Yes	2	5%
No	38	95%
Total	40	100%

Clearly, the school did not offer referral services to enable learners to access professional help outside school, according to 95%, and only 5% specified otherwise. Information is invaluable to all learners and empowering affords young people control over their differing circumstances. There is still a large gap in information services delivery, which negatively affects learners' career decision-making.

#### 5.4.7 Does your School Offer Orientation Services Programmes to Help Students Acclimatize to New Environments?

**Table 5.23: Orientation Services Programmes to Help Students Acclimatize to New Environment**

	Number of Participants	Percentages
Yes	9	22%
No	31	78%
Total	40	100%

It was the view of 78% of learners that the school did not offer orientation services programmes to help students acclimatize to a new environment, while 22% showed otherwise. Learners' need to belong is paramount, and they need relationship and interpersonal skills. A positive association exists between students' social competence and academic performance, including achievement, school adjustment and motivation for schoolwork.

#### 5.4.8 Does your School Offer Group Guidance Services to Attend to Learners with Problems?

**Table 5.24: Group Guidance Services to Attend to Learners with Problems**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	4	10%
No	36	90%
Total	40	100%

The results show that 90% learners believe that the school did not offer group guidance services to attend to learners with problems, and 10% specified that the school offered this. Group guidance service assists with the identification and provision of assistance to the learners. It is composed of a selected group of educators passionate about learners who can act both as a resource and a sounding board for school counsellors.

#### 5.4.9 Does your School Offer Evaluation and Follow-up Services to Assess the Effectiveness of a Programme

**Table 5.25: Evaluation and Follow-up Services to Assess the Effectiveness of a Programme**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	10	25%
No	30	75%
Total	40	100%

Out of 40, 75% of learners revealed that their school did not offer evaluation and follow-up services to assess effectiveness of a programme, and only 25% indicated otherwise.

#### 5.4.10 Does your School Offer Suicide Prevention Programmes for Learners who Think of Killing Themselves?

**Table 5.26: Suicide Prevention Programmes for Learners who Think of Killing Themselves**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	10	25%
No	30	75%
Total	40	100%

The majority of the learners, 75% out of 100, indicated that the school did not offer suicide prevention programme for learners, while 25% out of 100 indicated that it offered such initiatives. Depression is a psychological condition, which is the main cause of suicide. Depression resulting from being bullied at school can also lead to bullying. The rate of

suicide is high during adolescence and part of the explanation can be sought in the fact that adolescents have been exposed to greater stress while the environment support has decreased, leaving the adolescent more vulnerable. Hence, it is important for the schools, through guidance and counselling programmes, to buffer the individual's depression by developing strategies for promotion of mental health and prevention of suicide among adolescents.

#### 5.4.11 Does your School Offer CV Writing and other Job-related Skills?

**Table 5.27: CV Writing and other Job-related Skills**

	Number of Participants	Percentages
Yes	3	8%
No	37	92%
Total	40	100%

It was responded by 92% learners that the school did not offer CV writing and other job-related skills, while 8% indicated otherwise. Lack of career education in schools means that learners are not well equipped with adequate information and appropriate skills for career decision-making. Information about career paths and skills required is invaluable for learners to make informed career choices. This includes information about subject choices, career planning, applying for financial aid, CV writing skills, job searching skills and how to handle interviews. Learners indicated that they needed study skills to improve their academic performance.

#### 5.4.12 Does your School Offer Inclusive Education Which Caters for Learners with Learning Difficulties or Special Education Needs?

**Table 5.28: Inclusive Education Which Caters for Learners with Learning Difficulties or Special Education Needs**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	1	3%
No	39	97%
Total	40	100%

Almost all the learners, 97%, indicated that the school did not offer inclusive education which caters for learners with learning difficulties or special education needs, while 3% indicated otherwise. A meagre 97% indicated that their schools were not offering inclusive education, which caters for the needs of learners with (special) learning difficulties. This could be attributed to the fact that learners were not informed about the subject. According to the inclusive education policy document, learner support (i.e. remedial intervention) is meant to aid learners with learning problems. It is sensible that schools without operational guidance and counselling programme would consider some of the services as a luxury or inconsequential (i.e. learners who have eye-sight problem should be advised to sit in front of the classes).

#### 5.4.13 Does your School Offer On-site Guidance Intervention for Learners?

**Table 5.29: On-site Guidance Intervention for Learners**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	7	17%
No	33	83%
Total	40	100%

On-site guidance intervention for learners is not offered in schools, according to 83% learners; however, 17% indicated otherwise. As indicated by learners, 83%, social problems such as poverty and unemployment as well as domestic violence were rife in their communities and affect many learners. These issues have the propensity to spawn emotional instability and psychological problems. This means that schools have an important stability role to play.

#### 4.4.14 Does your School Offer Information Services for Learners to Make Informed Decisions or Choices?

**Table 5.30: Information Services for Learners to Make Informed Decisions or Choices**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	4	10%
No	36	90%
Total	40	100%

In all, 90% indicated that the school did not offer information services for learners to make informed decisions or choice while 10% admitted that the school offers information

services. All learners need information about their career, as education naturally culminates in learners being able to choose both their professional and economic roles. This becomes more pertinent as they begin to think about their future and make plans about the roles they wish to play. However, lack of career education in schools means that learners are not well equipped with adequate information and appropriate skills for career decision-making. Information about career paths and skills required is invaluable for learners to make informed career choices.

## 5.5 RESOURCES FOR IMPLEMENTATION OF SCHOOL GUIDANCE AND COUNSELLING PROGRAMME

### 5.5.1 Personal Resources

#### 5.5.1.1 Does your School have a counsellor for student or educator consultation?

**Table 5.31: Counsellor for Student or Educator Consultation**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	4	10%
No	36	90%
Total	40	100%

On the subject “Does your School have a counsellor for student or educator consultation?” 90% selected “No” while 10% participants chose “Yes”. The majority of learners indicated that their schools did not offer such services. This can play a vital role for learners with serious problems, such as HIV positive learners and victims of abuse and bullying.



### 5.5.1.2 Does your School have peer counsellors for learners to share their problems with fellow-learners?

**Table 5.32: Peer Counsellors for Learners to Share their Problems with Fellow Learners**

	Number of Participants	Percentages
Yes	8	20%
No	32	80%
Total	40	100%

The school has no peer counsellor for learners to share their problems, according to 20% participants who said “No”, while 80% participants indicated otherwise. Peer counsellors are important resources for learners because learners find it easier to deal with issues if they know that they are not alone and that someone of their age knows and understand what they are going through. Likewise, peer counsellors allow the guidance and counselling programme to reach and serve more learners and are an important part of the equation but seem to be a missing link in many schools.

### 5.5.1.3 Is your school contracted to a registered Counsellor for learners with serious personal problems?

**Table 5.33: Registered Counsellor for Learners with Serious Personal Problems**

	Number of Participants	Percentages
Yes	7	17%
No	33	83%
Total	40	100%

The school is not contracted to a registered counsellor for learners with serious personal problems, that is, according to 83% participants while 17 indicated otherwise. The

learners indicated that their schools were not contracted to registered counsellors for learners with serious personal problems as they did not have guidance and counselling in their schools; they believe this would assist schools to develop a code of conduct and at the same time be able to take action when learners were culprits.

## 5.5.2 Material Resources

### 5.5.2.1 Does your school offer a guidance and counseling programme?

**Table 5.34: Guidance and Counselling Programme**

	Number of Participants	Percentages
Yes	1	3%
No	39	97%
Total	40	100%

Schools did not offer guidance and counselling programme, according to 97% respondents, while 3% indicated otherwise. Guidance and counselling programmes are for the protection and promotion of mental health and facilitation of learning.

### 5.5.2.2 Does your school have a curriculum for guidance and counselling?

**Table 5.35: Curriculum for Guidance and Counselling**

	Number of Participants	Percentages
Yes	7	17%
No	33	83%
Total	40	100%

Overall, 83% out of 100 learners specified that the school did not have a curriculum for guidance and counselling, 17% participants indicated otherwise. Schools need a curriculum for guidance and counselling to facilitate learners' social and emotional growth. Curriculum is defined as all learning planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school.

### 5.5.3 Physical Resources

#### 5.5.3.1 Office space for one-to-one counselling sessions

**Table 5.36: Office Space for One-to-one Counselling Sessions**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	4	10%
No	36	90%
Total	40	100%

It was reported by 90% of participants that there is no office space for one-to-one counselling sessions, while 10% provided a different view about the issue. This was the case in most village schools.

#### 5.5.3.2 Books and other reading materials on careers or life skills education

**Table 5.37: Books and other Reading Materials on Careers or Life Skills Education**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	9	22%
No	31	78%
Total	40	100%

The majority, 78%, indicated that the schools did not provide books and other reading materials on career or life skills education, and only 22% of participants say “yes”. There are no libraries and books in the village’s schools.

#### 5.5.4 Financial Resources

##### 5.5.4.1 Do you think your school has a budget set aside for guidance and counselling programme?

**Table 5.38: Budget Set Aside for Guidance and Counselling Programme**

	Number of Participants	Percentages
Yes	2	5%
No	38	95%
Total	40	100%

The majority, 95%, think their school has no budget set aside for guidance and counselling programme while 5% indicated otherwise. Learners indicated that their schools did not have funds allocated specifically for guidance and counselling programmes. This lack of finance poses a huge challenge on the implementation and delivery of guidance and counselling programme.

##### 5.5.4.2 Does your School have a Substance abuse prevention policy?

**Table 5.39: Substance Abuse Prevention Policy**

	Number of Participants	Percentages
Yes	7	17%
No	33	83%
Total	40	100%

It was learnt that the schools have no substance abuse prevention policy, according to 83% learners, while 17% indicated otherwise. Prevention means early intervention, which entails providing environments that support adaptive behaviour and identifying signs of substance used in children and taking deliberate steps to resolve them.

#### 5.5.4.3 Does your School have an anti-bullying (violence) policy?

**Table 5.40: Anti-bullying (Violence) Policy**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	4	10%
No	36	90%
Total	40	100%

Schools do not have an anti-bullying policy in as far as 90% learners were concerned whereas 10% indicated otherwise. This is an indication of how helpless and depressed learners feel and how that impacts on their well-being, especially African girls.

#### 5.5.4.4 Do you think that the Department of Education is providing you with enough support to implement guidance and counselling programmes?

**Table 5.41: Support to Implement Guidance and Counselling Programmes**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	2	5%
No	38	95%
Total	40	100%

In all, 95% learners think the Department of Education is not providing enough support to implement guidance and counselling programmes, while 5% believe the department is providing enough support. The situation is exacerbated by the fact that the Department of Basic Education does not provide both pre-service training programmes for schools.

## 5.6 THE IMPACT OF SCHOOL GUIDANCE ON LEARNERS' ACADEMIC PERFORMANCE

### 5.6.1 Do you Think there is a Relationship Between Guidance and Learners' Academic Well-being?

**Table 5.42: Relationship Between Guidance and Learners' Academic Wellbeing**

	Number of Participants	Percentages
Yes	3	8%
No	37	92%
Total	40	100%

The majority, 92% of the learners, think there is no relationship between guidance and learners' academic wellbeing while 8% indicated otherwise. This is an indication that learners did not understand the role of guidance and its programme. There is a positive relationship between learners' well-being and academic well-being.

### 5.6.2 Do you Think there is Relationship Between Guidance and Learners' Academic Performance?

**Table 5.43: Relationship Between Guidance and Learners' Academic Performance**

	Number of Participants	Percentages
Yes	2	5%
No	38	95%
Total	40	100%

According to 95% of learners, there is no relationship between guidance and learners' academic performance, while 5% believe there is a relationship. There is a positive relationship between guidance and learners' academic performance. Guidance helps learners with study skills to perform well academically.

### 5.6.3 Do you Think that Problems, if Unresolved, have a Negative Effect on Learners' Academic Performance?

**Table 5.44: Unresolved Problems have Negative Effect on Learners' Academic Performance**

	Number of Participants	Percentages
Yes	37	82%
No	3	8%
Total	40	100%

The majority, 82%, of learners specified "Yes" while 18% indicated "No" on the question, "Do you think that problems, if unresolved, have a negative effect on learner's academic performance?" Happy learners are better motivated and perform well.

## 5.7 OBSTACLES TO EFFECTIVE IMPLEMENTATION OF SCHOOL GUIDANCE PROGRAMME

### 5.7.1 Ineffective Implementation of Guidance and Counselling Programme

**Table 5.45: Ineffective Implementation of Guidance and Counselling Programme**

	Number of Participants	Percentages
Yes	35	87%
No	5	13%
Total	40	100%

On the subject, “Ineffective implementation of guidance and counselling programme?” 87% think the issue is a challenge impacting on the implementation of guidance and counselling programme, while 13% think otherwise. Guidance and counselling programme needs to be implemented holistically in order to be effective and conducive.

### 5.7.2 Teachers who do not Give Priority to Parental Involvement (or Think that it is Inconsequential)

**Table 5.46: Teachers who do not Give Priority to Parental Involvement**

	Number of Participants	Percentages
Yes	39	97%
No	1	3%
Total	40	100%

Teachers who do not give priority to parental involvement present a challenge impacting on implementation of guidance and counselling programmes, according to 97% learners



while 3% saw it the other way. It was suggested by learners for parents to be actively involved in the education of their children.

### 5.7.3 No Fulltime School Counsellor

**Table 5.47: Fulltime School Counsellor**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	33	82%
No	7	18%
Total	40	100%

Not having a full-time school counsellor was challenge that impacts the implementation of guidance and counselling programme in school, according to 82%, while 18% did not see it that way. Learners unanimously pointed out that there was a need for full-time counsellors in schools, not a freelancer.

### 5.7.4 Inadequate provision of guidance and counselling programme

**Table 5.48: Inadequate Provision of Guidance and Counselling Programme**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	8	20%
No	32	80%
Total	40	100%

According to 80% of participants, inadequate provision of the guidance and counselling programme did not impact on implementation of guidance and counselling programmes, while 20% saw it another way.

### 5.7.5 Inadequate Provision of Career Guidance

**Table 5.49: Inadequate Provision of Career Guidance**

	Number of Participants	Percentages
Yes	37	82%
No	3	18%
Total	40	100%

Inadequate provision of career guidance did have an impact on the implementation of guidance and counselling programme, according to 82% of participants, whereas 18% see it otherwise.

### 5.7.6 Lack of Material Resources

**Table 5.50: Material Resources**

	Number of Participants	Percentages
Yes	32	80%
No	8	20%
Total	40	100%

Lack of material resources impact on the implementation of guidance and counselling programmes in the school, indicated 80% participants, whereas 20% said there was no

impact. Schools did not have physical resources such as office space and libraries with books.

### 5.7.7 Lack of Financial Resources

**Table 5.51: Financial Resources**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	34	85%
No	6	15%
Total	40	100%

According to 85% of participants, lack of financial resources presents challenges on the implementation of the guidance and counselling programme in their school while for 15%, lack of finance was not a challenge. Learners indicated that most schools did not have finances to implement guidance and counselling programme on their own without departmental help.

### 5.7.8 Lack of Appropriate Department Policies (Political Resources)

**Table 5.52: Appropriate Department Policies (Political Resources)**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	33	82%
No	7	18%
Total	40	100%

Lack of appropriate department policies was also a challenge that impacts the implementation of guidance and counselling programme in school, according to 82% participants while 18% saw it another way. Participants mentioned that the teacher-learner ratio, which according to DoE policy directive was supposed to be 1:32, was much higher.

### 5.7.9 Learners being Unaware of Available Guidance and Counselling

**Table 5.53: Unaware of Available Guidance and Counselling**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	36	90%
No	4	10%
Total	40	100%

The learners were unaware of available guidance and counselling, and this is a challenge that impacts on the implementation of guidance and counselling programme in schools. This was proved by 90% participants whereas 10% saw it otherwise. As evident in the answering of the questionnaire, learners' understanding of guidance and counselling programmes varied greatly.

### 5.7.10 No Support for Learners with Academic Problems

**Table 5.54: Support for Learners with Academic Problems**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	34	85%
No	6	15%
Total	40	100%

It was outlined that ‘no support for learners with academic problems’ impacts on the implementation of guidance and counselling programme in the school, according to 85% participants, whereas 15% participants saw it differently. Lack of professional counsellors was the contributing factor.

### 5.7.11 No Pre-service Training of School Counsellors

**Table 5.55: Pre-service Training of School Counsellors**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	31	77%
No	9	23%
Total	40	100%

The majority, 77% of participants mentioned that no pre-service training of School counsellors was a challenge that impacts on the implementation of guidance and counselling programme in school, whereas 23% thought otherwise. There was no pre-service of school counsellors in Malamulela Circuit.

### 5.7.12 Confidentiality not being Respected by Counsellors/Educators

**Table 5.56: Confidentiality not being Respected by Counsellors/Educators**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	36	90%
No	4	10%
Total	40	100%

Confidentiality not being respected by counsellors/educators pose a challenge on the implementation of guidance and counselling programme, in as far as 90% participants were concerned while 10% see it otherwise. Students need to feel that there is someone within the school whom they know, to whom they can turn, and who would act as an advocate for them.

### 5.7.13 No Support for Learners with Social/Emotional Problems

**Table 5.57: Support for Learners with Social/Emotional Problems**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	39	87%
No	1	13%
Total	40	100%

The majority, 87% indicated that “No support for learners with social/emotional problems” impacts on the implementation of guidance and counselling programme in school while 13% indicated another way. Guidance and counselling are needed to facilitate learners’ social and emotional growth.

## 5.8 EDUCATORS'/COUNSELLORS' QUESTIONNAIRES

### 5.8.1 Age in Teaching

**Table 5.58: Age in Teaching**

	<b>Number of Participants</b>	<b>Percentages</b>
25 -35 years	04	40%
36 and above	06	60%
Total	10	100%

In all, 40% of the educators/counsellors were 25-35 of age, while 60% of educators were 36 and above. Not all educators were qualified counsellors, but Life Orientation teachers offered this learning area due to workload.

### 5.8.2 Gender of Educators/Counsellors

**Table 5.59: Gender of Educators/Counsellors**

	<b>Number of Participants</b>	<b>Percentages</b>
Male	4	40%
Female	6	60%
Total	10	100%

The 10 educators/counsellors were made up of 40% males and 60% females. These were teachers offering life orientation in Malamulele Circuit Limpopo Province, South Africa. This suggests a pattern where the workforce in the schools was female dominated.

However, there might be gender imbalances in the implementation of guidance and counselling programme in Malamulele Circuit.

### 5.8.3 Teaching Grade

**Table 5.60: Teaching Grade**

	<b>Number of Participants</b>	<b>Percentages</b>
Grade eleven	5	50%
Grade twelve	5	50%
Total	10	100%

In the study, 50% were teaching in Grade Eleven while 50% were teaching Grade Twelve. Some were counsellors while others were just offering life orientation. They were selected because of a better understanding of guidance and counselling in schools.

## 5.9 DO YOU UNDERSTAND GUIDANCE AND COUNSELLING?

**Table 5.61: Understanding Guidance and Counselling**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	8	80%
No	2	20%
Total	10	100%

The results show that 80% of the educators/counsellors understood guidance and counselling, while only 20% indicated that they did not understand guidance and counselling. To add, 80% indicated their understanding by explaining guidance and counselling programme as meant to promote mental health or psychological well-being.



This was the indication learners needed guidance and counselling in adolescence than in any other developmental stage.

### 5.9.1 Does your School Offer Guidance and Counselling Services?

**Table 5.62: Offering of Guidance and Counselling Services by the School**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	1	10%
No	9	90%
Total	10	100%

It was indicated by 90% of educators/counsellors that their school offers no guidance and counselling, whereas only 10% stated that the school offers guidance and counselling services. The majority, especially those who understand guidance and counselling programme better, showed that their schools were not offering these programmes.

### 5.9.2 Do Learners Benefit from Guidance and Counselling?

**Table 63: Learners Benefiting from Guidance and Counselling**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	8	80%
No	2	20%
Total	10	100%

The majority, 80% out of 10 educators/counsellors, think learners benefit from guidance and counselling, while 20% think otherwise. Counsellors were also unanimous indicating

that learners needed guidance and counselling at this age as they deal with a complicated situation and need help.

## 5.10 WHAT ARE PARTICIPANTS' NEEDS FOR GUIDANCE AND COUNSELING PROGRAMME?

### 5.10.1 Do Learners Need Guidance and Counselling?

**Table 5.64: Learners Need Guidance and Counselling**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	7	70%
No	3	30%
Total	10	100%

Learners need guidance and counselling, according to 70% of the educators/counsellors, whereas 30% think otherwise. They are rebellious children who enjoy challenging authority, and most adolescents are troubled, and need help all the time.

### 5.10.2 Do Learners Need School Guidance and Counselling to Help them Develop Decision-making Skills?

**Table 5.65: School Guidance and Counselling to Help Learners to Develop Decision-making Skills**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	6	60%
No	4	40%
Total	10	100%

On the question, “Do you think that learners need school guidance and counselling to help them develop decision-making skill?” 60% selected “Yes” and 40% indicated “No”. Counsellors showed how guidance and counselling equipped learners with information and appropriate skills for decision-making.

### 5.10.3 Do Learners Need a Counsellor to Confide in when they have Serious Problems?

**Table 5.66: Learners Need Counsellors to Confide in when they have Problems**

	Number of Participants	Percentages
Yes	7	70%
No	3	30%
Total	10	100%

Do learners need a counsellor to confide in when they have a serious problem? 70% selected “Yes” and 30% selected “No”. Educators/counsellors indicated that students need to feel that there is someone within the school whom they know, to whom they can turn, and who could act as an advocate for them.

### 5.10.4 Do Learners Need Help with Career Information and Decision-making?

**Table 5.67: Career Information and Decision-making**

	Number of Participants	Percentages
Yes	8	80%
No	2	20%
Total	10	100%

According to 80% of the educators/counsellors, learners need help with career information and decision-making while 20% think otherwise. Lack of career education means that learners are not well equipped with adequate information and appropriate skills for career decision-making.

### 5.10.5 Do Learners Need Help with Study Skills to Improve their Academic Performance?

**Table 5.68: Study Skills to Improve Learners' Academic Performance**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	9	90%
No	1	10%
Total	10	100%

It was 90% of the educators/counsellors that said learners need help with study skills- to improve their academic performance. The majority of counsellors indicated that these skills would help learners improve their academic performance, thereby alleviating the academic problems.

### 5.10.6 Do Learners Need Information about Dangers of Drug and Alcohol Abuse?

**Table 5.69: Information about Dangers of Drug and Alcohol Abuse**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	7	70%
No	3	30%
Total	10	100%

According to 70% of the educators/counsellors, learners need information about the dangers of drug and alcohol abuse, 30% had a different opinion. Participants indicated that it was important to warn learners about dangers of drugs. This means learners have access to information about drugs, their types and physiological as well as psychological harm to individuals abusing them.

#### **5.10.7 Do Learners Need Help to Address Anxiety, Stress and Trauma Emanating from Violence they Experience in School? (e.g. Rape, Bullying and Carrying of Dangerous Weapons)**

**Table 5.70: Addressing Anxiety, Stress and Trauma Emanating from Violence Learners Experience in Schools**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	7	70%
No	3	30%
Total	10	100%

Of the 10 educators/counsellors, 70% selected “Yes” and 30% chose “No” on the matter: “Do you think learners need help to address anxiety, stress and trauma emanating from the violence they experience in school”. According to 70% of counsellors, learners need help when experiencing emotional problems such as anxiety, stress and trauma caused by violence and other socio-economic problems for which learners need counselling.

### 5.10.8 Do Learners Need Help in Enhancing their Self-worth (Strengths and Weaknesses)?

**Table 5.71: Enhancing Learners' Self-worth**

	Number of Participants	Percentages
Yes	6	60%
No	4	40%
Total	10	100%

According to 60% of the educators/counsellors, learners need help in enhancing their self-worth although 40% think otherwise. Without a sense of self-worth, a young person from any culture or family background is vulnerable to a host of social, psychological and learning problems.

### 5.10.9 Learners Need Educators and Counsellors to Enhance their Self-esteem. Do you agree with the Statement?

**Table 5.72: Educators and Counsellors to Enhance Learners' Self-esteem**

	Number of Participants	Percentages
Yes	7	70%
No	3	30%
Total	10	100%

Learners need educators/counsellors to enhance their self-esteem, according to 7(70%) of the respondents while 3(30%) participants indicated that learners did not need educators and counsellors. Learners need a counsellor to enhance their self-esteem, interpersonal relationships with their teacher or counsellor and their peer.

## 5.11 CURRENT STATUS OF SCHOOL GUIDANCE AND COUNSELLING PROGRAMMES

### 5.11.1 Does your School Offer a Counselling Programme for Learners with Problem?

**Table 5.73: Offering of Counselling Programme for Learners with Problems**

	Number of Participants	Percentages
Yes	2	20%
No	8	80%
Total	40	100%

It was learnt that 80% of educators/counsellors revealed that schools do not offer counselling programme for learners with problems. Educators/counsellors pointed out that African learners need support in dealing with the aftermath of their traumatic experience due to violence in schools and their surrounding communities.

### 5.11.2 Does your School Offer Psychological Assessment for Identifying Learning Problems?

**Table 5.74: Offering of Psychological Assessment for Identifying Learning Problems**

	Number of Participants	Percentages
Yes	4	40%
No	6	60%
Total	10	100%

Does your school offer psychological assessment for identifying learning problems? 40% stated “Yes” and 60% indicated “No”. This means that their schools had no access to diagnostic tools such as tests and rating scales to assist the psychologist/counsellor in making a proper diagnosis and designing appropriate intervention strategies.

### 5.11.3 Does your School Offer Career Guidance – to Provide Learners with Information about Careers and Skills Required?

**Table 5.75: Offering of Career Guidance to Provide Learners with Information about Careers and Skills Required**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	3	30%
No	7	70%
Total	10	100%

According to 70% of counsellors, schools did not offer career guidance, while 30% indicated that their schools offer career guidance. Counsellors in Malamulele circuit indicated that their schools were not offering career guidance. Career guidance was one of the focus areas of Life orientation in the General Education Training Band, namely, orientation to the world of work. Inadequate delivery of career guidance has made it difficult for learners to choose career paths which match their potential or aptitudes.



#### 5.11.4 Does your School Offer Placement Services for Learners to Gain Admission to Higher Education and/or Admission to Special Programmes?

**Table 5.76: Offering Placement Services for Learners to Gain Admission to Higher Education and to Special Programmes**

	Number of Participants	Percentages
Yes	2	20%
No	8	80%
Total	40	100%

On the matter “Does your school offer placement services-for learners to gain admission to higher education and/or admission to special programmes?” 20% selected “Yes” and 80% chose “No”. The majority of counsellors, 80%, indicated that their schools were not offering placement service for learners to gain admission to higher education and to special programmes.

#### 5.11.5 Does your School Offer Referral Services to Enable Learners to Access Professional Help Outside School?

**Table 5.77: Offering Referral Services to Enable Learners to Access Professional Help Outside School**

	Number of Participants	Percentages
Yes	1	10%
No	9	90%
Total	100	100%

The majority, 90%, of the educators/counsellors selected “No” on the subject “Does your school offer referral services - to enable learners to access professional help outside school?” while only 10% chose “Yes”. The trend was reasonable that Malamulele, where the study was conducted, was predominantly rural and remains disadvantaged when it comes to access to educational opportunities. This was supported by the majority of counsellors who affirm that guidance and counselling programmes provide information and skills to learners.

#### 5.11.6 Does your School Offer Orientation Services Programmes to Help Students Acclimatize to New Environments?

**Table 5.78: Offering Orientation Services Programmes to Help Students Acclimatize New Environments**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	3	30%
No	7	70%
Total	10	100%

The question, “Does your school offer orientation services-programmes to help students acclimatize to a new environment?” had 30% selecting “Yes” while 70% selected “No”. The majority of counsellors, 70%, indicated that schools were not offering orientation service programmes to assist students to acclimatize to a new environment. It was important to note that the guidance and counselling programme equipped learners with adequate information and appropriate skills for career decision-making.

### 5.11.7 Does your School Offer Group Guidance Services to Attend to Learners with Problems?

**Table 5.79: Offering Group Guidance Services**

	Number of Participants	Percentages
Yes	1	10%
No	9	90%
Total	10	100%

The majority, 90%, chose “No” whereas 10% selected “Yes” on the question “Does your school offer group guidance services-to attend to learners with problems?” Lack of group guidance service to attend to learners with problems makes it worse for learners to have skills of identification and provision of assistance by the support team.

### 5.11.8 Does your School Offer Evaluation and Follow-up Services to Assess the Effectiveness of a Programme?

**Table 5.80: Offering Evaluation and Follow-up Services**

	Number of Participants	Percentages
Yes	4	40%
No	6	60%
Total	10	100%

In all, 4 out of 10 indicated “Yes” and 60% selected “No” on the matter “Does your school offer evaluation and follow-up services-to assess the effectiveness of a programme?” The low evaluation and follow-up services noted that implementation of that programme

has attributed to a number of factors, failure to implement guidance and counselling, barriers in schools and curriculum planners and the poor socio-economic background.

#### **5.11.9 Does your School Offer Suicide Prevention Programme for Learners so Depressed that they thought of Killing Themselves?**

**Table 5.81: Offering Suicide Prevention Programme for Depressed Learners**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	1	10%
No	9	90%
Total	10	100%

The majority 90% of participants selected “No” and 10% chose “Yes”. The majority of learners, 90%, indicated that their schools were not offering suicide prevention programme for learners so depressed that thought of killing themselves. It was noted that many learners have thought of killing themselves because the schools had no suicide prevention programme to help learners who were vulnerable to the extent that the risk of committing suicide was a remote possibility. Depression is a psychological condition which is the main cause of suicide.

#### **5.11.10 Does your School Offer Inclusive Education which Caters for Learners with Learning Difficulties or Special Education Needs?**

**Table 5.82: Offering Inclusive Education**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	1	10%
No	9	90%
Total	10	100%

According to 90% of educators/counsellors, schools did not offer inclusive education- which caters for learners with learning difficulties or special education needs. When asked if their schools offer inclusive education for learners with learning difficulties or special education needs, 90% of participants indicated “No”. It was sensible that schools without an operational guidance and counselling programme would consider some of the programmes as a luxury or inconsequential.

#### 5.11.11 Does your School Offer Information Services for Learners to Make Informed Decisions or Choice?

**Table 5.83: Offering Information Services for Learners**

	Number of Participants	Percentages
Yes	1	10%
No	9	90%
Total	10	100%

The majority 90% of the educators/counsellors indicated that schools were not offering information services-for learners to make informed decisions or choice, while 10% agreed. The participants indicated that their schools were not offering information services to make an informed decision due to lack of properly organised guidance and counselling programmes.

## 5.12 RESOURCES FOR IMPLEMENTATION OF SCHOOL GUIDANCE AND COUNSELLING PROGRAMME

### 5.12.1 Personal Resources

#### 5.12.1.1 Does your School have a Counsellor for Student or Educator Consultation?

**Table 5.84: Student Counsellor or Educator Consultation**

	Number of Participants	Percentages
Yes	4	40%
No	6	60%
Total	10	100%

A slightly above average 60% of educators/counsellors indicated that schools have “No” counsellor for student or educator consultation, while 40% stated that schools have a counsellor for student or educator consultation. The main reason for the shortage of counsellors was lack of qualified school counsellors.

#### 5.12.1.2 Does your School have Peer Counsellors for Learners to Share their Problems with Fellow Learners?

**Table 5.85: Peer Counsellors for Learners**

	Number of Participants	Percentages
Yes	2	20%
No	8	80%
Total	10	100%

According to 80% of the educators/counsellors, schools did not have peer counsellors for learners to share their problems with fellow learners, while 20% indicated that schools

have peer counsellors for learners to share them. The role played by peer counsellors was to allow guidance and counselling programmes to reach and serve more learners as an important part of the equation, but they seem to be a missing link in Malamulele secondary schools.

### 5.12.1.3 Is your School Contracted to a Registered Counsellor for Learners with Serious Personal Problems?

**Table 5.86: Contracted Registered Counsellor**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	3	30%
No	7	70%
Total	10	100%

The majority, 70%, of the educators/counsellors mentioned that their school did not contract a registered counsellor for learners with serious personal problems, 30% indicated otherwise. These important programmes were not utilised because the guidance and counselling programme was not utilised in Malamulele secondary schools.

## 5.12.2 Material Resources

### 5.12.2.1 Does the School offer Guidance and Counseling Programmes?

**Table 5.87: Offering Guidance and Counselling Programmes**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	1	10%
No	9	90%
Total	10	100%

The majority, 90%, of educators/counsellors mentioned that schools were not offering guidance and counselling programme, while only 10% indicated otherwise. The participants showed many challenges due to the lack of guidance and counselling.

### 5.12.3 Physical Resources

#### 5.12.3.1 Office Space for One-to-One Counselling Sessions

**Table 5.88: Office Space for One-to-One Counselling Sessions**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	1	10%
No	9	90%
Total	10	100%

There was no office space for one-to-one counselling sessions, according to 90% of participants. In that context where guidance and counselling programme were not offered, counsellors responded negatively to the demands of the world.

#### 5.12.3.2 Books and other reading materials on careers or life skills education

**Table 5.89: Books and other Reading Materials on Careers or Life Skills Education**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	2	20 %
No	8	80%
Total	10	100%



The majority, 80%, of educators/counsellors indicated that books and other reading materials on careers or life skills education were not offered. Lack of books contributed to implementation of guidance and counselling programmes in schools.

#### 5.12.4 Financial Resources

##### 5.12.4.1 Does your school have a budget set aside for guidance and counselling programme?

**Table 5.90: Budget Set Aside for Guidance and Counselling Programme**

	Number of Participants	Percentages
Yes	2	5%
No	8	95%
Total	10	100%

It was 95% educators/counsellors' view that the school has no budget set aside for guidance and counselling programme. The majority of counsellors indicated that their schools did not have funds allocated specifically for guidance and counselling programme. That poses a huge challenge to the effective implementation and delivery of guidance and counselling programmes.

##### 5.12.4.2 Does the school have a substance abuse prevention policy?

**Table 5.91: Substance Abuse Prevention Policy**

	Number of Participants	Percentages
Yes	2	20%
No	8	80%
Total	10	100%

The school has a substance abuse prevention policy, according to 20% of the participants while 80% stated that they did not have a prevention policy. With learners having to deal with such issues, it would be naïve to expect them to perform in contexts where these matters were not dealt with properly.

#### 5.12.4.3 Does the school have an anti-bullying (violence) policy?

**Table 5.92: Anti-bullying (Violence) Policy**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	4	40%
No	6	60%
Total	10	100%

According to 40% of the educators/counsellors, the school has an anti-bullying (violence) policy, while 60% disagreed. Social ills such as bullying continue to present a huge challenge to youth where they need guidance and counselling programmes to provide them with tools necessary to combat these societal concerns.

#### 5.12.4.4 Does the Department of Basic Education provide enough support to implement guidance and counselling?

**Table 5.93: Providing Enough Support to Implement Guidance and Counselling by the Department of Basic Education**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	2	20%
No	8	80%
Total	10	100%

In total, 80% of the educators/counsellors chose “No” and 20% selected “Yes” on the issue “Do you think that the Department of Education was providing you with enough support to implement guidance and counselling programme?” Counsellors indicated clearly that the department was not doing enough for the implementation of guidance and counselling in Malamulele Circuit.

### **5.13 THE IMPACT OF SCHOOL GUIDANCE ON LEARNERS’ ACADEMIC PERFORMANCE**

#### **5.13.1 Is there a Relationship Between Guidance and Learners’ Academic Well-being?**

**Table 5.94: Relationship Between Guidance and Learners’ Academic Well-being**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	7	70%
No	3	30%
Total	10	100%

In all, 70% out of 100% educators/counsellors think there is a relationship between guidance and learners’ academic well-being. The well-being, according to educators/counsellors, is achieved through the programme of the counsellor in addressing emotional problems so learners can perform well academically.

### 5.13.2 Is there a Relationship Between Guidance and Learners' Academic Performance?

**Table 5.95: Relationship Between Guidance and Learners' Academic Performance**

	Number of Participants	Percentages
Yes	8	80%
No	2	20%
Total	10	100%

The majority, 80% of educators/counsellors think there is a relationship between guidance and learners' academic performance. When they assert that emotions were intimately in virtually every aspect of teaching and learning process and an understanding of nature of emotions within the school context was essential.

### 5.13.3 Do Problems, if Unresolved, have a Negative Effect on Learners' Academic Performance?

**Table 5.96: Negative Effect on Learners' Academic Performance because of Unresolved Problems**

	Number of Participants	Percentages
Yes	7	70%
No	3	30%
Total	10	100%

The majority, 70%, of educators/counsellors think that problems, if unresolved, did have a negative effect on learners' academic performance, while 30% of the participants think that problems, if unresolved, have no negative effect on learners' academic performance.

## 5.14 OBSTACLES TO EFFECTIVE IMPLEMENTATION OF SCHOOL GUIDANCE PROGRAMME

### 5.14.1 Ineffective Implementation of Guidance and Counselling Programme

**Table 5.97: Ineffective Implementation of Guidance and Counselling Programme**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	8	80%
No	2	20%
Total	10	100%

Ineffective implementation of guidance and counselling programme impacts on the implementation of guidance and counselling programme in school, according to 80% of the participates, that is, failure by the National Department of Education to provide schools with the support they need to deliver guidance and counselling programme,

### 5.14.2 No Fulltime School Counsellor

**Table 5.98: Fulltime School Counsellor**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	7	70%
No	3	30%
Total	10	100%

Not having a full-time school counsellor impacts on the implementation of a guidance and counselling programme, according to 70% of educators while 30% think otherwise.

### 5.14.3 Inadequate Provision of Guidance and Counseling Programme

**Table 5.99: Inadequate Provision of Guidance and Counseling Programme**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	8	80%
No	2	20%
Total	10	100%

“Inadequate provision of guidance and counselling programme” was also identified as a challenge that impacts on the implementation of guidance and counselling programme by 80% of the educators, and 20% disagreed on the matter.

### 5.14.4 Inadequate Provision of Career Guidance

**Table 5.100: Inadequate Provision of Career Guidance**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	7	70%
No	3	10%
Total	10	100%

In all, 70% of the educators/counsellors identified “Inadequate provision of career guidance” as a challenge that impacts on the implementation of guidance and counselling programme in the school, while 30% believe otherwise.

### 5.14.5 Lack of Material Resources

**Table 5.101: Lack of Material Resources**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	8	80%
No	2	20%
Total	10	100%

Lack of material resources was identified as a challenge with an impact on the implementation of guidance and counselling programme according to 80% participants while 20% saw it another way. Counsellors believed that lack of material (e.g. libraries with books) poses a huge challenge on the effective implementation and delivery of guidance and counselling programmes.

### 5.14.6 Lack of Financial Resources

**Table 5.102: Lack of Financial Resources**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	6	60%
No	4	40%
Total	10	100%

Lack of financial resources was another challenge impacting on the implementation of guidance and counselling in school, according to 40% respondents. Participants believed most schools did not have finances to implement guidance and counselling programme on their own without departmental help.

### 5.14.7 Lack of Appropriate Department Policies (Political Resources)

**Table 5.103: Lack of Appropriate Department Policies**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	8	80%
No	2	20%
Total	10	100%

According to 80% of the educators/counsellors, lack of appropriate department policies (political resources) impacts on the implementation of guidance and counselling programme in school. Such policies and regulations empower schools to take decisive action against bullying incidents - including cyber bullying. This means that schools need to have regulations to ensure safe school environments.

### 5.14.8 Learners being Unaware of Available Guidance and Counselling

**Table 5.104: Unaware of Available Guidance and Counselling**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	9	90%
No	1	10%
Total	10	100%

Learners being unaware of the available guidance and counselling, can also be a challenge that impacts on the implementation of guidance and counselling programme, according to 90%.



### 5.14.9 No Support for Learners with Academic Problems

**Table 5.105: Support for Learners with Academic Problems**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	8	80%
No	2	20%
Total	10	100%

The majority, 80%, of educators/counsellors indicated “No support for learners with academic problems” which impacts on implementation of guidance and counselling in schools. Counsellors indicated lack of guidance and counselling as a cause of not being able to provide help and support to learners with the social/emotional and academic problems.

### 5.14.10 No In-service Training of School Counsellors

**Table 5.106: In-service Training of School Counsellors**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	6	60%
No	4	40%
Total	10	100%

According to 60% of the educators/counsellors, no in-service training of school counsellors was a challenge on the implementation of guidance and counselling programmes in school.

### 5.14.11 No Pre-service Training of School Counsellors

**Table 5.107: Pre-service Training of School Counsellors**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	7	70%
No	3	30%
Total	10	100%

The unavailability of pre-service training of school counsellors poses a challenge on the implementation of guidance and counselling programme, according to 70% of the participants.

### 5.14.12 Confidentiality not being Respected by Counsellors/Educators

**Table 5.108: Confidentiality not being Respected by Counsellors/Educators**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	6	60%
No	4	40%
Total	10	100%

Accordingly, 60% of educators/counsellors indicated that “Confidentiality not being respected by counsellors/educators” becomes a challenge which impacts on the implementation of guidance and counselling programme in school, while 40% see it the other way. Hence, they need counsellors who could be accessible at all the times where intervention is sometimes a matter of life and death.

### 5.14.13 No Support for Learners with Social/Emotional Problems

**Table 5.109: Support for Learners with Social/Emotional Problems**

	<b>Number of Participants</b>	<b>Percentages</b>
Yes	8	80%
No	2	20%
Total	10	100%

The results show that 80% responded that there was “No support for learners with social/emotional problems” while 20% think otherwise, thus impacting on the implementation of guidance and counselling programme in school. As indicated, social problems such as poverty, unemployment as well as domestic violence are rife in their communities and affect many learners. Therefore, these issues have the propensity to spawn emotional instability and psychological problems.

## 5.15 CONCLUSION

Findings of the current study were in line with early research in the field which showed a variety in consisted and conflicting findings (Colby, 2015:14). Some studies found that guidance and counselling programmes had no effect on pupil achievement or adjustment, others found striking, positive effects, whilst other studies found a negative relationship.

## CHAPTER 6

### SUMMARY, RECOMMENDATIONS AND CONCLUSION

#### 6.1 INTRODUCTION

This chapter summarizes and highlights major findings of the study and analysis. The purpose of the study was to determine importance of guidance and counseling for adolescent learners in Malamulele circuit in Vhembe District. In addition, recommendations and conclusions were made on the basis of research findings.

#### 6.2 SUMMARY OF THE STUDY

In Chapter 1, the research topic was introduced, and the importance of this study was highlighted. The study was justified, and the importance of the study was also exposed. The specific objectives of the study were clearly stated.

The theoretical framework was discussed in Chapter 2.

It discusses both theoretical and conceptual framework that relate to the study in order to identify knowledge gaps in this research area.

The literature review was discussed in Chapter 3, including educational reforms, their impact and adolescent development challenges.

Chapter 4 discusses the research design and methodology. Questionnaires were used to collect information from participants. All instruments used in the analysis of the findings were well explained.

Chapter 5 presents data analysis and interpretation. The results of the study were organized and presented in the form of descriptive statistics. The study findings were

interpreted, and implications of the results suggested to draw patterns of the issues raised.

In Chapter 6, major findings are highlighted, conclusions drawn from the findings and recommendations given as well as future perspectives in the study niche explored.

### **6.3 SUMMARY OF MAJOR FINDINGS**

Years of racial discrimination have affected the psychological well-being of most South African youth, more so township (black) youth. According to Lam and Hui (2015), the apartheid years were characterized by a programmed attack on and an erosion of the black children's right to achieve basic mental health, with destructive effects on their well-being. As an emerging economy, chances of exposure to high risk influences during early critical years are much higher, given the widespread poverty and under-developed services (Petersen & Swart, 2015:166). This incites a debate on whether they should be considered 'damaged victims' or 'resilient survivors' (Lam & Hui 2017:87).

Results of the study seem to suggest that Guidance and Counselling Programmes are in a state of disarray and that South Africa is below par with global trends. Guidance and Counselling Programmes are not implemented as planned in most schools and where they exist, only a few programmes are offered. Participants were basically in accord that we need learners capable and confident and who would in future be productive, responsible, caring members of the workforce and the community. While academic proficiency is of paramount importance in our society, social and emotional learning are also crucial for the kind of success we want for our children. According to Nwachukwu (2016:167), "by building people's personal and social resources, positive emotions transform people for the better, giving them better lives in the future". Thus, the role of guidance and counseling programmes in schools cannot be disputed.

The following is a concise summary of findings of the study, viz. learners' and educators' understanding of School Guidance and Counselling Programmes and their perceived impact of guidance and counseling programmes on learners' well-being:

### **6.3.1 Counsellors and Learners' Summary of Major Findings**

#### **6.3.1.1 Understandings of school guidance and counselling programmes and their impact on beginners' well-being and academic performance:**

The question was meant to establish if learners and educators understood the concept under investigation. Results of the study were that although the concept was relatively novel, it was generally considered by learners as being synonymous with school guidance and counselling. School guidance and counselling programmes were multifaceted since they include a variety of services, some of which are part of the Life Orientation curriculum, some offered as standalone services, for example, inclusive education. Their overriding conception of Guidance and Counseling Programmes is services meant to assist learners with problems. Hence, learners and educators unequivocally indicated that access to Guidance and Counseling programmes was an absolute must as it influences their well-being and academic performance.

Results of the study indicate that learners and educators overwhelmingly stated that there was a relationship (correlation) between learners' psychological well-being and their academic performance. The provision of Guidance and Counseling Programmes influences learners' psychological well-being or mental health, which has a positive impact on their academic performance. As Rent (2017:132) puts it, school achievement is related to basic needs fulfillment and self-regulation through School Guidance and Counseling Programmes. Learners are encouraged to explore, get more concrete and mental material to investigate, and achieve a greater sense of competence.

Nicholas et al. (2016:231) demonstrated an association between subjective well-being and school success, suggesting that happiness and academic achievement were mutually reinforcing, that is, children who perform well in school may do so in part because

they are happy and performing well academically may make children happier. Nicholas et al. (2016:132) maintained that students with a high level of perceived social support have higher level of self-esteem and assertiveness, which indicates their potential for self-actualization.

In slight contrast, Ngari (2016:231) maintains that targeting and nurturing individual strengths such as optimism, courage, future mindedness, honesty and perseverance rather than focusing on repairing their weaknesses is more efficacious strategy to get children to perform to their fullest potential. The reasoning is that deficit lenses makes one focus strictly on pathology which may not provide a complete understanding of all aspects of human functioning.

Lack of Guidance and Counselling Programmes exacerbates the prevalence of psychological distress and depression amongst learners which, in turn, has a negative influence on their academic performance (Slezak, 2017:216). As Colby (2015:132) puts it, depression, especially major depression, is a very serious and life-threatening condition which needs to be treated with great care and circumspection. People with HIV and AIDS are up to 36 times more likely to be suicidal. According to Ngari (2016), suicide ideation is a threat to health and well-being of young people and since they spend substantial time in school, the school provides an ideal arena for suicide prevention and mental health promotion efforts. The availability of Guidance and Counselling Programmes has the potential to reduce incidents of depression and suicide amongst learners; hence, Colby (2015:212) assert that having a caring and supportive school system is vitally important in fostering adolescent psychological health.

According to Nwachukwu (2016:97), loss of one young person through suicide is one too many and faces of the young need to be filled with hope, not hopelessness which is the link between suicidal ideation and acting on it. Hope is explained as the sum total of the willpower and way-power that people have for their goals; willpower is the driving force for individuals to reach their goals, the reservoir of determination and commitment. Willpower is defined as the mental roadmap that guides hopeful thought (Slezak,

2017:154). Gilligan (2016:164) maintains that there is need for people to dispel the ‘cowboys don’t cry’ attitude and seek professional help when depressed.

It is important that learners and educators have a better understanding of Guidance and Counselling Programmes, with or without disabilities, must have unlimited access to such services as this would enhance their emotional well-being and academic performance.

### **6.3.1.2 Learners’ needs for Guidance and Counselling programmes as identified:**

The findings highlight the need to recognize adolescents’ basic and developmental needs and understand how the secondary school environments can either support or hinder them as they make the transition. Adolescence is, by nature, a stage where young people discover themselves by being able to handle the challenges that life presents them. In order to accomplish this, they need emotional support from their educators, counsellors, social workers, parents and peers. Improved accessibility to Guidance and Counselling Programmes would promote learners’ well-being and emotional contentment. That presupposes the need for Guidance and Counselling Programmes as an important aspect of education. Learners and educators identified the following as need areas for School Guidance and Counselling Programmes:

- **Career education:** It is important to link current education to the world of work. Career education is necessary to satisfy the identity and self-actualization needs of learners and would help learners plan for future career (i.e. lifelong career planning), develop skills, values and appropriate attitudes, developing job searching skills, CV writing skills, and interview skills. Learners would gain knowledge of available careers, entry requirements, the role of career in one’s life, and the realization that most adult life is spent in a career and, ultimately, that appropriate career choice is a *sine qua non* for a happy and productive life.

It is about helping young people choose career paths based on their potential or aptitude. It was learners’ opinion that the guidance programmes in most schools



have not helped learners gain sufficient information about. Students mostly drop-out of tertiary institutions because they have made bad and uninformed career choices and failed to take cognizance of their strengths and weaknesses.

- **Social skills development:** Adolescence is characterized by peer pressure, risk-taking syndromes, experimenting with sexuality, identity formation, substance abuse, rebelliousness and difficulties in relationships with parents and peers etc. All these mean that there is a need for Guidance and Counselling Programmes to address them. Most teenagers battle with impulse-control issues which if not properly handled, can be the source of serious psychological disturbances.
- **Guidance:** The provision of information to enable young people to make informed choices is the basis of guidance. Young people should be hungry for information about all things around them which have an impact on their well-being. Adequate information is needed because it influences their decisions. The goal of guidance is self- understanding and understanding the world around each individual learner. It helps them acquire knowledge and skills (e.g. decision-making skills) to lead normal and productive lives. Through guidance, schools prepare young people for future adult roles.
- **Inclusive education:** Schools should cater for the needs of all learners, irrespective of their characteristics and disadvantages. Education is a basic human right and schools should accommodate all children, regardless of their physical, intellectual, social, emotional and linguistic conditions. There are many learners with disabilities and difficulties who need counseling, largely because they are conscious of their differences. They want to be accepted by their peers as normally as possible, otherwise they would feel socially isolated. When we make learners with disabilities feel abnormal (different) or less human than their counterparts, it affects their self-esteem and feelings of self-worth. According to Nwachukwu (2016:236), all learners can learn and succeed, but not in the same way, and all learners must be provided the time to realize their potential.

- **Life skills education:** Life skills are a set of psycho-social competencies and interpersonal skills that help people make informational decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and manage their lives in healthy and productive way (Unicef, 2016). They are abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life (WHO, 2017). According to WHO (2017), these are a core set of skills at the heart of skills-based initiatives for promotion of health and well-being of children and adolescents. They are decision-making, problem-solving, creative thinking, critical thinking, effective communication, interpersonal relationships skills, self-awareness, empathy, coping with emotions and coping with stress. Life skills include skills that enhance self-empowerment, promote personal health and are future-oriented (Ngari, 2016:231).

The learners' services discussed above are essential for satisfying learners' needs and simultaneously promoting their mental health and academic development. Failure to provide such services puts learners at a huge disadvantage as they would battle to face challenges confronting them, which could be detrimental to their well-being and academic performance.

### **6.3.1.3 The current status of Guidance and Counselling Programmes in schools (including types of services and resources):**

The theme focuses on services currently on offer, and though different, is closely related to theme one. There are a variety of Guidance and Counselling Programmes which learners should have access to. This includes – amongst other things – counselling, guidance, Life Skills education, health education, career guidance, sex education, inclusive education and learner support. Most of these services are infused into the Life Orientation curriculum, whereas others are offered as standalone services. The introduction of Life Orientation has proved to be ineffective in addressing some of the mammoth challenges confronting learners daily. The main concern with Life Orientation is that it does not provide for person-to-person counselling, the backbone of any

programme of Guidance and Counselling Programmes. Counselling happens when a school counsellor or psychologist offers specific help and psychological support to learners experiencing problems. Its focus is on student development and academic support. This, in most cases, involves liaising with parents and other participants. Learners of all races can benefit from expert advice of a school counsellor concerning making informed choices in life and handling challenges along the way. Secondly, Life Orientation is seen as a 'free-for-all' which can be taught by anybody, especially those with a low teaching load. Furthermore, due to the fact that it is non-examinable, it is mostly under-valued, marginalized and its periods considered 'free' periods.

The epistemology and skills of the teachers who teach the learning area determines the status thereof. The implementation of inclusive education would help learners with a myriad of learning disabilities such as ADHD, autism, dyslexia etc. With so many developmental hurdles to contend with, adolescents are often overwhelmed by the demands and consequently need counsellors to restore some sanity, give them hope and enhance their state of mental health. It is obviously a huge disservice to young people that schools do not have counsellors to help learners negotiate some of the most difficult challenges in life, sometimes with disastrous consequences (e.g. teenage suicide and bullycide).

There are myriad of factors which compromise the quality of Guidance and Counselling Programmes which include organization, structure, and resources (including personnel). Most schools do not have trained personnel to offer guidance and counselling services. In addition, in-service training programmes offered by the department are haphazardly organized and inadequate to equip educators with appropriate competency skills.

According to Rent (2016:214), continued professional development is the lynch pin to meeting challenges and change. Although Life Orientation is examinable as a school subject, its rating is not considered by tertiary institutions and colleges. As Rent (2016:262) put it, a one-week training session does not prepare educators for the implementation of Life Orientation, neither does it offer them theoretical framework nor does it emphasize the epistemological differences between the old and the new

curriculum. The feelings of most learners are that Life Orientation is not held in high esteem even by the educators who offered the learning area. Lack the uniformity in the training of LO educators and the fact that they come from a diverse range of fields made them feel inadequately equipped to deliver services confidently and effectively.

#### **6.3.1.4 Challenges impacting on the provision of school Guidance and Counselling Programme**

The study revealed and identified many obstacles which impacted on the provision of Guidance and Counselling Programme. An escalation in the rates of violent attacks in schools, substance abuse-related problems, HIV and AIDS infection, learners' disciplinary problems and risky behavioural patterns were some of the concerns which learners raised. These problems were attributed to – amongst other things – the lack of Guidance and Counselling Programmes in schools. Other factors were government's policy on HIV and AIDS and socio-economic factors such as unemployment and poverty. In line with this thinking, it is inevitable that Guidance and Counselling programme be revived to deal with these issues. The situation is exacerbated by the phasing out of school Guidance and Counselling by the Department of Education.

Life Orientation which is mostly relegated to a 'Cinderella' status which can be taught by everyone is marginalized and underrated by both educators and learners. It should be taught by specialists (Jupp, 2016:85) and still remains the most credible vehicle for the dissemination of Guidance and Counselling Programmes. According to Creswell et al. (2016:231), although life skills programmes were introduced in schools in response to the explosion of the HIV epidemic in the 1990s, to increase learners' knowledge of HIV, improve their relational, communication and decision-making skills and influence their attitudes about people living with HIV and AIDS, they demonstrate little or no effect on behaviour. The evidence for effectiveness of sex education in South Africa is not convincing, and we need to focus on how its effects can be optimised. This can be circumvented by employing school counsellors as specialists and providing pre-service and in-service training programmes for Life Orientation educators and improving their

levels of competency and skills and simultaneously removing the discomfort of talking about sex.

One of the concerns raised was the perception by learners and counsellors/educators that the Department of Education was not interested in the implementation of Guidance and Counselling Programmes. Schools do not have the resources necessary for the delivery of good quality Guidance and Counselling Programmes. An example thereof is the fact that programmes in most schools are not capable of meeting the needs of learners with special needs. This is largely because the implementation of inclusive education has proved to be a difficult undertaking, with shortage of resources being the main drawback.

A properly structured Guidance and Counselling programmes should be equipped to address the needs of all learners with and without special education needs. The implementation of inclusive education, as espoused in White Paper 6, was meant to address barriers to learning, including emotional and psychological barriers, to ensure that all learners irrespective of their disabilities have access to Guidance and Counselling Programmes. Specialized education is viewed as a continuum with frameworks within which all learners can achieve their potential in the mainstream.

According to Cohen et al. (2016:231), sustained support of learners is fundamental to successful mainstreaming. Support in this regard includes empowerment by skills-sharing, curricula development and modification, in-school collaboration and availability for consultation and monitoring of difficult-to-manage problems. The effectiveness of services is contingent upon and impaired by the lack of an organised system of collaboration. As Moodle Docs (2016) put it, lack of cooperation, collaboration and support can militate against effectiveness of counsellors and services they offer. Education is a societal issue and implementing Guidance and Counselling Programmes to attend to an array of learners' needs is tantamount to putting their well-being first. The Department of Education, Teachers' Unions (such as SADTU and NAPTOSA) and schools must also make educators aware of the Employee Assistance Programmes and services it provides.

## 6.4 LIMITATIONS

This study extends the current knowledge base by investigating the learners' experiences of Guidance and Counselling Programmes in schools. Specifically, this study attempted to confirm the need and importance of guidance and counselling programmes in promoting learners' well-being. While the study offers some interesting results within the field of educational psychology, they should be interpreted with some caveats in mind. Hence, it was important to interpret the findings with cognizance of the following limitations:

- **Representability:** The ten schools that participated in this study do not represent the entire Malamulele schools, in Vhembe Districts. Though learners in the participating schools were diverse, they were not truly representative of the national population. However, random selection of participants minimized the problem.
- **The scarcity of literature** on the subject would be a major handicap which to some extent, compromised literature reviews. As far as I am aware, there is a shortage of adequate literature on the subject that provides an in-depth study of the problem concerning the delivery of Guidance and Counselling Programmes in South African schools. There is no policy document on school guidance services, and the subject has not been researched. The closest there was, were the departmental policy documents on school guidance and counselling and Life Orientation. Hence, I resorted to using literature focusing on different aspects of School Guidance and Counselling Programmes and used international literature and examples to infer what might be the case in the local context. Though our classrooms can be similar, in many respects to our foreign counterparts, our situation remains unique in the sense that we are a developing nation, one of the third world countries. I also used the Internet as a source of information and made use of the inter-library loan facility.

- **Access to School counsellors:** Only a few schools offer Guidance and Counselling, and due to recent redress and redeployment in schools, many teachers, including school counsellors, have either opted for voluntary severance packages (VSPs) or deemed redundant. The quality of verbal input from this important resource is greatly affected or compromised. The problem was addressed by scheduling appointments and being flexible to accommodate changes and interviewing Life Orientation teachers in schools where there were no counsellors. In most schools, there were no qualified practicing school counsellors, but Life Orientation teachers were 'designated' school counsellors, who stepped in to fill the void.
- **Informant bias:** This was based on the assumption that in-depth interviews with a few key participants, individuals who were particularly knowledgeable and articulate, would provide more insight and good understanding of the problem. A questionnaire was administered to a larger group of learners, and counselors.
- **Generalizability of the findings:** The study was a multisite study. Each school was unique with its own characteristics. Hence, it was not feasible to find a single example that was representative of others. This means nearly the same thing as representivity. First, although an effort was made to increase the generalizability of this study by including a large number of learners from schools confined to one province (Limpopo), the population for this study consisted of predominantly African (Black), rural learners, which excluded urban youth. This could limit the generalizability of the findings to the whole of South Africa, as the findings cannot be assumed to generalize to urban settings.

Moreover, it is hoped that learners gave an untainted and pure perspective of guidance and counseling programmes to either confirm or refute that of the 'experts'. Purposive sampling was used in the choice participants as only knowledgeable people or experts were selected, which also means that the ability to generalize may be compromised. However, I attempted to make the sample as representative as possible. Similarly, an assumption was made that schools in the

same area – though unique – were affected by the same social forces equally. Still, caution is warranted in generalizing beyond the population involved in the present study.

- **Subjectivity or Observer bias:** This refers to having preconceived ideas, expectations and opinions about what would be observed. These expectations could taint one's observations and research results. In other words, as the researcher, I saw what I wanted to see and heard what I wanted to hear. It was advisable that I remain neutral and non-partisan. This establishes and enhances credibility. There can be no shortcuts in research. To overcome this, I used the same questionnaire to collect data in all the schools indicated above. Furthermore, the findings of the research were discussed with teachers, school counsellors and students to verify accuracy.
- **Questionnaire:** One of the main limitations of this study was that the questionnaire did not give counsellors and learners the opportunity to elaborate on their answers. In my opinion, they did not generate qualitative data. Responses given for close-ended questions were mostly one word.
- **Exportability:** This is the term coined by Cohen et al. (2015:86), referring to the packaging of a programmes in a manner that will facilitate large-scale dissemination and utilization. As less than 10% of schools in the Malamulele, Vhembe Districts combined were used in this study; it would be presumptuous to conclude that the status quo prevails in other schools nationally or entertain thoughts of these programmes being implemented in many schools across South Africa. In this case, I focused only on schools in the province and made an assumption that they share common features.
- **Old sources:** Some of the sources (books) cited in the study are more than a decade old. Though I attempted to get recent publications by the same authors, some of them were retained because the issues or principles they contain are still relevant today, for example, Elliot and Witt (1986) and Shertzer & Stone (1976).



- **Use of newspaper articles:** Due to scarcity of literature on the subject of School Guidance and Counselling Programmes, I relied on newspaper articles to build a case for the need to explore the importance of such services in schools and benefits thereof for learners. I acknowledge that newspaper articles are not considered academic journals and findings thereof are not based on empirical studies. However, I only used articles in the rationale and recommendations.
- **Evidence-based research:** The study focused on what counsellors do and do not examine outcomes to demonstrate that learners were different as a result of what counsellors do or did. There were many variables impacting on learners' well-being, and the availability of such services does make a difference.

Despite these limitations, the study has provided new insight into the need for School Guidance and Counselling Programmes for promoting learners' well-being and the need to promote responsive school environments. It also highlights counsellors' role as catalysts for social change by addressing challenges that have the potential to impact negatively upon the psychosocial development of learners.

## 6.5 RECOMMENDATIONS

This study raised issues that can help inform current practice as well as stimulate further research and discussion. Though needed in the education of all children, Guidance and Counselling Programme were either not offered in schools or were inadequately provisioned. Life Orientation is one part of the services that are offered in all schools nationally, but it does not adequately meet emotional needs of learners. As gleaned by the results of this study, further inquiries on this matter are highly recommended as they will add value to the Guidance and Counselling Programme knowledge base.

### 6.5.1 Recommendations for Implementation

This study could serve as a basis for further research in the following avenues:

- A national empirical study investigating feasibility of the revival of Guidance and Counselling Programme and its impact on learners' needs;
- An impact analysis of Life Orientation curriculum in helping learners with problems to cope with life challenges, e.g. substance abuse, violence, bullying, sexual violence, suicide etc.;
- The extent to which School Guidance and Counselling Programme meet learners' needs and promote their psychological well-being;
- A longitudinal investigation into the impact of the training of school counsellors by higher education institutions in the provision of Guidance and Counselling Programme;
- A quantitative study on how the availability of counsellors and psychologists in schools enhances learners' mental health and academic performance;
- An experimental study to investigate the cause-and-effect relationship between the availability of Guidance and Counselling Programme and learners' psychological well-being;
- An action research on the implementation of GCP and observation of its impact on learners' well-being and academic performance; and
- An investigation of the impact of District-based Psychologists on learners' psychological well-being.

### 6.5.2 Recommendations for Research

Additional research is necessary to provide an empirical basis for some of the speculative explanations that I have provided for the results. The study population should include both rural and urban schools and would help researchers determine, for example, whether or not lower utilization of services is due to learners' lower needs or better support systems. A decision will then be taken on how to incorporate the issues to offer better services to a more informed and receptive learner population.

## 6.6 CONCLUSIONS

In the words of Low (2015:11), “the goal of research is that of discerning and uncovering the actual facts of people’s lives and experience, facts that have been hidden, inaccessible, suppressed, distorted, misunderstood, and ignored”. This study was an attempt to give a voice to the voiceless and has revealed serious flaws in our education system which should be dealt with as a matter of urgency. Although as consumers, we embraced the phasing out of Guidance and Counselling and welcomed the introduction of Life Orientation into the fold, one wonders whether it would not have been better if the Guidance and Counselling programme was re-configured rather than sending it to the ideological scrap-yard. As evidenced by the arguments presented above, Guidance and Counselling Programmes in most schools are in a state of disarray, and in dire need of a facelift or a makeover. Where they are offered, services are inadequate, and they mostly do not include trained counsellors (Lam & Hui, 2015).

Psychologists, counsellors, social workers and other health-care professionals have a shared vested interest in mental health. The fact that they are left out of the equation for the delivery of School Guidance and Counselling Programme means that learners with serious problems have no one to turn to. If learners’ problems are not handled properly, our classrooms will gradually be turned into war zones with cameras and metal detectors a common feature. The safety of our educators and children is our main concern and cannot be left to chance. Apart from helping learners to actively participate in the economic upliftment of the country, schools are havens for developing and harnessing talent, and nurturing future leaders in all sectors of the economy, politically, economically, spiritually etc. A country’s economic prosperity depends on the mental and physical well-being of its people. Schools have to remain resolute to serving as centers of educational and cultural excellence. In the words of Minister Lutsufi of Gauteng, schools should serve as “incubators of our children’s futures.

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## APPENDICES

### APPENDIX A: LEARNERS' QUESTIONNAIRES

You are kindly requested to participate in the filling of this questionnaire which is part of a Master's research titled **Guidance and Counselling Programme: An Imperative in Secondary Schools:**

#### PART ONE: BIOGRAPHICAL INFORMATION

##### 1. Indicate by a tick

1.1	School Name					
1.2	Age	16	17	18	19	20+
1.3	Gender/Sex	Male			Female	
1.4	Grade	Eleven			Twelve	
1.5	Race	African				

#### PART TWO: LEARNERS' UNDERSTANDING OF SCHOOL GUIDANCE AND COUNSELLING PROGRAMME

Tick, or cross, "Yes" or "No" to indicate whether you agree or disagree with the following statements regarding learners' needs for the Guidance and Counselling Programme.



S/N	What are participants' understanding of Guidance and Counselling Programme?	YES	NO
1	Do learners understand guidance and counselling?		
2	Does your school offer guidance and counselling services?		
3	Do you think learners benefit from guidance and counselling?		

**Figure 4: Appendix A: LEARNERS' QUESTIONNAIRES**

### **PART THREE: PARTICIPANTS' NEEDS FOR GUIDANCE AND COUNSELLING PROGRAMME**

Tick, or cross, "Yes" or "No" to indicate whether you agree or disagree with the following statements regarding learners' needs for guidance and counselling programme:

S/N	What are learners' needs for guidance and counselling programme	YES	NO
4	Do you think learners need guidance and counselling?		
5	Do you think learners need school guidance and counselling to help them develop decision-making skills?		
6	Do learners need a counsellor to confide in when they have serious problem?		
7	Do learners need help with career information and decision-marking?		
8	Do learners need help with study skills to improve their academic performance?		
9	Do you think that as learners, you need information about dangers of drug and alcohol abuse?		
10	Do you think learners need more guidance than in any other developmental stage?		
11	Do learners need help with academic problems?		
12	Do you think learners need help to address anxiety, stress and trauma emanating from violence they experience in		

school? (e.g. rape, bullying and carrying of dangerous weapons)

- 13 Do you think learners need help in enhancing their self-worth? (strengths and weaknesses)
- 14 Learners need educators and counsellors to enhance their self-esteem. Do you agree with the statement?

#### **PART FOUR: CURRENT STATUS OF SCHOOL GUIDANCE AND COUNSELLING PROGRAMME**

Tick or cross to indicate your agreement or disagreement with the following statements:

<b>S/N</b>	<b>Current status of guidance and counselling programme</b>	<b>YES</b>	<b>NO</b>
15	Does your school offer a counselling programme for learners with problems?		
16	Does your school offer psychological assessment for identifying learning problems?		
17	Does your school offer career guidance to provide learners with information about careers and the skill required?		
18	Does your school offer career study skills training to help learners with study skills to pass examinations?		
19	Does your school offer placement services for learners to gain admission to higher education and/or admission to special programmes?		
20	Does your school offer referral services for learners to access professional help outside school?		

- 21 Does your school offer orientation service programmes to help students acclimatize to the new environment?
- 22 Does your school offer group guidance services to attend to learners with problems?
- 23 Does your school offer evaluation and follow-up services to assess effectiveness of a programme?

- 24 Does your school offer suicide prevention programmes for learners so depressed that they thought of killing themselves?
- 25 Does your school offer CV writing and other job-related skills?
- 26 Does your school offer inclusive education which caters for learners with learning difficulties or special education needs?
- 27 Does your school offer on-site guidance intervention for learners?
- 28 Does your school offer information services for learners to make informed decisions or choices?

## **PART FIVE: RESOURCES FOR IMPLEMENTATION OF SCHOOL GUIDANCE AND COUNSELLING PROGRAMME**

Tick or cross to indicate whether you agree or disagree with statements below regarding resources for effective implementation of a Guidance and Counselling Programme

S/N	Resources for the implementation of Guidance and Counselling	YES	NO
	<u>Personal</u>		
29	Does your School have a counsellor for student or educator consultation?		
30	Does your School have peer counsellors for learners to share their problems with fellow-learners?		
31	Is your School contracted to register Counsellors for learners with serious personal problems?		
	<u>Material resources</u>		
32	Does the School offer a guidance and counselling programme?		
33	Does the School have a curriculum for guidance and counselling?		
	<u>Physical resources</u>		
34	Office space for one-to-one counselling sessions		
35	Books and other reading materials on careers or life skills education		

### Financial resources

Budget for purchasing requirements for the guidance and counselling programme

- 36 Do you think your school has a budget set aside for a guidance and counselling programme?
- 37 Does the School have a substance abuse prevention policy?
- 38 Does the School have an Inclusive education policy?
- 39 Does the School have an anti-bullying (violence) policy?
- 40 Do you think that the Department of Education is providing you with enough support to implement psychological services?

## **PART SIX: THE IMPACT OF SCHOOL GUIDANCE ON LEARNERS' ACADEMIC PERFORMANCE**

Tick or cross to indicate whether you agree or disagree with statements below regarding the link between guidance and academic performance.

- | S/N | The relationship between guidance and learners' academic performance                                 | YES | NO |
|-----|--|-----|----|
| 41  | Do you think there is a relationship between guidance and learners' academic well-being?             |     |    |
| 42  | Do you think there is relationship between guidance and learners' academic performance?              |     |    |
| 43  | Do you think that problems, if unresolved, have a negative effect on learners' academic performance? |     |    |

## **PART SEVEN: CHALLENGED AFFECTING EFFECTIVE IMPLEMENTATION OF GUIDANCE AND COUNSELLING IN SCHOOL**

Tick or cross to indicate whether you agree or disagree with statements below as to what you consider to be obstacles to implementation of a School guidance and counselling programme.

S/N	Obstacles to effective implementation of School guidance programmes	YES	NO
44	Do you think the following are challenges impacting on the implementation of guidance and counselling programme in your school?		
45	Ineffective implementation of guidance and counselling programme		
46	Teachers who do not give priority to parental involvement (or think it is inconsequential)		
47	No fulltime School counsellor		
48	Inadequate provision of a guidance and counselling programme		
49	Inadequate provision of career guidance		
50	Lack of material resources		
57	Lack of financial resources		
58	Lack of appropriate department policies (Political resources)		
59	Learners being unaware of available guidance and counselling		
60	No support for learners with health-related problems, including HIV and AIDS		
61	No support for learners with academic problems		
62	No in-services training of School counsellors		
63	No pre-service training of School counsellors		
64	Confidentiality not being respected by counsellors/educators		
65	No support for learners with social/emotional problems		

## APPENDIX B: SCHOOL GUIDANCE AND SCHOOL COUNSELLORS' QUESTIONNAIRES

You are kindly requested to participate in the filling of this questionnaire which is part of a Master's research titled: **Guidance and counselling, an imperative in secondary school.**

### PART ONE: BIOGRAPHICAL INFORMATION

**2. Indicate by a tick:**

<b>2.1</b>	<b>School Name</b>	<b>(Optional)</b>			
<b>2.2</b>	Age	16	17	18	19+
<b>2.3</b>	Gender /Sex	Male		Female	
<b>2.4</b>	Race	African			

### PART TWO: EDUCATORS' UNDERSTANDING OF SCHOOL GUIDANCE AND COUNSELLING PROGRAMME

Tick, or cross, "yes" or "no" to indicate whether you agree or disagree with the following statements regarding your understanding of guidance and counselling programme:

- |     |   |     |    |
|-----|---|-----|----|
| S/N | What is an educator's understanding of school guidance and counselling programme? | YES | NO |
| 2.6 | Do you understand school guidance and counselling?                                |     |    |
| 2.7 | Does your school offer a guidance and counselling programme?                      |     |    |

2.8 Do you think learners benefit from guidance and counselling?

### **PART THREE: LEARNERS' NEEDS FOR SCHOOL GUIDANCE AND COUNSELLING**

Tick or cross "yes" or "no" to indicate whether you agree or disagree with the following statements regarding learners' needs for guidance and counselling:

S/N	What are learners' needs for guidance and counselling programme	YES	NO
3.1	Learners need guidance to assist them in their academic development		
3.2	Learners need school guidance services to help them develop decision-making skills		
3.3	Learners need a counsellor to confide in when they have serious problems		
3.4	Learners need help with career information and decision-making		
3.5	Learners need help with study skills to improve their academic performance		
3.6	Learners need information about dangers of drugs and alcohol abuse		
3.7	Learners need more guidance in adolescence than in any other developmental stage		
3.8	Learners need help in enhancing their strengths and weaknesses		
3.9	Learners need educators and counsellors to enhance their self-esteem		
3.10	Learners need help in developing friendship and interpersonal skills		
3.11	Learners need to belong to feel valued and appreciated		
3.12	Learners need for recognition to feel worthy and responsible		
3.13	Learners need safety for protection from any physical or emotional harm		
3.14	Learners need guidance and counselling to develop problem-solving skills		

- 3.15 Learners need guidance to plan their future, get employment and be responsible citizens
- 3.16 Learners need skills on how to handle peer pressure
- 3.17 Learners need to be taught about respect and self-discipline
- 3.18 Have you ever had a traumatic experience?
- 3.19 Have you ever thought of killing yourself?
- 3.20 Did you talk to anyone about it?

#### **PART FOUR: CURRENT STATUS SCHOOL GUIDANCE AND COUNSELLING PROGRAMME**

Tick or cross to indicate your agreement or disagreement with the following statements regarding the current status of school guidance and counselling programmes:

- | S/N | What are participants' needs for a guidance and counseling programme?  | YES | NO |
|-----|--|-----|----|
| 4.1 | Our school offers counselling services for learners with problems  |     |    |
| 4.2 | Life Orientation/Life Skills education is offered in our school  |     |    |
| 4.3 | Our school offers psychological assessments for identifying learning problems  |     |    |
| 4.4 | Our school offers career guidance to provide learners with information about careers and skills required                       |     |    |
| 4.5 | Our school offers study skills training to help learners with study skills to pass examinations                                |     |    |
| 4.6 | Our school offers placement services for learners to gain admission to higher education and/or admission to special programmes |     |    |
| 4.7 | Our school offers an Orientation programme for learners to access professional help outside school                             |     |    |



- 4.8 Our school offers Orientation programmes to help students acclimatize to new environments
- 4.9 Our school offers group guidance programmes to attend to learners with problems
- 4.10 Our school offers evaluation and follow-up services to assess the effectiveness of a programme
- 4.11 Our school offers suicide prevention programmes for depressed, suicidal learners
- 4.12 Our school offers CV writing and other job-related skills
- 4.13 Our school offers inclusive education which caters for learners with learning difficulties or special education needs
- 4.14 Our school offers on-site counselling intervention for learners affected/infected with HIV and AIDS
- 4.15 Our school offers information services for learners to make informed decisions or choices
- 4.16 Our school offers measures against school violence, including bullying
- 4.17 Our school offers a substance abuse prevention programme which educates and warns us about dangers of drugs and alcohol
- 4.18 Our school offers trauma counselling for traumatised learners
- 4.19 Our school offers sex education lessons
- 4.20 Our school provides information about dangers of substance abuse
- 4.21 As learners, we are not aware of any guidance and counselling programme available in our school

## **PART FIVE: RESOURCES FOR IMPLEMENTATION OF THE SCHOOL GUIDANCE AND COUNSELLING PROGRAMME**

Tick or cross to indicate whether you agree or disagree with the statement below regarding resources for effective implementation of school guidance and counselling:

S/N	Resources for implementation of Guidance and Counselling	YES	NO
	<u>Personnel Resources</u> (Staffing to ensure delivery of guidance and counselling)		
5.1.1	Our school has a school counsellor for student or educator consultation		
5.1.2	Our School has peer counsellors for learners to share their problems with fellow-learners		
5.1.3	Our School contracted registered Counsellor for learners with serious personal problems		
5.2	<u>Material resources</u>		
5.2.1	Our School offers a guidance and counselling programme		
5.2.2	Our School has a Curriculum for guidance and counselling		
	<u>Physical resources</u>		
5.2.3	Office space for one-to-one counselling sessions		
5.2.4	Books and other reading materials on careers or life skills education		
	<u>Financial resources</u> (Budget for purchasing requirements for a guidance and counselling programme)		
5.2.5	Do you think your school has a budget set aside for a guidance and counselling programme?		
5.2.6	Does the School have a Substance abuse prevention policy?		
5.2.7	Does the School have an Inclusive education policy?		
5.2.8	Does the School have an anti-bullying (violence) policy?		
5.2.9	Do you think the Department of Education is providing you with enough support to implement a guidance and counselling programme?		

## **PART SIX: THE IMPACT OF GUIDANCE AND COUNSELLING ON LEARNERS' ACADEMIC PERFORMANCE**

Tick or cross to indicate whether you agree or disagree with statement below regarding the link between guidance and counselling with learners' academic performance.

- | S/N | The relationship between guidance and learners' academic performance               | YES | NO |
|-----|--|-----|----|
| 6.1 | There is a relationship between guidance and learners' well-being                  |     |    |
| 6.2 | There is a relationship between counselling and learners' academic performance     |     |    |
| 6.3 | Problems, if unresolved, have a negative effect on learners' academic performance? |     |    |

**PART SEVEN: CHALLENGES (OBSTACLES) AFFECTING EFFECTIVE IMPLEMENTATION OF GUIDANCE AND COUNSELLING IN SCHOOL**

- | S/A  | Do you think the following are obstacles impacting on the implementation of guidance and counselling in your school? | YES | NO |
|------|--|-----|----|
| 7.1  | Ineffective implementation of Guidance and Counselling   |     |    |
| 7.2  | Teachers who do not give priority to parental involvement (or think that it is inconsequential)                      |     |    |
| 7.3  | No full-time school counsellor   |     |    |
| 7.4  | Inadequate provision of guidance and counselling services  |     |    |
| 7.5  | Lack of material resources (e.g. books and other reading materials)  |     |    |
| 7.6  | Lack of financial resources (availability of school funds)   |     |    |
| 7.7  | Lack of appropriate departmental policies (political resources)  |     |    |
| 7.8  | Learners being unaware of available guidance and counselling   |     |    |
| 7.9  | No support for learners with health-related problems, including HIV And AIDS   |     |    |
| 7.10 | No support for learners with academic problems   |     |    |
| 7.11 | No in-service training of school counsellors   |     |    |
| 7.12 | No pre-service training of school counsellors  |     |    |

**Thank you for your time**

## APPENDIX C

### APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN MALAMULELE CIRCUIT

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ENQ: Davhana MB

Cell: 0731777711

4796 Makwarela Ext 3

Thohoyandou

0950

13 February 2019

DISTRICT DIRECTOR

Department of education

Private Bag 2250

Sibasa

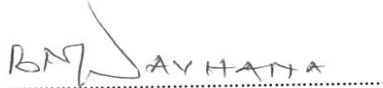
0970

Sir/Madam

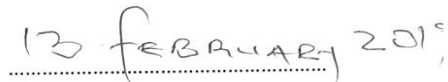
APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN MALAMULELE CIRCUIT

1. This serves as application for permission to conduct research in the above mention circuit on the topic " Guidance and Counselling programmes imperatives for adolescent learners in Malamulele Circuit in Vhembe District Limpopo Province.
2. I will make sure that my interaction with my research subject will not disrupt teaching and learning activities.
3. I promise to inform the circuit manager and principals of schools prior to my commencing study.
4. Banking in your cooperation.

Yours Faithfully  
Davhana Mashudu Ben

  
.....

Signature

  
.....

Date

## APPENDIX D

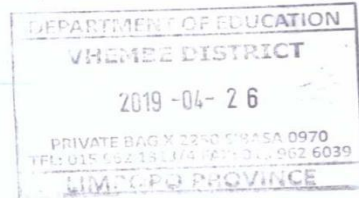
### PERMISSION TO CONDUCT RESEARCH IN MALAMULELE CENTRAL EAST CIRCUIT



LIMPOPO  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
EDUCATION

VHEMBE EAST DISTRICT



REF: 12/1/10/8      ENQ: MATIBE M.S      CONTACT NO. 082 300 4774

DAVHANA MASHUDU.BEN  
4796 MAKWARELA EXT 3  
THOHOYANDOU  
0950

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN MALAMULELE  
CENTRAL CIRCUIT.

1. This serves to inform you that your application for permission to conduct research in the above stated circuit on the topic "Guidance and counselling programmes: an imperatives for adolescent learners in Malamulele Circuit in Vhembe District, Limpopo Province" has been approved.
2. You are expected to ensure that your interactions with your research subject will not disrupt teaching and learning activities.
3. Kindly inform the circuit manager and principals of selected schools prior to commencing your study.
4. Best wishes in your study.

  
DISTRICT DIRECTOR

26/04/2019  
DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970  
Tel: (015) 962 1313 or (015) 962 1331 Fax: (015) 962 6039 or (015) 962 2288

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**APPENDIX E**  
**ETHICAL CLEARANCE CERTIFICATE**

RESEARCH AND INNOVATION  
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

**Mr MB Davhana**

Student No:

**8600545**

**PROJECT TITLE: Guidance and counselling programme: An imperative for adolescent learners in Malamulele circuit in Vhembe District, Limpopo Province.**

PROJECT NO: **SEDU/18/CSEM/05/1005**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof TS Mashau	University of Venda	Supervisor
Dr DA Sinthumule	University of Venda	Co - Supervisor
Mr MB Davhana	University of Venda	Investigator – Student

ISSUED BY:

**UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE**

Date Considered: May 2019

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee: 

Name of the Chairperson of the Committee: Senior Prof. **G.E. Ekosse**



UNIVERSITY OF VENDA DIRECTOR RESEARCH AND INNOVATION 2019 -05- 14 Private Bag X5050 Thohoyandou 0950
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## APPENDIX F

### EDITOR'S LETTER

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200

Professional  
**EDITORS**  
Group

To whom it may concern:

This certifies that the document whose title appears below has been edited for proper English language, grammar, punctuation, spelling and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

Title:

**GUIDANCE AND COUNSELING PROGRAMMES: AN IMPERATIVE FOR  
ADOLESCENT LEARNERS IN MALAMULELE CIRCUIT IN VHEMBE  
DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA**

Author:

**DAVHANA MASHUDU BEN**

Date Edited:

**18 February 2020**

Signed



**Dr. Rose Masha**

B. Library & Inf. Sc.; HDE; Hons. ELT; M. Phil. Hyll.; PhD Ed.